



POST BACCALAUREATE PROGRAM STUDENT HANDBOOK (2019-20)

King's College Mission Statement

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.

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, the Congregation of Holy Cross and the best professional practices of teacher education.

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 comprise 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 POST BACCALAUREATE PROGRAM

The Post Baccalaureate Program at King's College is specifically designed to assist persons who have earned a bachelor's degree from an accredited institution gain teacher certification. For those who already possess a teacher certification, there are opportunities to gain additional certifications.

The Education Department currently offers programs leading to certification in grades PK-4 and Special Education PK-8 (combined or separate), Biology (7-12), Chemistry (7-12), Economics (7-12), English (7-12), French (K-12), General Science (7-12), History (Citizenship or Social Studies) (7-12), Physics (7-12), Political Science (7-12), Spanish (K-12) and Special Education (7-12).

For candidates pursuing certification in one of the areas noted above and who hold a degree in one of the above subject areas, the typical time to completion is 18 months. For candidates seeking a certification in an area in which they did not receive the equivalent bachelor's degree, an accurate frame cannot be established until there is a formal review of a candidate's transcripts from all college courses taken.

Please note: The Pennsylvania Department of Education (PDE) will stop issuing Special Education PK-8 and Special Education 7-12 certificates as of December 31, 2021. If one currently holds a SPED PK-8 or SPED 7-12 certificate, one may apply for an "expansion certificate" even if one does not have a content area in the new grade bands.

In order to apply for the "expansion certificate" one will need to follow either of two routes:

- 1) take the tests for special education in the grade band you want to add or
- 2) take the missing course work/field experiences that are missing.

The Education Department has reviewed our current SPED PK-8 and SPED 7-12 coursework to identify what one would need to take if one wants to proceed with seeking the expansion certificate:

If you completed King's Special Education PK-8 and want to add Special Education 7-12 Expansion Certificate, you will need to take a transition class (EDUC 314) which includes a field experience. The department anticipates offering this class in the spring 2020 semester. For more information about this course and/or to enroll in this course contact Mr. Evans: leeceevans@kings.edu.

If you completed King's Special Education 7-12 and want to add Special Education PK-8 Expansion Certificate, you will need to take either (EDUC 260 and EDUC 390) or (EDUC 510 and EDUC 516). EDUC 510 is offered in the fall semester either on campus (Monday 6-8:45 pm) or online. EDUC 516 does offer a field experience working with children. EDUC 260 is offered in the spring semester which will be during the day. EDUC 390 can be taken the following fall. If you are interested in enrolling in EDUC 260 and EDUC 390, please contact Brother Stephen LaMendola, Director of the Post-Baccalaureate Program: stephenlamendola@kings.edu.

If you are interested in enrolling in EDUC 510 and EDUC 516, please contact Christine Stevens, Director of Graduate Admissions: christinestevens@kings.edu.

All of the above listed courses can be used for ACT 48 credits.

In order to be enrolled in the Post Baccalaureate Program, in addition to possessing a bachelor's degree, a candidate must normally possess an overall GPA of 3.0 at the time of their undergraduate graduation. Candidates must also be willing to learn how to access the "Moodle" program for hybrid courses, as well as become familiar with the department's record keeping program "Task Stream." Following registration, all communication from the Education Department will be sent to the student's King's College e-mail, which should be checked frequently.

Courses in the Post Baccalaureate Program are offered in a variety of settings including hybrid, accelerated, days and evenings. Some courses, such as methods courses, must be completed on-campus. Most education courses also require field experiences that require our candidates to be in schools during the school day, when schools are in session. Before students are allowed to begin their field experiences, all necessary clearances must be submitted. For further information on clearances, check:

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

Additional information concerning the policies and practices of the Education Department may be found in the Education Student Handbook:

www.kings.edu/academics/undergraduate_majors/education/handbooks

Class Attendance

For the majority of blended Moodle courses, students will be required to meet one evening on campus during the first week and one evening during the last week of the course. Attendance at all campus meetings are required in order to pass the course. The meeting times and room locations will be set by the instructor and be sent to you via your King's College e-mail or posted on the course's Moodle site.

For courses taught on campus, each instructor will explain the attendance policy for his or her own course, including the conditions under which missed course work may be made up and the number of absences permitted before penalties may be incurred.

Student Teaching/Special Education Culminating Field Experience

Candidates who do not already possess a teaching certificate will have to complete a semester of student teaching. This is a 16 week program that involves being at an assigned school each day the school is in session during this period of time. Candidates are expected to follow the school's policy for faculty regarding arrival and departure times.

Currently, candidates seeking a Special Education Certificate (and who already possess a teaching certificate) will be required to complete a Special Education Culminating Field Experience which will require 125 hours in a special education setting.

Post Baccalaureate Admission Process

To begin the process of enrolling in the Post Baccalaureate Program:

- A candidate is requested to contact the department's Administrative Assistant, Janice Gavlick – janicegavlick@kings.edu -who will send the candidate a letter of introduction and an initial interest form and direct the candidate to the King's College Post Bacc website:

https://www.kings.edu/admissions/part-time/fast_track_certification

The prospective candidate will then return the initial interest form, along with all transcripts from their undergraduate program. If the candidate has a graduate degree in a relevant education area, that transcript should also be sent. *Unofficial transcripts suffice at this juncture; however, if a candidate pursues entrance into the program official transcripts will be required.*

- The Education Department will only accept up to one-half of the education credits necessary for a particular certification from another educational institution. **Major methods courses, student teaching and special ed culminating experiences cannot be transferred and must be taken at King's.**
- After all items have been sent back to King's and reviewed, the Post Baccalaureate Counselor (Brother Stephen LaMendola)will contact the candidate for a personal interview.
- Following the interview with Brother Stephen, a candidate will be admitted to the Post Baccalaureate Program on a probationary basis and assigned an Educational Advisor who will assist the candidate in registering for future courses.

Tuition and Fees **2019 – 2020 Academic Year**

- One-time Application Fee: \$25 – check made out to King's College/Educ. Dept.
- \$319 per tuition credit: maximum of 11 credits per semester
- One-time Task Stream Fee: \$115 (This provides a student with an electronic portfolio which may be “packed up” after course work at King's has been completed.)
- General College Fee (every semester enrolled): \$90

There also will be a Student Teaching or Special Ed Culminating Experience Fee (EDUC 417, EDUC 467 or EDUC 447) of \$265 charged during the semester of those experiences.

Preferred payment: Entire payment is requested by the first class meeting. If not possible, at least one-third is required prior to the first meeting and the remaining amount will need to be paid by the last day of class.

If an outside agency is paying tuition, the Business Office should be notified prior to the first class meeting.

Consult with the Business Office if you have any questions regarding tuition: (570) 208-5830. Office hours are M-F: 8:30 AM - 4:30 PM.

Financial Assistance

Consult with the Financial Aid Office for further information: (570) 208-5876. Office hours are M-F: 8:30 AM - 4:30 PM.

Withdrawals and Refunds

It is presumed that a student will complete the courses for which he/she is registered. Requests for dropping/withdrawing from a course must be made through a student's advisor. Discontinuation of class attendance and or not submitting material on a blended course, does **not**

constitute authorized withdrawal. A student who discontinues a class and does not notify his/her advisor of the intent to withdraw will receive a grade of “F” for that class.

If a student drops a course, withdraws from a course, or withdraws from the Post Baccalaureate Program before the dates below, he/she will receive a tuition refund according to the following schedule:

<u>Withdrawal from a 15 Week Sessions</u>	<u>Refund</u>
Through the first week of the semester	100%
Through the second/third weeks of the semester	80%
Through the fourth/fifth weeks of the semester	65%
Through the sixth/seventh weeks of the semester	50%
No refund is made after seven weeks	None

<u>Withdrawal from 7 Week Accelerated Sessions</u>	<u>Refund</u>
During the first week	100%
During the second week	80%
During the third week	65%
No refund is made after the third week	None

Withdrawal from the Post Baccalaureate Program

A student who withdraws from the Post Baccalaureate Program is requested to have an exit interview with his/her advisor. The date of the completed exit interview is considered as the date of withdrawal, and any refund of tuition is based on this date. The exit interview may be conducted over the telephone if the student is not able to come to the campus.

If a student who withdraws from the program chooses to return at a later date, the student must notify the Education Department and fill out re-admit paperwork. Note that in the interim, certification requirements may have changed and the student is responsible for taking *all* courses that are presently required.

Formal Admission to the Education Department

After completing a minimum of 6 education credits at King’s College, Post Baccalaureate students must formally apply for admission to the Education Department. (The application packets may be found next to the Administrative Assistant’s desk when you enter the Department.) Students are required to submit a completed application packet prior to applying for student teaching.

To be admitted to the department, the following criteria must be met:

1. A grade of C or better in all education courses.
2. Possession of an overall cumulative GPA of 3.0 or better.
3. Disposition forms that document the student exhibits qualities of personal character, integrity and positive personality traits.
4. Fulfilled the basic skills requirement as found in Pennsylvania law.
5. Have six credits of college level English and six credits of college level mathematics.
6. Two recommendation forms by education professors.

Deadlines for applying to admission to the Education Department are as follows:

Fall Semester: November 30

Spring Semester: April 30

Courses of Study Leading to Certification

PRE-SCHOOL-GRADE 4 (PK-4) WITH SPECIAL EDUCATION (PK-12) PROFESSIONAL EDUCATION REQUIREMENTS

PSYC 101 Introduction to Psychology (3)
EDUC 202 Educational Philosophy, Ethics, Issues and Trends (3)
EDUC 215 PK-4 Development, Cognition and Learning I (3)
EDUC 217 PK-4 Adolescent Development, Cognition, and Learning II (3)
EDUC 220 Education of Young Children: Theories, Practices and Policies (3)
EDUC 230 PK-4 Multicultural, Linguistic and Instruction Methods (3)
EDUC 231 Technology Module I (1)
EDUC 232 Technology Module II (1)
EDUC 252 Curricular Integration (3)
EDUC/SPED 260 Early Literacy Foundations (PK-1) (3)
EDUC/SPED 270 Introduction to Special Education (3)
EDUC/SPED 305 Assessment I (3)
EDUC/SPED 306 Assessment for the Diverse Learner (3)
EDUC/SPED 314 Transition Options for At-Risk Students (3)
EDUC/SPED 366 Methods for Teaching Diverse Learners (3)
EDUC/SPED 370 Specifically Designed Instruction (3)
EDUC/SPED 390 Differentiated Reading for the Developing Child (3)
EDUC 420 Social Studies Methods PK-4 (3)
EDUC 421 Math Methods PK-4 (3)
EDUC 422 Science Methods PK-4 (3)
EDUC/SPED 423 Literacy Across the Curriculum: The Reading-Writing Connection (3)
EDUC 424 Family Involvement and Communication (3)

MATHEMATICS REQUIREMENTS

MATH 101 Theory of Arithmetic (3)
MATH 102 Algebra and Geometry (3)

SCIENCE REQUIREMENTS

PHYS 100 Physical Science for Elementary Education (3) and
one NSCI course 171 – 199 (Science in Context) (3)

SPECIAL REQUIREMENTS

HIST 111 American History to 1877 (3)
PS 101 American Government (3)

ENGLISH REQUIREMENTS

ENG 110 – Effective Writing (3)
ENG 141 – 149 Literature (3)

STUDENT TEACHING SEMESTER REQUIREMENTS

EDUC 437 Observation and Student Teaching PK-4 (5 credits) and
EDUC 457 Observation and Student Teaching SPED (5 credits)
EDUC 438 Student Teaching Seminar (2 credits)
EDUC 440 Inclusive Education (3)

PRE-SCHOOL-GRADE 4 (PK-4) ONLY

PSYC 101 Introduction to Psychology (3)
EDUC 202 Educational Philosophy, Ethics, Issues and Trends (3)
EDUC 215 PK-4 Development, Cognition and Learning I (3)
EDUC 220 Education of Young Children: Theories, Practices and Policies (3)
EDUC 230 PK-4 Multicultural, Linguistic and Instruction Methods (3)
EDUC 231 Technology Module I (1)
EDUC 232 Technology Module II (1)
EDUC 252 Curricular Integration (3)
EDUC 260 Early Literacy Foundations (PK-1) (3)
EDUC 270 Introduction to Special Education (3)
EDUC 305 Assessment I (3)
EDUC 370 Specifically Designed Instruction (3)
EDUC 390 Differentiated Reading for the Developing Child (3)
EDUC 420 Social Studies Methods PK-4 (3)
EDUC 421 Math Methods PK-4 (3)
EDUC 422 Science Methods PK-4 (3)
EDUC 423 Literacy Across the Curriculum: The Reading-Writing Connection (3)
EDUC 424 Family Involvement and Communication (3)

MATHEMATICS REQUIREMENTS

MATH 101 Theory of Arithmetic (3)
MATH 102 Algebra and Geometry (3)

SCIENCE REQUIREMENTS

PHYS 100 Physical Science for Elementary Education (3) and
one NSCI course 171 – 199 (Science in Context) (3)

SPECIAL REQUIREMENTS

HIST 111 American History to 1877 (3)
PS 101 American Government (3)

ENGLISH REQUIREMENTS

ENG 110 – Effective Writing (3)
ENG 141 – 149 Literature (3)

STUDENT TEACHING SEMESTER REQUIREMENTS

EDUC 437 Observation and Student Teaching PK-4 (10 credits)
EDUC 438 Student Teaching Seminar (2 credits)
EDUC 440 Inclusive Education (3)

**SPECIAL EDUCATION (PK-8) FOR CANDIDATES WHO HAVE A CURRENT
TEACHING CERTIFICATE IN PENNSYLVANIA FOR A GRADE BAND
INCLUDED IN PK - 8**

EDUC/SPED 215 Development, Cognition and Learning (3)
EDUC/SPED 217 Adolescent Development, Cognition and Learning (3)
EDUC/SPED 230 PK-4 Multicultural, Linguistic and Instruction Methods (3)
EDUC/SPED 260 Early Literacy Foundations (PK-1)
EDUC/SPED 270 Introduction to Special Education (3)
EDUC/SPED 305 Assessment I (3)
EDUC/SPED 306 Assessment for the Diverse Learner (3)
EDUC/SPED 370 Specifically Designed Instruction
EDUC/SPED 390 Differentiated Reading for the Developing Child
EDUC/SPED 423 Literacy Across the Curriculum: Reading-Writing Connections
EDUC 440 Inclusive Education (3)
EDUC 447 Special Education Culminating Field Experience (5)
(125 hours in a special education school setting.)

**MATHEMATICS/EDUCATION GRADES 4-8
PROFESSIONAL EDUCATION REQUIREMENTS**

EDUC 202 Educational Philosophy, Ethics, Issues, and Trends (3)
EDUC 231 Technology Module I (1)
EDUC 232 Technology Module II (1)
EDUC 235 Secondary Development, Cognition, and Learning I (3)
EDUC 240 Secondary Multicultural, Linguistic, Educational Methods (3)
EDUC 270 Introduction to Special Education (3)
EDUC 305 Assessment I (3)
EDUC 350 Classroom Management (3)
EDUC 410 Social Studies Methods (Grades 4-8) (3)
EDUC 411 Mathematics Methods (Grades 4-8) (3)
EDUC 412 Science Methods (Grades 4-8) (3)
EDUC 413 Language Arts Methods (Grades 4-8) (3)

MATHEMATICS REQUIREMENTS

MATH 101 Theory of Arithmetic (3)
MATH 102 Algebra and Geometry (3)
MATH 123 Finite Mathematics (3) or Math 110 Pre-calculus (3)
MATH 127 Logic and Axiomatics (3)
MATH 128 Introduction to Statistics, Data Analysis, and Applications to Life Sciences (4)
MATH 129 Analytic Geometry and Calculus I (4)
MATH 130 Analytic Geometry and Calculus II (4)
Two MATH Electives numbered 200 or above

continued

SCIENCE REQUIREMENTS

One Life Science

NSCI 100 Scientific Endeavor (3)

NSCI 173 (Biology in Context); NSCI 175 (Dinosaurs and Science of Paleontology) or NSCI 179 (Health and Human Body)

One Physical Science Course (3-4):

PHYS 100 Physical Science for Elementary Teachers

NSCI 172 (Chemistry in Context); NSCI 177 (Concepts in Physics); NSCI 178 (Forensic Science); or NSCI 180 (Modern Materials)

One Earth/Space Science Course (3):

ENST 200 Earth Science

NSCI 170 Descriptive Astronomy

NSCI 174 The Environment and Natural Resources

ENGLISH REQUIREMENTS

ENG 110 – Effective Writing (3)

ENG 141 – 149 Literature (3)

plus 2 ENGL electives numbered 200 and above (6)

SOCIAL STUDIES REQUIREMENTS

HIST 101 or HIST 102 Western or World Civilizations (3)

HIST 111 American History to 1877 (3)

GEO 182 Global Geography (3)

HIST 258 Pennsylvania Survey

STUDENT TEACHING SEMESTER REQUIREMENTS

EDUC 417 Observation and Student Teaching Grades 4-8 (10 credits)

EDUC 418 Student Teaching Seminar Grades 4-8 (2 credits)

EDUC 440 Inclusive Education (3 credits)

SCIENCE/EDUCATION GRADES 4-8 PROFESSIONAL EDUCATION REQUIREMENTS

EDUC 202 Educational Philosophy, Ethics, Issues, and Trends (3)

EDUC 231 Technology Module I (1)

EDUC 232 Technology Module II (1)

EDUC 235 Secondary Development, Cognition, and Learning (3)

EDUC 240 Secondary Multicultural, Linguistic, Educational Methods (3)

EDUC 270 Introduction to Special Education (3)

EDUC 305 Assessment I (3)

EDUC 350 Classroom Management (3)

EDUC 410 Social Studies Methods (Grades 4-8) (3)

EDUC 411 Mathematics Methods (Grades 4-8) (3)

EDUC 412 Science Methods (Grades 4-8) (3)

EDUC 413 Language Arts Methods (Grades 4-8) (3)

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SCIENCE REQUIREMENTS

BIOL 113 Evolution and Diversity with Lab (4)
BIOL 210 Organisms and Their Ecosystems with Lab (4)
BIOL 213 Cell and Molecular Biology with Lab (4)
CHEM 113 General Chemistry I with Lab (4)
CHEM 114 General Chemistry II with Lab (4)
PHYS 111 General Physics I with Lab (4)
PHYS 112 General Physics II with Lab (4)
ENST 200 Earth Science (3)
OR
ENST 201 Environmental Science I (4)

MATH REQUIREMENTS

MATH 101 Theory of Arithmetic (3)
MATH 102 Algebra and Geometry (3)
One of:
MATH 126 Introduction to Statistics (3)
MATH 128 Introduction to Statistics, Data Analysis, and Applications to Life Sciences (4)
One of:
MATH 125 Calculus (4)
MATH 129 Analytic Geometry and Calculus I (4)

ENGLISH REQUIREMENTS

ENG 110 Effective Writing (3)
ENG 141 – 149 Literature (3)
plus 2 ENGL electives numbered 200 and above (6)

SOCIAL STUDIES REQUIREMENTS

HIST 101 or HIST 102 Western OR World Civilizations
HIST 111 American History to 1877
GEOG182 Global Geography
HIST 258 Pennsylvania Survey

STUDENT TEACHING SEMESTER REQUIREMENTS

EDUC 417 Observation and Student Teaching Grades 4-8 (10 credits)
EDUC 418 Student Teaching Seminar Grades 4-8 (2 credits)
EDUC 440 Inclusive Education (3 credits)

SECONDARY EDUCATION CERTIFICATION

Major course requirements are listed under each of the majors of the various departments offering programs for secondary certification (grades 7 – 12) in Biology, Chemistry, Economics English, General Science, History, Mathematics, Physics and Political Science. French and Spanish certifications are for grades K-12.

Citizenship Education certification (for teaching most social studies courses) requires a major in history or political science along with a prescribed social studies core of courses. An enhanced Citizenship Education certification can be earned by passing the Social Studies Content Praxis. This allows for teaching all social studies courses.

All candidates seeking secondary certification (7-12) or (K-12 for French or Spanish) must have the equivalent of six credits in mathematics (numbered 101 or above at King's) and six credits in English.

SECONDARY EDUCATION REQUIREMENTS

EDUC 202 Educational Philosophy, Ethics, Issues and Trends (3)

EDUC 231 Technology Module I (1)

EDUC 232 Technology Module II (1)

EDUC/SPED 235 Secondary Development, Cognition and Learning I (3)

EDUC/SPED 240 Secondary Multicultural, Linguistic, Educational Methods (3)

EDUC/SPED 270 Introduction to Special Education (3)

EDUC 305 Assessment I (3)

EDUC 350 Classroom Management (3)

EDUC 366 Methods for Teaching Diverse Secondary Students (3)

and

Special Methods of Teaching (These courses are only offered in the fall semester.) (3)

(Determined by certification sought)

- Citizenship Education, EDUC 303 Secondary Social Studies Methods
- English, ENGL 399 Methods of Teaching English
- Mathematics, EDUC 320 Secondary Mathematics Methods
- Science (Biology, Chemistry, General Science and Physics), EDUC 302 Secondary Science Methods
- Foreign Languages (French and Spanish), EDUC 304 Secondary Foreign Language Methods

STUDENT TEACHING SEMESTER REQUIREMENTS

EDUC 467 Observation and Student Teaching (10 credits)

EDUC 468 Student Teaching Seminar (2 credits)

EDUC 440 Inclusive Education (3)

In addition to the above, candidates seeking to “add on” a SPECIAL EDUCATION Certification to their content certification for grades 7-12 must take:

EDUC/SPED 306 Assessment for the Diverse Learner (3)

EDUC/SPED 311 Assistive Technology (3)

EDUC/SPED 312 Literacy Learning for the 7-12 Special Needs Student (3)

EDUC/SPED 313 Learning Environments for High and Low Incidence Disabilities (3)

EDUC/SPED 370 Specifically Designed Instruction (3)

Candidates pursuing this certification along with their content certification will split their student teaching experience between a general education class and a special education setting. (5) (5)

SPECIAL EDUCATION (7-12) FOR CANDIDATES WHO HAVE A CURRENT TEACHING CERTIFICATE IN PENNSYLVANIA FOR THE 7-12 GRADE BAND

EDUC/SPED 215 Development, Cognition and Learning (3)
EDUC/SPED 217 Adolescent Development, Cognition and Learning (3)
EDUC/SPED 240 Sec. Multicultural, Linguistic and Instruction Methods (3)
EDUC/SPED 270 Introduction to Special Education (3)
EDUC/SPED 305 Assessment I (3)
EDUC/SPED 307 Assessment II (3)
EDUC/SPED 311 Assistive Technology (3)
EDUC/SPED 312 Literacy learning for the 7-12 Special Needs Student (3)
EDUC/SPED 313 Learning Environments for High and Low Incidence Disabilities (3)
EDUC/SPED 370 Specifically Designed Instruction
EDUC 440 Inclusive Education (3)
EDUC 447 Special Education Culminating Field Experience (5)
(125 hours in a special education school setting.)

New – Special Education (PK-12)*

** PDE Certification in Special Education PK-12 is anticipated after December 31, 2021. The course planner below may need to be adjusted to meet any new requirements promulgated.*

PSYC 101 Introduction to Psychology (3)
EDUC 202 Education Philosophy, Ethics, Issues & Trends (3)
EDUC 215 Development, Cognition & Learning (3)
EDUC 217 Adolescent Development, Cognition & Learning (3)
EDUC 240 Sec. Multicultural, Linguistic & Instruction (3)
EDUC 231 Technology Module I (1)
EDUC 232 Technology Module II (1)
EDUC 260 Literacy Foundations (3)
EDUC 270 Introduction to Special Education (3)
EDUC 305 Assessment I (3)
EDUC 306 Assessment for the Diverse Learner (3)
EDUC 314 Transition Options for At-Risk Students (3)
EDUC 370 Specifically Designed Instruction (3)
EDUC 390 Differentiated Reading for the Developing Child (3)
EDUC 424 Classroom Management/Family for PK-12 (3)
EDUC 440 Inclusive Education (3)
EDUC 457 Student Teaching (5) or (10)**
EDUC 438 Seminar (2) **

In addition, a candidate must have 6 credits of college level math and 6 credits of college level English (writing and literature) for certification.

***If a candidate already has a teaching certificate, this experience will be approximately half the length of a typical student teaching experience (5 credits) and the seminar requirement will be waived. If a candidate does not have a teaching certificate, this experience will be the normal student teaching experience (10 credits) and the seminar is required.*

PDE Testing Requirements for Certification

Basic Skills Requirement

As stated previously, in order to be enrolled in the Post Baccalaureate Program, in addition to possessing a bachelor's degree, a candidate must normally also possess an overall GPA of 3.0 at the time of their undergraduate graduation. **Post Bacc Candidates whose undergraduate GPA is 3.0 or better are exempt from meeting their Basic Skills Requirement.**

Candidates whose undergraduate degree cumulative GPA is below a 3.0 will require a transcript analysis. The transcript analysis will review the grade earned for an English Composition course (corresponding to Basic Skills Writing,) a second English Literature course (corresponding to Basic Skills Reading), and two math courses (corresponding to Basic Skills Math.) **If any of these four course grades are below a C, the candidate will be required to take and pass the Basic Skills test for that corresponding area.**

In addition, the candidate may also be required to take four graduate classes in order to raise his/her GPA to 3.0 before they begin undergraduate courses leading to certification. If the candidate is not required to take four graduate classes, they may be accepted "on probation" with the understanding that if they wish to continue in the program, they must attain a 3.0 GPA or better.

To qualify for certification, King's College teacher candidates must take and pass the following test(s) normally during their student teaching experience:

Education PK-4:

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

(These should be taken at times indicated on an undergraduate planner.)

Special Education PK-8: (until December 31, 2021)

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

Note: As of 6/19, PDE has not yet issued testing requirements for SPED K-12.

Secondary Education Majors: Specific subject area (biology, mathematics, etc.)

Check the following website, www.ets.org/praxis, for the correct number of the test to take:

Biology: Content Knowledge

Chemistry: Content Knowledge

Citizenship Education: Content Knowledge

(THIS IS THE TEST TO TEACH HISTORY, GOVERNMENT, AND ECONOMICS)

English- English Language, Literature and Composition: Content Knowledge

French: Content Knowledge *and* the Fundamental Subjects Content Knowledge Test (K-12 certification)

General Science: Content Knowledge

Mathematics: Content Knowledge

Physics: Content Knowledge

Social Studies: Content Knowledge

(THIS MORE DIFFICULT TEST MAY BE TAKEN IN PLACE OF THE CITIZENSHIP EDUCATION: CONTENT KNOWLEDGE TEST TO TEACH, HISTORY, GOVERNMENT, ECONOMICS, SOCIOLOGY, PSYCHOLOGY AND ANTHROPOLOGY.)

Spanish: Content Knowledge *and* the Fundamental Subjects: Content Knowledge Test (K-12 certification)

Special Education 7-12: Two PECT Modules – see www.pa.nesinc.com for details.

Please note: Until December 31, 2021, in order to be certified in Special Education 7-12 by the Commonwealth of Pennsylvania, you must hold or be submitting a content area at the same time. Test requirements for Special Education PK-12 beginning January 1, 2022 have not been promulgated as of June 2019.

It is the responsibility of the student to register for the proper tests. (www.ets.org/praxis) **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 MUST be identified as a score recipient. Be sure to save the PDF file of your scores from ETS or Pearson for your records.**

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> .

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 Praxis/ Pearson scores are to be sent to King’s College. **The Teacher Information Management System (TIMS) is Pennsylvania's online application and credential repository.** TIMS is a valuable resource for those seeking certification. After students have successfully completed all of the requirements (including student teaching), they are to submit their application for certification online at: <https://www.education.pa.gov/Educators/Certification/Pages/TIMS.aspx>

Applying for Teacher Certification in Other States

Students seeking certification from another state should contact the particular State Department of Education for current application procedures.

Academic Integrity

King's College recognizes honesty and integrity as being necessary to the academic function of the institution. The following regulations are promulgated in the interest of protecting the equity and validity of college grades and degrees, and to assist students in developing standards and attitudes appropriate to intellectual life.

In order for faculty member to accurately perform their duty of fostering and evaluating the individual academic progress of each of their students, they need to assume examinations, essays, themes, term papers and similar requirements submitted for credit as part of a course or in fulfillment of a college requirement are the *original* work of the student. A violation of academic integrity is an action where a student tries to violate this assumption. Students, therefore, shall not knowingly:

1. Receive or attempt to receive assistance not authorized in the preparation of any work. When direct quotations are used, they are to be properly cited, and when the ideas of another are incorporated into a paper or paraphrased, they are to be appropriately acknowledged by citation.
2. Sell, give, lend or otherwise furnish, or attempt to seek, give, lend, or otherwise furnish unauthorized assistance to another in such preparation of any work.
3. Take or attempt to take, steal or otherwise procure in an unauthorized manner any material pertaining to the conduct of a class, including tests, examinations, grade change forms, grade reports, etc.
4. Sell, give, lend or otherwise furnish to any unauthorized person any illicitly obtained material that is known to contain questions or answers to any examination scheduled to be given at some subsequent date or time offered by the college.
5. Submit the same work for more than one course unless the faculty member to whom the work is again submitted has given their prior consent.
6. Possess and/or use, without authorization of the instructor, copies of tests, answer sheets, books, notes, calculators, computers, "cheat sheets" or similar means that could interfere with the fair, accurate testing or evaluation of a student.
7. Obtain, without authorization of the instructor, answers from another student's exam, quiz, computer or paper.
8. Provide false information to an instructor or college official for the purpose of misrepresenting an activity outside of class (reports on field experiences, etc.) or improperly seeking special consideration or privilege (excused absences, postponement of an exam or due date of papers or project, etc.)

Policy on Students with Disabilities

The goal of Disability Services, coordinated by the Academic Skills Center, is to maximize a student's educational potential while helping him or her develop and maintain independence. The program philosophy is one that encourages self-advocacy. These services recognize the rights of all qualified students with disabilities to equal access to an education as guaranteed under Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. The Disability Services Program at King's College is coordinated by the Academic Skills Center, located on the lobby floor of the Mulligan Science Center.

Communication of Information

The purpose of Internet access at King's College is to support the administrative mission, academic research and other scholarly activities by providing access to shared resources and the opportunity for collaborative work. Use for other purposes is not acceptable.

Grade Interpretations

A, A-: These grades reflect exceptional interest and mastery of student mater; the student has displayed initiative and creativity as well as superior insight in analyzing problems and synthesizing subject matter, and also manifests exceptional ability in integrating and applying this knowledge to other disciplines. The "A" grade carries with it 4.0 grade points per credit hour; the "A-" grade carries with it 3.75 grade points per credit hour.

B+, B, and B-: These grades indicate evidence of intelligent fulfillment of course requirements; the student has demonstrated marked ability to communicate and apply more than merely the basic elements of a course and his/her initiative reveals unusual ability to generalize about course material and displays a marked degree of independence. A "B+" is used to indicate notable achievement of these goals. The "B+" grades carries with it 3.5 grade points per credit hour; the "B" grade carries with it 3.0 grade points per credit hour; the "B-," grade carries with it 2.75 grade points per credit hours.

C+, C: This grade indicates a satisfactory grasp of course content; the student can apply and express basic concepts intelligibly and has shown no measurable deficiency in meeting requirements of the course work. A "C+" is used to indicate achievement of these goals. The "C+" grade carries with it 2.5 grade points per credit hour; the "C" grade carries with it 2.0 grades points per credit hour.

Students earning a "C-," "D" or "F" in a course would have to repeat that course in order to be considered for certification.

A "C-" grade carries with it 1.75 grade points per credit hour and a "D" course carries a 1.0 grade point per credit hour. A "F" grade carries 0 grade points per credit hour.

Transfer Grades while in the Post Bacc Program

As mentioned previously, the Education Department will only accept up to one-half of the education credits necessary for a particular certification from another educational institution. **Major methods courses, student teaching and culminating special ed experiences *cannot be transferred in and must be taken at King's.***

Post Bacc students who desire to take a course(s) at another accredited college or university must complete an Application for Off-Campus Study form *prior* to registering for course(s) at another institution. The Post Bacc student then brings a copy of the course description and the Application for Off-Campus Study to his/her academic advisor for further processing.

Credit is accepted in transfer for those courses in which the Post Bacc Student has received the equivalent of a “C” grade or better and has provided the Department Chair with an official transcript. The grades secured at another institution are not included in the general average or the qualitative average for the student’s work at King’s College.

Viewing Grades/Obtaining Copies for Employers

King’s College does not print and mail grades to students. Grades can be obtained by a student viewing them on Web Advisor, provided there is no financial hold on their account. If this is the case, students are advised to contact the Business Office to clarify the situation.

If Post Bacc students need a copy of their grades for employer reimbursement they have two options:

- 1) FREE: Grades for a specific term printed on college letterhead: <https://www.kings.edu/academics/essentials/registrar/term-grade-mail-request>
- 2) PAID: Official copy of their college transcript: http://www.kings.edu/academics/essentials/registrar/transcript_request

Students can go to the college website www.kings.edu and using the google search box enter “grades” or “transcripts” to get these links.

The King’s College Education Department reserves the right to change, alter, and/or modify without notice the contents of this handbook including but not limited to the programs, policies, regulations, procedures, courses of study, and schedule of fees contained therein.