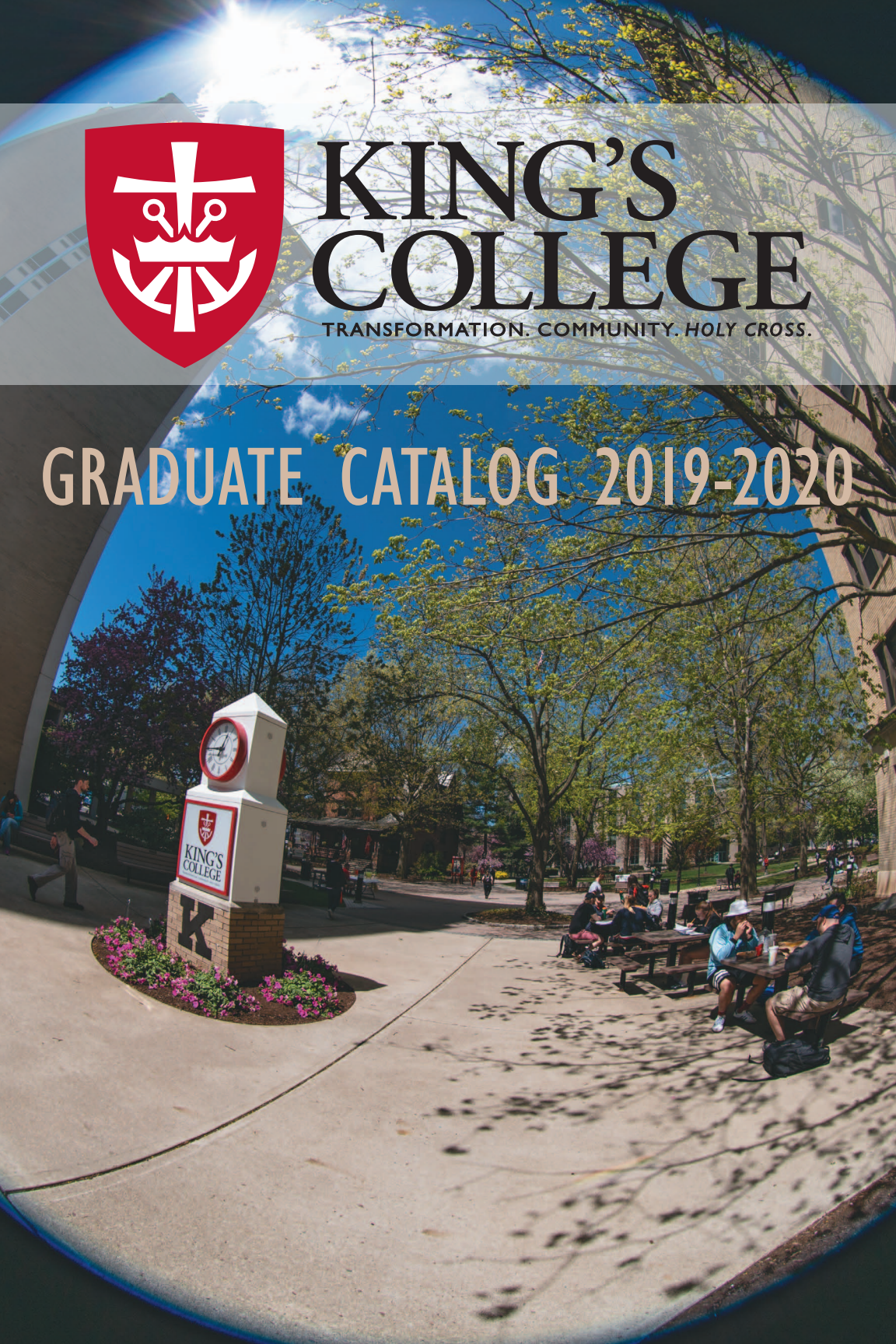




KING'S COLLEGE

TRANSFORMATION. COMMUNITY. HOLY CROSS.

GRADUATE CATALOG 2019-2020





Graduate Catalog

2019-2020



King's College

Wilkes-Barre, Pennsylvania 18711-0801

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

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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.

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.

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

General Information





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.

Philosophy of Graduate Programs

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

King's College seeks to train those individuals to make inquisitive, effective, and responsible decisions in their chosen field by (a) providing a strong educational founda-

tion in specialized fields of study, (b) fostering their ability to obtain, understand, and accurately assess information and ideas, to think critically and independently, and to speak and write intelligently and effectively, and (c) developing their abilities to adapt to the increasing complexity and constant change of organizational life in a complex and competitive global environment.

King's College also seeks to offer high-quality education in specialized fields of study which not only enhance the individual's technical background but also maintain a balance between the qualitative and quantitative methods, and the technical and socioeconomic 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 applied research in their specialized field of study. King's College seeks to enhance the individual'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 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. Additionally, 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.

Graduate Honor Society

The King's College Office of Graduate Admission 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. THE AEL honor society is 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.



Facilities and Student Services

(A complete list of services is provided in the Undergraduate Catalog.)

The Office of Graduate Admission

The Office of Graduate Admission is located in the Hessel Hall Admission Office at 133 N. Franklin Street, Wilkes-Barre, PA. The Graduate Program Directors and the staff of the Graduate Admission Office are available to answer questions about graduate programs, application procedures, course schedules and registrations, and any other matters relating to graduate study. Office hours are Monday-Friday 8:30 a.m.-4:30 p.m. Early morning, evening and weekend appointments available by appointment. The Office of Graduate Admission telephone number is (570) 208-5991. Fax: (570) 208-8027. Website: www.kings.edu/admissions/graduate. E-mail may be sent to gradprograms@kings.edu.

The Bookstore

The King's College Bookstore, located at 7 South Main Street 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.

The D. Leonard Corgan Library

The D. Leonard Corgan Library strives to provide the best possible resources and services in support of learning and teaching at King's College. The Library provides access to a variety of digital and print information resources, as well as research services.

The online catalog, several online databases, and other instructional materials on the research process are available via the library's web page. Students can access this information through the College's web site (www.kings.edu). Databases can be accessed from off campus by clicking on the link for a database and then entering a username and password. Students may borrow books from several local academic and public libraries through reciprocal borrowing arrangements. The Library also provides access to materials at other libraries throughout the United States via interlibrary loan services. Information about these services is available at the Library's reference and circulation desks.

Individual research consultations are available for students with specific research projects. Because graduate study is very much an individual learning 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: 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, new students will receive a network login, a King's College e-mail address and a WebAdvisor account. Questions about your network login or account on the academic system is available in the Help Desk. The Help Desk's telephone number is (570) 208-5900, ext. 4357.

The Office of Career Planning

The Office of Career Planning, located on the lower level of the Administration Building, promotes lifetime career satisfaction by educating and empowering students to develop career and professional skills; encourages faculty and staff support of students' career aspirations; and maintains a hospitable environment that enables employers to meet their recruiting needs. All programs and services are focused on four distinct learning goals related to interpersonal skills, intrapersonal skills, communication skills, and information literacy.

In an effort to assist graduate students, the Office of Career Planning offers services and programs including: individual career counseling and assessment services; one-on-one résumé and cover letter reviews; workshops; a professional development seminar series; computerized guidance programs; employment fair postings; a job posting website; and internship counseling.

To accommodate the needs of graduate students, the office is open in the evenings by appointment, by calling (570) 208-5874 during normal business hours.

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.



Accreditations and Affiliations

The College is accredited by the Commission of Higher Education of the Middle States Association of Colleges and Schools. Its accreditation dates continuously from 1955. All graduate degree programs have been approved by the Pennsylvania Department of Education (PDE).

Among the academic programs accredited by professional organizations is the College's Physician Assistant Program. The Physician Assistant Program was established in 1975. Approval of the Master of Science in Physician Assistant studies (MSPAS) was granted by the Pennsylvania Department of Higher Education in February of 1999. The Accreditation Review Commission on Education for the Physician Assistant (ARC-PA) has granted **Accreditation – Continued** status to the **King's College Physician Assistant Program** sponsored by **King's College**. Accreditation – Continued is an accreditation status granted when a currently accredited program is in compliance with the ARC-PA *Standards*.

Accreditation remains in effect until the program closes or withdraws from the accreditation process or until accreditation is withdrawn for failure to comply with the *Standards*. The approximate date for the next validation review of the program will be **March 2027**. The review date is contingent upon continued compliance with the Accreditation *Standards* and ARC-PA policy.

The William G. McGowan School of Business is accredited by AACSB International – The Association to Advance Collegiate Schools of Business. The certification program for Reading Specialist and the certification program for Program Specialist, English as a Second Language (ESL), are approved by the Pennsylvania Department of Education. Endorsement Programs are approved by the PA Department of Education: Instructional Coaching, Autism Spectrum Disorder, and Science, Technology, Engineering, and Mathematics (STEM) Education.

The College is affiliated with the following professional organizations: the American Association of Colleges for Teacher Education; the American Association of Higher Education; the American Library Association; the Association of American Colleges and Universities; the Association of Catholic Colleges and Universities; the Association of Governing Boards of Universities and Colleges; the American Assembly of Collegiate Schools of Business; the Commission of Independent Colleges and Universities; the Middle Atlantic Association of Colleges of Business Administration; the National Catholic Education Association; the National Association of Colleges and Universities; the National Association of Independent Colleges and Universities; the Pennsylvania Association of Colleges and Universities; and the Pennsylvania State Education Association.

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 Coordinator: Director of Human Resources: Ms. Kristin Fino, Office: 181 North Franklin Street, telephone: (570) 208-5962, e-mail: kristinfino@kings.edu.

Title IX Assistant Coordinator: 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: (570) 208-5875, e-mail address: robertmcgonigle@kings.edu.



Academic Policies

Advisement

Because of the specialized nature of the King's College graduate programs (with the exception of the PA Program), the academic advisement program has a special role to play. The PA Program at King's College will assign its own advisors to its students and follow advisement guidelines as developed by the Program. Each matriculated student is assigned to an advisor with whom the student must meet at least once each semester. 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 Office.

Registration in Part-Time Graduate Programs

Registration in graduate courses is open to those persons who have been formally admitted to King's College. In addition, other individuals may take up to three graduate courses as non-degree or visiting students provided, they have fulfilled the prerequisites for such courses. 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 Office of Graduate Admission website: http://www.kings.edu/admissions/graduate/course_schedules.

Final registration will be accomplished through the submission of a completed and approved registration form to the Office of Graduate Admission.

Adding or Dropping a Course in Part-time Programs

No courses may be changed without the approval of the graduate student’s academic advisor. 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 Office of Graduate Admission 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.

For the schedule of tuition refunds after dropping a course, see below under “Financial Information.”

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 Office of Graduate Admission at (570) 208-5991. Physician Assistant students should contact the Program Director if requesting a withdrawal at any point during the PA Program.

Requests for withdrawal will become effective only upon receipt of the official request by the Office of Graduate Admission or the PA Program Director. 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 Office of Graduate Admission or the PA Program Director of the intent to withdraw will receive a grade of “F”.

For the schedule of tuition refunds after a course withdrawal, see “Financial Information.”

Grading System

Graduate students in the full-time Physician Assistant Program will be evaluated according to the grading system published in the program’s student manuals.

The work of graduate students in HCA and Education graduate programs will be evaluated and reported in terms of the following grades:

DESCRIPTION	GRADE POINTS PER CREDIT HOURS
A	4.0
A-	3.67
B+	3.33
B	3.0
B-	2.67
C+	2.33
C	2.0
F	0.0

Other:

IN	Work in course not completed. If such work is not completed by midterm report date of the following semester, the grade of "F" will be entered as the final grade	0.0
IP	In progress; used for courses that legitimately extend beyond one semester, such as research or independent study courses. Completion is indicated by one of the regular grades reported in the following semester, and credit is received at that time.	0.0
W	Approved withdrawal from course after class meeting has commenced. For the deadline for withdrawal without academic penalty, contact the Graduate Division Office.	0.0
AW	Academic withdrawal. The College reserves the right, in those instances where a student is deemed to be in serious violation of college policy, to initiate cancellation of the student's registration.	0.0
NG	No grade. The College reserves the right to withhold a final grade if a student fails to complete all necessary enrollment procedures. Completion is indicated by one of the regular grades.	0.0

Academic Standing in Part-time Programs

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.

Students matriculated in the full-time graduate program in Physician Assistant Studies are subject to the academic standing policies found in the program's Professional Phase Student Handbooks.

Withdrawal from College

A student who withdraws from College is requested to have an exit interview with the Associate Vice President for Academic Success. 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 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.

The King's College Physician Assistant students are expected to represent the program with the highest degree of professionalism, both on and off campus. Behavior which is not consistent with expected standards or blatant disregard for protocols will be documented, and appropriate disciplinary action will be taken. Disciplinary action will be dictated by the severity and frequency of the infraction. Students with multiple displays of unprofessional behavior may be dismissed from the program, regardless of the student's academic standing. For more information, students should refer to the Physician Assistant Professional Phase Didactic and Clinical Manuals.

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 director of the graduate program.

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

Students matriculated in the full-time graduate program in Physician Assistant Studies are subject to the academic grievance and appeals policies found in the program's Professional Phase Didactic and Clinical Manual.

Other academic grievances are resolved in the following manner:

1. The student consults with the faculty member in question seeking a mutually agreeable solution to the issue at hand.
2. If the student is not satisfied with the response received from the faculty member, he or she meets with the department chairperson or program director to discuss the grievance. The chairperson or program director consults with the faculty member regarding the student grievance and communicates to the student the outcome of that meeting.
3. If the student is not satisfied with the response received from the department chairperson or program director, he or she meets with the Associate Vice President for Academic Success to discuss the grievance. If the Associate Vice President deems that the issue is not an academic grievance, he or she refers the student to the appropriate office for registering the complaint. Otherwise, the Associate Vice President for Academic Success consults with the department chairperson or program director and the faculty member regarding the student's grievance and communicates to the student the outcome of that meeting.
4. If the student is not satisfied with the response received from the Associate Vice President for Academic Success, the student has the option of presenting his or her grievance to the Academic Grievance Board. The Associate Vice President for Academic Success informs the student of the procedure to be followed in submitting a formal grievance to the Academic Grievance Board.

The procedure for filing a formal grievance with the Academic Grievance Board is as follows:

1. The student submits a written report of the alleged grievance including copies of pertinent materials (i.e. exams, papers, course syllabus, assignment handouts, etc.) to the Associate Vice President for Academic Success. This must be done within five school days of receiving the response from the Associate Vice President for Academic Success as outlined in #4 above. A copy of this report is given to the faculty member who must submit a written response within five days after receiving it. A copy of the response is given to the student.
2. The Associate Vice President for Academic Success refers the grievance to the Academic Grievance Board and provides the board with copies of all the materials mentioned in #1 above.

The Academic Grievance Board

The Academic Grievance Board is composed of:

1. Associate Vice President for Academic Success, who chairs the Board and rules on all issues of the proceedings.
2. Two tenured faculty members and one tenured alternate elected annually at the beginning of the fall semester by the faculty at large.
3. Two students and one student alternate (seniors with a minimum G.P.A. of 2.50) chosen annually by Student Government. The Academic Coordinator of Student Government, if qualified, may be one of the student members. No student who has violated the College's academic integrity policy may serve on the Board.

The Academic Grievance Board proceeds as follows:

1. Within ten school days of receiving the written documentation, the Academic Grievance Board meets. The Board reviews the written documentation and will request interviews with the student and faculty member involved.
2. The Board deliberates in closed session, each of the five members having one vote. A majority vote decides the issue. The deliberations of the Board are confidential.
3. The Associate Vice President for Academic Success records the Board's decision, communicates it in writing to both the student and faculty member, and places a copy of the decision in their files.
4. Both the student and the faculty member must comply with the Board's decision. This concludes the appeals process.

Graduate Programs





Health Care Administration Program

(37 CREDITS)

Michele M. McGowan, DBA, CPA
 Associate Professor of Health Care Administration
 (570) 208-5900, Ext. 5707
 e-mail: michelemcgowan@kings.edu

The Master of Science in Health Care Administration is designed to provide students with the professional knowledge and the management skills necessary to be effective and socially responsible leaders in regional, national, and global health services systems. The program seeks to develop in its students an essential understanding of the healthcare delivery systems and services, the factors that influence the healthcare environment, the appropriate healthcare management and research skills, and the professional competencies that are pertinent in today's healthcare environment.

Learning Goals

- A student graduating with a Master of Science in Health Care Administration from the William G. McGowan School of Business should ***be an effective communicator.***
- A student graduating with a Master of Science in Health Care Administration from the William G. McGowan School of Business should ***be a problem solver.***
- A student graduating with a Master of Science in Health Care Administration from the William G. McGowan School of Business should ***be ethically and socially responsible.***
- A student graduating with a Master of Science in Health Care Administration from the William G. McGowan School of Business should ***be professionally knowledgeable.***

The program offers students a graduate education with convenient scheduling options at an affordable price. Courses are offered on the main campus during the fall and spring semesters both in the evening in traditional 15-week semesters and on-line during the fall, spring, and summer session in an accelerated 7-week format. ***Students have the option of completing the entire M.S. in Health Care Administration graduate program on-line.*** Information about graduate course offerings is available from the Office of Graduate Admission at (570) 208-5991 and on the King's College Office of Graduate Admission website at <http://www.kings.edu/admissions/graduate>. See also the HCA Graduate Program website at <http://www.kings.edu/hca>.

Job opportunities available to students with a Master of Science (M.S.) in Health Care Administration include management positions in:

- Hospitals,
- Nursing homes and rehabilitation centers,
- Physicians' offices,
- Consulting firms,
- Pharmaceutical manufacturers, and
- Government and public policy institutions.

William G. McGowan School of Business

History and Tradition

In 1946, the Congregation of Holy Cross accepted the invitation of Bishop William J. Hafey of Scranton to begin an independent four-year college for men in Wilkes-Barre. Through its courses of study, sons of coal miners and men returning from the war were to be given a broad-based liberal education in the Catholic tradition that was to provide intellectual, moral and spiritual preparation to assist them in leading satisfying and purposeful lives. In the words of its founding President, Father James Connerton, CSC, "King's teaches students not only how to make a living, but how to live." As years passed and the college flourished, the mission of the school continued to educate countless numbers of first-generation college students.

The William G. McGowan School of Business was established in 1990 and is named in honor of the late William G. McGowan '52 (1927-1992), founder and CEO of MCI Communications Corporation. William G. McGowan's vision, energy and achievement distinguished him as a leader in the world of business and in the field of telecommunications. Born in Ashley, Pennsylvania, as one of five children in a family of modest means, he graduated from Kings College and then received an MBA from Harvard University. The William G. McGowan School of Business stands as a sign of his commitment to higher education and his love of his Alma Mater.

"Education, and particularly the education we receive at King's College, develops an attitude of confidence in ourselves and in the field of higher education we pursue, as well as a real appreciation of the school we attend. And, importantly, it provides us with the conviction and the courage to do what we want to do." William G. McGowan '52

The William G. McGowan School of Business is committed to providing access to a quality education for our student population through a faculty which brings diverse academic qualifications and professional expertise to the classroom.

As a School of Business within a Catholic College sponsored by the Congregation of Holy Cross, the School of Business Vision Statement, Values Statement, Mission Statement, Learning Goals, Curriculum, and Strategic Planning are guided by and informed by the King's College Mission Statement and the educational vision of Blessed Basil Moreau, founder of the Congregation of Holy Cross.

The William G. McGowan School of Business is committed to the fulfilling the vision of the Blessed Basil Moreau in achieving successful outcomes for our students through:

- Academic excellence
- Creative pedagogy
- Engaged mentorship

- Co-curricular participation
- A collaborative spirit
- Intellectual, moral, spiritual, and personal growth in each student

In the development of engagement of students, faculty and stakeholders; the determination of impact of scholarship, learning outcomes, and student success; and, innovation in program development, evaluation, and revision, the pillars of success are built upon the educational traditions of the Congregation of Holy Cross and the vision of the Blessed Basil Moreau.

In educating both the hearts and the minds of the students, the School of Business focuses upon the a curriculum that achieves academic excellence through the intersection of pedagogy which stimulates intellectual, moral, spiritual, and personal growth with collaboration and mentorship by faculty, administration, staff, alumni, ad friends of the College to create in the student career readiness and the ability to work with zeal to transform the communities in which they will work and live to respect every person and work toward the common good.

The College and School of Business Mission Statements provide the guidance for the education the student will receive at King's and provides measures from which the impact upon the student and School of Business can be measured. Amongst those areas which proceed from the College and School of Business Mission Statements and from which measurable impact can be considered are the following:

- A. Academic excellence
- B. Creative pedagogy
- C. Engaged mentorship
- D. Co-curricular participation
- E. A collaborative spirit
- F. Intellectual, moral, spiritual, and personal growth in each student
- G. Professionalism, integrity, civility, and service.
- H. Global spirit and understanding
- I. Professional knowledge for career readiness
- J. Communication skills
- K. Lifelong learning preparation
- L. Intellectual curiosity

William G. McGowan School of Business Vision Statement

The William G. McGowan School of Business seeks to be a leader in undergraduate business education in the Middle Atlantic Region and specialized graduate education in Health Care Administration in the Catholic tradition in the Middle Atlantic Region and in the distance (online) learning format.

William G. McGowan School of Business Values Statement¹

“Society has a greater need for people of values than it has for scholars. Knowledge itself does not bring about positive values, but positive values do influence knowledge.” From *Christian Education* (1854) by Fr. Basil Moreau, founder of the Congregation of Holy Cross. As an institution founded in the Holy Cross tradition of service to the

¹ *Teaching Students to Live the Mission: A Preliminary Report on the Status of Moral Formation at King's College* by Joel James Shuman, Associate Professor of Theology.

underserved, King's College continues to educate students with a wide range of socioeconomic, intellectual, and religious backgrounds. Accepting the charge of carrying on the Holy Cross tradition, we, as the faculty of the McGowan School of Business, seek to instill in our students these values:

- Professionalism, demonstrated in both the quality of their work and in commitment to their clients' interests;
- Integrity, formation of students in the practices of academic and personal honesty at King's College forms students' lives of integrity beyond the campus;
- Civility, appreciation for diversity and the true spirit of collaboration based on a commitment to the fair, accurate, non-violent expression and working out of differences; and
- Service, an understanding of and commitment to accountability and civic responsibility aimed towards the common good.

William G. McGowan School of Business Mission Statement

The William G. McGowan School of Business seeks to develop in its students the professional knowledge and skills needed to function successfully in the dynamic environments of business with a commitment to exercising their professional responsibilities in an ethical and socially responsible manner in a global marketplace.

- To achieve its Mission, the William G. McGowan School of Business: Draws primarily traditional undergraduate students from the Mid-Atlantic region and students for the specialized certificate and master's degree in Health Care Administration regionally, nationally and globally and supports the educational tradition of the Congregation of Holy Cross in educating both the hearts and minds of students.
- Faculty provides a vital component in achieving our career focused and lifelong learning-oriented student-centered learning goals through mentorship, teaching, scholarship, and service activities.
- Faculty maintains proficiency in their fields and teaching through pedagogical and applied research and by sharing their business expertise in private, public, and philanthropic endeavors.

Financial Information

Tuition

The tuition charge for the graduate degree programs in Health Care Administration is \$1,773.00 per course (\$591.00 per credit hour); Education is \$1,155.00 per course (\$385.00 per credit); and Education Professional Development is \$759.00 per course. The charge to audit a graduate course is \$393.00 per credit.

Application Fee

An application fee of \$35.00 must be submitted with the application for admission to the graduate programs in health care administration.

Graduation Fee

Graduation fee is \$195.00. There is no discount for former King's graduates.

General College Fee

A general college fee for part-time graduate students is \$90.00 per semester.

Method of Payment

Tuition and fees are due and payable in full prior to and as a condition for registration. Students preferring to pay semester charges in monthly installments must have payment arrangements completed prior to the start of the semester. Financial arrangements must be made with the Business Office at (570) 208-5830.

Students with a verified tuition-reimbursement benefit from their employers may defer payment of the portion of their tuition covered by the benefit until after the end of the semester, after grades are released. For a copy of the benefit-verification form or for more information about policies concerning tuition-reimbursement benefits, contact the Office of Graduate Admission at (570) 208-5991.

American Express, MasterCard, Visa and Discover credit cards may also be used for payment.

A satisfactory settlement of all college accounts is required before grades are released, or degrees conferred. Likewise, no request will be honored for transcripts of record, recommendations, or other information concerning academic records unless a student’s account has been settled in full.

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. If such cancellation occurs after the semester begins, tuition charges will be adjusted accordingly, and a grade of “AW” (Administrative Withdrawal) will be entered on the student’s transcript.

Refunds

If a student drops a course, withdraws from a course, or withdraws from the College before the dates below, he or she will receive a tuition refund according to this schedule:

Withdrawal from 15-Week Sessions	Refund
Through the first week of the semester	100%
Through the second and third weeks of the semester	80%
Through the fourth and fifth weeks of the semester	65%
Through the sixth and seventh weeks of the semester	50%
No refund is made after seven weeks	None
Withdrawal from 7-Week Sessions	Refund
Before the second week.....	100%
Before the third week	80%
Before the fourth week	65%
Before the fifth week	50%
No refund is made after the fifth week	None

The College endeavors to treat all students fairly and consistently in all cases of re-funds. Individual circumstances, however, may warrant exceptions. In these cases, the student should write to the Vice President for Business Affairs detailing the reasons why special consideration should be given.

Financial Aid

King’s College seeks to ensure that no student accepted for admission is unable to matriculate for financial reasons. Although payment is the responsibility of the student,

the College makes every effort consistent with financial resources available to assist students with adequate support.

Applicants for financial aid are required to complete the Free Application for Federal Student Aid (FAFSA). This form can be completed on-line at www.fafsa.gov. King's College School Code is 003282.

Federal Direct Stafford Loans are available to graduate students who are fully accepted into a graduate degree program and who enroll in at least six credits per semester.

Please contact the Financial Aid Office for additional information on Federal Direct Stafford Loans, Federal Direct Plus Loans for Graduate Students, or Private Alternative Loans at (570) 208-5868.

Admissions

The Office of Graduate Admission of King's College is concerned with each applicant's interest, aptitude, and potential for achievement in graduate studies. The structure of the programs lends itself both to recent college graduates and to professionals who have delayed their graduate studies.

- Admissions procedures are listed below. Note: Applicants who fall below the minimum grade point average must submit other evidence of their ability to complete a graduate program such as: A test score from the Graduate Management Aptitude Test (GMAT) or Graduate Record Examinations (GRE), or
- Grades in graduate-level courses. An applicant may take up to nine (9) credits in the graduate program as a non-degree provisional student. If the applicant has maintained a 3.00 grade point average (GPA) after completing nine (9) graduate credits, he or she will be automatically accepted into the degree program.

King's College does not discriminate against any applicant because of race, color, creed, sex, or physical handicap. Admission is based solely upon an applicant's qualifications and ability to meet the established admission requirements.

The Office of Graduate Admission of King's College considers five principal factors in deciding whether or not to accept a student into a graduate program. These five factors, in order of importance, are:

- the applicant's success in other graduate-level course work, if any;
- the applicant's undergraduate academic record;
- the strength of letters of recommendation assessing the applicant's potential success in graduate studies; and
- the applicant's relevant work experience, if applicable.

Non-Degree and Non-Matriculated (Visiting) Status

Individuals who wish to take courses for personal or professional development may take up to three graduate courses as non-degree or visiting students provided, they have fulfilled the prerequisites for such courses.

Auditing Graduate Courses

Persons holding bachelor's, master's or doctoral degrees may wish to audit graduate courses at King's College for their personal or professional development. Persons who wish to audit courses should seek admission as non-degree students. Generally, an auditing student attends the regular class meeting, completes the assigned reading and participates in discussions, but does not sit for examinations or prepare oral or written

assignments. The professor conducting the course, however, may establish different auditing requirements for the benefit of the students. A student auditing a course does not receive a grade for the course, nor can the student elect to change his or her status in the course to credit-seeking.

Transfer of Credits and Waiver

No transfer credits are allowed into the graduate certificate program in Health Care Administration. For the Master of Science program in Health Care Administration, a student may submit a written petition for transfer of credits for appropriate courses successfully pursued on the graduate level at another accredited institution, in partial fulfillment of the requirements for a graduate degree at King's College. Up to nine credits may be transferred.

Transfer credit is allowed only for courses in which a grade of "B" or better has been received. Transfer credit is not normally granted for courses taken more than five years before admission to the King's College graduate programs.

The graduate program director will review and decide upon the petition for transfer of credits. Formal notice of rejection or acceptance of the petition will be made shortly after admission to candidacy.

A graduate student who desires to take graduate courses at another institution while matriculating at King's College, with the intention of transferring these to his/her King's College record, must have written permission from the program director.

Admission Requirements

To be admitted to the master's program, students must have completed a Bachelor of Science or a Bachelor of Arts with an overall undergraduate GPA of 3.00 or better on a grading scale of 4.00. Applicants must complete the online application, provide official transcripts from all undergraduate and graduate institutions attended, provide one-page personal statement of purpose as part of the online application, a professional résumé, documentation of relevant work experience, if applicable, and two letters of recommendation.

Admission Procedures – International Students

International students who wish to apply to the graduate programs in health care administration or education must meet all the admission requirements listed above. An interview with the director of the program is also required. Proficiency in both written and spoken English is required for admission. Applicants whose native language is not English must submit proof of English proficiency before being considered for admission.

Approved English Language Proficiency Exams:

TOEFL (Test of English as a Foreign Language) is administered by Educational Testing Services (ETS) and Official Score reports must be submitted directly to King's College from the testing agency and must be less than 3 years old.

To satisfy the English Language Proficiency, King's College requires a minimum Computer Based Test (CBT) of 213, Internet Based Test (iBT) of 79 or Paper Based Test (PBT) of 550.

IELTS (International English Language Testing System): King's College requires a minimum score of 6.0 to satisfy the English Language Proficiency requirement.

For international applicants to the Office of Graduate Admission for the English as a Second Language Certificate Program the following is required: to take, and pass, the ACTFL English Language OPI test.

SAT: King's College requires a Critical Reading Sub Score of 500 to satisfy the English Language Proficiency requirement.

All test scores must be submitted directly to King's College from the testing agency and must be less than 3 years old.

English Language Proficiency Waiver Options:

- Waiver Option A: You have attended a United States high school that is regionally accredited in the United States for 3 or more years with a minimum cumulative Grade Point Average (GPA) of 2.5 (on a 4-point scale).
- Waiver Option B: You have attended a United States regionally accredited college/university and have completed English 101 and 102 with a minimum 3.0 for each course and have 30 semester transferrable credits.
- Waiver Option C: You have attended a United States regionally accredited college/university and have completed an Associate of Arts, Associate of Science, a Bachelor of Arts or a Bachelor of Science degree with a minimum GPA of 2.5.
- Waiver Option D: You are a native of one of the following countries: Australia, Bahamas, Barbados, British Guyana, Canada, Great Britain, Ireland, Jamaica, Liberia, New Zealand, Trinidad, Tobago or Zambia.

Foreign Credential Evaluation:

All applicants must provide complete, official academic records from secondary and post-secondary schools. Secondary and post-secondary school transcripts, if not originally in English, must be translated, evaluated by and submitted to King's by an accredited credentialing service agency (e.g., World Education Services, WES). Credentialing agencies used by the applicant must be a member of NACES (National Association of Credential Evaluation Services).

Declaration of Finances (for International Students). All international applicants are required to complete the Declaration and Certification of Finances Form.

Program Requirements

1. *Required Course Work* (28 credits)

HCA 500 – Introduction to Health Services Systems (3 credits)

HCA 501 – Health Policy (3 credits)

HCA 504 – Healthcare Economics (3 credits)

HCA 507 – Healthcare Financial Management (3 credits)

HCA 511 – Quantitative Business Methods for Healthcare (3 credits)

HCA 521 – Community Health Administration in Global Context (3 credits)

HCA 531 – Understanding Organizational Ethics (3 credits)

HCA 571 – Health Care Marketing and Branding (3 credits)

HCA 595 – Leadership and Executive Skills for Health Care Managers (3 credits)

HCA 598 – Capstone Project (1 credit)

2. *Elective Courses* (9 credits)

Students are required to complete 3 courses (9 credits) from the elective courses list below. Elective courses are offered based upon a determination of the Director

Electives

HCA 502 – Human Resources Management (3 credits)

HCA 505 – Epidemiology for Healthcare Managers (3 credits)

HCA 541 – Managerial Accounting for Healthcare Administration (3 credits)

HCA 570 – Comparative Health Care Systems (3 credits)

HCA 570 – Topics in Healthcare Administration (3 credits)

HCA 572 – Health Law (3 credits)

HCA 573 – Healthcare Information Systems (3 credits)

HCA 575 – Health Promotion (3 credits)

HCA 576 – Operations Management in Health Care (3 credits)

HCA 591 – Directed Study in Healthcare Administration (3 credits)

HCA 596 – Leadership for Quality Management in Healthcare (3 credits)

HCA 599 – Health Care Administration Internship (3 or 6 credits)

Graduate Executive Leadership Certificate for Health Care Professionals

(12 CREDITS)

Michele M. McGowan, DBA, CPA

Associate Professor of Health Care Administration

(570) 208-5900, Ext. 5707

e-mail: michelemcgowan@kings.edu

The Graduate Executive Leadership Certificate for Health Care Professionals is designed to provide physicians and other health care professionals with basic business and management knowledge and skills in the field of health care. The Certificate Program consists of four graduate level courses (12 credits) and is offered online through King's College Distance Learning Platform (Moodle).

Learning Goals

- A student awarded an Executive Leadership Certificate for Health Care Professionals from the William G. McGowan School of Business should ***possess leadership qualities.***
- A student awarded an Executive Leadership Certificate for Health Care Professionals from the William G. McGowan School of Business should ***be a problem solver.***

Course Schedules

All graduate certificate program courses will be offered entirely online through King's College Distance Learning Platform (Moodle) over a twelve-month period. Information about graduate course offerings is available from the Office of Graduate Admission at (570) 208-5991 and on the King's College Office of Graduate Admission website at <http://www.kings.edu/admissions/graduate>. See also the graduate program website at <http://www.kings.edu/hca>.

Admission Requirements

To be admitted to the graduate certificate program, students must have completed a medical degree such as an M.D. (allopathic medical degree) or D.O. (Doctor of Osteopathic Medicine). Other health care professionals are admitted with an overall GPA of 2.75 or better on a grading scale of 4.00. Applicants must submit an application form, official transcripts from all undergraduate and graduate institutions attended, one-page personal statement of purpose, a professional résumé, documentation of relevant work experience, if applicable, and two letters of recommendation.

Students who complete the graduate certificate program and then choose to enter the master's program may transfer the certificate courses (12 credits) into the 37-credit Master of Science (M.S.) in Health Care Administration Program at King's College (<http://www.kings.edu/hca>). Up to nine additional credits can also be transferred into the M.S. program from a medical degree or a prior master's degree.

Admission Procedures – International Students

International students who wish to apply to the Graduate Executive Leadership Certificate for Health Care Professionals must meet all the admission requirements listed above and complete the International Graduate Application Form.

Education Requirements

Required Course Work (12 credits)

HCA 502 – Human Resources Management (3 credits)

HCA 507 – Healthcare Financial Management (3 credits)

HCA 571 – Health Care Marketing and Branding (3 credits)

HCA 595 – Leadership and Innovation Management in Healthcare (3 credits)

Course Descriptions

HCA 500 – Introduction to Health Services Systems (3 credits)

This course is designed as a comprehensive introduction to the organization of the United States health care “system.” Students will examine the major institutions, professions, and political forces that influence the provision of health care services in the United States. We will explore the development of each major component of the medical care system from an historical perspective by examining the changes in their organization and role over time. Students will also consider the major problems presently confronting each aspect of health care and will discuss alternative means of resolving these issues for the future. A secondary, but important objective of this course is to provide students with a broad understanding of the concepts and language requisite for many of the subsequent courses in the HCA program, including health policy, healthcare financial management, and healthcare economics.

HCA 501 – Health Policy (3 credits)

This course introduces the student to current major issues in health policy. This course discusses the politics of health policy in terms of legislation at both the state and federal level. Key forces such as power development, special interest groups, economics and cost benefit analysis are discussed. Major policy issues that are reviewed include managed care, public health, Medicare and Medicaid, technology assessment, and population-based medicine.

HCA 502 – Human Resources Management (3 credits)

This course surveys the activities and decision-making functions of the human resources manager, including personnel planning, recruitment, interviewing, training and development, compensation practices, benefits administration, maintaining personnel records, employee communication, labor relations and succession planning, with an emphasis on the legal dimensions of these various activities. Attention is also drawn to the professional and legal responsibilities of the individual manager or team leader in matters such as employee rights, privacy, sexual harassment, discrimination in the workplace, employee evaluations, workers’ compensation and recruitment of personnel. This comprehensive review occurs from the unique perspective of the health services organization.

HCA 504 – Healthcare Economics (3 credits)

This course is designed as an in-depth study of the major topics in health care economics. We will study the production, cost, and financing of health care services, delivery

mechanisms and their effects, health labor markets and professional training, and use of economic evaluation tools (cost-effectiveness and cost-benefit analyses) in making decisions about allocation of scarce resources. The overall goal of HCA 504 is to teach the students to understand how the framework of economics can be applied to health care markets.

HCA 505 – Epidemiology for Healthcare Managers (3 credits)

This course is an in-depth study of the distribution and determinants of health, disease, and disability in human populations. Specific topics include: descriptive and analytical epidemiology, community assessment, and study design. Case studies that involve all the tools of epidemiology are utilized. The student becomes aware of the uses of epidemiology in population-based medicine and managerial decision-making.

HCA 507 – Healthcare Financial Management (3 credits)

This course is designed as a comprehensive introduction to the financial management function in the context of health care organizations. In addition to basic finance and accounting concepts, topics covered include the concepts of health insurance and third-party reimbursement, cost concepts and decision analysis, budgeting requirements, long-term financing, capital budgeting and risk, and financial and operating analyses. The course will integrate corporate finance and accounting theories, institutional knowledge of health care finance, and applications to specific real-world problems. The primary goal of this course is to increase analytical and decision-making skills using finance theories, principles, concepts, and techniques most important to managers in the health care industry.

HCA 511 – Quantitative Business Methods for Healthcare (3 credits)

This course will provide a comprehensive overview of selected research and quantitative methods used in conducting health services research. The course will address all phases of the research process, from generating research questions and hypotheses, to study design, sampling, measurement, data collection, and data analyses. Proper use of statistical methods and computer applications for secondary data analysis will also be covered.

HCA 521 – Community Health Administration in Global Context (3 credits)

Designed to give students the theory and practice experience in the local, regional, national, and global community to work on health issues and concerns. Critically explores global public health issues as they pertain to different populations throughout the world and discusses health needs of special populations. Class discussions and written reports will examine the meaning of service and leadership in the health field.

HCA 531 – Understanding Organizational Ethics (3 credits)

This course is designed to expose graduate students to the kinds of moral problems they will encounter as professionals in their functional areas. The focus of the course is policy formulation and implementation, with emphasis placed on the ethical dimensions and ramifications of that process. A series of current corporate case problems is reviewed and discussed in order to raise some of the major ethical issues involved in managing the organization's relationships with its many publics.

HCA 541 – Managerial Accounting for Healthcare Administration (3 credits)

This course is intended to provide an overview of the subject of accounting. Students will learn financial and managerial accounting concepts with an emphasis on contemporary management control theory as applied in the health services industry. The course begins

with the characteristics of the management control function. It then examines the nature and purpose of financial statements and introduces fund accounting. The course concludes with coverage of full cost accounting, the measurement and use of differential costs, and pricing decisions. It is strongly recommended that students take HCA 507 – Healthcare Financial Management prior to this course.

HCA 570 – Comparative Health Care Systems (3 credits)

This course examines both global health issues and health systems from a comparative perspective with a focus on assessing performance of diverse health systems. First, a conceptual framework for benchmarking among health systems will be introduced. Students will then study the configuration of health systems, alternative delivery, financing, coverage, and allocation of resources for selected developed and developing countries. Recent health reform initiatives of each country will also be discussed to appraise the effects of reforms on system-wide outcomes and to identify possible lessons for the United States.

HCA 571 – Health Care Marketing and Branding (3 credits)

This course provides a survey of marketing concepts as applied to health services organizations. An examination of marketing strategies useful in the delivery of health care services is provided to students. Special attention will be focused on market research, pricing, targeting a market, new product development, innovation, and the development of a marketing plan.

HCA 572 – Health Law (3 credits)

This course will explore the legal aspects of the health care environment. Particular emphasis will be placed on the court system's effect on the health care executive. Topics to be discussed include the following: medical negligence, employment/agency relationships, prolongation of life, patients' rights, and corporate liability.

HCA 573 – Healthcare Information Systems (3 credits)

This course explores the theory, technical requirements and applications of information systems in the health care field. It is essential that health care professionals understand the scope and role of information in today's health care system and the opportunity that better management of information offers to improve the effectiveness and efficiency of health care services. Students will develop and demonstrate a fundamental working understanding of key attributes of healthcare information systems in contemporary and evolving health services environments, emphasizing clinical applications, health information management and decision support, and policy implications of health information technology.

HCA 575 – Health Promotion (3 credits)

This course explores the various methods of delivering messages related to good health habits. The development, implementation, and evaluation of health messages will be discussed. Health education and promotional strategies will be outlined, in addition to the evaluation of various case studies of successful health communication programs.

HCA 576 – Operations Management in Health Care (3 credits)

This course is an introduction to the application of operations research/management science and industrial engineering techniques to health care organizations, hence the title Operations Management in Health Care. The course focuses on the use of quantitative methods to address complex operational issues and realistic problems, with the ultimate

goal of ensuring improved organizational effectiveness and efficiency. Health care applications of operations analysis considered in the course include forecasting, demand and decision analysis, reengineering, productivity, supply chain management, quality control, and project management. The course presents these topics from a managerial perspective with emphasis on effective use of quantitative analysis in management decisions. The main goal of this course is to improve problem-solving and decision-making skills using essential concepts, tools, and strategies in operations research most important to managers in the health care industry. The quantitative approach to decision making is balanced with discussions of qualitative issues in decision making such as the role of values, beliefs, power, and other aspects of decision-making.

HCA 580 – Topics in Healthcare Administration (3 credits)

This course is an in-depth review of the most current issues and problems facing the health care industry and those who deal with it.

HCA 591 – Directed Study in Healthcare Administration (3 credits)**HCA 595 – Leadership and Executive Skills for Health Care Managers (3 credits)**

This course focuses on a value-added and process-centered method of goal attainment. Topics include leadership theories, culture, human resources management, contingency and transformational theories, communication skills, mentorship, and team building and change theories.

HCA 596 – Leadership for Quality Management in Healthcare (3 credits)

This course integrates all the major components covered in the core courses. Students will take the various competencies they have acquired and learn how to apply them to real-life cases involving applications of leadership and quality total management in health care delivery systems. Topics include: leadership theories, culture building, relationship management, contingency and transformational theories, communication skills, change management, conflict management, mentorship, and team building.

HCA 598 – Capstone Project (1 credit)

Designed to assist students in the transition from theory to practice. Emphasis on sharpening analytical and intuitive leadership practices through the use of interactive case studies, team building exercises and field projects.

HCA 599 – Health Care Administration Internship (3 or 6 credits)

An internship provides students with administrative experience in a health service agency. Internships with a health-care facility may be substituted for one elective course. The internship is coordinated through the Career Planning and Placement Office. *Permission of the director of the Health Care Administrative Program and a minimum cumulative GPA of 3.00 is required.*

Education Programs

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.

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.

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, and Meijer, 2002) in authentic contexts (Cranton and 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 and 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 and Talbert, 1993,

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

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

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

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

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

The department’s mission statement reflects the beliefs and findings of many esteemed educational experts and practicing teachers. In addition, the philosophy of the founder of the Holy Cross Congregation, the



sponsoring body of King's College, Father Basil Moreau, provides a strong foundation for our education division's conceptual framework.

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

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

The "cultivation of the mind" and "cultivation of the heart," as Fr. Moreau emphasized, can be equated easily with the center of our conceptual framework model: reflective practice. We define reflective practice as learning and teaching centered, not learner or teacher centered. It is a deliberate choice of words. We believe the emphasis on the action acknowledges the freedom necessary to guide the candidate's as well as our own changing roles as we move toward our mutual goal of adaptive expertise (Darling-Hammond, Bransford, LePage, Hammerness, and 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, and 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, and 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.

Financial Information

Tuition

The tuition charge for the graduate degree programs in education is \$1,119.00 per course (\$373.00 per credit hour). The tuition charge for courses offered through the Professional Development Center is \$736.00 per three-credit course. The charge to audit a course is \$381.00 per credit hour.

Application Fee

The online application is free. Students who wish to submit a paper application must submit a \$35.00 application fee.

Graduation Fee

Graduation fee is \$190.00. There is no discount for former King's graduates.

General College Fee

A general college fee for part-time graduate students is \$85.00 per semester.

Method of Payment

Tuition and fees are due and payable in full prior to and as a condition for registration.

Students preferring to pay semester charges in monthly installments must have payment arrangements completed prior to registration. Financial arrangements may be made with the Business Office at (570) 208-5830.

Students with a verified tuition-reimbursement benefit from their employers may defer payment of the portion of their tuition covered by the benefit until after the end of the semester, after grades are released. For a copy of the benefit-verification form or for more information about policies concerning tuition-reimbursement benefits, contact the Office of Graduate Admission at (570) 208-5991.

American Express, MasterCard, Visa and Discover credit cards may also be used for payment.

A satisfactory settlement of all college accounts is required before grades are released, or degrees conferred. Likewise, no request will be honored for transcripts of record, recommendations, or other information concerning academic records unless a student's account has been settled in full.

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. If such cancellation occurs after the semester begins, tuition charges will be adjusted accordingly, and a grade of "AW" (Administrative Withdrawal) will be entered on the student's transcript.

Refunds

If a student drops a course, withdraws from a course, or withdraws from the College before the dates below, he or she will receive a tuition refund according to this schedule:

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

The College endeavors to treat all students fairly and consistently in all cases of refunds. Individual circumstances, however, may warrant exceptions. In these cases, the student should write to the vice president for business affairs detailing the reasons why special consideration should be given.

Financial Aid

King's College seeks to ensure that no student accepted for admission is unable to matriculate for financial reasons. Although payment is the responsibility of the student, the College makes every effort consistent with financial resources available to assist students with adequate support.

Applicants for financial aid are required to complete the Free Application for Federal Student Aid (FAFSA). This form can be completed on-line at www.fafsa.gov. King's College School Code is 003282.

Federal Direct Stafford Loans are available to graduate students who are fully accepted into a graduate degree program and who enroll in at least six credits per semester.

Please contact the Financial Aid Office for additional information on Federal Direct Stafford Loans, Federal Direct Plus Loans for Graduate Students, or Private Alternative Loans at (570) 208-5868.

Admissions

The Office of Graduate Admission of King's College is concerned with each applicant's interest, aptitude, and potential for achievement in graduate studies. The structure of the programs lends itself both to recent college graduates and to professionals who have delayed their graduate studies.

- Admissions procedures are listed below. Note: Applicants who fall below the minimum grade point average must submit other evidence of their ability to complete a graduate program such as: A test score from the Graduate Management Aptitude Test (GMAT) or Graduate Record Examinations (GRE), or
- Grades in graduate-level courses. An applicant may take up to nine (9) credits in the graduate program as a non-degree provisional student. If the applicant has maintained a 3.00 grade point average (GPA) after completing nine (9) graduate credits, he or she will be automatically accepted into the degree program.

King's College does not discriminate against any applicant because of race, color, creed, sex, or physical handicap. Admission is based solely upon an applicant's qualifications and ability to meet the established admission requirements.

The Office of Graduate Admission of King's College considers four principal factors in deciding whether to accept a student into a graduate program. These four factors, in order of importance, are:

- the applicant's success in other graduate-level course work, if any;
- the applicant's undergraduate academic record;
- the applicant's length of professional work experience;
- the strength of letters of recommendation assessing the applicant's potential success in graduate studies; and

Non-Degree and Non-Matriculated (Visiting) Status

Individuals who wish to take courses for personal or professional development may take up to three graduate courses as non-degree or visiting students provided, they have fulfilled the prerequisites for such courses.

Auditing Graduate Courses

Persons holding bachelor's, master's or doctoral degrees may wish to audit graduate courses at King's College for their personal or professional development. Persons who wish to audit courses should seek admission as non-degree students. Generally, an auditing student attends the regular class meeting, completes the assigned reading and participates in discussions, but does not sit for examinations or prepare oral or written assignments. The professor conducting the course, however, may establish different auditing requirements for the benefit of the students. A student auditing a course does not receive a grade for the course, nor can the student elect to change his or her status in the course to credit-seeking.

Undergraduate Students Enrolling in Graduate Courses

Undergraduate students at King's College may enroll for individual graduate courses if (1) they are seniors at the time of the proposed graduate course; (2) they have a cumulative undergraduate GPA of 3.0 or better; (3) they have the permission of their academic advisor; and (4) the Office of Graduate Admission finds there is space available in the course.

Academic credit for graduate courses taken by an undergraduate student will normally be counted towards the student's baccalaureate degree program. If, after completing a baccalaureate degree, the student continues on to a graduate program at King's, academic credit for the graduate course cannot be recounted towards the master's degree.

Undergraduate students not matriculated at King's College may not register for graduate courses.

Transfer of Credits and Waiver

A student may submit a written petition for transfer of credits for appropriate courses successfully pursued on the graduate level at another accredited institution, in partial fulfillment of the requirements for a graduate degree at King's College.

Up to nine credits may be transferred into the master's of education programs, and up to six credits into the graduate certificate programs or endorsements programs.

Transfer credit is allowed only for courses in which a grade of "B" or better has been received. Transfer credit is not normally granted for courses taken more than five years before admission to the King's College graduate programs.

The relevant graduate program director will review and decide upon the petition for transfer of credits. Formal notice of rejection or acceptance of the petition will be made shortly after admission to candidacy.

A graduate student who desires to take graduate courses at another institution while matriculating at King's College, with the intention of transferring these to his/her King's College record, must have written permission from the graduate program director.

Admission Requirements

To be admitted to the master's program, students must have completed a Bachelor of Science or a Bachelor of Arts with an overall undergraduate GPA of 3.00 or better on a grading scale of 4.00. Applicants must submit an application form, official transcripts from all undergraduate and graduate institutions attended, one-page personal statement of purpose, a professional résumé, documentation of relevant work experience, if applicable, and two letters of recommendation.

Admission Procedures – International Students

International students who wish to apply to the graduate programs in health care administration or education must meet all the admission requirements listed above. An interview with the director of the program is also required. Proficiency in both written and spoken English is required for admission. Applicants whose native language is not English must submit proof of English proficiency before being considered for admission.

Approved English Language Proficiency Exams:

- TOEFL (Test of English as a Foreign Language) is administered by Educational Testing Services (ETS) and Official Score reports must be submitted directly to King's College from the testing agency and must be less than 3 years old.

To satisfy the English Language Proficiency, King's College requires a minimum Computer Based Test (CBT) of 213, Internet Based Test (iBT) of 79 or Paper Based Test (PBT) of 550.

IELTS (International English Language Testing System): King's College requires a minimum score of 6.0 to satisfy the English Language Proficiency requirement.

For international applicants to the Office of Graduate Admission for the English as a Second Language Certificate Program the following is required: to take, and pass, the ACTFL English Language OPI test.

SAT: King's College requires a Critical Reading Sub Score of 500 to satisfy the English Language Proficiency requirement.

All test scores must be submitted directly to King's College from the testing agency and must be less than 3 years old.

English Language Proficiency Waiver Options:

- Waiver Option A: You have attended a United States high school that is regionally accredited in the United States for 3 or more years with a minimum cumulative Grade Point Average (GPA) of 2.5 (on a 4-point scale).
- Waiver Option B: You have attended a United States regionally accredited college/university and have completed English 101 and 102 with a minimum 3.0 for each course and have 30 semester transferrable credits.
- Waiver Option C: You have attended a United States regionally accredited college/university and have completed an Associate of Arts, Associate of Science, a Bachelor of Arts or a Bachelor of Science degree with a minimum GPA of 2.5.
- Waiver Option D: You are a native of one of the following countries: Australia, Bahamas, Barbados, British Guyana, Canada, Great Britain, Ireland, Jamaica, Liberia, New Zealand, Trinidad, Tobago or Zambia.
- Waiver Option E: You meet with a designated representative of King's College, who attests to your language proficiency.

Foreign Credential Evaluation:

All applicants must provide complete, official academic records from secondary and post-secondary schools. Secondary and post-secondary school transcripts, if not originally in English, must be translated, evaluated by and submitted to King's by an accredited credentialing service agency (e.g., World Education Services, WES). Credentialing agencies used by the applicant must be a member of NACES (National Association of Credential Evaluation Services).

Declaration of Finances (for International Students). All international applicants are required to complete the Declaration and Certification of Finances Form.

Program Requirements

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.

Admission Requirements

To be admitted into 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 application form, official transcripts from all undergraduate and graduate institutions attended, and three 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) or
EDUC 605 – ESL Instruction: Theory and Practice
EDUC 510 – Developmental Nature of Reading (3 credits)
EDUC 515 – Reading in the Content Area (3 credits)
EDUC 517 – Literacy Leadership and Instructional Coaching (3 credits)
EDUC 520 – The Writing Process K-12 (3 credits)
EDUC 523 – Children's and Adolescent Literature in Reading Instruction (3 credits)
EDUC 516 – Reading Disabilities: Diagnosis and 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)
One 3-credit graduate level course approved by the Program Director

NOTE: Reading Specialist Certification may be obtained by completing all the required coursework except EDUC 590 and EDUC 575 and passing the required PRAXIS exam.

Instructional Coaching Endorsement

(12 CREDITS)

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

(570) 208-5900, Ext. 5685

e-mail: jillyurko@kings.edu

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 an 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 which may be designed around your current position.

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.

Admission Requirements

To be admitted into the graduate certificate program, applicants must have completed a Bachelor of Science or Bachelor of Arts degree with an overall undergraduate GPA of 3.00 or better. Applicants must submit an application form, official transcripts from all undergraduate and graduate institutions attended, and 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 and Instructional Coaching (3 credits)
 - EDUC 525 – Instructional Coaching Practicum (3 credits)

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 into 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 application form, official transcripts from all undergraduate and graduate institutions attended, and three 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 Master's Capstone Project (3 credits; prerequisite: EDUC 590)

English as a Second Language

EDUC 600 – Second Language Acquisition (3 credits)

EDUC 605 – ESL Instruction: Theory and Practice (3 credits)

EDUC 610 – ESL Assessment: Theory and Practice (3 credits)

EDUC 615 – Dimensions of Culture (3 credits)

EDUC 620 – ESL Master's Capstone Project (3 credits; prerequisite: EDUC 590)

STEM

EDUC 672 – STEM Design (3 credits)

EDUC 674 – STEM Methods (3 credits)

EDUC 676 – STEM Assessment (3 credits)

EDUC 678 – STEM Practicum (3 credits)

Either:

EDUC 650 – Mathematics Master's Capstone Project (3 credits) OR

EDUC 670 – Science Master's Capstone Project (3 credits)

Excellence in Teaching

EDUC 535 – Excellence in Teaching Master's Capstone Project
(3 credit s; prerequisite: EDUC 590)

Four additional three-credit graduate level courses approved by the Program Director

Program Specialist Certification English as a Second Language

(15 CREDITS)

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

(570) 208-5900, Ext. 5448

e-mail: deborahcarr@kings.edu

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.

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.

Admission Requirements

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

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

2. *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 and Practice (3 credits)

EDUC 610 – ESL Assessment: Theory and Practice (3 credits)

EDUC 615 – Dimensions of Culture (3 credits)

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

(30 CRÉDITS)

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

(570) 208-5900, Ext. 5685

e-mail: jillyurko@kings.edu

Lee Evans, Assistance 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) 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 application form, an application fee of \$35.00, official transcripts from all undergraduate and graduate institutions attended, and three 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* (30 Credits)

EDUC 516 – Reading Disabilities: Diagnosis and Prescription (3 credits)

EDUC 584 – Interactive Learning (3 credits)

EDUC 586 – Inclusionary Classroom Practices (3 credits)

EDUC 590 – Practical Research for Educators (3 credits)

EDUC 720 – Special Education School Law and Regulations (3 credits)

EDUC 730 – Early Intervention Infant/Preschool (3 credits)

EDUC 740 – Universal Design for Learning and Response to Intervention (3 credits)

EDUC 750 – School-wide Behavior Support and Behavior Management (3 credits)

EDUC 760 – Transition Systems from School to Adult (3 credits)

EDUC 770 – Special Education Master's Capstone Project (3 credits)

Autism Spectrum Disorder Endorsement

(12 CREDITS)

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

(570) 208-5900, Ext. 5685

e-mail: jillyurko@kings.edu

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.**

This program is approved by PDE. Upon successful completion, students will be able to apply to PDE for the Autism Spectrum Disorder Program Endorsement. The endorsement requires 80 HOURS of field experience completed 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 application form, official transcripts from all undergraduate and graduate institutions attended, and 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 700 – Characteristics and Etiology of Autism (3 credits)
 - EDUC 705 – Instructional Interventions and 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)

STEM (Science, Technology, Engineering, and Math) Endorsement

(12 CREDITS)

Contact:

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

(570) 208-5900, Ext. 5448

e-mail: deborahcarr@kings.edu

The King's College STEM Endorsement Program is designed to meet the needs of educators who are seeking to expand their knowledge of STEM practices as well as designing STEM programs K-12. The faculty for the King's STEM endorsement includes full-time and part-time instructors who have experience designing and implementing STEM schools, NASA simulations, and engineering programs.

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.

Class Format

Each course incorporates lecture, discussions, collaborative work, and participant presentations in a face-to-face and blended learning environment. Each course is to be scheduled for two weekends three weekends apart. Additionally, final assignments would be due two weeks after the weekend of the course to provide adequate time for online interaction, research, assigned reading, and reflection time.

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 application form, official transcripts from all undergraduate and graduate institutions attended, and 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)

Professional Development Center (PDC)

Denise M. Reboli, Ph.D., Program Director

(570) 208-5900, Ext. 5498

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).

The Professional Development Center is a collaborative effort with the Education Department and the Office of Graduate Admission at King's College, and teachers and administrators at schools within the Wyoming Valley. Instructors and course offerings are selected by members of an advisory board chaired by Dr. Denise Reboli, 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. 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.

Course Descriptions

EDUC 501 – Foundations of Instructional Coaching (3 credits)

This course is designed for all educators at all levels and roles to focus on the foundational knowledge of instructional coaching. Throughout this course, participants will gain experience with the research and theory of coaching, key components of coaching, coaching approaches, coaching cycles, coaching instructional practices, and strategies to improve communication skills. The end goal is for participants to become empowered with the knowledge to create an environment to facilitate change, improve teacher practice, and transform school culture to increase student achievement.

EDUC 505 – ELL Adaptations (3 credits)

This course is designed to instruct reading specialists in the foundations, instructions, assessment, professionalism and culture of the E.L.L. student. It will introduce the prospective reading specialist to the current need for reading assistance for the E.L.L. student. Participants will explore the methods, strategies, research and resources to develop and implement ESL programs to help English Language Learners acquire both the English language and academic cognitive understandings and skills. Participants will design resource and teaching materials, implement them with their students, and provide reports to the class.

EDUC 510 – Developmental Nature of Reading (3 credits)

The nature of literacy learning is explored from the perspective of children constructing meaning and being actively involved in their learning. The reading-writing relationship and authentic assessment procedures are stressed.

EDUC 515 – Reading in the Content Area (3 credits)

The course emphasizes strategies that enhance a student's ability to understand content-area reading. Understanding the complexity of expository texts will be reviewed, along with techniques for improving vocabulary, comprehension, and study skills.

EDUC 516 – Reading Disabilities: Diagnosis and Prescription (3 credits)

The course will review strategies for improving reading, writing, and study skills. Intervention based on assessment results to provide effective instruction will also be discussed. This course is the first half of the Reading practicum experience, which concludes with EDUC 550.

EDUC 517 – Literacy Leadership and Instructional Coaching (3 credits)

The effectiveness of managing reading and general instructional programs will be explored and defined. The human resources, structural, economic, political, and symbolic relationships impacting instruction will be examined. Emphasis will be on communication within the process of school improvement, instructional initiatives, national professional standards, and change. The organizational framework of actual settings and leadership styles will be analyzed to prepare the literacy and instructional professional for their evolving roles and challenges as reading specialists and/or literacy/instructional coaches.

EDUC 520 – The Writing Process K-12 (3 credits)

The course examines writing as a means of facilitating language development and learning. Practical means of implementing writing and the writing process into all aspects of the curriculum are examined, along with the reading-writing connection and writer's workshop. The goal of the course is to develop an understanding of the purpose for writing in K-12 classrooms.

EDUC 521 – Alternative Assessment (3 credits)

This course considers alternative assessments for measuring performance, including portfolios, performance assessments, checklists, anecdotal records, and miscue analysis.

**EDUC 523 – Children's and Adolescent Literature
in Reading Instruction (3 credits)**

Students will survey the selection, evaluation, and utilization of literacy materials for children and adolescents. The course will focus upon the study of different literary genres, aesthetic and efferent responses to literature, and integrating literature into all curriculum areas.

EDUC 524 – Seminar in Topics of Reading (3 credits)

This course examines current issues and trends in reading and literacy.

EDUC 525 Instructional Coaching Practicum (3 credits)

The course is a clinic to implement the assessment and instructional strategies that assist in improving an instructional coach's abilities. The course provides for the application of strategies, theories, and methodologies of an instructional coach. Students will have the opportunity to participate in authentic clinic setting with children in grades 2-5. Students will work with teachers in this setting, write a report outlining what was observed and recommendations for implementation in instructional planning, description of instruction, and recommended procedures for further assistance will be written.

EDUC 527 – Special Topics in Education (3 credits)

This course examines current issues in the field of education.

EDUC 535 – Excellence in Teaching Master's Capstone Project

Scholarship related to excellence in teaching will be demonstrated by the completion of a Capstone Project supported by relevant research, data, and/or documentation. The design, application, and assessment of the project are further refined and implemented in this course. Prerequisite: EDUC 590. *Permission required.*

EDUC 550 – Reading Clinic Practicum (3 credits)

The course is a clinic to implement instruction to improve a child's literacy abilities. The course provides for the application of the assessment and strategies discussed in EDUC 516 and concludes the two-part Reading practicum experience. After working with a client, each student will write a report of the child's literacy ability, with a description of instruction, and recommend procedures for further assistance. *Permission required.*

EDUC 575 – Literacy Master's Capstone Project (3 credits)

Scholarship related to literacy will be demonstrated by the completion of a Capstone Project supported by relevant research, data, and/or documentation. The design, application, and assessment of the project are further refined and implemented in this course. Prerequisite: EDUC 590. *Permission required.*

EDUC 580 – Curriculum Theory and Design (3 credits)

This course is designed to explore the developmental nature of curriculum in the elementary, middle and secondary school settings. Distinct theories will be explored as they relate to public, charter, private, and magnet schools. The interrelated nature of curriculum is stressed. In addition, the concepts of goals and objectives as they relate to the curriculum will be investigated. Current curricular trends will be studied, analyzed and evaluated using the principles of curriculum development discussed in the course.

EDUC 582 – Current Issues and Trends in Education (3 credits)

This course will focus on an examination of contemporary issues in education and their historical perspectives. The development of school organizations and higher education; instructional programs and curricula; and the delivery system and functions of education in light of contemporary issues. The course will also offer numerous simulations, problem solving/critical thinking and best practice strategies.

EDUC 584 – Interactive Learning (3 credits)

This course is designed to help students understand different key learning theories and their effective use in the design of accessible learning activities. Students will focus on the identification, design and development of classroom materials and lessons that involve technology. Ways to incorporate multimedia design and appropriate software into instructional methodology for the classroom will also be explored. Students will apply learning theory principles to develop model lessons using emerging technologies.

EDUC 586 – Inclusionary Classroom Practices (3 credits)

This course will address the development, implementation, and monitoring of individualized management, instructional, curricular, and environmental strategies and adaptations for all students within a heterogeneous classroom, based upon the curriculum of the school. Pedagogical recommendations and research-based effective instruction methodology is emphasized on a needs-based model incorporating the cognitive, language, attentional, affective, physical and sensory needs of children.

EDUC 590 – Practical Research for Educators (3 credits)

Developing a Master's Capstone Project Proposal for the demonstration of scholarship through research and the application of research with a meta-analysis, action research, or a professional contribution is the primary purpose of this course. Students will be able to locate, comprehend, and critique educational research to design and to support their inquiry focus.

EDUC 600 – Second Language Acquisition (3 credits)

This course focuses on the grammar and structure of the English language including the components: phonology, morphology, syntax, semantics, language function and discourse, and dialects. Theoretical perspectives of first and second language acquisition are examined with a pragmatic and sociolinguistic views relating relationships among language, culture, accent, identify, and public perceptions. Through an understanding of applied linguistics, linguistic challenges for language minority students are identified and research-based instructional strategies are reviewed and applied. Professional resources will be developed to foster collaboration with colleagues and the school/community. *Fifteen (15) hours of field experience is required with this course.*

EDUC 605 – ESL Instruction: Theory and Practice (3 credits)

This course is designed to explore the methods, strategies, research and resources that enable the student to develop and implement ESL programs to support English Language Learners' acquisition of the English language and academic cognitive understandings and skills. The students design resources and teaching materials, implement them with their field experiences and provide reports to the class. The students learn, observe, and practice standards-based language proficiency leveled expectations of content lessons and assessments. Emphasis is placed on working with colleagues in their schools to develop resources and trainings facilitating collaboration from school to community to enable ESL students to develop social and academic cognitive English. *Fifteen (15) hours of field experience is required with this course.*

EDUC 610 – ESL Assessment: Theory and Practice (3 credits)

This course emphasizes techniques for multiple formative and summative assessment administration, interpretation, and management. Testing accommodations and testing aligned with instruction, data, and English Language Proficiency level expectations to achieve benchmarks as required for annual measurable achievement objectives will be developed. Strategies for sharing student progress and appropriate assessment practices with families and colleagues will be reviewed. *Fifteen (15) hours of field experience is required with this course.*

EDUC 615 – Dimensions of Culture (3 credits)

In this course, cultural and linguistic dimensions of culture are addressed within the mosaic of groups immigrating to the United States. The analyses focus on the view of culture as a dynamic and multilayered system of symbolic resources impacting individuals identify, values, and behaviors in varying degrees. Participants will develop an awareness of their own cultural identify and its impact on cultural and educational expectations. Participants will develop strategies to collaborate with colleagues and culturally and linguistically diverse families to better understand the deep and invisible dimensions of culture in the classroom and the target language community.

EDUC 620 – ESL Master’s Capstone Project (3 credits)

Scholarship related to English as a Second Language will be demonstrated by the completion of a Capstone Project supported by relevant research, data, and/or documentation. The design, application, and assessment of the project are further refined and implemented in this course. Prerequisite: EDUC 590. *Permission required.*

EDUC 625 – PK-4 Instructional Methods (3 credits)

This course is designed around the methods, strategies, research and resources that enable students to develop and implement programs to assist students in the language of and academic cognitive understanding and skills within the content area while understanding its impact upon the elementary curriculum. Graduate students design resource and teaching materials, implement them with their students, and provide reports to the class. Students also learn and practice adaptations of lesson content and present actual lesson activities within the structure of the course.

EDUC 630 – Elementary Mathematics and Science Instruction (3 credits)

This course involves the study of the development of the elementary school child, the relationship between theory and practice, balancing traditional expectations with current concerns, and the selection and implementation of successful learning experiences in mathematics and science instruction. The curriculum within this area will concentrate on national and state standards as they apply to what is actually taught in the schools.

EDUC 635 – PK-4 Master’s Capstone Project (3 credits)

Scholarship related to PK-4 Elementary Education will be demonstrated by the completion of a Capstone Project supported by relevant research, data, and/or documentation. The design, application, and assessment of the project are further refined and implemented in this course. Prerequisite: EDUC 590. *Permission required.*

EDUC 650 – Mathematics Master’s Capstone Project (3 credits)

Scholarship related to mathematics or STEM education will be demonstrated by the completion of a Capstone Project supported by relevant research, data, and/or documentation. The design, application, and assessment of the project are further refined and implemented in this course. Prerequisite: EDUC 590. *Permission required.*

EDUC 670 – Science Master’s Capstone Project (3 credits)

Scholarship related to science of STEM education will be demonstrated by the completion of a Capstone Project supported by relevant research, data, and/or documentation. The design, application, and assessment of the project are further refined and implemented in this course. Prerequisite: EDUC 590. *Permission required.*

EDUC 672 – STEM Design (3 credits)

By examining the conceptual development of STEM programs and courses, the goal of this course will be to design learning organizations and environments that support collaborative practice for multidisciplinary integration and interdisciplinary experiences and real-world problem-solving. Global perspectives will be discussed along with a focus on Next Generation Science Standards, PA Core Mathematics Standards, PA Science and Technology Standards. Emphasis will also be placed on the development of teacher and student leadership in a STEM meta-discipline.

EDUC 674 – STEM Methods (3 credits)

This course will explore the implementation of differentiated methods/pedagogies for implementation in courses integrating STEM. Participants will experience model STEM lessons, participate in Problem Based Learning Scenarios, Research components for STEM integration, investigate community resources to advance STEM Education, and create a portfolio of resources, lessons and project-based activities. Emphasis will be on the designing and facilitating lessons implementing a learning cycle model for student-centered inquiry learning for collaborative multidisciplinary, interdisciplinary, and transdisciplinary environments.

EDUC 676 – STEM Assessment (3)

This course will review the design of formative and summative assessment in regard to the implementation of differentiated instructional methods utilized in effective STEM instruction. Participants will review competency expectations and testing requirements for PA Common Core and Next Generation Science Standards. Emphasis will be on the development of authentic assessment for individual, group, project-based, and self-assessment in multi- disciplinary, interdisciplinary, and transdisciplinary learning environments.

EDUC 678 – STEM Practicum (3 credits)

This course will provide students with an active hands-on and minds-on experience with the exploration of text and technology to create solutions to STEM challenges tasks. Students will also develop tasks for use within their classroom. Integral to this course will be developing the mindset of an engineer, problem-solving, working collaboratively in a group, and effective communication. This course should provide students with experiences that can be used as inspiration for creating opportunities for their students to experience engaging and effective instruction in the area of STEM and STEM projects in the K-12 classroom.

EDUC 700 – ASD: Etiology (3 credits)

This course is an introduction and overview of characteristics and learning traits of autism spectrum disorders (ASD). The course is an examination of the common manifestations of ASD including the psychological, physiological, behavioral, social, communication, and educational characteristics of individuals who have been identified on the spectrum as having Autism, Pervasive Developmental disorder, Rhett's disorder, Asperger's syndrome and Childhood Disintegrative Disorder. The classification system, assessment strategies/ issues, approaches, and interventions related to individuals with ASD will be explored. Focus will be on causes, diagnosis and intervention. The theoretical, prevalence, and scientific hypothesis related to the etiology of ASD will be researched and explored.

EDUC 705 – ASD: Instruction and Intervention (3 credits)

This course is designed to focus upon the various methodologies and intervention strategies that are currently being used to instruct students with ASD. The positive features and the limitations of each research-based method will be examined for integrity and validity. In addition to methodology, classroom management, intervention strategies, accommodations, and adaptations that are successful in the general education setting will be introduced. These accommodations are used to ensure to provide for least restrictive environments in education and the community settings along with the use of augmentative and alternative communication.

EDUC 710 – ASD: Assessment (3 credits)

This course will create a framework for understanding and implementing effective interventions for children and adolescents with ASD in consideration of their cultural values and beliefs. The role of the families and collaborative, interdisciplinary models of service delivery will be examined. Effective research-based assessment and interventions will be reviewed utilizing current research regarding neuro-developmental issues in autism. This course requires a 20-hour practicum consisting of a field experience in a school and community-based agency setting providing direct clinical, instructional, and social interaction with individuals with ASD. These experiences will take place in regular and specialized settings in order to ensure the student an opportunity to observe and participate in the assessment and instructional levels.

EDUC 715 – ASD: Community Collaboration (3 credits)

This course is designed to promote the collaboration process between, schools, family, and community. Schools can no longer rely on just the educational system to deliver the services needed to the diverse student populations in our schools. Advocacy reaches out not only to the educational community but also to officials involved with law enforcement, health care (including first responders) and individual groups that connect with the family needs. The course will also emphasize the importance of the transition process in the schools in identifying instructional programs to meet the unique individual needs of each student for school to work partnerships. Legal mandates and requirements will be examined.

EDUC 720 – Special Education School Law and Regulations (3 credits)

This course will give teachers the information necessary to remain in compliance with federal and state law affecting special educators in regular education, gifted education, and special education. Topics will include Individual Disabilities in Education Act/State Regulations and the relation to Individual Education Plan, constitutional rights, curriculum law, social media, student records, disciplinary policies, and policy making. Inclusionary practices, the IEP process, teacher participation in the IEP process, and educational liability will also be discussed. This course will use a case-study and case law approach to explore, debate and apply content to everyday workplace settings.

EDUC 730 – Early Intervention Infant/Preschool (3 credits)

This course will enhance the students' knowledge of Early Intervention supports and services designed to meet the developmental needs of children with a disability as well as the needs of the family related to enhancing the child's development in one or more of the following areas, physical development, including vision and hearing, Cognitive development, Communication development, Social or emotional development and adaptive development.

EDUC 740 – Universal Design for Learning and Response to Intervention (3 credits)

This course provides a blueprint for creating instructional goals, methods, materials, and assessments that work for everyone--not a single, one-size-fits-all solution but rather flexible approaches that can be customized and adjusted for individual needs. This course is designed with the objective to assist the graduate student in connecting core standards to acceptable accommodations, adaptations, and viable modifications to adjust the curriculum of the teaching/learning process for individualized learning.

EDUC 750 – School-wide Behavior Support and Behavior Management (3 credits)

Techniques in the teaching, management, and intervention of students with behavior disorders, school wide behavior support encompassing universal design, applied behavior analyses, cognitive behavior modification, and social skills training will be the focus of the course work.

EDUC 760 – Transition Systems from School to Adult (3 credits)

This course is has a two-fold objective that will concentrate on strategies and techniques used to assist IEPs of children in Early Intervention who are within one year of transition to a school age program, to include goals and objectives which address the transition process and strategies used in and out of the classroom transitioning students with disabilities and their families think about their life after high school and identify long-range goals designing the high school experience to ensure that students gain the skills and connections they need to achieve these goals the provision of funds and services to local school districts to assist in the transition process.

EDUC 770 – Special Education Master's Capstone Project (3 credits)

Scholarship related to special education will be demonstrated by the completion of a Capstone Project supported by relevant research, data, and/or documentation. The design, application, and assessment of the project are further refined and implemented in this course. Prerequisite: EDUC 590. *Permission required.*

Master of Science in Physician Assistant Studies (M.S.P.A.S.)

(100 CREDITS)

Diana Easton, M.P.A.S., PA-C, Program Director

(570) 208-5900, Ext. 5728

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PAs are health care providers who are nationally certified, and state licensed to practice medicine. As a part of their responsibilities, PAs perform physical exams, diagnose illnesses, develop and carry out treatment plans, order and interpret lab tests, assist in surgery, provide patient education and prescribe medications.

Upon graduation, PAs take a national certification examination developed by the National Commission on Certification of PAs (NCCPA).

PAs are employed in virtually all types of health care settings including private offices, clinics and hospitals. PAs can practice in almost any field of medicine including family practice, surgery, pediatrics, psychiatry and orthopedics to name just a few.

The King's College Department of Physician Assistant Studies began in 1975 and has over 40 years of experience in preparing students for the PA profession and provides sophisticated didactic and clinical training in all areas of general medicine. King's College has graduated over 1000 Physician Assistants who practice throughout the country in all areas of medicine.

Mission Statement

The Department of Physician Assistant Studies educates students in a primary care-based curriculum that emphasizes the mastery of knowledge, technical skills, critical thinking, and moral reasoning. King's Department of PA Studies fosters excellence in teaching and faculty scholarship, and forms highly competent professional healthcare providers committed to patient-centered, compassionate care, and the inherent dignity of every person.

Program Goals

1. Develop and maintain a comprehensive didactic and clinical curriculum that will prepare students to successfully pass the PANCE and become competent health care providers.
2. Model an interdisciplinary approach to medicine which utilizes effective oral and written communication between members of the healthcare team and the patient
3. Develop PAs that utilize a comprehensive approach to health and disease by emphasizing primary care, health maintenance, and disease prevention
4. Advocate information literacy and the technological competency to be effective healthcare providers
5. Cultivate moral values, and ethical and professional behavior required for the practice of medicine

Indicators of Success at Achieving the Program Mission and Goals

In order to meet the program's mission and goals, the curriculum has been designed with an emphasis on primary care. The King's College Physician Assistant (PA) Program utilizes the Competencies for the PA Profession, the content blueprint for the Physician Assistant National Certifying Exam (PANCE), and the Accreditation Review Commission on Education for the Physician Assistant (ARC-PA) accreditation standards for PA education, as a guide for the curriculum content.

Outcomes Supporting Program Goals:

1. Our program strives to prepare students to meet or exceed the national average on the Physician Assistant National Certifying Exam (PANCE). The PANCE pass rate for the class of 2018 was 98%. The national average for first-time test takers in 2018 was 98%.

A summative exam, administered just prior to graduation, assesses medical knowledge, identifies content areas of weakness, and prepares the student for the PANCE. The minimum passing score is 70%. The average score for the class of 2018 was 86%.

The average score on preceptor evaluations of student performance regarding basic medical knowledge during clinical rotations for the class of 2018 was 4.76 on a 5-point scale, with a minimum acceptable score of 4.

2. The average grade for the module Medical Interviewing and Documentation was a 96% for the class of 2018. The minimum passing grade for this module is 80%. The preceptor evaluations of student performance during clinical rotations revealed the following average scores, based on a 5-point rating scale with a minimum acceptable score of 4, for the class of 2018:

"Handled relationships and communications with other students and staff appropriately and professionally" = 4.97

"Partnered with the preceptor, health care managers, and other health care professionals to assess, coordinate, and improve the delivery of health care and patient outcomes" = 4.95

"Effectively educated patients/families about their condition, treatment, and required follow up" = 4.85

Consistently educated the patient regarding personal behaviors which could predispose him/her to illness = 4.89

"Consistently presented cases orally in a complete, accurate and organized manner" = 4.84

"Consistently dictated and/or wrote complete and organized admission and discharge summaries" = 4.87

"Consistently documented data in the proper format, in an organized and timely manner that is concise, legible, and complete" = 4

The 2018 NECPA IPEC Summit educated local students from various health care professions to learn about, from, and with one another. 100% of our students participated in this Summit.

3. 100% of the students complete 12-weeks in a family practice preceptorship. 100% of students complete a graded Preventative Care Plan with a benchmark of 70%. The average score for the class of 2018 was a 93,91%.

The average preceptor evaluation of student performance score for clinical rotations for preventive care, for the class of 2018, was 4.89 on a 5-point scale, with a minimum acceptable score of 4.

100% of students are trained in modules that have content that emphasizes primary care settings

4. 100% of the students complete a Master's Research project that requires utilization of information technology skills. The average Master Project grade in 2018 was 95.57% on the written component and a 96.2% on the oral presentation component.

100% of the students complete a module of instruction on Research Methods that requires students to read/evaluate and discuss the medical literature on a medical topic. The average grade for this module in 2018 was 95%. The minimum passing grade for this module is 80%.

100% of the students take online exams and use an electronic system to log patient encounters.

100% of students learn how to use online drug references during a prescription-writing seminar and continue to use this application throughout clinical rotations.

Clinical preceptors evaluate students on the statement, "consistently expanded his or her medical knowledge with appropriate research materials". The class of 2018 had a 4.84 average score on a 5-point rating scale, with a minimum acceptable score of 4, for this evaluation.

5. 100% of students complete an Ethics module, with a minimum passing grade of 80%. The average grade for the Ethics module was 96% for 2018.

The clinical preceptor evaluation of students appraises ethical/moral behavior. The average evaluation score for the statement, "Exhibited moral values and behaviors" was 4.98, on a 5-point rating scale with a minimum acceptable score of 4, for the class of 2018.

Financial Information

Tuition

Please refer to [this page](#) for information on tuition and fees for the Physician Assistant program.

Scholarships

Scholarships for the Physician Assistant Program

The Eleanor Babonis Physician Assistant Scholarship established by alumni, family and friends of Eleanor Babonis upon her retirement as the Program Director of the Physician Assistant Program. Intended to aid a first-year professional phase student as he/she embarks on the didactic portion of Physician Assistant training. Additional information on these scholarships is available from the office of Financial Aid.

Peyton Walker Scholarship

Scholarships are available for students who have matriculated into the 3rd-5th year of the Physician Assistant program at King's College. Scholarships range from **\$1,500.00-\$5,000.00** per academic year.

In the Fall of 2013, Peyton was in her second year of the PA program at King's College when Sudden Cardiac Arrest stole her young, vibrant life at the age of 19. The Peyton Walker Memorial Scholarship was established for PA students at King's as a tribute to

Peyton – and as a testament to the love and support the Walker family received from the King's College family after losing Peyton.

Application Fee

Application fees to the Physician Assistant program apply through CASPA.

Admissions Procedures

Application to the Two-Year Master's Program in Physician Assistant Studies

Students may enter the Professional phase of the PA Program as graduate students into the two-year master's (M.S.P.A.S.) degree program. The term "professional phase" refers specifically to the full time 24-month training program during which the student trains to be a physician assistant. The professional phase consists of ten- and one-half months of didactic instruction followed by thirteen- and one-half months of clinical rotations. Upon completion of this phase, students will graduate with a master's degree in Physician Assistant Studies and are eligible to take the Physician Assistant National Certifying Exam (PANCE) through the National Commission on Certification of Physician Assistants (NCCPA). The term "PA Program" refers only to the professional phase of the training at King's College. The Accreditation Review Commission on Education for the Physician Assistant (ARC-PA) has granted **Accreditation – Continued** status to the **King's College Physician Assistant Program** sponsored by **King's College**. Accreditation – Continued is an accreditation status granted when a currently accredited program is in compliance with the ARC-PA *Standards*.

Accreditation remains in effect until the program closes or withdraws from the accreditation process or until accreditation is withdrawn for failure to comply with the *Standards*. The approximate date for the next validation review of the program will be **March 2027**. The review date is contingent upon continued compliance with the Accreditation *Standards* and ARC-PA policy.

Master of Science in Physician Assistant Studies (M.S.P.A.S.)

Seat availability is determined by the number of undergraduate BS/MS students who matriculate successfully into the professional program. If seats are available, students may apply into the Professional Phase of the PA Program as graduate students into the two-year master's (M.S.P.A.S.) degree program.

Enrollment through the Centralized Application System for Physician Assistants (CASPA) may be opened based on the number of seats available. If CASPA enrollment is opened, this will be posted on the PA Program Website. When opened, the deadline for final CASPA application to King's College is October 1st. Applicants are strongly encouraged, however, to apply as early as possible, since it may take CASPA up to four-six weeks to process an application and forward it to King's.

For information Contact:

CASPA
P.O. Box 70958
Chevy Chase, MD 20813-0958
www.caspaonline.org

King's Alumni

Applicants who have received a bachelor's degree from King's College are not required to apply through CASPA. If there is seat availability, alumni can call the PA Program at (570) 208-8086 to request a King's Application. These applicants will be required to meet the same minimum criteria as the CASPA applicants but will be recognized in the initial scoring process. These applicants do not have to pay the CASPA application fee when applying to the King's Physician Assistant Program. The deadline for these applicants is October 1st. Applications must be addressed to the King's College PA Program, Admissions.

A notice of seat availability and an application process will be posted on the Physician Assistant Program's website. Applicants can call the PA Admissions Department at (570) 208-8086 for further information and seat availability.

If CASPA is not opened and seats do become available, an announcement will be placed on the PA Program's website. Applicants can call the PA Admissions department at (570) 208-8086 for an application.

Requirements:

- Candidates must have a bachelor's degree or higher degree or be completing a bachelor's degree or higher degree by the end of the spring semester prior to the start of the program in August.
- Candidates must complete all of the following prerequisite science courses, preferably with labs by the end of the spring semester prior to the start of the program in August: anatomy and physiology (8 credits), general biology (8 credits), general chemistry (8 credits), organic chemistry (4 credits), genetics (3 credits), and microbiology (4 credits). If the applicant's college did not offer labs with these courses or offered 3 credit science courses including a lab, we will accept these courses. No grade less than a "C-" will be accepted for any prerequisite science courses. We will not accept any required science courses that have been taken online. We will also give additional points in our scoring process for those applicants that have 4 credits in medical microbiology.
- Any required science course with a grade less than C- must be repeated; however, both grades will be incorporated into the calculations for the overall science and cumulative GPAs.
- Courses will be accepted from any 2- or 4-year accredited US college or university.
- Candidates cannot have more than two outstanding prerequisite science courses in the spring semester prior to the start of the program in August. Students must maintain a minimum overall and science GPA of 3.2. GPAs will not be rounded.
- Candidates that complete any courses after submitting their application to CASPA must forward an official transcript directly to the King's College Department of Physician Assistant Studies as soon as they receive their spring semester grades.
- Candidates cannot have any outstanding courses in the summer prior to the start of the program in August.
- Candidates must have a cumulative GPA of 3.2 and a cumulative science GPA of 3.2. GPAs will not be rounded.

- Candidates must complete 500 clinical hours of health care experience by the CASPA application deadline. The hours may be voluntary or paid. Of these 500 hours, a minimum of 300 must be Category I while the remainder can be Category II. These hours must also include physician assistant shadowing hours. Please read the document fully describing clinical hour requirements available on the Program's webpage (<https://www.kings.edu/sites/default/files/HC-Experience.pdf>)
- 2 letters of reference. It is suggested that one letter of recommendation is from a professional that the applicant has worked with clinically and one from someone academic, preferably someone that the applicant has had for multiple science classes
- A personal statement discussing desire to be a Physician Assistant.
- We do not require GRE, MCAT, or USMLE scores.
- Candidates must have all coursework that was completed at an academic institution outside the United States evaluated by WES (World Education Services Inc.) and submitted to the Program by the application deadline of October 1st.
- Candidates whose native language is not English must pass the TOEFL exam or complete a bachelor's degree in a United States College or University. The passing score on the TOEFL is listed below. Official TOEFL scores must be submitted by the CASPA application deadline.

**Minimum TOEFL Scores needed to apply:*

- Internet-based Test minimum of 108/120
- TOEFL test information may be obtained from ETS, Princeton, New Jersey 08540, or by calling (609) 771-7100.
- Once an application is completed, the Admissions and Data Coordinator will review and evaluate each applicant's academic transcripts, work experience record, and any other prerequisites/requirements.
- Candidates selected by the PA Admissions Committee will receive an invitation for an interview.
- Upon completion of all interviews, the committee, at their sole discretion, recommends to the Program Director the applicants selected for admission to the professional phase.

Graduate Applicant Selection Process

Graduate applications are scored based on GPA (cumulative GPA and overall science GPA). A King's degree and a science degree is awarded extra points in the scoring process. Additional points are also awarded for advanced degrees and graduate course credits and a completed course in medical microbiology. The quality and quantity of the health care experience/shadowing hours are also scored. Your personal statement, references and other experiences (work experience, community service, extra-curricular activities) included on your application are also scored. Points may also be deducted from scoring for disciplinary actions. A personal interview is required for admission. Selected candidates will receive an invitation for an interview. Selected candidates will be scored during their interview and will be required to do an on-site writing sample. The King's College Department of Physician Assistant Studies will decide and notify selected candidates within 2-3 weeks of their interview. This interview and selection process will continue until the class is filled or until July 20th, whichever comes first. Meeting minimum prerequisites neither guarantees the applicant an interview nor admission to the Program.

There are written technical standards that all PA students must meet in order to complete professional phase training. Please review these standards on the Program's webpage (https://www.kings.edu/academics/undergraduate_majors/physicianassistant/graduate_admission) before making application to the program.

Immunization requirements can be found on the Program's webpage (https://www.kings.edu/academics/undergraduate_majors/physicianassistant/graduate_admission)

Matriculating students must have yearly physical exams completed and maintain current health insurance and a current driver's license. Students must also have a reliable car to use for clinical experiences during the Program.

Background Checks

Prior to the start of the Program and during clinical rotations, the Program will conduct and require all students to have the following background checks: A Federal Criminal History Record Check (FCHR) a PA State Police Criminal Record Check and a Child Abuse History Clearance. All costs incurred in complying with these checks are the responsibility of the student.

A student who does not have a clear check may be denied access to hospitals and/ or clinical rotations. This may affect their ability to complete the Program. A check which is not clear may also affect one's ability to sit for the PANCE exam, obtain professional licenses or institutional privileges. The Federal Criminal History Record Check (FCHR), PA state Police Criminal Record Check and The Child Abuse History Clearance check must be maintained on an annual basis. In an attempt to schedule clinical rotations, any information found on these checks will be disclosed to clinical facilities and preceptors. Background checks which reveal a felony offense may result in denial of admission or dismissal from the Program.

King's College Physician Assistant Drug and Alcohol Policy

The King's College Department of Physician Assistant Studies follows the policies outlined in the King's College Student Handbook. The use of drugs or alcohol prior to or during any activities pertaining to the program is strictly prohibited. If there is reasonable suspicion of impairment, the student will be removed from that activity/ class/rotation immediately. An institution, clinical site or the PA Program may request or require drug and/or alcohol testing, and/or referral for counseling and treatment. Prior to the start of the professional phase of the program, students will be required to undergo a 10-panel urine drug and/or alcohol test performed at a licensed laboratory. Students are required to have this testing done annually and additional unannounced testing of drug and /or alcohol testing may be required as well. Students will sign a consent form with a waiver of liability releasing this information to the Program and any Clinical Site that may require the reported results. The student is responsible for all associated costs incurred. If the student refuses, they may be unable to complete the requirements of the program. Specific disciplinary actions and/or dismissals will be handled on an individual basis.

Experiential Learning Credits and the Professional Phase of the PA Program

The professional program does not allow for exemption from courses, clinical skills, laboratories, or clinical education regardless of prior experience, degree or credential. Students must matriculate through all aspects of the program and successfully complete all program requirements in order to graduate.

Employment During the Professional Phase of the PA Program

Due to the rigorous nature of the PA program during both the didactic and the clinical phases of training, it is inadvisable for students to hold a job during their professional training. Employment demands will not justify an excused absence from any academic or clinical requirements of the Program nor will any special accommodations be made.

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.

The King's College Physician Assistant students are expected to represent the program with the highest degree of professionalism, both on and off campus. Behavior which is not consistent with expected standards or blatant disregard for protocols will be documented, and appropriate disciplinary action will be taken. Disciplinary action will be dictated by the severity and frequency of the infraction. Students with multiple displays of unprofessional behavior may be dismissed from the program, regardless of the student's academic standing. For more information, students should refer to the Physician Assistant Professional Phase Didactic and Clinical Manuals.

Physician Assistant Harassment Policy

Any student, who feels that he or she is a victim of any type of harassment, must immediately notify the Program Director. The PA Program will follow all King's College policies regarding harassment and sexual misconduct as published on-line in the King's College Student Handbook. If a situation is not specifically covered in existing policy, the Program Director will meet with the student and address the situation on a case-by-case basis. If the Program Director is implicated in the harassment, the student should contact the Associate Vice President for Academic Success.

Grievance Policy

Academic grievances are handled according to the policy outlined in the King's College undergraduate Catalog. If a situation is not specifically covered in existing policy, the Program Director will meet with the student and address the situation on a case-by-case basis. If the grievance involves the Program Director, the student should contact the Associate Vice President for Academic Success.

Physician Assistant Teach-Out Policy

If the Program were to lose accreditation/close, the Program will continue to teach students and make every attempt to partner with another accredited Program so students will be eligible to take their PANCE.

Appeals Policy for Dismissal from the Professional Phase of the PA Program

- Professional phase students who do not meet the Program's set standards will undergo review by the PA Review Committee. The PA Review Committee is comprised of the following members of the PA Faculty: Program Director, Academic Director, Clinical Director, and one full-time member of both the Didactic and the Clinical Faculty (appointed by the Program Director).
- A decision regarding the action to be taken is made by a majority vote by the PA Review Committee.
- If a decision to dismiss a student from the PA Program has been made, the student will be notified of the decision by a letter from the Program Director.
- If a student decides to appeal this decision, he or she must submit a written appeal to the Chair of the PA Appeals Committee within 1 week (5 business days) of receipt of the letter.
- The PA Appeals Committee is composed of the Chair of the PA Appeals Committee and 2 King's College Faculty members who are not PA Faculty but are familiar with the PA Program. If one or both faculty members are unavailable, alternates will be selected from a list mutually agreed upon by the Chair of the PA Appeals Committee and the PA Program Director. A member of the PA Review Committee sits on this Committee as a non-voting member to offer points of clarification.
- The student's written appeal must not just be a reiteration of the known facts but must contain compelling evidence as to why he or she is appealing, new or additional evidence disputing the known facts, and copies of any pertinent materials to support the appeal.
- Upon receipt of the student's appeal letter, the Chair of the PA Appeals Committee will clarify any facts or ambiguities with the PA Program Director.
- If the appeal letter does not contain new or compelling evidence to support the appeal, as determined by the majority of the PA Appeals Committee, the process will end here, and the decision of the PA Review Committee will be upheld. The student will be notified of this decision by the Chair of the PA Appeals Committee.
- If the appeal letter does contain new or compelling evidence for appeal, within 1 week (5 business days), the Chair of the PA Appeals Committee will convene a meeting with the student and the members of PA Appeals Committee. The non-voting member of the committee will not be present during this meeting.
- At the meeting, the PA Appeals Committee will listen to the student and ask questions. After the meeting, the members will review the student's appeal and make a decision within 1 week (5 business days). The Committee will deliberate in closed session and the deliberations of the Committee are confidential.
- After reviewing the appeal and before any decision is made, the Chair of the PA Appeals Committee will contact the PA Program Director for validation of facts presented by the student and, if needed, clarification.
- The decision to grant the student's appeal is made by a unanimous decision of the PA Appeals Committee. The non-voting member of this committee will not be present during the vote.
- The final decision whether or not to grant the student's appeal, is communicated by the Chair of the PA Appeals Committee to the PA Program Director.

- The Chair of the PA Appeals Committee will record the Committee's decision by communicating in writing to both the student and the PA Program Director. A copy of the decision is placed in the student's permanent file.
- Should the Committee decide to grant the appeal, the PA Program Director will develop a contract for the student outlining the requirements for the student to continue in the PA Program. This contract must be signed by the student. The contract will outline the requirements needed to remain in the major and may require a remediation or delay in the student's expected graduation. Any associated cost with any remediation or delayed graduation will be the responsibility of the student. This contract will be placed in the student's permanent file.
- The decision of the Committee concludes the appeals process. Both the student and the Department of Physician Assistant Studies must comply with the Committee's decision, as this decision by the PA Appeals Committee is final.

Policies subject to change at any time in order to comply with ARC-PA standards, King's College and Hospital policies. The King's College Department of PA Studies will make every attempt to notify its students of these changes in a timely manner. The King's College Department of Physician Assistant Studies reserves the right to alter and or modify policies and curriculum with notification to the affected students.

**Questions can be addressed at the PA office by calling (570) 208-5853 or contact the Admissions Coordinator at PAadmissions@kings.edu*

The Curriculum

This master's program is 24 months in duration, beginning with 10.5 months of didactic instruction in all areas of general medicine. Direct patient encounters begin early and are greatly expanded during the final 13.5 months of clinical rotations. Full-time program faculty members, along with clinical preceptors, including physicians, physician assistants, pharmacists, and other health care professionals, present the curriculum and coordinate and monitor the clinical experiences.

PROFESSIONAL (DIDACTIC) PHASE (YEAR 4)

PA 475C Medical Terminology (summer Self-Study included in grading for Basic Medical Sciences I)

Fall Semester

PA 450 – Diagnostic Methods I (6 credits)

- Physical Diagnosis I
- Physical Diagnosis lab I
- Laboratory Medicine
- Introduction to Diagnostic Imaging

PA 554 – Clinical Medicine I (3 credits)

- Eyes, Ears, Nose and Throat (EENT)
- Pediatrics

PA 556 – Clinical Medicine II (4 credits)

- Dermatology
- Infectious Disease
- Behavioral Health

PA 475 – Basic Medical Sciences I (5 credits)

- Pharmacology I
- Anatomy and Physiology
- Medical Interviewing and Documentation
- Medical Terminology (summer self-study)
- Seminar

Spring Semester

PA 455 – Diagnostic Methods II (4 credits)

- Basic EKG
- Physical Diagnosis II
- Physical Diagnosis Laboratory II
- Diagnostic Imaging

PA 557 – Clinical Medicine III (5 credits)

- Gastroenterology
- Neurology
- Cardiology

PA 558- Clinical Medicine IV (6 credits)

- Pulmonology
- Urology
- Endocrinology
- Gynecology/Obstetrics

PA 476 – Basic Medical Sciences II (3 credits)

- Pharmacology II
- Gross Anatomy Lab
- Medical Anthropology
- Seminar/OSCE

Intersession Semester

PA 559 – Clinical Medicine V (4 credits)

- Emergency Medicine
- General Surgery
- Cardiology II
- Orthopedics
- Rheumatology
- OSCE (Objective Structured Clinical Exams)/Observations

PA 510 – Research Methods (2 credits)

- Research Methods
- Health Care Policies/PA Practice
- Medical Ethics
- Genetics

PROFESSIONAL (CLINICAL) PHASE (YEAR 5)

- PA 515 – Emergency Medicine (6 credits)
- PA 520 – Internal Medicine (6 credits)
- PA 525 – Obstetrics and Gynecology (6 credits)
- PA 530 – Pediatrics (6 credits)
- PA 535 – Psychiatry (6 credits)
- PA 540 – General Surgery (6 credits)
- PA 545 – Family Practice I (6 credits)
- PA 550 – Family Practice II (6 credits)
- PA 555 – Elective Rotation (6 credits)
- PA 560 – Capstone Course (4 credits)

The Clinical Phase of the Program provides clinical experiences for 6 weeks in the following areas:

- Emergency Medicine
- Internal Medicine
- Obstetrics and Gynecology
- Pediatrics
- Psychiatry
- General Surgery
- Elective

Students will complete 12 weeks in family medicine. Students will complete a master's project using up-to-date medical research. They must also pass a computer-based and practical summative examination.

Physician Assistant Program Requirements**PA 450 — Diagnostic Methods I**

Students are taught how to elicit a complete medical history. Students are then taught how to perform a complete physical examination and how to integrate and interpret findings in such a way that they may determine the next diagnostic and therapeutic step. Communication skills and professionalism are also addressed. Students are instructed how to order and interpret diagnostic tests used in evaluating medical problems.

PA 554 – Clinical Medicine I

A comprehensive study of diseases with emphasis on etiology, pathophysiology, signs and symptoms, diagnostic procedures, and therapeutic measures involved in treating medical conditions. Topics include EENT and pediatrics.

PA 556 – Clinical Medicine II

A comprehensive study of diseases with emphasis on etiology, pathophysiology, signs and symptoms, diagnostic procedures, and therapeutic measures involved in treating medical conditions. Topics include dermatology, infectious Disease and behavioral health.

PA 475 – Basic Medical Sciences I

This course encompasses topics that are essential aspects to the practice of medicine. Areas of study include medical pharmacology, human anatomy and physiology, and medical interview and documentation. Seminar topics include: healthy lifestyle changes such as weight management, nutrition, and tobacco cessation. Issues of domestic violence, and sexual assault are addressed, as are issues of cardiac and PT rehabilitation and Hospice and end of life issues.

PA 475c – Medical Terminology (Independent Course)

A self-study learning module on medical terms and vocabulary for prospective PA students. Students are required to complete the programmed text prior to the beginning of the fall semester of the professional phase. This course grade is calculated into PA 475 Basic Medical Sciences I grade for the fall semester.

PA 455 – Diagnostic Methods II

This course is a continuation of Diagnostic Methods I and includes electro-cardiology, diagnostic imaging and the completion of the physical assessment.

PA 557 – Clinical Medicine III

Emphasis is on the etiology, pathophysiology, and clinical signs and symptoms of disease in medical subspecialty areas. Topics include: gastroenterology, neurology and cardiology.

PA 558 – Clinical Medicine IV

Emphasis is on the etiology, pathophysiology, and clinical signs and symptoms of disease in medical subspecialty areas. Topics include: pulmonology, urology, endocrinology and gynecology/obstetrics.

PA 476 – Basic Medical Sciences II

A continuation of Basic Medical Sciences I with the addition of Pharmacology II, gross anatomy lab, medical anthropology and seminar topics including an introduction to objective structured clinical examinations (OSCE).

PA 559 – Clinical Medicine V

Emphasis is on the etiology, pathophysiology, and clinical signs and symptoms of disease in medical subspecialty areas. Topics include: emergency medicine, general surgery, cardiology II, orthopedics, rheumatology and a continuation of OSCEs and an introduction to clinical observations.

PA 510 – Research Methodology

Students are taught the basic methodologies related to research and how to critically evaluate medical literature. Students will also learn the basic principles of evidence-based medicine and how to utilize current medical research to justify the treatment of medical conditions. Students also receive instruction in the history of the PA profession, and health care policies as they relate to PA practice. Students will also have training in medical ethics as they prepare to enter clinical education. Students will apply genetics to various medical diseases using current medical literature.

Professional (Clinical) Phase

PA 515 – Emergency Medicine (6 credits)
PA 520 – Internal Medicine (6 credits)
PA 525 – Obstetrics and Gynecology (6 credits)
PA 530 – Pediatrics (6 credits)
PA 535 – Psychiatry (6 credits)
PA 540 – General Surgery (6 credits)
PA 545 – Family Practice I (6 credits)
PA 550 – Family Practice II (6 credits)
PA 555 – Elective Rotation (6 credits)

Students complete 6-week rotations in Emergency Medicine, Internal Medicine, Obstetrics and Gynecology, Pediatrics, Psychiatry, General Surgery and an elective rotation. Students complete 12 weeks in Family Medicine.

PA 560 – Capstone Course

Students will complete a master's project using up-to-date medical research. They must also pass a computer-based and practical summative examination.

Requirements to Graduate:

- Pass all modules of the didactic portion of the program in sequence with an 80% or better, pass all pass/fail modules and maintain a minimum professional phase cumulative GPA of 3.0 or higher
- Exhibit consistent professional behavior
- Complete and pass the Capstone Course with a 3.0 or better
- Pass all components of summative evaluation (Summative OSCE and the computer based summative evaluation) with a 70% or better
- Pass all clinical rotations with a 3.0 or better
- Meet or exceed minimum requirements for clinical experiences and competencies as outlined in the clinical manual

Directory Information





Administration and Faculty

Senior Administration

Rev. John J. Ryan, C.S.C.

President

B.S., Wilkes University

M.B.A., St. Joseph's University

M.Div., University of Toronto

Ph.D., Temple University

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*Provost and Vice President for
Academic Affairs*

B.A., King's College

Ph.D., SUNY at Binghamton

Janet Mercincavage

Vice President for Student Affairs

B.S., Juniata College

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Vice President for Institutional Advancement

B.A., King's College

J.D., Temple University

Robert Reese

Vice President for Enrollment Management

B.F.A., Marywood University

M.B.S., Marywood University

Rev. Thomas P. Looney, C.S.C.

*Associate Vice President for Academic
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B.A., Stonehill College

M.Div., Univ. of St. Michael's College

Ph.D., The Catholic Univ. of America

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B.A., King's College

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M.S., California Univ. of Pennsylvania

Ph.D., Marywood University

ATC, Board of Certification for the

Athletic Trainer

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M.A., Moravian Theological Seminary

A.B.D., Drexel University

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M.T., Villanova University

C.P.A., Pennsylvania and Florida

J.D., Widener University

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P.A.-C, King's College

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For More Information

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