



POST BACCALAUREATE PROGRAM STUDENT HANDBOOK (2017-18)

King's College Mission Statement

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

Education Department Mission Statement

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

Education Department Vision Statement

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

THE POST BACCALAUREATE PROGRAM

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

The Education Department currently offers programs leading to certification in grades PK-4 and Special Education PK-8 (combined or separate), Biology (7-12), Chemistry (7-12), English (7-12), French (K-12), General Science (7-12), History (Citizenship or Social Studies) (7-12), Physics (7-12), Spanish (K-12) and Special Education (7-12). *Special Education grades PK- 8 or 7-12 certifications must complement another certification for the same grade level.*

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

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

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

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

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

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

Specific requirements of each course offered are found in course syllabi which are distributed at the beginning of each course. It is the student's responsibility to be aware and follow all of the requirements found in each syllabus. Pre-requisites can be found in the King's College catalog.

Note: Students beginning the program after August 1, 2015 must complete the Basic Skills testing requirement BEFORE enrolling in 300 and 400 level education classes. (See Testing Requirements/Pennsylvania Tests, page 11.)

Class Attendance

For the majority of blended Moodle courses, students will be required to meet one evening on campus during the first week and one evening during the last week of the course. Attendance at all campus meetings are required in order to pass the course. The meeting times and room

locations will be set by the instructor and be sent to you via your King's College e-mail or posted on the course's Moodle site.

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

Student Teaching/Special Education Culminating Field Experience

Candidates who do not already possess a teaching certificate will have to complete a semester of student teaching. This is a 16 -17 week program that involves being at a school an entire day. Candidates seeking a Special Education Certificate (and who already possess a teaching certificate) will be required to complete a Special Education Culminating Field Experience which will require 125 hours in a special education setting.

Post Baccalaureate Admission Process

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

- A candidate is requested to contact the department's Administrative Assistant, Janice Gavlick – janicegavlick@kings.edu -who will send the candidate an information sheet to find out what certification the candidate is seeking. An appropriate program planner will also be sent.
- The prospective candidate will then return the information sheet, along with all transcripts from their undergraduate program. If the candidate has a graduate degree in a relevant education area, that transcript should also be sent. *Unofficial transcripts suffice at this juncture; however, if a candidate pursues entrance into the program official transcripts will be required.*
- The Education Department will only accept up to one-half of the education credits necessary for a particular certification from another educational institution. Major methods courses *cannot be transferred in* and must be taken at King's.
- After all items are reviewed, the Post Baccalaureate Counselor will contact the candidate for a personal interview.
- Following the interview with the Post Baccalaureate Counselor, a candidate will be admitted to the Post Baccalaureate Program on a probationary basis and assigned an Educational Advisor who will assist the candidate in registering for future courses.

Tuition and Fees

2017 – 2018 Academic Year

- One time Application Fee: \$25 – check made out to King's College/Educ. Dept.
- \$300 per tuition credit: maximum of 11 credits per semester
- One time Task Stream Fee: \$110
- General College Fee (every semester enrolled): \$75

There also will be a Student Teaching or Special Ed Culminating Experience Fee (EDUC 437, EDUC 467 or EDUC 447) of \$250 charged during the semester of those experiences.

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

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

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

Financial Assistance

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

Withdrawals and Refunds

It is presumed that a student will complete the courses for which he/she is registered. Requests for dropping/withdrawing from a course must be made through a student's advisor. Discontinuation of class attendance/or not submitting material on a blended course, does **not** constitute authorized withdrawal. A student who discontinues a class and does not notify his/her advisor of the intent to withdraw will receive a grade of "F" for that class.

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

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

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

Withdrawal from the Post Baccalaureate Program

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

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

Formal Admission to the Education Department

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

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

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

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

Fall Semester: November 30

Spring Semester: April 30

Courses of Study Leading to Certification

PRE-SCHOOL-GRADE 4 (PK-4) WITH SPECIAL EDUCATION (K-8) PROFESSIONAL EDUCATION REQUIREMENTS

CORE 154 Psychological Foundations (3)
EDUC 202 Educational Philosophy, Ethics, Issues and Trends (3)
EDUC 215 PK-4 Development, Cognition and Learning I (3)
EDUC 216 PK-4 Development, Cognition, and Learning II (3)
EDUC 220 The Education of Young Children: Theories, Practices and Policies (3)

EDUC 230 PK-4 Multicultural, Linguistic and Instruction Methods (3)
EDUC 231 Technology Module I (1)
EDUC 232 Technology Module II (1)
EDUC 252 Curricular Integration (3)
EDUC/SPED 260 Early Literacy Foundations (PK-1) (3)
EDUC/SPED 270 Introduction to Special Education (3)
EDUC 299 PDE Basic Skills Tests (0)

EDUC/SPED 305 Assessment I (3)
EDUC/SPED 306 PK-8 Assessment II (3)
EDUC 360 Literacy Foundations for Primary Grades 2-4 (3)
EDUC/SPED 370 Specifically Designed Instruction (3)
EDUC/SPED 390 Differentiated Reading for the Developing Child (3)
EDUC 420 Social Studies Methods PK-4 (3)
EDUC 421 Math Methods PK-4 (3)
EDUC 422 Science Methods PK-4 (3)
EDUC/SPED 423 Literacy Across the Curriculum: The Reading-Writing Connection (3)
EDUC 424 Family Involvement and Communication (3)

MATHEMATICS REQUIREMENTS

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

SCIENCE REQUIREMENTS

BIOL 200 Life Science for Elementary Education (3) OR
a course from CORE 270 series
PHYS 100 Physical Science for Elementary Education (3)

SPECIAL REQUIREMENTS

CORE 181 American History (3) OR
CORE 188 American Government (3)

STUDENT TEACHING SEMESTER REQUIREMENTS

EDUC 437 Observation and Student Teaching (3.5-7) and
EDUC 457 (3.5) if pursuing Special Education certification
EDUC 438 Student Teaching Seminar (1-2)
EDUC 440 Inclusive Education (3)

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

EDUC/SPED 215 Development, Cognition and Learning I (3)
EDUC/SPED 216 Development, Cognition and Learning II (3)
EDUC/SPED 230 PK-4 Multicultural, Linguistic and Instruction Methods (3)
EDUC/SPED 260 Early Literacy Foundations (PK-1)

EDUC/SPED 270 Introduction to Special Education (3)
EDUC/SPED 305 Assessment I (3)
EDUC/SPED 306 PK-8 Assessment II (3)
EDUC/SPED 311 Assistive Technology (3)
EDUC/SPED 370 Specifically Designed Instruction
EDUC/SPED 390 Differentiated Reading for the Developing Child
EDUC/SPED 423 Literacy Across the Curriculum: Reading-Writing Connections
EDUC 440 Inclusive Education (3)
EDUC 447 Special Education Culminating Field Experience (4)
(125 hours in a special education school setting.)

MATHEMATICS/EDUCATION GRADES 4-8 PROFESSIONAL EDUCATION REQUIREMENTS

EDUC 202 Educational Philosophy, Ethics, Issues, and Trends (3)
EDUC 231 Technology Module I (1)
EDUC 232 Technology Module II (1)
EDUC 235 Secondary Development, Cognition, and Learning I (3)
EDUC 240 Secondary Multicultural, Linguistic, Educational Methods (3)
EDUC/SPED 270 Introduction to Special Education (3)
EDUC 299 PDE Basic Skills Tests (0)
EDUC 305 Assessment I (3)
EDUC 350 Classroom Management (3)
EDUC 410 Social Studies Methods (Grades 4-8) (3)
EDUC 411 Mathematics Methods (Grades 4-8) (3)
EDUC 412 Science Methods (Grades 4-8) (3)
EDUC 413 Language Arts Methods (Grades 4-8) (3)

MATHEMATICS REQUIREMENTS

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

SCIENCE REQUIREMENTS

CORE 270 Natural Science Perspectives (3)
One Life Science Requirement (3):
CORE 273 Contemporary Biology
CORE 275 Genetics: Current Knowledge and Applications

One Physical Science Course (3-4):
PHYS 100 Physical Science for Elementary Teachers
CORE 272 Chemistry in Context
CORE 277 Conceptual Physics
One Earth/Space Science Course (3):
ENST 200 Earth Science
CORE 271 Descriptive Astronomy
CORE 274 The Environment and Natural Resources

STUDENT TEACHING SEMESTER REQUIREMENTS

EDUC 417 Observation and Student Teaching Grades 4-8 (7)
EDUC 418 Student Teaching Seminar Grades 4-8 (1-2)
EDUC 440 Inclusive Education (3)

SCIENCE/EDUCATION GRADES 4-8 PROFESSIONAL EDUCATION REQUIREMENTS

EDUC 202 Educational Philosophy, Ethics, Issues, and Trends (3)
EDUC 231 Technology Module I (1)
EDUC 232 Technology Module II (1)
EDUC 235 Secondary Development, Cognition, and Learning I (3)
EDUC 240 Secondary Multicultural, Linguistic, Educational Methods (3)
EDUC 270 Introduction to Special Education (3)
EDUC 299 PDE Basic Skills Tests (0)
EDUC 305 Assessment I (3)
EDUC 350 Classroom Management (3)
EDUC 410 Social Studies Methods (Grades 4-8) (3)
EDUC 411 Mathematics Methods (Grades 4-8) (3)
EDUC 412 Science Methods (Grades 4-8) (3)
EDUC 413 Language Arts Methods (Grades 4-8) (3)

SCIENCE REQUIREMENTS

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

MATH REQUIREMENTS

MATH 101 Theory of Arithmetic (3)

MATH 102 Algebra and Geometry (3)

One of:

MATH 124 Probability and Statistics for Education Majors (3)

MATH 126 Introduction to Statistics (3)

MATH 128 Introduction to Statistics, Data Analysis, and Applications to Life Sciences (4)

One of:

MATH 125 Calculus (4)

MATH 129 Analytic Geometry and Calculus I (4)

ENGLISH REQUIREMENTS

CORE 110 Effective Writing

CORE 161-164 Literature

Two English electives numbered 200 or above

SOCIAL STUDIES REQUIREMENTS

CORE 131 OR 133 Western OR World Civilizations

CORE 181 American Civilization

CORE 192 Global Geography

HIST 258 Pennsylvania Survey

STUDENT TEACHING SEMESTER REQUIREMENTS

EDUC 417 Observation and Student Teaching Grades 4-8 (7)

EDUC 418 Student Teaching Seminar Grades 4-8 (1-2)

EDUC 440 Inclusive Education (3)

SECONDARY EDUCATION CERTIFICATION

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

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

All candidates seeking secondary certification (7-12) or (K-12 for French or Spanish) must have the equivalent of six credits in mathematics (numbered 100 or above at King's) and six credits in English.

SECONDARY EDUCATION REQUIREMENTS

EDUC 202 Educational Philosophy, Ethics, Issues and Trends (3)
EDUC 231 Technology Module I (1)
EDUC 232 Technology Module II (1)
EDUC 235 Secondary Development, Cognition and Learning I (3)
EDUC/SPED 270 Introduction to Special Education (3)
EDUC 305 Assessment I (3)
EDUC 350 Classroom Management (3)
EDUC 366 Methods for Teaching Diverse Secondary Students (3)

and

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

(Determined by certification sought)

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

STUDENT TEACHING SEMESTER REQUIREMENTS

EDUC 467 Observation and Student Teaching (7)
EDUC 468 Student Teaching Seminar (1-2)
EDUC 440 Inclusive Education (3)

“Add on” SPECIAL EDUCATION (7-12)

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

EDUC/SPED 216 Development, Cognition, and Learning II (3)
EDUC/SPED 307 Secondary Assessment II (3)
EDUC/SPED 311 Assistive Technology (3)
EDUC/SPED 312 Literacy Learning for the 7-12 Special Needs Student (3)
EDUC/SPED 313 Learning Environments for High and Low Incidence Disabilities (3)
EDUC/SPED 370 Specifically Designed Instruction (3)

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

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

EDUC/SPED 215 Development, Cognition and Learning I (3)

- EDUC/SPED 216 Development, Cognition and Learning II (3)
- EDUC/SPED 240 Sec. Multicultural, Linguistic and Instruction Methods (3)
- EDUC/SPED 270 Introduction to Special Education (3)
- EDUC/SPED 305 Assessment I (3)
- EDUC/SPED 307 Assessment II (3)
- EDUC/SPED 311 Assistive Technology (3)
- EDUC/SPED 312 Literacy learning for the 7-12 Special Needs Student (3)
- EDUC/SPED 313 Learning Environments for High and Low Incidence Disabilities (3)
- EDUC/SPED 370 Specifically Designed Instruction
- EDUC 440 Inclusive Education (3)
- EDUC 447 Special Education Culminating Field Experience (4)
(125 hours in a special education school setting.)

Testing Requirements

Pennsylvania Tests

Individuals applying for initial certification in Pennsylvania are required to meet the Basic Skills Requirement in ONE of the following ways *BEFORE* enrolling in 300 and 400 level education classes.

Pennsylvania Department of Education
Certification Test and Score Requirements

Basic Skills Assessment Options				
Basic Skills Assessments – Composite Score Option				
<p>You may combine reading, writing and mathematics module scores from different test providers to meet the basic skills requirements. You may use the composite score method to meet the requirement when you do well in one or two areas to compensate for a lower score in the other area. The composite score is the sum of the passing scores. Use the Composite Score Calculator when mixing tests. Note When using the composite score, each test must meet or exceed the minimum score listed.</p>				
I. ACT				
		<i>Test Registration Link:</i> ACT		
Test Name	Section	Passing Score	Minimum Composite Score	
ACT – after August 31, 2015				
	Reading	22	20	
	Writing	21	17	
	Writing after Sept. 2015	9	7	
	Mathematics	21	19	
Composite ACT Test Score:		Sept 2015-Aug 2016: 64	September 2016 and later: 61	
II. CORE Academic				
		<i>Test Registration Link:</i> www.ets.org/praxis		
CORE Test Option Effective 8/1/2014 for non-vocational certifications				
Test Number	Passing Score	Minimum Composite Score		
Reading	5712	156		
Mathematics	5732	142		
Writing	5722	162		
Composite CORE Test Score:		460		
III. PAPA				
		<i>Test Registration Link:</i> ES Pearson		
Test Name	Test Number	Passing Score	Minimum Composite Score	
Reading	8001	220	193	
Mathematics	8002	193	176*	
Writing	8003	220	192	
Composite PAPA Test Score:		633		
*We will accept 174 from candidates accepted into an educator certification program prior to 8/31/2016				
IV. SAT				
		<i>Test Registration Link:</i> College Board		
Test Date	Test	Passing Score	Minimum Composite Score	
SAT – prior to March 1, 2016				
	Critical Reading	500	500	
	Mathematics	500	500	
	Writing	500	500	
Composite SAT Test Score:		1500		
SAT - after February 29, 2016				
	Reading	27	25	
	Mathematics	26	24	
	Writing and Language	28	26	
Composite SAT Test Score:		81		
V. PPST (Praxis II)*				
Test Name	Test Number	Passing Score	Minimum Composite Score	
PPST or Computerized PPST Reading	0710 or 5710	172	169	
PPST or Computerized PPST Writing	0720 or 5720	173	170	
PPST or Computerized PPST Mathematics	0730 or 5730	173	170	
Composite PPST Test Score:		518		
*Test Series Must be Started Prior to 12/31/2012				

In addition, King’s College teacher candidates should take the following test(s) normally during student teaching:

Education PK-4:

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

Special Education PK-8:

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

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

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

Biology: Content Knowledge

Chemistry: Content Knowledge

Citizenship Education: Content Knowledge
(THIS IS THE TEST TO TEACH HISTORY, GOVERNMENT, AND ECONOMICS)

English- English Language, Literature and Composition: Content Knowledge

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

General Science: Content Knowledge

Mathematics: Content Knowledge

Physics: Content Knowledge

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

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

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

Please note: In order to be certified in Special Education by the Commonwealth of Pennsylvania, you must hold or be submitting a content area or PK-4 certification at the same time.

It is the responsibility of the student to register for the proper tests. (www.ets.org/praxis) **Students should pay careful attention to identifying and recording the correct code number of King’s College (RA2353 for ETS) on the registration form. King’s MUST be identified as a score recipient. Be sure to save the PDF file of your scores from ETS or Pearson for your records.**

Please note the Pennsylvania Department of Education will recognize scores for five years from the date of the test administration.

Students are encouraged to visit the Praxis Series Website at <http://www.ets.org> to get current information on testing requirements. Also, students can download “Tests at a Glance” booklets at <http://www.ets.org/praxis/prxtest.html> .

Certification

Applying for Teacher Certification in Pennsylvania

All candidates for initial certification in Pennsylvania must have earned at least a baccalaureate degree, completed an approved program of teacher education, and have passed the Praxis Series and/or Pearson tests for their certification area. All Praxis/ Pearson scores are to be sent to King’s College.

The Teacher Information Management System (TIMS) is Pennsylvania's online application and credential repository. TIMS is a valuable resource for those seeking certification. After students have successfully completed all of the requirements (including student teaching), they are to submit their application for certification online at <http://www.education.state.pa.us/portal/server.pt/community/tims/20476>.

Applying for Teacher Certification in Other States

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

Academic Integrity

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

In order for faculty member to accurately perform their duty of fostering and evaluating the individual academic progress of each of their students, they need to assume examinations, essays, themes, term papers and similar requirements submitted for credit as part of a course or

in fulfillment of a college requirement are the *original* work of the student. A violation of academic integrity is an action where a student tries to violate this assumption. Students, therefore, shall not knowingly:

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

Policy on Students with Disabilities

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

Communication of Information

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

Grade Interpretations

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

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

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

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

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