



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

# **Graduate Catalog 2015-2016**

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**

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*

## **FACILITIES AND STUDENT SERVICES**

### **THE GRADUATE DIVISION OFFICE**

The Graduate Division Office is located on the first floor, Administration Building. The coordinator of graduate programs and the staff of the Graduate Division 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. Voice mail is available 24 hours a day. The Graduate Division telephone number is 570-208-5991. Fax: 570-208-8027. E-mail may be sent to [gradprograms@kings.edu](mailto:gradprograms@kings.edu).

Information about graduate course offerings is available from the Graduate Division Office at the number listed above and on the Graduate Division website [www.kings.edu/admissions/graduate](http://www.kings.edu/admissions/graduate).

### **THE SHEEHY-FARMER CAMPUS CENTER**

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

### **THE BOOKSTORE**

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

### **THE WILLIAM G. MCGOWAN SCHOOL OF BUSINESS**

The William G. McGowan School of Business, named for William G. McGowan '52, founder of MCI Communications Corporation, houses all business majors in a 63,000-square-foot, four-story building on the corner of North River and Union streets.

Opened in 1992, McGowan Hall includes multimedia facilities for presentations and classroom instruction; computer labs; breakout rooms; and the Burke Auditorium with a seating capacity of 220. Facilities for the mass communications department dominate the top floor.

Students are active participants in their education because of the business school's emphasis on creative problem solving, utilization of data and technology, communication skills, and team-based learning.

### **KINGS ON THE SQUARE (KOTS)**

The King's on the Square building houses the department of Physician Assistant Studies and the department of Athletic Training, and Exercise Science. The PA Program is located on the first floor. There are two large classrooms with seating for 75 students, 10 fully equipped private exam rooms, four large clinical skills laboratories, student lounges, and a gross anatomy lab.

### **THOMAS J. O'HARA HALL**

This new 95,000-square-foot, four-story mixed-use facility opened in Fall 2009. It houses the Education Department and a 154-child daycare center. It also houses apartments for King's students and Leo's on Mane for both students and neighborhood residents to enjoy.

### **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](http://www.kings.edu)). Databases can be accessed from off campus by clicking on the link for a database and then entering a username and password. Students may borrow books from several local academic and public libraries through reciprocal borrowing arrangements. The Library also provides access to materials at other libraries throughout the United States via interlibrary loan services. Information about these services is available at the Library's reference and circulation desks.

Individual research consultations are available for students with specific research projects. Because graduate study is very much an individual learning experience, graduate students are encouraged to meet with reference librarians to discuss their specific information needs.

### **THE COMPUTING CENTER**

The Computing Center, located on the third floor of McGowan Hall, provides students, faculty members, administrators, and staff members with access to a variety of computing resources. Students can access the campus network, the academic computing system, and the internet through computers in any of the

following computer labs: McGowan Hall room 120; the library; the lobby of Holy Cross Hall; the lobby of Esseff Hall; Luksic Hall study room; and the Internet Café in the Campus Center. A 24-hour computer lab is also available on the first floor of the Sheehy-Farmer Campus Center.

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

To use the campus network, students need a network login. Once registered for graduate courses, each student will receive a network login, a King's College e-mail address and a WebAdvisor account. Questions about your network login or account on the academic system is available in the Help Desk. The Help Desk's telephone number is 570-208-5900, ext. 4357.

## **THE OFFICE OF CAREER PLANNING**

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

In an effort to assist graduate students, the Office of Career Planning offers services and programs including: individual career counseling and assessment services; one-on-one résumé and cover letter reviews; workshops; a professional development seminar series; computerized guidance programs; employment fair postings; a job posting website; and an alumni mentorship program. In addition, the Office of Career Planning also develops, coordinates, and supervises internship opportunities for students from nearly every academic major program. The goal of the Internship Program is to assist students in participating in academically supervised, professional-level, hands-on work experience.

Through experiential learning, student interns are given the opportunity to apply the theoretical learning of the classroom to practical, real-world situations and settings. For those students with clearly defined career goals, the internship offers a chance to develop expertise, hone specific skills, and get a start on their career. For those who have not yet chosen a career path, internships offer the chance to sample a career field, to explore options and clarify personal and professional goals.

Internships are available in the spring, summer, and/or fall sessions, and each lasts a minimum of twelve weeks. Student interns may work on a part-time or full-time basis, and depending on the position responsibilities and amount of hours worked, may earn from 3-15 credits. The application process should begin by contacting the Office of Career Planning at least one semester prior to the internship experience.

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

## **CAMPUS MINISTRY**

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

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

## ACCREDITATIONS AND AFFILIATIONS

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

Among the academic programs accredited by professional organizations is the College's Physician Assistant Program. The Physician Assistant Program was established in 1975. Approval of the Master of Science in Physician Assistant studies (MSPAS) was granted by the Pennsylvania Department of Higher Education in February of 1999. The physician assistant program at King's College has been awarded continued accreditation through 2017 by the Accreditation Review Commission on Education for the Physician Assistant, Inc. (ARC-PA), and has been accredited since 1979. Only graduates from accredited or provisionally-accredited programs are eligible to sit for the National Commission on Certification for Physician Assistants examination and state licensure/registration. The Accreditation Review Commission on Education for the Physician Assistant (ARC-PA) has granted Accreditation - Continued status to the 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 2017. The review date is contingent upon continued compliance with the Accreditation Standards and ARC-PA policy. In addition, the major program in Chemistry is accredited by the American Chemical Society, and the Athletic Training Education Program (sports medicine) is accredited by the Commission on the Accreditation of Athletic Training Education (CAATE). The William G. McGowan School of Business is accredited by the Association to Advance Collegiate Schools of Business-International (AACSB). The certification program for Reading Specialist and the certification program for Program Specialist, English as a Second Language (ESL), are approved by the Pennsylvania Department of Education. The programs in the Education Department are accredited by the National Council for Accreditation of Teacher Education (NCATE). Endorsement Programs are approved by the PA Department of Education: Instructional Coaching, Autism Spectrum Disorder, and Science, Technology, Engineering, and Mathematics (STEM) Education.

The College is affiliated with the following professional organizations: the Association to Advance Collegiate Schools of Business-International; the American Association of Colleges for Teacher Education; the American Association of Higher Education; the American College of Health Care Executives; the American Library Association; the Association of American Colleges; the Association of Catholic Colleges and Universities; the Association of Governing Boards of Universities and Colleges; 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 Pennsylvania Association of Colleges and Universities; the Pennsylvania Association of Graduate Schools; and the Pennsylvania State Education Association.

## **ADMISSIONS TO GRADUATE PROGRAMS**

### **Admissions Procedures – Education and Health Care Administration**

The Graduate Admissions Committee 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.

All applicants should possess a baccalaureate degree from an accredited college or university. Before an applicant will be evaluated, he or she must submit:

- a completed application form;
- an official transcript from all undergraduate and graduate institutions attended, showing completion of a baccalaureate degree and graduate courses for transfer consideration (if any);
- (Health Care only) A one-page personal statement of purpose;
- a personal interview with the director of the graduate program, if required;
- letters of recommendation from instructors or supervisors;
- a photocopy of teaching certification, if applicable;
- a professional résumé, if applicable;
- a non-refundable application fee of \$35.

The application form and all supporting documents should be submitted to the Graduate Division at least three weeks prior to the date of final registration in the session or semester in which the applicant seeks to enroll. Written notice of the action of the Graduate Admissions Committee will be sent to each applicant.

At the applicant's request, an interview can be scheduled to answer any questions he or she may have concerning the graduate programs. Additionally, once accepted, students are encouraged to arrange for an interview to design the program of studies.

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.

### **Admissions Standards – Education and Health Care Administration**

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

- the applicant's success in other graduate-level course work, if any
- the applicant's undergraduate academic record;
- the applicant's personal interview with the director of the graduate program, if required;
- the strength of letters of recommendation assessing the applicant's potential success in graduate studies and/or the applicant's employment experience, if applicable.

#### **Education Programs**

Master's degree programs include Reading, Special Education, and Curriculum & Instruction with concentrations in ESL, Science, Social Studies, Mathematics, and Excellence in Teaching. Specialized programs include the ESL Program Specialist Certification and Reading Specialist Certification. Endorsement Programs include Autism Spectrum Disorder, Instructional Coaching, and Science, Technology, Engineering and Mathematics (STEM) Education.

1. If the applicant has already earned a graduate degree at King's College or another accredited academic institution, the following weight is assigned:

- Graduate coursework (60%)
- Letters of recommendation and/or experience (40%)

2. As a general rule, an applicant who has not earned a prior graduate degree must meet the following requirements:

- An undergraduate grade point average (GPA) of 3.00 or better on a grading scale of 4.00
- Letters of recommendation and/or experience

Note: Applicants who fall below the minimum grade point average (3.0) may submit other evidence of their ability to complete a graduate program such as:

Grades in graduate-level courses. An applicant may take up to nine (9) credits in the graduate program as a non-degree probationary student. If the applicant has maintained a 3.0 grade point average (GPA) after completing nine (9) graduate credits, he or she will be automatically accepted into the degree program.

To be admitted into the Master's of Education (M.Ed.) degree program in Reading applicants must have completed:

- Bachelor of science (B.S.) or bachelor of arts (B.A.) degree
- Teaching certification in elementary education, secondary education, or a K-12 specialty area (e.g., art, music, special education, etc.) if the applicant intends to seek Reading Specialist certification from the Pennsylvania Department of Education (PDE).
- A photocopy of initial certification must be submitted with the other application materials. A transcript (9 credits) or course syllabi (270 hours) indicating the standards for Special Education have been met.

To be admitted into the Master's of Education (M.Ed.) degree program in Curriculum & Instruction applicants must have completed:

- Bachelor of science (B.S.) or bachelor of arts (B.A.) degree

To be admitted into the Master's of Education (M.Ed.) degree program in Special Education applicants must have completed:

- Bachelor of science (B.S.) or bachelor of arts (B.A.) degree
- Teaching certification in special education [include photo copy of certification with application]

To be admitted into the English as a Second Language (ESL) Program Specialist Certification Program applicants must have completed:

- Bachelor of science (B.S.) or bachelor of arts (B.A.) degree
- Teaching certification in elementary education, secondary education, or a K-12 specialty area (e.g., art, music, special education, etc.) if the applicant intends to seek certification from the Pennsylvania Department of Education (PDE) [include photo copy of certification with application].

To be admitted into the Instructional Coaching Endorsement Program applicants must have completed:

- Bachelor of science (B.S.) or bachelor of arts (B.A.) degree
- Teaching certification in elementary education, secondary education, or a K-12 specialty area (e.g., art, music, special education, etc.) if the applicant intends to seek endorsement from the Pennsylvania Department of Education (PDE) [include photo copy of certification with application].

To be admitted into the Autism Spectrum Disorder Endorsement Program applicants must have completed:

- Bachelor of science (B.S.) or bachelor of arts (B.A.) degree
- Teaching certification in elementary education, secondary education, or a K-12 specialty area (e.g., art, music, special education, etc.) if the applicant intends to seek endorsement from the Pennsylvania

Department of Education (PDE) [include photo copy of certification with application].

To be admitted into the Science, Technology, Engineering and Mathematics (STEM) Education Endorsement Program applicants must have completed:

- Bachelor of science (B.S.) or bachelor of arts (B.A.) degree
- Teaching certification in elementary education, secondary education, or a K-12 specialty area (e.g., art, music, special education, etc.) if the applicant intends to seek endorsement from the Pennsylvania Department of Education (PDE) [include photo copy of certification with application].

### **Health Care Administration Program**

1. If the applicant has already earned a graduate degree at King's College or an-other accredited academic institution, the following weight is assigned:

- |   |     |
|---|-----|
| • Graduate coursework                             | 60% |
| • Two letters of recommendation and/or experience | 40% |

2. As a general rule, an applicant who has not earned a prior graduate degree must fulfill the following requirements:

- An undergraduate grade point average (GPA) of 2.75 or better on a grading scale of 4.00
- A one-page personal statement of purpose
- Two letters of recommendation and/or work experience
- A personal interview with the director of the graduate program in Health Care Administration

Applicants who fall below the minimum grade point average (2.75) may submit other evidence of their ability to complete a graduate program, such as:

- A test score from the Graduate Management Aptitude Test (GMAT), or
- Grades in graduate-level courses. An applicant may take up to nine credits in the graduate program in Health Care Administration as a non-degree probationary student. If the applicant has maintained a 3.00 grade point average (GPA) after completing nine graduate credits, he or she may resubmit the application for admission into the degree program.

### **Non-Degree and Non-Matriculated (Visiting) Status**

Individuals who have not yet completed their application materials or who wish to take courses for personal or professional development without obtaining a graduate degree may take up to three graduate courses as non-degree students, provided they have fulfilled the prerequisites for such courses.

Students matriculating for a degree at another graduate school may be admitted to a non-matriculated status and take individual courses. Visiting students may take up to three graduate 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 particular 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 Graduate Division finds there is space available in the course.

Academic credit for graduate courses taken by an undergraduate student will normally be counted towards the student's baccalaureate degree program. If, after completing a baccalaureate degree, the

student continues on to a graduate program at King's, academic credit for the graduate course cannot be recounted towards the master's degree.

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

#### **Transfer of Credits and Waiver**

No transfer credits are allowed into the master's of science degree program in Physician Assistant Studies (M.S.P.A.S.) or into a graduate certificate program in Health Care Administration. For all other graduate programs and certificates, 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. Up to nine credits may be transferred into the master's of science program in Health Care Administration.

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.

In addition to the transfer of credits outlined above, students enrolled in the graduate program in Health Care Administration may challenge all or part of the foundation course work (i.e. Quantitative Business Methods for Health Care, Understanding Organizational Ethics, and Managerial Accounting for Health Care Administration), if they can demonstrate a mastery of the subject matter through training or experience. To challenge a foundation course, a student must make a formal request to the graduate program director. The student will then schedule an examination with the instructor of the course to be challenged. The student must pay 50% of the normal graduate tuition for each graduate course challenged. The combined number of transfer credits and challenge credits together cannot exceed 50% (half) of the total number of credits in the graduate program.

## **Admission Procedures – International Students**

International students who wish to apply to the graduate programs in health care administration or education must meet all of 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.

### **The Test of English as a Foreign Language**

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 \(International English Language Testing System\)](#): For the Master of Healthcare Administration Program, King's College requires a minimum score of 6.0 to satisfy the English Language Proficiency requirement. For the Master of Education Programs, King's College requires a minimum score of 7.5 to satisfy the English Language Proficiency requirement.

For international applicants to the Graduate Division 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.

## Admissions Procedures – Physician Assistant Program

Students may enter the Professional phase of the PA Program as graduate students into the two-year master's (M.S.P.A.S.) degree program. The term "professional phase" refers specifically to the full time 24 month training program during which the student trains to be a physician assistant. The professional phase consists of ten and one half months of didactic instruction followed by thirteen and one half months of clinical rotations. Upon completion of this phase, students will graduate with a Master's Degree in Physician Assistant Studies and are eligible to take the Physician Assistant National Certifying Exam (PANCE) through the National Commission on Certification of Physician Assistants (NCCPA). The term "PA Program" refers only to the professional phase of the training at King's College. The Accreditation Review Commission on Education for the Physician Assistant (ARC-PA) has granted **Accreditation - Continued** status to the 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 2017. The review date is contingent upon continued compliance with the Accreditation Standards and ARC-PA policy.

Students who already have a bachelor's (or higher) degree apply to the two-year master's program through the Centralized Application System for Physician Assistants (CASPA). For information Contact:

CASPA

P.O. Box 70958

Chevy Chase, MD 20813-0958

[www.caspaonline.org](http://www.caspaonline.org)

CASPA will be open April 22, 2015 for Fall 2016 applicants.

**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. The enrollment process and seat availability are determined by the number of undergraduate BS/MS students who matriculate successfully. Candidates should check with CASPA for availability of enrollment.

### King's Alumni

Applicants who have received a bachelor degree from King's College are not required to apply through CASPA. They can call the PA Program at 570-208-5853 to request a King's Alumni Application. These applicants will be required to meet the same minimum criteria as the CASPA applicants, but will be recognized in the initial scoring process. These applicants do not have to pay the CASPA application fee when applying to the King's Physician Assistant Program. The deadline for these applicants is October 1<sup>st</sup>.

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### PREREQUISITES:

- Candidates must have a Bachelor's degree or higher degree (or be completing a Bachelor's degree or higher degree by the end of the spring semester prior to the start of the program in August).
- Candidates must complete all of the following prerequisite science courses, preferably with labs by the end of the spring semester prior to the start of the program in August: anatomy and physiology (8 credits), general biology (8 credits), chemistry (8 credits), and microbiology (4 credits). No grade less than a 1.75 "C-" will be accepted for any prerequisite science courses. We will not accept any required science courses that have been taken online.

- Candidates cannot have more than two outstanding prerequisite science courses in the spring semester prior to the start of the program in August.
- Candidates cannot have any outstanding courses in the summer prior to the start of the program in August.
- Candidates must have a cumulative GPA of 3.2 and a cumulative science GPA of 3.2.
- 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 direct patient care while the remainder can be indirect. These hours must also include physician assistant shadowing hours. Please read the document fully describing clinical hour requirements available on the Program's webpage ([http://www.kings.edu/academics/undergraduate\\_majors/physicianassistant](http://www.kings.edu/academics/undergraduate_majors/physicianassistant))
- 2 letters of reference.
- A personal statement discussing desire to be a Physician Assistant.
- We do not require GRE, MCAT, or USMLE scores.
- Experiential Learning Credits and the Professional Phase of the PA Program

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

- Candidates must have all coursework that was completed at an academic institution outside the U.S. evaluated by an accredited agency.
- Candidates whose native language is not English must pass the TOEFL exam or complete a bachelor degree in a U.S. College or University. The passing score on the TOEFL will vary depending on the type of exam you take (internet-based, computer-based, or paper-based). TOEFL scores must be submitted by the CASPA application deadline.

\*Minimum TOEFL Scores needed to apply:

Internet-based Test minimum of 108/120

Computer-based Test minimum of 270/300 and a 5.5 on the essay

Paper-based Test minimum of 610/677

TOEFL test information may be obtained from ETS, Princeton, New Jersey 08540, or by calling (609) 771-7100.

- There are written technical standards that all PA students must meet in order to complete professional phase training. Please review these standards on the Program's webpage ([http://www.kings.edu/academics/undergraduate\\_majors/physicianassistant](http://www.kings.edu/academics/undergraduate_majors/physicianassistant)) before making application to the program.
- Once an application is completed, members of the PA selection committee review and evaluate each applicant's academic transcripts, work experience record, and any other prerequisites.
- Selected candidates 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.
- Immunization requirements can be found on the Program's webpage ([http://www.kings.edu/academics/undergraduate\\_majors/physicianassistant](http://www.kings.edu/academics/undergraduate_majors/physicianassistant))
- 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.

### **FBI Background Checks and Child Abuse Security Clearance**

All PA students are required to have a federal background check prior to starting the program. All Physician Assistant students must be fingerprinted for FBI Background Clearance prior to the first day of classes. This Federal Criminal History Record Check (FCHR) must be completed annually at an approved Cogent site.

Students must complete and submit a Pennsylvania Child Abuse History Clearance Form prior to starting the program. The program will supply the student with this form which must be filed and cleared with the Childline and Abuse Registry, Department of Public Welfare, in Harrisburg, Pennsylvania.

Students are required to have a PA state background check to be completed by the Program. Social Security numbers for this background check must be submitted to the Program Coordinator in the main PA Program Office prior to the start of rotations.

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

### **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 in some cases, testing will be done randomly upon request. 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.

### **Applicant Selection Process**

Graduate applications are scored based on GPA (cumulative GPA and overall science GPA). A King's degree and a science degree is awarded extra points in the scoring process. Additional points are also awarded for advanced degrees and graduate course credits. 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, etc.) 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 in late January/early February. Selected candidates will be scored during their interview and will be required to do an on-site writing sample. The King's College Department of Physician Assistant Studies will make a decision and notify the candidates within 2 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.

### **Employment during the professional phase of the PA Program**

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

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

### **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 Student Success and Retention

### **Academic Appeals Policy for Professional Phase Students**

1. Professional Phase students who do not meet the Program's set standards, as published in the Didactic and Clinical manuals, will undergo review by the PA Academic Review Committee, which is composed of a majority of members of the PA faculty, the Program Director and the Medical Director.
2. A decision regarding the action to be taken, which may include dismissal, will be made by a majority vote by the PA Academic Review committee.
3. A letter will be sent to the student by the Director of the PA Program, communicating the PA Academic Review Committee's decision regarding the action to be taken.
4. If the student decides to appeal this decision, he/she must submit a written appeal to the Chair of the PA Academic Standing Committee within one week (5 business days) of receipt of the letter.
5. The student's written appeal must not just be a reiteration of the known facts but must contain a) compelling evidence as to why he/she is appealing; b) new or additional evidence disputing the known facts; and c) copies of any pertinent materials to support the appeal.
6. Upon receipt of the student's appeal letter, the Chair of the PA Academic Standing Committee will send a copy to the Director of the Department of Physician Assistant Studies.
7. If the appeal letter does not contain new or compelling evidence to support the appeal, as determined by the majority of the PA Academic Standing Committee, the process will end here and the decision of the PA Academic Review Committee will be upheld. The student will be notified of this decision by the Chair of the PA Academic Standing Committee.
8. If the appeal letter does contain new or compelling evidence for the appeal, within one week, (5 business days) the Chair of the PA Academic Standing Committee will then convene a meeting with the student and the members of the PA Academic Standing Committee, which is composed of the Chair of the PA Academic Standing Committee and two King's College faculty members who are not PA faculty but are familiar with the PA Program. If one or both faculty members are unavailable, alternates will be selected from a mutually approved list.
9. At the meeting, the members of the PA Academic Standing 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 one week (5 business days). The Committee will deliberate in closed session and the deliberations of the Committee are confidential.
10. After reviewing the appeal and before any decision is made, the Chair of the PA Academic Standing Committee will contact the Director of the Department of Physician Assistant Studies for validation of facts presented by the student and, if needed, clarification.
11. The decision to grant the student's appeal will be made by a unanimous decision of the PA Academic Standing Committee.
12. The final decision whether or not to grant the student's appeal will be communicated by the Chair of the PA Academic Standing Committee to the Director of the PA Program. Should the Committee decide to grant the appeal, the Director of the PA Program will provide advice on the feasibility of allowing the student to continue in the PA Program, and develop a written contract to be signed by the student.
13. The Chair of the PA Academic Standing Committee will record the Committee's decision by communicating in writing to both the student and the Director of the Department of Physician Assistant Studies. A copy of the decision will be placed in the student's permanent file.
14. 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 Academic Standing Committee is final.

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

## **GRADUATE STUDY AT KING'S COLLEGE**

### **Philosophy of Graduate Programs**

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

King's College seeks to train those individuals to make inquiring, effective, responsible action their ultimate aim by (a) providing a theoretical foundation in specialized fields of study, (b) by fostering their ability to obtain, understand and accurately assess information and ideas, to think critically and independently, and to speak and write intelligently and effectively, and (c) by developing their abilities to adapt to the increasing complexity and constant change of organizational life in a complex and competitive global environment.

King's College also seeks to offer high-quality education in specialized fields of study which not only enhance the student's technical background but also maintain a balance between the qualitative and quantitative methods, and the technical and socio-economic approaches to current issues.

### **Objectives of Graduate Programs**

#### **Skills and Abilities**

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

#### **Understanding/Knowledge**

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

#### **Values**

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

### **Graduate Honor Society**

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

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

## ACADEMIC POLICIES

### Advisement

Because of the specialized nature of the King's College graduate programs (with the exception of the PA Program), the academic advisement program has a special role to play. The PA Program at King's college will assign its own advisors to its students and follow advisement guidelines as developed by the Program. Each matriculated student is assigned to an advisor with whom the student must meet at least once each semester. The advisement program, which maintains the student-faculty relation on a personal and somewhat informal basis, is also intended to provide a variety of other academic student services: advisement on course scheduling and sequencing, consultation on academic program-career planning goals, stimulation of professional interest and development, and maintaining lines of communication among the College, the employer and the student/employee.

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

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

When necessary, the student may request, or be directed to request, the specialized guidance and counseling services offered to all students at King's College by the Counseling Center and by the Career Planning.

### Registration in Part-time Programs

Registration in graduate courses is open only to those persons who have been formally admitted as degree or non-degree students in the King's College Graduate Programs. 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 Graduate Division Office at 570-208-5991 and on the King's College Graduate Division website: [http://www.kings.edu/admissions/graduate/course\\_schedules](http://www.kings.edu/admissions/graduate/course_schedules)

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

### 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 Graduate Division Office of the intent to drop the course prior to the approved change-of-registration period will receive a grade of "F" and will be liable for all tuition charges.

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

Requests for withdrawal will become effective only upon receipt of the official request by the Graduate Division Office 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 Graduate Division Office 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."

### 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 exam.

### 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 Student Success and Retention.

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

DESCRIPTION	GRADE POINTS PER CREDIT HOURS
A Superior level of competency	4.0
A- Notable level of competency	3.75
B+ Good level of competency	3.5
B Satisfactory level of competency	3.0
B- Adequate level of competency	2.75
C+ Marginally satisfactory level of competency	2.5
C Minimal level of competency	2.0
F Unsatisfactory level of competency; unapproved withdrawal from course (regardless of quality work at the time); or incomplete course work not completed by midterm report date of the following semester	0.0
IN Work in course not completed. If such work is not completed by midterm report date of the following semester, the grade of "F" will be entered as the final grade.	0.0
IP In progress; used for courses that legitimately extend beyond one semester, such as research or independent study courses. Completion is indicated by one of the regular grades reported in the following semester, and credit is received at that time.	0.0
W Approved withdrawal from course after class meeting has commenced. For the deadline for withdrawal without academic penalty, contact the Graduate Division Office.	0.0
AW Academic withdrawal. The College reserves the right, in those instances where a student is deemed to be in serious violation of college policy, to initiate cancellation of the student's registration.	0.0
NG No grade. The College reserves the right to withhold a final grade if a student fails to complete all necessary enrollment procedures. Completion is indicated by one of the regular grades.	0.0

### **Academic Standing in Part-time Programs**

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

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

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

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

### **Repeating Courses in Part-time Programs**

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

Courses in which the grade earned is a C or better may not be repeated.

### **Progress toward Degree in Part-time Programs**

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

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

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

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

### **Withdrawal from College**

A student who withdraws from College is requested to have an exit interview with the academic advisor or the director of their graduate program. Students from the physician assistant program will meet with the Associate Vice President for Student Success and Retention. The date of the completed exit interview is considered as the date of withdrawal, and any refund of tuition is based on this date. (See section on refunds policy.) The exit interview may be conducted over the telephone if the student is not able to be on campus.

### **Conduct**

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

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

### **Plagiarism**

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

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

### **Academic Grievances and Appeals**

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

Other academic grievances are resolved in the following manner:

1. The student consults with the faculty member in question seeking a mutually agreeable solution to the issue at hand.
2. If the student is not satisfied with the response received from the faculty member, he or she meets with the department chairperson or program director to discuss the grievance. The chairperson or program director consults with the faculty member regarding the student grievance and communicates to the student the outcome of that meeting.
3. If the student is not satisfied with the response received from the department chairperson or program director, he or she meets with the Associate Vice President for Student Success and Retention 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 Student Success and Retention Services 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 Enrollment and Academic Services, the student has the option of presenting his or her grievance to the Academic Grievance Board. Associate Vice President for Student Success and Retention 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 Student Success and Retention. This must be done within five school days of receiving the response from the Associate Vice President for Student Success and Retention 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 Student Success and Retention Services refers the grievance to the Academic Grievance Board and provides the board with copies of all the materials mentioned in #1 above.

## **The Academic Grievance Board**

The Academic Grievance Board is composed of:

1. The 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 Vice-President for Enrollment and 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.

## **Access to Student Records**

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

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

## **FINANCIAL INFORMATION**

### **Tuition**

The tuition charge for the graduate degree programs in health care administration and in education is \$735 per credit hour. Automatic Scholarships apply; please see below under “Scholarships”. The charge to audit a course is \$360 per credit hour. The tuition charge for courses offered through the Professional Development Center is \$695 per three-credit course.

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

## **SCHOLARSHIPS**

### **Scholarship Incentive Program for Graduate Programs in Education**

The graduate degree programs in Education offer a scholarship incentive program. All students enrolled in these programs are automatically eligible for the incentive. With the scholarship incentive, tuition for courses is \$326 per credit hour, a total of \$978 per three-credit course. The scholarship incentive is applicable to all courses within these programs.

### **Advisory Board Scholarships for Health Care Administration**

Advisory Board Scholarships are automatically available for all for all students enrolled in the Master of Science degree program in Health Care Administration or in the graduate certificate program. With the scholarship, tuition is 70% of full graduate tuition, a total of \$1567 per three-credit course. The scholarships are applicable to all courses in Health Care Administration. For more information, contact the Graduate Division Office.

### **Scholarships for the Physician Assistant Program**

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

### **Application Fee**

An application fee of \$35 must be submitted with the application for admission to the graduate programs in health care administration and education. Applicants to the Physician Assistant program apply through CASPA.

### **Graduation Fee**

Graduation fee is \$175. There is no discount for former King’s graduates.

### **Technology Fee**

IT fee for part-time graduate students is \$75 during the fall and spring semesters. The fee for physician assistant majors is \$150 for the professional program.

### Method of Payment

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

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

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

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

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

The College reserves the right, in those instances where a student is deemed to be in serious violation of College policy, to initiate cancellation of the student's registration. If such cancellation occurs after the semester begins, tuition charges will be adjusted accordingly, and a grade of "AW" (Administrative Withdrawal) will be entered on the student's transcript.

### Refunds

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

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

  

<b>Withdrawal from 7-Week Sessions</b>	<b>Refund</b>
Before the second class meeting	100%
Before the third class meeting	80%
Before the fourth class meeting	65%
Before the fifth class meeting	50%
No refund is made after the fifth class meeting	None

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

### Financial Aid

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

Applicants for financial aid are required to complete the Free Application for Federal Student Aid (FAFSA). This form can be completed on-line at [www.fafsa.gov](http://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.

## PROGRAM REQUIREMENTS

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

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

The Master of Education degree program in Reading offers a scholarship incentive program. All students enrolled in the program are automatically eligible for the incentive, and the scholarship incentive is applicable to all courses within the Reading program. For more information, see above under Financial Information.

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)
- Educ 510 - Developmental Nature of Reading (3 credits)
- Educ 515 - Reading in the Content Area (3 credits)
- Educ 517 - The Organization, Administration & Supervision of Reading Programs (3 credits)
- Educ 520 - The Writing Process K-12 (3 credits)
- Educ 523 - Children's & Adolescent Literature in Reading Instruction (3 credits)
- Educ 516 - Reading Disabilities: Diagnosis & Prescription (3 credits)
- Educ 550 - Reading Clinic Practicum (3 credits; prerequisite: Educ 516)
- Educ 500 - Educational Research for Teachers (3 credits)
- Educ 575 - Reading Research Project (3 credits; prerequisite: Educ 500)

3. *Elective Course Work* (3 credits)

- Educ 503 - Educational Statistics (3 credits)
- Educ 518 - Computer Applications for Reading Programs (3 credits)
- Educ 519 - Reading Instruction for the Exceptional Child (3 credits)
- Educ 521 - Alternative Assessment (3 credits)
- Educ 522 - Curriculum Development K-12 (3 credits)
- Educ 524 - Seminar in Topics of Reading (3 credits)
- Educ 525 - Independent Study (3 credits)
- Educ 527 - Special Topics in Education (3 credits)
- Educ 605 - ESL Instructional Materials, Technologies and Their Development (3 credits)

## **Instructional Coaching Endorsement (12 credits)**

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

**570-208-5900, ext. 5685**

**e-mail: [jillyurko@kings.edu](mailto:jillyurko@kings.edu)**

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

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

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

### **Definition of an Endorsement Certificate**

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

The core content for all instructional coaches includes: (1) instructional coaching knowledge and skills (2) instructional practice knowledge and skills (3) assessment and data analysis knowledge and skills (4) organizational leadership and school change knowledge and skills. This program seeks to maximize the opportunities within each course to fully develop this core knowledge. The courses in this program are designed to address a specific set of issues, knowledge, and competencies relevant to the role of an instructional coach. The program will prepare coaches who will be able to support teachers' efforts to help students gain mastery of instructional content in the classroom. The program consists of required competencies and includes field experiences.

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

### **Admission Requirements**

To be admitted into the graduate certificate program, applicants must have completed a Bachelor of Science or Bachelor of Arts degree with an overall undergraduate GPA of 3.00 or better. Applicants must submit an application form, an application fee of \$35, 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)

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

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

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 - Research Design in Education (3 credits)

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

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

### **PK-4 Elementary Education**

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

### **Mathematics Education**

- Educ 640 - Mathematics Curriculum and Instruction (3 credits)
- Educ 642 - Mathematics Instructional Materials, Technologies and Their Development (3 credits)
- Educ 644 - Advanced Studies in Mathematics (3 credits)
- Educ 647 - Assessment in Mathematics (3 credits)
- Educ 650 - Master's Project (3 credits; prerequisite: Educ 590)

### **Science Education**

- Educ 660 - Science Curriculum and Instruction (3 credits)
- Educ 662 - Science Instructional Materials, Technologies and Their Development (3 credits)
- Educ 664 - Advanced Studies in Science (3 credits)
- Educ 667 - Assessment in Science (3 credits)
- Educ 670 - Master's Project in Science (3 credits prerequisite: Educ 590)

### **Social Studies Education**

- Educ 680 - Social Studies Curriculum and Instruction (3 credits)
- Educ 682 - Social Studies Instructional Materials, Technologies and Their Development (3 credits)
- Educ 684 - Advanced Studies in Social Studies (3 credits)
- Educ 687 - Assessment in Social Studies (3 credits)
- Educ 690 - Master's Project (3 credits; prerequisite: Educ 590)

### **Excellence in Teaching**

- Educ 535 - Master's Project (3 credits; prerequisite: Educ 590)  
Electives (choose four courses; 12 credits)
- Educ 530 - Standards Aligned System (SAS)
- Educ 532 - Assessment
- Educ 536 - Literacy in the Content Area
- Educ 537 - Classroom Set-up and Management
- Educ 538 - Differentiating Instruction
- Educ 539 - Exceptional Learners: Gifted and Special Education
- Educ 540 - School Law for Today's Teacher
- Educ 541 - Developing Collaboration with Parents
- Educ 542 - ELL Learners
- Educ 5xx - Other courses, as offered

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

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

**570-208-5900, ext. 5448**

**e-mail: [deborahcarr@kings.edu](mailto:deborahcarr@kings.edu)**

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

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

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

This program is approved by PDE. Upon successful completion, students will receive certification as a Pennsylvania English as a Second Language (ESL) Program Specialist.

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

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

### **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)

**Deborah A. Carr, Ed.D., Program Director**  
570-208-5900 ext. 5448  
e-mail: [deborahcarr@kings.edu](mailto:deborahcarr@kings.edu)

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

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

The 30-credit (10 course) is designed for individuals who:

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

### **Admission Requirements**

To be admitted into the graduate certificate program, applicants must have completed a Bachelor of Science or Bachelor of Arts degree with an overall undergraduate GPA of 3.00 or better. Applicants must submit an application form, an application fee of \$35, 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 Educational Research and Statistics (3 credits)

Educ 720 Special Education School Law and Regulations (3 credits)

Educ 730 Early Intervention Infant/Preschool (3 credits)

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

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

Educ 760 Transition Systems from School to Adult (3 credits)

Educ 770 Master's Project (3 credits)

## **Autism Spectrum Disorder Endorsement (12 credits)**

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

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

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

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

### **Definition of an Endorsement Certificate**

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

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

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

### **Admission Requirements**

To be admitted into the graduate certificate program, applicants must have completed a Bachelor of Science or Bachelor of Arts degree with an overall undergraduate GPA of 3.00 or better. Applicants must submit an application form, an application fee of \$35, 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)

**Contact:**  
**DeBorah Carr, Ed.D., Program Director**  
**(570) 208-5900, ext. 5448**  
**e-mail: [deborahcarr@kings.edu](mailto:deborahcarr@kings.edu)**

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

### **Definition of an Endorsement Certificate**

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

### **Class Format**

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

### **Field Experience**

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

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

### **Admission Requirements**

To be admitted into the graduate endorsement program, applicants must have completed a Bachelor of Science or Bachelor of Arts degree with an overall undergraduate GPA of 3.00 or better. Applicants must submit an application form, an application fee of \$35, 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)

## Master of Science (M.S.) in Health Care Administration (37 credits)

Fevzi Akinci, Ph.D., Program Director

570-208-5900, ext. 5981

e-mail: [fevziakinci@kings.edu](mailto:fevziakinci@kings.edu)

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

***Students have the option of completing the entire M.S. in Health Care Administration graduate courses on-line through Moodle.*** Information about graduate course offerings is available from the Graduate Division Office at 570-208-5991 and on the graduate program website at <http://www.kings.edu/hca>.

### 1. Required Course Work (28 credits)

- HCA 500 - Introduction to Health Services Systems (3 credits)
- HCA 501 - Health Policy (3 credits)
- HCA 504 - Healthcare Economics (3 credits)
- HCA 507 - Healthcare Financial Management (3 credits)
- HCA 511 - Quantitative Business Methods for Healthcare (3 credits)
- HCA 521 - Community Health Administration in Global Context (3 credits)
- HCA 531 - Understanding Organizational Ethics (3 credits)
- HCA 571 - Health Care Marketing and Branding (3 credits)
- HCA 597 - Strategic Management in Healthcare (3 credits)
- HCA 598 - Capstone Project (1 credit)

### 2. Elective Courses (9 credits)

Students have the option of declaring either one of the following two tracks (concentrations) and complete 3 courses (9 credits) specified for that track or they can take any other 3 courses (9 credits) from the elective courses list below.

#### Tracks (Concentrations)

##### Executive Leadership (9 credits)

- HCA 502 - Human Resources Management (3 credits)
- HCA 541 - Managerial Accounting for Healthcare Administration (3 credits)
- HCA 576 - Operations Management in Health Care (3 credits)

##### Public Health (9 credits)

- HCA 505 - Epidemiology for Healthcare Managers (3 credits)
- HCA 575 - Health Promotion (3 credits)
- HCA 573 - Healthcare Information Systems (3 credits)

##### Other Elective Courses

- HCA 570 - Topics in Healthcare Administration (3 credits)
- HCA 570 - Comparative Health Care Systems (3 credits)
- HCA 572 - Health Law (3 credits)
- HCA 591 - Directed Study in Healthcare Administration (3 credits)
- HCA 595 - Leadership and Executive Skills for Health Care Managers (3 credits)
- HCA 596 - Leadership for Quality Management in Healthcare (3 credits)
- HCA 599 - Health Care Administration Internship (3 or 6 credits)

## **Graduate Executive Leadership Certificate for Health Care Professionals (12 credits)**

**Fevzi Akinci, Ph.D., Program Director**  
**570-208-5900, ext. 5981**  
**e-mail: [fevziakinci@kings.edu](mailto:fevziakinci@kings.edu)**

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

### **Learning Goals**

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

### **Course Schedules**

All graduate certificate program courses will be offered entirely online through King's College Distance Learning Platform (Moodle) over a twelve-month period. Information about graduate course offerings is available from the Graduate Division Office at 570-208-5991 and on the King's College Graduate Division website at [www.kings.edu/admissions/graduate](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) in Medicine or any other health care field with an overall GPA of 2.75 or better on a grading scale of 4.00. Applicants must submit an application form, official transcripts from all undergraduate and graduate institutions attended, one-page personal statement of purpose, and two letters of recommendation. An interview with the Director of the Graduate Health Care Administration program is also required.

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

### **Admission Procedures - International Students**

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

### *Required Course Work (12 credits)*

- HCA 502 - Human Resources Management (3 credits)
- HCA 507 - Healthcare Financial Management (3 credits)
- HCA 571 - Health Care Marketing and Branding (3 credits)
- HCA 595 - Leadership and Innovation Management in Healthcare (3 credits)

## **Professional Development Center (PDC)**

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

**570-208-5900, ext. 5901**

**e-mail: [denisereboli@kings.edu](mailto:denisereboli@kings.edu)**

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

The Professional Development Center is a collaborative effort with the Education Department and the Graduate Division 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. Nicholas Holodick, professor of education, vice president for academic affairs and dean of the faculty, and director of the Professional Development Center.

Courses taken through the Professional Development Center may not normally be used for degree credit in the King's master's of education program. Courses may be used in transfer for degree credit at other institutions, at the discretion of the individual institution. Act 48 credit is automatically processed by King's for all students who complete graduate courses, including PDC courses.

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

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

### **Application and Admissions**

For information about application procedures for the Physician Assistant Program, including admission standards, program prerequisites, the admission selection process and all required background checks, please see above under "Admissions Procedures – Physician Assistant Program" (page 12).

### **The Curriculum**

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

The master's program does not allow exemption from any courses, clinical skills, laboratories or clinical education, regardless of prior experience, degree or credential. Students must matriculate through all aspects of the two-year curriculum and must successfully complete all program requirements in order to graduate. Because of the rigorous nature of the curriculum during both the didactic and the clinical phases of training, it is not advisable for students to hold a job while in the PA Program. Employment demands do not justify an excused absence from any academic or clinical requirements of the program, nor will any special accommodations be made.

### **PROFESSIONAL (DIDACTIC) PHASE (YEAR 4)**

For the class entering in the fall of 2015:

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

##### ***Fall Semester***

PA 450 – Diagnostic Methods I (6 credits)

- Physical Diagnosis
- Physical Diagnosis lab
- Medical Interviewing and Documentation
- Laboratory Medicine

PA 554- Clinical Medicine I (3 credits)

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

PA 556- Clinical Medicine II (4 credits)

- Dermatology
- Infectious Disease
- Behavioral Health

PA 475 - Basic Medical Sciences I (5 credits)

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

### *Spring Semester*

PA 455 – Diagnostic Methods II (4 credits)

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

PA 557- Clinical Medicine III (5 credits)

- Gastroenterology
- Neurology
- Cardiology

PA 558- Clinical Medicine IV (6 credits)

- Pulmonology
- Urology
- Endocrinology
- Gynecology/Obstetrics

PA 476 - Basic Medical Sciences II (3 credits)

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

### *Intersession Semester*

PA 559 – Clinical Medicine V (4 credits)

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

PA 510 - Research Methods (2 credits)

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

### **PROFESSIONAL (CLINICAL) PHASE (YEAR 5)**

PA 515 Emergency Medicine (6 credits)

PA 520 Internal Medicine (6 credits)

PA 525 Obstetrics and Gynecology (6 credits)

PA 530 Pediatrics (6 credits)

PA 535 Psychiatry (6 credits)

PA 540 General Surgery (6 credits)

PA 545 Family Practice I (6 credits)

PA 550 Family Practice II (6 credits)

PA 555 Elective Rotation (6 credits)

PA 560 Capstone Course (4 credits)

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

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

Toward the end of the clinical training, students will complete a 12 week preceptorship in family medicine.

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

## **COURSE DESCRIPTIONS**

### **Reading Program Requirements and Electives**

#### **Educ 500 - Educational Research for Teachers (3 credits)**

This course deals with understanding, developing, and utilizing data as applied to educational problems. The course will include an overview of quantitative and qualitative educational research. The major emphasis of the course will be teacher involvement in the action research process. This course is normally taken just before undertaking the Reading Research Project (Educ 575).

#### **Educ 503 - Educational Statistics (3 credits)**

Basic concepts of statistical reasoning and the underlying assumptions are presented. Analysis of variance is discussed. Designs for educational research are reviewed.

#### **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 (3 credits)**

The effectiveness of managing reading programs will be explored. The human resources, structural, economic, political, and symbolic relationships impacting on instruction will be examined. The organizational framework of actual settings and leadership styles will be analyzed.

#### **Educ 518 - Computer Applications for Reading Instruction (3 credits)**

This course explores how computer technology can be effectively used to support various theories of literacy instruction and learning. The course will provide hands-on opportunities to use and critique computer programs for use in reading programs. The course emphasizes effective integration of technology into teaching.

#### **Educ 519 - Reading Instruction for the Exceptional Child (3 credits)**

This course is designed to familiarize K-12 classroom teachers and reading specialists with children of varied exceptionalities, including behavioral disorders, learning disabilities, mental retardation, ADD/ADHD, and physical disabilities. While a theoretical base will be presented, the course will center around gathering useful pedagogical information from various sources that develop the literacy ability of these children and enhance instruction in all subject areas.

#### **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 522 - Curriculum Development K-12 (3 credits)**

This course examines the developmental nature of curriculum through elementary, middle, and secondary schools. Basic principles of curricular design are studied, as well as current curricular trends.

**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 - Independent Study (3 credits)**

Independent studies will be offered under special circumstance and will be designed with the program director. Permission required.

**Educ 527 - Special Topics in Education (3 credits)**

This course examines current issues in the field of education.

**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 - Reading Research Project (3 credits)**

Each student will engage in a reading research project in an area of special interest. Upon completion of the project, students will write a professional-quality academic paper. Prerequisite: Educ 500. Permission required.

### **Instructional Coaching Endorsement Requirements**

**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.

**Educ 710 – ASD: Assessment (3 credits)**

This course will create a framework for understanding and implementing effective interventions for children and adolescents with ASD in consideration of their cultural values and beliefs. The role of the

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

**Educ 715 – ASD: Community Collaboration (3 credits)**

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

**Curriculum and Instruction Program Core Requirements**

**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 systems and functions of education will be examined in light of contemporary issues.

**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 - Educational Research and Statistics (3 credits)**

This course deals with the process of conceptualizing and conducting educational research. Quantitative, qualitative, mixed methods, and action research methods will be explored. Students will be able to locate, read, understand, and critique educational research in order to become intelligent consumers of the results of research and make effective educational decisions. Students will also write a Master's Research Project Proposal as part of this course.

**Curriculum and Instruction Program  
Requirements for Concentration in PK-4 Elementary Education**

**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 625 - PK-4 Instructional Methods (3 credits)**

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

**Educ 630 - Elementary Mathematics and Science Instruction (3 credits)**

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

**Educ 521 - Alternative Assessment (3 credits)**

This course considers alternative assessments for measuring performance, including portfolios, performance assessments, checklists, anecdotal records, and the development of rubrics to measure the effectiveness of the curriculum. The alternative assessments will enhance the evaluation of a school's curriculum.

**Educ 635 - Master's Project (3 credits)**

A topic relevant to the teaching of elementary education in the classroom will be researched and/or conducted with the approval of the instructor. The topic of the research must be well documented in professional journals and studies. Upon completion of the project, the student will write a professional quality academic paper. Prerequisite: Educ 590. Permission required.

### **Curriculum and Instruction Program Requirements for Concentration in English as a Second Language (ESL)**

**Educ 600 - Second Language Acquisition (3 credits)**

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

**Educ 605 - ESL Instruction: Theory and Practice (3 credits)**

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

**Educ 610 - ESL Assessment: Theory and Practice (3 credits)**

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

**Educ 615 - Dimensions of Culture (3 credits)**

In this course, cultural and linguistic dimensions of culture are addressed within the mosaic of groups immigrating to the United States analyzing the “melting pot” and “salad bowl” perspectives of assimilation and acculturation. 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. Fifteen (15) hours of field experience is required with this course.

**Educ 620 - Master’s Project (3 credits)**

A topic relevant to the teaching of English as a Second Language in the classroom will be researched and/or conducted with the approval of the instructor. The topic of the research should be well documented in professional journals and studies. Upon completion of the project, the student will write a professional quality academic paper. Prerequisite: Educ 590. Permission required.

### **Curriculum and Instruction Program Requirements for Concentration in Mathematics Education**

**Educ 640 - Mathematics Curriculum and Instruction (3 credits)**

This course will focus on curriculum development and implementation using the National and Pennsylvania Standards. Students will learn to plan, execute and evaluate standards-driven mathematics experiences in the classroom. Students will work together to explore the way children develop mathematical ideas. Current developments in mathematics education will be addressed.

**Educ 642 - Mathematics Instructional Materials, Technologies and their Development (3 credits)**

This course is designed around the mathematics methods, strategies, research and resources that enable students to develop and implement mathematics programs, to assist students in the language of and academic cognitive understanding and skills within the content area while understanding its impact upon the mathematics 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 644 - Advanced Studies in Mathematics (3 credits)**

This course is designed to further the skills of the student in the field of mathematics curriculum. Students will explore contemporary models and in particular the newest advancements within mathematics through books, news magazines, newspapers, and the internet. Emphasis will be placed on a mathematics literate population who are able to solve problems, and can function as critical thinkers. Ethical issues involving mathematics and technology will be discussed.

**Educ 647 - Assessment in Mathematics (3 credits)**

A variety of assessment techniques, especially applicable to hands-on, mind-on will be presented that will assist in the evaluation of the student and the curriculum. The focus will be on developing and adapting authentic assessment for all learners of mathematics. The statistical portion of this course will introduce commonly used statistical methods that a teacher may employ to analyze instructional, local and state assessments for differentiation of instruction and improved student performance. Topics will include data analysis, calculation and interpreting data for use in decisions about the cause-and-effect relationships of instruction.

**Educ 650 - Master’s Project (3 credits)**

A topic relevant to the teaching of mathematics in the classroom will be researched and/or conducted with the approval of the instructor. The topic of the research must be well documented in professional journals and studies. Upon completion of the project, the student will write a professional quality academic paper. Prerequisite: Educ 590. Permission required.

## **Curriculum and Instruction Program Requirements for Concentration in Science Education**

### **Educ 660 - Science Curriculum and Instruction (3 credits)**

This course will focus on curriculum development and implementation using the National and Pennsylvania Standards. Students will learn to plan, execute and evaluate standards driven Science experiences in the classroom. Students will work together to explore the way children develop mathematical ideas. Current developments in Science education will be addressed.

### **Educ 662 - Science Instructional Materials, Technologies and their Development (3 credits)**

This course is designed around the science methods, strategies, research and resources that enable students to develop and implement science programs, to assist students in the language of and academic cognitive understanding and skills within the content area while understanding its impact upon the science 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 664 - Advanced Studies in Science (3 credits)**

This course is designed to further the skills of the student in the field of science curriculum. Students will explore contemporary models and in particular the newest advancements within science through books, news magazines, newspapers, and the internet. Emphasis will be placed on a science-literate population that is able to solve problems and can function as critical thinkers. Ethical issues involving science and technology will be discussed.

### **Educ 667 - Assessment in Science (3 credits)**

A variety of assessment techniques, especially applicable to hands-on, mind-on will be presented that will assist in the evaluation of the student and the curriculum. The focus will be on developing and adapting authentic assessment for all learners of science. The statistical portion of this course will introduce commonly used statistical methods that a teacher may employ to analyze instructional, local and state assessments for differentiation of instruction and improved student performance. Topics will include data analysis, calculation and interpreting data for use in decisions about the cause-and-effect relationships of instruction.

### **Educ 670 - Master's Project (3 credits)**

A topic relevant to the teaching of science in the classroom will be researched and/or conducted with the approval of the instructor. The topic of the research must be well documented in professional journals and studies. Upon completion of the project, the student will write a professional quality academic paper. Prerequisite: Educ 590. Permission required.

## **Curriculum and Instruction Program Requirements for Concentration in Social Studies Education**

### **Educ 680 - Social Studies Curriculum and Instruction (3 credits)**

This course will focus on curriculum development and implementation using the National and Pennsylvania Standards. Students will learn to plan, execute and evaluate standards-driven social studies experiences in the classroom. Students will work together to explore the way children develop social studies ideas. Current developments in social studies education will be addressed.

### **Educ 682 - Social Studies Instructional Materials, Technologies and their Development (3 credits)**

This course is designed around the social studies methods, strategies, research and resources that enable students to develop and implement science programs, to assist students in the language of and academic cognitive understanding and skills within the content area while understanding its impact upon the social studies 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 684 - Advanced Studies in Social Studies (3 credits)**

This course is designed to further the skills of the student in the field of social studies curriculum. Students will explore contemporary models and in particular the newest advancements within social studies

through books, news magazines, newspapers, and the internet. Emphasis will be placed on a social studies-literate population that is able to solve problems and can function as critical thinkers. Ethical issues involving social studies will be discussed. Two areas to be emphasized will be teaching world history and the history of the United States.

**Educ 687 - Assessment in Social Studies (3 credits)**

A variety of assessment techniques, especially applicable to social studies will be presented that will assist in the evaluation of the student and the curriculum. The focus will be on developing and adapting authentic assessment for all learners of social studies. The statistical portion of this course will introduce commonly used statistical methods that a teacher may employ to analyze instructional, local and state assessments for differentiation of instruction and improved student performance.

**Educ 690 - Master's Project (3 credits)**

A topic relevant to the teaching of social studies in the classroom will be researched and/or conducted with the approval of the instructor. The topic of the research must be well documented in professional journals and studies. Upon completion of the project, the student will write a professional quality academic paper. Prerequisite: Educ 590. Permission required.

**Curriculum and Instruction Program  
Requirements for Concentration in Excellence in Teaching**

**Educ 530 - Standards Aligned System (SAS)**

This course will focus on the Pennsylvania Standards Aligned System (SAS) curriculum alignment framework. Each of the six SAS circles will be examined: Clear Standards, Curriculum Framework, Fair Assessments, Interventions, Instruction, and Materials/Resources. Class participants will learn how the six circles of SAS relate to student achievement in their classrooms, interacting with the SAS website to realign curriculum, understand the impact and uses of the Classroom Diagnostic Tests, and the free interactive curriculum mapping tools embedded in the website. Other topics will include the "Understanding by Design" curriculum framework and the relationship between SAS and the resiliency model. This course will educate in-service teachers on how to utilize the PDE Standards Aligned Systems website.

**Educ 532 - Assessment**

This course will discuss the various data sources used with the PSSA reports, as well as the data of local assessment tests. Using this data, participants will determine root causes and develop instructional strategies to address those causes. Participants will be introduced to SAS, as well as many PDE tools. The course will also incorporate other educational researchers methodology aimed at teaching students to understand their subject area. This course is designed for teachers in grades K-12 and will help them construct lesson plans that are data-driven. Participants will be asked to complete an action plan.

**Educ 536 - Literacy in the Content Area**

This course is designed to help teachers improve the reading skills students need to comprehend and apply concepts in the content areas. Participants will learn strategies that will better enable them to foster and assess reading, writing, thinking and study skills throughout all content areas, to improve students' vocabulary and comprehension. Additional techniques will cover areas such as retention, readability measures, note-taking methods, informal reading inventories, and specific skills needed for studying content area material.

**Educ 537 - Classroom Set-up and Management**

This course will focus on classroom set-up that minimizes disruptive behavior and increases student learning in the classroom. Effective classroom management strategies that meet the needs of all students will be examined. Practical methods for altering unproductive student behavior will be stressed. Participants will identify ways of creating a positive learning environment that will enable them to effectively solve problems and correct misbehavior. They will also develop an individual behavior plan that can be used to develop new behavioral skills.

**Educ 538 - Differentiating Instruction**

This course is designed to assist beginning teachers in gaining a better understanding of differentiating instruction for all students in Pre K-12 classrooms. Learners who have physical, mental, emotional,

behavioral, or learning disabilities or who are English language learners can be successful in the classroom when teaching strategies and technologies are differentiated to the needs of these students. Pedagogical, curricular, and social considerations involved in educating learners with diverse learning needs in the general education classroom will be addressed, along with strategies for collaborating with parents, regular and special educators, para-professionals, and other individuals in the educational program.

#### **Educ 539 - Exceptional Learners: Gifted and Special Education**

Exceptional learners have become a majority in the current classroom. Teachers must know the laws and regulations associated with both special education and gifted education, including mandates, vocabulary, assistive services, and disability distinctions. This course will give an in-depth understanding of IDEA, PA Chapters 14 and 16, current case law, and the true meaning of continuum of services. It will look at least-restrictive environment and recent court decisions. The class will help with differentiating instruction and reaching all learners. Finally, the class will interact with legal experts, parent advocates, and professionals in the field.

#### **Educ 540 - School Law for Today's Teacher**

This course will give teachers the information necessary to remain in compliance with federal and state law affecting educators in regular education, gifted education, and special education. Topics will include 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 approach to explore, debate and apply content to everyday workplace settings.

#### **Educ 541 - Developing Collaboration with Parents**

Parents are an often neglected part of a child's education. As educators, teachers need to develop positive communication and collaboration with parents as they attempt to educate all students. Through the use of video and discussion, this course provides parents and educators with insight into the Toxic Culture facing our youth today and how to avoid common pitfalls. Topics include: drug and alcohol use, violence, premature and promiscuous sex, lack of accountability and character issues.

#### **Educ 542 - ELL Learners**

This course is designed to instruct students in the foundations, instructions, assessment, professionalism and culture of the E.L.L. student. This course will explore the methods, strategies, research and resources that enable the student to develop and implement ESL programs to help English Language Learners acquire English language and academic cognitive understandings and skills. The students design resource and teaching materials, implement them with their students, and provide reports to the class. The students learn and practice adaptations of lesson content. These adaptations and modifications of content/activities focus on regular and ESL classrooms. Emphasis is placed on working with colleagues in their schools, to help them understand that they, as well as ESL teachers, must adapt and modify content/lessons to enable ESL students to develop social and academic cognitive English.

#### **Educ 535 - Master's Project**

A topic relevant to excellence in teaching in the classroom will be researched and/or conducted with the approval of the instructor. The topic of the research must be well documented in professional journals and studies. Upon completion of the project, the student will write a professional quality academic paper. Prerequisite: Educ 590. Permission required.

### **ESL Certificate Program Requirements**

#### **Educ 600 - Basics of English Grammar, First and Second Language Acquisition and Instructional Strategies for Second Language Acquisition (3 credits)**

This course focuses on the grammar and structure of the English language including the components: lexical, syntactical, phonological and morphological and semantic. Theoretical perspectives of first and second language acquisition are examined. Students develop activities to demonstrate selected instructional strategies and theoretical acquisition perspectives.

**Educ 601 - ESL Clinical Field Practicum (3 credits)**

The course is a clinical field practicum for 15 weeks to meet the 60 hours of field experience required for the Pennsylvania ESL Program Specialist Certificate. This 60 hours of field experience (Educ 601) 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 will be documented in a portfolio format and monitored by a King's College supervisor who holds an ESL Program Specialist certificate. The semester long field experience will underscore the coursework by providing opportunities for practical application of theory and feedback from the practicing ESL Program Specialist as well as the King's College supervisor.

**Educ 605 - Instructional Materials, Technologies and Their Development (3 credits)**

This course is designed around the methods, strategies, research and resources that enable students to develop and implement an ESL program, to help English Language Learners acquire English language and academic cognitive understanding and skills. Students design resource and teaching materials, implement them with their students, and provide reports to the class. Emphasis is placed on working with colleagues in schools, to help them understand that they, as well as ESL teachers, must adapt and modify content/lessons to enable ESL students to develop social and academic cognitive English.

**Educ 610 - Assessment and Evaluation of Student, Program, Instruction, Family Involvement and Support Services (3 credits)**

This course emphasizes multiple assessment models to determine English language performance and proficiency. Models include: paper and pencil tests, authentic assessment, and conferencing evaluation methods. Emphasis is placed on linking instruction with assessment results using individual and small group activities. Students design an ESL Unit to be implemented with ESL students in their classrooms. Additional ways of assisting families to participate in their children's learning are examined. Finally, the ESL placement and annual state tests mandated by the Pennsylvania Department of Education (PDE) are examined.

**Educ 615 - Cultural and Linguistic Diversities, Approaches and Collaborative Methods for Developing Cultural Awareness (3 credits)**

In this course, cultural and linguistic diversities are examined through the mosaic of groups immigrating to the United States. The analyses focus on: time period of immigration, reasons for immigrating, and differences among immigrating groups in education, occupation, religion, native language, ESL mode or type used with these groups, and other variables. Methods of working with culturally and linguistically diverse families and ways to collaborate with them and their needs are examined.

### Special Education Program Requirements

**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.

**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 - Research Design in Education (3 credits)**

This course deals with understanding, developing, and utilizing data as applied to educational problems. Methodology and techniques of empirical educational research will be explored. Specific techniques of gathering and analyzing educational data will be explored. This course will include an overview of quantitative and qualitative educational research. Special emphasis will be placed upon the action research process.

**Educ 770 - Master's Project (3 credits)**

A topic relevant to teaching of special education students in the classroom will be researched and/or conducted with the approval of the instructor. The topic of research must be well documented in professional journals and studies. Upon completion of the project, the students will write a professional quality academic paper. Prerequisite: Educ 590.

**Educ 720 - Special Education School Law and Regulations (3 credits)**

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

**Educ 730 - Early Intervention Infant/Preschool (3 credits)**

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

**Educ 740 - Universal Design for Learning and Response to Intervention (3 credits)**

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

**Educ 750 - School-wide Behavior Support and Behavior Management (3 credits)**

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

**Educ 760 - Transition Systems from School to Adult (3 credits)**

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

## **Autism Spectrum Disorder (ASD) Endorsement Requirements**

### **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.

### **Educ 710 – ASD: Assessment (3 credits)**

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

### **Educ 715 – ASD: Community Collaboration (3 credits)**

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

## **STEM Endorsement Program Requirements**

### **Educ 672 - STEM Design (3 credits)**

By examining the conceptual development of STEM programs and courses, the goal of this course will be to design learning organizations and environments that support collaborative practice for multidisciplinary integration, 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 (3 credits)**

This course will explore the implementation of differentiated methods/pedagogies for implementation in courses integrating STEM. Participants will experience model STEM lessons, participate in Problem Based Learning Scenarios, Research components for STEM integration, investigate community resources to advance STEM Education, and create a portfolio of resources, lessons and project-based activities.

Emphasis will be on the designing and facilitating lessons implementing a learning cycle model for student-centered inquiry learning for collaborative multidisciplinary, interdisciplinary, and transdisciplinary environments.

**Educ 676 - STEM Assessment (3 credits)**

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 (3 credits)**

An experiential real-life problem solving laboratory experience utilizing the engineering laboratory at King's College. 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.

### **Health Care Administration Program Requirements and Electives**

**HCA 500 - Introduction to Health Services Systems (3 credits)**

This course is designed as a comprehensive introduction to the organization of the U.S. health care "system." It examines the major institutions, professions, and political forces that influence the provision of health care services in the United States. Students explore the development of each major component of the medical care system from an historical perspective by examining the changes in their organization and role over time. They also consider the major problems presently confronting each aspect of health care and discuss alternative means of resolving these issues for the future.

**HCA 501 - Health Policy (3 credits)**

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

**HCA 502 - Human Resources Management (3 credits)**

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

**HCA 504 - Health Care Economics (3 credits)**

This course is an in-depth study of the major topics in health care economics. The course examines 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. Students comprehend the essential economic concepts, critically review relevant research evidence, and consider the policy implications for the various interest groups in both private and public sector.

**HCA 505 - Epidemiology for Health Care Managers (3 credits)**

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

**HCA 507 - Health Care Financial Management (3 credits)**

This course introduces both the theory and concepts behind financial decision making in the health services industry. The primary goal of this course is to provide an operational knowledge of financial management theory and concepts. Students will be given the opportunity to apply these ideas to real-world healthcare business settings and to use spreadsheet analyses to help make better financial decisions. It is strongly recommended that students take HCA 541 before taking this course.

**HCA 511 - Quantitative Business Methods for Health Care (3 credits)**

This course focuses on the development and use of statistical analysis in health care. Students are introduced to the essential definitions, concepts, and tools of statistical analysis and Excel statistical functions. Students will use their knowledge of statistics and Excel to identify and run appropriate statistical tests based on the goal(s) of the analysis and data availability. Statistical tests covered include chi-square, t-test, analysis of variance, regression, and Logit. The goal of the course is to improve policy and administrative decision-making in health care settings using statistical techniques.

**HCA 521 - Community Health Administration (3 credits)**

This course examines community health initiatives designed to protect and advance the general health of the public. Topics to be covered include: history of public health, epidemiology, community assessment, public health management, health education, child health programs, communicable and chronic diseases, environmental health, and the future of the public health. Particular attention is paid to partnering with managed care organizations in order to acquire needed resources.

**HCA 531 - Understanding Organizational Ethics (3 credits)**

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

**HCA 541 - Managerial Accounting for Health Care Administration (3 credits)**

This course is intended to provide an overview of the subject of accounting. Students will learn financial and managerial accounting concepts with an emphasis on contemporary management control theory as applied in the health services industry. The course begins with the characteristics of the management control function. It then examines the nature and purpose of financial statements and introduces fund accounting. The course concludes with coverage of full cost accounting, the measurement and use of differential costs, and pricing decisions.

**HCA 570 - Topics in Health Care Administration (3 credits)**

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

**HCA 571 - Health Care Marketing (3 credits)**

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

**HCA 572 - Health Law (3 credits)**

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

**HCA 573 - Health Care Information Systems (3 credits)**

An introduction to information and its key role in the effective functioning and management of health care organizations. The course provides students with sufficient background on fundamental terminology pertaining to computer hardware and operating systems to communicate effectively with technical personnel. It explores clinical-care and administrative application of the computers in health services delivery.

**HCA 575 - Health Promotion (3 credits)**

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

**HCA 576 - Operations Management in Health Care (3 credits)**

This course provides an in-depth understanding of the essential concepts, tools, and strategies in operations research and their application to 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 system effectiveness and efficiency. Main topics covered include break-even analysis, demand forecasting, linear programming, and project and inventory management, and quality control.

**HCA 591 - Directed Study in Health Care Administration (3 credits)**

This course allows the student the opportunity to pursue the study of special interest under the direction of a faculty member. Prerequisite: permission of the instructor.

**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 Health Care (3 credits)**

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

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

Provides students with administrative experience in a health service agency. Internship with a health-care facility may be substituted for one elective course. The internship is coordinated through the Office of Career Planning (described above). Permission of the director of the Health Care Administrative Program is required.

**Graduate Executive Leadership Certificate for Health Care Professionals Requirements****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 507 - Healthcare Financial Management (3 credits)**

This course introduces both the theory and concepts behind financial decision making in the health services industry. The primary goal of this course is to provide an operational knowledge of financial

management theory and concepts. Students will be given the opportunity to apply these ideas to real-world healthcare business settings and to use spreadsheet analyses to help make better financial decisions. It is strongly recommended that students take HCA 541 before taking this course.

#### **HCA 571 - Health Care Marketing and Branding (3 credits)**

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

#### **HCA 595 - Leadership and Innovation Management in Healthcare (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.

### **Physician Assistant Program Requirements**

#### **PA 450 — Diagnostic Methods I**

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

#### **PA 554 — Clinical Medicine I**

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

#### **PA 556— Clinical Medicine II**

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

#### **PA 475 — Basic Medical Sciences I**

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

#### **Pa 475c — Medical Terminology (Independent Course)**

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

#### **PA 455 — Diagnostic Methods II**

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

#### **PA 557 — Clinical Medicine III**

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

**PA 558 — Clinical Medicine IV**

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

**PA 476 — Basic Medical Sciences II**

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

**PA 559 — Clinical Medicine V**

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

**PA 510 — Research Methodology**

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

**Professional (Clinical) Phase**

PA 515 Emergency Medicine (6 credits)

PA 520 Internal Medicine (6 credits)

PA 525 Obstetrics and Gynecology (6 credits)

PA 530 Pediatrics (6 credits)

PA 535 Psychiatry (6 credits)

PA 540 General Surgery (6 credits)

PA 545 Family Practice I (6 credits)

PA 550 Family Practice II (6 credits)

PA 555 Elective Rotation (6 credits)

Students complete 6 week rotations in Emergency Medicine, Internal Medicine, Obstetrics and Gynecology, Pediatrics, Psychiatry, General Surgery and an elective rotation. Toward the end of the student's training they will complete a 12 week preceptorship in Family Medicine.

**PA 560 Capstone Course**

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

## SENIOR ADMINISTRATION

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

**President**

B.S., Wilkes University  
M.B.A., St. Joseph's University  
M.Div., University of Toronto  
Ph.D., Temple University

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Ph.D., SUNY at Binghamton

**John Loyack '85**

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**Janet Mercincavage**

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M.B.A., Temple University

**Frederick A. Pettit, Esquire**

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