

Special Education at Arcadia University

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

In July 2012, Arcadia's Department of Education transitioned into the University's School of Education. This new status is reflective of the University's deep and sustained commitment to educating teachers and educational leaders through rigorous and personally meaningful experiences that cultivate creative and critical understandings of teaching and learning.

As a result of becoming a School of Education, we have reorganized into three departments--the Department of Teaching and Learning; the Department of Curriculum, Cultures and Child/Youth Studies; and the Department of Leadership for Educational Equity and Excellence. This new structure enables our faculty, many of whom are in new leadership roles, to better advise students, oversee courses, and develop innovative programs on the undergraduate and graduate level. While this period of change heralds a new era in the way Arcadia educates those who teach and lead, we have retained our trademarks: Individualized instruction, personal attention from faculty, and meaningful, mentored fieldwork. These hallmarks inform our approach, through which we aim to make Arcadia's education students the great teachers and educational leaders the world needs.

Coordinators

Clare Papay, Ph.D., Coordinator of
Graduate Special Education Certification
Program

Christina Le Ager, Ph.D., Director of
Division of Teaching and Learning

Tanya Santangelo, Ph.D., Coordinator of
Special Education and Educational
Leadership Doctoral Programs

Master's and Doctoral Degrees and Teacher Certifications

Doctor of Education in Special Education

Master of Education with a Concentration in Special Education

Certifications

Instructional

Early Elementary/Special Education

PreK-8 Special Education Certification

7-12 Special Education Certification

Supervisory

Administrative

About the Doctor of Education (Ed.D.) in Special Education

The Profession: Graduates of the Ed.D. program will be up-to-date on the most recent developments in the field, will learn how to assess and alter their organization's practices, and will have the capacity to implement best practice programs to benefit students, schools and communities.

The Degree Program: Arcadia's doctoral program in Special Education offers a Doctor of Education degree earned by engaging in intensive study and completing an approved doctoral dissertation. The program is designed to increase the students' levels of professional expertise in the field of special education and to develop the skills necessary to implement best practices programs effectively in natural settings. This program focuses on preparing educational leaders for schools in supervisory, curricular, and/or administrative capacities.

The guiding philosophy of the special education doctoral program is composed of several key components integrated into the program through expectations, coursework and mentorship. Students are challenged to work toward integrating the following into their academic performance and professional lives:

- Willingness to consider new ideas
- Embracing community inclusion and diversity
- Critical thinking
- Systemic critique and reform
- Collaboration and teamwork
- Critical self-reflection
- Social action
- Ethical practices and conduct
- Ongoing professional development and life-long learning

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- Research-based practices

The Ed.D. program in Special Education facilitates collaboration and teamwork through a modified cohort model. Students enter the program with a group of colleagues with whom they take courses and progress through the program. Cohort models have a number of advantages for students and faculty alike.

- Cohorts provide students with study and support groups that enable them to gain maximum benefits from coursework and research.
- Cohorts enable students to support each other as a group while accomplishing the major milestones of the program, including their qualifying paper and dissertation.
- Because students move through the core program as a group, faculty are aware of what they have been taught and what is yet to be covered; this is especially important in addressing the research/critical thinking portion of the curriculum and building solid research skills.
- Cohorts provide for high levels of ongoing support for individual student work and research development.

The cohort model allows students to move through the critical thinking/research component of the program as a group and, as such, to work supportively and collaboratively on developing, implementing, and writing their qualifying papers and dissertations.

Students' progress and timelines will vary during the dissertation proposal, implementation, and writing process. Contributing factors include the subject of the dissertation, the meeting of established timelines, issues of participants and implementation, data analysis, and writing skills.

Structure of the Program: A minimum of 60 credit hours post-master's degree, including 18 credits of research courses are required for the doctoral degree.

Coursework is organized around a series of courses including: essential background courses, research methods, and content area information. Each semester's courses integrate these three curricular areas so that students have continuous exposure to and

practice in critical thinking and research methods as they gain content area knowledge.

The focus of all coursework is to teach students how to think critically and systematically about special education at both the micro-level (i.e., the impact of various programs or interventions on students and classrooms) and the macro-level (i.e., school- or district-wide impact). The program stresses the cultural, social, political ramifications of special education categorization, curriculum, instruction, as well as models and methods of service delivery. From the first day of the program, students utilize real-life cases and analyze relevant materials as they examine special education programs operating in schools, communities and agencies.

Admission Requirements Doctor of Education (Ed.D.) in Special Education

In addition to the general admission requirements listed on page 21, the following program-specific requirements must be met:

1. A Doctor of Education application, including personal statements, to be completed online at www.arcadia.edu/gradapp.
2. A master's degree from an accredited institution with a recommended GPA of 3.0 or better. The degree must be in Special Education or a related field.
3. One official transcript from each college, university or professional school attended. Transfer credits included on a transcript must include grades earned; if not, an official transcript from the original school must be submitted. Transcripts must be sent from the issuing school in a sealed envelope and contain the appropriate signatures and seals to be considered official.
4. There are four required background courses: Introduction to Inclusive Education, Supporting Students with High Incidence Disabilities, Supporting Students with Low Incidence Disabilities, and Positive Behavioral Approaches. Students may be conditionally admitted if lacking some of the courses.

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5. A minimum of three letters of recommendation from individuals in a position to evaluate the applicant's qualifications for graduate study and/or field-related work experience, including at least one from a professor.
6. Test scores from the Miller Analogies Test (MAT) or the Graduate Record Examination (GRE), taken within the last five years.
7. A minimum of five years experience working in Special Education or a related field.
8. A current résumé.
9. An interview with the Admissions Committee. After a review of the application, the Admissions Committee will decide which applicants will be asked to interview for acceptance.
10. International applicants should visit www.arcadia.edu/international for detailed information on admission requirements and application procedures. Official results from the TOEFL or IELTS are required for all students for whom English is a second language except for non-native speakers of English who hold degrees or diplomas from post-secondary institutions in English-speaking countries (e.g., the United States, Canada, England, Ireland, Australia and New Zealand.). A course-by-course evaluation of all transcripts by an independent evaluation service based in the United States also is required.

Essential Background Courses (12 credits mandatory)

Students entering the doctoral program will be required to have essential background knowledge in special education. These courses are designed to provide the student with minimal necessary background information concerning students with special needs, Special Education programs, and best practices. It is assumed that the majority of entering doctoral students will have extensive background knowledge in the field and will have completed a master's degree in Special Education or a related field and therefore will enter having completed the essential background courses. However, for those students entering the program without the

necessary background knowledge, one course in each of the following Special Education content areas will be required:

1. Introduction to Special Education or Inclusive Education
2. Supporting Students with Low-Incidence Disabilities
3. Supporting Students with High-Incidence Disabilities
4. Positive Behavioral Support/Classroom Management

Courses covering these content areas are regularly taught as part of Arcadia University's master's-level Special Education program and the certification in Special Education.

Determination of the need to take essential background courses or to improve background knowledge will be decided based on the entering student's transcript and a meeting with the admissions committee. Options for meeting these requirements may include recommendations for students to take one or more of the prerequisite courses for credit, audit one or more courses, and/or engage in reading current literature in one or more areas. Based on a potential student's credentials, the admissions committee will decide whether prerequisites must be met prior to being interviewed, accepted, or starting the doctoral program.

Application Deadline: Students are accepted for the fall semester only. Applications are accepted on a revolving basis and will be reviewed as received.

Deferred Admission: Accepted students who want to defer their admission for one year must submit their request to do so in writing to the Dean of the College of Graduate Studies and the program Director. Deferrals will be granted by the Department on an individual basis. Once the deferral is granted, students must submit the required deposit to reserve their seat in the class. This deposit will be credited toward tuition. Students who are granted a deferral must understand that they will be subject to the prevailing tuition at the time of matriculation to the program.

Expenses

Tuition for 2012-13 (Please see the program listings for the Doctor of Education in Special Education and Doctor of Education in

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Educational Leadership for expenses for those programs.)

Parking: \$30 per semester (fall and spring) before 4 p.m. No charge after 4 p.m.

Academic Policies and Procedures

Completion of Coursework: A minimum of 60 credit hours post-master's degree, including 18 credit hours of research courses are required for the doctoral degree.

Continuous Enrollment: Students must be enrolled continuously in the Ed.D. program. In case of a personal emergency, the student may petition the Dean of the College of Graduate Studies for a leave of absence; however, this is not guaranteed.

Readmission: A student who has withdrawn from a graduate program for personal reasons, (that is, other than dismissal for academic or ethical reasons) may reapply within one year of that withdrawal by sending a letter requesting reinstatement to the Dean of the College of Graduate Studies. The Dean forwards that request to the appropriate departmental admissions committee, which will communicate its decision to the student. In some cases, a student may be asked to submit materials updating the original application. If the withdrawal was granted contingent upon some action(s) on the part of the student, the student also will be required to demonstrate that the recommended steps have been taken. If more than one year has elapsed, a completely new application must be submitted to the Office of Enrollment Management.

Time Limits: All coursework must be completed within five years of admission to study. Dissertation must be completed within five years of admission to candidacy. Students who do not complete the dissertation at the end of the third year will be required to enroll in an ongoing one-credit per semester Dissertation Preparation II (ED 902) until their dissertation is completed, defended, and approved.

While the program is designed to be completed in three to four years, the amount of time a student may need to complete his or her dissertation, write, and defend it may vary.

Students complete the program in either their third or fourth years, depending on project length, complexity, and time available to devote to the project.

Qualifying Project: In the first and second semesters of their first year of doctoral study (Practitioner Research I & II), students begin to work on their qualifying submission which includes two literature reviews and a Self As Scholar paper. Combined these three documents are the Qualifying Project. Through this requirement, students demonstrate a comprehensive knowledge of their area of interest. The literature reviews include a comprehensive review of the literature and questions or issues in need of research, focusing upon the area of research that will constitute the doctoral dissertation. Faculty advisers for the qualifying project include the professors of Action Research I & II. The final paper is reviewed and assessed by the student's professors and one additional faculty member from the program. It is expected that the literature review portion of the qualifying paper will be publication quality.

Candidacy: Students will advance to doctoral candidacy upon successful completion of all of the following requirements: (1) the first year of study with a minimum GPA of 3.0; (2) a successful First Year Evaluation and faculty approval for continuance; and (3) passing the qualifying project. A copy of the qualifying project and the appropriate paperwork will be placed on file for review by the Department Chair and the Graduate Dean.

Exit Strategies: Students who are not making appropriate progress will be counseled out of the program at the end of that given year of coursework. Students who engage in any other reason for dismissal (cheating, plagiarism) may be asked to leave immediately or at the end of the semester. Continuance in the program for those with under a 3.0 GPA will be conditional for the next semester provided their grade point average improves to at least that level during that time.

Development of the Dissertation Proposal: During the research course series doctoral candidates will learn research methodology as well as progress steadily on their dissertation proposal. During years 2& 3 students will have the opportunity to develop a Dissertation Action Plan (presented in class) including topic area, goals, research questions, target

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participants, design plan, scope of intervention, and preferences for Committee Chair. Once a committee Chair has been assigned to the candidate and they have met to finalize research questions and consider methodology, the Chair and the candidate will collaboratively choose the other members of the Dissertation Committee. While the Proposal requires much individual effort it is the intention of the coursework in research to support the development of the Proposal by the middle of the third year of class.

Proposal Defense: The dissertation proposal is reviewed first by the chair, then by the committee. The chair decides when a proposal is ready for defense. During the defense, the proposal is presented to the student's committee, with the education faculty and Graduate Dean invited to attend and pose questions. Final passage of the proposal and necessary revisions is decided by the committee.

Dissertation: Dissertations are intended to provide students with a meaningful academic research experience that contributes knowledge to the field of special education, contributes to improving special education practice in the field, and documents student mastery of chosen research methods. Dissertations are evaluated on their innovation and contribution to the field of special education, organization, written expression, research methodology, and data analysis. Students work on high-quality applied research projects grounded in data from the field. Dissertations are individually developed, written, and assessed according to such standards as would govern publication in a juried journal. Members of the student's dissertation committee work closely with the student to develop and supervise the project.

Dissertations may span the continuum of special education influence from rigorous and comprehensive case studies or program evaluation to an original research project employing single subject design. Methodologies may include qualitative or quantitative data collection and analysis with a preference for mixed methods. The written dissertation should incorporate the following standard sections:

- Chapter 1: Introduction/Rationale/Overview and Statement of the Problem
- Chapter 2: Literature Review
- Chapter 3: Methods
- Chapter 4: Research Findings

Chapter 5: Conclusions.

Dissertation Defense: The dissertation defense takes place before the student's dissertation committee and is open to Arcadia University administrators and faculty members as well as the public. Final approval of the dissertation requires written consent of all members of the Dissertation Committee.

Degree Requirements for the Doctor of Education in Special Education (Ed.D.)

Special Education Concentration
(60 credits: 48 credits plus 12 credits of essential background courses)

First Year (18 credits)

Fall (6 credits)

ED 701	Disabilities Studies
ED 750	Practitioner Research I

Spring (6 credits)

ED 703	Positive Behavior Support
ED 751	Practitioner Research II

Summer (6 credits)

ED 700	Low Incidence Disabilities
ED 762	Transition to Post Secondary Life

Second Year (18 credits)

Fall (6 credits)

ED 800	Quantitative Research I
ED 7--	Evidence Based Instructional Practices

Spring (6 credits)

ED 801	Qualitative Research I
ED 761	Special Education Leadership

Summer (6 credits)

ED 706	Organizational Change/School Based Data
ED 760	Law and Disabilities
ED 901	Dissertation Preparation I (optional)

Third Year (12 credits)

Fall (6 credits)

ED 802	Mixed Methods Research
ED 704	Multicultural Issues in Special Education

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Spring (6 credits)

ED 803-806	Advanced Research Methods
ED 804	Special Topics I or Elective Course
ED 902	Dissertation Preparation II (as needed until dissertation is defended and approved 1 credit hour)

Leadership Certification

Doctoral candidates who want to obtain supervisory or principal certification need the following (One leadership course may count as the student's third year elective.):

Requirements for Supervisory Certificate in Special Education

Prerequisites

ED 580	Introduction to Inclusive Education
ED 504	Human Relations in Education (or related course)

Required:

ED 636	Advanced Seminar in Supervision
ED 645	Labor Relations and Dispute Resolution
ED 600	-Practicum: Supervision

Requirements for Principal Certification

ED 634	Managing Organizations and Change
ED 638	School Finance
ED 639	Practicum: Principals

Master of Education with a Concentration in Special Education (M.Ed.)

Coordinator

Clare Papay, Ph.D.

The Master's Degree

The Special Education program is designed around four major themes:

1. Consultation and collaboration
2. Inclusion and diversity
3. Authenticity
4. Reflection

Each course embeds these themes within the content of the course in the following ways: 1) Focusing on the necessity of consultation, collaboration, and team teaching to provide effective services that build communities of support for students; 2) Stressing inclusion as the default option for all students while striving to build communities of diverse individuals; 3) Authentic, meaningful instruction that addresses real needs of students and families; and 4) Self-reflection and reflection on current practices that fosters growth and visionary programming.

Master of Education Degree Requirements

(a minimum of 30 credits)

The program must be planned with an adviser to ensure that degree and/or certification requirements are satisfied. ED 583A Fieldwork in Special Education may be required for students having no prior experience in Education.

Special Education—Inclusive Practices Concentration K–12

1. Foundation Courses (6 credits)

ED 505	Cultural Foundations of Education
ED 510	Interpreting Educational Research
2. Concentration Courses (18 credits)

ED 566D	Instructional and Assistive Technologies
ED 580	Introduction to Inclusive Education
ED 581	Disability Studies and Special Education Law
ED 582	Supporting Students with High Incidence Disabilities
ED 584	Supporting Students with Low Incidence Disabilities
ED 585	Positive Behavior Approaches
3. -Electives (3 credits) chosen with the adviser
4. -Culminating Activity (3 credits)

ED 591	The Profession of Special Education
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Expenses

Tuition for 2012-13: \$695 per semester credit hour

Fees:

Deferred Payment : \$40 (non-refundable)

Audit: \$695 per course

Parking: \$30 per semester (fall and spring) before 4 p.m. No charge after 4 p.m.

Teacher Certification

Pennsylvania Instructional Teacher Certification (variable credit depending on previous academic credentials).

Special Education PreK–8

This program is designed for individuals seeking to add PreK-8 Special Education to an existing Instructional I Certificate in Elementary/Middle School or Reading Specialist and planning to work in a elementary or middle school settings.

Pre-requisites

Level I or II Instruction Certificate in Elementary or Middle School Education or Reading Specialist

ED 606 Strategic Instruction for Content Literacy

Ed 517 Human Development

Ed 622 ESL: Multilingual and Multicultural Literacies

ED 505	Cultural Foundations of Education
ED 510	Interpreting Educational Research
ED 566D	Instructional and Assistive Technologies
ED 580	Introduction to Inclusive Education
ED 582	Supporting Students with High Incidence Disabilities
ED 584	Supporting Students with Low Incidence Disabilities
ED 585	Positive Behavioral Approaches
ED 670	Transition Planning and Services
ED 591	The Profession of Special Education

ED 583A	Fieldwork (3 credits; credits not applicable to the master's degree)
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Special Education 7-12

This program is designed for individuals seeking to add 7-12 Special Education to an existing Instructional I Certificate in Secondary Education or Reading Specialist and planning to work in middle or secondary settings.

Pre-requisites

Level I or II Instruction Certificate in Middle School Education or Secondary Education

ED 606 Strategic Instruction for Content Literacy

Ed 517 Human Development

Ed 622 ESL: Multilingual and Multicultural Literacies

ED 505	Cultural Foundations of Education
ED 510	Interpreting Educational Research
ED 566D	Instructional and Assistive Technologies
ED 580	Introduction to Inclusive Education
ED 582	Supporting Students with High Incidence Disabilities
ED 584	Supporting Students with Low Incidence Disabilities
ED 585	Positive Behavioral Approaches
ED 670	Transition Planning and Services
ED 591	The Profession of Special Education

ED 583A	Fieldwork (3 credits; credits not applicable to the master's degree)
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Additional Certification Requirements

1. Completion of all subject area coursework required to meet the general and specific certification standards of the Pennsylvania Department of Education. This will be determined by the program coordinator.
3. A grade of "B" or better in the Fieldwork Practicum
4. Completion of Pennsylvania Educator Certification Test (PECT) is required prior to enrolling in the Fieldwork Practicum.

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PECT Special Education PreK-8 or 7-12
Qualifying Score: 220 per module

Early Elementary/Special Education

Pennsylvania Instructional Teacher
Certification (variable credit depending on
previous academic credentials)

This program is designed for individuals
seeking a first Instructional I Certificate in Early
Elementary Education and Special Education
and plan to work in an early elementary
setting.

Special Education Requirements

ED 512	Differentiating Instruction in Inclusive Settings
ED 580	Introduction to Inclusive Education
ED 584	Supporting Students with Low Incidence Disabilities
ED 585	Positive Behavioral Approaches
ED 606	Strategic Instruction for Emergent and Content Literacy (K-6)

Early Elementary Education Requirements

ED 514	Assessment/Classrooms
ED 517	Human Development: The School Years (K–12)
ED 526A	Learning and Assessment in Elementary Mathematics
ED 552	Issues and Methods in Elementary School Science
ED 562A	Teaching Social Studies K–6
ED 601	Literacy Foundations
ED 618	Instructional Strategies in Early Childhood
ED 621	Communication Strategies for Effective EC Programs
ED 622	Teaching Multilingual & Multicultural Literacies
ED 592	Graduate Student Teaching Dual Practicum Special Education/Early Elementary Education (credits not applicable to degree)

Additional Certification Requirements

1. A minimum of 10 to 15 hours of
fieldwork/pre-student teaching hours is
required for all certification courses.
2. Completion of all subject area coursework
required to meet the general and specific
certification standards of the Pennsylvania
Department of Education. This will be
determined by the program Coordinator.
3. A grade of “B” or better in the Graduate
Student Teaching Practicum
4. Completion of all Pennsylvania Educator
Certification Tests (PECT) required prior to
enrolling for the Student Teaching
Practicum.

PECT PreK-4
Qualifying score: 220 per module

PECT Special Education PreK-8
Qualifying Score: 220 per module