

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

Graduate Catalog 2023-2024

King's College
Wilkes-Barre, Pennsylvania 18711-0801

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

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Mission Statement

Mission

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

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.

General Information

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 who possess the desire, skills, and education to accept management responsibilities and creative leadership positions in business, industry, government, health care and education. King's College also seeks to offer high-quality education in specialized fields of study which enhance individuals' technical background and enables them to apply this knowledge and expertise.

King's College seeks to train those individuals to make effective and responsible decisions in their chosen field by providing a strong educational foundation in specialized fields of study, fostering their ability to obtain, understand, and accurately assess information and ideas, enhancing their ability to think critically and independently and speak and write effectively, and developing their ability to adapt to the increasing complexity and constant change of organizational life in a complex and competitive global environment.

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. Additional honor societies may be found under the program they are associated with.

Facilities and Student Services

THE OFFICE OF GRADUATE ADMISSION

The Office of Graduate Admission is located in the George and Giovita Maffei Family Commons, 29 W. North 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 570-208-8519. Fax: 570-371-3070. Website: www.kings.edu/graduate E-mail may be sent to gradprograms@kings.edu.

THE BOOKSTORE / SPIRIT STORE

King's College has transitioned all textbooks to a virtual store that can be accessed at <https://kings.ecampus.com>. The King's College Spirit Store, located at 149 North Main Street in downtown Wilkes-Barre, is operated by eCampus. It offers King's College clothing and accessories for Monarch fans as well as school supplies.

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 IITS HELP DESK

The Help Desk is physically located on the third floor of the McGowan School of Business, as well as online at help.kings.edu, via email at help@kings.edu, and via phone at 570-208-5900, ex. 4357 (HELP). Help Desk staff is equipped with the latest resources to support students, faculty, administrators, and staff with a variety of campus technology. Users can access many such resources via the wireless network that blankets all parts of the campus.

Users have access to the Microsoft Office suite, cloud storage, and virtual desktop software with their email accounts, available on any device. For those who choose to not use their devices, the same capabilities are available in computer labs, including a 24-hour lab via swipe-card

access to the Corgan Library. Links to all technology resources can be found at the MyKing's portion of the King's website.

To use campus resources, users will need an active King's email account. Any questions about account access or resources can be directed to the Help Desk: 570-208-5900, ex. 4357 (HELP); help@kings.edu; or <https://help.kings.edu>.

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.

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 AND THE SHOVAL CENTER

As a Catholic institution founded by the Congregation of Holy Cross, King's affirms that love of God and love of neighbor, as espoused by Jesus, cannot be separated and that faith, as taught by Blessed Basil Moreau, "must be lived through service." In concert with the great world religious traditions, King's College invites *all* of its members to care for one's soul and to care for one's neighbor.

Campus Ministry welcomes students of all faiths and those searching for a religious tradition, who desire to develop and nurture their spiritual lives, to participate in its many opportunities for reflection, service, and worship. Catholic faith informs every aspect of Campus Ministry, especially its spirit of hospitality, inclusion, and respect for members of other religious traditions and all people of good will.

Sunday worship forms the heart of the College's liturgical life. King's students serve as lectors, altar servers, extraordinary ministers of Holy Communion, hospitality ministers, and cantors. Campus Ministry provides training and ongoing spiritual formation for these ministries. Weekday masses are celebrated in the Chapel of Christ the King and in Holy Cross Hall. The sacrament of reconciliation is available at scheduled times each week or anytime by appointment. Worship at the College also includes: Taize Prayer, Interfaith Prayer, Eucharistic Adoration, and the Stations of the Cross. Campus Ministry also assists students in finding houses of worship in their own religious tradition.

Campus Ministry works closely with students to develop and implement spiritual formation opportunities to meet students' needs. The Campus Ministry staff and Student Ministry Leaders helps to brainstorm and implement new ideas. Students serve as retreat team leaders and facilitators;

students lead groups for the Anchor Challenge - a small faith accountability groups; class officers and hall staff develop spiritual programming opportunities for their classmates; the Sacramental Preparation program welcomes students into deeper life and fellowship within the church; Sisters In Faith and Kingsmen provide women and men, respectively with opportunities for personal, social and spiritual growth; Champions for Christ serves as an additional place of encouragement for our student athletes; and the College's Knights of Columbus St. André Council sponsors faith sharing and service opportunities. The Campus Ministers are available to accompany students in their spiritual journeys by listening and sharing their own experience of faith. Campus Ministry is a place where students' gifts are shared, leadership is fostered, and faith is nurtured.

The Shoval Center for Service and Community Engagement provides opportunities for all members of the King's community to care for their neighbor and to reflect on the implications of service for personal and spiritual growth and for the establishment of a more just and compassionate society. The Center sponsors Hunger for Justice Week, a program that raises student consciousness about the plight of the poor and marginalized, the Social Justice Leadership Project, the Supper and Social Justice Program, and numerous opportunities for volunteer service. It works with faculty to develop specialized service-learning courses.

The Shoval Center is a place where students discover, deepen, and develop their passion for service to their neighbor. Together Campus Ministry and the Shoval Center are committed to working with students for the education of the mind and heart of every member of our community.

A complete list of services is provided in the Undergraduate Catalog, found through the [Registrar's Office](#).

Accreditations and Affiliations

The College Charter was granted by the Court of Common Pleas of Luzerne County, and the authority to grant the degrees of Bachelor of Arts and Bachelor of Science was authorized by the Department of Public Instruction of the Commonwealth of Pennsylvania in May 1946. Institutional accreditation by the Commission on Higher Education of the Middle States Association of Colleges and Schools, 3624 Market Street, Philadelphia, PA 19104, (215) 662-5606, dates from 1955 and was reaffirmed in 2015.

Several programs and majors are accredited by professional organizations. The Chemistry Department has been accredited since 1961 by the American Chemical Society (ACS). See Physician Assistant Program for full accreditation information. The Athletic Training Program has been accredited since 2001 by the Commission on Accreditation of Athletic Training Education (CAATE). The William G. McGowan School of Business has been accredited since 2004 by the Association to Advance Collegiate Schools of Business (AACSB). The Mechanical Engineering Program and Civil Engineering Program are accredited by the Engineering Accreditation Commission of the Accreditation Board for Engineering and Technology (ABET), effective 2018 and 2019 respectively. The RN to BS in Nursing degree program has been accredited since 2020 by the Commission on Collegiate Nursing Education (CCNE). Also, the Program for Teacher Education at King's College is approved by the Commonwealth of Pennsylvania. Together, these programs account for nearly half of the College's student population.

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.

Sexual Harassment / Misconduct (Title IX)

King's College is committed to providing a learning, working, and living environment that promotes personal integrity, civility, and mutual respect in an environment free of discrimination on the basis of sex, which includes all forms of sexual misconduct. Sexual misconduct violates an individual's fundamental rights and personal dignity. 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 of the Education Amendments of 1972 prohibits discrimination based on sex in educational programs and activities that receive federal financial assistance. To ensure compliance with Title IX, the Violence Against Women Amendments of the Jeanne Clery Act, the Commonwealth of Pennsylvania laws on Sexual Violence Education and other federal and state civil rights laws, the College has developed policies and procedures that prohibit sexual misconduct in all of its forms.

Title IX/Sexual Misconduct Policy Coordinators

Mrs. Regina Corchado, SHRM-SCP, Director of Human Resources
Office: 181 North Franklin Street
Telephone number: (570) 208-5968
Email address: reginacorchado@kings.edu

Mrs. Megan Casey, Associate Vice-President for Student Affairs and Dean of Students
Office: John Lane C.S.C. House, 166 North Franklin Street
Telephone Number: (570) 208-5875
Email address: megancasey1475@kings.edu

Information about Title IX requirements is available from the Department of Education, Office of Civil Rights at their website www.ed.gov/ocr.

The website has information on Title IX and how to file a complaint on-line.

The regional office can be contacted at:

U.S. Department of Education
The Wanamaker Building, 100 Penn Square East, Suite 515
Philadelphia, PA 19107-3323
Telephone: (215) 656-8541
Facsimile: (215) 656-8605
Email: OCR.Philadelphia@ed.gov

The College reserves the right to alter and/or modify the contents of the student handbook, including, but not limited to, the College's rules, regulations services, policies, and calendar without prior notice.

Campus Safety and Security Act of 1990

King's College, like all other postsecondary educational institutions which receive federal funding, is required to record, and report the incidence of certain criminal activities which have occurred on campus over the previous three years. In addition, schools will provide information on local counseling services and procedures for campus disciplinary action in sex offense cases and campus alcohol and drug policies. King's College's most recent report may be obtained by writing to the Admissions Office or Campus Security Office, King's College, 133 North River Street, Wilkes-Barre, PA 18711 or by calling (570) 208-5875.

Academic Policies

Advisement

Because of the specialized nature of the King's College graduate programs, the academic advisement program has a special role to play. 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 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 570-208-8519 and on the Office of Graduate Admission website: https://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 570-208-8519. 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, Education, Athletic Training, Occupational Therapy and Nutrition 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 appropriate program director.	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 Graduate Programs

Students matriculated in part-time or full-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.

Students matriculated in the Master of Science in Athletic Training Program are subject to the program's academic standing policies.

Students matriculated into the Occupational Therapy Post Professional Doctorate, or the Entry Level doctorate program are subject to the policies in our student handbook.

Withdrawal from College

Formal withdrawal from the college is effective only upon completion of the Official Withdrawal Form available in the office of the Associate Vice President for Academic Success. An exit interview is required of all withdrawing students with the Financial Aid Office and the Associate Vice President for Academic Success. If under extraordinary circumstances a student is unable to attend the exit interview on campus, an interview by telephone with the AVP for Academic Success is required. Failure to follow this procedure will result in "F" grades and full responsibility for all financial charges.

In all instances, the last day of class attendance indicated on the completed exit interview form, is considered as the official date of withdrawal. The Tuition Refund Policy is outlined in the College Catalog. A student who requests a late withdrawal from the College for depression or other psychological or medical reasons may apply for re-admission to the College when he or she presents written professional documentation detailing the treatment received.

Students enrolled in the Physician Assistant Program must meet with the Program Director prior to withdrawal. Matriculation back into the PA Program may occasionally be possible but will be addressed on a case-by-case basis. A student who can no longer fulfill the Technical Standards set by the program will not be allowed to matriculate in the program.

In all cases, re-admission is subject to the College's Conduct policy.

Conduct

The College cannot be held responsible for the conduct of students outside the premises. However, it is expected that 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. Behavioral expectations are stated in the [Student Handbook](#).

Academic Dishonesty

The College recognizes honesty and integrity as being necessary to the academic function of the institution. All forms of dishonesty in college work are regarded as a serious offense and may result in failure of a semester course, probation, suspension, or dismissal from the College. If a

student wishes to respond to such a sanction, the student must contact the Associate Vice President for Academic Success. All cases of violations of academic integrity are kept on file in the office of the Associate Vice President for Student Affairs and Dean of Students.

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 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 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, probation, 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

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, the student 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 is composed of:

1. Associate Vice President for Academic Affairs, 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 Affairs 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.

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 specific information in this catalog.

Tuition and Fees

Financial Information

Tuition

The current tuition rates can be located on the Graduate tuition and fees schedule page, [available here](#).

Physician Assistant Professional Phase 1st Year

Fees for the Physician Assistant Program can be found on the PA Program's Website, https://www.kings.edu/academics/undergraduate_majors/physicianassistant/tuition_fees

Application Fee

There is no fee for completing an online application into the PA Program for graduates of King's College. Admission application fees for CASPA applications for the PA Program are collected by CASPA. Fees for ATCAS applications for the Master of Science in Athletic Training Program are collected by ATCAS.

Graduation Fee

Graduation fee is \$208.00. There is no discount associated with this fee for previous King's College graduates.

Method of Payment

Tuition is due in full prior to the first day of class and is a condition for registration. Billing statements will be available online through Self-service. Payment options are available on the King's College Website under Business Office: <https://go.kings.edu/accepted-payment-methods>. Questions can be answered by contacting the Business Office at BusinessOfficeStaff@kings.edu or 570-208-5830.

Students preferring to pay semester charges in monthly installments must have payment arrangements completed prior to the start of the semester. Please see payment options for our payment plan provider.

Students with a verified tuition benefit from their employer may be able to defer part or all of their tuition covered by the benefit until after the end of the semester, after grades are released. Be sure to submit a benefit-verification form each year. 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 or email gradprograms@kings.edu.

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(s), withdraws from a course(s), or withdraws from the College, below are the refund amounts for tuition in reference to the class(es) meetings.

Withdrawal:	Refund
For semester-long courses	
Through the 6th day of the semester	100%
Through the 12th day of the semester	80%
Through the 18th day of the semester	65%
Through the 24th day of the semester	50%
No refund after 24 days	
Accelerated Summer Sessions	
Through the first day of classes	100%
Through the 4th class	80%
Through the 6th class	65%
Through the 8th class	50%

No refund after the 8th class

Summer Session	
Through the first day of classes	100%
Through the third week of classes	80%
Through the fourth week of classes	65%
Through the sixth week of classes	50%
No refund after the sixth week of class	

Refunds for the PA Program can be found on the PA Program's website,
https://www.kings.edu/academics/undergraduate_majors/physicianassistant/tuition_fees

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. Admissions criteria for each graduate program are listed under each 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 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 applicant's length of professional work experience.
- 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 from an accredited institution.

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.

Veterans

King's College is approved for the education and training of veterans of the Armed Services. Veterans who have completed four years of high school or who have attained the GED diploma are encouraged to apply. Veterans can be admitted after counseling with Admissions personnel. Veterans must be officially accepted for matriculation as a condition for eligibility for benefits. Services available to veterans include reduced schedules, early releases, and credit for USAFI courses.

Veterans who will be enrolling for the first time should contact their local Veterans Administration Office to make application for a Certificate of Eligibility authorizing them to receive benefits while attending King's. The application should be filed at least six weeks before the Veteran plans to enter. (Veterans transferring from another institution should apply for a supplemental certificate issued for King's.) The Certificate of Eligibility (in duplicate) must be submitted to the Registrar's Office so that certification of enrollment may be forwarded for payment of benefits to the Veteran. Students who wish to arrange for Advanced Payments from the VA should make this known to the Registrar's Office at least six weeks prior to the beginning of the semester. The Registrar's Office serves as the liaison between the College and the Veterans Administration.

Veterans Affairs will be notified if and when a student does not meet the academic progress requirements. A student receiving Veteran's benefits and who is suspended is eligible for readmission only after a specifically predetermined and clearly stated time period. Only after the student has received permission to return can the financial aid package, which might include Veterans Affairs benefits, be considered. College policy precludes a student who has been dismissed from returning to King's College for any additional academic pursuits.

King's College permits any covered individual to attend or participate in the course of education during the period beginning on the date on which the individual provides to the educational institution a certificate of eligibility for entitlement to educational assistance under chapter 31 or 33 (a "certificate of eligibility" can also include a "Statement of Benefits" obtained from the Department of Veterans Affairs' (VA) website e-Benefits, or a VAF 28-1905 form for chapter 31 authorization purposes) and ending on the earlier of the following dates:

1. The date on which payment from VA is made to the institution.
2. 90 days after the date the institution certified tuition and fees following the receipt of the certificate of eligibility.

King's College will not impose any penalty, including the assessment of late fees, the denial of access to classes, libraries, or other institutional facilities, or the requirement that a covered individual borrow additional funds, on any covered individual because of the individual's inability to meet his or her financial obligations to the institution due to the delayed disbursement funding from VA under chapter 31 or 33.

NOTE: A Covered Individual is any individual who is entitled to educational assistance under chapter 31, Vocational Rehabilitation and Employment, or chapter 33, Post-9/11 GI Bill® benefits. "GI Bill ®" is a registered trademark of the U.S. Department of Veterans Affairs (VA). More information about education benefits offered by VA is available at the official U.S. government website at www.benefits.va.gov/gibill."

International Students

International students who wish to apply to the graduate programs 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 U.S. high school that is regionally accredited in the U.S. 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 U.S. 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 U.S. 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.

GRADUATE PROGRAMS

Master of Science in Health Care Administration Program

(37 credits)

Michele M. McGowan, DBA, CPA, FHFMA
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 healthcare delivery systems and services, the factors that influence the healthcare environment, appropriate healthcare management and research skills, and the professional competencies that are pertinent in today's healthcare environment.

Learning Competencies

- 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-line during the fall, spring, and summer session in an accelerated 7-week format, with four of the courses offered in a 14-week format. 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>.

Admission Requirements

To be admitted to the Master of Science in Healthcare Administration program, students must have completed a Bachelor of Science or a Bachelor of Arts from an accredited institution with an overall undergraduate GPA of 3.00 or better on a grading scale of 4.00. Applicants must complete the online application at www.kings.edu/applyhca, 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.

Note: Applicants who fall below the minimum grade point average may be asked to 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.

WILLIAM G. MCGOWAN SCHOOL OF BUSINESS

HISTORY & TRADITION

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 King's 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.

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.

WILLIAM G. MCGOWAN SCHOOL OF BUSINESS VISION STATEMENT

The William G. McGowan School of Business seeks to be a leader in undergraduate business education and specialized graduate education in the Middle Atlantic Region. We will lead by combining innovative learning activities, business partnerships, and intensive student development, personal as well as professional, rooted in the educational vision of the Congregation of Holy Cross.

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 underserved, King’s College continues to educate students from a wide range of socio-economic, intellectual, and religious backgrounds. Charged with advancing that tradition, the faculty of the McGowan School of Business seek to instill in our students:
- Professionalism demonstrated in both the quality of their work and in commitment to their clients’ interests.
- Ethical values such as integrity, civility, appreciation for diversity and inclusion, and a spirit of collaboration
- Commitment to accountability and civic responsibility, in service of the common good

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.

WILLIAM G. MCGOWAN SCHOOL OF BUSINESS MISSION STATEMENT

- The William G. McGowan School of Business, a business school within a Catholic liberal arts college, is guided by our sponsor, the Congregation of Holy Cross, in pursuing quality education through academic excellence, creative pedagogy, engaged mentorship, co-curricular participation, and a collaborative spirit. We develop career ready-business leaders who are prepared to make ethical business decisions in service of the common good.
- To achieve its mission, the William G. McGowan School of Business:
- Designs curriculum and implements pedagogical strategies fine-tuned for its student body: for its undergraduate programs, primarily traditional-age students from the Middle Atlantic region; for its master’s program in Healthcare Administration, professionals from throughout the United States and internationally.
- Attracts and retains faculty who maintain proficiency in their fields and teaching through pedagogical and applied research and by sharing their business expertise in private, public, and philanthropic endeavors.
- Emphasizes, in partnership with its Business Advisory Council and the regional business community, experienced-based learning activities that reflect the nature of business and its impact on society.
- Values and seeks to amplify diverse perspectives, backgrounds, and experiences, together with the different talents that diversity brings.

WILLIAM G. MCGOWAN SCHOOL OF BUSINESS ACCREDITATION

The Healthcare Administration program, housed in the William G. McGowan School of Business, is accredited by AACSB International - The Association to Advance Collegiate Schools of Business.

Program Requirements

Required Course Work (37 credits)

- HCA 500 - Introduction to Healthcare Management and Practice (3 credits)
- HCA 501 - Health Policy, Law, and Justice (3 credits)
- HCA 502 - Human Resources Management (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 531 - Understanding Organizational Ethics (3 credits)
- HCA 570 - Essentials of Population Health Management (3 credits)
- HCA 571 - Health Marketing and Promotion (3 credits)
- HCA 595 - Leadership and Executive Skills for Health Care Managers (3 credits)
- HCA 576 - Operations Management in Health Care (3 credits)
- HCA 598 - Capstone Project (1 credit)

General Graduation Requirements for Health Care Administration MS:

1. Completion of all HCA coursework.
2. A minimum overall GPA of 3.0 on a 4.0 scale.

Upsilon Phi Delta

Founded in 1965, Upsilon Phi Delta is the national honor society for graduate and undergraduate students in healthcare administration programs to recognize, reward, and encourage academic excellence in the study of healthcare management and policy. It is administered by the Association of University Programs in Health Administration to further the profession of health administration and the professional competence and dedication of its members. The King's College chapter was formed in 2019. Graduate MHA students must have a minimum grade point average of 3.75 (4.0 scale) to be eligible for induction.

Graduate Executive Leadership Certificate for Health Care Professionals

(12 credits)

Michele M. McGowan, DBA, CPA, FHFMA
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). Information about graduate course offerings is available from the Office of Graduate Admission at 570-208-8519 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 undergraduate GPA of 3.0 or better on a grading scale of 4.0. Applicants must submit an online application at www.kings.edu/applyhca, 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 in Health Care Administration (MHA) Program at King's College (<http://www.kings.edu/hca>).

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 Marketing and Promotion (3 credits)

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

Graduate Certificate in Population Health Management

(15 credits)

Michele M. McGowan, DBA, CPA, FHFMA

Professor of Health Care Administration

570-208-5900, ext. 5707

e-mail: michelemcgowan@kings.edu

The Graduate Certificate in Population Health Management is designed to provide healthcare professionals with advanced training and knowledge in population health. Students will explore topics such as value-based care; quality and safety; social epidemiology; evidence-based decision-making; and marketing population health strategies and interventions. The Certificate Program consists of five graduate level courses (15 credits) and is offered entirely online through the King's College Distance Learning Platform (Moodle).

Learning Goals

- A student awarded a Certificate in Population Health Management from the William G. McGowan School of Business should be an *effective communicator*
- A student awarded a Certificate in Population Health Management 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). Information about graduate course offerings is available from the Office of Graduate Admission at 570-208-8519 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 be a health care professional with an overall undergraduate GPA of 3.0 on a grading scale of 4.0. Applicants must submit an online application at www.kings.edu/applyhca, 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 12 of 15 certificate course credits into the 37-credit Master of Science in Health Care Administration (MHA) Program at King's College (<http://www.kings.edu/hca>).

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 501 - Essentials of Health Policy, Law, and Justice (3 credits)

HCA 505 - Foundations of Social Epidemiology (3 credits)

HCA 570 - Essentials of Population Health Management (3credits)

HCA 571 - Health Marketing and Promotion (3 credits)

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

Course Descriptions

HCA 500 - Introduction to Healthcare Management and Practice (3 credits)

Students will learn the foundational theories, concepts, and frameworks that shape healthcare systems in the United States to provide students with tools to identify and create solutions to complex health problems. In addition, this course will introduce the main themes of healthcare management and practice, including leadership, care delivery, professional roles and responsibilities, healthcare reform, finance, operations, insurance, and quality. Knowledge from this course will prepare students for critical thinking and analysis of healthcare issues throughout other courses in the Healthcare Administration program.

HCA 501 - Health Policy, Law, and Justice (3 credits)

This course provides a basic understanding of the foundational areas of health policy, law, and justice. Key areas include policymaking and advocacy, the role of government in creating health laws and policies, and individual rights and protections that influence access to services and goods. Students will examine and analyze how law and policy structure injustices that harm health and drive population health inequities. Students will review current literature, data, laws, policies, and case studies to identify and develop solutions for addressing structural and political barriers to health-promoting opportunities.

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 - Foundations of Social Epidemiology (3 credits)

This course presents foundational theories and applications of social epidemiology. Students will learn to identify and describe how social and structural drivers contribute to disease etiology, course, and the distribution of health states in populations. Students will explore socioeconomic status, race/ethnicity, neighborhood environment, human behavior, and the criminal justice system to understand the theoretical concepts and underpinnings of their influence on population health outcomes. Students will develop successful interventions leading to improved health behaviors, reinforce social control, and create opportunities for improved health and coping strategies.

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 531 - Understanding Organizational Ethics (3 credits)

This course is designed to expose students to the kinds of ethical issues and problems they will encounter as healthcare administrators, in particular issues and problems involved in managing a healthcare organization's relationships with its many publics. The course focuses on concrete cases as well as theory and emphasizes policy formulation. The course also attends to the principal process for coming to terms with ethical issues and problems in a healthcare context: namely, consultation with an ethics committee, which students will be charged with devising and simulating at the semester's end.

HCA 570 – Essentials of Population Health Management (3 credits)

The course provides students a foundation in population health management, including addressing how health access, health disparities, social determinants of health, and cultural competency contribute to beneficial and adverse effects on population, community, and family and individual health. Students will explore the principles of population health management that

guide health care professionals and policymakers to analyze current healthcare challenges and design possible solutions to improving and/or managing the health of the populations they serve.

HCA 571 - Health Marketing and Promotion (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 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 & 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 591 - Directed Study in Healthcare Administration (3 credits)

Students pursue independent research of a special topic in the healthcare field under the guidance of a faculty member. Students are required to identify the topic fully and receive prior approval of their topic from a member of the M.S. in Health Care Administration program faculty.

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 introduces health care quality tools and concepts. Students will review the current population health tools, measures, and applications to assess health care quality and improvement. This course will provide students with foundational tools and knowledge to assess quality measures, interpret quality improvement data, lead quality improvement processes, and understand the impact of quality measurements and indicator settings on areas such as safety, patient experience, and accreditation.

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 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. A student can substitute an internship for HCA 596-Leadership for Quality Management in Healthcare

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, & Meijer, 2002) in authentic contexts (Cranton & Carusetta, 2004). Learning to teach is no longer construed as the transmission of isolated facts, or as teaching behaviors to be imitated, but as a means to creativity and innovation (Bereiter & Scardamalia, 1996). Small class size, individual consultations, effective use of technology, literacy development, and our community partnerships with P-12 and higher education colleagues and institutions play key roles in our development of a professional learning community (Rosenholtz, 1989, McLaughlin & Talbert, 1993, Louis & Kruse, 1995, Darling-Hammond, 2008). Candidates are taught to be mindful of the many ways that teachers impact their students and are encouraged

to become “intentional teachers” who constantly reflect on his or her practice and make instructional decisions based on a clear conception of how these practices affect students (Slavin, 2008). We believe that our students need to be active in field experiences so that they can “get their sea legs”. These experiences will help them develop and study their own practice and the practice of their mentors and more experienced colleagues, use what they know, and improve their performance in schools and classrooms under the tutelage of expert clinical educators (NCATE, 2010).

Meaningful interactions with community partners 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.

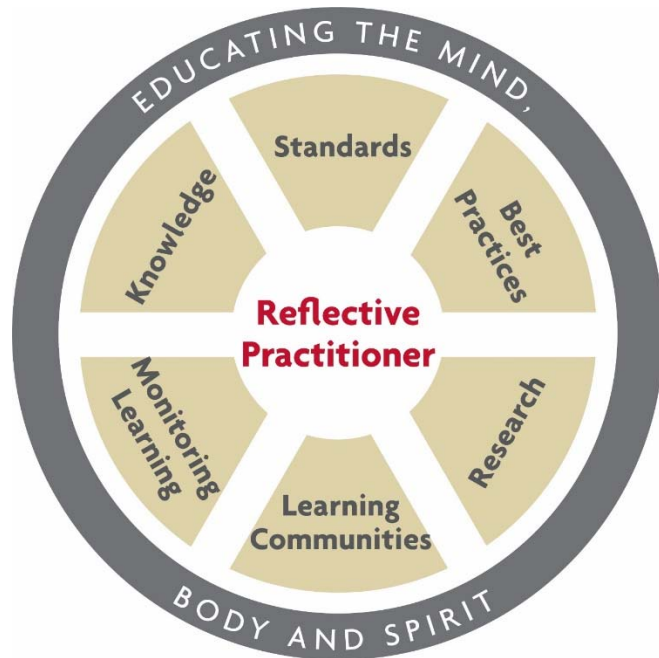
The charism of the Congregation of Holy Cross, cultivation of the mind and heart, provides structure for the preparation of our graduates as well as our vision for how they will teach. The center of the wheel, Reflective Practice, is the core of our model symbolizing the development of habits of mind 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, & Duffy, 2005). Having been inspired by this, the knowledge base for our department's conceptual framework will be explained through its essential components: integrating knowledge and practice, understanding learners, developing learning communities, monitoring learning, and reflective practice. The King's College Education Programs are organized and enacted in a way that helps candidates make sense of what they study, observe, and experience. As Hammerness (2006) notes:

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

The collective efforts of candidates, faculty, staff, and partners in our community of learning, emphasize the "interrelationships between *learning and development* and the *context* of teacher's

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

Graduate Education Goals

Goal 1: Integrating Knowledge and Practice

Graduate Candidate Proficiencies

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

Goal 2: Understanding Learners

Graduate Candidate Proficiencies

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

Goal 3: Developing Learning Communities

Graduate Candidate Proficiencies

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

Goal 4: Monitoring Learning

Graduate Candidate Proficiencies

- The candidate uses multiple assessment strategies 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 can 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 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 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 applicant's length of professional work experience.
- 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.

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 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 a Master of Education 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 the free online application at www.kings.edu/applygraduate, 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 applying for the Master of Education in Reading and Master of Education in Special Education must provide a current teaching certification and provide their PPID number at the time of application.

Admission Procedures - International Students

International students who wish to apply to graduate programs 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 U.S. high school that is regionally accredited in the U.S. 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 U.S. 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 U.S. 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.

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 online application at www.kings.edu/applyGradEd official transcripts from all undergraduate and graduate institutions attended, and two letters of recommendation and a copy of a current teaching certification.

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 & Practice
EDUC 510 - Developmental Nature of Reading (3 credits)
EDUC 515 - Reading in the Content Area (3 credits)
EDUC 517 - Literacy Leadership & Instructional Coaching (3 credits)
EDUC 520 - The Writing Process K-12 (3 credits)
EDUC 523 - Children's & Adolescent Literature in Reading Instruction (3 credits)
EDUC 516 - Reading Disabilities: Diagnosis & Prescription (3 credits)
EDUC550 - Reading Clinic Practicum (3 credits; prerequisite: EDUC 516)
EDUC 590 – Practical Research for Educators (3 credits)
EDUC575 - 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

General Graduation Requirements for Reading – MED:

1. Completion of all program coursework.
2. Minimum of "B" average overall in coursework.
3. Completion of Master's Capstone Project.

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

Master of Education (M.Ed.) In Reading/ Multisensory Structured Language Education (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/Multisensory Structured Language Education 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 online application at www.kings.edu/applyGradEd 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.

For this program, King's College has partnered with Children's Dyslexia Centers that offers MSLE training. Students can earn 6 graduate credits and Act 48 hours for each academic year of *International Multisensory Structured Language Education Council* (IMSLEC) accredited Orton-Gillingham coursework through King's College.

First year – Enroll in EDUC 800 for the Fall semester and EDUC 801 for the Spring semester. Successful completion of both courses may lead to ***Initial Certification in the Children's Dyslexia Centers*** and eligibility to sit for the Alliance Exam and become a member of Academic Language Therapy Association (ALTA). For more information on ALTA go to: www.altaread.org.

Second year – Enroll in EDUC 802 for the Fall semester and EDUC 803 for the Spring semester. Successful completion of these courses may lead to ***Advanced Level certification from the Children's Dyslexia Centers***.

Course Number	King's Course Name
EDUC 800	Multisensory Structured Language Education Initial – 1
EDUC 801	Multisensory Structured Language Education – 2
EDUC 802	Multisensory Structured Language Education Advanced- 1
EDUC 803	Multisensory Structured Language Education Advanced – 2

In addition to the transcription of these courses, the following courses are required for the Master's degree in Reading/ Multisensory Structured Language Education program.

Required Coursework:

EDUC 505: ELL Adaptations (3 credits)
EDUC 510: The Developmental Nature of Reading (3 credits)
EDUC 515: Reading in the Content Area (3 credits)
EDUC 517: Literacy Leadership (3 credits)
EDUC 520: Writing Across the Curriculum K-12 (3 credits)
EDUC 523: Adolescent and Children's Literature (3 credits)
EDUC 590: Practical Research for Educators (3 credits)
EDUC 575: Reading Master's Capstone Project (3 credits)

Instructional Coaching Endorsement (12 credits)

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

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

- are working in public, private, or parochial schools within the Commonwealth.
- have 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 online application at www.kings.edu/applyGradEd, 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 & Instructional Coaching (3 credits)

EDUC 525 Instructional Coaching Practicum (3 credits)

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

Sunny Minelli Weiland, Ph.D., Program Director
570-208-5900 ext. 5361
e-mail: sunnyweiland@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 online application at www.kings.edu/applyGradEd, provide official transcripts from all undergraduate and graduate institutions attended, and two letters of recommendation.

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

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

EDUC 580 - Curriculum Theory and Design (3 credits)

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

*EDUC 584 - Interactive Learning (3 credits)

*EDUC 586 - Inclusionary Classroom Practices (3 credits)

EDUC 590 - Practical Research for Educators (3 credits)

Specialized Capstone Course – Detailed below each concentration

*These are required except for the School Leadership Concentration

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 & Practice (3 credits)

EDUC 610 - ESL Assessment: Theory & Practice (3 credits)

EDUC 615 - Dimensions of Culture (3 credits)

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

Instructional Leadership

EDUC 501 Foundations of Instructional Coach (3 credits)
EDUC 517 Literacy Leadership & Instructional Coaching (3 credits)
EDUC 521 Alternative Assessment (3 credits)
EDUC 525 Instructional Coaching Practicum (3 credits)
EDUC 595 Instructional Leadership Capstone (3 credits)

School Leadership

EDUC 900 The Principalship (3 credits)
EDUC 905 Principles of Instructional Supervision (3 credits)
EDUC 910 School Improvement (3 credits)
EDUC 915 Law & Education (3 credits)
EDUC 920 Financial Management (3 credits)
EDUC 925 Elementary School Practicum (1 credit)
EDUC 926 Middle School Practicum (1 credit)
EDUC 927 High School Practicum (1 credit)
EDUC 990 School Leadership Capstone (3 credits)

Specialized Education

EDUC 700 - Characteristics and Etiology of Autism (3 credits)
EDUC 705 - Instructional Interventions & Methods for Autism Spectrum Disorder (3 credits)
EDUC 710 - Autism Assessment for Instructional Planning (3 credits)
EDUC 715 - Collaboration with Families, Agencies, and Community (3 credits)
EDUC 790 Spec Educ Master's Capstone Project (3 credits)

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

Four additional three-credit graduate level courses approved by the Program Director.
EDUC 535 – Excellence in Teaching Master's Capstone Project (3 credits; prerequisite: EDUC 590)

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)

General Graduation Requirements for Curriculum and Instruction – MED:

1. Completion of all program coursework.
2. Minimum of "B" average overall in coursework.
3. Completion of Master's Capstone Project.

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

Sunny Minelli Weiland, Ph.D., Program Director
570-208-5900, ext. 5361
e-mail: sunnyweiland@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 hour 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 online application at www.kings.edu/applygraduate, provide 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 & Practice (3 credits)

EDUC 610 - ESL Assessment: Theory & Practice (3 credits)

EDUC 615 - Dimensions of Culture (3 credits)

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

Jill S. Yurko, Ed.D., Program Director
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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 online application at www.kings.edu/applygraduate, provide 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* (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)
- EDUC770 Special Education Master's Capstone Project (3 credits)

General Graduation Requirements for Special Education– MED:

1. Completion of all program coursework.
2. Minimum of "B" average overall in coursework.
3. Completion of Master's Capstone Project.

Master of Education (M.Ed.) in Special Education/ Multisensory Structured Language Education Program (30 credits)

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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 online form at www.kings.edu/applyGradEd provide 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.

For this program, King's College has partnered with Children's Dyslexia Centers. Students can earn 6 graduate credits and Act 48 hours for each academic year of *International Multisensory Structured Language Education Council* (IMSLEC) coursework through King's College.

First year – Enroll in EDUC 800 for the Fall semester and EDUC 801 for the Spring semester. Successful completion of both courses may lead to ***Initial Certification in the Children's Dyslexia Centers'*** and eligibility to sit for the Alliance Exam and become a member of Academic Language Therapy Association (ALTA). For more information on ALTA go to: www.altaread.org.

Second year – Enroll in EDUC 802 for the Fall semester and EDUC 803 for the Spring semester. Successful completion of these courses may lead to *Advanced Level certification from the Children’s Dyslexia Centers.*

Course Number	King’s Course Name
EDUC 800	Multisensory Structured Language Education Initial – 1
EDUC 801	Multisensory Structured Language Education Initial – 2
EDUC 802	Multisensory Structured Language Education Advanced - 1
EDUC 803	Multisensory Structured Language Education Advanced – 2

In addition to the completion of these courses, the following courses are required for the Master’s degree in Reading/ Multisensory Structured Language Education Program.

EDUC 590: Practical Research for Educators
EDUC 720: Special Education School Law and Regulations
EDUC 770: Special Education Capstone Project

Elective Coursework:

EDUC----: Elective (From Reading or Special Education)
EDUC ---: Elective (From Reading or Special Education)
EDUC ---: Elective (From Reading or Special Education)

Master of Education (M.Ed.) in Special Education with Autism Endorsement Program (30 credits)

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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 online application at www.kings.edu/applyGradEd, provide 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.

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)
EDUC770 Special Education Master's Capstone Project (3 credits)

Courses for Autism Endorsement:

EDUC 700: Characteristics and Etiology of Autism
EDUC 705: Instructional Interventions and Methods for Autism
EDUC 710: Autism Assessment for Instructional Planning
EDUC 715: Collaboration with Families, Agencies and Community

Autism Spectrum Disorder Endorsement (12 credits)

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

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

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

Definition of an Endorsement Certificate

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

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 the free online application at www.kings.edu/applyGradEd, provide 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 & 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)

Sunny Minelli Weiland, Ph.D., Program Director

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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 if 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 the free online application at www.kings.edu/applyGradEd, provide 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)

Sunny Minelli Weiland, Ph.D., Program Director
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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. Sunny Weiland, Program Director and Director of the Professional Development Center.

Courses taken through the Professional Development Center may be used for up to nine (9) credits of electives for degree credit in the King's Master of Education program specialization in Excellence in Teaching. 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. For more information, visit www.kings.edu/pdc.

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 & 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 an 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 considering 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.

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.

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.

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 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

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, interdisciplinary, and transdisciplinary 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

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

This course will review the design of formative and summative assessment in regards 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

An experiential real-life problem-solving laboratory experience utilizing STEM materials. This course will be a hands-on experience with students learning how to use current technology to create solutions to engineering tasks. Integral to this course will be developing the mindset of an engineer, problem-solving, working collaboratively in a group, and effective communication of work done in the laboratory. This course should provide students with experiences that can be used as inspiration for creating opportunities for their students to experience 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 & 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.

EDUC710 – 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 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 emphasis 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 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 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.

Principal Certification Program

(18 credits)

Sunny Minelli Weiland, Ph.D., Program Director

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e-mail: sunnyweiland@king.edu

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

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

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

Course Schedules

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

Admission Requirements

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

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

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

2. Required Course Work (18 Credits)

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

EDUC 900 - The Principalship (3 credits)

This course is designed to present an overview of the principal's role in relation to leadership, supervision, organizational management, and community interaction. In addition, it will highlight the role of the school principal as the instructional leader, with an emphasis on key components that focus on leadership skills and management abilities necessary to create a school atmosphere conducive to learning. Candidates will view the principal's responsibilities, job functions and priorities that evolve on a daily basis. Evidenced based strategic planning that further expands the responsibility for leading school reform with the objective of raising student achievement will be established. Culture, climate, and resources for improving internal and external home-school-community relations will be identified. Through scenarios and case studies, participants will consider and discuss issues faced by school principals in twenty first century. Course activities, based on theory as well as practical application, will enable candidates to internalize the PA Leadership Core and Corollary Standards and adopt strategies and practices reflective of them.

EDUC 905 - Principles of Instructional Supervision (3 credits)

This course will study the ways in which principals can incorporate instructional leadership into their organizational behavior and work with teachers to create instructional practices that raise the level of teaching and learning in the classroom. Students will learn how to use aspects of effective teaching strategies when working with teachers during the observation/walk-through process. Students will apply new concepts and tools to the supervisory process and practice coaching and feedback strategies. This course addresses the components of effective school and teaching theories that lead to school improvement. Participants will develop professional development plans for individuals and schools. Various supervisory styles studied will include clinical supervision, the Charlotte Danielson model, and differentiated supervision. By the end of this course, participants should be able to distinguish between supervision, evaluation, and professional development.

EDUC 910 - School Improvement (3 credits)

The School Improvement course focuses on the principal as Instructional Leader. Students will evaluate data from a variety of sources such as the Pennsylvania System of School Assessment (PSSA's), Keystone Exams, PVAAS, DIBELS, PA Future Ready Index, as well as other standards based / common core data to create a school improvement plan using the school improvement template available through the Pennsylvania Department of Education. They will develop strategies to lead a school as a building principal through the school improvement process. Prior to writing a school improvement plan, students will learn various strategies for improving student achievement such as the implementation of Professional Learning Communities, teacher collaboration approaches, coaching strategies, co-teaching, co-planning, and scheduling strategies to optimize student growth. Students will also examine high-performing educational systems globally and implement strategies locally.

EDUC 915 - Law and Education (3 credits)

Focus is on developing an ability to make educationally sound decisions within the legal framework as related to school instruction, management, and finances. Emphasis will be given to Federal state and local authority as each pertains to educational policy; students' rights, teachers' rights, liability, and the implications of social media/networking in an ever-changing world.

EDUC 920 - School Resource Management: Finances and Human Resources (3 credits)

This course explores administrative functions related to the management of school finance, facilities, and human resources in contemporary schools. Topics studied include developing a school budget, resource (human, capital, technology, fiscal, facilities) management, strategic

budget development and implementation, and human resource management. Principals confront the reality of managing budgets, whereby resource allocation must be distributed to meet state and federal mandates, as well as the diverse needs of the school population. Successful principals must formulate a framework to govern decisions ensuring fiscal solvency and remain in compliance with local practices and state and federal regulations.

EDUC 925, 926, 927 - Practicum (1 credit for each Practicum)

The Administrative practicum is designed to give students practical experience in school administration. A minimum of 260 hours clock hours must be spent on administrative tasks based on the Pennsylvania Core and Corollary Standards for Educational Leadership. The 260 hours must be divided evenly between administrative work in both K to 6 and 7 to 12 settings. Work must be completed under the supervision of a certificated school administrator in each setting. Administrative mentors must have held administrative positions for a minimum of three years. *Note: 100 hours should have previously been completed in the prerequisite courses.*

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
e-mail: dianaeaston@kings.edu

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 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 45 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.

ACCREDITATION

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 program's accreditation history can be viewed on [the ARC-PA website here](#).

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

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 Program, 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 2022 was 91%. The national average for first-time test takers in 2022 was 92%.
 - 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 2022 was 85.67%.
 - The average score on preceptor evaluations of student performance for basic medical knowledge during clinical rotations for the class of 2022 was 4.7 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 97.21% for the class of 2022. 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 2022:
 - "Preceptor with healthcare professionals to improve the deliver of healthcare" 4.91
 - "Presented cases orally in an organized manner" 4.75
 - "Documented data in a complete yet concise manner" 4.74
 - "Effectively documented patient encounters that facilitated communication with members of the healthcare team" 4.91
 - 100% of our students participated in program-created IPE Activity.
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 2022 was a 94.80%.
- The average preceptor evaluation of student performance score for clinical rotations for preventive care, for the class of 2022, was 4.76 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 2022 was 98.18% on the written component and a 95.69% 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 grad for this module in 2022 was 99.31%. 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: "expanded medical knowledge with appropriate reference materials". The class of 2022 had a 4.76 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 95.63% for 2022.
- The clinical preceptor evaluation of students appraises ethical/moral behavior. The average evaluation score for the statement: "exhibited ethical behaviors" was 4.98, on a 5-point rating scale with a minimum acceptable score of 4, for the class of 2022.
- The clinical preceptor evaluation of students appraises professionalism of clinical students on rotations. The average score for professionalism was 4.95, on a 5-point rating scale with a minimum acceptable score of a 4, for the class of 2022.

1. FINANCIAL INFORMATION

Tuition

Please refer to the this page [Physician Assistant Tuition and Fees / Refunds | King's College \(kings.edu\)](https://kings.edu/physician-assistant/tuition-and-fees/) for information on tuition and fees for the Physician Assistant program.

Scholarships

Scholarships for the Physician Assistant Program

The Eleanor Babonis Physician Assistant Scholarship was 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 - \$5,000** 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 will apply to those applying to the Physician Assistant program 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 instruction. 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.

The program's accreditation history can be viewed on [the ARC-PA website here](#).

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

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

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 when the application process is published as opened to all graduate students on the PA Program's website.

https://www.kings.edu/academics/undergraduate_majors/physicianassistant/graduate_admission

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. If enrollment through CASPA is not opened, but there is graduate seat availability, notification of an open graduate application process by completion of the King's application will be posted on the PA Program Website.

For information on CAPSA contact:

CASPA

P.O. Box 70958

Chevy Chase, MD 20813-0958

CASPA Website:

<https://caspa.liaisoncas.com/applicant-ux/#/login>

King's Alumni

Applicants who have received a degree from King's College are not required to apply through CASPA. They will, however, be considered in the same applicant pool with all graduate applicants. 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/graduate 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.

GRADUATE 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 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. Online science course exceptions will be made for classes taken during the COVID-19 pandemic until the spring of 2022. 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 G.P.A.s.
- 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 G.P.A. of 3.2. G.P.A.s will not be rounded.
- Candidates that complete any courses after submitting their application to CASPA/King's application 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.
- Satisfactory grades or pass grades will not be accepted for any pre-requisite course including labs. We will consider candidates who possess degrees granted 10 or more years ago, however, we encourage these candidates to retake prerequisite courses, particularly in Anatomy and Physiology and Microbiology.
- Candidates must have a cumulative G.P.A. of 3.2 and a cumulative science G.P.A. of 3.2. G.P.A.s 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 8 hours of physician assistant shadowing. [Please read this document fully describing clinical hour requirements.](#)
- 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 U.S. 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 U.S. 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 PA Graduate Enrollment Counselor 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 G.P.A. (cumulative G.P.A. and overall science G.P.A.). 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. 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 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, 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. 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 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 accommodation be provided.

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 Student 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 equal representation from both the Didactic and 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 any members are unavailable, alternates will be selected as mutually agreed upon by the PA Appeals Committee remaining members 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 the appeal, within one week (5 business days) of the deadline for the student's appeal letter, the Chair of the PA Appeals Committee will then convene a meeting with the student and the members of the 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 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 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 12 months of didactic instruction in all areas of general medicine. Direct patient encounters begin early and are greatly expanded during the final 12 months of clinical instruction. 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 (4 credits)

- Physical Diagnosis I
- Physical Diagnosis lab I
- Laboratory Medicine
- Diagnostic Imaging, I

PA 554 – Clinical Medicine I (4.5 credits)

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

PA 556 – Clinical Medicine II (4 credits)

- Dermatology
- Infectious Disease
- Behavioral Health

PA 475 – Basic Medical Sciences I (5.5 credits)

- Pharmacology I
- Anatomy and Physiology I and Gross Anatomy Lab I
- 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 II

PA 557 – Clinical Medicine III (5 credits)

- Gastroenterology
- Neurology
- Cardiology

PA 558- Clinical Medicine IV (5 credits)

- Pulmonology
- Urology
- Gynecology/Obstetrics

PA 476 - Basic Medical Sciences II (4 credits)

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

Intersession Semester

PA 559 – Clinical Medicine V (6 credits)

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

PA 565- Clinical Medicine VI (3 credits)

- Clinical Reasoning
- Hospital Based Practice
- Patient Centered Care Plans

PA 510 – Foundations of Clinical Practice (3 credits)

- Research Methods
- Health Care Policies/PA Practice
- Medical Ethics
- Medical 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 (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
- Family Medicine
- Internal Medicine
- Obstetrics and Gynecology
- Pediatrics
- Psychiatry
- General Surgery
- Elective

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, endocrinology 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 interviewing 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, and gynecology/obstetrics.

PA 476 — Basic Medical Sciences II

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

PA 559 — Clinical Medicine V

Emphasis is on 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 565 Clinical Medicine VI

This course allows students to expand on their clinical reasoning skills requiring students to refine their ability to develop a differential diagnosis, select appropriate diagnostics and develop a comprehensive treatment plan. Students will learn to develop a patient centered care plan which considers the social determinates of health and preventive care. The course will also further develop the management of patients in the in-patient setting.

PA 510 — Foundations of Clinical Practice 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 555 Elective Rotation (6 credits)

Students complete 6-week rotations in Emergency Medicine, Family Medicine, Internal Medicine, Obstetrics and Gynecology, Pediatrics, Psychiatry, General Surgery, and an elective rotation. Students return to campus throughout the clinical year to participate in various assessments and lectures. The clinical curriculum builds upon the didactic curriculum to prepare our students for clinical practice.

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 examinations.

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 as outlined in the Clinical Manual (computer based and practical summative examinations).
- 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.

Upon Successful completion of the Program, students will be awarded a Master of Science degree in Physician Assistant Studies (M.S.P.A.S.)

Master of Science in Athletic Training (MSAT)

(60 credits)

Jeremy Simington, MS, LAT, ATC, Program Director
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Athletic training is practiced by athletic trainers, health care professionals who collaborate with physicians to optimize activity and participation of patients and clients. Athletic training encompasses the prevention, diagnosis, and intervention of emergency, acute, and chronic medical conditions involving impairment, functional limitations, and disabilities. Athletic Trainers (also known as ATs) are unique health care providers who specialize in the prevention, assessment, treatment and rehabilitation of injuries and illnesses. Athletic trainers refer to the population that receives their services as patients or clients. Typical patients and clients served by athletic trainers include:

- Recreational, amateur, and professional athletes
- Individuals who have suffered musculoskeletal injuries.
- Those seeking strength, conditioning, fitness, and performance enhancement.
- Others delegated by a physician.

Mission Statement

The King's College Master of Science in Athletic Training Program provides students with an individualized, intellectual learning environment based in the liberal arts tradition. With an emphasis on critical thinking, interprofessional and collaborative practice skills, and patient-centered care, our students are prepared to become confident, skilled, and principled athletic trainers who practice based on current concepts and evidence.

Vision Statement

The King's College Master of Science in Athletic Training Program will be recognized as a national leader in inclusive athletic training education and improving healthcare while transforming students' hearts and minds.

Core Principles

1. Integrity
2. Student-centeredness
3. Evidence-based Practice
4. Patient-centered Healthcare
5. Inclusivity, Diversity, and Equity
6. Leadership and Professionalism

Program Goals

1. Provide students with an individualized, intellectual learning environment based in the liberal arts tradition.
2. Provide students with didactic education experiences that emphasized critical thinking, interprofessional education, patient-centered care, and current concepts and evidence
3. Provide students with clinical education experiences that emphasized critical thinking, interprofessional collaborative practice skills, patient-centered care, and current concepts and evidence
4. Prepare students to become confident, skilled, and principled athletic trainers

5. Prepare students to pass the Board of Certification, Inc. (BOC) Exam

Student Learning Outcomes

1. Demonstrate the entry-level knowledge, skills, and abilities of athletic training.
2. Demonstrate critical thinking and clinical reasoning skills, including analysis, evaluation, and improvement of thinking and reasoning.
3. Demonstrate interprofessional collaboration with healthcare practitioners.
4. Communicate effectively with stakeholders.
5. Apply legal, moral, and ethical principles in athletic training practice.
6. Demonstrate problem-solving skills, including finding, analyzing, and interpreting medical research in order to guide clinical practice and assess outcomes.
7. Demonstrate the ability to advocate for and serve as a leader in the profession.

Conduct

The King's College Athletic Training 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 Master of Science in Athletic Training Program policies.

Accreditation Status

The King's College Master of Science in Athletic Training Program is accredited by the Commission on Accreditation of Athletic Training Education (CAATE).

Admission Procedures

Students may enter the Master of Science in Athletic Training (MSAT) Program as graduate students. Students must submit an application through the Athletic Training Centralized Application System (ATCAS) application at www.kings.edu/ATCAS.

Admission Requirements

Students must meet all the following requirements to be accepted into the Master of Science in Athletic Training Program:

- Completion of 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 summer session of Year 1 of the MSAT Program
- Completion of all the following courses, taken at the post-secondary/college level, with a grade of C- or better:
 - Anatomy (minimum of 3 credits, lab is not required)
 - Physiology (minimum of 3 credits, lab is not required)
 - NOTE:** The Anatomy and Physiology requirements can also be satisfied by taking a minimum of 6 credits of a combined "Anatomy and Physiology" course series (e.g., Anatomy and Physiology I and Anatomy and Physiology II)
 - Biology (minimum of 3 credits, lab is not required)
 - Chemistry (minimum of 3 credits, lab is not required)
 - Physics (minimum of 3 credits, lab is not required)
 - Psychology (minimum of 3 credits)
 - Statistics (minimum of 3 credits)
- 2.670 cumulative GPA
NOTE: GPAs will not be rounded

Candidates that complete any courses after submitting their application to the MSAT Program must submit official transcripts as soon as they receive their spring semester grades. Candidates must have all required coursework completed by the start of the summer session of Year 1 of the MSAT Program.

Students are encouraged to earn at least 10 hours of observation/shadowing under the supervision of one or more athletic trainers. These hours are **recommended, not required**. **Preference will be given to applicants who have completed at least 10 hours.** Any supervising athletic trainers must be certified by the Board of Certification, Inc. (hold the credential of ATC and in good standing) and must be compliant with any state athletic training practice laws and regulations. When contacting potential sites or personnel for experience opportunities, students must not identify themselves as an “athletic training student”. Instead, students should be clear that they are gaining experience hours that may aid in acceptance to the King’s College MSAT Program. Hours performed in a paid capacity as an aide (i.e., “work study”) to one or more athletic trainers may also be counted. Students must be compliant with all applicable state and local laws regulating the practice of athletic training during their experience hours. All hours must be documented and verified in writing by the supervising athletic trainer(s). At a minimum, verification must include all the following:

- Dates of experience hours
- Locations where experience hours were gained.
- Number of hours
- Name of the supervising athletic trainer(s)
- Telephone number and email address for the supervising athletic trainer(s)
- Signature of the supervising athletic trainer(s)

Documentation of hours must be submitted as part of the application process.

Graduate Applicant Selection Process

King’s College admits students of any race, color, national and ethnic origin to all the rights, privileges, programs, and activities accorded or made available to students at the school. It does not discriminate based on race, color, nationality, ethnicity, age, sex, marital status, sexual orientation, physical handicap, or religious preference in the administration of its educational policies, scholarship and loan programs, and athletic and other school-administered programs. Admission is based solely upon an applicant’s qualifications and ability to meet the established admission requirements.

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

1. The applicant’s success in other graduate-level course work, if any.
2. The applicant’s undergraduate academic record.
3. Completion of at least 10 hours of observation/shadowing under the supervision of one or more athletic trainers.

Transfer Policy

Students are not permitted to apply transfer credits to the MSAT Program.

Progression Criteria

Students are assessed on their ability to meet certain minimum grades and minimum grade point averages (GPAs) in the MSAT program. GPAs are not rounded up or down. At the end of each of the following academic sessions, students must earn a grade of C or better in all courses:

- Summer session of Year 1
- Fall semester of Year 1
- Spring semester of Year 1
- Fall semester of Year 2

Graduation Criteria

Upon completion of Year 2, students must meet all the following criteria to graduate from the MSAT Program:

- Completion of all MSAT Program courses with a grade of C or better
- Cumulative GPA of 2.670 or higher

Students who successfully graduate will earn their Master of Science in Athletic Training degree.

Tuition and Fees

The graduate program tuition is based on a fixed per-credit amount, which can be found at www.kings.edu/MSAT. The program is 60 credits in total. There are additional fees and expenses not included with tuition:

Anticipated MSAT Professional Program Fees:

- Graduate Year 1: \$1690
- Graduate Year 2: \$805

Additional estimated expenses not billed with tuition and fees:

- Textbooks and required software/apps: \$1325
- Clothing required for clinical practice: \$200
- Background checks: \$50
- Laptop computer: variable
- Immunizations: variable
- Transportation costs to and from clinical experience sites: variable
- Housing expenses (rent/lease), food expenses, and other household expenses at optional clinical experience sites: variable

Financial Aid

King's College seeks to ensure that no student accepted for admission is unable to matriculate for financial reasons. Although King's College does not provide financial aid to graduate students, graduate students can apply for federal and state financial aid and for private loans. Please contact the Financial Aid Office at (570) 208-5868 or at finaid@kings.edu for additional information on aid that is available to graduate students.

Additional Requirements of the MSAT Program

The Master of Science in Athletic Training (MSAT) Program at King's College is a rigorous and intense program that places specific requirements and demands on students. One of the objectives of the program is to prepare graduates to enter a variety of employment settings and to render care to a wide spectrum of individuals engaged in physical activity. The technical standards set forth by the program establish the essential qualities that are considered necessary for students to achieve the knowledge, skills, and competencies of an entry-level athletic trainer. A candidate for the MSAT Program must meet the following abilities and expectations. The following are required, with or without reasonable accommodations:

1. The mental capacity to assimilate, analyze, synthesize, integrate concepts and problem solve to formulate assessment and therapeutic judgments and to be able to distinguish deviations from the norm.

2. Sufficient postural and neuromuscular control, sensory function, and coordination to perform appropriate physical examinations using accepted techniques; and accurately, safely and efficiently use equipment and materials during the assessment and treatment of patients.
3. The ability to communicate effectively and sensitively with patients and colleagues, including individuals from different cultural and social backgrounds. This includes, but is not limited to, the ability to establish rapport with patients and communicate judgments and treatment information effectively. Students must be able to understand and speak the English language at a level consistent with competent professional practice.
4. The ability to record the physical examination results and a treatment plan clearly and accurately.
5. The capacity to maintain composure and continue to function well during periods of high stress.
6. The perseverance, diligence, and commitment to complete the Professional Phase as outlined and sequenced.
7. Flexibility and the ability to adjust to changing situations and uncertainty in clinical situations.
8. Affective skills and appropriate demeanor and rapport that relate to professional education and quality patient care

Candidates for selection to the MSAT Program are required to verify they understand and meet these technical standards or that they believe they can meet the standards with reasonable accommodations.

The King's College Academic Skills Center will evaluate a candidate who states that they could meet the program's technical standards with reasonable accommodations and confirm that the stated condition qualifies as a disability under applicable laws.

If a candidate states that they can meet the technical standards with reasonable accommodations, the College will determine whether it agrees that the candidate can meet the technical standards with reasonable accommodations. This will include a review of whether the accommodations requested are reasonable, taking into account whether the accommodations would jeopardize clinician/patient safety or the educational process of the student or the College, including all coursework, clinical experiences, and other educational experiences deemed essential to graduation.

The King's College MSAT Program complies with federal, state, and institutional guidelines regarding applicants with disabilities.

1. During the summer session of the first year of the MSAT Program, all students will be required to complete the following background checks: Pennsylvania Child Abuse History Clearance, Pennsylvania State Police Request for Criminal History Record Check, and Federal Criminal History Record Information. Students will be required to complete all three clearances again prior to starting the second year of the MSAT Program. All costs incurred in complying with this requirement are the responsibility of the student. Students who do not have clear background checks may be dismissed from the MSAT Program.
2. All students in the MSAT Program must provide their own transportation to clinical education sites. Students are expected to own a vehicle that can provide reliable and consistent transportation. Students are responsible for all expenses related to travel to clinical education sites.

3. All students in the MSAT Program are required to have all immunizations recommended for healthcare providers by the Centers for Disease Control and Prevention. These immunizations can be viewed at www.cdc.gov/vaccines/adults/rec-vac/hcw.html. Students must present proof of current immunizations during the summer session of the first year of the MSAT Program and must maintain all immunizations throughout the MSAT Program. Students are responsible for the cost of all immunizations. Some clinical sites may require additional immunizations and titers which students must obtain prior to starting rotations at those sites. Information regarding these additional requirements will be given to students prior to starting rotations. Students who fail to comply with additional immunizations and titers for clinical rotations may be denied access to hospitals, schools, and other clinical rotation sites. This may affect their ability to complete the MSAT Program. Students are responsible for the cost of any additional immunizations and titers.
4. All students in the MSAT Program must have annual tuberculosis (TB) surveillance. Documentation of negative Mantoux (PPD) testing OR a negative chest X-ray must be supplied to the King's College Student Health Center during the summer session of the first year of the MSAT Program and prior to starting the second year of the MSAT Program. Students who fail to comply with tuberculosis surveillance may be denied access to hospitals, schools, and other clinical rotation sites. This may affect their ability to complete the MSAT Program. Students are responsible for the cost of tuberculosis surveillance.
5. All students in the MSAT Program must have a laptop computer with wireless internet capability. Students may use a PC or Apple computer. Students are responsible for having a computer with the necessary processing power and functionality to meet program requirements and complete all academic and clinical requirements. Tablet computers (e.g., Apple iPad, Samsung Galaxy, etc.) are NOT recommended as they are not likely to have the necessary processing power and functionality. Students must be able to run the Google Chrome web browser application on their computer due to its compatibility with our online program management system.

Curriculum Sequence

YEAR 1					
SUMMER					
AT 400	Foundations of Athletic Training	3			
AT 405	Pharmacology & General Medicine	2			
AT 410	Evidence-Based Medicine 1	2			
AT 415	Athletic Training Procedures	2			
TOTAL CREDITS		9			
FALL			SPRING		
AT 420	Athletic Training Practicum 1	3	AT 425	Athletic Training Practicum 2	3
AT 430	Prevention, Evaluation, & Diagnosis 1	4	AT 435	Prevention, Evaluation, & Diagnosis 2	4
AT 450	Therapeutic Interventions 1	4	AT 455	Therapeutic Interventions 2	4
AT 470	Advanced Human Anatomy	3	AT 475	Head, Neck, & Spine	3
TOTAL CREDITS		14	TOTAL CREDITS		14
AT 420 and AT 425 will include required clinical experiences that are non-immersive, meaning that students will take other courses while also completing the clinical experiences. These					

clinical experiences will be in a variety of settings. Clinical experiences will typically begin in early August (several weeks prior to the start of the fall semester), will continue across the entire academic year (which may include during breaks), and will typically end in May.					
YEAR 2					
FALL			SPRING		
AT 520	Athletic Training Practicum 3	4	AT 525	Athletic Training Practicum 4	4
AT 530	Advanced Therapeutic Interventions	3	AT 570	Management & Leadership Strategies	3
AT 540	Psychosocial & Professional Issues	3	AT 580	Nutrition & Wellness	3
AT 550	Evidence-Based Medicine 2	3			
TOTAL CREDITS		13	TOTAL CREDITS		10
<p>AT 520 will include required clinical experiences that are immersive. Immersive experiences are practice-intensive and allow the student to experience the totality of care provided by athletic trainers. Students do not take other courses during immersive experiences. Clinical experiences will occur on the following schedule:</p> <ul style="list-style-type: none">• 3 weeks of immersive clinical experiences prior to the start of the semester (typically August)• 4 weeks of immersive clinical experiences in the first half of the semester (typically August/September)• 8 weeks of no clinical experiences (typically September/October/November); all other courses will be taken at this time.• 4 weeks of immersive experiences in the second half of the semester (typically November/December) <p>AT 525 will include required clinical experiences that are immersive. Clinical experiences will occur on the following schedule:</p> <ul style="list-style-type: none">• 3-4 weeks of immersive clinical experiences prior to the start of the semester (typically December/January)• 8 weeks of no clinical experiences (typically January/February/March); all other courses will be taken at this time• 8 weeks of immersive experiences in the second half of the semester (typically March/April/May)					
Master of Science in Athletic Training degree is granted upon successful completion of Year 2					

Course Descriptions

AT 400 Foundations of Athletic Training (3 credits)

This course provides students with foundational clinical athletic training knowledge, skills, and abilities. Students will be able to apply bracing, taping, and ambulatory aids with patients. Students will use skills needed in medical emergencies. Topics include spine boarding, protective equipment removal, vacuum splints, oxygen use and various emergency care techniques.

AT 405 Pharmacology & General Medicine (2 credits)

This course provides students with the ability to use pharmacological agents to manage medical conditions in an effective, legal, and ethical manner. Students will learn how to educate patients about medications, including effects, proper use, and the risks of misuse and abuse. Students will learn and be able to follow best practices in pharmaceutical management. Students will also learn

about general medical conditions and how disease and injury affect the various systems of the body. Students will also learn how to develop and implement strategies to mitigate the risk for long-term health conditions across the lifespan.

AT 410 Evidence Based Medicine 1 (2 credits)

In this course the student will learn and apply the key concepts of evidence-based practice including how to formulate appropriate clinical inquiries, search the relevant medical literature, and find and analyze research to answer a specific question. Basic statistical analysis and interpretation relevant to Athletic Training will be presented including an analysis of measures of variability. Additionally, students will investigate common disablement models and apply key concepts related to diagnostic accuracy, epidemiology, and patient-oriented outcome assessments.

AT 415 Athletic Training Procedures (2 credits)

This course provides students with an understanding of the evaluation process, chart documentation, and medical terminology. Time will be devoted to using an electronic medical record system for patient-file management, insurance issues such as filing/tracking claims and third-party reimbursement. The student will learn evaluation techniques including manual muscle testing, soft tissue palpation, bone palpation, and special joint integrity testing techniques.

AT 420 Athletic Training Practicum 1 (3 credits)

Students complete multi-week clinical experiences in a variety of settings, performing direct client/patient care guided by a preceptor who is an athletic trainer or physician. Clinical experiences typically begin prior to the first day of the semester and may extend beyond the last day of the semester.

AT 425 Athletic Training Practicum 2 (3 credits)

Students complete multi-week clinical experiences in a variety of settings, performing direct client/patient care guided by a preceptor who is an athletic trainer or physician. Clinical experiences typically begin prior to the first day of the semester and may extend beyond the last day of the semester.

AT 430 Prevention, Evaluation, and Diagnosis 1 (4 credits)

In this course the student will learn background, mechanisms of injury, common signs and symptoms, and treatments for common orthopedic injuries in the upper and lower quarters as well as the thorax and spine. The student will learn and apply psychomotor skills involving various palpation skills, range of motion assessments, manual muscle testing techniques, orthopedic special testing techniques, and neurovascular testing pertaining to musculoskeletal evaluation of these areas. Additionally, this course will cover an analysis of posture, gait, and functional movement patterns.

At 435 Prevention, Evaluation, and Diagnosis 2 (4 credits)

In this course the student will learn to recognize, assess, interpret, and manage conditions related to environmental conditions as well as common congenital and acquired general medical conditions in the gastrointestinal, genitourinary, cardiovascular, endocrine, pulmonary, and integumentary systems. In-depth evaluations of the abdomen and thorax as well as sudden death will also take place in the course.

AT 450 Therapeutic Interventions 1 (4 credits)

The student will be introduced to theory and techniques of therapeutic interventions. The student will learn how to critically think through application and development of intervention protocols.

AT 455 Therapeutic Interventions 2 (4 credits)

This course provides students with the ability to build upon their foundational knowledge and use current evidence to develop therapeutic intervention protocols which include corrective exercises, special considerations, and a whole-body approach to movement to promote a healthy return to function.

AT 470 Advanced Human Anatomy (3 credits)

This course provides students with the knowledge of functional human anatomy through cadaveric dissection and classroom instruction. Students will develop an appreciation of human anatomy from regional and systems approaches with the intent of practical application. Special focus is placed on the musculoskeletal, cardiovascular, respiratory, and nervous systems. The relationship between structure and function will continually be stressed, emphasizing implications for athletic injury mechanisms and human performance.

AT 475 Head, Neck, and Spine (3 credits)

In this course the student will learn background, pathomechanics, pathophysiology, signs and symptoms, and treatments for brain, spinal, and facial pathologies. The student will learn and apply psychomotor skills involving various palpation skills, range of motion assessments, manual muscle testing techniques, orthopedic special testing techniques, and neurovascular testing pertaining to musculoskeletal evaluation of these areas. Additionally, this course will cover an analysis of legal considerations surrounding the recognition and management of these conditions.

AT 520 Athletic Training Practicum 3 (4 credits)

Students complete multi-week, immersive clinical experiences in a variety of settings, performing direct client/patient care guided by a preceptor who is an athletic trainer or physician. Immersive clinical experiences are practice-intensive experiences that allow students to experience the totality of care provided by athletic trainers. Clinical experiences typically begin prior to the first day of the semester and may extend beyond the last day of the semester.

AT 525 Athletic Training Practicum 4 (4 credits)

Students complete multi-week, immersive clinical experiences in a variety of settings, performing direct client/patient care guided by a preceptor who is an athletic trainer or physician. Immersive clinical experiences are practice-intensive experiences that allow students to experience the totality of care provided by athletic trainers. Clinical experiences typically begin prior to the first day of the semester and may extend beyond the last day of the semester.

AT 530 Advanced Therapeutic Interventions (3 credits)

This course will expand on the student's foundational therapeutic intervention knowledge. The student will learn various advanced intervention techniques and be able to incorporate them into clinical practice to supplement patient care.

AT 540 Psychosocial & Professional Issues (3 credits)

This course provides students with the ability to identify, support, and counsel patients who have a variety of psychosocial issues, including mental health and behavioral health conditions. Students will learn how to make appropriate referrals to other health care professionals and to effectively communicate and collaborate with them to optimize patient care and outcomes. Students will also learn techniques for the promotion of psychosocial health and for patient advocacy. Additionally, students will explore ethical and legal issues related to professional practice, self-assess their professional competence, and create and carry out professional growth plans.

AT 550 Evidence-Based Medicine 2 (3 credits)

This course will allow the student to expand upon and apply techniques learned in AT 410 to synthesize an original critically appraised topic manuscript and presentation. Additionally, this course will focus on advancing topics in both qualitative and quantitative research design, higher-level research statistical concepts, application of epidemiology concepts, disablement model coding, and healthcare informatics.

AT 570 Management & Leadership Strategies (3 credits)

This course provides students with the ability to perform a variety of administrative duties, including medical facility management, human resource management, financial management, and policy development and implementation. Students will learn how to be effective leaders when engaging in strategic planning, quality assurance and improvement, crisis management, risk management, delivery of health care services, and advocacy for athletic training.

AT 580 Nutrition and Wellness (3 credits)

This course provides students with an understanding of the relationship between physical fitness, physical performance, injury prevention, and nutritional intake. Students will understand how to conduct a nutritional analysis and how to evaluate various diets to provide appropriate dietary recommendations. Students will develop an understanding of how to improve physical performance through proper utilization of food, how to identify improper eating habits, the effects of food supplements, techniques and effectiveness of carbohydrate loading, and the construction of pre-event and post event meals. Students will also learn about dietary planning for disease/disorder prevention and management.

Iota Tau Alpha

Iota Tau Alpha has been established to recognize and honor those individuals in the field of Athletic Training who have been a credit to the profession through scholarship, integrity, and outstanding achievement. Iota Tau Alpha is the only honor society devoted exclusively to recognizing athletic training students. The King's College Omicron Chapter was founded in 2006 and is the first chapter established in the state of Pennsylvania. The objective of Iota Tau Alpha is to foster a high standard of ethics and professional practices and to create a spirit of loyalty and fellowship, particularly around students in Athletic Training. To be eligible for membership, students must be in the Professional Phase of the King's College Athletic Training Program, must have an overall grade-point average of 3.00 (4.00 scale), and must have a grade point average of 3.40 in athletic training courses.

Master of Science in Nutrition Science (MSNS)

(36 credits)

Diane M. DellaValle, PhD., RDN, LDN,
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Program Aim

The Master of Science in Nutrition Science (MSNS) degree is dedicated to educating the next generation of nutrition education and health promotion professionals. Graduates of this program will be able to evaluate and apply evidence-based science and utilize advanced communication and teaching techniques to translate complex nutrition science to a broad range of individuals and populations in a wide variety of settings.

Program Mission

The mission of the MSNS program echoes that of King's College, with specific focus on "pursuing excellence in teaching, learning, and scholarship", as well as "student formation in a nurturing community". Our program includes an advanced study amongst a broad range of nutrition topics within the context of being at a liberal arts college, by nurturing intellectual awareness, cultural appreciation, and social responsibility. Innovative, challenging academic opportunities for graduate students in our online environment will help students to develop critical and expressive abilities, as well as provide students with the ability to utilize emerging technologies and to adapt to change. Our supportive online learning environment will foster personal growth and civic responsibility. In doing so, the program promotes the ability to collaborate with others as well as develop a respect for diverse societies and viewpoints. Our program's ultimate aim is to engage learners in a collaborative, interactive learning environment that encourages critical inquiry and ethical, evidence-based nutrition education and health promotion in a spirit of service, social responsibility, and leadership.

Learning Goals

Upon completion of the Master of Science in Nutrition Science (MSNS), students will be able to:

1. Critically evaluate evidence-based health and nutrition science research.
2. Apply evidence-based science to design and implement nutrition education and health promotion programs.
3. Utilize best practices in communication and teaching techniques to deliver nutrition education and health promotion programs.
4. Apply and demonstrate best practices in digital communications to interface with clients, customers, peers, administrators and health care providers.
5. Communicate evidence-based research in health and nutrition science to a wide variety of audiences.

Program Format

The MSNS program is offered completely online, without any on-campus requirements. Students will take courses in 7-week blocks, one 3.0 credit course at a time. The total program consists of 12 courses of 3.0 credits each, for a total of 36 credits, plus 3.0 credits of supervised experiential

learning (SEL) in a professional work environment. If the program is completed in the suggested sequence, the program can be completed in 24 months.

Financial Aid

King's College does not provide financial aid to graduate students. However, graduate students *can* apply for federal and state financial aid and for private loans. To apply for federal loans, graduate students must complete the FAFSA. You are strongly encouraged to contact King's College's Office of Financial Aid if you have questions about tuition and fees. **Phone: 570-208-5876 | Email: finaid@kings.edu** You are strongly encouraged to contact King's College's Office of Financial Aid if you have questions about tuition and fees. **Phone: 570-208-5876 | Email: finaid@kings.edu**

Graduate students are responsible for researching and applying for their alternative loan(s). You may borrow up to the total cost of attendance less any other financial aid. Graduate Students may be eligible for and are responsible for applying for private loans up to the total cost of attendance. King's College encourages comparison of lenders/loan terms for selection of the one that best fits your needs.

<https://www.eatrightpro.org/student-member-benefit-highlights><https://www.cdrnet.org/Scholarships-Awards>

Admission Requirements for the MSNS Program:

To be eligible for King's College's MSNS Program, applicants must have earned at least a Bachelor's degree from a US regionally-accredited college or College.

For applicants from foreign institutions, documentation must be provided that their academic degree has been validated as equivalent to the bachelor's or master's degree conferred by a US regionally-accredited college or College. A TOEFL score of 108/120 on the internet test, or a certificate that states your undergraduate education was delivered in English is also required for applicants from foreign institutions. We also need the Equivalency of Education completed (e.g., WES).

Other prerequisites that must be satisfied include: successful completion (B or better) of two biology courses (e.g. Anatomy, Physiology, no labs required, all body systems need to have been covered); successful completion (B or better) of organic chemistry and biochemistry (no labs required); undergraduate GPA of 3.00 or better. Prerequisite courses must be taken at an accredited institution, and they must have been taken for credit and for a grade (not Pass/Fail or S/U), and we need to receive a transcript for each course.

While these prerequisites would not satisfy any of the Graduate Course Requirements, students may request to have an assessment of prior learning (e.g. meeting of required learning outcomes), which would be performed by our Program Director. See our policy on assessment of prior learning for more information.

Also required to complete our online graduate program: Computer with internet connection, including the hardware and software requirements, described in our *Technical Requirements for Online Programs*. Graduate students must also possess sufficient computer skills to navigate the internet as all courses are accessed 100% online.

Technical Requirements for Online Programs

- Access to a computer and the internet.
- Hardware and internet connection may be incompatible in cases of employer-provided computers and networks, public computers, and public internet hotspots.
- Internet speed: 1.5 Mbs upload, and download required. Basic broadband (4Mbs) recommended. Speedtest.net allows you to test the speed at your location.
- Webcam or Smartphone camera
- Microphone
- Speakers
- Microsoft Office: Free and available to students with their @kings.edu account via Office 365, Includes Microsoft Outlook for your @kings.edu email.
- Access to a scanner or scanning app

Computer Proficiency Requirements

Although your faculty are there to support you, in order to comfortably participate and succeed in an online course environment, online students must have basic computer literacy skills and, at minimum, have proficiency with the following:

- Using a keyboard
- Sending and receiving email
- Using Microsoft software applications, including, but not limited to those found in Microsoft Office (Word, PowerPoint, Excel) or similar office suites such as Google Apps
- Recording video presentations with your computer or smartphone camera and microphone and uploading to video hosting services such as YouTube
- Using a text editor (changing fonts, inserting links, using spell check, etc.)
- Saving and retrieving files in different formats (.docx, pdf, pptx, etc.)
- Installing and updating software
- Selecting, copying, and pasting text
- Accessing the internet using a web browser such as Chrome or Firefox
- Resetting basic browser settings (clearing cache/history, cookies, etc.)
- Performing basic internet searches with appropriate search terms
- Locating and copying web addresses/URLs
- Browsing for files to attach and upload extracting zip files

Non-Degree and Non-Matriculated (Visiting) Status

Individuals who wish to take courses for personal or professional development may take up to three (3.0) 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 readings, 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 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 (9.0) credits may be transferred into the masters of nutrition programs. Transfer credit is allowed only for courses in which a grade of "B" or better has been received.

Only courses or experiences that have taken place within the last five years (and courses successfully completed at regionally accredited U.S. universities) will be routinely assessed for attainment of required competencies. Students will need to identify the Required Learning Outcome(s) that have been met by prior learning, and show documentation of how that outcome was met, along with a reflection of their learning on that learning and/or experience(s). Upon approval, this documentation would also be included in the student's reflective ePortfolio.

The following materials would be considered documentation required for prior learning to be considered for attainment of competencies:

1. An official transcript demonstrating a grade of B or better in the course and showing the year the course was taken.
2. A detailed syllabus for each course detailing the learning activities, in English.
3. The learning outcomes the student has identified as being met by her/his prior learning.
4. Self-reflection on each learning experience, which would be included in her/his required reflective ePortfolio.

Admission Procedures – International Students

International students who wish to apply to the graduate programs in nutrition science 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.

Academic Plan of Study (Curriculum)

12 courses – 36 credits

NUTR 501 - Physiological Basis for Nutrition I - 3 credits
NUTR 502 - Physiological Basis for Nutrition II - 3 credits
NUTR 511 - Biochemistry of Nutrition I - 3 credits
NUTR 512 - Biochemistry of Nutrition II - 3 credits
NUTR 520 - Nutrition Through the Life Cycle - 3 credits
NUTR 530 - Sport Nutrition and Exercise Metabolism - 3 credits
NUTR 535 - DAdvanced Leadership and Management for Allied Healthcare Careers - 3 credits
NUTR 550 - Food Principles and Preparation - 3 credits
NUTR 560 - Nutrition and Chronic Disease- 3 credits
NUTR 570 - Nutrition Communication and Counseling - 3 credits
NUTR 580 - Food Systems and Health - 3 credits
NUTR 590 - Nutritional Research Trends & Methods - 3 credits

NUTR 691 – Nutrition Thesis, part 1 – 1 credit

NUTR 692 – Nutrition Thesis, part 2 – 1 credit

NUTR 693 – Nutrition Thesis, part 3 – 1 credit

Graduation Requirements

To be eligible for graduation, students must have met the following:

1. Completion of all MSNS coursework.
2. A minimum of a “B” average in all coursework.
3. No more than two “C” grades in all coursework
4. Completion of reflective ePortfolio kept throughout the program.

Course Descriptions

NUTR 501 - Physiological Basis for Nutrition I - 3 credits

Students will explore the human body and its systems with special focus on systems physiology, all studied through the lens of human nutrition. Topics include cell physiology, muscle physiology, heart and circulatory physiology, kidney physiology, immune physiology, and respiratory physiology.

NUTR 502 - Physiological Basis for Nutrition II - 3 credits

Students will continue to explore the human body and its systems with special focus on systems physiology, all studied through the lens of human nutrition. Topics include neural physiology, gastro-intestinal physiology, metabolism and temperature regulation, and endocrinology.

NUTR 511 - Biochemistry of Nutrition I - 3 credits

Students will explore the biochemical processes as they related to general metabolism and biochemistry, gene expression and protein synthesis, carbohydrate metabolism and ATP synthesis, lipid metabolism, and nitrogen metabolism. This is the study of the digestion, absorption and transport of the macronutrients (carbohydrates, proteins, fats), as well as alcohol as consumed by humans.

NUTR 512 - Biochemistry of Nutrition II - 3 credits

Students will explore the biochemical processes as they relate to cellular and tissue metabolism, including enzymes, pathways, cofactors, etc. This is the study of the digestion, absorption, and transport of micronutrients (vitamins and minerals), as consumed by humans.

NUTR 520 - Nutrition Through the Life Cycle - 3 credits

Students will explore the many complex ways nutrition impacts growth, development, and “normal” functioning across the human lifespan. Additionally, common nutrition-related issues (clinical and non-clinical) will be discussed for each stage of life.

NUTR 530 - Sport Nutrition and Exercise Metabolism - 3 credits

This course is centered around the application of biochemistry, nutrition and food science to sports and physical activity. Working and critically-thinking from an evidence-based frame of mind, students will discuss various aspects of sports and nutrition (organized by nutrient and Athlete Life Stage or Occupation Group) from several perspectives.

NUTR 535 - Advanced Leadership for Allied Healthcare Careers - 3 credits

Prepares students for leadership roles in healthcare. Covers leadership characteristics, roles and responsibilities in healthcare. Topics include leadership theories, responsibilities, and skills. Principles and skills of nutrition leadership roles for a variety of health care, public health and

food and nutrition organizations will be covered. Mentoring and coaching will emphasize ethical and creative leadership and organizational politics and change. Addresses the unique role of leaders in managing transformational change in healthcare. Students will assess their own leadership skills and develop plans for lifelong learning as leaders in healthcare.

NUTR 550 - Food Principles and Preparation - 3 credits

In this class and virtual lab, we will explore general guidelines of food preparation and meal planning. Food safety regulations, common regulatory practices, as well as various means of food preparation will be discussed. Topics include, food selection, food evaluation, composition of food, food safety, food preparation, meal preparation, and analysis of different foods. We will also explore the chemical composition of food, physical and chemical changes in food associated with household preparation techniques, and appropriate assessment techniques for judging food quality, chemical, physical, sensory, and nutritional properties of foods.

NUTR 560 - Nutrition and Chronic Disease - 3 credits

Non-dietetic students will explore common non-communicable, chronic preventable diseases related to lifestyle factors (e.g., cardiovascular disease, type 2 diabetes, certain cancers, osteoporosis, osteoarthritis, and COPD). Disease processes, etiology/pathology, clinical indicators, and appropriate evidence-based nutrition education and health promotion strategies will be discussed.

NUTR 570 - Nutrition Communication and Counseling - 3 credits

In this course, we will emphasize learning basic helping skills as well nutrition communication skills. The course will focus on the conceptual foundations and philosophy of behavior change and learning theories, with an emphasis on client- and learner-centered applications in health promotion practice.

NUTR 580 - Food Systems and Health - 3 credits

This course includes a study of food systems and cultures of various regional, national and ethnic groups throughout the world. Students will explore the complex interconnections of food systems, culture and public health and nutrition needs. The goal of this course is to provide students with an understanding of connections between food and systems, culture and health. This course will focus on nutrition as a cultural issue, how culture affects nutrition and health, the role of women in culture and food procurement, the meaning of food and implications for behavior change, poverty reduction and public health. This encompasses ethnic food patterns (foods used, preparation techniques), nutritional adequacy, and meal patterns of different cultures.

NUTR 590 - Nutritional Research Trends & Methods - 3 credits

This course is designed as an introduction to methodology, design, and statistical application in health sciences, public health, and nutrition research. This course is intended to make the student a more informed consumer of scientific research literature, and to provide sufficient information for the design of theoretically and methodologically sound study and/or grant proposal.

NUTR 691 – Nutrition Thesis, part 1 – 1 credit

This is the thesis proposal and outline stage. You will choose a Mentor, work with her/him to develop a research question and timeline to complete your thesis. This proposal includes Chapters 1-3:

Chapter 1: Background and Significance: Why Should We Care? Why is this study important and worth doing? This includes your research question, hypothesis.

Chapter 2: Literature Review: A comprehensive background of the relevant literature.

Chapter 3: Materials and Methods: How are you going to conduct your study – this should be a recipe or step-by-step guide to conduct all procedures, including data analysis, working with human participants, etc. Anyone should be able to read Chapter 3 and be able to conduct your study and data analysis in your absence – it should be that detailed.

Your proposal needs to be “defended” in front of a Committee of your Mentor and two other Faculty or Technical Experts.

NUTR 692 – Nutrition Thesis, part 2 – 1 credit

This is your Data Collection Phase. After your committee has approved your proposal and you submit that approved proposal to the Institutional Review Board (IRB), you will have formal approval to begin your study after that clearance from the IRB. You will conduct your study as you had proposed, taking notes of what went well, what did not go well.

The data you collect will then be analyzed, as you had proposed to do in Chapter 3. The results of your data analysis is **Chapter 4. Results**. This is where you describe your results (without interpretation), using tables, graphs, charts, etc.

NUTR 693 – Nutrition Thesis, part 3 – 1 credit

This final Chapter is where you Discuss and Interpret your findings. This is **Chapter 5. Discussion**. Here, you discuss your findings, and compare and contrast with the relevant Literature from Chapter 2, as well as hypothesize why or why not you “got the results you got.”

This is also the place where you can discuss what went well, what did NOT go well, what you would do differently if you conducted the study again, as well as clinical vs. statistical significance of your findings. Who are these results important for and why? Ultimately, what did you learn from this study, and what should others take away from it?

Master of Science in Nutrition and Dietetics (MSND) **(39-42 credits)**

Diane M. DellaValle, PhD, RDN, LDN
Associate Professor of Nutrition, Program Director
Phone: 570-208-5900 Ext. 5444
Email: dianedellavalle@kings.edu

Program Aim

The Master of Science in Nutrition and Dietetics (MSND) program aims to prepare students from unique academic backgrounds to practice as competent Registered Dietitians. The MSND Future Graduate Program provides a verification statement upon successful completion of program requirements, which prepares graduates for practice as an entry-level RDN once they have passed the RDN exam.

The King's College Master of Science in Nutrition and Dietetics (MSND) Future Graduate Program has been granted Candidacy status by the Accreditation Council for Education in Nutrition and Dietetics (ACEND) of the Academy of Nutrition and Dietetics. The next review of the program will be in 2026.

Program Mission

We are dedicated to preparing graduate-trained Registered Dietitian Nutritionists (RDNs) who will have the advanced knowledge and skills to promote our profession of the science of Nutrition and art of Dietetics in all practice areas, with the ultimate goal of making nutrition science and dietetics accessible to all.

Learning Outcomes

Graduates of the FG MSND Program will:

1. ____ Analyze and apply evidence-based nutrition research to nutrition practice.
2. ____ Assess, evaluate, and implement appropriate recommendations founded in medical nutrition therapy (MNT).
3. ____ Demonstrate ethical behavior and cultural competency in all areas of nutrition and interprofessional practice.
4. ____ Communicate evidence-based research in nutrition to a wide variety of audiences.
5. ____ Apply best practices in digital communications to interface with patients, peers, administrators, and care providers.

Program Goals and Objectives

Program Goal 1: Program Graduates will be prepared practitioners in a variety of RDN positions in the field of nutrition and dietetics.

Program Goal 2: Program Graduates will be connected to the community as socially responsible RDN practitioners.

Program Objectives Supporting the MSND Program Goal #1:

“At least 80% of program graduates complete program/degree requirements within 3 years (150% of the program length). “

“At least 80% of program graduates take the CDR credentialing exam for dietitian nutritionists within 12 months of program completion.”

“Of graduates who seek employment, at least 80% are employed in nutrition and dietetics or related fields within 12 months of graduation.”

“The program’s one-year pass rate (graduates who pass the registration exam within one year of first attempt) on the CDR credentialing exam for dietitian nutritionists is at least 80%.”

At least 80% of graduates will report they were adequately prepared to be an effective RDN practitioner in their first post-graduate professional position.

At least 80% of employers who respond to an “Employer Survey” will select “strongly agree” or “agree,” indicating graduates were adequately prepared to be an effective entry-level RDN practitioner in their first post-graduate professional position.

Employers will indicate that graduates hired were very well or well-prepared to advance the practice of Dietetics.

Program Objectives Supporting the MSND Program Goal #2:

At least 80% of program graduates who respond to the alumni survey will indicate that they are engaged in actions that enhance the quality of life, reduce health disparities, and/or protect human rights in and around their community.

At least 80% of employers surveyed will indicate that graduates hired were very well or well-engaged in actions that enhance the quality of life, reduce health disparities and/or protect human rights in and around their communities.

Program Format

The MSND program is offered completely online, without any on-campus requirements. Students will take courses in 7-week blocks, one 3.0 credit course at a time. The total program consists of 12 courses of 3.0 credits each, for a total of 36 credits, plus 3.0 credits of supervised experiential learning (SEL) in a professional work environment. If the program is completed in the suggested sequence, the program can be completed in 24 months.

Financial Aid

King’s College does not provide financial aid to graduate students. However, graduate students *can* apply for federal and state financial aid and for private loans. To apply for federal loans, graduate students must complete the FAFSA. You are strongly encouraged to contact [King’s](#)

[College's Office of Financial Aid](#) if you have questions about tuition and fees. **Phone: 570-208-5876 | Email: finaid@kings.edu**

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Academy Foundation Scholarships are also available for [Student Academy Members](#), and it is a requirement of the Program for graduate students to become a member of the Academy and maintain membership throughout the Program. For more information about these scholarships, please see [this website](#).

Admission Requirements for the MSND Program:

MSND FG Program Admission Requirements: To be eligible for King's College's FG MSND Program, applicants must have earned at least a Bachelor's degree from a US regionally-accredited college or College.

For applicants from foreign institutions, documentation must be provided that their academic degree has been validated as equivalent to the bachelor's or master's degree conferred by a US regionally-accredited college or College. A TOEFL score of 108/120 on the internet test, or a certificate that states your undergraduate education was delivered in English is also required for applicants from foreign institutions. We also need the Equivalency of Education completed (e.g., WES). Applicants from foreign institutions should visit the ACEND site for more information including links to independent foreign degree evaluation agencies. ***See this Link: International Students:*** <https://www.eatrightpro.org/acend/students-and-advancing-education/international-students>

Other prerequisites that must be satisfied include: successful completion (B or better) of two biology courses (e.g. Anatomy, Physiology, no labs required, all body systems need to have been covered); successful completion (B or better) of organic chemistry and biochemistry (no labs required); undergraduate GPA of 3.00 or better. Prerequisite courses must be taken at an accredited institution, and they must have been taken for credit and for a grade (not Pass/Fail or S/U), and we need to receive a transcript for each course.

While these prerequisites would not satisfy any of the competencies or performance indicators, students may request to have an assessment of prior learning (e.g. meeting of required competencies), which would be performed by our Program Director and/or Clinical Coordinator. See our policy on assessment of prior learning for more information.

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

Assessment of Prior Learning: While the stated prerequisites would not satisfy any of the competencies or performance indicators, students may request to have an assessment of prior learning (e.g., meeting of required competencies), which would be performed by our Program Director and/or Clinical Coordinator. This assessment could include that of a course previously taken at other universities or from prior life / work experience.

Only courses or experiences that have taken place within the last five years (and courses successfully completed at regionally accredited U.S. universities) will be routinely assessed for attainment of required competencies. Students will need to identify the Required Competency and Performance Indicator(s) that have been met by prior learning and/or experience(s), and show documentation of how that competency was met, along with a reflection of their learning on that learning and/or experience(s). Upon approval, this documentation would also be included in the student's ePortfolio.

The following materials would be considered documentation required for prior learning to be considered for attainment of competencies:

1. An official transcript demonstrating a grade of B or better in the course and showing the year the course was taken.
2. A detailed syllabus for each course detailing the learning activities, in English.
3. The competencies and performance indicators the student has identified as being met by her/his prior learning / experiences.
4. Self-reflection on each learning experience, which would be included in her/his required ePortfolio.

Academic Plan of Study (Curriculum)

12 Courses – 36 credits

Optional Thesis – 3 credits

Supervised Experiential Learning (SEL) in Real Work Professional Environment (RWPE) – 3 credits

ND 601 - Physiological Basis of Nutrition I - 3 credits

ND 602 - Physiological Basis of Nutrition II - 3 credits

ND 603 – Advanced Nutritional Biochemistry I (Macronutrients and Alcohol)- 3 credits

ND 604 – Advanced Nutritional Biochemistry II (Micronutrients) - 3 credits

ND 605 - Nutrition Through the Life Cycle - 3 credits

ND 606 – Advanced Sports Nutrition and Exercise Metabolism - 3 credits

ND 607 – Advanced Leadership & Management for Allied Healthcare Careers - 3 credits

ND 608 – Principles of Foods and Management - 3 credits

ND 609 – Medical Nutrition Therapy - 3 credits

ND 610 - Nutrition Communication and Counseling - 3 credits

ND 611 - Food Systems and Health - 3 credits

ND 612 - Nutrition Research Methods - 3 credits
ND 615 – RWPE Community Supervised Experiential Learning (SEL) – 1 credit
ND 616 – RWPE Food Systems Management SEL – 1 credit
ND 617 – RWPE Clinical Nutrition SEL – 1 credit
ND 691 – Nutrition Thesis, part 1 – 1 credit
ND 692 – Nutrition Thesis, part 2 - 1 credit
ND 693 – Nutrition Thesis, part 3 - 1 credit

Graduation Requirements

In order to receive the Verification Statement and be eligible to sit for the [Registered Dietitian Nutritionist \(RDN\) credentialing examination](#), the MSND FG Program requires that the students complete the required graduate courses and:

1. Complete the required MSND coursework at a grade point average of 3.0 or higher within no more than 3 years of matriculation (150%).
2. Complete all competency-based assessments, and no less than 1000 hours of SEL.
3. Complete and submit self-evaluation of performance and experience after each RWPE SEL, which will be included in the required ePortfolio.
4. Submit the final online reflective ePortfolio as a required component FG MSND Program.
5. Complete and submit final program evaluation upon completion of all RWPE SEL and didactic requirements.

*Meet all ACEND® competencies prior to completion of the program. These competencies specify what every registered dietitian nutritionist should be able to do at the beginning of his/her practice career. The core competency statements build on appropriate knowledge and skills necessary for the entry-level practitioner to perform reliably in the professional practice setting. **See individual course syllabi for a discussion of the course requirements to meet the competencies.**

Course Descriptions

ND 601 - Physiological Basis for Nutrition I - 3 credits

Students will explore the human body and its systems with special focus on systems physiology, all studied through the lens of human nutrition. Topics include cell physiology, muscle physiology, heart and circulatory physiology, kidney physiology, immune physiology, and respiratory physiology.

ND 602 - Physiological Basis for Nutrition II - 3 credits

Students will continue to explore the human body and its systems with special focus on systems physiology, all studied through the lens of human nutrition. Topics include neural physiology, gastro-intestinal physiology, metabolism and temperature regulation, and endocrinology.

ND 603 - Biochemistry of Nutrition I - 3 credits

Students will explore the biochemical processes as they related to general metabolism and biochemistry, gene expression and protein synthesis, carbohydrate metabolism and ATP synthesis, lipid metabolism, and nitrogen metabolism. This is the study of the digestion, absorption, and transport of the macronutrients (carbohydrates, proteins, fats), as well as alcohol as consumed by humans.

ND 604 - Biochemistry of Nutrition II - 3 credits

Students will explore the biochemical processes as they relate to cellular and tissue metabolism, including enzymes, pathways, cofactors, etc. This is the study of the digestion, absorption, and transport of the micronutrients (vitamins and minerals), as consumed by humans.

ND 605 - Nutrition Through the Life Cycle - 3 credits

Students will explore the many complex ways nutrition impacts growth, development, and “normal” functioning across the human lifespan. Additionally, common nutrition-related issues (clinical and non-clinical) will be discussed for each stage of life.

ND 606 - Sport Nutrition and Exercise Metabolism - 3 credits

This course is centered around the application of biochemistry, nutrition and food science to sports and physical activity. Working and critically thinking from an evidence-based frame of mind, students will discuss various aspects of sports and nutrition (organized by nutrient and Athlete Life Stage or Occupation Group) from several perspectives.

ND 607 – Advanced Leadership and Management in Allied Healthcare Careers - 3 credits

Prepares students for leadership roles in healthcare. Covers leadership characteristics, roles and responsibilities in healthcare. Topics include leadership theories, responsibilities, and skills. Principles and skills of nutrition leadership roles for a variety of health care, public health and food and nutrition organizations will be covered. Mentoring and coaching will emphasize ethical and creative leadership and organizational politics and change. Addresses the unique role of leaders in managing transformational change in healthcare. Students will assess their own leadership skills and develop plans for lifelong learning as leaders in healthcare.

ND 608 – Principles of Foods and Management - 3 credits

In this class and virtual lab, we will explore general guidelines of food preparation and meal planning. Food safety regulations, common regulatory practices, as well as various means of food preparation will be discussed. Topics include, food selection, food evaluation, composition of food, food safety, food preparation, meal preparation, and analysis of different foods. We will also explore the chemical composition of food, physical and chemical changes in food associated with household preparation techniques, and appropriate assessment techniques for judging food quality, chemical, physical, sensory, and nutritional properties of foods.

ND 609 – Medical Nutrition Therapy - 3 credits

This course builds on scientific foundations of nutrient metabolism (macro and micro), biochemistry, anatomy, physiology for the application of nutrition and diet to the health and disease and individuals and populations. Pathophysiology of cardiometabolic, malnutrition, obesity, liver, pancreas and gastrointestinal tract diseases and surgeries for these diseases are covered along with appropriate medical nutrition therapies to prevent and manage these conditions. Using the Nutrition Care Process (NCP) the principles of nutrition assessment, diagnosis, intervention, and monitoring for the diseases are covered. This course prepares students for their RWPE SEL in clinical sites

ND 610 - Nutrition Communication and Counseling - 3 credits

This is an advanced course that emphasizes counseling as a supportive process, characterized by a collaborative counselor-patient/client relationship that involves behavior and attitudinal change. It will focus on the conceptual foundations and philosophy of behavior change theories, with an emphasis on motivational interviewing, including application in practice to provide the learner with a collection of evidence-based strategies and counseling skills to promote behavior change in patients/clients.

ND 611 - Food Systems and Health - 3 credits

This course includes a study of food systems and cultures of various regional, national, and ethnic groups throughout the world. *Students will explore the complex interconnections of food systems, culture and public health and nutrition needs.* The goal of this course is to provide students with an understanding of connections between food systems, culture and health. This course will focus on nutrition as a cultural issue, how culture affects nutrition and health, the role of women in culture and food procurement, the meaning of food and implications for behavior change, poverty reduction and public health. This encompasses ethnic food patterns (foods used, preparation techniques), nutritional adequacy, and meal patterns of different cultures.

ND 612 - Nutritional Research Trends & Methods - 3 credits

Students will learn typical methods in analyzing and interpreting biomedical data and research design. This course will help the graduate student in developing research studies, conducting statistical analyses, and reading/evaluating current nutrition literature.

ND 615 – Community Nutrition RWPE SEL – 1 credit

A Community Nutrition RWPE SEL site can include organizations that work with food systems, food access, nutrition communication and education, such as Supplemental Nutrition Assistance Program Education (SNAP-Ed), Women, Infants and Children (WIC) and the Dairy or Beef Council. These sites can also include Eating Disorder Treatment, Homeless Shelters, Sports Nutrition Centers, Schools.

ND 616 – Food Systems Management RWPE SEL – 1 credit

A Food Service Management or Nutrition Management RWPE SEL site can include for-profit or non-profit organizations that offer meal planning programs such as K-12 public schools, college or university dining, hospitals, long term care facilities, or other residential-type places of care that serve meals and snacks to a variety of populations.

ND 617 – Clinical Nutrition RWPE SEL – 1 credit

A Clinical Nutrition RWPE SEL site can include Hospitals or medical /acute care/ long-term care centers with in-patient facilities, as well as outpatient facilities and private clinical settings where Medical Nutrition Therapy (MNT) is practiced.

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ND 691 – Nutrition Thesis, part 1 – 1 credit

This is the thesis proposal and outline stage. You will choose a Mentor, work with her/him to develop a research question and timeline to complete your thesis. This proposal includes Chapters 1-3:

Chapter 1: Background and Significance: Why Should We Care? Why is this study important and worth doing? This includes your research question, hypothesis.

Chapter 2: Literature Review: A comprehensive background of the relevant literature.

Chapter 3: Materials and Methods: How are you going to conduct your study – this should be a recipe or step-by-step guide to conduct all procedures, including data analysis, working with

human participants, etc. Anyone should be able to read Chapter 3 and be able to conduct your study and data analysis in your absence – it should be that detailed.

Your proposal needs to be “defended” in front of a Committee of your Mentor and two other Faculty or Technical Experts.

ND 692 – Nutrition Thesis, part 2 – 1 credit

This is your Data Collection Phase. After your committee has approved your proposal and you submit that approved proposal to the Institutional Review Board (IRB), you will have formal approval to begin your study after that clearance from the IRB. You will conduct your study as you had proposed, taking notes of what went well, what did not go well.

The data you collect will then be analyzed, as you had proposed to do in Chapter 3. The results of your data analysis is **Chapter 4. Results**. This is where you describe your results (without interpretation), using tables, graphs, charts, etc.

ND 693 – Nutrition Thesis, part 3 – 1 credit

This final Chapter is where you Discuss and Interpret your findings. This is **Chapter 5. Discussion**. Here, you discuss your findings, and compare and contrast with the relevant Literature from Chapter 2, as well as hypothesize why or why not you “got the results you got.”

This is also the place where you can discuss what went well, what did NOT go well, what you would do differently if you conducted the study again, as well as clinical vs. statistical significance of your findings. Who are these results important for and why? Ultimately, what did you learn from this study, and what should others take away from it?

Doctor of Occupational Therapy (OTD)

Jennifer Dessoie, EdD, OTD, OTR/L, CLA
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Occupational therapists (OTs) are nationally certified and state-licensed healthcare professionals. OT's specialize in treatment for injury, illness, pain, or a disability that improves a patient's quality of life. OT's work alongside doctors to develop treatment plans that help patients adapt or relearn how they perform important tasks that impact their daily lives. Therapy can include a wide range of treatment, including improving fine motor skills and social skills in children; relearning how to accomplish meaningful activities such as bathing, dressing, and self-care; or addressing the psychological aspects of recovery.

With a doctorate in occupational therapy, you will be a leader in the field advocating for both your patients in a complex medical system and the profession on a state and national scale. Matching your unique interests and talents with occupation-based theory will prepare you to create and run your own business, become a top clinician in your area of interest, or give you the tools to speak to physicians, social workers, caregivers, and clients in an effective and meaningful way.

Mission of the Occupational Therapy Department at King's

Aligned with the mission of King's College, the Occupational Therapy Department aspires to develop highly competent, innovative, reflective, and ethical practitioners who effectively and efficiently translate knowledge to practice utilizing evidence, critical inquiry, clinical reasoning, and leadership in everyday OT practice to serve the occupational needs of a diverse and dynamic world.

Vision of the Occupational Therapy Department at King's

The vision of the Occupational Therapy Department at King's College is to engage meaningful interactions between students and faculty to facilitate an active community of learning that meets the dynamic and diverse nature of people, groups, and populations to promote health, well-being, and quality of life through participation in meaningful occupations.

We meet this vision by:

- Developing and maintaining a comprehensive, diverse, responsive, and integrative didactic and clinical curriculum that develops depth and breadth of knowledge that prepares students to successfully pass the NBCOT exam and become competent health care providers and leaders within the profession.
- Emphasizing experiential learning, evidence-based practice, clinical reasoning, critical inquiry, interprofessional collaboration, and reflective practice to develop practitioners who promote health, well-being, and quality of life through participation in meaningful occupations.
- Cultivating professional integrity by emphasizing legal, moral, ethical, and professional principles and behaviors to develop practitioners who respect all clients' diverse socio-cultural, ethnic, and religious differences.

King's College Graduate Level 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.

Philosophy of Education for the King's Occupational Therapy Program

The Department of Occupational Therapy philosophy interweaves the philosophical base of occupational therapy with the mission of King's College. Human beings learn and live through engagement in meaningful occupations that evolve across the lifespan and are essential for health, well-being, and quality of life. We believe that all humans need meaningful occupations to thrive. We understand that the human experience is complex and unique and that there are many dynamic systems and contexts at work, creating the need for occupational therapists to understand this transactional and transformational process. Health, well-being, and quality of life are the desired outcomes of these meaningful experiences for the clients we serve and for all of humanity. The right to access meaningful occupation is a form of social justice for which we believe our students need to advocate regardless of ability, gender identity, age, race, ethnicity, socioeconomic status, sexual orientation, or cultural background. Our program considers these factors with the curriculum design that encourages active learning, collaborative processes, and critical inquiry, focusing on meaningful occupations. Education is not the bestowing of knowledge upon a student but rather a culmination of meaningful experiences, active self-reflection, purposeful self-directed pursuit of knowledge, increased self-awareness, and growth as an active learner in the educational process. Transformative learning theory is utilized as the base pedagogy throughout the curriculum design to guide our students to learn to adjust their thinking based on new information acquired while integrating past knowledge via reflective practice¹. This educational philosophy combines constructivism and critical pedagogy in an active learning environment. Learning takes place through doing; therefore, coursework and fieldwork experiences are created to provide students with strategic opportunities to employ these skills in practice and scholarship. While we need to prepare our students for entry-level practice, we believe in challenging our OT students not just to meet the expectation but to exceed it for themselves and the profession. We do this by creating a passion for lifelong learning, evidence-based practice, the use of true occupation, and community leadership, mentorship, and advocacy.

Our profession and our institution understand the dynamic interaction between the individual, their occupation, and the environment and that occupational therapists work in the best interests of their clients when working collaboratively to enhance engagement and performance in the pursuit of health, well-being, and quality of life. These collaborations and connections are fostered in our program through local, national, and international education, activities, and occupations that enhance the understanding of cultural and global dynamics.

¹ Ukpokodu, O. (2009). The Practice of Transformative Pedagogy. *Journal on Excellence in College Teaching*, 20(2), 43–67

The King's College and OT Department missions state that we develop highly competent, innovative, reflective, and ethical practitioners who effectively and efficiently translate knowledge to practice utilizing evidence, critical inquiry, clinical reasoning, and leadership in everyday OT practice to serve the occupational needs of a diverse and dynamic world. Our philosophy of education emphasizes active learning and participation, application of theory, knowledge, and skills, community leadership, passion for lifelong learning, and evidence-based practice within a dynamic, creative, and hands-on learning curriculum. We foster a learning community where students, faculty, and clients learn from each other, focusing on foundational themes and threads that guide our curriculum design. This is reflected in the value of our mission at King's College where, "King's teaches its students not only how to make a living, but how to live."

Curriculum Design for the King's Occupational Therapy Program

Curriculum design is a complex integration of several dynamic systems similar to the human experience. The curriculum is designed to reflect the mission and vision of both King's College and the Occupational Therapy Department, integrating the professional philosophy and values within the didactic and clinical components of learning. Highlighting the essential parts of a core undergraduate education that builds individual knowledge is followed by courses that provide foundational concepts of the OT professional, culminating in the active, engaged, self-reflective, learned experiences that create ethical, occupation-focused evidence-based practitioners. Within the OT curriculum, students learn to think critically and holistically, employ the experiences from their undergraduate core foundation, to analyze occupation and the individual occupational experience, create meaningful creative and unique interventions for persons, groups, and populations, all while utilizing leadership, advocacy, evidence-based practice, and ethics.

Through experiences and active learning embedded throughout the OT program, its students and faculty will:

1. Implement occupation-focused occupational therapy interventions that are culturally relevant, evidence-based, reflective of current occupational therapy practice, and supported with appropriate theoretical perspectives for individuals, groups, and populations.
2. Apply critical thinking and clinical reasoning skills to identify and analyze problems, formulate, and implement solutions, and assess and reflect on outcomes.
3. Collaborate skillfully with clients, including individuals, groups, and populations, to evaluate via the Occupational Therapy Practice Framework (OTPF) to develop individualized goals for occupational performance and implement interventions to achieve desired outcomes.
4. Demonstrate how to effectively communicate, educate, and advocate via written, oral, and nonverbal means with and for clients, family members, significant others, interdisciplinary colleagues, administrators, and the community at large.
5. Analyze the relevance of current socio-political, legal, economic, national, international, demographic, and health disparity issues and trends to create, plan, and implement occupation-based programs that address contemporary and global issues affecting health, well-being, and quality of life.
6. Evaluate collaborative interprofessional practice to improve service delivery within complex systems and organizations.

7. Integrate innovative, technological, creative, and educational resources into program planning, design, management, and intervention.
8. Reflect and integrate their liberal arts background, science, and technology, including its relationship to society, impact on the environment, performance, and occupations to demonstrate the capacity and commitment to lifelong learning.

The occupational therapy curriculum is designed to reflect the values and mission of the OT profession and King's College. Students enter the program and participate in a foundational and professional sequence of coursework that follows a dynamic, intentional, and integrated series of learning experiences that prepare them to become entry-level occupational therapists.

Themes and Threads for the King's Occupational Therapy Program

Four themes and four threads provide a structure to our curriculum design. Responsive Occupation-Based Interventions; Excellence through Innovation; Leadership, Advocacy, and Scholarship in Everyday Practice; and Curiosity and Reasoning were developed with consideration for the mission and vision of King's College and the OT Program as well as the profession at large. These themes emphasize the values of the faculty, the institution, and the OT profession, providing structure, intentionality, progression, and assessment to understand individuals, groups, and populations.

The four threads are highlights or a focus of the program and include the following: Occupational Justice; Interprofessional and Community Collaboration; Reflective Practice; and Dynamic and Diverse Nature of Human Occupation Across the Lifespan. Themes and threads are interwoven throughout the curriculum design; however, not all themes and threads are addressed in every course.

Themes:

These four themes are the core values of the OT program and its faculty and are woven throughout the curriculum.

Responsive Occupation-Based Interventions

As the core of our profession, occupation is interwoven and highlighted during every course throughout the entirety of the OT Program. Engagement and participation in meaningful occupations are fundamental concepts for interacting with the world around us and are essential to human health and well-being, and quality of life. The occupational therapist's ability to understand and, more importantly, respond to the need for engagement in occupation is critical and will be expected as a graduate of our program.

Excellence through Innovation

Innovation is a skill that needs to be fostered and guided in a way that allows for creativity, risk-taking, and divergent thinking within a culture of effective learning and leadership. Embracing innovation provides for the potential for excellence, both clinically and professionally. These concepts will be consistently nurtured, valued, and encouraged throughout the curriculum to create an environment that breeds clinical and professional excellence through innovation.

Leadership, Advocacy, and Scholarship in Everyday Practice

These skills are needed to make progress and maintain relevance for the OT profession at large. Barriers are often the belief that students or practitioners may not have the skill, time, or resources to accomplish leadership, advocacy, and/or scholarship in their practice. Engraining these concepts early in the curriculum and emphasizing how to apply this to everyday practice and every day as a community and global citizen.

Curiosity and Reasoning

Clinical reasoning is the ability to respond efficiently, ethically, and effectively to any clinical situation and is developed with exposure, experience, and processing over time. Often, clinical inquiry is required to clinically reason to provide the best evidence-based approach to intervention and requires exposure, experience, and processing to develop. These skills are collaborative and complementary and therefore are entwined in many of the curriculum's foundational and advanced level components. The goal is to develop habits of intellectual curiosity, life-long learning, innovation, and dissemination of knowledge.

Threads

The four threads below reflect the focus areas that are highlighted and interwoven throughout the curriculum.

Occupational Justice

This thread requires awareness, understanding, respecting, and responding to others' diverse experiences, perceptions, values, and attitudes. Self-reflection and awareness of one's understanding of these concepts are crucial to growth in this thread. We believe that all humans have the human right to engage in and access occupations they find meaning, value, and purpose in regardless of ability, gender identity, age, race, ethnicity, socioeconomic status, sexual orientation, or cultural background.

Student Learning Outcomes:

- Analyze how conditions of DEI and occupational justice influences and are influenced by participation in occupation for individuals, groups, and populations.
- Demonstrate awareness, knowledge, and competence in assessing, planning for, and engaging clients in meaningful occupation and its impact on occupational performance.

Interprofessional and Community Collaboration

This thread will emphasize the power of collaboration for the common good of individuals, groups, and populations. It is in the best interests of our clients for us to engage in true interprofessional collaboration, which starts with the understanding of other disciplines and organizations, followed by action in the form of advocacy and implementation. Innovative programming with community partners furthers the distinct value of occupational therapy and assists in engaging needed and meaningful programs that serve the greater good. These types of collaboration are required to form excellence in occupation-based support and client-centered care.

Student Learning Outcomes:

- Evaluate potential applications of occupational therapy to areas of need, and address through education, advocacy, and programs.

- Apply values and principles of professional conduct, communication, and collaboration to optimally meet societal, community, and individual needs.

Reflective Practice

Understanding oneself as a professional through self-reflection, engagement in professional activities, and awareness and development of professional behaviors are critical components to forming a professional identity. True self-reflection comes with an active response to the need for change, adaptation, knowledge attainment, adjustment, and alteration of one's professional formation of identity. These require a commitment to lifelong learning both personally and professionally. These concepts are crucial to clinical excellence and sustainability, and growth of the OT profession.

Student Learning Outcomes:

- Evaluate personal and professional strengths and weaknesses and create action items to strengthen one's professional identity that shows growth.
- Analyze clinical and scientific evidence to enact best practices to advance one's professional identity and advance the science of occupation and its translation to therapeutic practice.

Dynamic and Diverse Nature of Occupations Across the Lifespan

Understanding the complexity and uniqueness of human occupation and the skills to facilitate occupational participation are two of the main tenets of the profession. Content addressed by this thread is built upon a core understanding of human anatomy, physiology, and neuroscience, areas of occupation, the human need for meaningful engagement, ethics, occupational justice, and is supported by the attitudes of inquiry, innovation, and collaboration. The process by which occupational therapists deliver client-centered occupational therapy services is guided by theories, conceptual models, therapeutic use of self, collaborative relationships, procedural knowledge, clinical reasoning, therapeutic interventions, and include competency in evaluation, intervention, and outcomes monitoring to engage clients in meaningful occupation.

Student Learning Outcomes:

- Assess the value of and need for meaningful occupation across the life span as a predictor of health, well-being, and quality of life for individuals, groups, and populations.
- Construct, monitor, and modify therapeutic interventions and programs that are occupation-centered, evidence-based, and formulated in collaboration with individuals, groups, or populations.

Accreditation

King's College has been granted Applicant Status by the [Accreditation Council for Occupational Therapy Education \(ACOTE\)](#) for an entry-level Doctor of Occupational Therapy (OTD) program. Until Candidacy Status has been granted by ACOTE, King's College is not permitted to admit students into the OTD Program. However, freshman students may be admitted to a three-year, accelerated/fast track, undergraduate "Pre-Occupational Therapy" program that would lead to eligibility to apply to the OTD program in development as soon as Fall 2022. King's anticipates admitting students to the OTD program no earlier than December 2023 with a program start date no earlier than Summer/Fall 2024.

The program must be granted Candidacy Status, have a pre-accreditation review, complete an on-site evaluation, and then be granted Accreditation Status before its graduates are eligible to sit for the national certification examination for the occupational therapist administered by the National Board for Certification in Occupational Therapy (NBCOT). After successful completion of this exam, the individual will be an Occupational Therapist, Registered (OTR). In addition, all states require licensure to practice; however, state licenses are usually based on the results of the NBCOT Certification Examination. Note that a felony conviction may affect a graduate's ability to sit for the NBCOT certification examination or attain state licensure. Students must complete 24 weeks of Level II fieldwork as well as an individual 14-week capstone experience within 24 months following the completion of the didactic portion of the program. The doctoral capstone experience must be started after completion of all coursework and Level II fieldwork as well as completion of preparatory activities defined in 2018 ACOTE OTD Standard D.1.3. Accreditation Council for Occupational Therapy Education of the American Occupational Therapy Association is located at 6116 Executive Boulevard, Suite 200, North Bethesda, MD 20852-4929. ACOTE's telephone number c/o AOTA is (301) 652-AOTA, and its web address is www.acoteonline.org.

Conduct

The King's College Occupational Therapy program 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 any 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 Occupational Therapy Program policies located in the handbook.

Pathways to an OTD at King's

3+3 Accelerated BS/OTD

Upon completion of this accelerated program, students will be awarded a Doctorate in Occupational Therapy with a specialization in leadership after six years of academic study at King's College. As a BS/OTD "3 + 3" program, students will complete three years within the Bachelor of Science in exercise science with a minor in neuroscience and psychology and three years within the OTD program, including six months of clinical field work and a 14-week doctoral capstone experience. Post-graduation, students taking national certification examination through the national board of certification of occupational therapy.

3 + 3 Doctor of Occupational Therapy Accelerated Program Exercise Science Program— Neuroscience & Psychology Minor OCCUPATIONAL THERAPY TRACK CURRICULUM SEQUENCE

3 + 3 OTD Students: (8 Semesters)

Fall	Spring	Summer
Exercise Science Year 1 (OT Pre-Professional Phase)		
OT 101 Introduction to Exercise Science and OT (3)	EXSC 150 Preven. Treat., & Emeg. Care of Injuries (3)	
SOC 101 Introduction to Sociology (3)	CHEM 107 General, Organic, and Biochemistry (3)	
CORE_1 (3)	CHEM 107L General, Organic, and Biochemistry Lab (1)	
CORE_2 (3)	PSYC 101 Introduction to Psychology (3)	
CORE_3 (3)	CORE_4 (3)	
HCE 101 Holy Cross Experience (1)	CORE_5 (3)	
OT 102 Foundations of Prac: Professionalism in OT (1)	OT 103 Foundations of Practice: OTPF & Medical Term (1)	

Total credits: 17	Total credits: 17	
Exercise Science Year 2 (OT Pre-Professional Phase)		
EXSC 280 Clinical Kinesiology & Anatomy (3) EXSC 219 Anatomy & Physiology I (3) EXSC 219L Anatomy & Physiology I Lab (1) NEURO 345 Psychopathology (3) CORE_6 (3) OT 210 Diversity, Equity, Inclusion and Cultural Dynamics (3) (Core 7)	EXSC 290 Exercise Physiology (3) EXSC 220 Anatomy & Physiology II (3) EXSC 220L Anatomy & Physiology II Lab (1) CORE_8 (3) MATH 126 Introduction to Statistics (3) PHYS 108 Applied Biophysics (3) PHYS 108L Applied Biophysics Lab (1)	
Total credits: 16	Total credits: 17	
Exercise Science Year 3 (OT Pre-Professional Phase)		
EXSC 309 Electrocardiology (3) EXSC 330 Alternative Methods to Exercise (3) OT 487 Research Methods (3) PSYC 355 Develop. Psyc: Children & Adolesce (3) CORE_9 (3) CORE_10 (3)	EXSC 310 Assessment & Measurements in Exercise (3) EXSC 310L Assessment & Meas. in Exercise Lab (1) EXSC 320 Exercise and Special Populations (3) PSYC 356 Develop Psyc: Adulthood & Aging (3) CORE_11 (3) CORE_12 (3) OT 310 Foundations of OT Practice: Essentials of OT (2)	
Total credits: 18	Total credits: 18	
OTD Year One (Professional Phase)		
EXSC 400 Science of Strength and Conditioning (3) EXSC 400L Science of Strength and Cond Lab (1) OT 420 Neuroscience for Med Studies (3) OT 425 Advanced Human Anatomy (3) OT 410 Foundations in OT Practice: Documentation (1) OT 440 Environments and Technologies (3) OT 415 OS and Occupational Analysis (3) OT 415L Occupational Science and Occupational Analysis Lab (1)	EXSC 460 Corrective Ex Training (2) OT 421 Neuroscience Neuro Assessment (3) OT 419 Occ Engagement and Theories of Practice (3) OT 441 Conditions, Assessment, & Clinical Skills (4) OT 441L Conditions, Assessment, & Clinical Skills Lab (1) OT 442 Eval & Interventions for Occ Perf in Rehab I (4) OT 442L Eval & Interventions in Rehab I Lab (1)	OT 445 Mental Health, Psychosocial and Community Based (3) (Term A) OT 450 Fieldwork Level I-A: Psychosocial Impacts on Occupational Performance (2)
Total Credits: 18	Total credits: 18 **May Graduation with BS in Exercise Science with a minor in Neuroscience and Psychology**	Total credits: 5
OTD Year Two (Advanced Professional Phase)		
OT 570 Research & Evidence Based Practice (4) OT 540 Evaluation and Interventions for Occupational Performance in Rehabilitation 2 (4) OT 540L Eval and Interventions for Occupational Performance in Rehabilitation II Lab (1) OT 510 Health, Wellness & Trends in OS & OT Prac (3) OT 530 Clinical Leadership, Management & Ethics (3) OT 541 Culminating Practical (P/F) (0) OT 535 Leadership & Mentoring Program (1) OT 550 Fieldwork Level I-B (2) *either fall or spring	OT 545 Evaluation and Interventions for Occupational Performance for Children, Adolescents, and Families (4) OT 545L Evaluation and Interventions for Occupational Performance Children, Adolescents and Families (2) OT 575 Doctoral Capstone Proposal and Preparation (3) OT 590 Program Evaluation and Development (3) OT 555 Foundations of OT Practice: Level II Competencies, Practical, & Clinical Reasoning (2) OT 536 Leadership & Mentoring Program (1) OT 550 Fieldwork Level I-B (2) *either fall or spring (2)	OT 560 Fieldwork Level II-A (Term A) (4) OT 561 Fieldwork Level II-B part 1 (1) OT 565 FW Practice Reflections (0) OT 537 Leadership & Mentoring Program (1) OT 59X Advanced Practice Elective (3) OT 59X Advanced Practice Elective (3) **optional must take 2
Total credits: 16-18	Total credits: 15-17	Total: 9-12
OTD Year Three (Advanced Professional Phase)		
OT 660 Fieldwork Level II-B part 2 (Term A) (3) OT 665 FW Practice Reflections (Term A) (0) OT 670 Capstone: Development (Term B) (2) OT 630 Adv Advocacy & Leadership (Term A) (3) OT 675 Adv Clin Scholarship, Diss, and Outcomes (3) OT 690 Adv Teaching & Learning (Term B) (3)	OT 671 Capstone Experience & Implementation (6) OT 610 Exam Prep (3) OT 672 Doctoral Portfolio (2) OT 636 Adv Leadership & Mentoring Program (1) OT 59X Advanced Practice Elective (3) **optional must take 2	
	Total credits: 12-15	

OT 635 Adv Leadership & Mentoring Program (1)	OTD Degree Conferred with a Specialization in Leadership	
Total credits: 15		

Red= Pre-Professional Phase Yellow= Professional Phase Orange= Advanced Professional Phase

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Admission Requirements:

1. Admission into the Entry Level Doctorate Program in Occupational Therapy:

Successful applicants will have met all of the following. Admission to the program is competitive within the criteria below, and space is limited.

Requirements for admission are:

- Test Score Requirements:
Test Optional but *highly* encouraged. Recommended to have received a Composite SAT score (critical reading and math) minimum of 1050
OR Composite ACT score of 22 (with a minimum sub score of 22 each in English and Reading)
- Minimum cumulative high school GPA of 3.2 or better.
- Class rank is at least top half, if ranked.
- Successful completion of at least a 500-word essay which addresses all of the following:
 - a) why you are choosing to major in occupational therapy.
 - b) why you are interested in the occupational therapy program at King's College.
 - c) other information you wish to share which assist the committee in understanding you as a person.
- Documentation of 5-10 shadowing hours with a registered occupational therapist or a certified occupational therapy assistant. If shadowing is not available, you must complete a free online program offered by King's prior to classes starting. Applications can be reviewed/accepted for admission if documentation is pending.
- A minimum of two letters of reference. At least one from a previous teacher is highly recommended.
- A formal interview with an occupational therapy faculty member is not required; however, meeting with a representative of the occupational therapy faculty is highly recommended at one point in the admissions process.

Graduation Requirements:

Faculty advisers will assist students in planning and implementing the plan of study for the OTD program; however, it is ultimately the responsibility of students to understand and complete this program. Graduation from the entry-level OTD program is based on student fulfillment of satisfactory grade point average, satisfactory professional conduct, successful completion of fieldwork and successful completion of the 2-part Doctoral Capstone. Specific graduation requirements include:

1. Successful completion of all didactic and level I fieldwork course credits before progression to level II fieldwork.

2. Successful completion of all coursework and full time level II fieldwork (24 weeks), and preparatory activities (as defined by ACOTE standard D.1.3) before progression to the 14-week Doctoral Capstone Experience.
3. Successful completion of the 2-part Doctoral Capstone (capstone project and capstone experience).

Students are allowed a maximum of 2 total attempts to complete Level II Fieldwork. Students have a maximum time frame of 4 years from date of matriculation to complete the didactic, fieldwork, and doctoral experiential components of the program.

Course Sequence: Entry, Progression, and Completion Criteria

A. Doctor of Occupational Therapy (OTD) Program Pre-Professional Phase

1. King's Undergraduate Phase Pre-Professional Phase Entry Criteria

Students are accepted into the Pre-Professional Phase of the 3+3 OTD Program by being accepted at King's College and declaring the major of Exercise Science – Applied Track with a minor in Neuroscience. There are no other requirements.

Progression and Completion Criteria

1. Pre-Professional Phase (Undergraduate year 1-3 requirements or Summer Term for external students)

- A. Students must meet with their academic advisor at least once per semester. It is the responsibility of the student to complete this meeting.
- B. At the **completion of undergraduate Year 3 or Summer Term for external students**, a student's cumulative GPA will be calculated and reviewed.
 - Students must receive a grade of C- or better in any OT or prerequisite courses required or will need to repeat the course.
 - Students with a cumulative GPA below 2.8 will receive a warning letter and be counseled by their academic advisor.

B. Doctor of Occupational Therapy (OTD) Program Professional Phase

1. Professional Phase OTD Year 1 Entry Criteria (All Students)-

- A. Students must have completed the pre-professional phase and all prerequisites with a C- or better and a cumulative GPA of at least 2.8 to begin the Professional Phase.
- B. Student must be in good Professional Behaviors standing to continue into this phase.

2. Progression and Completion Criteria

- A. Students must meet with their academic advisor at least once per semester. It is the responsibility of the student to complete this meeting.
- B. All students entering the 1 year of the professional Phase must have an overall GPA of 2.8.
- C. At the **completion of the FALL semester of OTD Year 1** a student's cumulative GPA will be calculated and reviewed.
 - i. Students must receive a grade of C- or better in any OT or pre req course or be required to repeat and grade replace the course. No more than 2 OT courses can be grade replaced for the entirety of the OT program.

- ii. Cumulative GPA below a 2.9 will receive a probation letter and be counseled by their academic advisor. No more than 2 probations for the entirety of the OT program will be allowed.
- iii. Students must be in good Professional Behaviors standing to progress to the Advanced Professional Phase.
- iv. **A student with a cumulative GPA below 2.9 be placed on probation. No more than 2 probations in total will be allowed for the entirety of the OT program.**
 - 1. Students on probation will need to attain a 2.9 GPA within the next semester or they will be dismissed for the OT program.
 - 2. If the probationary semester results in a GPA increase to 2.9 or better, the student will be removed from probationary status.
 - 3. Two consecutive probations will not be allowed.
 - 4. After a second probationary semester, the student must attain a 2.9 overall GPA or be dismissed from the OT program.
- v. If dismissal or voluntary change of major occurs, the student is encouraged to remain at King's College and choose one of the following options:
 - 1. Undergraduate King's Students: Remain in the Exercise Science major and complete the four-year bachelor's degree and pursue employment or graduate studies.
 - 2. All Students: Apply to the MSAT Program (two-year graduate component). Students must meet all MSAT Program entrance criteria for admission. www.kings.edu/applyMSAT
 - 3. Select another major with the assistance of their academic advisor, the Office of Academic Advisement, and the Office of Career Planning and Placement.

D. At the **completion of the SPRING semester of OTD Year 1** a student's cumulative GPA will be calculated and reviewed.

- vi. Students must receive a grade of C- or better in any OT or pre req course or be required to repeat and grade replace the course. No more than 2 OT courses can be grade replaced for the entirety of the OT program.
- vii. Cumulative GPA below a 3.0 will receive a probation letter and be counseled by their academic advisor. No more than 2 probations for the entirety of the OT program will be allowed.
- viii. Students must be in good Professional Behaviors standing to progress to the Advanced Professional Phase.
- ix. **A student with a cumulative GPA below 3.0 be placed on Probation. No more than 2 probations in total will be allowed for the entirety of the OT program.**
 - 1. Students on probation will need to attain a 3.0 GPA within the next semester or they will be dismissed from the OT program.
 - 2. If the probationary semester results in a GPA increase to 3.0 or better, the student will be removed from probationary status.
 - 3. Two consecutive probations will not be allowed.
 - 4. After a second probationary semester, the student must attain a 3.0 overall GPA or be dismissed from the OT program.

- x. If dismissal or voluntary change of major occurs, the student is encouraged to remain at King's College and choose one of the following options:
 - 1. Undergraduate King's Students: Complete the four-year bachelor's degree and pursue employment or graduate studies.
 - 2. All Students: Apply to the MSAT Program (two-year graduate component). Students must meet all MSAT Program entrance criteria for admission. www.kings.edu/applyMSAT
 - 3. Select another major with the assistance of their academic advisor, the Office of Academic Advisement, and the Office of Career Planning and Placement.

C. Doctor of Occupational Therapy (OTD) Program Advanced Professional Phase

1. Advanced Professional Phase OTD Year 2 and 3 Entry Criteria (All Students)-

- A. Students must have completed the pre-professional phase and professional phase with a C- or better and a cumulative GPA of at least 3.0 to begin the Advanced Professional Phase.**
- B. Student must be in good Professional Behaviors standing to continue into this phase.

2. Progression and Completion Criteria

- A. Students must meet with their academic advisor at least once per semester. It is the responsibility of the student to complete this meeting.
- B. All students entering year 2 and 3 of the Advanced Professional Phase must have an overall GPA of 3.0.
- C. At the **completion of OTD Year 1 and every semester thereafter** a student's cumulative GPA will be calculated and reviewed.
 - i. Students must receive a grade of C- or better in any OT or pre req course or be required to repeat and grade replace the course. No more than 2 OT courses can be grade replaced for the entirety of the OT program.
 - ii. Cumulative GPA below a 3.0 will receive a probation letter and be counseled by their academic advisor. No more than 2 probations for the entirety of the OT program will be allowed.
 - iii. Students must be in good Professional Behaviors standing
 - iv. **A student with a cumulative GPA and below 3.0 be placed on Probation. No more than 2 probations in total will be allowed for the entirety of the OT program.**
 - 1. Students on probation will need to attain a 3.0 GPA within the next semester or they will be dismissed from the OT program.
 - 2. If the probationary semester results in a GPA increase to 3.0 or better, the student will be removed from probationary status.
 - 3. Two consecutive probations will not be allowed.
 - 4. After a second probationary semester, the student must attain a 3.0 overall GPA or be dismissed from the OT program.
 - v. If dismissal or voluntary change of major occurs, the student is encouraged to remain at King's College and choose one of the following options:

1. All Students: Apply to the MSAT Program (two-year graduate component). Students must meet all MSAT Program entrance criteria for admission. www.kings.edu/applyMSAT
 2. Select another major with the assistance of their academic advisor, the Office of Academic Advisement, and the Office of Career Planning and Placement.
- D. Students must complete Level II fieldwork successfully before moving on to the 14-week Doctoral Experience. Level II fieldwork must be successfully completed with no more than 2 total attempts.
- E. Students must successfully complete the 2-part Doctoral Capstone in order to graduate with the OTD degree. No more than 2 attempts at the capstone experience will be allowed.

A student who has not completed ALL these requirements will not be able to graduate and will not be allowed to remain in the OT Program

Post Bachelorette OTD

The Post-Baccalaureate entry into the OTD program (OTD only) requires three years of academic studies, including 6 months of clinical fieldwork and a 14-week doctoral capstone leading to a Clinical Doctorate with a Specialization in Leadership.

Post Baccalaureate OTD Entry: Must have a bachelor's and prerequisites completed

Fall	Spring	Summer
OT 401 Foundations of OT Practice (3) OT 420 Neuroscience for Med Studies (3) OT 425 Advanced Human Anatomy (3) OT 410 Foundations OT Practice: Documentation (1) OT 440 Environments and Technologies (3) OT 415 OS and Occupational Analysis (3) OT 415 Occupational Science and Occupational Analysis Lab (1) Total Credits: 17	OT 421 Neuroscience Neuro Assessment (3) OT 419 Occ Engagement and Theories of Practice (3) OT 441 Conditions, Assessment, & Clinical Skills (4) OT 441L Conditions, Assessment, & Clinical Skills Lab (1) OT 442 Interventions for Occ Perform in Rehab I (4) OT 442L Interventions for Occ Perf in Rehab I Lab (1) Total credits: 16	OT 445 Mental Health, Psychosocial and Community Based (3) (Term A) OT 450 Fieldwork Level I-A: Psychosocial Impacts on Occupational Performance (2) Total credits: 5
OTD Year Two (Advanced Professional Phase)		
OT 570 Research & Evidence Based Practice (4) OT 540 Evaluation and Interventions for Occupational Performance in Rehabilitation 2 (4) OT 540L Eval and Interventions for Occupational Performance in Rehabilitation II Lab (1) OT 510 Health, Wellness & Trends in OS & OT Prac (3) OT 530 Clinical Leadership, Management & Ethics (3) OT 541 Culminating Practical (P/F) (0) OT 535 Leadership & Mentoring Program (1) OT 550 Fieldwork Level I-B (2) *either fall or spring Total credits: 16-18	OT 545 Evaluation and Interventions for Occupational Performance for Children, Adolescents, and Families (4) OT 545L Evaluation and Interventions for Occupational Performance Children, Adolescents & Families (2) OT 575 Doctoral Capstone Proposal & Preparation (3) OT 590 Program Evaluation and Development (3) OT 555 Foundations of OT Practice: Level II Competencies, Practical, & Clinical Reasoning (2) OT 536 Leadership & Mentoring Program (1) OT 550 Fieldwork Level I-B (2) *either fall or spring (2) Total credits: 15-17	OT 560 Fieldwork Level II-A (Term A) (4) OT 561 Fieldwork Level II-B part 1 (1) OT 565 FW Practice Reflections (0) OT 537 Leadership & Mentoring Program (1) OT 59X Advanced Practice Elective (3) OT 59X Advanced Practice Elective (3) **optional must take 2 Total: 9-12
OTD Year Three (Advanced Professional Phase)		
OT 660 Fieldwork Level II-B part 2 (Term A) (3) OT 665 FW Practice Reflections (Term A) (0) OT 670 Capstone: Development (Term B) (2) OT 630 Adv Advocacy & Leadership (Term A) (3) OT 675 Adv Clin Scholarship, Diss, and Outcomes (3) OT 690 Adv Teaching & Learning (Term B) (3) OT 635 Adv Leadership & Mentoring Program (1) Total credits: 15	OT 671 Capstone Experience & Implementation (6) OT 610 Exam Prep (3) OT 672 Doctoral Portfolio (2) OT 636 Adv Leadership & Mentoring Program (1) OT 59X Advanced Practice Elective (3) **optional must take 2 Total credits: 12-15	

	OTD Degree Conferred with a Specialization in Leadership	
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Red= Pre-Professional Phase

Yellow= Professional Phase
Professional Phase

Orange= Advanced

Admission Requirements:

- 2. Post Baccalaureate into the Pre-Professional Phase of the Entry Level Doctoral Program in Occupational Therapy:** A limited number of competitive openings may exist depending on space availability to enter in 3-year doctorate program post baccalaureate from an accredited institution. Successful applicants will have met all of the following. Admission to the program is competitive within the criteria below, and space is limited.

Requirements for admission are:

- **Test Score Requirements:**
Recommended to have received a Composite SAT score (critical reading and math) minimum of 1050 **OR** Composite ACT score of 22 (with a minimum sub score of 22 each in English and Reading)
 - Minimum cumulative GPA from bachelor's degree of 3.0 or better.
 - Successful completion of at least a 500-word essay which addresses all of the following:
 - a) why you are choosing to major in occupational therapy.
 - b) why you are interested in the occupational therapy program at King's College.
 - c) other information you wish to share which assist the committee in understanding you as a person.
 - Documentation of 5-10 shadowing hours with a registered occupational therapist or a certified occupational therapy assistant. If shadowing is not available, you must complete a free online program offered by King's prior to classes starting. Applications can be reviewed/accepted for admission if documentation is pending.
 - A minimum of two letters of reference. At least one from a previous college professor is highly recommended.
 - A formal interview with an occupational therapy faculty member is not required; however, meeting with a representative of the occupational therapy faculty is highly recommended at one point in the admissions process.
- Required to have attained a bachelor's degree. Pre-Requisite classes required within the last seven years with a C- or better:
- Human Anatomy and Physiology I & II (6 credits)
 - Physics (3 credits)
 - Statistics (3 credits)
 - Introduction to Psychology (3 credits)
 - English Composition (3 credits)
 - Psychopathology (3 credits)
 - Sociology (3 credits)
 - Lifespan Human Development (at least 3 credits, suggest 6 credits).
- The Lifespan Human Development requirement is met by either:

- Taking a one human development, psychology that covers the entire lifespan of human development from birth to death.
OR
- Completing both a child development course and a adult/gerontology/psychology of aging course.

Graduation Requirements:

Faculty advisers will assist students in planning and implementing the plan of study for the OTD program; however, it is ultimately the responsibility of students to understand and complete this program. Graduation from the entry-level OTD program is based on student fulfillment of satisfactory grade point average, satisfactory professional conduct, successful completion of fieldwork and successful completion of the 2-part Doctoral Capstone. Specific graduation requirements include:

4. Successful completion of all didactic and level I fieldwork course credits before progression to level II fieldwork.
5. Successful completion of all coursework and full time level II fieldwork (24 weeks), and preparatory activities (as defined by ACOTE standard D.1.3) before progression to the 14-week Doctoral Capstone Experience.
6. Successful completion of the 2-part Doctoral Capstone (capstone project and capstone experience).

Students are allowed a maximum of 2 total attempts to complete Level II Fieldwork. Students have a maximum time frame of 4 years from date of matriculation to complete the didactic, fieldwork, and doctoral experiential components of the program.

Course Sequence: Entry, Progression, and Completion Criteria

A. Doctor of Occupational Therapy (OTD) Program Pre-Professional Phase

1. Post Baccalaureate Pre-Professional Phase Entry Criteria

Students will be admitted into the preprofessional phase of the OTD after acceptance into the OTD program. Completion of a baccalaureate degree and all prerequisites prior to entering King's College Pre-Professional Phase of the OTD is required.

Progression and Completion Criteria

B. Doctor of Occupational Therapy (OTD) Program Professional Phase

1. Professional Phase OTD Year 1 Entry Criteria (All Students)-

- A. Students must be admitted as a post baccalaureate student into the ELOTD
- E. Student must be in good Professional Behaviors standing to continue into this phase.

3. Progression and Completion Criteria

- A. Students must meet with their academic advisor at least once per semester. It is the responsibility of the student to complete this meeting.
- B. All students entering the 1 year of the professional Phase must have an overall GPA of 2.8.
- F. At the **completion of the FALL semester of OTD Year 1** a student's cumulative GPA will be calculated and reviewed.

- vi. Students must receive a grade of C- or better in any OT or pre req course or be required to repeat and grade replace the course. No more than 2 OT courses can be grade replaced for the entirety of the OT program.
- vii. Cumulative GPA below a 2.9 will receive a probation letter and be counseled by their academic advisor. No more than 2 probations for the entirety of the OT program will be allowed.
- viii. Students must be in good Professional Behaviors standing to progress to the Advanced Professional Phase.
- ix. **A student with a cumulative GPA below 2.9 be placed on probation. No more than 2 probations in total will be allowed for the entirety of the OT program.**
 - 1. Students on probation will need to attain a 2.9 GPA within the next semester or they will be dismissed for the OT program.
 - 2. If the probationary semester results in a GPA increase to 2.9 or better, the student will be removed from probationary status.
 - 3. Two consecutive probations will not be allowed.
 - 4. After a second probationary semester, the student must attain a 2.9 overall GPA or be dismissed from the OT program.
- x. If dismissal or voluntary change of major occurs, the student is encouraged to remain at King's College and choose one of the following options:
 - 1. All Students: Apply to the MSAT Program (two-year graduate component). Students must meet all MSAT Program entrance criteria for admission. www.kings.edu/applyMSAT
 - 2. Select another major with the assistance of their academic advisor, the Office of Academic Advisement, and the Office of Career Planning and Placement.

G. At the **completion of the SPRING semester of OTD Year 1** a student's cumulative GPA will be calculated and reviewed.

- xi. Students must receive a grade of C- or better in any OT or pre req course or be required to repeat and grade replace the course. No more than 2 OT courses can be grade replaced for the entirety of the OT program.
- xii. Cumulative GPA below a 3.0 will receive a probation letter and be counseled by their academic advisor. No more than 2 probations for the entirety of the OT program will be allowed.
- xiii. Students must be in good Professional Behaviors standing to progress to the Advanced Professional Phase.
- xiv. **A student with a cumulative GPA below 3.0 be placed on Probation. No more than 2 probations in total will be allowed for the entirety of the OT program.**
 - 1. Students on probation will need to attain a 3.0 GPA within the next semester or they will be dismissed from the OT program.
 - 2. If the probationary semester results in a GPA increase to 3.0 or better, the student will be removed from probationary status.
 - 3. Two consecutive probations will not be allowed.
 - 4. After a second probationary semester, the student must attain a 3.0 overall GPA or be dismissed from the OT program.

- xv. If dismissal or voluntary change of major occurs, the student is encouraged to remain at King's College and choose one of the following options:
 - 1. Undergraduate King's Students: Complete the four-year bachelor's degree and pursue employment or graduate studies.
 - 2. All Students: Apply to the MSAT Program (two-year graduate component). Students must meet all MSAT Program entrance criteria for admission. www.kings.edu/applyMSAT
 - 3. Select another major with the assistance of their academic advisor, the Office of Academic Advisement, and the Office of Career Planning and Placement.

C. Doctor of Occupational Therapy (OTD) Program Advanced Professional Phase

1. Advanced Professional Phase OTD Year 2 and 3 Entry Criteria (All Students)-

- C. Students must have completed the pre-professional phase and professional phase with a C- or better and a cumulative GPA of at least 3.0 to begin the Advanced Professional Phase.**
- D. Student must be in good Professional Behaviors standing to continue into this phase.

3. Progression and Completion Criteria

- F. Students must meet with their academic advisor at least once per semester. It is the responsibility of the student to complete this meeting.
- G. All students entering year 2 and 3 of the Advanced Professional Phase must have an overall GPA of 3.0.
- H. At the **completion of OTD Year 1 and every semester thereafter** a student's cumulative GPA will be calculated and reviewed.
 - i. Students must receive a grade of C- or better in any OT or pre req course or be required to repeat and grade replace the course. No more than 2 OT courses can be grade replaced for the entirety of the OT program.
 - ii. Cumulative GPA below a 3.0 will receive a probation letter and be counseled by their academic advisor. No more than 2 probations for the entirety of the OT program will be allowed.
 - iii. Students must be in good Professional Behaviors standing
 - iv. **A student with a cumulative GPA and below 3.0 be placed on Probation. No more than 2 probations in total will be allowed for the entirety of the OT program.**
 - 1. Students on probation will need to attain a 3.0 GPA within the next semester or they will be dismissed from the OT program.
 - 2. If the probationary semester results in a GPA increase to 3.0 or better, the student will be removed from probationary status.
 - 3. Two consecutive probations will not be allowed.
 - 4. After a second probationary semester, the student must attain a 3.0 overall GPA or be dismissed from the OT program.
- v. If dismissal or voluntary change of major occurs, the student is encouraged to remain at King's College and choose one of the following options:

1. All Students: Apply to the MSAT Program (two-year graduate component). Students must meet all MSAT Program entrance criteria for admission. www.kings.edu/applyMSAT
 2. Select another major with the assistance of their academic advisor, the Office of Academic Advisement, and the Office of Career Planning and Placement.
- I. Students must complete Level II fieldwork successfully before moving on to the 14-week Doctoral Experience. Level II fieldwork must be successfully completed with no more than 2 total attempts.
 - J. Students must successfully complete the 2-part Doctoral Capstone in order to graduate with the OTD degree. No more than 2 attempts at the capstone experience will be allowed.

A student who has not completed ALL these requirements will not be able to graduate and will not be allowed to remain in the OT Program

Post Professional OTD

Our part-time, hybrid post professional doctorate in occupational therapy (PPOTD) program is for licensed occupational therapists that have a master's degree and wish to obtain their doctoral degree. Graduate students can choose between two unique tracks not offered at other institutions: Academia, Leadership, and Diversity (ALD) or Clinical Leadership, both consisting of 26 credits.

Full-time working professionals will appreciate our programs' exclusively online and hybrid formats with mostly asynchronous online learning and minimal time required on campus. Students seeking more in-person or synchronous interaction can augment their study as needed. Plus, no residency is required, making the PPOTD program convenient for maintaining full-time work alongside study.

- **Academic, Leadership, and Diversity Track:** The Academia, Leadership, and Diversity (ALD) track is for OT's who plan to teach at some point in their career or enjoy being leaders in the field regarding diversity, equity, and inclusion, among other areas important to the future of the profession. The curriculum is structured over 15 months and 5 semesters and can be completed entirely online.
 - OT 680 Advanced Advocacy and Leadership3
 - OT 690 Teaching & Learning3
 - OT 785 Doctoral Capstone Proposal and Preparation3
 - OT 681 Program Evaluation and Development3
 - OT 786 Capstone: Implementation2
 - OT 684 Adv Leadership & Mentoring Program1
 - OT 683 Diversity, Equity, Inclusion and Cultural Dynamics3
 - OT 675 Advanced Clinical Scholarship, Dissemination, and Outcomes.....3
 - OT 787 Doctoral Dissemination and Portfolio2
 - OT 685 Leadership Program Lead3
 - Total Credits..... 26
- **Clinical Leadership Track:** The Clinical Leadership track is for current clinicians who want to become leaders in a specific area of practice or simply hone their clinical and leadership skills. The curriculum is structured over 15-18 months and 5-6 semesters. Most of this track can be completed online but does include two to three advanced

practice electives taught on campus over a weekend. Alternative formats may be available, as needed.

- OT 680 Advanced Advocacy and Leadership3
- OT 785 Doctoral Capstone Proposal and Preparation3
- OT 681 Program Evaluation and Development3
- OT 786 Capstone: Implement2
- OT 675 Advanced Clinical Scholarship, Dissemination, and Outcomes.....3
- OT 787 Doctoral Dissemination and Portfolio2
- OT 684 Adv Leadership & Mentoring Program1
- OT 69X Advanced Practice Elective (Choose 3)9
- Total Credits..... 26

Admission Requirements:

All program applicants meet the following requirements:

- Hold a master's degree from an accredited institution.
- Show proof of valid state Occupational Therapy license

Graduation Requirements:

Faculty advisers will assist students in planning and implementing the plan of study for the OTD program; however, it is ultimately the responsibility of students to understand and complete this program. Graduation from the PPOTD program is based on student fulfillment of satisfactory grade point average, satisfactory professional conduct, successful completion of fieldwork and successful completion of the Doctoral Capstone.

Course Sequence: Entry, Progression, and Completion Criteria

A. Post Professional Doctor of Occupational Therapy (OTD)

1. At the **completion of each semester**, a student's cumulative GPA will be calculated and reviewed.

- vi. Students must receive a grade of C- or better in any OT or pre req course or be required to repeat and grade replace the course. No more than 2 OT courses can be grade replaced for the entirety of the OT program.
- vii. Cumulative GPA below a 3.0 will receive a probation letter and be counseled by their academic advisor. No more than 1 probation for the entirety of the OT program will be allowed.
- viii. Students must be in good Professional Behaviors standing to progress to the Advanced Professional Phase.
- ix. **A student with a cumulative GPA below 3.0 be placed on Probation. No more than 1 probations in total will be allowed for the entirety of the OT program.**
 - 1. Students on probation will need to attain a 3.0 GPA within the next semester or they will be dismissed from the OT program.
 - 2. If the probationary semester results in a GPA increase to 3.0 or better, the student will be removed from probationary status.

A student who has not completed ALL these requirements will not be able to graduate and will not be allowed to remain in the OT Program

Course Descriptions

OTD Course	OTD Course Description
OT 101 Introduction to Exercise Science	This course introduces students to the exercise science and occupational therapy discipline. Students will examine concepts including professionalism, ethics, certification and licensure, employment opportunities and scientific foundations of the various sub-disciplines. Basic foundations of exercise science will be emphasized, as well as career planning and professional development. This course includes an extensive guest speaker series by professionals in the field, as well as hands-on group activities.
OT102 Foundations of OT Practice: Professionalism and Ethical Perspectives in OT	This course will discuss and apply the transition to becoming an ethical and professional practitioner using the OT Code of Ethics, standards of professional practice. Students will also learn about therapeutic use of self, therapeutic rapport, understanding the process and application of self-reflection, communication, and the beginnings of interprofessional and intraprofessional relationships.
OT 103 Foundations of OT Practice: OTPF and Medical Terminology	This course will cover basic medical terminology along with the professional language used in the profession of occupational therapy that is explained in the OT Practice Framework (OTFP-4).
OT 210 Foundations of OT Practice: Diversity, Equity, Inclusion and Cultural Dynamics	This course will introduce students to the concepts of diversity, equity, inclusion, social justice, health disparities and cultural dynamics throughout the world. Connections to context and environmental impact on culture and beliefs will be shared through dynamic assignments and interactions with other people across the globe. A focus on activities of daily living like eating, dressing, bathing, home care, child rearing, and medical practices will be addressed and discussed through an open perspective via its impact on individuals, groups, and populations.
OT 401 Foundations of OT Practice	This course introduces students to the occupational therapy discipline. Students will examine concepts including professionalism, ethics, certification and licensure, employment opportunities and scientific foundations of the various sub-disciplines. History, philosophy, and foundations of OT will be addressed. This course will address the following concepts as foundations to OT practice. Discuss and apply the transition to becoming an ethical and professional practitioner using the OT Code of Ethics, standards of professional practice. Students will also learn about therapeutic use of self, therapeutic rapport, understanding the process and application of self-reflection, communication, and the beginnings of interprofessional and intraprofessional relationships. It will also cover basic medical terminology along with the professional language used in the profession of occupational therapy that is explained in the OT practice Framework (OTFP-4). Finally, this course will introduce students to the concepts of diversity, equity, inclusion, social justice, health disparities and cultural dynamics throughout the world.
OT470 Research Methods	This course will explore and help students to understand qualitative and quantitative research methods. Research design and implementation will be investigated. Research studies will be critiqued regarding design, validity, reliability, limitations, and significance to clinical practice.
OT 310 Foundations of OT Practice: Essentials of Occupational Therapy	This course will cover the basics of human behaviors across the life span as they relate to the sensory system, types of behaviors, and the utilization of a trauma informed lens and their impact on individuals to best give students the foundational knowledge prior to applying intervention techniques.
OT 420 Neuroscience and Medical Studies	Introduction to the biological basis of behavior. Emphasis is placed on an understanding of the neural substrates that underlie human behavior. Topics include neuroanatomy and neural communication; alterations in neurochemistry due to drug interactions; sensation and perception; movement and disorders of movement; Biology of mood disorders, schizophrenia, and autism.
OT421 Neurological Assessment	The primary goal of this course is to introduce senior-level Neuroscience students to the major classifications of neurological pathology. Students will explore the spectrum of specific neurological diseases and disorders through assigned readings from the text, current published research, and class discussions. Students will be presented with a review of the major aspects of neurological examinations, including the most current technological assessments. Topics to be discussed include dementing and degenerative disorders, demyelinating diseases, neuromuscular diseases and movement disorders, and neoplastic and systemic diseases. Seminar format; writing intensive. Prerequisite: NEUR 212 or permission of instructor
OT 425 Advanced Human Anatomy	This course provides students with the knowledge of functional human anatomy through cadaveric dissection and classroom instruction. Students will develop an appreciation of human anatomy from regional and systems approaches with the intent of practical application. Special focus is placed on the

	musculoskeletal, cardiovascular, respiratory, and nervous systems. The relationship between structure and function will continually be stressed, emphasizing implications for athletic injury mechanisms and human performance.
OT 410 Foundations for Professional Practice: Documentation	This course will give an overview of documentation practices common in occupational therapy practice. Learning to observe and document the occupational profile, evaluation, intervention plan, and discharge plan will be addressed in both pencil and paper formats as well as virtual formats.
OT 440 Environments and Technologies	This course will address the environments and contexts that support or inhibit human performance. Assistive technologies that are common in occupational therapy practice will be demonstrated and taught through an occupation-based lens.
OT 415 Occupational Science and Occupational Analysis OT 415 Occupational Science and Occupational Analysis Lab	This course will apply the Occupational Therapy Practice Framework: Domain and Process (OTPF) to individuals', groups', and populations' engagement in meaningful occupations. Client factors, performance skills, performance patterns and contexts and environments that impact performance in occupations will be addressed. Occupational science concepts will be applied throughout the course and will facilitate the development of individual occupational configurations as a foundation for understanding the importance of engagement in meaningful occupations.
OT 419 Occupational Engagement and Theories of Practice	Students will engage in the investigation of theories and frames of reference related to occupational therapy practice. They will relate them to different cases across the life span to better understand their support of OT interventions.
OT 441 Conditions and Pathology, Assessment, & Clinical Skills OT 441 Conditions, Assessment, and Clinical Skills Lab	This course will introduce common clinical skills and techniques needed in occupational therapy practice. Mobility, splinting, transfers, physical agent modalities, and positioning will be discussed and demonstrated. Assessment techniques like range of motion, manual muscle testing and other common assessments will be addressed while exploring conditions and pathologies commonly seen in practice.
OT 442 Evaluations & Interventions for Occupational Performance in Rehabilitation I OT 442 Evaluations & Interventions for Occupational Performance in Rehabilitation I Lab	Students will understand and apply intervention techniques in clients related to musculoskeletal disorders and their impact on occupational performance by integrating practice setting, theories of practice, evidence-based techniques, clinical reasoning for a range of conditions. Assessment, intervention, discharge planning across multiple settings will be addressed.
OT 445 Mental Health, Psychosocial and Community Based Practice Development and Application	This course will ask students to learn and apply components of psychosocial and community-based practice where mental health and the application of the occupational profile will be heavily discussed. Perspectives on the impact of mental health and psychosocial practice within the community across the life span will also be addressed.
OT 450 Level 1A FW I Psychosocial Impacts on Occupational Performance	This is a faculty led fieldwork level one experience. Students will be placed with a faculty and other students to observe, organize and/ or implement occupational therapy with a psychosocial focus.
OT 550 Level 1B FW II	This is a level one fieldwork experience where students will be placed to observe and/or implement occupational therapy practice.
OT 570 Research and Evidence Based Practice	This course will introduce the process of identifying, understanding, assessing, and implementing evidence-based practice. The development of a clinical question, gathering current evidence, completion of a critical appraisal, summarizing and presenting the results related to clinical practice will be the main topics emphasized.
OT 540 Evaluation and Interventions for Occupational Performance in Rehabilitation II OT 540 Evaluation and Interventions for Occupational Performance in Rehabilitation II Lab	Students will understand and apply intervention techniques for clients with neurological disorders and consider the impact on occupational performance by integrating practice setting, theories of practice, evidence-based techniques, clinical reasoning for a range of conditions within this age group. Assessment, intervention, discharge planning across multiple settings will be addressed.
OT 550 Health, Wellness & Trends in Occupational Science and OT Practice	Students will engage in the understanding of health and wellness across the lifespan. Topics relevant to occupational science, current occupational therapy practice and health literacy will also be addressed.

OT 530 Clinical Leadership, Management, Supervision and Ethics	This course will engage students in the understanding of topics related to management and supervision in OT practice as well as leadership and ethics that are interrelated. Development of a business plan is expected.
OT 541 Culminating Practical	Students will engage in a culminating practical that will encompass course work from all OT courses and require integration and application of knowledge and skill. Students must pass this practical to move onto Level II fieldwork.
OT 535 Leadership, Mentoring Program	Students will engage in a semester long program where they will be assigned mentors in the field of occupational therapy practice within an array of settings, skills, and job titles.
OT 545 Evaluation and Interventions for Occupational Performance for Children, Adolescents, and Families OT 545 Lab Evaluation and Interventions for Occupational Performance Children, Adolescents and Families	This course will address occupational therapy practice for infants, children, adolescents, and young adults focusing on the integration of practice settings, theories of practice, evidence-based techniques, and clinical reasoning for a range of conditions within this age group. The impact on families will also be accounted for and addressed.
OT 575 Doctoral Capstone Proposal and Preparation	This course facilitates the development of the doctoral capstone project via the synthesis of clinical and professional knowledge. Professional writing, levels of expectation, examples of individual capstone work, and reflection of self will be emphasized in this course.
OT 590 Program Evaluation and Development	Students will engage in researching and understanding how to build a program related to occupational therapy practice. Grants, budgets, funding, quality assessment, and strategic planning will be studied and applied.
OT 555 Foundations for Professional Practice 2: Competencies, Practical and Clinical Reasoning for Level II	Students will engage in a recap of skills essential to occupational therapy practice. Clinical reasoning, professionalism and skill competence is required to pass this course and move onto level II fieldwork.
OT 560 Level 2 FW I OT 561 A FW Level 2 II	This 12-week in-depth experience allows students to deliver Occupational Therapy services to clients applying their knowledge of occupation, evidence-based practice, and therapeutic use of self, providing the practice experience to assist in getting the student ready for entry level practice. Students also gain exposure and understanding of organizational structure, management and supervision, and to the management and administration of occupational therapy programs. Students will be assigned a specific site and fieldwork educator and practice occupational therapy in site-specific areas of practice under the supervision of an occupational therapy fieldwork educator.
OT 565 FW Practice Reflections	Students will engage in discussion related to what they are seeing in their level II fieldwork placements related to supervision, evaluation, intervention, discharge planning, professionalism, ethics, and service delivery.
OT 59X- OT 59X Advanced Practice Electives	This course will provide specialized hands-on therapeutic skills in an environment that engages the student in application of prior knowledge in a specialized area of practice.
OT 670 Capstone: Development	In this course the student will develop a capstone project in a specialized setting or topic that supports specialized knowledge and skills in a focused area of practice and contributes to occupational therapy profession at large.
OT 630 Advanced Theory, Advocacy and Leadership	Students will take an in-depth look at health disparities, social justice, advocacy, and leadership related to occupational therapy and create ideas they will be able to implement to be a change agent within the OT profession.
OT 675 Advanced Clinical Scholarship, Dissemination, and Outcomes	This course will look in depth at scholarship, dissemination and outcomes related to clinical research. Application of prior knowledge and skill will be required in assignments related to this course.
OT 690 Advanced Teaching & Learning (3)	In this course the foundational components of teaching and learning and the pedagogy to support it will be assessed in depth. Curriculum design, educational philosophy, personal teaching philosophy will be analyzed and developed. Instructional design strategies, including traditional and online will be discussed as will the role of the OT as an educator and learner within clinical and academic environments.
OT 635/636 Advanced Leadership, Mentoring, and Application Program	Students will engage in a semester long program where they will be assigned mentors in the field of occupational therapy practice within an array of settings, skills, and job titles.

OT 671 Capstone Experience and Implementation	The doctoral experiential component is an individualized, structured, specialized, and in-depth 560-hour (14 week) experience that prepares practitioners to apply occupation and evidence-based programing in a variety of contexts, environments, and formats. Application of knowledge, skill, and professionalism beyond the entry level practitioner is expected and may include leadership, scholarship, administration, clinical practice, program development, education, policy development or advocacy.
OT 610 Exam Prep	This course provides students with experience and structured study guides designed to help prepare them for the NBCOT board exam required to become a practicing occupational therapist. This allows for practice, application, and organization of curriculum content and resources for the preparation of this board exam.
OT 672 Doctoral Portfolio (2)	This culmination of the capstone experience and project will allow students to organize, present, and disseminate findings and experiences to their faculty and peers in a final presentation before they receive their doctoral degree.

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