

Education Courses

at Arcadia University

Global Perspectives...Personal Attention...Real-World Integrative Learning Experiences

Art Education Courses (AE)

400

The **Uses of Theory in Art Education**

(Spring)

This course is an examination of the philosophy, psychology and literature of art education as the basis for developing and evaluating art curriculum and instruction. It offers appropriate field experience to apply theory to practical problems of teaching. It provides opportunity to examine and design instructional material and methods.

408

Curriculum Design in Art Education

(Spring)

This course examines stages of development and how artistic learning occurs. Students study curriculum theory, construct models for actual teaching situations and develop strategies for classroom management and evaluation procedures. Appropriate field experience is provided.

Education Courses (ED)

470

Graduate Student Teaching Practicum, Early Childhood and Elementary

(6 credits; Fall, Spring)

This student teaching practicum is to include 14 weeks of full-time teaching in an accredited elementary school or Early Childhood center and attendance at six on-campus seminars. It includes supervision by an Arcadia University faculty member. Applications are due at the beginning of the semester prior to student teaching. Deadline dates are September 15 for the Spring semester and February 1 for the Fall semester.

Prerequisites: 1) Permission of adviser and coordinator of student teaching. 2) Completion of all Praxis tests required for certification. 3) Completion of all general and specific course requirements necessary for certification. Certification credit only; not applicable to degree.

471

Graduate Student Teaching, Secondary

(6 credits; Fall, Spring)

This student teaching practicum is to include 14 weeks of full-time teaching in an accredited

secondary school (7–12) and attendance at six on-campus seminars. It includes supervision by an Arcadia University faculty member.

Applications are due at the beginning of the semester prior to student teaching. Deadline dates are September 15 for the spring semester and February 1 for the fall semester.

Prerequisites: 1) Permission of adviser and coordinator of student teaching. 2) Completion of all Praxis tests required for certification. 3) Completion of all general and specific course requirements necessary for certification. Certification credit only; not applicable to degree.

474

Graduate Student Teaching, Practicum, Art Education (K–12)

(6 credits; Fall, Spring)

This student teaching practicum is to include 14 weeks of full-time teaching in an accredited secondary school (7–12) and attendance at six on-campus seminars. It includes supervision by an Arcadia University faculty member.

Applications are due at the beginning of the semester prior to student teaching. Deadline dates are September 15 for the spring semester and February 1 for the fall semester.

Prerequisites: 1) Permission of adviser and coordinator of student teaching. 2) Completion of all Praxis tests required for certification. 3) Completion of all general and specific course requirements necessary for certification. Certification credit only; not applicable to degree.

475

Graduate Practicum: School Library Media Center

(Fall, Spring)

Supervised 14-weeks full-time field experience in an accredited K–12 school and attendance at six on-campus seminars. It includes supervision by an Arcadia University faculty member.

Applications are due at the beginning of the semester before student teaching. Deadline dates are September 15 for the spring semester and February 1 for the fall semester.

Prerequisites: 1) Permission of adviser and coordinator of student teaching. 2) Completion of all Praxis tests required for certification. 3) Completion of all general and specific course requirements necessary for certification. Certification credit only; not applicable to the degree.

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478

Graduate Student Teaching Practicum: Environmental Education (K–12)

(Fall, Spring)

This student teaching practicum is to include 14 weeks of full-time teaching in an accredited K–12 school and attendance at six on-campus seminars. It includes supervision by an Arcadia University faculty member. Applications are due at the beginning of the semester before student teaching. Deadline dates are September 15 for the spring semester and February 1 for the fall semester.

Prerequisites: 1) Permission of adviser and coordinator of student teaching. 2) Completion of all Praxis tests required for certification. 3) Completion of all general and specific course requirements necessary for certification. Certification credit only; not applicable to the degree.

501

Theory and Practice in Urban Education

(Spring, Summer)

This course explores urban education within historical, sociological, cultural, political, economic, philosophical, and pedagogical contexts. Concepts and practices critical to understanding teaching and learning in urban schools are examined and analyzed. Theories and practices are presented within the larger social contexts of neighborhoods, cities, and the nation.

502

Foundations of Curriculum

This Introductory course is for classroom teachers and others interested in understanding major American curriculum movements and their underlying philosophies.

503

General Foundations of Education in the U.S.

(Fall, Spring, Summer)

This sociocultural introduction to the educational studies is designed for secondary teachers. Ethnographic research, historical, and philosophical approaches are used to explore how youth cultures, institutional organization, disciplinary contexts, and categories of difference frame youth experiences and the enactment of curriculum. Students arrange their own field locations, where they observe formal and informal learning environments and analyze disciplinary learning.

504

Human Relations in Education

(Fall, Summer)

This is a study of group dynamics and human relations as they apply to the teaching-learning

process. It examines the classroom as a group. It focuses on skill in observing and diagnosing group process.

505

Cultural Foundations of Education

(Fall, Spring, Summer)

This examination of educational institutions and concerns through concepts is drawn from fields of anthropology, linguistics and folklore. Issues include bilingualism and bidialectism, children's culture, school as a cultural setting and ways of understanding classroom performance of culturally different students.

506

Historical Foundations of Education

(Fall)

Explore the changing educational beliefs and practices through medieval, renaissance, enlightenment, and modern Western societies. Specific focus is on the rise of public institutions in the United States, beginning with the common (elementary) school and the subsequent extension of educational rights to higher (secondary and post-secondary) education. Consider the historical relations among schools, culture, politics, and power as a way to understand contemporary educational beliefs and practices.

507

Philosophical Foundations of Education

(Summer)

This exploration of philosophical issues in education is through the writings of Plato, Rousseau, Mill, Dewey and others. It includes the relation of theories of knowledge to curriculum, the social role of education, inquiry methods and the role of ideals such as liberty, justice and equality.

508

Ethnography for Educational Practitioners

(Fall, Spring)

This presentation of ethnographic research techniques is to help educational practitioners better understand their work settings. It begins with a series of field exercises to introduce the techniques of participant observation, interviewing and journal keeping. It concludes with the design and execution of an ethnographic study in a setting of choice.

509

Psychological Foundations of Education

(Fall, Spring, Summer)

This examination of various major instructional and psychological learning theories studies the implications of those theories for classroom practice and curriculum development.

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510

Interpreting Educational Research

(Fall, Spring, Summer)

This overview of educational research develops skill in comprehending and critically evaluating research reports. It focuses on interpretation and application of recent research findings in education and the social sciences.

512

Differentiating Instruction in the Inclusion Classroom

(Fall, Spring)

This class is pedagogy that goes above and beyond “teaching down the middle,” with tiered instruction for motivating, educating and assessing a variety of learners in today’s inclusive classroom. IEPs are discussed and analyzed to help better tailor the classroom community. A variety of perspectives and tools for the differentiated environment are analyzed and utilized in this hands-on course.

513

Meeting the Needs of Diverse Learners

(Fall, Spring, Summer)

This course includes three four-week integrated modules: adolescent development, exceptional learners and literacy in the content areas. It includes one hour per week in the field conducting an action research project. It meets Pennsylvania teaching standards relating to the needs of diverse learners and includes introduction to theory, identification and instructional strategies to address these needs.

514

Assessment in the Classroom

(Fall)

Explore the uses of various traditional and alternative assessment techniques in the classroom. This course includes choosing, administering and interpreting standardized tests; grading and marking, and using tests to evaluate and improve instruction. Curriculum-based assessment and alternative assessment techniques are included as well as issues related to evaluating students in today’s curriculum.

516

Human Development Life Span

(Also listed as PY 415)

(Fall)

This examination of cognitive, social, emotional and physiological development from birth to death explores a wide range of theoretical knowledge with practical applications in a variety of educational areas: parenting, counseling, teaching and other service-oriented fields.

517

Human Development: The School Years, K–12

(Also listed as PY 418)

(Fall, Spring, Summer)

This course is an examination of cognitive, social, emotional and physiological development during childhood and adolescence.

518

Special Topics: Emotional and Behavioral Disorders

This seminar is designed to provide current preparatory knowledge about issues commonly associated with school-age children with EBD. Topics addressed include learning, mental health, social and emotional variables, and how they provide a complete picture of the students and their educational needs. Special consideration is given to collaboration with families and other service providers in the community.

519

Stakeholders and Partnerships in Education

This course examines the relationship between out-of-school time programs and their stakeholders, including families, schools, and community organizations. Literature and practical assignments focus on initiating and managing educational partnerships for community and family engagement, service learning, workforce development, and program sustainability.

520A

Seminar for Graduate Interns

(Fall, Spring)

This course provides ongoing support for those teaching with an Intern Certificate through on-the-job mentoring and problem-solving seminars. Certification credit only; not applicable to degree. **Prerequisite:** Reserved for students in the Graduate Intern Certification Program. Students must register for this course as soon as admitted.

520B

Intern Practicum

(Fall, Spring)

This course provides on-the-job supervision by Arcadia University faculty members of the Intern student and requires attendance at six on-campus practicum seminars.

Prerequisites: Completion of all general and specific course requirements necessary for certification, permission of the Coordinator of Student Teaching and Supervision, and completion of all Praxis tests required for certification. Students must apply at the beginning of the semester before the practicum semester. Certification credit only; not applicable to degree.

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521

The Teacher and the Classroom, Elementary

(Fall, Summer)

This course is designed to teach future teachers to facilitate classroom processes for effective learning. First, students engage in proactive strategies from the basic (routines, rules, attention, consistency) to the instructional (chunking work, grouping, marking corrects). In addition, the course focuses on designing, planning and implementing learning with an emphasis on group, small groups, and the individual student. Finally, students learn to use a problem-solving approach with particular focus on observations, interactions, progress monitoring, and teaching social skills.

522

Psychology of Women

(also listed as PY 422)

(Spring, even years)

This course is an examination of psychological and sociological theories that pertain to women. Topics include myths and stereotypes, the nature versus nurture, the male/female dichotomy, research pertaining to intelligence, personality, motivation, achievement, mothering and a variety of other issues essential to the growth and development of both women and men.

523

The Teacher and the Classroom, Secondary

(Fall, Spring, Summer)

This is a required course for secondary certification students not previously certified to teach. (Not required for certified teachers now seeking an additional certification.) It investigates the development of curricula, classroom management and effective teaching models. It must be completed before enrolling in ED 471.

524

Problems in Literacy Acquisition

(Spring, Summer)

This course is an examination of the physiological, psychological, cognitive, neurological, sociological and educational factors reported in the literature related to reading and learning disabilities within the framework of the interactive modes. It explores informal assessment procedures and effective intervention from both a clinical and a classroom perspective. It requires the ability to critique research, both theoretical and applied, in the literature on reading disabilities.

Prerequisite: ED 601; ED 510 recommended.

525

Methods for Using Computers and Technology in Education

(Spring)

This course is the culminating activity and final course for the Computers and Technology in Education degree program. It provides practical experience in designing a computer curriculum, establishing and maintaining computer laboratories, networking and evaluating and selecting software. Curriculum development and/or research projects are required.

Prerequisite: Last course for the Computers and Technology in Education Degree students.

526A

Learning and Assessment in Elementary Mathematics

(Fall, Spring, Summer)

This Seminar/Workshop emphasizes the use of a variety of instructional materials in the teaching of mathematics, grades K–8, including manipulatives, calculators, and other non-textbook resources.

526B

Learning and Assessment in Secondary Mathematics

(Fall, Summer)

This course focuses on teaching mathematics through a problem-solving approach and with connections among topics. Emphasis is on recommendations of the National Council of Teachers of Mathematics. A variety of instructional strategies are used with appropriate manipulative and technology integration. Alternative forms of assessment in mathematics are examined.

527

Topics in Mathematics Education

(offered on a rotating basis)

Selected topics in areas of mathematics education. Topics listed below are offered as indicated.

(A) Professional Content Development for Elementary Mathematics

This examines relationships and connections among arithmetic, algebra, geometry, probability and statistics, with an emphasis on applications in early elementary classrooms, and the dramatic portrayal of pattern, space, measurement, quantity, and possibility through investigations and open-ended explorations.

(B) Teaching Algebra

This is an examination of manipulative, technological and non-textbook resources for extending algebra concepts. Emphasis is on investigations, applications, and on the most

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recent professional recommendations, as well as connections to other areas of mathematics.

](C) Teaching Geometry

This is an examination of manipulative, technological and non-textbook resources for extending geometry concepts. Emphasis is on investigations, applications, and the most recent professional recommendations, as well as connections to other areas of mathematics.

(D) Teaching Calculus

This is an examination of manipulative, technological and non-textbook resources for extending calculus concepts. Emphasis is on investigations, applications, and the most recent professional recommendations, as well as connections to other areas of mathematics.

(E) Teaching Discrete Mathematics

Designed for secondary mathematics teachers, this course identifies and integrates topics from discrete mathematics, including matrices, finite graphs, and recursive series. It explores curriculum options for course development and integration of topics within traditional curriculum strands.

(F) Teaching Probability and Statistics

Designed for middle and secondary mathematics teachers, this course identifies and integrates topics from probability and statistics. Emphasis is on mathematical investigations and the most recent professional recommendations.

(G) Mathematics in the Middle School

This seminar/workshop emphasizes project-based investigations and integration of mathematics across the curriculum for the middle school years, with particular attention to the integration of algebra, geometry, probability and statistics, and recreational mathematics. It explores current innovations in middle school teaching of mathematics.

(H) Teaching Developmental Mathematics

This course is an examination of strategies and alternatives for teaching students who have not experienced success in early mathematics.

528A

Problem-Solving and Problem-Posing Workshop

(Spring)

Using a variety of exercises, journal writings, and discussion questions, students reflect on prior and everyday mathematical experiences of pattern, space, measurement, quantity, possibility, and the relations among them. Immersion in authentic mathematical activities is coupled with reflection upon those activities toward the goals of understanding the roles of

problem-solving and problem-posing in mathematics education.

528B

Clinical Mathematics Education

(Fall)

Using tutoring and other clinical experiences, students examine alternative assessment, diagnosis of misconceptions, and personal projections of mathematical relationships upon the student. Videotaping of clinical experiences and readings on clinical educational approaches form the basis of personal projects.

529

Mathematics and the Curriculum

(Spring)

This course is an examination of contemporary issues and trends in mathematics curriculum development, including standards documents, and regional, state, national and international reform movements. It is an introduction to current research trends as relevant to classroom practices.

Prerequisites: ED 526 A or B, or permission of instructor.

534

Topics in Mathematics Curriculum Development

(Summer)

Selected advanced topics in instructional materials for school mathematics, including for example, family involvement, games, literature, writing, and innovative assessment.

Prerequisites: ED 526 A or B, or permission of instructor.

540

Special Studies in Theatre Arts Education

(also listed as TH 440)

(Spring)

This is an advanced course on special topics such as Solo Performance, Performance: From Ritual to Theatre, Autobiographical Adaptations: Ethnographic method of playwriting and performance, Spirituality and Theatre, Movement Theatre and the New Vaudeville, or New Perspectives on Theatre Adaptation. The course is designed as a means of addressing the interdisciplinary nature of the art of theater and poses subjects of interest to students and faculty.

Prerequisite: Two theater courses 200 level or above. Topics vary; may be repeated for credit.

550A

Changing the Constitution

This course explores political thought and constitutional change with distinguished historians and other scholars. It examines, in depth, five areas that affect changes in the

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Constitution directly or indirectly. These include: the formal amendment process; “informal amendments” or interpretations; and Congressional, Presidential, and Judicial influences. During the five-day institute, teachers have the opportunity to develop curriculum connections to the content presented and complete a curriculum integration project after the institute as part of the course assessment.

550B

Revolution in Government

This course is designed to provide students with a broad overview of colonial American history to 1791. It explores the major social, political, cultural, and economic themes that helped to shape the nation. It includes lectures, readings, and discussions on such topics as the struggle for independence, establishing a government, and constitutional development.

550C

Teaching Presidential Elections

550D

The Constitution: Today and Tomorrow

This course explores innovative approaches to highlighting the Constitution’s relevance to current and future events. Working with distinguished historians and scholars, participants gain knowledge of the Constitution and skill in deliberation techniques and develop strategies to integrate current events into classroom teaching. Using the Constitution as one of the best examples of democratic deliberation, students study and discuss current issues within its context and then employ the strategies of democratic deliberation in reaching consensus. During the five-day institute, teachers have the opportunity to develop curriculum connections to the content presented and complete a curriculum integration project after the institute as part of the course assessment.

552

Issues and Methods in Elementary School Science

(Fall, Spring)

This course is an introduction to a wide variety of instructional techniques and materials available to facilitate science learning in elementary classroom and laboratory settings. It examines current issues and trends in science and science education as they relate to the elementary curriculum and classroom. It emphasizes the integration of content, techniques and materials into a program adaptable to teaching conditions unique to each classroom.

Prerequisites: Two semesters of laboratory science or ED 454.

553

Issues in Science for Secondary Teachers

(Spring)

This course is an introduction of a wide variety of instructional techniques and materials to facilitate science learning in the secondary classroom and laboratory settings. It addresses controversial issues, safety in the laboratory and storage areas, meeting the needs of diverse students, use of technology in the classroom, integration of environmental and social issues and a variety of other issues relevant to the secondary school setting.

554

Contemporary Science for Elementary Teachers

(Fall, Summer)

Basic concepts in physical, life, earth and environmental science are presented through a variety of hands-on science activities geared for use in grades K–6. The activities emulate discovery-type learning and utilize appropriate process skills. Students explore a broad range of science concepts with multiple grade applications. This course is required for elementary teachers who have less than one year (two semesters) of undergraduate laboratory science.

Prerequisite: At least one semester of laboratory science.

555

Instructional Materials for Teaching Science

(Spring, odd years)

This seminar/workshop emphasizes major curriculum programs and simple, inexpensive teaching aids for use in developing scientific concepts in the elementary, middle/junior high school grades. It provides opportunity to develop models, games, demonstrate apparatus and other manipulative materials appropriate to individual science programs. It also examines commercial materials. All materials developed remain the property of the student.

Prerequisite for non-teachers: ED 552 or ED 553.

556

Strategies and Curriculum in Environmental Education

(Spring)

This course is a study of the development, presentation and critique of techniques and activities for teaching environmental education in the classroom and outdoor settings. It includes surveying several national environmental education resources as a basis for designing field experiences in environmental education appropriate to the teacher’s own environmental education programs. It provides opportunity to

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design teaching units in environmental education.
For teachers, K–12.

Prerequisites: ES 501, ES 502.

557

Mathematical Applications in the Natural Sciences

This review of fundamental concepts in physics, chemistry and biology provides representative problems requiring application of algebraic, geometric and trigonometric techniques for solution. It relates mathematical concepts to relevant applications in the sciences. It is designed for secondary mathematics and science teachers of academically talented students.

558A

Seminar for Science Educators

(Spring, even years)

This course is an in-depth examination of current issues, research and theory in science and science education and their application to K–12 classrooms. Topics include, among others: scientific literacy; history; philosophy and theory development of science; culture and gender issues; constructivism; outcomes and alternative assessment; ethics, and interdisciplinary integration.

Prerequisite: Experienced teachers, K–12

558B

Seminar for Mathematics Educators

This course is an in-depth examination of current issues, research and theory in mathematics and mathematics education, and their application to K–12 classrooms. Possible topics include: mathematical literacy, philosophy and theory of mathematics, cultural and gender issues, multicultural curriculum development, technology applications, and interdisciplinary integration.

559

Workshop in Classroom Based Scientific Research

This course is available only to teachers participating in partnerships with scientific research institutions or to teachers who are accepted into a scientific partnership arrangement. Teachers participate in a year-long partnership program including the research experience with partner scientists, then planning, executing, and assessing a class research project related to the scientist's ongoing research. Teachers must notify course instructor in the summer when starting the project, but registration for credit will not occur until the following spring semester, as the project comes to a close.

Prerequisite: Teacher certification.

561

Workshops

Fall, Spring, Summer

This is an opportunity to work at individual teaching levels and teaching fields on a curriculum development project and/or development of a specific set of teaching skills. It is designed for elementary and secondary teachers.

Note: No more than two workshops may be counted toward a master's degree except by special permission of the Education Department Chair.

562A

Teaching Citizenship and Social Science, K–6

Fall, Spring

This course is an examination of Social Studies curriculum resources and methodology with an emphasis on applications for classroom teaching at the K–6 level.

Prerequisite: ED 521.

562B

Teaching Citizenship and Social Science, 7–12

(Fall)

This course is an examination of Social Studies curriculum resources and methodology with an emphasis on applications for classroom teaching at the 7–12 level.

Prerequisite: ED 523.

563

Reading Specialist Professional Seminar

Fall, Spring, Summer

In this course, students explore their own reading and writing processes, explore the ways that literacy is changing in relation to technology, understand the current role(s) of reading specialists and literacy coaches in schools, learn about professional organizations and professional journals in the field (both locally and nationally), explore reading/language arts standards, and understand the goals of the Arcadia program. Emphasis is on helping students to see themselves as potential leaders in the field who know how to ask the right questions, analyze assessment data, and respond to the particular needs of teachers and students in the schools where they work.

Arcadia's emphasis on working with diverse learners also is emphasized. (This course is a pre-requisite for all required Reading courses in the master's/certificate program; can be taken concurrently with Foundations courses).

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564

Creative Expression

(Fall, Spring)

This investigation of teaching strategies and assessment techniques for art, movement and drama in the classroom includes theoretical aspects of the creative process, identification of the creative child and use of creative expression activities throughout the curriculum. It features participation in “hands-on” activities.

565

Introduction to Instructional Technology

Fall, Spring, Summer

An introduction to instructional technology, this course examines fundamental technologies from a problem-based learning perspective. Students learn to integrate technology through real-world scenarios.

(A) Computers and Technology in Reading and Language Arts

Fall (reading majors)

Summer (non-reading majors)

This course is a comprehensive survey of the use of microcomputer technology for teaching and managing instruction in reading and language arts. It emphasizes evaluation and use of software. No prior computer or programming knowledge is required.

Prerequisite: ED 601 (for reading majors only); or permission of the instructor.

(B) Computers and Technology in Mathematics Education

Spring

This course is designed for elementary and secondary teachers who want to incorporate the use of computers in teaching mathematics in the classroom.

(C) Computers and Technology in the Science Curriculum

Fall, Summer (Science Education majors only)

This content area technology course provides an opportunity for K–12 teachers to develop computer and multimedia technology skills that enable them to develop, interpret and evaluate computer applications in the science curriculum.

566

Web-Based Information Literacy

Fall, Spring

In this in-depth investigation of online information resources, students develop effective search strategies and learn how to evaluate the validity of information found on the Internet. Students develop skills that will enable them to utilize electronic communications to facilitate curriculum/learning objectives.

Formerly part 1 of ED566C

(D) Instructional and Assistive Technologies

(Spring, Summer)

This course is designed to provide prospective teachers with computer skills and experiences necessary for successfully incorporating technology into the classrooms. Students learn to use, examine, and develop teaching and learning materials through the use of technology. In addition, this course addresses the use of assistive technology for individuals with disabilities. Includes online field experiences.

(E) Technology for the School Library Media Center

(Fall)

This course is geared to students in the library science concentration with entry-level to moderate technological proficiency. It considers technology-based resources that support school library media specialists (SLMS) in their interaction with students, teachers, and IT specialists. The intent is not to give mastery to the student, but a solid foundation for incorporating technology into and utilizing it in the school library media center (SLMC). This course provides independent, assignment-related opportunities to acquire a level of subject mastery appropriate for individual students.

567

Instructional Design for Educational Technology

(Spring)

This online course introduces the various models for designing instruction that are specific to technology-related environments. Students create a complete unit of instruction, including all relevant materials for the successful delivery of that instruction. Rationale is given for the selection of a particular model on which the unit design is based, it is expected that the choice is appropriate for the outcome audience, environment and learning objectives.

Prerequisites: ED 565 and ED 566: Either or both prerequisites may be taken during the same term as enrollment in ED 567.

568

Introduction to Computers and Technology in Education

(Fall, Spring, Summer)

An introduction to computers and technology in education, this course examines fundamental software applications and how basic utilities, i.e., word processing, databases, spreadsheets, graphics programs, and content-based software, can be integrated into the classroom environment. Other technologies such as the use of multimedia applications, basics of telecommunications and

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hypermedia integrations are presented. Applications for special student populations are presented.

(A) Digital Tools for Data-Driven Decision Making

Data collection, analysis, and reporting are critical components for teaching professionals in today's educational environment. This course is a survey of various digital tools that can be utilized to transform teaching and learning through student assessment data.

(B) Web-Based Resources for Teaching and Learning

Formerly ED 565 A,B,C

(C) Using Technology in the Design of Global Collaboration

K12 educators explore online participatory communities that are available and analyze them with a critical eye to their pedagogical value. Participants learn about the instructional implications and possibilities of online community building tools such as blogs, forums, and wikis through project-oriented, collaborative activities. Formerly ED 565 A,B,C

569

Multimedia and Information Technologies in Education

(Fall, Summer)

This course is a study of how teachers can facilitate instructional design through the use of technology and computers. The focus is on problem-solving, inquiry, classroom management, assessment and the integration of computers, multimedia interactive technologies and learning theory into the classroom. Students create instructional units and design computer laboratories using multimedia and information technologies.

Prerequisites: ED 568; or permission of the instructor.

569A

Designing Collaborative Internet Activities for Today's Class

This course focuses on various ways that educators can construct and integrate Internet-based interactive activities into the learning experiences of their students, both inside and outside of the classroom. From designing a Web home page, a starting off point, to the ground up construction of hot-lists, Web quests and collaborative multidisciplinary Web units. Replaces part 2 of ED 566C

569B

Technology Leadership I

This is an online, problem-based education course focusing on the skills required to serve as a certified Pennsylvania Department of Education

Instructional Technology Specialist in a K-12 school environment. This course examines the day-to-day facilitation, management, and technology skills needed by school technology leaders. The course focuses on the development of one's vision of technology integration and the culture and environment needed to realize this vision. Students assess teacher utilization of technology, create and implement a staff development program, and evaluate existing and new technologies.

Prerequisites: ED 565, ED 566, ED 567
Formerly ED 569

569C

Technology Leadership II

This online course is recommended for school administrators wishing to increase their technology leadership abilities through the examination of the skills required to serve as a district technology manager. It is recommended for teachers, principals and supervisors considering a change to the role of a Director of Technology/District Technology Coordinator. Throughout this course, students examine the many aspects of the role of a district-wide technology manager. Students examine network and system administration, current legal issues, and budget, facility and operations planning. The skills examined throughout this course prepare students to serve at the local, regional and state levels as technology directors, coordinators and specialists.

Prerequisites: ED 565, ED 566, ED 567

569D

Multimedia Design for Interdisciplinary Teaching

This course focuses on problem-solving and inquiry-based activity development through the use of multimedia tools. Students design instructional activities that utilize current tools while exploring real-world classroom situations. Formerly ED 566A

570

Methods for Using Instructional Technology

This course serves as the culminating project for the Instructional Technology M.Ed. program. Students propose an Instructional Technology project that reflects the depth of understanding gained throughout their studies. A literature review is required for this culminating project. Formerly ED 525

571

Pre-Service School Library Practicum Workshop

This course provides information on lesson planning, management strategies, setting up student routines and protocols, inclusive practice, and effective observation techniques. There is a field component for pre-service school librarians

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to observe and reflect in both classroom and library settings. Taken the semester before the practicum, it is designed to increase pre-service librarians' expertise of the more pragmatic activities found in teaching. This workshop is required for non-certified individuals seeking the School Library certification.

Prerequisite: Updated Pennsylvania/FBI clearances required on the first class day; www.arcadia.edu/edudept.

572

Children's Books, Schools and Culture in Great Britain

Designed for pre-service and in-service pre-school, elementary, and middle school teachers, school librarians and literacy/reading specialists, this course explores British children's literature, the culture that helped to create these stories, and how children's literature is used in the English schools today. Using a seminar format, the course begins on the Glenside campus with a discussion of how culture affects reading and literature and an overview of the British educational system. The course then moves to the University of Reading, England.

573

Effective Teaching in Urban Schools

An analysis of special problems which face elementary and secondary school teachers in urban schools, this course examines techniques for designing sound classroom environments and programs. Guest lectures provide first-hand accounts of successful practices in each curricular area. (old #473)

574

Problem-Solving in the School Library Media Center

(Fall)

This course is designed to expose School Library Certification candidates to the decision-making process regarding facilities, policies and programs prior to employment in a School Library/Media Center. Dealing with a different area each week, students are exposed to issues such as policies, procedures, curriculum, public relations, fundraising and library design as well as research and development.

575

Administration of the School Library Media Center

(Fall)

This course is an analysis of the library organization, including administration, finances, personnel management, administration of services, library extension and public relations.

576

Classification and Cataloguing

(Summer)

This course is an introduction to the Library of Congress and the Dewey Decimal Classification systems, descriptive cataloguing subject analyses of materials and computer applications.

577

Introduction to Information Management and Research

(Spring)

This course is an introduction to the study and evaluation of general reference sources most commonly found in all types of libraries; emphasis on reference techniques, criteria for evaluation and the use of general reference material.

578

Experiential Workshop in the School Library

Designed as the culminating activity for certified teachers in the School Library Program, this course combines experiential learning with project-based research. Each student works with the course instructor to design a minimum of a 30-hour practicum in a school library to reinforce and expand specific library-based skills. This is coupled with an individualized library-based project.

579

Graduate Practicum: School Librarian

(6 credits; Fall, Spring)

Supervised field laboratory experiences. Certification credit only; not applicable to the degree.

Prerequisites: Permission of the Chair of the Education Department and the program Coordinator.

580

Introduction to Inclusive Education

(Fall, Spring, Summer)

An introductory course in special education with an emphasis on inclusion and diversity, this course provides an overview of the complex issues surrounding inclusive and heterogeneous schooling. Through a variety of learning strategies and experiences, students become familiar with current special education theory, practice, advocacy and legislation, and gain expertise on best practices to ensure access equity and quality education for every student. It includes field experience and case study.

581

Disability Studies and Special Education Law

(Fall, Spring, Summer)

Course content includes research, study, and analysis of contemporary issues in special

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education and disabilities studies. It is designed to provoke thought and to provide an understanding of the complexity and multiple perspectives that shape the lives of people with disabilities and the systems that support them. Course content changes to reflect emerging themes in the literature. It examines federal and state court cases, statutes, and regulations that affect student, teachers, administrators, families, and other community members involved in special education. A special emphasis is placed on developing conflict resolution techniques including negotiation and mediation so that legally based disputes are resolved by building relationships rather than by adversarial methods, such as litigation.

582

Supporting Students with High Incidence Disabilities

(Fall, Spring)

Strategies for supporting students with high-incidence disabilities including effective and authentic assessment and instruction, goal and objective setting, IEP and ITP writing, lesson planning, and accommodations. This course is designed to focus on persons with learning, behavior, speech and communication, and/or mild cognitive disabilities. It includes field experience and intervention-based case study. **Prerequisites:** ED 466D, ED 580, ED 581, ED 585; and content area courses if required for individual's program.

583A

Fieldwork in Education

(Fall, Spring)

This course is designed to meet the needs of the student who is seeking a Master of Education degree and or certification. Students critically observe students in a variety of elementary and secondary educational settings.

Prerequisite: Permission of the instructor; credits not applicable to the master's degree.

583B

Fieldwork

(Fall, Spring)

This course is designed to meet the needs of the students who are currently certificated and are seeking a second certification. Students observe in various classrooms that are related to their second certification area. In some cases, this course may be substituted for the Student Teaching Practicum.

Prerequisite: Pennsylvania Instructional I or II certificate and permission of the instructor; credits not applicable to the master's degree.

584

Supporting Students with Low Incidence Disabilities

(Spring, Summer)

Strategies for supporting students with low-incidence disabilities including effective and authentic assessment and instruction, goal and objective setting, IEP writing, lesson planning, and accommodations. This course is designed to focus on persons with severe and moderate cognitive, sensory, physical and health disabilities, traumatic brain injury, autism and pervasive developmental disorders, and disabilities covered under Section 504. It also addresses Individual Transition planning and post-secondary options. It includes field experience and intervention-based case study. **Prerequisites:** ED 466D, ED 580, ED 581, ED 582, ED 585, and content area courses if required for an individual's program.

585

Positive Behavioral Approaches

Fall, Spring, Summer

This course is designed to provide students with expertise in positive behavioral approaches including school-wide systems of support, effective classroom management, and individual behavioral support. This course uses both instructional and functional approaches to behavior to encourage schools to be systems of support for students and professionals. The teaching of prosocial skills is also addressed. It includes field experience and intervention-based study.

Prerequisites: ED 580, ED 581

586

Problems in Oral Language Development

This course is a study and analysis of language problems: developmental disabilities, acquired handicaps and dialectic differences. It provides training in oral language screening and diagnostic instrument. It introduces various approaches to teaching both mildly and severely impaired children. It includes a discussion of the components of oral language and a survey of normal language development in order to demonstrate deviant language.

Prerequisite: ED 580; or permission of the Special Education program Coordinator.

587

Classroom Problems in Emotional and Social Adjustment

588

Differentiated Instruction: Educating All Learners

This course is pedagogy that goes above and beyond "teaching down the middle;" tiered instruction for motivating, educating and

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assessing a variety of learners in today's inclusive classroom. IEPs are discussed and analyzed to help better tailor the classroom community. A variety of perspectives and tools for the differentiated environment are analyzed and utilized in this hands-on course.

589

Independent Research

Independent research is tailored to suit individual needs or interests. This encourages limited experimental research. Each student works under the guidance of a member of the staff assigned by the department chairperson.

Prerequisites: ED 510 plus one other graduate course in education at Arcadia University and permission of the Department Chair. Not open to Special Status students.

590

Fieldwork in Inclusive Education

(Fall, Spring)

This course serves as the field-work requirement for the five-year students pursuing a master's and certification in Special Education. It incorporates both experiential and classroom-based learning as essential to provide a meaningful educational experience for beginning teachers in special education. These two course components—time in the field and time in the classroom—provide distinct opportunities for growth and new learning and will continue to shape the students as life-long learners.

Prerequisites: ED 214/ED 580, ED 581, ED 505, ED 510, or permission from adviser.

IMPORTANT: This course requires fieldwork. Original and updated copies of Pennsylvania Child Abuse, Pennsylvania Criminal Record Check, Cogent FBI & TB test results must be presented on the first day of class. Go to the Education Department website at <http://www.arcadia.edu/edudept> for guidelines and procedures.

591

The Profession of Special Education

(Fall, Spring, Summer)

This capstone course in special education is designed to further integrate and expand students' implementation of best practices by incorporating change into their own teaching practice. Students refine their abilities to self-assess and to assess resources and situations, to pose critical questions resulting in creative solutions to real life opportunities, and to advance significant change in the field of special education. An emphasis is placed on collaboration and consultation. In addition this course addresses professional standards delineated by special education professional organizations and ethical considerations of the

profession. It includes collaborative field experience and practicum activities.

Prerequisite: Completion of all coursework required for the master's degree and/or certification.

592

Graduate Student Teaching Dual Practicum: Special/Elementary Education

(Fall, Spring)

This student teaching practicum is to include 14 weeks of full-time teaching in an accredited school. It will include placement in both elementary and either special education classrooms or inclusion classrooms and attendance at six on-campus seminars. It includes supervision by an Arcadia University faculty member. Applications are due at the beginning of the semester prior to student teaching. Deadline dates are September 15 for the spring semester and February 1 for the fall semester.

Prerequisites: 1) Permission of adviser and coordinator of student teaching. 2) Completion of all Praxis tests required for certification. 3) Completion of all general and specific course requirements necessary for certification. Certification credit only; not applicable to degree.

593

Fieldwork in Environmental Education

(Summer)

This is an opportunity to teach in a number of outdoor environmental situations with students from many areas of the Delaware Valley.

Prerequisites: ES 401, ES 502, ED 556. Certification credit only; not applicable to the degree.

594

Individualized Literacy Assessment and Instruction

(Fall, Spring)

This course is a survey of materials and techniques specific for reading diagnosis strategies to identify strengths and needs of persons who have reading disabilities. It provides supervised practice and demonstration of competency in the use of a variety of tests. It offers an opportunity to plan a program of instruction, based on the diagnosis, for a client with a reading/learning problem. It develops competencies in writing clinical reports and in interviewing techniques for case history data. Supervised testing of clients is scheduled on two Saturday mornings in Fall and Spring semesters. **Prerequisites:** All courses in the master's degree or certification program (except ED 595) must be completed.

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595

Literacy Seminar/Language and Literacy Project (LLP)

(6 credits; Fall, Spring, Summer)

This is practical experience in a clinical setting under the supervision of a university instructor. It requires conducting an extensive educational assessment of a student with a reading problem and, on the basis of the results, planning and carrying out a program of instruction using a variety of appropriate instructional strategies. All clinical experiences reflect mastery of graduate-level competencies incorporated in the roles of the reading specialist.

Prerequisite: Permission of the Reading Program Coordinator must be obtained before registration. Practicum Deadlines:

Fall Practicum: May 1

Spring Practicum: October 15

Summer Practicum: March 15

596

Curriculum Development Project

(Fall, Spring, Summer)

This is an opportunity to plan and produce a set of learning packages or similar curriculum development work to be used in teaching. It requires appropriate library research as a part of the project.

Prerequisites: Permission from the adviser and the Education Department Chair. A statement from the principal or other supervisor attesting to the need for the particular curriculum development project must be presented to the adviser at least three weeks before the beginning of the semester. A copy of the final report is filed with the Department Chair.

597

Practicum in Special Education

(6 credits: Fall, Spring)

This is intensive practice in the application and principles of mastery teaching in various special education settings. Certification credit only; not applicable to degree. It is required for certification in Special Education.

Prerequisites: Completion of the course requirements for certification and permission of the Special Education Program Coordinator. Intensive practice in the application and principles of best practices in special education; this course is required for certification; certification credit only, not applicable to the degree.

Prerequisites: Completion of all course requirements for certification and completion of all Praxis examinations required for certification. Deadline for applying for practicum:

Fall Practicum—February 1

Spring Practicum—October 1

598

Advanced Seminar

(Topics to be announced.)

(Fall, Spring, Summer)

This is an opportunity for a small number of qualified students to explore with the professor an area of professional interest announced prior to registration.

Prerequisites: Qualifications of students permitted to enroll are determined by the Education Department staff and are announced as a part of the registration information. The advanced nature of the course implies that, to be eligible, students must have successfully completed a minimum of five graduate courses at Arcadia University and must have previous introductory study and/or experience in the area of study.

599

Master's Thesis in Education

(6 credits)

This is an individually initiated and directed set of experiences involving the writing of an acceptable proposal, the carrying out of a research project, and the writing of a manuscript of professional quality. It is designed especially for students who want to pursue advanced study beyond the master's level.

Prerequisites: 21 credits of graduate study, including one graduate course in educational research and permission of the adviser and the sponsor.

Students may elect to enroll for 3 or 6 credits in one semester, but if the former option is elected, they must enroll for three credits in the following semester (summer session excluded). A maximum of two calendar years is permitted for the completion of the thesis, with an extension of one year possible by permission of the Committee in Academic Standing and Petitions, provided that the student can present evidence of satisfactory progress. Failure to complete the thesis with the time limit will result in a grade of "F." While the thesis is in progress, the grade of "N" will be recorded. When the thesis has been accepted by the Education Department, a grade of "P" will be recorded for the 6 credits. Obtain guidelines from the College of Graduate Studies.

600

Practicum: Supervision

(3 credits for single certification)

(3 credits for curriculum and instruction)

(Fall, Spring)

This course requires a practicum of 150 hours as a supervisory intern in an elementary or secondary school supervised by a school principal, supervisor, or department chair. Students are required to participate in on-campus

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seminars during the semester. Review and evaluation of the portfolio begun at the beginning of the program takes place upon completion of the practicum; 210 hours of field experience is integrated throughout program coursework
Prerequisite: Completion of all required coursework and permission of the program Coordinator. Certification credit only; not applicable to degree.

601

Literacy Foundations

(Fall, Spring, Summer)

This introductory course investigates all facets of literacy processes based on the latest research. It surveys language development and reading; word recognition strategies; comprehension development; various approaches to reading instruction from beginning reading to high school; materials used for reading instruction; reading/writing connections and assessment. It includes the history of American reading instruction; plus current trends. This course is for students who have no teaching experience or who have not taken an introductory course in literacy development.

602

Literacy Problems in the Multicultural Classroom: Assessment and Instruction

(Spring, Summer)

This course presents a variety of the newest measures for assessing reading achievement, including word recognition, comprehension and study skills and intervention activities for the classroom. It helps classroom teachers evaluate students' literacy strengths and needs in order to plan and implement reading activities in the classroom, K–12.

Prerequisite: ED 601.

603

Literacy Across the Curriculum, K–12

(Fall, Summer)

An introduction to important strategies and materials for teaching reading and writing in the content areas based on the most recent research, this course includes informal assessment procedures, readability factors and techniques that facilitate students' comprehension and retention of expository text. It is designed for teachers of all levels who teach either reading or content subjects that require the students to learn from content area texts.

Prerequisites: ED 524, ED 601 and permission of the Reading Program Coordinator.

604

English Language Arts

(Fall)

This is a study of the teaching of the communication arts: oral language, listening, writing and reading. It includes implementing new research into the classroom, instructional strategies, assessment tools, materials and language arts curriculum design. It encourages the application of assignments to actual teaching situations.

605

Writing to Improve Literacy

(Fall, Spring, Summer)

This exploration of reading-writing connections through active engagement in the process of writing includes: 1) How to teach writing as a process in order to improve students' reading and language abilities. 2) How to develop students' perceptions of themselves as writers. 3) How to integrate the modes and functions of writing within the school curriculum, grades K–12.

606

Strategic Instruction for Emergent and Content Literacy, K–12

(Spring)

This course addresses research-based instructional strategies for teaching literacy (including language development, reading, writing, and speaking) to learners of all instructional and grade levels, as well as practical and effective modifications for diverse learners (including struggling readers, English language learners, and students with disabilities in reading). Strategic literacy instruction through the content areas of social studies and science, particularly in relation to post-elementary learners, also is emphasized. Formative and summative assessments of emergent and content literacy, including components of literacy (phonological awareness, word analysis, comprehension, vocabulary, fluency) also are addressed, with an emphasis on assessments and progress monitoring that communicate the student's progress most clearly to parents, teachers, and the students themselves.

607

Strategic Instruction for Adolescent Readers and Writers, 7-12

(Fall)

This course is designed to teach future Reading Specialists how to create a repertoire of teaching strategies to address the needs of adolescent readers. An examination of developmental, socio-cultural and multi-literacy aspects of instruction is included. An emphasis toward assessment procedures linked to effective instructional practice, addressing the literacy needs of all

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learners is explored. Topics include strategies to facilitate comprehension in the content area subjects, writing across the curriculum, word study, structural analysis, classic and contemporary literature selection and study skills for the adolescent learners.

Prerequisite: ED 601 or an equivalent reading course.

608

Literature for Children and Youth

(Fall, Summer)

This is a study of the literary, educational and theoretical issues related to children's literature and book illustrations. Critical reading of young adult novels, oral tradition literature, fantasy, historical fiction and realistic children's literature is included. The use of children's literature throughout the curriculum is examined.

609

Literacy Acquisition

(Summer)

This is an investigation of how pre-school and primary grade children acquire literacy. Theoretical and educational issues related to listening, oral language, readiness, handwriting and composing are discussed. It includes instructional strategies, assessment techniques and review of research.

610

Seminar in Children's Literature

(Spring)

Designed for elementary and middle/junior high school teachers, school and public librarians, this course discusses: 1) trends and issues in children's literature; 2) ways to receive and interpret information from children on how they respond to the literature; 3) literary theories and ways to utilize this information in designing lessons and units in children's literature, **Prerequisite:** ED 608; or permission of the instructor.

611

Language Arts Materials

(Summer III)

This course provides teachers, reading specialists, and school librarians with an opportunity to learn about and create new child-centered language arts materials for their individual teaching situations. These materials reflect balanced literacy instruction, integrating skills within authentic literacy activities.

612

Multicultural Literature for Children and Youth

The purpose of this course is to: 1) explore a wide variety of multicultural fiction, non-fiction and picture books in children's and young adult

literature; 2) gain specific strategies for authenticating multicultural children's texts; 3) recognize how excellent multicultural texts can promote a climate of liberation pedagogy; 4) use excellent multicultural books to deepen student understanding of cultural beliefs, attitudes, and world views; and 5) recognize one's own multicultural dimensions.

Programmatic information: This graduate-level course may be used as a core course in the M.Ed. with a concentration in Language Arts, the M.Ed. with a concentration in Children's Literature, and the M.Ed. and/or Certification in Library Science. It also can be used as an elective course in the M.Ed. in Elementary Education, the M.Ed. in Early Childhood Education, the M.Ed. and/or Certification in Reading, and in the M.Ed. in Teaching English as a Second Language. It also can be used in the Certificate of Study: Children's Literature Across the Curriculum.

613A

Infant Toddler Growth and Development

This course is designed to provide participants with in-depth knowledge about the typical and atypical development of children, birth through age 3, across all domains (social, emotional, physical and cognitive). Theoretical concepts related to ITMH are reviewed. Family and cultural influences and attitudes are explored and emphasized.

613B

Infant Toddler Assessment

This course is designed to provide participants with in-depth knowledge about the design, implementation and evaluation of ITMH needs. Students explore and use various developmental assessments including DCO-3R and DECA. Applications and reflections of the assessments with evidence-based practices are emphasized.

613C

Infant Toddler Mental Health Prevention and Intervention

This course focuses on prevention, early identification and intervention across developmental domains and is designed to provide students with essential knowledge and skills regarding attachment relationships, environments and variables that foster healthy development of children from birth to 3. Students will evaluate evidence-based models of prevention and intervention.

613D

Communication, Consultation and Collaboration

This course is designed to provide students with essential skills and knowledge to become effective communicators and consultants for

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families, caregivers and other professionals who work with children from birth to age 3. Students learn how to promote the socio-emotional development of infants and toddlers through the collaboration with adult caregivers and professionals.

615

Developmental Content Area Reading

(Fall)

Developmental-Content Area Reading, for art and secondary certification majors, meets state standards for a reading course required for certification in a content area. Secondary majors learn effective teaching and learning strategies to develop student learning from content area texts.

616

Young Adult Literature

(Fall)

Designed for elementary and middle school teachers and librarians, this course explores issues relating to using Young Adult Literature effectively in the classroom. Topics include the coming of age novel, using film and television to increase reading skills, bibliotherapy, selection and other related theoretical and practical concepts.

617

Cognitive/Social/Emotional Development of Children, 0–8

(Spring)

This course is study of developmental theories of cognition, learning, memory, language, socialization, attachment, play, moral development and sex role development. It includes examination of research in these areas. It requires a field project.

618

Instructional Strategies in Early Childhood

(Spring)

This is a study of activity and environmental planning for young children, incorporating play theories, socialization theories and developmental theories. It considers the selection and purchase of developmentally appropriate educational materials. It emphasizes the role of the teacher in presenting and guiding activities.

619

Physical, Motor and Perceptual Development of Children, 0–8

(Summer)

This course is an exploration of physical growth and development of children in relation to development of gross motor skills, fine motor skills, psycho-motor skills and perceptual abilities. It considers environmental factors such as nutrition, disease and injury; hereditary factors

such as growth rate and individual potential; and social-emotional factors such as body image, competition and sex differences. It requires a field project.

620

Planning of Early Childhood Programs

(Fall)

This examination of those components necessary for planning, operating and evaluating programs dealing with young children emphasizes the practical application of administrative theory.

621

Communication Strategies for Effective Early Childhood Programs

(Fall, even years)

This exploration of a variety of communication and interpersonal techniques focuses on consulting, collaboration, intervention and problem-solving between professionals, parents and agencies. Includes human ecosystem theory, family-oriented approaches and family process and communication theories. Communication between children and adults also is addressed.

622

ESL: Teaching Multilingual and Multicultural Literacies

(Fall, Summer)

This course focuses on the academic language needed for multilingual students to be successful in U.S. schools. Students spend time investigating reading and writing standards and curricula for students in a particular context and the ways that materials might be adapted for English Language Learners (ELLs) and ELLs with disabilities. A variety of models for providing services to ELLs are addressed with particular attention placed on the kinds of collaboration needed to address the literacy needs of all students across the content areas and the benefits of knowing more than one language.

623

ESL Multilingual and Multicultural Assessments

(Fall, Summer)

This course focuses on multiple forms of assessment utilized with multilingual students and the role of the context and the purpose of communication in linguistic performance. It focuses both on large-scale assessments as well as classroom-based assessments. It addresses assessments that focus on evaluating language as well as those that look at academic achievement and content knowledge. In particular, the course addresses the often-posed question of distinguishing between language issues and learning issues in assessment.

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624

ESL: Understanding Language Learning

(Spring, Summer)

This course addresses the processes of language learning from a variety of perspectives and engages students in an understanding of the structure and sound systems of English in relation to other languages and in relation to a variety of teaching strategies. By focusing both on a comparison of language structures and sound systems as well as theories of second language acquisition and development, this course allows students to learn about differences between learning a first and a second language and the influences of these processes on instructional principles and strategies. This course includes an intensive language learning component for students in the course that will allow them to reflect on their own learning processes in relation to language learning theories and to compare English to another language.

625

ESL: Language, Diversity and Schooling

(Spring, Summer)

This course focuses on the ways that U.S. schools have addressed linguistic diversity, highlighting current policies and program models as well as practices at various points in our history. It also looks at the ways that linguistic diversity is portrayed in the media, the “funds of knowledge” that linguistically diverse families bring with them to school as well as cross-cultural perspectives on education, home/school relationships and disabilities. Notions of linguistic power and discrimination are addressed, particularly in relation to local, national, and international language policy and use. Finally, in this course students analyze the potential of multicultural education curricula for addressing these types of issues in U.S. schools. This course includes a service-learning component where students do community service in an agency that addresses the needs of a local immigrant group or groups.

626

Designing and Leading K-12 ESL Programs in the 21st Century

This course is an advanced course for those who already have completed the ESL Program Specialist Certificate as well as ED 502, 630 and 635 and are interested in thinking about how to design and lead ESL programs in a variety of K-12 contexts. Students have opportunities to analyze and critique national and local ESL curriculum models, the ways that high-incidence and low-incidence schools and districts organize personnel, curriculum and technology resources, and utilize grant-writing for special projects for English Language Learners. Students have

opportunities to design a curriculum for a district with particular needs and resources, and to imagine what kinds of personnel structures might best facilitate the implementation and oversight of such a program. Students also have opportunities to discuss these issues with local ESL leaders working in a variety of contexts through course projects and invited speakers.

Prerequisites: ED 622, ED 623, ED 624, ED 625 or equivalent and ED 502, ED 630 and ED 635.

627

Approaches to Computer Assisted Language Learning (CALL)

This course gives students an understanding of the history of computer-assisted language learning, research on the impact of particular technologies on the processes of learning another language, and opportunities to utilize and critique current modalities for using technology to assist students in learning an additional language. In addition, students develop an ability to think about theories of learning and of language learning in relation to particular instructional technologies and their uses. Students also have opportunities to investigate the CALL resources available in local K-12 schools and to plan units that make technology central to language teaching and learning.

628

TESOL and Technology Culminating Project

This is the culminating project for students who are completing an M.Ed. in TESOL and Technology or TESOL Leadership and Technology. The structure of the course prepares students to design and conduct an action research project on a particular TESOL and Technology question and setting. In addition to learning how to pose researchable questions and do action research to answer those questions, students are expected to draw on their previous coursework in the design and implementation of their culminating project.

Prerequisite: Completion of all coursework for the degree.

630

Leadership

(Fall, Summer)

This course is an examination of the sociological context of organizational theory: culture of organizations, values and norms, social institutions, positions and social roles, expectations, stability and change. It focuses on the leadership role of middle managers. It is for persons interested in becoming middle managers, especially those seeking certification as school principals or supervisors.

Prerequisite: Acceptance into the graduate program at Arcadia University; or permission of the instructor.

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631

Managing Organizations

(Spring)

Comprehensive treatment of applied organization theory, this course studies the vital management functions: designing short- and long-range plans; setting and attaining organizational objectives; personnel planning; and budget and programming. It includes designing of plans for solving management problems and implementing the solutions.

Prerequisite: ED 630.

632

Managing Change

(Spring)

The goals of this course are to examine current policies being used to promote change in organizations, with a particular focus on schools and the public sector; past education innovations and how they have been implemented; the literature of change; and various strategies that are being attempted to create an environment conducive to positive change in organizations. Students analyze change through class discussion with professional colleagues, writing a reflective journal, extensive readings in the field and an analysis of an organization.

Prerequisite: ED 630.

633

School Law

(Fall, Spring, Summer)

This course examines federal and state court cases, statutes and regulations that affect students, teachers, administrators and other community members involved with schools. There is a special emphasis on developing conflict resolution techniques, including negotiation and mediation, so that legally based disputes are resolved by building relationships rather than adversarial methods, such as litigation.

634

Managing Organization and Change

(Fall, Spring)

This course provides students with the resources, experiences and knowledge that will equip them to begin to understand the principles, theories and realities of managing educational organizations and effectively leading an educational organization through change. Strategic planning, developing a vision and mission, and promoting continuous and sustained school improvement are highlighted in this course. Strategies for employing data-driven decision making and monitoring and evaluating school progress are also included. The course also covers the study of organizational charts as

well as management and operational systems within a school and school district.

635

Supervision: Principles and Theories

(Fall)

Synthesis of theory and practice of supervision, this course investigates differentiated professional improvement models; instructional leadership strategies; current research in supervision, development and clinical supervision; adult development as it relates to staff development and due process in supervision. It develops supervisory skills through case studies, simulation of supervisory conferencing, and evaluation of audiotapes and videotapes.

636

Advanced Seminar in Supervision

(Spring)

An examination of current issues facing present and future supervisors, this course includes organizational development, management of organizations, effective schools and effective teaching strategies. It studies the role of the supervisor as successful evaluator, curriculum leader and staff development specialist. It investigates utilization of personnel, finances and internal resources.

Prerequisite: ED 635.

637

Instructional Leadership

This course focuses on current principles and practices that are used to establish a creative climate for instruction. There is a special emphasis on developing relations between faculty and administrators, so that they may work in an atmosphere of trust.

Prerequisites: ED 504, ED 510, ED 502, ED 630 and one additional course in educational leadership.

638

School Finance

(Summer)

This course is a survey of the basic fiscal affairs of a school district, with an emphasis on accounting techniques, required records and reports and district-government interactions. There is a special emphasis on the actual day-to-day business operations of a school district.

Prerequisites: ED 504, ED 510, ED 502, ED 630.

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639

Practicum: Principalship

(3 credits: Fall, Spring)

This course requires a practicum of 150 hours as a principal intern in a K–12 environment by an on-site school administrator and an Arcadia University faculty member. Students are required to attend on-campus seminars during the semester. Review of evaluation of the portfolio, begun at the beginning of the program, takes place upon completion of the practicum; 210 hours of field experience are integrated throughout program coursework. (Certification credit only; not applicable to the master's degree.)

Prerequisite: Completion of all required coursework and permission of the Educational Leadership Program Coordinator.

640

Organization and Administration of Pupil Personnel Services

This course prepares qualified and appropriately certified graduate students for district-wide responsibilities related to the coordination of the various functions included in pupil personnel services. Emphasis is placed on the management and supervision of school counseling, attendance, child accounting, health services, school psychology and social work within a school district. The responsibilities of the supervisor of pupil personnel services for coordinating all services provided to students within a school district are outlined and studied. Program and staff development functions as well as curricular and administrative duties of the supervisor of pupil personnel services are highlighted. Policies and procedures related to the delivery of pupil services as related to community, state, federal and local social agencies are examined.

641

Labor Relations and Negotiations

(Fall)

This course covers the history of collective bargaining, pertinent Pennsylvania legislation and cases, representation and recognition procedures, strikes and the impact of these and related matters to administrative practice. Special emphasis is on negotiation simulations and practice.

642

Program Evaluation

(Spring)

This course covers the techniques used to design evaluations of programs that are being implemented in the schools. Special emphasis is on ethnographic techniques that are used to determine how persons affected by program mandates are implementing policy.

643

School Community Relations

(Summer)

This course covers responsibilities of the school administrator in the development of effective school public relations. Special emphasis is on developing techniques and materials for keeping parents informed and involved in school activities and policies.

644

Alternative Dispute Resolution in Schools

(Fall, Spring, Summer)

This course examines the bases of conflicts in schools; the range of strategic choices available for managing conflict, including negotiation and mediation; and the use of these strategies to effectively settle disputes and manage conflict in various school settings, such as disputes over special education placements or those involving student disagreements. There is a special emphasis on building relationships among all members of the education community, rather than using traditional adversarial methods, such as litigation, to resolve conflict.

645

Negotiations and Dispute Resolution

(Fall, Spring)

This course examines the impact that labor relations and negotiations have on the leadership responsibilities of the principal and superintendent. Special emphasis is placed on the selection of staff, examination of employee rights, negotiation strategies, salary cost analysis, mediation, the grievance and arbitration process and the benefits of building positive relationships among all members of the school community.

647

Leading Schools with Data-Driven Decision Making

This course provides students with the knowledge and skills to analyze student and school-based data for the purpose of creating an organizational vision and instructional environment that focuses on teaching and learning. The role data plays in standards-based reform also is discussed along with how data can guide the development of a strategic plan that focuses on higher student achievement. The course covers the school leader's role in data-based decision making as well as the teacher's role and student's role. Data tools for improving teaching and learning are studied as well as techniques and strategies for collecting and assessing data. Multiple measures of data are identified along with the Pennsylvania Department of Education's tools for collecting, analyzing and utilizing data. Using data-based decisions to design instruction and assessments

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that maximize student achievement results is also covered.

649

Practicum: The Superintendency

(3 credits: Fall, Spring)

A one-semester apprenticeship under the supervision of a practicing superintendent in Pennsylvania, this course requires participation in a 90-hour internship. Prior to the internship, candidates are required to participate in 90 hours of authentic simulations and field experiences including:

- Completion of identified role expectations.
- Performance at diverse settings and educational levels.
- Completion of customized projects that address identified needs of the candidates.
- Use of current research and best practices.
- Review and evaluation of the portfolio, begun at the beginning of the program, will take place upon completion of the practicum.

(Certification credit only; not applicable to the master's degree.)

Prerequisite: Completion of all required coursework and permission of program coordinator.

650

Advanced Seminar in Curriculum Development and Design

(Fall)

An examination of current curriculum literature and major educational philosophies with implications for curriculum development, this course includes the development of curriculum in a simulated setting. It is designed for teachers, supervisors and administrators.

651

Education Policy, Reform and Change

Using a sociological lens to explore school policy, students focus on the impact on classroom practice and ideological interpretations in cultural and philosophical context. Students are challenged to think about policy, reform and change in education on a global level. Successful student, community and teacher movements that have led to educational reform and change both in the United States and internationally also are addressed

660

Character Students with Autism Spectrum Disorders

(Fall, Spring, Summer)

This seminar provides students with introductory knowledge regarding children diagnosed with autism. Topics addressed include characteristics of students with Autism Spectrum Disorders; considerations in school and home programming; family, community and legal issues; and life transitions.

661

ABA I: Principles and Teaching Strategies

(Fall, Spring, Summer)

Behavior analysis is a natural science approach to the study of human behavior. Behavior analysis has been phenomenally successful in a wide variety of human endeavors, including business and industry, physical therapy, socialization of difficult populations such as adult offenders, those addicted to substances, and children with conduct and oppositional behavior. This class explores how the basic principles of human behavior, such as schedules of reinforcement and response choice, were discovered and current research in the Experimental Analysis of Behavior.

662

Teaching Methods for Students with Autism

(Fall, Spring, Summer)

This seminar provides students with knowledge of current research-based teaching strategies for students in the autism spectrum. Participants gain experience in assessing and planning meaningful learning goals, developing effective teaching plans and evaluating student outcomes. Topics addressed include teaching complex behaviors, analyzing challenging behaviors and collaborating with families.

Prerequisite: ED 661 Applied Behavior Analysis.

663

Special Topics in Autism

(Fall, Spring)

This seminar provides students with knowledge of relevant language, social, community and sensory characteristics of students in the autism spectrum. Participants examine assessment tools and intervention strategies to support students with autism. Other topics covered include family, sibling and emotional issues in relation to cultural context, as well as transition issues and "next environment" planning.

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681

ABA II: Procedures for Behavior Change

(Fall, Spring)

In the basic principles course, students learned how the principles of learning were discovered in the lab. In this course, students focus on the methods of behavior analytic research. The topics to be covered are defining applied behavior analysis, selecting, defining and measuring behavior, constructing graphs to interpret behavior, analyze behavior change, research designs such as alternating treatments design, reversal designs, multiple baseline designs, changing criteria designs, and planning and evaluating behavior analytic research.

682

ABA III: Strategies for Youth with Emotional Behavior Disorders

(Fall, Spring)

Working or consulting in classrooms requires taking the scientific principles of human behavior and applying those principles to the socialization of children at risk for or with delinquency, conduct problems (such as those with serious emotional disturbance and social maladjustment, i.e., conduct disorder, oppositional defiant disorder, and attention deficit disorder), developmental and other disabilities. This course analyzes the basic process of behavior change. Topics covered are: basic principles of behavior analysis (reinforcement, schedules of reinforcement, punishment, motivating operations, stimulus control, imitation, shaping, chaining, extinction, differential reinforcement); behavioral assessment including functional analysis and behavior chain analysis; the application of those principles to children's behavior; intervention methodologies such as verbal behavior contingency management; development of behavioral objectives to build self control; programming for generalization; and working with parents and paraprofessionals to implement behaviorally-based treatments. Special attention is paid to comprehensive programming and the use of multiple intervention methods. Upon satisfactory completion of this course, the student will functionally analyze social behavior deficits and excesses of children and youth. In addition, students will design behavioral intervention plans based on functional behavioral assessments.

Prerequisites: Satisfactory completion of ABA I and ABA II ("B-" or better).

683

ABA IV: Behavior Analysis of Child Development

(Fall, Spring)

Conceptualization of behavioral problems and the origins of behavioral disorders is critical to treatment and critical to the functioning of people

through the life span. This course focuses on Basic Principles in Behavior Analysis (i.e., positive and negative reinforcement, shaping, stimulus equivalence, etc.) and how they shape the development of typical and atypical children. The role of these principles in normal development and developmental problems such as language delays, motor developmental delays, conduct and oppositional defiant disorder, childhood depression, problems of attachment, and autism are explored. The course reviews field applications including direct observations of children's development (using frequency methods, duration methods, rate methods, ABC-event recording, running records), functional behavioral assessment, curriculum design, verbal behavior assessment and intervention, curriculum based-measures and interventions strategies that involve both the school and the family.

Prerequisites: A thorough understanding of the basic principles and procedures of applied behavior analysis, as demonstrated by a grade of "A" to "B-" in ABA I and ABA II.

684

ABA V: Behavioral Consultation in Homes, Schools and Communities

(Fall, Spring)

This course uses online technology in combination with role plays and feedback to build behavior analytic case conceptualization and execute effective behavioral consultation. Behavioral case conceptualization is the integration of information from a functional assessment, complete with skills and adaptive behavior assessment, as well as ecological assessment. This course focuses primarily on behavioral consultation skills needed to produce a strong behavior analytic case conceptualization and to link that conceptualization to intervention. The course thus attempts to reach the following goals: pinpointing target behavior, collaborative goal setting, setting up data collection procedures, identifying critical setting/situation for change (analysis of both antecedent variables and establishing operations), preliminary functional assessment, including descriptive analysis, experimental functional analysis, and behavior chain analysis; understanding graphic representation of data; setting up a competing-behaviors model; linking conceptualization to functional intervention; ensuring that intervention is comprehensive enough to get the job done and least restrictive; analyzing contingencies, treatment integrity checks and data analysis thorough single subject graphs. Special topics include behavior analytic models of teacher and parent resistance, as well as interventions for resistance. This course is an intensive lab course that focuses on the practical aspects of "how to" consulting (i.e., what is done each session, each

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step of the way). It is critical that students participate in each class to engage in the role-plays and get feedback from other students.

Prerequisites: A thorough understanding of the basic principles and procedures of applied behavior analysis, as demonstrated by a grade of "A" or "B" in basic principles or Applied Behavior Analysis II.

687

Behavior Analysis Internship I

(Fall, Spring)

This course is designed to be a guiding course while the student is on his or her selected internship. It meets on campus for 1.5 hours per week. The purpose of the course is to help the student move information learned in coursework from theory to practice. Focus is spent on case development—conducting functional behavioral assessment and using the assessment to create a competing behaviors model. From the competing behaviors model, students brainstorm interventions to address: setting events (including motivating variables, history effects, ecological variables, and deficits in the current repertoire), antecedent variables (trigger control methods, fading antecedents, etc), pre-current behavior (overcoming sequential effects, disrupting behavior chains, problem solving skills training etc.), behavior (task analyzing alternative behavior, methods for chaining, instructing and shaping new behavior), and consequence interventions (contingency management, interventions based on the function of behavior). The student should be working 20 hours per week at his or her selected and approved internship site and receiving at least 0.5 hours of onsite supervision by the field behavior analyst, while registered for this course. A student needs to complete 300 hours at his or her site by the end of this course. Half the grade for the course is presented by the field supervisor.

688

Behavior Analysis Internship II

(Fall, Spring)

Applied Behavior Analysis (ABA) and its subspecialty Clinical Behavior Analysis (CBA) are best learned and understood by getting hands-on experience. This hands-on experience is obtained through the internship. While on internship, this course allows for students to meet with their University supervisor to shape their ethical development and understanding of customary practices of the profession. Thus, each student is to be in a field internship and meeting at least 0.5 hours per week with a field supervisor. This course meets for 1.5 hours per week on campus. Internships can take place in most community organizations. The field supervisor should have experience in behavior analysis and therapy. Field experiences that offer

a diverse range of populations to work with are preferred to those with a single population. This course covers advanced use of the principles and procedures of behavior therapy as a clinical intervention approach. This course focuses on practice in specific techniques, as well as an ethical overview of practice. Students need to complete 300 hours at their site by the end of this course. Half the grade for the course is presented by the field supervisor.

699

Assessment, Analysis and Instruction in Reading and Writing

(Fall, Spring)

This course is required for those seeking Reading Specialist Certification. Topics in this course focus on the graduate student's development of knowledge and skills related to selecting, developing and administering a range of formal and informal literacy assessments (norm-referenced, criterion-referenced, summative, formative, informal). As this knowledge and skills are fundamental to the development of instructional decisions at a classroom and school-wide level, this integration also is integrated throughout the course. Students are challenged to acquire skills necessary for providing leadership related to literacy assessment policy and practice at school and district levels.

Prerequisites: All courses in Reading Specialist Program with the exception of ED 595, the culminating practicum, and electives, will be prerequisites for this course. This is the final course to be taken prior to the practicum.

700

Low Incidence Disabilities: Research and Practice

(Summer, Year 2)

In this doctoral-level course, students learn to identify and critically evaluate emerging trends in the education and treatment of students with severe and multiple disabilities. Students expand their awareness of techniques for providing services to children with low incidence disabilities and their families. Etiological factors, characteristics, and educational needs of individuals with low incidence disabilities are surveyed. Inclusive models and integration into the community are emphasized.

701

Disabilities Studies

(Fall, Year 1)

This doctoral seminar explores the experiences of people with disabilities across the lifespan and critically studies policies, movements, and philosophical models that influence the lives of individuals with disabilities. Topics include

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independence, productivity, education and community inclusion, self-determination, disabilities rights movement, various models of disabilities, and diversity within disability.

703

Positive Behavior Support

(Spring, Year 1)

This seminar provides students with in-depth information on current interventions and therapeutic techniques for dealing with children and adolescents with emotional and behavioral challenges. Various topics may include cognitive interventions, play therapy, and/or effective treatment of post-traumatic stress disorder, etc. Theoretical orientations are taught and discussed as well as implications of various orientations and strategies for linking assessment to theory to interventions.

704

Multicultural Issues in Special Education

(Summer, Year 2)

This advanced seminar is designed to promote a comprehensive understanding of the complex issues involved in the assessment, placement, and education of students of diverse abilities, cultural, linguistic, socioeconomic backgrounds, age, gender, sexual orientation, and nationality. Students examine the value of belonging and the harm of exclusion, and the current and best practices to successfully educate all students in the least restrictive environment.

705

Best Practices: Curriculum and Instruction

(Fall, Year 1)

This seminar is designed to provide students with the knowledge and skills to appropriately modify curriculum, instruction, and assessment, and to make the necessary accommodations to adapt teaching and learning for all students. Cognitive and social learning theories are discussed in light of specific learning problems and orientations toward intervention.

706

Organizational Change/School Based Data

(Summer, Year 1)

This course examines the roles of the school principal, school leaders, teachers and staff and to make sense of them within the framework of organizational culture and systems theory. Students learn to think critically about schools as systems, special education as a system, the interactions between regular and special education systems and to examine effective models for school change and improvement.

707

University Teaching Experience

This course is designed for students who would like the opportunity to co-teach an undergraduate or master's-level course with an Arcadia professor. Students will learn how to design a course, develop syllabi, design and deliver effective instruction, and assess students. Special permission of the student's adviser is necessary to take this class.

708

Curriculum Theories

This seminar focuses on the construction of school knowledge. By school knowledge, we mean both the curriculum of the schools and the implicit pedagogical techniques embedded in the various subject matters. Students survey a range of curricular theories including structural theories, neo-Marxist critical theories, critical race theories, feminist theories, post-structural theories and postmodern approaches. The purpose of the survey is to provide students with the analytical tools to examine and adapt school knowledge in their own practice in order to promote full inclusion in the least restrictive environment.

709

Knowledge of the Learner

This seminar explores the ways in which learners typically learn, including those with disabilities. It focuses on the student as a lifelong learner. This seminar teaches students to develop instructional and assessment techniques based on the theories of child learning (pedagogy) and adult learning (andragogy).

710

Independent Projects Seminar

This seminar is used as an opportunity for students to continue with either a research project or a field experience that may require continuation or follow-up from another doctoral seminar.

Special permission of the student's adviser is necessary to take this class.

ED 720

Ethical Leadership in Education

Students explore effective management of the organization, operation, and resources for a safe, efficient, and effective learning environment. Participants gain an understanding of standards-based systems theory and design and the ability to transfer that knowledge to the leader's job as the architect of standards-based reform in school in a fair and equitable manner with personnel and professional integrity.

ED 723

Professional Development and Supervision

Students in this course integrate theories of human behavior and organizational development

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with effective practices in the current models of teacher evaluation (Hunter and Danielson & McGreal); performance-based compensation models; and the legal realities of implementing these systems.

In this course, students also learn how to use professional learning to lead professional development and change in schools. Students examine research findings on effective professional learning, demonstrate an understanding of the National Staff Development Council Standards, and job-embedded professional learning, such as mentoring, coaching, feedback, study groups, peer observation and learning teams. Participants examine the design and impact of distance learning, multimedia, and Web technologies when designing and providing professional learning opportunities and systems.

ED 726

Organizational Theory, Change, and Sustainability

Students learn to drive and sustain change in a collegial environment, culminating in students' understanding of and ability to use a wide range of applicable leadership practices. Through the collaboration with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources, students identify strategies to set a widely shared vision for learning. Participants identify knowledge and engage in the skills required to think and plan strategically for the purpose of creating an organizational vision around personalized student success.

ED 747

School and Community Partnerships

This course explores the skills, techniques, and attitudes school leaders need to collaborate, communicate, engage and empower others inside and outside of the organization to pursue excellence in learning. Students examine the role and influence of the media, PTO/PTA organizations, and special interest groups. Course participants engage in and identify effective strategies for collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources. Advocacy for children and public education in the larger political, social, economic, legal and cultural context is explored.

ED 732

Teaching and Learning in the 21st Century: Interconnectivity and Shared Responsibility

This course examines the relationship of curricula, instruction and assessment to current research in teaching, learning and knowledge construction. Complex pedagogical problems are identified and analyzed with the focus on the

impact upon the teaching and learning environment. Participants explore processes to create a culture of teaching and learning with an emphasis on learning.

ED 735

Embracing Diversity in PreK-12 Education

This course provides an intensive study of the needs of diverse students and families and effective and appropriate responses to these needs within educational settings. During this course students, examine the intersection of socioeconomic status, cultural and linguistic background, gender and sexual orientation, and race/ethnicity with responses to atypical student learning and disabilities within educational environments. Students conduct critical analyses of their own personal and professional beliefs concerning diverse student populations and critique their own professional contexts in terms of sensitivity and responsiveness to diversity.

ED 738

Leading Comprehensive Student Support Systems

This seminar is designed to teach students the range of administrative and leadership skills necessary to manage a public or private program for children and adolescents with special needs. The course emphasizes the leader's responsibility as a change agent and the importance of consultative and collaborative roles in moving organizations forward. Students examine the legal responsibilities with regard to provisions for and delivery of services to students as well as school-based counseling, psychological, social work, and health services.

ED 741

Current Issues in School Finance and Resource Management

This course is designed to facilitate a more in-depth understanding of the efficient and effective use of finances, facilities, and other tangible and intangible resources at the school district level. Students explore the impact of emerging technologies on the learning environment known as "school," along with related financial, resource, and facility issues unique to education that affect individual school buildings.

ED 729

Informed Leadership: Data-driven Decisionmaking

In this course, students learn to utilize data to identify school improvement needs and make informed decisions in effecting change that will lead to the academic success of all students, including those with learning disabilities and those who come from linguistically and culturally diverse backgrounds. Students build the knowledge and skills to think and plan strategically, to create an organizational vision

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around personalized student success. An exploration of successfully demonstrated change models exposes students to the collection and analysis of multiple data sources to improve schools. Students learn to systemically collect and analyze multiple sources of data to identify improvement needs, determine an effective response, monitor and correct progress, and demonstrate success to stakeholders. Candidates also examine the components of an effective school improvement plan.

ED 744

School Law, Policy Reform and Politics in Education

This course examines how law, politics, and power structures interact to influence the goals and operations of schools. Advocacy for children and public education in the larger political, social, economic, legal and cultural context is examined. Students learn about and observe the roles and /influence of school boards, community organizations, state boards of education, state governments, special interest groups, professional organizations, and unions. Participants gain insight into understanding, responding to, and influencing the political, social, legal, and cultural school district contexts.

750

Practitioner Research I

(Fall, Year 1)

Students learn to infuse qualitative and quantitative methods in order to conduct research, evaluate programs, assess student progress, and design, implement, and monitor educational innovations in applied settings.

751

Practitioner Research II

(Spring, Year 1)

Students learn to infuse qualitative and quantitative methods in order to conduct research, evaluate programs, assess student progress, and design, implement, and monitor educational innovations in applied settings.

760

Law and Disabilities

(Fall, Year 3)

This course is an overview of federal and state special education law, policies, and procedures, including due process hearing issues and mediation. Students become familiar with how the law is implemented in schools. Policy and advocacy issues are addressed. There is a particular emphasis on using alternatives to litigation to resolve parent-school disputes that arise over a child's program.

761

Special Education Leadership

(Fall, Year 2)

This seminar is designed to teach students the range of administrative and leadership skills necessary to manage a public or private program for children and adolescents with special needs.

762

Inclusive Education and Post-Secondary Life

(Spring, Year 2)

This doctoral seminar is designed to promote a comprehensive understanding of the parameters of implementing inclusive education and post-secondary transition services. Students explore the complex issues involved in the development of educational systems that are designed to effectively educate all children to become adults who are interdependent, productive, included, and self-determined, and who can make contributors to their communities of choice.

800

Doctoral Project Seminar I

(Spring, Year 2)

Content for the Doctoral Project Seminar focuses on problem-solving and integrating research methods with real-life problems faced by school personnel. Methodological content includes learning single subject design, quasi-experimental designs, and furthering knowledge of action research and qualitative design methodology begun in the Action Research courses. The first semester of this year-long doctoral seminar prepares students to develop their dissertation proposals and begin to plan and conduct their dissertation research studies. Students have the opportunity to develop a dissertation proposal and design and implement their own strategic plans, applying action research principles learned in Action Research I and II.

801

Doctoral Project Seminar II

(Fall, Year 3)

Content for the Doctoral Project Seminar focuses on problem-solving and integrating research methods with real-life problems faced by school personnel. Methodological content includes learning single subject design, quasi-experimental designs, and furthering knowledge of action research and qualitative design methodology begun in the Action Research courses. This second semester of the year-long doctoral seminar prepares students to complete their dissertation proposals and plan for the implementation of their dissertation research studies. Students develop an understanding of the various uses, methods, designs, and analyses used in dissertation research and

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develop and refine their substantive areas of focus.

802

Doctoral Project Seminar III

(Spring, Year 3)

Content for the Doctoral Project Seminar focuses on problem-solving and integrating research methods with real-life problems faced by school personnel. Methodological content includes learning single subject design, quasi-experimental designs, and furthering knowledge of action research and qualitative design methodology begun in the Action Research courses.

803

Advanced Research Seminar

(Summer, Year 2)

This seminar is designed to allow students to continue working on the development of their dissertation proposals or analysis of data. On-going feedback concerning the development or analysis of the students' projects is provided by both the professor and the cohort.

804

Special Topics

(Spring, Year 3)

This seminar is a doctoral-level elective. Topics rotate with each cohort. Contact the doctoral program in special education for additional information.

901

Dissertation Preparation I

Summer, Year 2

Students can elect to sign up for this non-credit course that enables the Chair of their committee to provide support to dissertation proposal development during the summer of Year 2. There is no charge for this course, nor are grades given.

902

Dissertation Preparation II

(Fall, Spring, Summer)

After completing all doctoral coursework, students must register for 902 every semester until the dissertation is defended and approved. Students will be charged the equivalent of 1 credit for the course each semester at the prevailing tuition rate. No grade is assigned.

Courses for Environmental Studies (ES)

Offered in cooperation with the Schuylkill Center for Environmental Education (SCEE).

Note: Class size is limited to 14 for all SCEE classes that require field trips: ES 501, ES 403, ES 404, ES 505, and ES 511.

501

Introduction to Environmental Studies

(6 credits; Summer, Fall, SCEE)

This introductory course is designed to provide the necessary background in the natural and social sciences as they relate to environmental studies and the procedures required to investigate ecological systems. It includes field and lab work, field trips and lecture. The focus is on terrestrial and saltwater ecosystems.

502

Field Natural History

(Fall, SCEE)

This course is study in the field, the characteristics and life histories of vascular plants, mammals, birds, reptiles, amphibians, and fungi. It focuses on taxonomic classification, field identification, and scientific collecting.

503

Meteorology

(Spring, SCEE)

This exploration of meteorology as a science utilizes discussions, laboratories, field trips, guest speakers and films. It focuses on the principles of weather and the evolution of climate and its synergistic role in biological and geological evolution.

504

Human Ecology: Use of Natural Resources

(Summer, SCEE)

This is an intense course that studies the interaction of humankind's political, social and technological activities with the environment. It explores the topics of energy, water use, solid waste, soil conservation, regional planning, hazardous waste, drinking water and other topics through field trips and guest speakers.

Prerequisites: ES 501, and at least one other ES content course recommended.

505

Earth Science

(Spring, SCEE)

This introduction to physical geology emphasizes processes involved in rock formation and alteration of the lithosphere. It includes actions of

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wind, water, chemical substances and living organisms during weathering and erosion. Also stressed are the role of plate tectonics on continental and ocean basin evolution and human impact on mineral resources. It requires laboratory activities and some Saturday field trips.

506

Society and the Environment

(Spring, Summer, SCEE)

Designed to provide a clearer understanding of how environmental value systems evolve for individuals, groups, political systems, nations, cultures and civilizations, this course examines a broad range of environmental issues facing the human race from the perspective of various value systems.

Prerequisites: ES 501 and either ES 502, ES 503 or ES 505 are recommended.

507

Urban Ecology

(Spring, odd years, SCEE)

An exploration of the depth and breadth of ecological concepts that are involved with urban settings, this course utilizes the city environment as the classroom, with topics such as the city as a classroom; energy flow in the city; schoolyard ecology; populations and communities; urban geology; city water; solid waste; and city wildlife. This course consists of classwork, fieldwork in urban settings close to the SCEE, and two long Saturday field trips.

511

Aquatic Ecology

(Fall, SCEE)

Through field trips and laboratory experiences, this course is an investigation of the basic ecological concepts that permit aquatic systems to function. Topics include pond, stream, river and fresh water marsh ecology, basic water chemistry, and human impact on aquatic resources.

561

Special Studies in Environmental Education

(Summer)

This course is designed to provide an overview of various ecological concepts and/or environmental education curricula.

593

Fieldwork in Environmental Education

Planned with program Coordinator.