



Handbook for Graduate Students in Education 2020-2021

Wilkes-Barre, Pennsylvania 18711-0801

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

**ALL INQUIRIES FOR THE GRADUATE PROGRAMS
SHOULD BE ADDRESSED TO THE OFFICE OF GRADUATE ADMISSION LOCATED AT
CHAPEL OF CHRIST THE KING, AT THE GEORGE AND GIOVITA MAFFEI FAMILY
COMMONS, 29 W. NORTH STREET, WILKES-BARRE, PA 18711**

<https://www.kings.edu/graduate/>

Office hours are Monday-Friday 8:30 a.m.-4:30 p.m. Weekend and evenings available by appointment.

The Office of Graduate Admission's telephone number is (570) 208-5991. Fax: (570) 371-3070.

E-mails may be sent to gradprograms@kings.edu.

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MISSION STATEMENT

(Adopted by the Board of Directors of King's College on May 2, 2015)

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

Vision

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

King's as Catholic and Holy Cross

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

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

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

HISTORY AND TRADITION

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

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

To achieve its mission:

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

FACILITIES AND STUDENT SERVICES

THE OFFICE OF GRADUATE ADMISSION

The Office of Graduate Admission is located at Chapel of Christ the King, at The George and Giovita Maffei Family Commons, 29 W. North Street, Wilkes-Barre, PA 18711. The Graduate Program Directors and the staff of the Office of Graduate Admission are available to answer questions about graduate programs, application procedures, course schedules and registrations, and any other matters relating to graduate study. Office hours are Monday-Friday 8:30 a.m.-4:30 p.m. Evening and weekend appointments available by contacting the office at (570)208-5991. E-mail may be sent to gradprograms@kings.edu. Information about graduate course offerings is available from the Office of Graduate Admission at the number listed above and on the Graduate website (www.kings.edu/graduate).

THE SHEEHY-FARMER CAMPUS CENTER

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

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

THE BOOKSTORE

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

THOMAS J. O'HARA HALL

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

THE D. LEONARD CORGAN LIBRARY

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

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

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

THE COMPUTING CENTER

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

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

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

CAMPUS MINISTRY

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

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

TITLE IX – SEXUAL MISCONDUCT NOTICE

King's College considers sexual misconduct, in all its forms, to be a serious offense. This policy refers to all forms of sexual misconduct, including but not limited to: sexual harassment, sexual assault, and sexual violence by employees, students, or third parties.

Title IX Coordinators:

- Associate Vice President for Student Affairs and Dean of Students: Mr. Robert McGonigle, Office: John Lane C.S.C. House, 166 North Franklin Street, telephone number: (570) 208-5875, email address: robertmcgonigle@kings.edu
- Director of Human Resources: Ms. Regina Corchado, Office: 181 North Franklin Street, telephone number: (570) 208-5962, email address: reginacorchado@kings.edu

Special Needs:

If you have a special need as addressed by the *Americans with Disabilities Act* and need course material in alternative formats, notify the instructor immediately. Reasonable efforts will be made to accommodate your special needs.

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 and to improve accessibility on campus and in our online platforms. Therefore, if you have physical, sensory, psychological, or learning disabilities, we would like to support your 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 the King's College Academic Skills Center website, https://www.kings.edu/academics/support/skills_center , for more information). King's respects your right to keep disabilities confidential and requires faculty to maintain confidentiality while they work with you and other offices to ensure these accommodations.

Act 48 Credit

Act 48 credit is automatically processed by King's College for completed graduate courses or professional development courses.

GRADUATE STUDY AT KING'S COLLEGE

Philosophy of Graduate Programs

Consistent with its history, tradition and mission statement King's College has designed its graduate programs to prepare and develop professionals for business, industry, government, health care and education who possess the desire, skills, and education to accept management responsibilities and creative leadership positions in regional, national and international organizations. King's College also seeks to offer high-quality education in specialized fields of study which not only enhance the student's technical background, but also maintain a balance between the qualitative and quantitative methods, and the technical and socio-economic approaches to current issues.

Objectives of Graduate Programs

Skills and Abilities

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

Understanding/Knowledge

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

Values

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

Bridging the Undergraduate and Graduate Programs

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

King's College Education Department Mission Statement

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

King's College Graduate Programs' Mission Statement

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

King's College Education Department Vision Statement

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

Education Department Philosophy

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

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

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

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

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

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

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



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

From its very beginning, the philosophy of the Congregation of Holy Cross and King's College has also mirrored the thinking of major scholars concerned with the improvement of education, including Boyer (1995) and Goodlad (1994). Boyer's concept of a basic school for elementary education has ramifications for education at all levels and embraces four main principles: 1) school should be a community; 2) the curriculum must have coherence; 3) a nurturing climate for education must be established; and 4) a commitment must be present for character development. Furthermore, Goodlad (1994) and his colleagues, in developing a mission for teacher education, emphasized the inclusion of moral dimensions, connecting four cornerstone ideas: 1) "enculturating the young in a social and political democracy; 2) providing access to knowledge for all children and youths; 3) practicing pedagogical nurturing; and 4) ensuring responsible stewardship of schools." (p.5)

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

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

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

Graduate Education Goals

Goal 1: Integrating Knowledge and Practice

Graduate Candidate Proficiencies

- The candidate describes the major curriculum theories and beliefs and is able to demonstrate how to effectively apply them when teaching diverse students.
- The candidate demonstrates an understanding of the pedagogies used by effective teachers and is able to demonstrate the ability to use those pedagogies to teach diverse students.

Goal 2: Understanding Learners

Graduate Candidate Proficiencies

- The candidate demonstrates an understanding of how diverse students learn and an ability to differentiate
- instruction so that students with varying degrees of abilities and learning styles can reach their full
- potential.

Goal 3: Developing Learning Communities

Graduate Candidate Proficiencies

- The candidate exemplifies professionalism when modeling effective teaching strategies and when using family and community resources to encourage positive practices both inside and outside of the school.
- The candidate demonstrates leadership behaviors to promote academic development for all students.

Goal 4: Monitoring Learning

Graduate Candidate Proficiencies

- The candidate uses multiple assessment strategies in order to diagnose student strengths and weaknesses and develops teaching methods that are specific to student needs.
- The candidate uses technology effectively to research, teach, and communicate with diverse constituents, and they are able to judge when the use of technology is appropriate

Goal 5: Reflective Practice

Graduate Candidate Proficiencies

- The candidate locates and uses the latest research and resources.
- The candidate demonstrates how to critically evaluate research.
- The candidate demonstrates how to use current literacy research to identify and develop innovative interventions/teaching methods designed to improve the skills of diverse students and demonstrates the ability to continue their professional development throughout their careers.

Honor Society

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

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

ACADEMIC POLICIES

Advisement

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

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

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

When necessary, the student may request, or be directed to request, the specialized guidance and counseling services offered to all students at King's College by the Counseling Center and by the Career Planning: https://www.kings.edu/academics/career_planning/ or e-mail Careerplanningkings.edu.

Registration

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

Current graduate students are encouraged to pre-register for courses they intend to take each semester or session. Graduate students may submit their registration request online at: <https://www.kings.edu/grad-ed-registration>. Upon completing the online registration request, your academic advisor will review your request and you will receive a registration confirmation to your King's email within 72 hours of submitting your request during regular operational hours.

Attendance/Class Participation

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

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

Adding or Dropping a Course

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

Withdrawal from a Course

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

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

Grading System

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

DESCRIPTION	GRADE POINTS PER CREDIT HOURS
A Superior level of competency	4.0
A- Notable level of competency	3.67
B+ Good level of competency	3.33
B Satisfactory level of competency	3.0
B- Adequate level of competency	2.67
C+ Marginally satisfactory level of competency	2.33
C Minimal level of competency	2.0
F Unsatisfactory level of competency; unapproved withdrawal from course (regardless of quality work at the time); or incomplete course work not completed by midterm report date of the following semester	0.0
IN Work in course not completed. If such work is not completed by midterm report date of the following semester,	

	the grade of “F” will be entered as the final grade.	0.0
IP	In progress; used for courses that legitimately extend beyond one semester, such as research or independent study courses. Completion is indicated by one of the regular grades reported in the following semester, and credit is received at that time.	0.0
W	Approved withdrawal from course after class meeting has commenced. For the deadline for withdrawal without academic penalty, contact the Graduate Office.	0.0
AW	Academic withdrawal. The College reserves the right, in those instances where a student is deemed to be in serious violation of college policy, to initiate cancellation of the student’s registration.	0.0
NG	No grade. The College reserves the right to withhold a final grade if a student fails to complete all necessary enrollment procedures. Completion is indicated by one of the regular grades.	0.0

Academic Standing

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

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

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

Repeating Courses in Part-time Programs

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

Progress toward Degree

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

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

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

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

Withdrawal from College

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

Conduct

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

Plagiarism

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

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

Academic Grievances and Appeals

Academic grievances are resolved in the following manner:

- The aggrieved student confers with the faculty member in question. If the grievance is not settled here, then
- The student, the faculty member, and the graduate program director confer to see if an agreement can be reached. If not, then
- The student, the faculty member, and the Chair of the Education Department confer to see if an agreement can be reached. If not, then
- The Chair of the Education Department shall refer the grievance to the Academic Affairs Office.

The Graduate Policy Committee shall proceed as follows:

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

Access to Student Records

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

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

Graduation

Students who anticipate graduating after the completion of a certain semester, should check the appropriate box on the registration form submitted for that semester, indicating intent to graduate. Once the Registrar's Office receives the registration form and verifies completion of academic requirements, the Associate Registrar will then mail information about graduation (cap and gown, name verification for the diploma, etc.) to each prospective graduating student. There is a \$195 graduation fee. A graduation ceremony is held in May and August of each year, and diplomas are issued at those times. Students may also complete their programs in December. Graduation will be marked on the student's transcript at that time, but participation in a graduation ceremony is only possible in May or August. For questions about graduation, contact the Registrar's Office at 570-208-5975.

Transcripts

All transcript requests must be made in writing. Transcript request forms may be found at https://www.kings.edu/academics/registrar/transcript_request. Transcripts may also be requested by calling 570-208-5870.

For Grade Request:

<https://www.kings.edu/academics/essentials/registrar/term-grade-mail-request>

Master's Projects

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

Praxis Requirements

The Reading Specialist Certification and Principal Certification requires the passing of the PRAXIS examination for certification. Certification can be acquired prior to the completion of the Master's Degree. Information regarding the PRAXIS registration and test sites is available through the Education Testing Service (www.ets.org).

PROGRAM REQUIREMENTS

Graduate courses may be taken to fulfill the requirements for the degree program or they may be taken individually for personal or professional enrichment. Courses are offered during the evening in the fall and spring, in traditional 15-week semesters and accelerated blended sessions and online. Summer courses are offered in a variety of accelerated formats, day and evening and weekend accelerated as well as online. Information about graduate course offerings is available from the King's College Office of Graduate Admission at (570) 208-5991 and on the King's College Graduate website (www.kings.edu/graduate).

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

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

(570) 208-5900, ext. 5685

e-mail: jillyurko@kings.edu

The mission of the Master of Education in Reading Program 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.

To be admitted to the Master of Education in Reading Program, applicants must have completed a Bachelor of Science or Bachelor of Arts degree with an overall undergraduate GPA of 3.00 or better. Applicants must submit an online application at: www.kings.edu/applyGradEd and submit official transcripts from all undergraduate and graduate institutions attended, and provide two letters of recommendation.

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

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

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

2. *Required Course Work* (30 Credits)

- EDUC 505 - ELL Adaptations (3 credits) [Substitution: EDUC 605 ESL Instruction: Theory & Practice]
- EDUC 510 - Developmental Nature of Reading (3 credits)
- EDUC 515 - Reading in the Content Area (3 credits)
- EDUC 517 - Literacy Leadership & Instructional Coaching (3 credits)
- EDUC 520 - The Writing Process K-12 (3 credits)
- EDUC 523 - Children's & Adolescent Literature in Reading Instruction (3 credits)
- EDUC 516 - Reading Disabilities: Diagnosis & Prescription (3 credits)
- EDUC 550 - Reading Clinic Practicum (3 credits; prerequisite: EDUC 516)
- EDUC 590 - Practical Research for Educators (3 credits)
- EDUC 575 - Literacy Master's Capstone Project (3 credits; prerequisite: EDUC 590)

3. *Elective Course Work* (3 credits)

- EDUC 501 - Foundations of Instructional Coaching (3 credits)
- EDUC 519 - Reading Instruction for the Exceptional Child (3 credits)
- EDUC 521 - Alternative Assessment (3 credits)
- EDUC 525 - Independent Study (3 credits)
- EDUC 584 - Interactive Learning (3 credits)
- EDUC 605 - ESL Instruction: Theory & Practice

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

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

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

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

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

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

Reading Program Suggested Sequence of Study

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

Sequence	Course	Semester Completed
1 st	EDUC 510 Developmental Nature of Reading	
2 nd	EDUC 515 Reading in the Content Area	
3 rd	EDUC 523 Children's & Adolescent Literature in Reading Instruction	
4 th	EDUC 517 Literacy Leadership & Instructional Coaching	
5 th	EDUC 520 The Writing Process K-12	
6 th	EDUC 505 ELL Adaptations or 605 ESL Instruction: Theory & Practice	
7 th	EDUC 516 Reading Disabilities: Diagnosis & Prescription (Must be taken consecutively with EDUC 550)	
8 th	EDUC 550 Reading Clinic Practicum (Must be taken consecutively with EDUC 516)	
9 th	EDUC 590 Practical Research for Educators	
10 th	Elective	
11 th	EDUC 575 Literacy Master's Capstone Project	

**Master of Education (M.Ed) in Reading (33 credits)
Combined with Orton-Gillingham Courses**

Jill S. Yurko, Ed.D., Program Director
(570) 208-5900, ext. 5685
e-mail: jillyurko@kings.edu

Combine 3 Orton Gillingham Courses with an additional 8 graduate courses and complete the Master of Education in Reading program. The following are the courses required to complete the program:

Course Number	Course Name	Semester Completed
EDUC 800	OG Initial Course 1 and Practicum 1	
EDUC 801	OG Initial Course 2 and Practicum 2	
EDUC 802	OG Advanced Course 1 and Practicum 1	
EDUC 505	ELL Adaptations	
EDUC 510	Developmental Nature of Reading	
EDUC 515	Reading in the Content Area	
EDUC 517	Literacy Leadership & Instructional Coaching	
EDUC 520	The Writing Process K-12	
EDUC 523	Children's & Adolescent Literature in Reading Instruction	
EDUC 590	Practical Research for Educators	
EDUC 575	Reading Master's Capstone Project (prerequisite: EDUC 590)	
	Total Credits	33

Instructional Coaching Endorsement (12 credits)

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The mission of the Instructional Coaching Endorsement Program 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.

The 12-credit (4 course) graduate endorsement program in Instructional Coaching is designed for individuals who:

- are working in public, private or parochial schools within the Commonwealth;
- have a reading specialist certification or Instructional I or II content specific certification
- are seeking Act 48 credits or courses for personal and professional enrichment;
- are seeking skills to deal with complex classroom settings.

Definition of an Endorsement Certificate

Program Endorsement documents knowledge in new and emerging areas where formal certification does not exist. The Program Endorsement is intended to improve a teacher's skills in dealing with complex classroom settings. These endorsements are added to existing Level I or Level II Certificates but are not required to perform service in these areas. **Requires 45 hours of field experience.**

The core content for all instructional coaches includes: (1) instructional coaching knowledge and skills (2) instructional practice knowledge and skills (3) assessment and data analysis knowledge and skills (4) organizational leadership and school change knowledge and skills. This program seeks to maximize the opportunities within each course to fully develop this core knowledge.

The courses in this program are designed to address a specific set of issues, knowledge, and competencies relevant to the role of an instructional coach. The program will prepare coaches who will be able to support teachers' efforts to help students gain mastery of instructional content in the classroom. The program consists of required competencies and includes field experiences.

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

Course Schedules

This program is approved by the Pennsylvania Department of Education (PDE). Upon successful completion, students can apply for the Instructional Coaching Endorsement. Courses are offered on the campus of King's College in Wilkes-Barre. Each course is a three-credit course in a weekly or weekend format. 45 HOURS OF FIELD EXPERIENCE is included in EDUC 525 and is completed with outside class experiences.

Admission Requirements

To be admitted into the graduate certificate program, applicants must have completed a Bachelor of Science or Bachelor of Arts degree with an overall undergraduate GPA of 3.00 or better. Applicants must submit an online application at: www.kings.edu/applyGradEd and submit official transcripts from all undergraduate and graduate institutions attended, and provide two letters of recommendation.

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

Teaching certification in elementary education, secondary education, or a K-12 specialty area (e.g., art, music, special education, etc.). A photocopy of the teaching certification must be submitted with the other application materials.

2. *Required Coursework* (12 credits)

EDUC 501 Foundations of Instructional Coaching (3 credits)

EDUC 521 Alternative Assessment (3 credits)

EDUC 517 Literacy Leadership & Instructional Coaching (3 credits)

EDUC 525 Instructional Coaching Practicum (3 credits)

Instructional Coaching Endorsement Suggested Sequence of Study

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

Sequence	Course	Semester Completed
1st	EDUC 517 Literacy Leadership & Instructional Coaching	
2nd	EDUC 521 Alternative Assessment	
3rd	EDUC 501 Foundations of Instructional Coaching	
4th	EDUC 525 Instructional Coaching Practicum	

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

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

The mission of the master of Education in Curriculum and Instruction Program 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.

Admission Requirements:

To be admitted to the Master of Education in Curriculum and Instruction Program, applicants must have completed a Bachelor of Science or Bachelor of Arts degree with an overall undergraduate GPA of 3.00 or better. Applicants must submit an online application at: www.kings.edu/applyGradEd and submit official transcripts from all undergraduate and graduate institutions attended, and provide two letters of recommendation.

1. *Prerequisite:* A Bachelor of Science or Arts

2. *Required Core Course Work* (15 Credits)

- EDUC 580 - Curriculum Theory and Design (3 credits)
- EDUC 582 - Current Issues and Trends in Education (3 credits)
- EDUC 584 - Interactive Learning (3 credits)
- EDUC 586 - Inclusionary Classroom Practices (3 credits)
- EDUC 590 - Practical Research for Educators (3 credits)

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

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

PK-4 Elementary Education

- EDUC 510 - Developmental Nature of Reading (3 credits)
- EDUC 625 - Instructional Methods, Technologies and Their Development in the Elementary Classroom (3 credits)
- EDUC 630 - Elementary Mathematics and Science Instruction (3 credits)
- EDUC 521 - Alternative Assessment (3 credits)
- EDUC 635 - PK-4 Elementary Education Master's Capstone Project (3 credits; prerequisite: EDUC 590)

Concentration in PK-4 Elementary Education Suggested Sequence of Study

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

English as a Second Language

- EDUC 600 - Second Language Acquisition (3 credits)
- EDUC 605 - ESL Instruction: Theory & Practice (3 credits)
- EDUC 610 - ESL Assessment: Theory & Practice (3 credits)
- EDUC 615 - Dimensions of Culture (3 credits)
- EDUC 620 - ESL Master's Capstone Project (3 credits; prerequisite: EDUC 590)

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

Sequence	Course	Semester Completed
1 st	EDUC 600 Second Language Acquisition	
2 nd	EDUC 605 ESL Instruction: Theory & Practice	
3 rd	EDUC 610 ESL Assessment: Theory & Practice	
4 th	EDUC 615 Dimensions of Culture	
5 th	EDUC 580 Curriculum Theory & Design	
6 th	EDUC 584 Interactive Learning	
7 th	EDUC 586 Inclusionary Classroom Practices	
8 th	EDUC 582 Current Issues & Trends in Education	
9 th	EDUC 590 Practical Research for Educators	
10 th	EDUC 620 ESL Master's Capstone Project	

STEM Education (Science or Mathematics)

- EDUC 672 - STEM Methods (3 credits)
- EDUC 674 - STEM Design (3 credits)
- EDUC 676 - STEM Assessment (3 credits)
- EDUC 678 - STEM Practicum (3 credits)
- EDUC 620 - ESL Master’s Capstone Project (3 credits; prerequisite: EDUC 590)

Concentration in STEM Education Suggested Sequence of Study

Sequence	Course	Semester Completed
1st	EDUC 580 Curriculum Theory and Design	
2nd	EDUC 672 STEM Design	
3rd	EDUC 674 STEM Methods	
4th	EDUC 676 STEM Assessment	
5th	EDUC 678 STEM Practicum	
6th	EDUC 584 Interactive Learning	
7th	EDUC 586 Inclusionary Classroom Practices	
8th	EDUC 590 Educational Research Design	
9th	EDUC 582 Current Issues and Trends in Education	
10th	EDUC 650 Mathematics Education Master’s Capstone Project or EDUC 676 Science Education Master’s Capstone Project	

Excellence in Teaching

EDUC 535 - Excellence in Teaching Master's Capstone Project (3 credits; prerequisite: EDUC 590)
Electives (choose four courses; 12 credits)

Excellence in Teaching Suggested Sequence of Study

Sequence	Course	Semester Completed
1st – 10th	EDUC 580 Curriculum Theory and Design	CORE Requirement
1st – 10th	Elective	
1st – 10th	EDUC 584 Interactive Learning	CORE Requirement
1st – 10th	EDUC 586 Inclusionary Classroom Practices	CORE Requirement
7th or 8th	EDUC 590 Practical Research for Educators	CORE Requirement
1st – 10th	EDUC 582 Current Issues and Trends in Education	CORE Requirement
10th	EDUC 535 Excellence in Teaching Master's Capstone Project	CORE Requirement

Graduate Endorsement Science, Technology, Engineering and Mathematics [STEM] Education (12 credits)

DeBorah A. Carr, Ed.D., Program Director
(570) 208-5900 ext. 5448
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The mission of the Science, Technology, Engineering and Mathematics (STEM) Education Endorsement Program 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.

The 12-credit (4 course) graduate endorsement program in STEM is designed for individuals who:

- are working in public, private or parochial schools within the Commonwealth;
- are seeking Act 48 credits or courses for personal and professional enrichment;
- are seeking skills to deal with complex classroom settings.

Definition of an Endorsement Certificate

Program Endorsement documents knowledge in new and emerging areas where formal certification does not exist. The Program Endorsement is intended to improve a teacher's skills in dealing with complex classroom settings. These endorsements are added to existing Level I or Level II Certificates but are not required to perform service in these areas.

Course Schedules

This program is approved by the Pennsylvania Department of Education (PDE). Upon successful completion, students can apply for a STEM Education Endorsement. Courses are offered on the campus of King's College in Wilkes-Barre through an accelerated weekend format or summer week long format. Each three-credit course runs within a 6-week period in a blended format with class meetings schedules including a week night and alternating Saturday/Sunday morning face-to-face meetings. Each class requires 5 HOURS OF FIELD EXPERIENCE.

Field Experience

A five (5) hour field experience is required for each course. This requirement fits into most school district's contractual "personal day" allotment in the event that travel is warranted to complete the field experience. Each instructor is responsible to guide participants to relevant experiences for their individual course for the integration of comprehensive and coordinated competencies within the King's program. Likewise, instructors are to provide discussion and feedback time within class and online exchanges. Verification of each field experience is required to be documented on the King's college Field Experience Log and to be accompanied by a narrative reflection which describes the experience and then explains how the experience has enhanced or expanded the course's competencies' focus. Each course offers a different perspective of STEM design and the implementation of theory to practice.

Admission Requirements

To be admitted into the graduate endorsement program, applicants must have completed a Bachelor of Science or Bachelor of Arts degree with an overall undergraduate GPA of 3.00 or better. Applicants must submit an online application at: www.kings.edu/applyGradEd and submit official transcripts from all undergraduate and graduate institutions attended, and provide two letters of recommendation.

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

Teaching certification in elementary education, secondary education, or a K-12 specialty area (e.g., art, music, special education, etc.). A photocopy of the teaching certification must be submitted with the other application materials.

2. *Required Course Work* (12 Credits)

- EDUC 672 - STEM Design (3 credits)
- EDUC 674 - STEM Methods (3 credits)
- EDUC 676 - STEM Assessment (3 credits)
- EDUC 678 - STEM Practicum (3 credits)

**Science, Technology, Engineering, and Mathematics (STEM) Education Endorsement
Suggested Sequence of Study**

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

Sequence	Course	Semester
1st	EDUC 672 STEM Design	
2nd	EDUC 674 STEM Methods	
3rd	EDUC 676 STEM Assessment	
4th	EDUC 678 STEM Practicum	

Program Specialist Certification English as a Second Language (15 credits)

DeBorah A. Carr, Ed.D., Program Director
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The mission of the English as a Second Language Program Specialist Program 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.

The 15-credit (five course) ESL Program Specialist graduate certificate program is designed for individuals who:

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

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

- First Friday of Class , 6:00-8:00 p.m., and
- Saturdays and Sundays, 9:00 a.m.-noon

The EDUC 601 Clinical Field Practicum course is offered each semester to meet the 60 hours field experience. This 60 hours includes experience with a certified ESL Program Specialist in a public school setting as well as community activities to meet the ESL Program Specialist competencies. Activities are documented in a portfolio format and monitored by a King's College supervisor who holds an ESL Program Specialist certificate.

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

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

2. Admission: Applicants must submit an online application at: www.kings.edu/applyGradEd and submit official transcripts from all undergraduate and graduate institutions attended, and provide two letters of recommendation.

*ESL Program Specialist Certification applicants whose native language is not English are required to take and pass the ACTFL English Language OPI Test.

3. *Required Course Work* (15 Credits)

- EDUC 600 - Second Language Acquisition (3 credits)
- EDUC 601 – ESL Clinical Field Practicum (3 credits)
- EDUC 605 - ESL Instruction: Theory & Practice (3 credits)
- EDUC 610 - ESL Assessment: Theory & Practice (3 credits)
- EDUC 615 - Dimensions of Culture (3 credits)

ESL Program Specialist Suggested Sequence of Study

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

Sequence	Course	Semester Completed
1st	EDUC 600 Second Language Acquisition	
2 nd -5th	EDUC 601 ESL Clinical Field Experience	
3rd	EDUC 605 ESL Instruction: Theory & Practice	
4th	EDUC 610 ESL Assessment: Theory & Practice	
5th	615 Dimensions of Culture	

****EDUC 600, EDUC 605, EDUC 610 and EDUC 615 fulfill the concentration requirements for the M.Ed. in Curriculum & Instruction with a concentration in ESL.**

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

Sequence	Course	Semester Completed
1 st	EDUC 600 Second Language Acquisition	
2 nd	EDUC 605 ESL Instruction: Theory & Practice	
3 rd	EDUC 610 ESL Assessment: Theory & Practice	
4 th	EDUC 615 Dimensions of Culture	
5 th	EDUC 580 Curriculum Theory & Design	
6 th	EDUC 584 Interactive Learning	
7 th	EDUC 586 Inclusionary Classroom Practices	
8 th	EDUC 582 Current Issues & Trends in Education	
9 th	EDUC 590 Practical Research for Educators	
10 th	EDUC 620 ESL Master's Capstone Project	

Master of Education (M.Ed.) in Special Education (30 credits)

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Lee Evans, Assistant Technical Professor
(570) 208-5900 ext. 5449
e-mail: leeevans@kings.edu

The mission of the Master of Education Program in Special Education 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.

The 30-credit (10 course) Master of Education in Special Education is designed for individuals who:

- are working in public, private or parochial schools within the Commonwealth;
- are seeking Act 48 credits or courses for personal and professional enrichment;
- are seeking skills to deal with complex classroom settings.

Admission Requirements

To be admitted into the Master of Education in Special Education Program, applicants must have completed a Bachelor of Science or Bachelor of Arts degree with an overall undergraduate GPA of 3.00 or better. Applicants must submit an online application at: www.kings.edu/applyGradEd and submit official transcripts from all undergraduate and graduate institutions attended, and provide two letters of recommendation.

1. *Prerequisite:* A Bachelor of Science or Arts

2. *Required Course Work* (30 Credits)

EDUC 516 Reading Disabilities: Diagnosis and Prescription

EDUC 584 Interactive Learning

EDUC 586 Inclusionary Classroom Practices

EDUC 590 Educational Research and Statistics

EDUC 720 Special Education School Law and Regulations

EDUC 730 Early Intervention Infant/Preschool or EDUC 510 Developmental Nature of Reading

EDUC 740 Universal Design for Learning and Response to Intervention

EDUC 750 School-wide Behavior Support and Behavior Management

EDUC 760 Transition Systems from School to Adult

EDUC 770 Special Education Master's Capstone Project

Master of Education in Special Education Program Suggested Sequence of Study

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

Sequence	Course	Semester
1 st	EDUC 720 Special Education School Law and Regulations	
2 nd	EDUC 740 Universal Design for Learning and Response to Intervention or EDUC 710 ASD: Assessment	
3 rd	EDUC 750 School-wide Behavior Support and Behavior Management	
4 th	EDUC 730 Early Intervention Infant/Preschool or EDUC 700 ASD: Characteristics & Etiology or EDUC 510 Developmental Nature of Reading	
5 th	EDUC 586 Inclusionary Practices or EDUC 705 ASD: Instructional Interventions & Methods	
6 th	EDUC 584 Interactive Learning	
7 th	EDUC 516 Reading Disabilities: Diagnosis and Prescription	
8 th	EDUC 760 Transition Systems from School to Adult (or EDUC 715 Autism Spectrum Disorder: Collaboration with Families, Agencies, and Community)	
9 th	EDUC 590 Practical Research for Educators	
10 th	EDUC 770 Special Education Master's Capstone Project	

Master of Education Special Education Combined with Orton-Gillingham Courses

Combine the 4 Orton Gillingham Courses with an additional 6 graduate courses and complete your Master of Education in Special Education completely ONLINE.

Sequence	Course	Semester Completed
	EDUC 800 OG Initial Course 1 and Practicum 1	
	EDUC 801 OG Initial Course and Practicum 2	
	EDUC 802 OG Advanced Course 1 and Practicum 1	
	EDUC 803 OG Advanced Course 2 and Practicum 2	
EDUC 590	EDUC 590 Practical Research for Educators	
EDUC 720	EDUC 720 Special Education School Law and Regulations	
EDUC 770	EDUC 770 Special Education Master's Capstone Project (prerequisite: EDUC 590)	
EDUC__	Elective (from Reading or Special Education Programs)	
EDUC__	Elective (from Reading or Special Education Programs)	
EDUC__	Elective (from Reading or Special Education Programs)	

Graduate Endorsement Autism Spectrum Disorder (12 credits)

Jill S. Yurko, Ed.D., Program Director
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The mission of the Autism Spectrum Disorder Endorsement Program 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.

The 12-credit (4 course) graduate endorsement program in Autism Spectrum Disorder is designed for individuals who:

- are working in public, private or parochial schools within the Commonwealth;
- are seeking Act 48 credits or courses for personal and professional enrichment;
- are seeking skills to deal with complex classroom settings.

Definition of an Endorsement Certificate

Program Endorsement documents knowledge in new and emerging areas where formal certification does not exist. The Program Endorsement is intended to improve a teacher's skills in dealing with complex classroom settings. These endorsements are added to existing Level I or Level II Certificates but are not required to perform service in these areas. **Requires 80 hours of field experience.**

Course Schedules

This program is approved by PDE. Upon successful completion, students will Autism Spectrum Disorder Program Endorsement. Courses are offered on the campus of King's College in Wilkes-Barre through an accelerated blended weekend format. Each three-credit course runs for two ALTERNATING weekends AND INCLUDES 80 HOURS OF FIELD EXPERIENCE completed outside class experiences. Classes are held at the following times:

- First Friday of Class , 6:00-8:00 p.m., and
- Saturdays and Sundays, 9:00 a.m.-noon

Admission Requirements

To be admitted into the graduate endorsement program, applicants must have completed a Bachelor of Science or Bachelor of Arts degree with an overall undergraduate GPA of 3.00 or better. Applicants must submit an online application at: www.kings.edu/applyGradEd and submit official transcripts from all undergraduate and graduate institutions attended, and provide two letters of recommendation.

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

*Teaching certification in elementary education, secondary education, or a K-12 specialty area (e.g., art, music, special education, etc.) is required to enter this endorsement program if the applicant intends to add the Autism Spectrum Disorder Endorsement to an existing Pennsylvania teacher certification. A photocopy of the teaching certification must be submitted with the other application materials.

2. *Required Course Work* (12 Credits)

- EDUC 700 - Characteristics and Etiology of Autism (3 credits)
- EDUC 705 - Instructional Interventions & Methods for Autism Spectrum Disorder (3 credits)
- EDUC 710 - Autism Assessment for Instructional Planning (3 credits)
- EDUC 715 - Collaboration with Families, Agencies, and Community (3 credits)

Autism Spectrum Disorder Endorsement Suggested Sequence of Study

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

Sequence	Course	Semester
1st	EDUC 700 Characteristics and Etiology of Autism	
2nd	EDUC 705 Instructional Interventions and Methods for Autism Spectrum Disorder	
3rd	EDUC 710 Autism Assessment for Instructional Planning	
4th	EDUC 715 Collaboration with Families, Agencies, and Community	

***See below how Autism Spectrum Disorder Endorsement coursework may be applied to a Master's Degree.*

Master of Education in Special Education Program Suggested Sequence of Study

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

Sequence	Course	Semester
1 st	EDUC 720 Special Education School Law and Regulations	
2 nd	EDUC 710 ASD: Assessment for Instructional Planning	
3 rd	EDUC 750 School-wide Behavior Support and Behavior Management	
4 th	EDUC 700 ASD: Characteristics & Etiology	
5 th	EDUC 705 ASD: Instructional Interventions & Methods	
6 th	EDUC 584 Interactive Learning	
7 th	EDUC 516 Reading Disabilities: Diagnosis and Prescription	
8 th	EDUC 715 Autism Spectrum Disorder: Collaboration with Families, Agencies, and Community)	
9 th	EDUC 590 Practical Research for Educators	
10 th	EDUC 770 Special Education Master's Capstone Project	

Principal Certification Program (12 credits)

DeBorah A. Carr, Ed.D., Program Director

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The mission of the Principal Certification Program 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.

The 18-credit (6 course) graduate program in the Principal Certification Program is an online cohort program is designed for individuals who want to be prepared to lead as well as the following:

- are working in public, private or parochial schools within the Commonwealth;
- are seeking Act 48 credits or courses for personal and professional enrichment;
- are seeking skills to deal with complex classroom settings.

Course Schedules

This program is approved by PDE. Cohorts start in the fall and spring. The all online courses rotate with two-eight week courses during the spring and fall semesters and one-eight week during the summer session. Each 3 credit course includes 20 hours of field experience and each 1 credit Practicum course includes 87 hours of field experience. Each participant cohort group follow the same class sequence and complete course requirements in two years. Qualifying candidates take the School Leadership Licensure Assessment for Principal Certification (PRAXIS).

Admission Requirements

To be admitted into the Principal Certification Program, applicants must have completed a Bachelor of Science or Bachelor of Arts degree with an overall undergraduate GPA of 3.00 or better and a minimum of three years teaching experience. Applicants must submit an online application at: www.kings.edu/applyGradEd and submit official transcripts from all undergraduate and graduate institutions attended, and provide two letters of recommendation.

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

*Teaching certification in elementary education, secondary education, or a K-12 specialty area (e.g., art, music, special education, etc.) is required to enter this program if the applicant intends to an existing Pennsylvania teacher certification. A photocopy of the teaching certification must be submitted with the other application materials.

2. Required Course Work (18 Credits)

- EDUC 900 - The Principalship (3 credits)
- EDUC 905 - Principles of Instructional Supervision (3 credits)
- EDUC 910 - School Improvement (3 credits)
- EDUC 915 - Law & Education (3 credits)
- EDUC 920 - Financial Management (3 credits)
- EDUC 925 - Elementary Practicum (1 credit)
- EDUC 926 - Middle School Practicum (1 credit)
- EDUC 927 - High School Practicum (1 credit)

Principal Certification Cohort Sequence

Sequence	Course	Semester
<i>1st</i>	EDUC 900: The Principalship (3 credits)	
<i>2nd</i>	EDUC 910: School Improvement (3 credits)	
<i>3rd</i>	EDUC 910: School Improvement (3 credits)	
<i>4th</i>	EDUC 915: Law & Education (3 credits)	
<i>5th</i>	EDUC 920: Financial Management (3 credits)	
<i>6th-8th</i>	EDUC 925: Practicum 1 (1 credit)	
<i>6th-8th</i>	EDUC 926: Practicum 2 (1 credit)	
<i>6th-8th</i>	EDUC 927: Practicum 3 (1 credit)	

Professional Development Center

Denise M. Reboli, Ph.D., Program Director
 (570) 208-5900, ext. 5901
 e-mail: denisereboli@kings.edu

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

The Professional Development Center is a collaborative effort with the Education Department and the Graduate Programs at King's College, and teachers and administrators at schools within the Luzerne Intermediate Unit. Instructors and course offerings are selected by members of an advisory board chaired by Dr. Denise Reboli, Professor of Education, who serves as the Chair of the Education Department and Director of the Professional Development Center.

Courses taken through the Professional Development Center may not normally be used for degree credit in the King's Master's of Education Program; however decisions are made on an individual basis in the Excellence in Teaching concentration in regards to career goals and application to current teaching assignment. Courses may be used in transfer for degree credit at other institutions, at the discretion of the individual institution. Act 48 credit is automatically processed by King's for all students who complete graduate courses, including PDC courses.

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

<https://www.kings.edu/graduate/>

GRADUATE PROGRAMS' FACULTY AND ADMINISTRATION

Denise M. Reboli

Professor of Education

Certification Officer

Chair, Department of Education

B.A., Drew University

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

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M.Ed., Educational Leadership, Lehigh University

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Lee Evans

Assistant Technical Professor

B.S. Bloomsburg State University

M.S. Bloomsburg University

Sunny Minelli Weiland

Associate Professor of Education

B.S., University of Scranton

M.S., Marywood University

Ph.D., Marywood University

Master's Degree Capstone Project

Master's degree programs culminate with a Capstone Project. The expectations for all Capstone Projects include demonstration of scholarship through research and its application. This may include, but are not limited to a professional contribution, meta-analysis, or action research. Projects must be supported with relevant scholarly articles in a proposal developed in EDUC 590, Practical Research for Educators. The project's design, application, and assessment are further refined and implemented in the Master's Capstone Project Course. All formats for the Capstone must have Graduate Advisor and Education Graduate Committee approval the semester prior to completion.

Advisement Notes:

Sequence	Course	Semester Completed
1 st		
2 nd		
3 rd		
4 th		
5 th		
6 th		
7 th		
8 th		
9 th	EDUC 590 Practical Research for Educators	
10 th		
11 th (Reading Only)		