

Business (M.B.A.)

at Arcadia University

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

Faculty

Executive Director

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Faculty

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- Collaborate across borders to utilize resources successfully on a global basis to achieve organizational goals.
- Apply technology to improve areas such as management information, communication and productivity.
- Improve skills associated with data gathering, analysis and evaluation in order to devise and implement more effective strategic plans.
- Lead organizations in achieving their goals and objectives through effective delegating, team-building, and motivating practices.
- Integrate cultural awareness and diversity in implementing ethical decisions.

Students complete two one-week international experiences, one in an emerging economy and one in a developed economy. Comparing and contrasting the two experiences takes place in the Global Strategic Management capstone course (BA 695) at the end of the program.

Master's Degrees

Master of Business Administration with a Global Perspective

Concentrations

Entrepreneurship
Finance
Leadership

Master of Business Administration with a Concentration in Global Business Diplomacy

Arcadia Graduate Certificates in Business

Entrepreneurship
Finance
Leadership
Global Business Diplomacy

Arcadia's M.B.A. program educates students about the latest management decision-making tools and techniques to ensure business success. Students are exposed to cutting-edge industry best practices and techniques in key business areas.

The program engages students in developing an awareness of the impact business decisions have on society. Students will be able to incorporate this gained knowledge to ensure their organization's plans will offer a high degree of sustainability within a balanced ethical framework.

Students will develop team building and communication skills in preparation for leadership roles in the business community through case studies, team-based projects, and international travel.

Graduates of the Arcadia M.B.A. program will be able to utilize the knowledge and skills acquired to devise effective strategies and objectives for their organizations. They will be equipped with leadership and technical skills enabling them to manage teams of individuals in achieving their desired results. Arcadia's graduates will develop knowledge and leadership skills to advance their organizations

About the M.B.A. with a Global Perspective

Arcadia's M.B.A. is a leadership development program focused on enabling students to:

- Analyze emerging global trends affecting business today.

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and careers in an effective and responsible fashion.

Online M.B.A. or On Campus: The M.B.A. with a Global Perspective is offered online or one night a week on campus. The Arcadia Graduate Certificates are offered online.

Accreditation: Arcadia University is accredited by the Middle States Association of Colleges and Schools. The undergraduate program of the Department of Business/Health Administration and Economics is accredited by the Association of Collegiate Business Schools and Programs (ACBSP). It is a member of the AACSB International (The Association to Advance Collegiate Schools of Business) and the Middle Atlantic Association of Colleges of Business Administration (MAACBA). Now in its fourth year of operation, the M.B.A. program recently has completed a self-study examination in preparation for accreditation review by ACBSP.

Admission to the M.B.A. Program and Graduate Certificates

In addition to the general admission requirements, the following program-specific requirements must be met for admission to the M.B.A. program and Arcadia Graduate Certificates:

1. An M.B.A. application, including personal statements, to be completed online at www.arcadia.edu/gradapp.
2. A bachelor's degree from an accredited institution with a recommended GPA of 3.0 or better. Transcripts should reflect evidence of completion of accounting, finance and economics courses with a grade of B or better. Students lacking accounting, economics or finance coursework may be admitted conditionally to the program. Conditional admit requirements must be met prior to the completion of 9 credits in the M.B.A. program.
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. Two letters of recommendation. The letters must be of a professional not personal nature. If the student has been out of school five years or less, at least one letter must come from a professor.
5. A minimum of three years of work experience. Students with exceptional undergraduate records with less work experience may be considered.
6. A current professional résumé.
7. A signed *Statement of Intent to Study Abroad* form, which is included with the application for admission.
8. International applicants should visit www.arcadia.edu/international for detailed information on admissions 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.

All of the above information must be submitted by an applicant in order to be considered for acceptance.

Application Deadline: Application materials will be reviewed throughout the year. Semester start dates for the M.B.A. program will be the fall, spring and summer semesters of each academic year.

Deferred Admission: An accepted student who wants to defer his or her admission for one year must submit a request in writing to the program's Executive Director. Deferrals will be considered on a case-by-case basis. Once a deferral is granted, the student must submit the required deposit to reserve a seat in the class. This deposit will be credited toward tuition. A student who is granted a deferral must understand that he or she will be subject

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to the prevailing tuition at the time of matriculation to the program.

Expenses

The Arcadia M.B.A. program is an excellent investment, and financing options are available to all matriculating (enrolled) students. Tuition fees for the M.B.A. with a Global Perspective and the M.B.A. with a Global Business Diplomacy concentration are determined by the semester of entry, remain fixed for all future semesters of continuous enrollment, and are billed in installments.

M.B.A. with a Global Perspective: For the 2009-10 academic year, the tuition for an M.B.A. with a Global Perspective (36 credits) is \$33,600, which includes two one-week international travel experiences. The two international experiences are a requirement of the M.B.A. with a Global Perspective program. Travel fees are included in the cost of the program tuition.

The travel expenses that are provided through tuition to the student include group international airfare, air taxes and fuel surcharges, group airport transfers in the destination city, double occupancy accommodations, group transportation for all activities listed in the itinerary, meals as noted in the itinerary, admission and entrance fees for cultural excursions listed on the itinerary, and student supplemental health insurance with HTH Worldwide during the travel period. Incidental expenses associated with travel that are not covered by the tuition are the responsibility of the student.

Concentrations: For the 2009-10 academic year, the tuition for courses only in concentration areas (9 credits per area) of Entrepreneurship, Finance and Leadership are billed at the current part-time graduate rate, \$620 per credit.

M.B.A. with a Global Business Diplomacy Concentration: For the 2009-10 academic year, the tuition for the M.B.A. with a Global Business Diplomacy concentration (40 credits) is \$37,400, which includes two international travel experiences. Two international experiences are a requirement of the M.B.A. with a Global Business Diplomacy concentration. Students will travel once with the M.B.A. program cohort as designated by their program plan and once to Costa Rica

in the semester the student is enrolled with the University for Peace. Travel fees are included in the cost of the program as noted: The travel expenses that are provided through tuition to the student include group international airfare, air taxes and fuel surcharges, group airport transfers in the destination city, double occupancy accommodations, group transportation for all activities listed in the itinerary, meals as noted in the itinerary, admission and entrance fees for cultural excursions listed on the itinerary, and student supplemental health insurance with HTH Worldwide during the travel period. Incidental expenses associated with travel that are not covered by the tuition are the responsibility of the student.

Arcadia Graduate Certificates: For the 2009-10 academic year, the tuition for Arcadia Graduate Certificates (15 credits) in, Entrepreneurship, Finance or Leadership is \$9,300.

For the 2009-10 academic year, the tuition for the Arcadia Graduate Certificate in Global Business Diplomacy (15 credits) is \$14,025. This certificate requires one international travel experience embedded in the semester students are enrolled in online courses with the University for Peace. Travel fees are included in the cost of the program tuition. The travel expenses that are provided through tuition to the student include group international airfare, air taxes and fuel surcharges, group airport transfers in the destination city, double occupancy accommodations, group transportation for all activities listed in the itinerary, meals as noted in the itinerary, and student supplemental health insurance with HTH Worldwide during the travel period. Incidental expenses associated with travel that are not covered by the tuition are the responsibility of the student.

Fees:

Parking: There is no charge for parking after 4 p.m.

About the M.B.A. Degree Program

The M.B.A. curriculum is delivered using a cohort model. Students take accelerated seven-week courses over a 20-month period. On campus courses meet 4.5 hours per week for a total of 31.5 contact hours. Out-of-class readings, assignments, research, projects,

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group work, etc. will require a minimum of 10 to 20 hours per week. Courses utilize a variety of delivery techniques such as textbooks, case studies, individual/group projects, experiential exercises and guest speakers.

Embedded in the program are two one-week international travel experiences. These will be credit-bearing offerings (2 credits each) enabling students to gain firsthand knowledge of the challenges of global businesses in both a developing and a developed economy. Students complete the M.B.A. program with the final course in global strategic management.

Students also may choose to select a business area of concentration within the M.B.A. with a Global Perspective. These areas include Entrepreneurship, Finance and Leadership. Students who pursue an area of concentration complete a 45-credit degree program that includes three additional courses (9 credits) in the chosen business area concentration. The concentration courses are offered in a fully online seven-week accelerated format and can be taken concurrently with the students' planned program.

Master of Business Administration (M.B.A.) Degree Requirements

(36 credits)

Semester 1

BA 500	Business Fundamentals I (3 credits)
BA 502	Business Fundamentals II (3 credits)

Semester 2

BA 560	Managing in the Global Workforce (3 credits)
BA 540	Multinational Marketing (3 credits)

Semester 3

BA 670A	International Business Experience (0 credits)
BA 580	Shareholder Value Management (3 credits)
BA 600	Leadership for Effective Organizations (3 credits)

Semester 4

BA 680	International Finance (3 credits)
BA 640	Operations and Technology (3 credits)

Semester 5

BA 620	Managerial Economics (3 credits)
BA 530	Global Issues of Social Responsibility and Law (3 credits)

Semester 6

BA 670B	International Business Experience (2 credits)
BA 670C	International Business Experience (2 credits)
BA 695	Global Strategic Management (2 credits)

Adding a Concentration: To obtain an M.B.A. with a Global Perspective with a business area of concentration, students additionally must complete three specialized courses (9 credits) in the selected business concentration area for a total of 45 credits. The courses in these areas are offered fully online in a seven-week accelerated format. Concentration courses are offered each semester, and students will have opportunities to enroll concurrently in them while completing the M.B.A. with a Global Perspective degree program. See course descriptions for semester offerings.

Entrepreneurship Concentration

Requires the following (9 credits):

BA 604	Global Organizational Development—The Evolving Challenge (3 credits)
BA 610	Entrepreneurship and Innovation (3 credits)
BA 612	E-Commerce (3 credits)

Leadership Concentration

Requires the following (9 credits):

BA 602	Power and Politics (3 credits)
BA 603	Contemporary Issues in Leadership (3 credits)
BA 604	Global Organizational Development—The Evolving Challenge (3 credits)

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Finance Concentration

Requires the following (9 credits):

BA 681	Securities Analysis (3 credits)
BA 682	Mergers and Acquisitions (3 credits)
BA 683	Investment Banking (3 credits)

BA 670C	International Business Experience (2 credits)
BA 680	International Finance (3 credits)
BA 695	Global Strategic Management (2 credits)
IP 501	Introduction to Peace and Conflict Resolution (3 credits)*
IP 505	Topics in Contemporary Conflict Resolution or an IP elective with approval of adviser (3 credits)*
UCEE 1001	Entrepreneurship in the Social Sector (3 credits)**
UCEE 1002	Negotiation and Conflict Resolution (3 credits)**

About the M.B.A. with a Global Business Diplomacy Concentration

Offered in collaboration with Arcadia's International Peace and Conflict Resolution program and the University for Peace in Costa Rica, the M.B.A. in Global Business Diplomacy allows M.B.A. students to combine peace studies with an examination of the global business environment. This program goes well beyond the concepts of peace studies and human rights by incorporating fieldwork and problem-based learning focused on conflict resolution and sustainable development.

Similar to the M.B.A. with a Global Perspective, students travel internationally for two experiences. One of these is to Costa Rica during the semester students study with the University for Peace.

M.B.A. with a Global Business Diplomacy Concentration Degree Requirements

(40 credits)

BA 500	Business Fundamentals I (3 credits)
BA 502	Business Fundamentals II (3 credits)
BA 530	Global Issues of Social Responsibility and Law (3 credits)
BA 540	Multinational Marketing (3 credits)
BA 560	Managing in the Global Workforce (3 credits)
BA 620	Managerial Economics (3 credits)
BA 640	Operations and Technology (3 credits)

*International Peace and Conflict Resolution (IP) courses are taken in a summer semester.
University for Peace (UCEE) courses are taken together, both in the **spring semester, and require one international travel to Costa Rica.

Arcadia Graduate Certificates in Business

Arcadia Graduate Certificates in business are offered for industry professionals who want to enhance and further develop their professional skills and business acumen. Each certificate is composed of credit-bearing courses offered in a fully online seven-week format.

Certificate requirements for Entrepreneurship, Finance and Leadership can be completed within 12 months. They require the fulfillment of the following specialized courses in the selected area of Entrepreneurship, Finance and Leadership.

Arcadia Graduate Certificate in Entrepreneurship

This certificate is designed for future business owners or the owner/operator of a business competing in today's fast-paced, global marketplace. All courses are fully online in a seven-week format.

Certificate requirements (15 credits)

BA 540	Multinational Marketing (3 credits)
BA 600	Leadership for Effective Organizations (3 credits)

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BA 604	Global Organizational Development—The Evolving Challenge (3 credits)
BA 610	Entrepreneurship and Innovation (3 credits)
BA 612	E-Commerce (3 credits)

Arcadia Graduate Certificate in Finance

This certificate is designed for professionals within the financial sector to expand skills in domestic and global portfolio management, global acquisition and investment regulation. All courses are fully online in a seven-week format.

Certificate requirements (15 credits)

BA 580	Shareholder Value Management (3 credits)
BA 680	International Finance (3 credits)
BA 681	Securities Analysis (3 credits)
BA 682	Mergers and Acquisitions (3 credits)
BA 683	Investment Banking (3 credits)

Arcadia Graduate Certificate in Leadership

This certificate is designed to help individuals develop the knowledge, skills, and abilities necessary to design and execute strategic initiatives. All courses are fully online in seven-week format.

Certificate requirements (15 credits)

BA 530	Global Issues of Social Responsibility and Law (3 credits)
BA 600	Leadership for Effective Organizations (3 credits)
BA 602	Power and Politics (3 credits)
BA 603	Contemporary Issues in Leadership (3 credits)
BA 604	Global Organizational Development—The Evolving Challenge (3 credits)

Arcadia Graduate Certificate in Global Business Diplomacy

The certificate in Global Business Diplomacy is a distinctive business certificate offered in collaboration with the Arcadia graduate business program, Arcadia's International Peace and Conflict Resolution program, and the University for Peace in Costa Rica.

This certificate offers individuals a unique perspective of the global business environment with an embedded (four-day) international experience in Costa Rica. All students are required to participate in the (four-day) international experience. All courses are fully online in a seven-week format.

Certificate requirements (15 credits)

BA 530	Global Issues of Social Responsibility and Law
IP 501	Introduction to Peace and Conflict Resolution (3 credits)*
IP 505	Topics in Contemporary Conflict Resolution or an IP elective with approval of adviser (3 credits)*
UCEE 1001	Entrepreneurship in the Social Sector (3 credits)**
UCEE 1002	Negotiation and Conflict Resolution (3 credits)**

*International Peace and Conflict Resolution (IP) courses are taken in a summer semester.

**University for Peace (UCEE) courses are taken in a spring semester and require one international travel to Costa Rica. Students are required to have completed all other certificate course requirements before enrollment in UCEE 1001 and UCEE 1002.

Business Courses (BA)

500 Business Fundamentals I (3 credits)

This course integrates some of the practical tools and strategies of business operations into a cohesive foundational bridge for the M.B.A. program. The goal is to introduce a broad range of interdisciplinary skills, knowledge, and abilities that will prepare students for the rigor of graduate study.

Prerequisites: Matriculated M.B.A. students only.

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502

Business Fundamentals II

(3 credits)

This course provides students with an introduction to a variety of analytical tools and techniques that can be applied within a real-world business setting. It provides a foundation for the analytical skills necessary for an M.B.A. degree and prepares students for the rigor of graduate coursework.

Prerequisites: BA 500

530

Global Issues of Social Responsibility and Law

(3 credits)

This course is an extensive examination of the major ethical issues and challenges facing today's global manager. With an overview of international trade law and an examination of the basic principles of business ethics, the student will evaluate the legal and social responsibility issues that are encountered in the international marketplace. Specifically, the course includes the areas of contracts, intellectual property rights, product liability, employment issues, environmental concerns and unfair/predatory business practices.

Prerequisite: Matriculated graduate business program students only.

540

Multinational Marketing

(3 credits)

This course examines the role of marketers in creating, communicating and delivering value to their customers. Students acquire an understanding of the needs of different customers (both domestic and foreign) and address global issues involving product positioning, development, pricing, distribution and promotion. SAP sessions in the computer lab familiarize students with how organizations record and report information pertaining to their marketing efforts.

Prerequisite: Matriculated graduate business program students only.

560

Managing in the Global Workforce

(3 credits)

This course provides concepts, tools and techniques that are needed to effectively manage a global workforce. The major focus for the course is the roles and activities of the human resources department in managing a global workforce. A secondary focus is the roles and activities of individual managers.

Prerequisites: Matriculated M.B.A. students only.

569

Management of Technology

(3 credits)

This course provides students with knowledge and application of business technologies in supporting management planning and execution. Learners are exposed to key technologies such as ERP (SAP), communications, collaboration, and productivity applications. This course utilizes a combination of management case studies in conjunction with hands-on and team-oriented exercises to enable learners to employ emerging technologies to improve decision making.

Prerequisite: Matriculated M.B.A. students only.

580

Shareholder Value Management

(3 credits)

This course is designed to help the student understand the role of managerial accounting in creating value for the organization. It shows how the internally generated accounting information is used as a basis for managerial decision making. Topics covered include the balanced scorecard, activity-based costing system, performance evaluation and cost-volume-profit analysis. The course also emphasizes how management planning and control can have behavioral (social) and ethical implications on the organization and the individuals involved.

Prerequisite: Matriculated graduate business program students only.

583

Business Internship

(3 credits; may be repeated)

This course offers students practical training and substantive working experience in the business community. Candidates prepare a learning contract with an Arcadia M.B.A. adviser and an official contact from the host organization to determine learning goals, assignment responsibilities, and means of evaluation. Paid and unpaid internships qualify for course credit. Students are expected to make an oral presentation demonstrating competence in the personal learning outcomes identified for the internship. The minimum hours required for a 3-credit internship is 15 hours per week (total of 105 hours) within the accelerated seven-week M.B.A. course format. Internships of longer duration also may be approved.

Prerequisite: BA 500 Business Fundamentals I and BA 502 Business Fundamentals II

600

Leadership for Effective Organizations

(3 credits)

This course studies the role that leadership plays in organizational success, with a focus on the importance of emotional intelligence in inspiring

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and motivating others. It explores the neuroscience research on the role of emotions in leadership behavior and examines different organizational structures and frameworks with a focus on how leadership adapts to be successful in different organizations. There is a significant focus on individual leadership where students identify their own leadership aspirations, behaviors and styles.

Prerequisite: Matriculated graduate business program students only.

602

Power and Politics

(3 credits; fall) Online only

This course focuses on how leaders are able to use power and politics in influencing others to complete work requirements within the global and domestic corporate environments. It focuses on the skills required to influence within the organizational ranks. It explores the power and politics of ongoing interactions and negotiations and the challenges faced by leaders within domestic and multinational corporations.

603

Contemporary Issues in Leadership

(3 credits; summer) Online only

This course is an extensive examination of contemporary thinking about effective leadership and the issues facing today's global leader. The course includes both theoretical and evidence-based understanding of the relational nature of leadership, use of individual strengths, "positive" leadership, seeing and understanding organizational systems, effective virtual and face-to-face teams, successfully leading across cultures, and the creation of desired futures.

604

Global Organizational Development— The Evolving Challenge

(3 credits; spring) Online only

This course, through the application of practical readings and applications, is designed to demonstrate how modern organizations use systems and processes thinking to successfully implement change. The course studies organizational development challenges in the domestic and international context and examines managing approach strategies for establishing a competitive position in an international market. Students assess, evaluate and analyze organizational culture, structure and dynamics to better adapt and appraise change management strategy to implement and prescribe structure in the global environment.

610

Entrepreneurship and Innovation

(3 credits; summer) Online only

This course is intended to help participants create the entrepreneurial mindset. Analyzing and synthesizing change as a catalyst to innovate is of critical importance to the entrepreneurial mindset. Once an idea has been identified, it then needs to be evaluated for feasibility in a market, especially as global markets are explored through various media. Analyzing and identifying requirements to create an environment to sustain development of a qualified idea is the next step. Finally, a methodology for integrating quantified and qualified information into a business plan is explored. Entrepreneurial endeavors are framed from two perspectives: as standalone, outside ventures and as conceived and built within an existing organization.

612

E-Commerce

(3 credits; fall) Online only

This course explores the key elements in marketing on the Internet, including branding, creating competitive advantage, planning a Web site, online research, customer relationship management, advertising, social media, and integration of online and traditional marketing strategies in a global marketplace

620

Managerial Economics

(3 credits)

This course introduces the economics of the firm, including price theory, consumer behavior, concepts of elasticity, equilibrium under different market conditions, demand and supply factors of production, introduction to welfare economics and its effects on modern organizations, game theory for decision-making, forecasting technique analysis, production and cost analysis, pricing decisions, economics of capital budgeting, simulation in managerial decision making and applied agency theory in organizations.

Prerequisite: Matriculated M.B.A. students only.

640

Operations and Technology

(3 credits)

The course provides students with knowledge and application of business technologies in support of operational management areas such as planning and execution. Learners are exposed to key technologies such as ERP (SAP) and latest tools/techniques for achieving increased process integration, flexibility, agility. The course utilizes management case studies along with hands-on, team-oriented exercises to enable

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learners to improve operational effectiveness by using emerging technologies.

Prerequisite: Matriculated M.B.A. students only.

667

Operations Effectiveness

(3 credits)

This course familiarizes students with the latest management thinking in areas of operations management. Learners are exposed to topics ranging from planning, designing and implementing world-class operational systems and practices. There are extensive discussions of lessons learned from various operational efforts by leading firms in the past. Students are exposed to the role leading information management solutions, such as SAP, play as enablers in achieving operational excellence in organizations.

Prerequisites: Matriculated M.B.A. students only.

670

International Business Experience (A)

(0 credits)

International Business Experience (B)

(2 credits)

International Business Experience (C)

(2 credits)

Each course focuses on global organizational strategy, and students will participate in a travel experience. Viewing firsthand the environmental factors that influence business decision making provides students a context for the development of global strategies. Site visits to organizations permit students to learn about and discuss items related to organization strategy.

Prerequisites 670A: Students must be matriculated in the M.B.A. with a Global Perspective program, in good academic standing and have completed BA 500, BA 502, BA 540 and BA 560.

Prerequisites 670B: Students must be in good academic standing and have completed BA 670A.

Prerequisites 670C: Students must be in good academic standing and have completed BA 670B.

680

International Finance

(3 credits)

This course provides concepts, tools and techniques that are needed to effectively analyze financial crises and how they affect multinational companies. The major focus of the course is financial markets, international monetary systems and foreign exchange risk management.

Prerequisite: Matriculated graduate business program students only.

681

Securities Analysis

(3 credits; spring) Online only

This course provides a comprehensive study of portfolio management techniques and a detailed comparison of security valuation techniques. It further analyzes the historical growth patterns and valuation models utilized in both domestic and global securities markets.

682

Mergers and Acquisitions

(3 credits; summer) Online only

This class studies the main issues of mergers and acquisitions (M&A). The course takes a general management perspective. The course discusses historical and theoretical developments, focusing on recent events and taking a strategic view of business combinations. Students explore the managerial aspects encountered during an acquisition process and develop the skills to successfully integrate the process.

683

Investment Banking

(3 credits; fall) Online only

This course examines the regulation of conduct of the corporate finance function of investment banks by looking at the structure of investment banking firms and their relationship with banks and financial holding companies. The course examines the role and regulations of investment bankers in private offerings, public offerings, international offerings and mergers, acquisitions and other restructurings and the impact of securities laws on the corporate finance function of investment banks and finance principles used by investment bankers in the corporate finance process. The course considers the role and regulation of investment bankers in the Euromarkets, Japan, emerging markets and China's Security markets.

695

Global Strategic Management

(2 credits)

This capstone course is the final course in the M.B.A. program. It focuses on the strategic management process. Students gain an understanding of strategies suitable for conducting business in developing and developed economies by integrating their international experiences and earlier coursework within the framework of theories and issues in strategic management.

Prerequisites: Students must have completed all courses within the M.B.A. program including all international travel requirements.

International Peace and Conflict Resolution Courses (IP)

501

Introduction to Peace and Conflict Resolution (3 credits)

This course provides a graduate-level introduction to the interdisciplinary field of peace and conflict studies, its relationship with other academic disciplines, and to careers in the field of conflict resolution. It draws upon a variety of disciplines, especially in the social sciences, to examine the interrelationship between personal, collective, national and global levels of violence and war and efforts to reduce it. Course objectives include familiarity with the causes, symptoms and dynamics of conflict, violence, and war (from interpersonal to global) and conflict resolution.

505

Topics in Contemporary Conflict Resolution (3 credits)

The primary goal of this course is to further the student's understanding of the constructs of conflict and apply contemporary frameworks to conflicts and practices. The course covers three main areas: 1) understanding how and why conflicts occur; 2) the management, prevention and resolution of conflict; 3) topics in contemporary conflict. Throughout the course, students engage in a series of interactive activities and projects designed selected to engage the student in the class. The integration of technology is a core component of this course and is designed to simulate classroom activities and discussion.

University of Peace Courses (UCEE)

1001

Entrepreneurship in the Social Sector

The worlds of "working for the betterment of society" and "private enterprise" often are seen as incompatible. This course attempts to break down that perception in order for participants to see the social sector as a place of opportunity, both to "do good" but also to innovate and build a financially sustainable social enterprise, whether nonprofit, for-profit, or some combination of the two. The course suggests that the skills to get a socially beneficial idea off the ground, effectively manage and grow it, and make it financially sustainable require social entrepreneurs to bring business-like skills and discipline to the area of

"doing good," but these skills in fact cross the traditional boundaries between nonprofits and for-profits.

This course exposes participants to a number of cases of social entrepreneurs who have converted their desire of building a better world into a reality. The course hopes to inspire participants with an entrepreneurial spirit, to help students gain an understanding of the challenges of the start-up process, to offer space and structure for participants to begin developing their own business plan for a socially beneficial venture, and to help students to think about the complexities of growing and managing it.

1002

Negotiation and Conflict Resolution

This course is an introductory skill-building course in negotiation, conflict management and resolution. Participants learn to improve their own negotiation skills, helping them to act consciously and skillfully in tough situations. This introduction also helps participants to understand how negotiations fall apart and how conflict forms. The course explores the spectrum of third-party intervention methods, showing how these processes are implemented and institutionalized on the interpersonal level as well as in the international sphere. The course explores the difference between processes in which parties surrender their decision-making autonomy to a third-party and those in which they retain this power and the third-party must find ways to assist them to exercise it on their own. The course also looks at mediation, in which a third -party, lacking decision-imposing power, uses his negotiation expertise, his creativity and his relationship with the parties, in order to aid them in reaching agreement and transforming their relationship. By understanding the design and management methods of the mediation process, participants will be able to bring their improved negotiation skills to bear in assisting others to negotiate and resolve conflicts peacefully.

Prerequisites: Students must be matriculated into a graduate business program. Students who are matriculated into the certificate program must have completed IP 501, IP 505/approved elective, and BA 530. Students who are matriculated into the M.B.A. with a Global Business Diplomacy concentration must have program approval.

Counseling Psychology

at Arcadia University

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

Faculty

Program Director

Eleonora Bartoli, Ph.D.

Program Clinical Coordinator

Carol Lyman, M.A.

Faculty

Lester M. Sdorow, Ph.D., Associate Professor and Chair of the Psychology Department

Angela R. Gillem, Ph.D., Professor

Steven J. Robbins, Ph.D., Professor

Joshua E. Blustein, Ph.D., Associate Professor

Sharon M. Flicker, Ph.D., Assistant Professor

Elaine Jones, Ph.D., Assistant Professor

Master's Degrees and Certificates

Master of Arts in Counseling Psychology Concentrations

Child/Family Therapy

Community Counseling Psychology

School Counseling (Elementary and Secondary)

Trauma: Clinical Bases of Treatment and Recovery

Dual Degrees: **Master of Arts in Counseling Psychology and Master of Public Health**
(See separate listing.)

Pennsylvania Department of Education School Specialist Certification

Elementary School Counseling

Secondary School Counseling

Arcadia Graduate Certificate Programs

Child/Family Therapy

Trauma: Clinical Bases of Treatment and Recovery

Advanced Graduate Study in Counseling Psychology

About the Counseling Psychology Program

The graduate program in Counseling Psychology prepares highly qualified mental health clinicians for positions in schools,

community mental health centers, hospitals, other health agencies, and business and industry settings. Courses provide the history, theory and practice of counseling and psychotherapy, and students are given ample opportunity to integrate coursework with firsthand experience by learning and practicing skills needed to be highly effective, culturally competent and ethical providers of mental health care to diverse populations. Graduates use their ever-growing base of knowledge and skills to provide evidence-based therapy to achieve positive clinical outcomes.

Arcadia offers the following four specializations:

- Child/Family Therapy
- Community Counseling Psychology
- School Counseling (Elementary and Secondary)
- Trauma: Clinical Bases of Treatment and Recovery

Arcadia's Community, Child/Family Therapy and Trauma concentrations are designed for students seeking national certification and/or state licensure as master's-level mental health practitioners. These concentrations are designed to enable a graduate to apply for licensure once that individual has passed the National Counselor's Exam (NCE) and has accumulated 3,600 hours of supervised work experience. The program is accredited by the Masters in Psychology Accreditation Council (MPAC) and offers students the opportunity to take the NCE on campus before graduation.

Arcadia's School Counseling master's program is designed for students seeking state certification as elementary and/or secondary school counselors. The program enables a graduate to apply for certification once that individual has passed the necessary Praxis exams.

All master's students in all concentrations take common core courses but choose areas in which to specialize. Each concentration is offered as a full specialty master's program. The Child/Family Therapy, Trauma, and School Counseling concentrations also are offered as free-standing programs for practitioners who already hold a master's degree in a relevant area. The Child/Family Therapy and Trauma post-master's programs

Counseling Psychology at Arcadia University

lead to an Arcadia University Graduate Certificate, while the School Counseling program leads to certification by the Pennsylvania Department of Education. Finally, students with a 48-credit master's degree in counseling are able to apply for the Certificate of Advanced Graduate Study in Counseling Psychology and complete the state requirements for licensure as a licensed professional counselor.

The Profession

Master's-level counseling psychologists are part of the mental health care field. They are practitioners skilled in the art of behavior assessment and change. These skills are utilized in a variety of professions, including business, education, medicine, mental health, allied human services, and social services. Mental health delivery is a thriving field and offers many opportunities for personal and professional growth in a variety of settings. The demands of today's society make this field one of continued growth.

Arcadia's graduates are prepared to meet the current and future needs of the profession. The program is structured to develop professional level competence in the following:

- therapeutic techniques
- use of diagnostic nomenclature
- psychological assessment
- consultation and educational strategies
- knowledge of and adherence to professional ethical standards
- interpersonal and cultural sensitivity

Child and Family: Growing Needs

Many families today have a family member—child or adult—with mental health needs. Studies estimate that about 20 percent of children today have some type of mental health need. Arcadia's specialty in the area of Child and Family Therapy recognizes the simultaneous mental health needs of parents, families and children, and the impact of child on family or family on child.

Counselors are needed who are trained specifically to treat children, adolescents and their families. Courses focus on child and family mental health, including psychopathology and treatment strategies, as well as adolescent, couples and family therapy.

Community Counseling Psychology

Arcadia's Community Counseling Psychology program provides a solid core in counseling plus opportunities for electives in specialty areas of interest. Electives include, but are not limited to, the psychology of women, addictive behaviors, and community perspectives on sexual assault counseling as well as Trauma and Child/Family Therapy courses.

School Counseling

Professional school counselors serve a vital role in maximizing student achievement in complex and diverse school environments. Arcadia's program prepares students for positions in the public schools in Pennsylvania as elementary and secondary school counselors. The program is structured to meet the standards set by the Pennsylvania Department of Education.

Trauma: An Emerging Field

The past decade has produced a clear rise in trauma-related events—"terrifying experiences that rupture people's sense of predictability and invulnerability"—confronting the general population on many levels, from individual to international. Arcadia's specialization in trauma responds to the growing need for counselors to assist clients who have been impacted by traumatic experiences, such as natural disasters, sexual or physical abuse, war, or other devastating events.

Advanced counselor training in trauma includes both short-term interventions and long-term care. Specialty courses focus on advanced treatment and recovery in trauma-intensive environments, strategies for treating grief and bereavement, and disaster mental health training (in collaboration with the Red Cross). Several Arcadia faculty members have firsthand experience in trauma counseling, having served as volunteers with the Red Cross hurricane recovery efforts in Texas and Louisiana.

Admission to the Counseling Psychology Master's Program

Program-Specific Admission

Requirements: The following requirements must be met:

1. A graduate application, including personal statements, to be completed online at www.arcadia.edu/gradapp.
2. A bachelor's degree from an accredited institution with a recommended GPA of 3.0 or better.
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. Completion of at least three Psychology courses, to include Introductory Psychology, with grades of "B" or better in each.
5. Three letters of recommendation. The letters must be of a professional not personal nature. If the student has been out of school five years or less, at least one letter must come from a professor.
6. Test scores from the Graduate Record Examination (GRE) or the Miller Analogies Test (MAT), taken within the past five years. Test scores are not required of applicants with an earned master's degree.
7. A personal interview with the program Director.
8. Applicants for the School Counseling program must have undergraduate courses with a grade of "C" or better in two college-level mathematics courses, one English composition course, and one English/American Literature course. These courses are not required for admission but are requirements of the Pennsylvania Department of Education in order to earn School Counseling certification.
9. 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.

Application Deadline/ Rolling Admission

Completed applications are reviewed on an ongoing basis throughout the year. Students may start in a Fall, Spring or Summer semester.

Expenses

Tuition: (2009–10)	\$620 per credit
Fees:	
Deferred Payment:	\$40
Audit:	\$620 per course
Parking:	\$30 per semester (fall and spring) before 4 p.m. No charge after 4 p.m.

Leave of Absence and Deferred Admission Policy

Students Who Have Been Admitted But Have Not Started: After a student is admitted, he or she is expected to enroll for the semester indicated on the acceptance letter. If he or she does not enroll for classes at the expected time and has not notified the Counseling Psychology program, the Office of Enrollment Management, or the College of Graduate Studies by the end of the semester indicated in the acceptance letter, the admitted student will be placed automatically on inactive status. To become reactivated and able to take classes, students placed on inactive status must meet with the Director of Counseling Psychology. The Director will meet with the Counseling Psychology Graduate Program Committee to establish the criteria for the student to return to active status, which could range from no requirements at all to full reapplication, depending on the case.

Counseling Psychology at Arcadia University

Students Who Started But Are Not

Currently Enrolled: A student must file a Leave of Absence Form anytime he or she takes a break in continuous enrollment (not including summer). A student who do not file a Leave of Absence form or an extension of leave, if needed, will be placed on inactive status. To be reactivated and able to take classes, a student who has been placed on inactive status must meet with the Director of Counseling Psychology. The Director will then meet with the Counseling Psychology Graduate Program Committee to establish the criteria for the student to return to active status, which could range from no requirements at all to full reapplication, depending on the case.

Academic Policies and Procedures

A grade point average of “B” is required for admission to degree candidacy, internship and for graduation. A grade below “C” may not be applied toward a degree, and only 6 credits of “C” or “C+” will count toward a degree. If a failing grade is received (“C-” or below), the course may be repeated one time only with the adviser’s permission. No more than two core courses may be repeated.

A student may be dismissed for failing grades or if it is determined by the Department that the student’s conduct is unprofessional or is not consistent with the counseling profession’s code of ethics and conduct. See the general section of the catalog for more information concerning dismissal policies.

M.A. in Counseling Psychology Degree Program Requirements

Child/Family Therapy Concentration

(60 credits)

1. Core Courses (48 credits)

- | | |
|--------|--|
| PY 500 | Educational and Career Counseling, Community |
| PY 516 | Human Development: Life Span |

- | | |
|---------|--|
| PY 521 | Research Design, Methods and Evaluation |
| PY 570 | Professional Issues in Counseling |
| PY 572 | Concepts of Mental Health and Mental Illness |
| PY 574 | Clinical Psychopharmacology |
| PY 586 | Theories and Techniques of Counseling |
| PY 610 | Group Counseling |
| PY 620 | Advanced Counseling Techniques |
| PY 625 | Psychological Testing |
| PY 688 | Cultural Bases of Counseling |
| PY 630B | Internship (6 credits, 300 hours) |
| PY 631B | Internship (6 credits, 300 hours) |

One elective approved by the administrators of the program.

2. Concentration courses (12 credits)

- | | |
|--------|---|
| PY 611 | Couples and Family Therapy |
| PY 615 | Child and Adolescent Counseling: Clinical and School Applications |
| PY 621 | Advanced Child and Adolescent Counseling |

One elective approved by the administrators of the program.

3. PY 587 Practicum (non-credit)

A non-credit Practicum experience consisting of at least 100 hours of documented, supervised counseling experience in an approved setting is required before the student is permitted to enroll in internship.

Community Counseling Psychology Concentration

(48 credits or 60 credits)

Option A: 48 credits (Satisfies course and credit requirement to sit for the National Counselor’s Examination.)

Option B: 60 credits (Satisfies course and credit requirement to sit for the National Counselor’s Examination and to apply for licensure in Pennsylvania.)

1. Core Courses (39 to 45 credits)

Counseling Psychology at Arcadia University

- | | | | |
|-----------|---|---------------------------------------|--|
| PY 500 | Educational and Career Counseling, Community | PY 586 | Theories and Techniques of Counseling |
| PY 516 | Human Development: Life Span | PY 625 | Psychological Testing |
| PY 521 | Research Design, Methods and Evaluation | PY 688 | Cultural Bases of Counseling |
| PY 570 | Professional Issues in Counseling | PY 630C | Internship (3 credits, 150 hours) |
| PY 572 | Concepts of Mental Health and Mental Illness | PY 631C | Internship (3 credits, 150 hours) |
| PY 574 | Clinical Psychopharmacology | | |
| PY 586 | Theories and Techniques of Counseling | 2. Concentration Courses (21 credits) | |
| PY 610 | Group Counseling | PY 501 | Foundations of School Counseling |
| PY 620 | Advanced Counseling Techniques | PY 612 | Practical Applications for School Counselors |
| PY 625 | Psychological Testing | PY 615 | Child and Adolescent Therapy: Clinical and School Applications |
| PY 688 | Cultural Bases of Counseling | ED 581 | Disability Studies and Special Education Law |
| PY 630A/B | Internship (Option A: 3 credits, 150 hours; Option B: 6 credits, 300 hours) | ED 582 | Supporting Students with High Incidence Disabilities |
| PY 631A/B | Internship (Option A: 3 credits, 150 hours; Option B: 6 credits, 300 hours) | ED 585 | Positive Behavioral Approaches |
| | | ED 624 | Understanding Language Learning |
2. Concentration Courses (Option A: 9 credits; Option B: 15 credits) Chosen with the adviser to develop concentration or specialty area in counseling. May include 6 credits of PY 589 Independent Research.
 3. PY 587 Practicum (non-credit)
A non-credit Practicum experience consisting of at least 100 hours of documented, supervised counseling experience in an approved setting is required before the student is permitted to enroll in internship.
 4. Additional Requirements for Pennsylvania Department of Education School Specialist Certification in:
Elementary School Counseling
Secondary School Counseling
 - a) Satisfactory completion of all coursework for the school counseling program
 - b) Satisfactory completion of Practicum and Internship in the area(s) of certification. Students wishing to be certified in both Elementary and Secondary School Counseling must complete internships in both areas. (Note: Students must be admitted successfully to candidacy before beginning internship.)
 - c) Completion of forms required by the University and the Pennsylvania Department of Education (available in the College of Graduate Studies).
 - d) In addition to the required courses in the School Counseling program, a

School Counseling Concentration

(48 credits)

Elementary School Counseling Secondary School Counseling

1. Core Courses (27 credits)

PY 502	Educational and Career Counseling, School
PY 517	Human Development: The School Years, K–12
PY 521	Research Design, Methods and Evaluation
PY 572	Concepts of Mental Health and Mental Illness

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student seeking state certification in Pennsylvania who does not have an instructional certificate must take the Praxis I tests in Reading, Writing and Mathematics. Additionally, all students must take the Praxis II test in School Guidance and Counseling (0420).

documented, supervised counseling experience in an approved setting is required before the student is permitted to enroll in Internship.

Trauma: Clinical Bases of Treatment and Recovery Concentration

(60 credits)

1. Core Courses (48 credits)

- | | |
|---------|--|
| PY 500 | Educational and Career Counseling, Community |
| PY 516 | Human Development: Life Span |
| PY 521 | Research Design, Methods and Evaluation |
| PY 570 | Professional Issues in Counseling |
| PY 572 | Concepts of Mental Health and Mental Illness |
| PY 574 | Clinical Psychopharmacology |
| PY 586 | Theories and Techniques of Counseling |
| PY 610 | Group Counseling |
| PY 620 | Advanced Counseling Techniques |
| PY 625 | Psychological Testing |
| PY 688 | Cultural Bases of Counseling |
| PY 630B | Internship (6 credits, 300 hours) |
| PY 631B | Internship (6 credits, 300 hours) |

One elective approved by the administrators of the program.

2. Concentration Courses (12 credits)

- | | |
|--------|---|
| PY 618 | Evidence-Based Treatments of Trauma |
| PY 622 | Trauma, Advocacy and Social Justice |
| PY 623 | Strategies for Treating Grief and Bereavement |

One elective approved by the administrators of the program.

3. PY 587 Practicum (non-credit)

A non-credit Practicum experience consisting of at least 100 hours of

Arcadia Graduate Certificate Requirements

Child/Family Therapy

Trauma: Clinical Bases of Treatment and Recovery

These certificate programs are designed to meet the continuing education needs of licensed professional counselors, individuals with a master's degree in a clinical field (such as counseling, social work, etc.) as well as doctoral-level clinical psychologists or counselors.

Additional Admission Requirements

In addition to the general admission procedures, a student also must hold a master's or doctoral degree in clinical psychology, counseling, social work or a closely related clinical discipline. Test scores are not required.

Certificate Requirements

(15 credits as outlined below)

Trauma: Clinical Bases of Treatment and Recovery (15 credits)

- | | |
|--------------|---|
| PY 618 | Evidenced-Based Treatments of Trauma |
| PY 622 | Trauma, Advocacy and Social Justice |
| PY 623 | Strategies for Treating Grief and Bereavement |
| PY 630A/631A | Internship (one semester, 3 credits, 150 hours) |

One elective course approved by the administrators of the program.

Certificate: Child/Family Therapy

(15 credits)

- | | |
|--------------|---|
| PY 611 | Couples and Family Therapy |
| PY 615 | Child and Adolescent Counseling: Clinical and School Applications |
| PY 621 | Advanced Child and Adolescent Counseling |
| PY 630A/631A | Internship (one semester, 3 credits, 150 hours) |

Counseling Psychology at Arcadia University

One elective course approved by the administrators of the program.

Requirements for the Certificate of Advanced Graduate Study in Counseling Psychology

The Certificate of Advanced Graduate Study in Counseling Psychology is designed for community, clinical or school counselors who have completed a master's degree and want to pursue further systematic study in counseling to qualify to sit for the National Counselor's Examination (NCE) and/or licensure in Pennsylvania. The NCE requires 48 semester hours of graduate credit with a course in each of nine specified areas.

The act that provides licensure of professional counselors in Pennsylvania requires completion of a "planned program" of 60 graduate semester credits in counseling from an accredited educational institution. The Certificate of Advanced Graduate Study in Counseling Psychology allows the post-master's student to meet these requirements.

Additional Admission Requirements

In addition to the general admission procedures, a student also must hold a master's degree in a field closely related to the practice of professional counseling from an accredited college or university. Test scores are not required.

Program Requirements

The number of credits required will be determined after a transcript analysis has been completed. Courses will be selected with an adviser.

A minimum of 12 additional credits are required for individuals with a 48-credit master's degree in counseling.

Approved electives include the following:

ED 580 Introduction to Inclusive Education (if general Community or Child/Family Therapy concentrations)

ED	585	Positive Behavioral Approaches (if Child/Family Therapy concentration)
PY	430	Seminar in Theories of Cognitive Behavioral Therapy
PY	574	Clinical Psychopharmacology
PY	589	Independent Research
PY	601	Community Perspectives on Sexual Assault Counseling
PY	605	Addictive Behaviors: Substance Abuse and Eating Disorders Counseling
PY	611	Couples and Family Therapy
PY	615	Child and Adolescent Counseling: Clinical and School Applications
PY	620	Advanced Counseling Techniques
PY	618	Evidence-Based Treatments of Trauma
PY	621	Advanced Child and Adolescent Counseling
PY	622	Trauma, Advocacy and Social Justice
PY	623	Strategies for Treating Grief and Bereavement
PY	697	Master's Thesis in Psychology (one semester, 3 credits)
PY	698	Master's Thesis in Psychology (one semester, 3 credits)
	OR PY 699	Master's Thesis in Psychology (6 credits)

Other master's-level courses offered by other Arcadia University graduate programs may be taken as electives with the approval of the Director of Counseling Psychology. The petition process should include a statement on course relevance to the student's academic program and career goals.

Counseling Psychology Courses (PY)

430

Seminar in Theories of Cognitive Behavioral Therapy

Summer, even years

This course is an introduction to the principles and techniques used in behavior modification. Students read and analyze empirical and theoretical research reports examining the application of behavior modification to psychopathology. Students are required to act as discussion leaders on selected topics in the literature.

500

Educational and Career Counseling, Community

Spring

This course is preparation for the planning and implementation of vocational and career development programs. Students analyze vocational development theories, research and the literature in the field. The problems of vocational assessment and counseling are stressed. A laboratory in vocational counseling is part of the course.

501

Foundations of School Counseling

Fall

This course provides a comprehensive overview of school counseling and guidance services in the educational system from kindergarten through 12th grade. The course uses the ASCA National Model as the foundation of Arcadia University's School Counseling programs and highlights the historical perspective of counseling and guidance services. Emphasis is placed on the counselor's newly defined role as advocate, leader, collaborator and systemic change agent. Legal and ethical issues are discussed. Students have the opportunity to apply some of the theories and concepts used in the course to real-life case studies. It is recommended that students take this course toward the beginning of the program. This course must be completed before starting the internship.

502

Educational and Career Counseling, School

Spring

This course analyzes selected theories of career development with application to school counseling programs K-12. Students administer career assessments, learn techniques of career counseling, conduct research, and develop a career project for use in an elementary, middle, or high school. Projects and activities are

grounded in the ASCA National Model for School Counseling Programs, Pennsylvania Career Education and Work Standards, and the National Career Development Guidelines. A technology laboratory is included in the course, which must be completed before starting the practicum.

516

Human Development: Life Span

Fall

This course is an examination of cognitive, social, emotional and physiological development from birth to death. It 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 ED 517)

Fall, Spring, Summer

This course is a discussion of social, cognitive, and emotional development during childhood and adolescence.

521

Research Design, Methods and Evaluation

Fall, Spring

This course is an introduction to research design and methodology in clinical settings. The emphasis is upon the selection of appropriate research designs, the appropriate use of statistics, program evaluation and the evaluation of published research. Students are required to read and critique published research studies.

570

Professional Issues in Counseling

Fall

This course is an examination of the profession of counseling covering the history of the profession, professional roles and functions, professional organizations, credentialing and licensure, multicultural issues, ethical codes, and legal issues. In addition, the course covers current issues that impact upon the profession, such as managed care, insurance procedures, and record keeping.

572

Concepts of Mental Health and Mental Illness

Fall, Spring, Summer

This course is an overview of the basic concepts of mental health and illness with in-depth review of diagnostic interviewing and differential diagnosis using DSM IV and an introduction to selected psychotherapies.

Counseling Psychology at Arcadia University

574

Clinical Psychopharmacology

Summer

This course is intended to provide counseling students and other students in the mental health professions with a basic understanding of how psychiatric medications work in the brain and modify behavior. Students learn about the relationship between DSM IV diagnoses and the choice of psychiatric medications that are prescribed by physicians. Finally, students are trained to use reference material to evaluate key characteristics of psychiatric medications and evaluate the clinical efficacy of medications.

Prerequisite: PY 572 or may be taken concurrently.

585

Special Topics in Counseling Psychology

The content and prerequisites vary depending on the nature of the topic covered.

586

Theories and Techniques of Counseling

Fall, Spring

Introduction to major approaches to counseling and basic counseling techniques with an emphasis on multicultural and evidence based practices.

Prerequisites: PY 572 and matriculation into a graduate program at Arcadia University. For Counseling Psychology students, PY 587 also must be taken either prior to or concurrently.

587

Practicum

Fall, Spring, Summer

The Practicum is an applied experience in a counseling setting selected to meet individual career goals. This experience is designed to introduce students to clinical observation, interviewing, assessment, and counseling. The course requires a minimum of 100 hours of applied experience, to be completed within six months. For students in school counseling, the Practicum experience must be in school or youth settings.

Prerequisite: Matriculated students only.

589

Independent Research

(See Independent Research)

Independent work is under the guidance of a member of the staff. It requires research or an extensive literature survey, culminating in a paper prepared in a form suitable for publication in a professional journal.

Prerequisites: PY 521 and permission of the Psychology Department Chair and the Director of Counseling Psychology. Matriculated students only.

598

Advanced Seminar

This seminar is an opportunity for a small number of qualified students to explore with the professor an area of psychological interest. The topic is announced prior to registration. Discussion and readings are of an advanced nature.

Prerequisites: Permission of the Psychology Department Chair and the Director of Counseling Psychology.

601

Community Perspectives on Sexual Assault Counseling

Fall, Spring, Summer

This course provides students with the theoretical and practical foundation necessary to assist rape survivors in their recovery process. Students gain exposure to the complex system with which rape survivors come in contact. This system includes crisis, legal, medical, educational, and mental health elements. Students receive both didactic and hands-on training in a variety of settings (Women Organized Against Rape, court, hospital, community).

Prerequisite: Matriculated students only.

605

Addictive Behaviors: Substance Abuse and Eating Disorder Counseling

Spring, odd years

The course surveys the history, etiology, prevalence, and treatment modalities relevant to substance abuse and eating disorders. Special attention is given to short-term and long-term intervention strategies addressing both individual (i.e., the client's) and systemic (i.e., cultural and familial) issues. The course includes a strong skill building component.

Prerequisites: PY 572 and PY 586.

610

Group Counseling

Summer

This study of the major theories, concepts and techniques of group counseling includes a laboratory in which specific group counseling techniques are practiced.

Prerequisites: PY 492, PY 493, PY 572, and PY 586.

611

Couples and Family Therapy

Spring

This overview of the major theoretical approaches to family and marriage counseling emphasizes practical skills and the ability to plan interventions in a clinical setting. It includes a laboratory in which specific techniques are taught by role-play, discussion and other activities.

Prerequisites: PY 572 and PY 586.

Counseling Psychology at Arcadia University

612

Practical Applications for School Counselors Summer

This course provides an in-depth exploration of current trends in the school counseling field. Students review the practical tools counselors need to design and implement appropriate school counseling programs based on the American School Counselor Association (ASCA) National Model. Students explore and critically analyze each of the four components of this model while engaging in hands-on and performance-based activities.

Prerequisites: PY 501 and PY 587.

615

Child and Adolescent Counseling: Clinical and School Applications Spring

This course examines theories of child development and pathology with an emphasis on clinical work with youth presenting with mental health issues in community and school settings. Major types of intervention techniques are explored, including individual, play therapy, cognitive behavioral methods, family and group therapy. Particular emphasis is on childhood mental health and illness and their relationship to school and family functioning.

Prerequisites: PY 572 and PY 586.

618

Evidenced-Based Treatments of Trauma Fall

This course provides an intensive overview of evidence-based research supporting clinical therapy with victims of a variety of trauma-related events. Theoretical issues, legal and ethical dilemmas, and assessment techniques are presented. Individual, group, family and specialized treatment approaches designed to assist persons with trauma-related mental health problems such as Post-Traumatic Stress Disorder are examined and learned through role-plays and discussion.

Prerequisites: PY 572 and PY 568.

620

Advanced Counseling Techniques Fall

This study of advanced micro-skills and techniques of counseling, with a specific focus on cognitive and behavioral techniques, addresses ethical and professional issues. It includes practice/role-plays of specific techniques.

Prerequisites: PY 492, PY 493, PY 572 and PY 586. Matriculated students only.

621

Advanced Child and Adolescent Counseling Fall

This course offers advanced cognitive-behavioral skills-based training in assessment and treatment of children and adolescents presenting with a broad range of mental health and illness issues. This course includes a weekly lab designed to provide students with hands on experience in the treatment of youth, while being observed by faculty who are experts in the field.

Prerequisites: PY 572, PY 586 and PY 615.

622

Trauma, Advocacy, and Social Justice Spring

This course is taught using ecological and emancipatory frameworks, paying close attention to sociopolitical (e.g., poverty, discrimination) and ethno-cultural considerations in understanding the prevalence of trauma and the development, conceptualization and treatment of trauma-related symptoms. Specifically, the course addresses topics such as disaster counseling, intimate partner and community violence, historical trauma, and refugee mental health. Students learn skills in both treatment (e.g., disaster response, crisis-intervention, cross-cultural counseling) and prevention (e.g., political advocacy, public education).

623

Strategies for Treating Grief and Bereavement Summer

This course introduces the student to the theory and practice of bereavement and grieving. Development issues are discussed as they relate to the bereavement process. This is an introductory course in grief counseling, designed to provide students with basic terminology, theory and concepts about grief and loss, as well as theoretical and practical techniques and interventions relevant to specific types of losses. This course is not a forum for working through personal unresolved losses, but students should be aware that the class will be intense and some personal issues regarding death and grief may surface.

Prerequisites: PY 572 and PY 586.

625

Psychological Testing Fall, Spring

This study of major concepts in psychological testing and measurement surveys major tests used in each of the traditional areas of psychological assessment: intelligence, aptitude, achievement, interests, personality and behavioral assessment. Emphasis is on correct interpretation of test data. It requires communication of results in written and verbal

Counseling Psychology at Arcadia University

formats and provides opportunities for the informal administration of psychological tests.
Prerequisite: PY 521 and PY 572. Matriculated students only.

630A/B/C/D/E

Internship in Counseling

Fall Semester (Option A = Community, 150 hours; Option B = Community, 300 hours; Option C = School, 150 hours; Option D = School, 300 hours; Option E = Community, 200 hours)
(First part of a yearlong internship)

Practical experience in a school or counseling setting is selected to meet individual career goals. The internship requires a minimum of 300 hours over the academic year except for some students in the community certification programs. It includes a weekly seminar for an entire academic year. This course includes case-based discussions of professional and ethical issues relevant to either community or school counseling, with special emphasis on the ASCA national model for the latter. It requires written and oral presentations. Community students are asked to present a formal case study, while School Counseling students are asked to develop a portfolio. The internship is done during the final year of study. Successful completion of this course is required before the degree or certificate is conferred.

Prerequisites: PY 521, PY 572, PY 586, PY 587, PY 625 and PY 610. PY 620 may be taken concurrently. Students in the School Counseling program also must have completed PY 501, PY 502 and PY 612. PY 615 and/or PY 618 also must have been completed if required by the student's program. Matriculated students only.

631A/B/C/D/E

Internship in Counseling

Spring Semester (Option A = Community, 150 hours; Option B = Community, 300 hours; Option C = School, 150 hours; Option D = School, 300 hours; Option E = Community, 200 hours)
(Second part of a yearlong internship)

See description and prerequisites for PY 630.

688

Cultural Bases of Counseling

Fall, Spring

This course focuses on theories, techniques, and cultural issues related to counseling American ethnic and sexual minorities, including African Americans, Asian Americans, Latin Americans, Americans of mixed heritage, lesbians, gay men, and bisexuals. Other social differences are discussed as well, including religious difference, social class difference, and other cultural differences. Specifically, students in this course learn general principles of cultural sensitivity, learn to consider and begin to appreciate cultural perspectives that are different from their own,

learn to assess the needs of those from different cultures, learn about ethical issues related to counseling those who are different from themselves, learn how cultural heritage and social experience contribute to development, and learn how the culture and experience of the counselor may impact on the counseling relationship.

697

Master's Thesis in Psychology

(3-credit option)

698

Master's Thesis in Psychology

(3-credit option)

699

Master's Thesis in Psychology

(6 credits)

This individually initiated and directed set of experiences involves the writing of an acceptable proposal, the carrying out of an empirical research project, and the writing of a manuscript of professional quality according to APA format. The thesis is normally done over the fall and spring semesters. It is designed especially for students who wish to pursue advanced study beyond the master's level.

Prerequisites: 21 credits of graduate study, including PY 521; permission of the adviser, thesis supervisor, Department Chair and Director of Counseling Psychology.

Physical Therapy at Arcadia University

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

Faculty

Director

Rebecca L. Craik, Ph.D., PT, FAPTA,
Professor and Chair of the Department of
Physical Therapy

Philip McClure, Ph.D., Professor of Physical
Therapy

Carol A. Oatis, Ph.D., Professor of Physical
Therapy

Jan Stephen Tecklin, M.S., Professor of
Physical Therapy

Kathleen Kline Mangione, Ph.D., Associate
Professor of Physical Therapy

Martha E. Eastlack, Ph.D., Assistant Professor
of Physical Therapy

Amy Miller, D.P.T., Assistant Professor,
Curriculum Director

Karen L. Sawyer, D.P.T., Assistant Professor
of Physical Therapy and Academic
Coordinator of Clinical Education

Scott Stackhouse, Ph.D., Assistant Professor
of Physical Therapy

James D. Tomlinson, M.S., Assistant
Professor of Physical Therapy

Susan Styers Tomlinson, D.P.T., Assistant
Professor of Physical Therapy and Director
of Clinical Education

Janet Readinger, M.P.T., Academic
Coordinator of Clinical Education

Doctoral Degrees

Doctor of Physical Therapy

Transitional Doctor of Physical Therapy
(See separate catalog section.)

About the Physical Therapy Program

The entry-level Doctor of Physical Therapy (D.P.T.) program is designed to create practitioners as specified in the American Physical Therapy Association Vision Statement for Physical Therapy 2020:

Physical therapy, by 2020, will be provided by physical therapists who are doctors of physical therapy and who may be board-certified specialists. Consumers will have direct access to physical therapists in all environments for patient/client management, prevention,

and wellness services. Physical therapists will be practitioners of choice in clients' health networks and will hold all privileges of autonomous practice. Physical therapists may be assisted by physical therapist assistants who are educated and licensed to provide physical therapist-directed and supervised components of interventions.

Guided by integrity, life-long learning, and a commitment to comprehensive and accessible health programs for all people, physical therapists and physical therapist assistants will render evidence-based service throughout the continuum of care and improve quality of life for society. They will provide culturally sensitive care distinguished by trust, respect, and an appreciation for individual differences. While fully availing themselves of new technologies, as well as basic and clinical research, physical therapists will continue to provide direct patient/client care. They will maintain active responsibility for the growth of the physical therapy profession and the health of the people it serves.

Arcadia's entry-level program runs over a two-and one-half-year period. The D.P.T. program is accredited by the Commission on Accreditation in Physical Therapy Education. All graduates of Arcadia's program to date have passed the licensure examination in their state of choice.

The Profession: Physical therapy is a health care profession whose practitioners evaluate, treat and instruct individuals in order to prevent or overcome the effects of disease or injury. Physical therapists work in a variety of settings, including acute care hospitals, rehabilitation hospitals, outpatient centers, individual homes, skilled nursing facilities and the public school system. Patients of all ages, from newborn to elderly, may be encountered. Physical therapists also work as educators, researchers and consultants. Physical therapy is an integral part of today's changing health care system. Practitioners serve in a range of capacities—they may be a patient's entry point into the health care system as they conduct appropriate screening and examination techniques and make professional

Physical Therapy at Arcadia University

assessments. Clinical practice is based on theory and/or evidence.

Physical therapy is a profession that offers a lifetime of satisfaction in helping people to function more effectively. Each patient presents a new challenge, and the constantly changing clinical situations provide for a stimulating and exciting career.

Admission to the Doctor of Physical Therapy Program

(See separate catalog section for the Transitional Doctor of Physical Therapy requirements.)

Program-Specific Admissions

Requirements: In addition to the general admission requirements of the University, the following program-specific requirements must be met:

1. A Doctor of Physical Therapy application, including personal statements, to be completed online at www.ptcas.org.
2. A bachelor's degree from an accredited institution with a GPA of 3.0 or better. A cumulative GPA of 3.0 or better is expected for all undergraduate- and graduate-level study.
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. The following minimum prerequisite courses with grades of "C" or better and a cumulative GPA in these course areas of no less than "B" (3.0) is expected. When calculating the prerequisite GPA, Arcadia includes all courses in the prerequisite areas. A grade of "C-" is not acceptable for the minimum prerequisite courses. Courses used toward the minimum prerequisite biological and physical science requirements should be taken through the appropriate science

departments (e.g., Biology, Chemistry, Physics). All prerequisite courses must be completed prior to the start of the Physical Therapy program. One-half of the prerequisite courses, including Physiology and Statistics, must have been taken within 10 years prior to application.

- a. Biological Sciences—four courses (a minimum of 12 semester credits) from a biology department, which should include the following:
 - i. One lab/lecture course in Human or Mammalian Physiology. (Note that a two-semester lab/lecture course of Anatomy-Physiology will meet the requirements of one Physiology course.)
 - ii. Anatomy is recommended but not required.
 - iii. One upper-level course (300- to 400-level) of least 3 credits with a biology focus. This course can be taken through another department, such as exercise science or kinesiology, but preferably should be taken through a biology department. Examples of courses that would fulfill this requirement are Neuroscience, Principles of Motor Control, Anatomy and Biology of Aging.
 - b. Physical Sciences—four lab/lecture courses to include the following:
 - i. Two courses in Chemistry.
 - ii. Two courses in General Physics.
 - c. Psychology—two courses.
 - d. Statistics—one course.
5. Three letters of recommendation, at least one from a currently practicing licensed physical therapist and one from a college professor who is able

Physical Therapy at Arcadia University

- to judge the applicant's academic qualification and readiness for rigorous work at the graduate level. This professor should have taught one of the academic courses for the applicant's major.
6. Test scores for the Graduate Record Examination (GRE), taken within the last five years. A minimum total score of 1050 is expected for the verbal and quantitative portions of the test with no single score below 450. A minimum score of 4 is expected on the analytical writing portion of the test. **NOTE:** Program GRE code is **2039**.
 7. **International Applicants:** 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. **NOTE:** International students applying to the Physical Therapy program must send scores to the PTCAS code **5312**.
 8. Knowledge of the profession through more than one documented work or volunteer experience. A broad overview of the profession is preferable to experience in a limited area.
 9. Increasingly, clinical facilities are requiring that participating students undergo various criminal background checks, child abuse clearances, and/or drug screens. Therefore students should be prepared to participate in these screenings.

Application Deadline: The review process for completed applications begins on September 1. Applicants are strongly encouraged to complete all components of the application well in advance of the priority deadline of December 15. (A complete application for Arcadia includes official GRE scores, PTCAS application, and three recommendations.) For applications completed by December 15, decisions will be released between January 15 and February 15. In the case of highly qualified applicants, admission may be offered prior to

January 15. A \$500 deposit must accompany the acceptance reply. This deposit is applied to the first semester's tuition, and it is non-refundable if students fail to enter the program on the date for which they are accepted.

Following official acceptance into the program, all students must supply information about their health and medical history and are required to submit the results of a physical examination. Registration will be considered complete when the University is satisfied that the student is physically able to undertake the year's work.

Institutions participating in clinical internships require a certificate of good health before permitting students to work with patients.

Deferred Admission: Students who want to defer their admission for one year must submit their request to do so in writing to the Director of Physical Therapy Admissions. Deferrals will be considered on an individual basis. Once a deferral is granted, a student must submit the required deposit to reserve a seat in the class. This deposit will be credited toward tuition. A student who is granted a deferral must understand that he or she will be subject to the prevailing tuition at the time of matriculation to the program.

Expenses

Tuition and Fees for students entering Fall 2009

- \$20,600 (Fall and Spring combined)
- \$10,300 (Summer Session)
- \$800 (Computer Purchase/Service Fee)
- \$165 (Registration, Parking Fee)

Additional Expenses

Books and supplies (estimated)

Year one \$1,200

Year two \$50

Year three \$50

Room and Board: Off Campus

Travel: Varies

Students may be responsible for expenses associated with various criminal background checks, child abuse clearances and/or drug screens.

Upon enrollment into their programs, all students must provide proof of medical insurance and also provide information about

Physical Therapy at Arcadia University

their health and medical history. If needed, medical insurance can be purchased through the University. Information and applications are available in the Office of Student Health Services.

Financial Aid: For information on scholarships, graduate assistantships and guaranteed student loans, see "Financial Aid" in the Graduate Academic Policies section of this catalog and the Financial Aid section of the Web site at www.arcadia.edu/finaid.

Request a list of financial aid sources directly from the American Physical Therapy Association, 1111 N. Fairfax St., Alexandria, Va. 22314-9902 or go to the APTA Web site at www.apta.org.

Assistantships: A limited number of graduate assistantships are available. For more information contact Financial Aid in the Office of Enrollment Management.

Academic Policies and Procedures for the Physical Therapy Program

The clinical education requirements consist of one year of half-day clinical experience every other week plus one 8-week full-time clinical experience and one 6-month internship at clinical education facilities approved by the Department of Physical Therapy.

A student is graded Satisfactory/Unsatisfactory at the end of each clinical education experience by the Academic Coordinator(s) of Clinical Education. The grade is determined by the clinic's written impressions of the student and interviews with the clinical instructor(s) and student. Although the major consideration in determining the grade is given to the student's performance evaluation, the Department of Physical Therapy has the final decision for the clinical education experience.

If a grade of Unsatisfactory or less than "C" is earned in two units within a semester or in a didactic course, the student must apply to the Physical Therapy Review Committee for permission to progress in the program or repeat the course. Permission to continue following unsatisfactory completion of a clinical education experience is determined by the Physical Therapy Review Committee in

consultation with the Academic Coordinator(s) of Clinical Education, the student and the clinic. If the student does not receive the permission of the committee to continue in the program or receives a grade of Unsatisfactory or less than "B" in the repeat course or in another Physical Therapy course, the student may be dismissed from the program. Unsatisfactory performance in additional clinical experience may result in the student being dismissed from the program or the imposition of additional periods of clinical experience.

Students who withdraw from the program for reasons other than those given above and who want to re-enter must apply for re-acceptance and receive permission from the Physical Therapy Review Committee.

Doctor of Physical Therapy Degree Requirements

(110 credits)

Students must meet the following requirements:

1. A minimum of 79 weeks of classroom work. (Courses are listed below.)
2. A minimum of 34 weeks of full-time clinical study.
3. An overall minimum GPA of 2.70 maintained throughout the program. A grade below "C" is not acceptable toward the degree.
4. Continuous enrollment. If extenuating circumstances make additional time necessary, approval to continue beyond the expected 2 1/2 years must be obtained from the Department Chair and the Physical Therapy Review Committee. Students who withdraw for reasons other than academic or clinical performance may re-apply for admission. Departmental approval is necessary for re-admission.

First Year

Fall (18 credits)

PT 605	Introduction and Exposure to Physical Therapist Practice (4 credits)
PT 615	Physical Therapy Examination/Evaluation Skills I (2 credits)

Physical Therapy at Arcadia University

- PT 625 Physical Therapy Intervention Skills I (4 credits)
- PT 645 Physical Therapy Integrative Care and Practice I (3 credits)
- PT 675 Biomedical Foundation Sciences I (5 credits)

Spring (22 credits)

- PT 616 Physical Therapy Examination/Evaluation Skills II (4 credits)
- PT 626 Physical Therapy Intervention Skills II (5 credits)
- PT 636 Exposure to Physical Therapy in a Health Care System (1 credit)
- PT 646 Physical Therapy Integrative Care and Practice II (4 credits)
- PT 676 Biomedical Foundation Sciences II (8 credits)

Summer (17 credits)

- PT 717 Physical Therapy Examination/Evaluation Skills III (2 credits)
- PT 727 Physical Therapy Intervention Skills III (2 credits)
- PT 747 Physical Therapy Integrative Care and Practice III (4 credits)
- PT 777 Biomedical Foundation Sciences III (9 credits)

Second Year

Fall (12 credits)

- PT 718 Physical Therapy Examination/Evaluation Skills IV (2 credits)
- PT 728 Physical Therapy Intervention Skills IV (2 credits)
- PT 738 Clinical Education Experience I (8 weeks) (4 credits)
- PT 748 Physical Therapy Integrative Care and Practice IV (2 credits)

- PT 778 Biomedical Foundation Sciences IV (2 credits)

Spring (22 credits)

- PT 819 Physical Therapy Examination/Evaluation Skills V (6 credits)
- PT 829 Physical Therapy Intervention Skills V (6 credits)
- PT 849 Physical Therapy Integrative Care and Practice V (4 credits)
- PT 879 Biomedical Foundation Sciences V (6 credits)

Summer (6 credits)

- PT 860 Clinical Education Experience II (3 months) (6 credits)

Third Year

Fall (6 credits)

- PT 870 Clinical Education Experience III (3 months) (6 credits)

Spring, ending in February (7 credits)

- PT 805 Physical Therapist Practice II (3 credits)
- PT 869 Independent Study-Research (2 credits)
- PT 899 Independent Study (2 credits)

Physical Therapy Courses (PT)

Each semester consists of 4 courses (Examination, Intervention, Biomedical Sciences and Behavioral and Management Sciences) that become more complex throughout the three years. The courses are integrated around case presentations (units) that last for two to three weeks. Each unit provides an example of one or more of the Practice Patterns defined by the Guide to Physical Therapist Practice of the American Physical Therapy Association.

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FALL, FIRST YEAR

605

Introduction and Exposure to Physical Therapist Practice

(4 credits)

This course will be given the first month of the fall semester and is designed to provide the student with a basic understanding of physical therapy practice as described in the Guide to Physical Therapist Practice published by the American Physical Therapy Association. The spectrum of physical therapy roles in the health care system is explored. A basic comprehensive approach to examination is presented, and the requisite skills are learned. Basic forms of intervention are introduced, including coordination, communication, documentation, instruction and direct intervention. Students also will be introduced to core academic areas not directly addressed in the Guide that inform physical therapy practice in order to begin the life-long learning necessary for safe and effective practice. These areas include anatomy, biomechanical properties of tissues, principles of measurement, and behavioral and management sciences.

615

Physical Therapy Examination/Evaluation Skills I

(2 credits)

This course covers basic aspects of patient/client management related to examination and evaluation in the context of the specific patient cases. Examination refers to the process of obtaining a relevant patient history, as well as selecting and performing appropriate tests and measures. Evaluation refers to the process of making clinical judgments (including diagnosis and prognosis) based on the information gathered during an examination. The applied anatomy and biomechanics component of this course addresses the application of physical principles to the human body. The content addresses functional aspects of the neuromusculoskeletal system using the principles of basic Newtonian mechanics.

625

Physical Therapy Intervention Skills I

(4 credits)

Basic aspects of patient/client management are covered that are related to intervention in the context of the specific patient cases. Intervention includes appropriate selection and application of specific treatment procedures as well as other skilled interactions with the patient and other individuals as required. Intervention strategies are based on the results of an appropriate examination and evaluation. Several skills and intervention strategies that are central to the

practice of physical therapy are covered at a basic level.

645

Physical Therapy Integrative Care and Practice I

(3 credits)

This course is intended to help provide an understanding of the complexities of working within the health care delivery system and to enhance critical thinking with an introduction to research methods and skills. The student will be introduced to the theories and principles required to understand the psychological and social aspects of working with patients, clients, families and other health care professionals and the operation of clinical physical therapy services in a variety of settings. This course enhances students' understanding of clinical practice and the health care delivery system in the United States by exploring in-depth the finance and delivery mechanisms employed and familiarizing students with the terminology used in health care today. Literature relevant to clinical practice is critically examined within each unit.

675

Biomedical Foundation Sciences I

(5 credits)

This course includes traditional biological sciences of microscopic anatomy, physiology of exercise, and neuroscience. In addition, there will be a survey of various medical and surgical conditions and their underlying pathological processes. Gross anatomy objectives are included, although students are responsible for self-directed study in this topic.

SPRING, FIRST YEAR

616

Physical Therapy Examination/Evaluation Skills II

(4 credits)

This course continues to cover basic aspects of patient/client management related to examination and evaluation in the context of the specific patient cases. The anatomy of relevant regions is reviewed and is followed by a close analysis of the function of each component. The labs provide an opportunity to analyze the functional requirements of a variety of activities of daily living.

626

Physical Therapy Intervention Skills II

(5 credits)

This course is a continuation of basic aspects of patient/client management related to intervention in the context of the specific patient cases. Intervention includes appropriate selection and

Physical Therapy at Arcadia University

application of specific treatment procedures as well as other skilled interactions with the patient and other individuals as required.

636

Exposure to Physical Therapy in a Health Care System

(1 credit)

Fall (First Year), Spring (First Year)

This course is designed to expose first-year physical therapy students to current physical therapy practice in a given health care system. This is not designed to be a full-time clinical experience. Students will be exposed to physical therapy practice and clinical decision making in inpatient and outpatient settings. This course provides the student an opportunity for a practicing clinician to evaluate the student behavior in areas such as safety, personal and interpersonal professional demeanor, ethical and legal standards, communication, and responsibility for self-learning. Students are assigned to a clinical site 4 hours every other week for 10 weeks in the fall and 10 weeks in the spring of the first year. A clinical activity will be assigned for each clinical week and will coincide with the current academic learning unit. Assignments will be completed in response to each clinical activity, and in the "off week" students will meet on campus during the Tuesday afternoon time slot in small groups to complete and share assignments in a problem based, collaborative experience.

646

Physical Therapy Integrative Care and Practice II

(4 credits)

Spring (1st Year)

This course is a continuation of working within the health care delivery system as a physical therapist; the psychological and social aspects of working with patients; and critical thinking. This course prepares students to assume management responsibilities appropriate to their position and stage of clinical practice.

676

Biomedical Foundation Sciences II

(8 credits)

This course is a continuation of the traditional biological sciences of microscopic anatomy, physiology of exercise, and neuroscience. In addition, there will be a survey of various medical and surgical conditions and their underlying pathological processes. Gross anatomy objectives are included, although students are responsible for self-directed study in this topic.

SUMMER, FIRST YEAR

717

Physical Therapy Examination/Evaluation Skills III

(2 credits)

This course continues to cover basic aspects of patient/client management related to examination and evaluation in the context of the specific patient cases.

727

Physical Therapy Intervention Skills III

(2 credits)

This course is a continuation of basic aspects of patient/client management related to intervention in the context of the specific patient cases.

747

Physical Therapy Integrative Care and Practice III

(2 credits)

A continuation of working within the health care delivery system as a physical therapist, the psychological and social aspects of working with patients, and critical thinking. This course prepares students to assume management responsibilities appropriate to their position and stage of clinical practice.

777

Biomedical Foundation Sciences III

(9 credits)

The course includes the traditional biological science of gross human anatomy, the physical science of biomechanics and applied anatomy, and components of patient management related to examination, evaluation, and intervention. The study of the basic structure and function of the human body will be accomplished through lecture, demonstration and dissection. Gross anatomy will emphasize the extremities and trunk, although the whole body will be examined. Also included is a review of embryology. The laboratory sessions are devoted primarily to handling the bony skeleton and supervised dissection. Biomechanics and applied anatomy and the clinical content will highlight the function of the spine using a patient case for reference.

FALL, SECOND YEAR

718

Physical Therapy Examination/Evaluation Skills IV

(2 credits)

This course continues to cover basic aspects of patient/client management related to examination and evaluation in the context of the specific patient cases.

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728

Physical Therapy Intervention Skills IV

(2 credits)

This course is a continuation of aspects of patient/client management related to intervention in the context of the specific patient cases.

738

Clinical Education Experience I (8 weeks)

(4 credits)

This first of two full-time clinical experiences in the curriculum is eight weeks in length and occurs after one year of academic coursework. This clinical experience is the student's first formal full-time exposure to the practice of physical therapy. The school respects that not all patient types can be available to each student during a clinical experience, but a varied caseload is encouraged. Close supervision and additional clinical teaching may be required in all areas of clinical practice. Emphasis is placed on developing good interpersonal skills with supervisors, patients, and other health care practitioners. The experience also focuses on oral and written communication skills, performing physical therapy examinations, evaluation, intervention planning and implementation on cardiac, pulmonary, neurological, medical/surgical and orthopedic patients, and providing basic functional training. The student should begin to appreciate the role of the physical therapist in the interdisciplinary team and the responsibilities involved in carrying a patient caseload. By the final two weeks of the clinical experience, the student should be managing approximately two-thirds of a caseload that is setting appropriate.

748

Physical Therapy Integrative Care and Practice IV

(2 credits)

A continuation of working within the health care delivery system as a physical therapist, the psychological and social aspects of working with patients, and critical thinking. This course prepares students to assume management responsibilities appropriate to their position and stage of clinical practice.

778

Biomedical Foundation Sciences IV

(2 credits)

This course includes traditional biological sciences of microscopic anatomy, physiology of exercise, and neuroscience. In addition, there will be a survey of various medical and surgical conditions and their underlying pathological processes. A course in imaging techniques (MRI, X-ray, etc) also will be included.

SPRING, SECOND YEAR

819

Physical Therapy Examination/Evaluation Skills V

(6 credits)

This course continues to cover basic aspects of patient/client management related to examination and evaluation in the context of the specific patient cases.

829

Physical Therapy Intervention Skills V

(6 credits)

This course is a continuation of basic aspects of patient/client management related to intervention in the context of the specific patient cases.

849

Physical Therapy Integrative Care and Practice V

(4 credits)

A continuation of working within the health care delivery system as a physical therapist, the psychological and social aspects of working with patients, and critical thinking. This course prepares students to assume management responsibilities appropriate to their position and stage of clinical practice.

879

Biomedical Foundation Sciences V

(6 credits)

This course includes traditional biological sciences of microscopic anatomy, physiology of exercise, and neuroscience. In addition, there will be a survey of various medical and surgical conditions and their underlying pathological processes.

SUMMER, SECOND YEAR

860

Clinical Education Experience II (3 months)

(6 credits)

This is part one of the 6-month internship and is 3 months in length. It encompasses two years of didactic information and experience gained in the first clinical setting. Since students are encouraged during the program to complete clinical work in both inpatient and outpatient settings, this experience is probably different from the previous experience.

Physical Therapy at Arcadia University

FALL, THIRD YEAR

870

Clinical Education III

(6 credits, 3 months)

This is Part 2 of the 6-month internship and will most likely occur within the same health system as Part 1, however it may include a different continuum of care or patient diagnosis.

SPRING, THIRD YEAR

805

Physical Therapist Practice II

(3 credits)

This course is the capstone experience of the curriculum. It builds upon the basic understanding of physical therapy practice acquired during the didactic and clinical educational experiences. The course serves to integrate content and focus on professional behavior, the physical therapy science related to examination, evaluation, and intervention, and gaps in knowledge. In addition to guest lectures and group discussion related to these topics, students will present a case report, or their research findings.

869

Independent Study-Research

(2 credits)

This experience is offered during year three of the entry-level curriculum. The course is designed to offer the students the opportunity to select a research project. This experience provides the opportunity for the student to acquire additional knowledge in this aspect of professional behavior. In accordance with University guidelines, approval must be received from the Arcadia University Committee on Protection of Research Subjects. The individual adviser, as appropriate to each project, will specify other requirements and activities.

Prerequisites: successful completion of the courses in the first two years of the Physical Therapy curriculum.

899

Independent Study

(2 credits)

This experience is offered during year three of the entry-level curriculum. The course is designed to offer the students the opportunity to select one of three tracks: education, pro bono physical therapy, or professional writing. This experience provides the opportunity for the student to acquire additional knowledge in one of four aspects of professional behavior. The individual adviser, as appropriate to each project, will specify other requirements and activities.

Prerequisites: successful completion of the courses in the first two years of the Physical Therapy curriculum.

Clinical Experience

Each student must successfully complete 34 weeks of full-time clinical experience before graduation and a part-time experience equivalent to one week of clinic time. The full-time clinical experience consists of eight-weeks in an inpatient or outpatient setting in the Second Fall of the program after completion of the first didactic year. Upon completion of the second academic year, students will begin their culminating clinical experience referred to as an internship. This final clinical assignment, which lasts for 26 weeks, is a hybrid between traditional clinical education and the residency model of clinical training that is rich in mentoring and structured learning experiences to facilitate accelerated learning. Clinics affiliated with this program are among a select group with strong relationships to our program and the patient-centered curriculum. These facilities are primarily in southeastern Pennsylvania and offer a wide variety of experiences designed to foster clinical decision-making skills necessary for physical therapists in today's healthcare environment.

Additional Requirements

Increasingly, clinical sites have additional requirements including but not limited to criminal background checks, child abuse clearances, and drug screens. It is likely that a student will be required to submit to these tests and may be financially responsible for these in order to fulfill the clinical education portion of the curriculum. An applicant with a felony or misdemeanor conviction or a student who does not pass a required screening may not be able to fulfill requirements for graduation and/or be licensed as a physical therapist.

Students are responsible for the additional costs of travel and housing associated with all their clinical experiences.

International Peace and Conflict Resolution

at Arcadia University

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

Faculty

Director

Warren R. Haffar, Ph.D.

Assistant Director

Angela Kachuyevski, Ph.D.

Faculty

Amy Cox, Ph.D., Adjunct Professor of
Political Science

Alex Otieno, M.P.H., Assistant Professor of
Political Science and Sociology

Barbara Simmons, M.A., Instructor of
Political Science

Master's Degrees and Certificates

Master of Arts in International Peace and Conflict Resolution

Dual Degree Programs

Master of Arts in International Peace and Conflict Resolution and Master of Public Health (See separate listing.)

Master of Arts in International Peace and Conflict Resolution and Master of Arts in International Relations and Diplomacy (See separate listing.)

Arcadia Graduate Certificates

Conflict Management and Restorative Justice (online)

Peace Education (online)

About the International Peace and Conflict Resolution Master's Degree Program

The International Peace and Conflict Resolution (IPCR) master's degree program offers an innovative curriculum that allows students to develop an area of concentration within the discipline, build an international

network of contacts, and gain practical experience.

Conflict resolution skills are essential in everyday life. International Peace and Conflict Resolution offers students opportunities to develop and apply these skills in an enterprising way as well as opportunities to explore many diverse career paths in both national and international settings. The program's strength lies in its interdisciplinary approach to the increasingly critical study of peace and conflict resolution.

Arcadia's IPCR program is one of the few graduate programs in the field of conflict resolution with a built-in overseas component—one that is founded in Arcadia's long tradition of University-based international programs. In addition to the second-year study abroad component, IPCR students have the option of participating in a weeklong intensive field study in Northern Ireland during the first year of the program.

Additional IPCR short-term field study courses include Politics and Ethnic Conflict in Ukraine in March and Sustainable Development in Costa Rica in May.

Sites available for study abroad in the program include the following:

- The Nyerere Centre for Peace Research, operated by Arcadia and the East African Community in Arusha, Tanzania
- The American Graduate School of International Relations and Diplomacy, Arcadia's affiliated campus in Paris, France
- The United Nations University for Peace in San Jose, Costa Rica
- The Center for Peace and Conflict Studies at the University of Sydney in Australia
- The European Peace University at Schlaining, Austria
- The program in Peace and Conflict Studies at the University of Ulster in Belfast, Northern Ireland

International Peace and Conflict Resolution at Arcadia University

- The M.A. program in Ethnic Conflict at Queens University in Belfast, Northern Ireland
- The Richardson Institute for Peace Studies at Lancaster University in Great Britain
- The Department of Peace Studies at the University of Bradford in Great Britain
- The M.A. program in Peace and Development Studies at the University of Jaume I in Castellon, Spain
- The University of Salvador in Buenos Aires, Argentina
- The University of Trento, Italy

In addition to these programs, the second year of study and fieldwork experience abroad may be individually designed to reflect the IPCR student's specific area of interest. With the permission of the program director, M.A. candidates also have the option, based on their areas of interest, to fulfill second-year study and fieldwork credits within the United States.

Admission to the International Peace and Conflict Resolution Master's Degree Program

This is a two-year full-time degree program. Part-time programs may be available depending on enrollment. Please contact the IPCR program for more information.

Program-Specific Admissions

Requirements: In addition to the general admission requirements, the following program-specific requirements must be met. Arcadia University welcomes applications for this program from college graduates of all majors, especially those who have demonstrated scholastic excellence and a commitment to international peace and conflict resolution. Related experience and achievements, either domestic or international, also are desirable. The program requests the following from applicants:

- An International Peace and Conflict Resolution application, including personal statements, to be completed online at www.arcadia.edu/gradapp.
- A bachelor's degree from an accredited institution with a recommended GPA of 3.0 or better and a major in Peace

Studies, Political Science, History, Modern Languages, Economics, Anthropology, Sociology, Psychology, Philosophy, Religion or another liberal arts discipline. Students with undergraduate majors in Biology and Environmental Education also are encouraged to apply.

- 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.
- Three letters of recommendation from persons who are able to judge the applicant's qualifications to undertake graduate work abroad. At least one recommendation must be from a professor.
- A personal interview usually is required, but a phone interview may be substituted at the discretion of the program Director.
- 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.
- Dual degree programs require a separate online application.

GREs are not required for admission. In exceptional cases, after reviewing an applicant's academic record and non-academic experience, the Director may waive one or more prerequisites.

Application Deadline: Completed applications will be reviewed on a rolling basis starting February 1. Those reviewed after February 1 will be reviewed based on availability of space in the attending class. Classes typically fill in early spring, so applicants are encouraged to apply by the February 1 deadline.

International Peace and Conflict Resolution at Arcadia University

Deferred Admission: A student admitted to the program who wants to defer admission for one year must submit a request to do so in writing to the Director. Deferrals will be granted by the program on an individual basis. Once the deferral is granted, a student must submit the required deposit to reserve his or her seat in the class. This deposit will be credited toward tuition. A student who is granted a deferral must understand that he or she will be subject to the prevailing tuition at the time of matriculation to the program.

Support Services: Professional counseling services are available through the Arcadia University Counseling Center.

Expenses

Two-year full-time program

2009-2010 Tuition: \$24,480

2010-2011 Tuition: \$25,560

Annual Fees:

Parking, registration, student liability insurance (per year) \$130

Additional Expenses:

Books and supplies (estimated) \$1,000

Room and Board: Off Campus

Travel: Varies

Upon enrollment into their programs, all students must provide proof of medical insurance and also provide information about their health and medical history. If needed, medical insurance can be purchased through the University. Information and applications are available in the Office of Student Health Services.

Financial Aid: For information on scholarships, graduate assistantships and guaranteed student loans, visit www.arcadia.edu/finaid.

Scholarships: A limited number of partial tuition scholarships are available for students accepted into the International Peace and Conflict Resolution program. Scholarship awards are based on financial need and academic achievement and are renewable for two years provided the student remains in good academic standing.

Academic Policies and Procedures

A student accepted into the International Peace and Conflict Resolution program is expected to abide by the regulations set forth by Arcadia University.

The University reserves the right to dismiss a student at any time for unsatisfactory academic performance or for conduct detrimental to the University or to the welfare of other students.

In order for students to remain in good academic standing, they must maintain a minimum cumulative grade point average of 3.0 throughout the first year of the program. A cumulative grade point average of 3.0 is required to be eligible to participate in the second year of the program. Any prerequisites that are not fulfilled before admission must be completed before the student goes abroad. A grade below "C" may not be applied toward a degree. If a grade below "C" is received, the student must petition to retake the course.

International Peace and Conflict Resolution Master's Degree Requirements

(44–50 credits)

Two-Year Full-time Program

First Year (courses held on the Arcadia campus)

Required Courses

IP	501	Introduction to Peace Studies and Conflict Resolution (fall)
IP	502A,B	Research Methods in Conflict Analysis and Peace Science (fall and spring)
IP	561	Graduate Colloquium (non-credit year-long course)

Electives*		(Choose Six)
IP	511	Introduction to International Law
IP	520	International Security

International Peace and Conflict Resolution at Arcadia University

IP 521	International Organizations in Dispute Resolution
IP 522	Conflict Resolution in Deeply Divided Societies
IP 523	Post-Conflict Relief and Development
IP 529	Advanced Mediation
IP 532	Advanced Seminar in International Law
IP 533	Conflict Transformation
IP 535	Economics, the Environment and Development
IP 542	International Health and Human Rights

*Or others by permission of the program

Second Year

Each M.A. candidate has the option of an individually designed program in year two.

IP 581	Study Abroad and Concentration (9–12 credits)
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During their second year, graduate students in the IPCR program have the opportunity to take specialized courses in the area of their choice at one of our partner institutions abroad. Most students will spend the fall semester of their second year fulfilling this requirement, but there are summer and other short options available.

Possible areas of study include the following:

- Conflict transformation in deeply divided societies
- Environmental management and sustainable development
- International human rights law
- International public health
- Arms control and regional security systems
- Globalization, integration and economic development
- Building cultures of peace and peace education

IP 583	Internship (9–12 credits)
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The professional internship experience is practical training at the graduate level with a practitioner organization in the field. It lasts from three to four months and offers candidates substantive experience in their chosen areas of specialization. Candidates prepare a learning contract with their supervisors and the IPCR Director in order

to determine their learning goals, resources and means of evaluation. All candidates keep a journal recording their activities and reflecting on what they learn.

IP 598	Capstone Seminar (2 credits)
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Candidates return to campus in March, after their professional internship experience, to examine together what they have learned and to finalize their career plans. Candidates prepare oral and written presentations based on their overseas placements to share with the first-year M.A. candidates and the University community. Throughout their time abroad and particularly during their fieldwork experience, IPCR students remain in touch with each other and with the faculty.

Dual Degree Programs

Master of Arts in International Peace and Conflict Resolution and Master of Public Health (See separate listing in Graduate Catalog.)

Master of Arts in International Peace and Conflict Resolution and Master of Arts in International Relations and Diplomacy (See separate listing in Graduate Catalog.)

Arcadia Graduate Certificates

(12 credits)

Conflict Management and Transformation (See separate listing in Graduate Catalog.)

Peace Education (See separate listing in Graduate Catalog.)

International Peace and Conflict Resolution Courses (IP)

501
Introduction to Peace Studies and Conflict Resolution

This course provides a graduate-level introduction to the interdisciplinary field of peace and conflict studies, its relationship with other academic disciplines, and careers in the field of conflict resolution. It draws upon a variety of

International Peace and Conflict Resolution at Arcadia University

disciplines, especially in the social sciences, to examine the interrelationship between personal, collective, national and global levels of violence and war and efforts to reduce it. Course objectives include familiarity with the causes, symptoms and dynamics of conflict, violence, and war (from interpersonal to global) and conflict resolution.

502A,B

Research Methods in Conflict Analysis and Peace Science

This course provides an essential introduction to the systematic analysis of conflict and to the relationships that exist across the social sciences that inform our understanding of social conflict and the emerging field of conflict analysis and peace studies. As such, the seminar introduces the basic approaches of conflict analysis and peace studies research. It familiarizes students with the diverse tools that are used to understand and analyze the emergence and evolution of conflict in a variety of settings. Initial sessions provide the intellectual foundation and theoretical framework for “conducting” conflict analysis and its relationship to principles in mediation and conflict resolution. Subsequent sessions apply the framework to selected domestic and international disputes and explore appropriate strategies for their resolution.

505.OL (online)

Topics in Contemporary Conflict Resolution

This course is designed as the second of two core courses in the IPCR online graduate certificate programs, yet it also may be taken as a standalone course. The primary goal of this course is to further the student’s understanding of the constructs of conflict and apply contemporary frameworks to conflicts and practices. The course covers three main areas: 1) understanding how and why conflicts occur; 2) the management, prevention and resolution of conflict; 3) topics in contemporary conflict. Throughout the course, students engage in a series of interactive activities and projects designed selected to engage the student in the class. The integration of technology is a core component of this course and is designed to simulate classroom activities and discussion.

511

Introduction to International Law

This seminar introduces M.A. candidates to the fundamental rules and principles of public international law, including the concept of state sovereignty, implementation methods, the sources of international law and their significance, etc. Particular emphasis is placed on the peaceful settlement of disputes, including arbitration and international adjudication, and the

rules governing the use of force and the responsibility for unlawful acts on the international plane. M.A. candidates learn about legal reasoning and methodology, research methods in international law, and the use of international law in the course of conflict resolution.

520

International Security

This course advances a thorough and in-depth analysis of international security issues, themes, theories and cases through an examination of security from three levels of analysis: the international system, state and domestic level politics and individual decision makers. Within each level of analysis we will study various theories used to explain the sources of instability and stability in order to understand what drives state and actor behavior in terms of foreign policy, war, cooperation, and expansion.

521

International Organizations in Dispute Resolution

International governmental (IGOs) and nongovernmental organizations (NGOs) are among the most important actors in international relations. After learning about their legal status and political role in the contemporary international system, candidates study universal, regional, and sub-regional IGOs working in a broad range of fields (e.g. the United Nations, the Organization of American States, the Council of Europe, the European Union, OSCE, NATO, the World Bank, etc.) and analyze NGOs and their role in peace and conflict resolution and their interaction with states and IGOs.

522

Conflict Resolution in Deeply Divided Societies

This course focuses on understanding the phenomena of conflict and war in deeply divided societies and differing paradigms for building peace. The course first lays a foundation for interpreting the diverse landscape that increasingly has given rise to violent conflict during the transition to globalization and liberalization in the aftermath of the Cold War. The course then applies these perspectives to different concepts of peace building using current perspectives from the field of conflict resolution and from selected case studies of international and regional efforts to resolve conflict in divided societies.

523

Post-Conflict Relief and Development

Fourteen of the 20 poorest countries are currently in or emerging from conflict. As a result, NGOs

International Peace and Conflict Resolution at Arcadia University

and their donors increasingly are grappling with the fine line between “development” and “relief.” The first half of this course examines traditional development approaches. Students learn about the different roles of donors (NGOs, bilateral, multilateral, and foundations), the relationship between donors and recipients, strategies, impact and effectiveness. The second half of the course examines international efforts to consolidate and to jump-start a nation’s social, economic, and political recovery from conflict. Students then examine the continuum between development and relief and the challenges posed for the international community.

524.OL

Conflict Management

Conflict is a normal and an inevitable part of our daily lives. It is present in most personal relationships, in homes, in schools, in the workplace, and among groups in our society. Conflict is often associated with destructive outcomes such as aggression, anger, damaged relationships, violence, and wars. However, conflict has a positive and productive side. Conflict presents an opportunity for personal change and transformation, strengthened relationships, improved communications, problem solving, collaboration, and social change. How conflict is managed influences whether conflict outcomes are constructive or destructive.

The objectives of this course are to increase awareness, develop skills, and gain knowledge of constructive conflict management processes and approaches. The course begins with deconstructing conflict and explores how our personal histories affect our perceptions regarding conflict and our conflict styles. Interpersonal communication skills such as active listening and assertiveness are developed. Students are introduced to mediation, negotiation, and nonviolent action from both a practical and theoretical standpoint.

527.OL

Peace Education 1: Theory and Principles

This course provides a brief overview of the history of education as it has been employed for social change. It explores Education for Transformation, Popular Education and Experiential Learning theories. The course focuses on the principles of peace culture as they apply to the classroom as well as overall school climate. Students are assigned weekly readings from leaders in the field and are required to post responses. Depending upon enrollment size, students are assigned work groups where they are required to respond to cohorts’ postings.

528.OL

Peace Education 2: Methodologies and Practical Application

This course explores the methods teachers, counselors and conflict interventionists use to build a culture of peace in educational settings. Students are required to investigate how these methods are applied in real world situations and learn how to evaluate their efficacy. Students are assigned weekly readings containing peace education methods, case studies of practical application and theoretical framework of monitoring and evaluation of methods. Depending upon enrollment size, students are assigned work groups where they are required to respond to cohorts’ postings.

532

Advanced Seminar in International Law

This course focuses on areas of international law that are of special policy relevance to the field of peace and conflict resolution. Following a module format, students explore this evolving field through case studies, court decisions, and emerging international norms and agreements.

533

Conflict Transformation

This practicum in the mediation process examines the range of strategic choices available for managing conflict, including techniques that have proved most constructive in the field of peace and conflict resolution: consensus-based mediation. The first part of the course introduces students to differing approaches to managing and resolving conflict, how the mediation process works and variety of contexts in which it is likely to be used with success. The second part of the course is devoted to designing and conducting a mediation on a selected case in contemporary international relations.

535

Economics, the Environment and Development

This course examines a new class of conflict that has risen to prominence in the international arena: conflict that is rooted in environmental degradation and resource scarcity. The course covers emerging concepts of environmental security, which, together with other sources of tension, such as poverty, social inequity and ethnic intolerance, are increasingly leading to violent conflict. Principles of international economics, regional development and the role of international organization are addressed as well as new paradigms for environmental conflict management and sustainable development.

International Peace and Conflict Resolution at Arcadia University

542

International Health and Human Rights

This course explores the relationship between contemporary political, socioeconomic, cultural, environmental and demographic conditions and their impact on health and human rights from an international perspective. A major focus of the course is the evolution of health care delivery systems and governmental and non-governmental responses to health and human rights challenges. Other topics addressed include structural adjustment, population dynamics, child survival policies, water and sanitation, HIV/AIDS, appropriate technologies, international organizations, traditional healing, pharmaceutical policy, and human resources development.

561

Graduate Colloquium

(0 credits)

The graduate colloquium serves as an open and informal forum to assist students in developing their study abroad and internship arrangements for the second year. Policies and procedures are discussed as well as relevant timelines for study abroad programs in peace and conflict resolution. Internship possibilities are discussed and explored according to student interests. The graduate colloquium meets weekly beginning after the second week of classes.

581

Study Abroad and Concentration

(9-12 credits)

Second Year

During their second year, graduate students in the IPCR program have the opportunity to take specialized courses in the area of their choice at one of our partner institutions abroad. Most students will spend the fall semester of their second year fulfilling this requirement, but there are summer and other short options available.

583

Internship

(9-12 credits)

Second Year

The professional experience is practical training at the graduate level with a practitioner organization in the field. It lasts from three to four months and offers candidates substantive experience in their chosen areas of specialization. Candidates prepare a learning contract with their supervisors and the program Director in order to determine their learning goals, resources and means of evaluation. All candidates keep a journal recording their activities and reflecting on what they learn.

589

Independent Study

This seminar serves to enable M.A. candidates to do significant supervised research in their chosen field of concentration, to interact with fellow candidates and faculty in a formal setting, and to get feedback on the progress of their research, and to present their final paper.

598

Capstone Seminar

(2 credits)

Second Year

Candidates return to campus for two weeks in April, after their professional experience, to examine together what they have learned and finalize their career plans. Using their journals, candidates prepare oral and written presentations based on their overseas placements to share with the first-year M.A. candidates and the University community.

Peace Education

at Arcadia University

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

Coordinator

Program Manager
Sherry Levin, M.A.

Arcadia Graduate Certificate

Peace Education

About the Certificate in Peace Education

The International Peace and Conflict Resolution (IPCR) program offers a 12-credit Arcadia Graduate Certificate in Peace Education. This certificate is offered fully online and may be completed within one calendar year.

The certificate program is designed to provide a core understanding of the field of International Peace and Conflict Resolution with a specialization in peace education. This degree would enable teachers, administrators, guidance counselors and social workers in academic institutions to design and implement school-wide peace education programs.

The certificate program can be taken as a standalone professional development and skills-building program for those participants who do not have the time or the need for a full-time degree program. It also may be taken as an introduction to the International Peace and Conflict Resolution Master of Arts program. Credits earned may be applied to the MA degree.

The certificate program provides an opportunity for students living and working in a variety of regions to train in the field via the Web. Courses may be taken from anywhere in the world. This is an asynchronous program, and students may log on at a time that is convenient to them to complete the coursework and assignments.

Computer Requirements

For the certificate program, students need access to high speed Internet. The courses are highly

interactive and make use of electronic resources that require Flash software. Students also may need a webcam for audio/visual recordings and presentations. Computer requirements are identified at the start of each course.

Admissions Requirements

Arcadia University welcomes applications for this program from college graduates of all majors, professionals, and those with an interest in furthering their education in International Peace and Conflict Resolution.

The following are required:

- A Graduate application, including personal statement, to be completed online at www.arcadia.edu/gradapp.
- A bachelor's degree from an accredited institution with a recommended GPA of a 3.0 in a relevant discipline.
- One official transcript from each college, university or professional school attended.
- One letter of recommendation. The letter must be of a professional not personal nature.

GREs are not required for admission.

Admission to the online certificate program does not guarantee admission to the IPCR master's degree program. Those interested in pursuing the M.A. program in IPCR must submit a complete application for the IPCR M.A. program. Credits earned may be applied to the M.A. program.

Expenses

Per credit costs for 2009-2010 = \$620

(\$620 x 12 credits = \$7,440)

Additional Expenses:

- Books and supplies (estimated)
\$250

Academic Policies and Procedures

A student accepted into the International Peace and Conflict Resolution program is expected to abide by the regulations set forth by Arcadia University.

The University reserves the right to dismiss a student at any time for unsatisfactory academic performance or for conduct detrimental to the University or to the welfare of other students.

Certificate Requirements

(12 credits)

Required Courses

IP	501.OL	Introduction to Peace Studies and Conflict Resolution (3 credits)
IP	505.OL	Topics in Contemporary Conflict Resolution (3 credits)
IP	527.OL	Peace Education 1: Theory and Principles (3 credits)
IP	528.OL	Peace Education 2: Methodologies and Practical Application (3 credits)

International Peace and Conflict Resolution Courses (IP)

501.OL

Introduction to Peace Studies and Conflict Resolution

This course provides a graduate-level introduction to the interdisciplinary field of peace and conflict studies, its relationship with other academic disciplines, and careers in the field of conflict resolution. It draws upon a variety of disciplines, especially in the social sciences, to examine the interrelationship between personal, collective, national and global levels of violence and war and efforts to reduce it. Course objectives include familiarity with the causes, symptoms and dynamics of conflict, violence, and war (from interpersonal to global) and conflict resolution.

505.OL

Topics in Contemporary Conflict Resolution

This course is the second of two core courses in the IPCR online graduate certificate programs, yet it also may be taken as a standalone course. The primary goal of this course is to further the student's understanding of the constructs of conflict and apply contemporary frameworks to conflicts and practices. The course covers three main areas: 1) understanding how and why conflicts occur; 2) the management, prevention and resolution of conflict; 3) topics in contemporary conflict. Throughout the course, students engage in a series of interactive activities and projects selected to engage the student in the class. The integration of technology is a core component of this course and is designed to simulate classroom activities and discussion.

527.OL

Peace Education 1: Theory and Principles

This course provides a brief overview of the history of education as it has been employed for social change. It explores Education for Transformation, Popular Education and Experiential Learning theories. The course focuses on the principles of peace culture as they apply to the classroom as well as overall school climate. Students are assigned weekly readings from leaders in the field and are required to post responses. Depending upon enrollment size, students are assigned work groups where they are required to respond to cohorts' postings.

528.OL

Peace Education 2: Methodologies and Practical Application

This course explores the methods teachers, counselors and conflict interventionists use to build a culture of peace in educational settings. Students are required to investigate how these methods are applied in real-world situations and learn how to evaluate their efficacy. Students are assigned weekly readings containing peace education methods, case studies of practical application and theoretical framework of monitoring and evaluation of methods. Depending upon enrollment size, students are assigned work groups where they are required to respond to cohorts' postings.

Conflict Management and Restorative Justice

at Arcadia University

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

Coordinator

Program Manager

Sherry Levin, M.A.

Arcadia Graduate Certificate

Conflict Management and Restorative Justice

About the Certificate in Conflict Management and Restorative Justice

The International Peace and Conflict Resolution (IPCR) program offers a 12-credit Arcadia Graduate Certificate in Conflict Management and Restorative Justice. This certificate is offered fully online and may be completed within one calendar year.

The IPCR online certificate program in Conflict Management and Restorative Justice is particularly suited to the student and professional seeking to further his or her understanding of the field of peace and conflict resolution with a focus on mediation. Students participating in the certificate program take two core courses in International Peace and Conflict Resolution and two specialized courses in Conflict Management and Transformation. Skills learned are highly transferrable and may be applied in a variety of fields.

The certificate program can be taken as a standalone professional development and skills-building program for those participants who do not have the time or the need for a full-time degree program. It also may be taken as an introduction to the International Peace and Conflict Resolution Master of Arts program. Credits earned may be applied to the M.A. degree.

The online certificate program provides an opportunity for students living and working in a variety of regions to train in the field via the Web. Courses may be taken from anywhere in

the world. This is an asynchronous program, and students can log on at a time that is convenient to them to complete the coursework and assignments.

Computer Requirements

For the certificate program, students will need access to high speed Internet. The courses are highly interactive and make use of electronic resources that require Flash software. Students also may need a webcam for audio/visual recordings and presentations. Software and hardware requirements are identified at the start of each course.

Admissions Requirements

Arcadia University welcomes applications for this program from college graduates of all majors, professionals, and those with an interest in furthering their education in International Peace and Conflict Resolution.

The following are required:

- A Graduate application, including personal statement, to be completed online at www.arcadia.edu/gradapp.
- A bachelor's degree from an accredited institution with a recommended GPA of a 3.0 in a relevant discipline.
- One official transcript from each college, university or professional school attended.
- One letter of recommendation. The letter must be of a professional not personal nature.

GREs are not required for admission

Admission to the online certificate program does not guarantee admission to the IPCR

Conflict Management and Transformation at Arcadia University

master's program. Those interested in pursuing the M.A. program in IPCR must submit a complete application for the IPCR M.A. program. Credits earned may be applied to the M.A. program.

Expenses

Per credit costs for 2009-10 = \$620

(\$620 x 12 credits = \$7440)

Additional Expenses:

- Books and supplies (estimated)
\$250.00

Academic Policies and Procedures

A student accepted into the International Peace and Conflict Resolution program is expected to abide by the regulations set forth by Arcadia University.

The University reserves the right to dismiss a student at any time for unsatisfactory academic performance or for conduct detrimental to the University or to the welfare of other students.

Certificate Requirements

(12 credits)

Required Courses

IP	501.OL	Introduction to Peace Studies and Conflict Resolution (3 credits)
IP	505.OL	Topics in Contemporary Conflict Resolution (3 credits)
IP	524.OL	Conflict Management (3 credits)
IP	533.OL	Conflict Transformation (3 credits)

International Peace and Conflict Resolution Courses (IP)

501.OL
Introduction to Peace Studies and Conflict Resolution

This course provides a graduate-level introduction to the interdisciplinary field of peace

and conflict studies, its relationship with other academic disciplines, and careers in the field of conflict resolution. It draws upon a variety of disciplines, especially in the social sciences, to examine the interrelationship between personal, collective, national and global levels of violence and war and efforts to reduce it. Course objectives include familiarity with the causes, symptoms and dynamics of conflict, violence, and war (from interpersonal to global) and conflict resolution.

505.OL

Topics in Contemporary Conflict Resolution

This course is the second of two core courses in the IPCR online graduate certificate programs, yet it also may be taken as a standalone course. The primary goal of this course is to further the student's understanding of the constructs of conflict and apply contemporary frameworks to conflicts and practices. The course covers three main areas: 1) understanding how and why conflicts occur; 2) the management, prevention and resolution of conflict; 3) topics in contemporary conflict. Throughout the course, students engage in a series of interactive activities and projects selected to engage the student in the class. The integration of technology is a core component of this course and is designed to simulate classroom activities and discussion.

524.OL

Conflict Management

Conflict is a normal and an inevitable part of our daily lives. It is present in most personal relationships, in homes, in schools, in the workplace, and among groups in our society. Conflict is often associated with destructive outcomes such as aggression, anger, damaged relationships, violence, and wars. However, conflict has a positive and productive side. Conflict presents an opportunity for personal change and transformation, strengthened relationships, improved communications, problem solving, collaboration, and social change. How conflict is managed influences whether conflict outcomes are constructive or destructive.

533.OL

Conflict Transformation

This practicum in the mediation process examines the range of strategic choices available for managing conflict, including techniques that have proved most constructive in the field of peace and conflict resolution: consensus-based mediation. The first part of the course introduces students to differing approaches to managing and resolving conflict, how the mediation process works and variety of contexts in which it is likely to be used with success. The second part of the

Conflict Management and Transformation at Arcadia University

course is devoted to designing and conducting a mediation process on a selected case in contemporary international relations.

Master of Public Health/ Doctor of Physical Therapy at Arcadia University

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

Coordinators

Kristin von Nieda, PT, M.Ed., D.P.T.,
Assistant Professor, Physical Therapy
Andrea Crivelli-Kovach, Ph.D., M.A., CHES,
Associate Professor and Director of
Community Health Programs

Dual Degree Program

**Master of Public Health and Doctor of
Physical Therapy**

About Arcadia's Dual Degree Program in Public Health and Physical Therapy

With dual degrees, students gain knowledge in two fields as they prepare for their professional careers.

Arcadia's College of Business, Health & Sciences has nationally recognized health care, science and business programs that make the world a laboratory by providing real-world, integrative learning experiences. Graduate programs use evidence-based research and project-based learning to prepare health care and business professionals for a rapidly changing global environment. Applied and pro bono clinical research, clinical rotations, international fieldwork, and multicultural assessment are threaded through the curricula. Graduate students also conduct research and publish with expert faculty in many fields.

Dual degree candidates must be accepted into each of the programs in order to pursue dual degrees: *Doctor of Physical Therapy (D.P.T.)* and *Master of Public Health (M.P.H.)*.

Physical therapy is a health care profession whose practitioners evaluate, treat and instruct individuals in order to prevent or overcome the effects of disease or injury. Physical therapists work in a variety of settings, including acute care hospitals, rehabilitation hospitals, outpatient centers, individual homes, skilled nursing facilities and public school systems.

Physical therapists also work as educators, researchers and consultants. Physical therapy is an integral part of today's changing health care system, and a dual degree in Public Health can prepare therapists to address both individual needs and community-based issues.

Arcadia's entry-level Doctor of Physical Therapy program, where students enter with a bachelor's degree and prerequisites, is ranked 7th in the nation by *U.S. News & World Report*.

This three-year dual degree program requires students to complete a total of 142 credits and is a year-round program where students earn 106 credits for the D.P.T. program and 42 credits for the M.P.H. program.

Admission to the Master of Public Health Program

In addition to the general admission requirements for graduate students, the following program-specific requirements must be met:

1. A completed graduate application including personal statements, to be completed online at www.arcadia.edu/gradapp.
2. A bachelor's degree from an accredited institution with a recommended GPA of 3.0 or better in the major course of study.
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. Three letters of recommendation, at least one from a professor (if a recent graduate) and one from a health professional.
5. Test scores for the Graduate Record Examination (GRE), Graduate

Master of Public Health/Doctor of Physical Therapy at Arcadia University

Management Admission Test (GMAT), Medical College Admission Test (MCAT), or the Miller Analogies Test (MAT), taken within the last five years. Test scores are not required for students with an earned graduate degree in a related field.

6. Knowledge of the profession through work or volunteer experience.
7. International applicants should visit www.arcadia.edu/international for detailed information on admission requirements and application procedures. TOEFL/IELTS results are required for all students for whom English is a second language or who have not earned 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.

Admission to the Doctor of Physical Therapy Program

(See separate catalog section for the Transitional Doctor of Physical Therapy requirements.)

Program-Specific Admissions

Requirements: In addition to the general admission requirements of the University, the following program-specific requirements must be met:

1. A Doctor of Physical Therapy application, including personal statements, to be completed online at www.ptcas.org.
2. A bachelor's degree from an accredited institution with a GPA of 3.0 or better. A cumulative GPA of 3.0 or better is expected for all undergraduate- and graduate-level study.
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. The following minimum prerequisite courses with grades of "C" or better and a cumulative GPA in these course areas of no less than "B" (3.0) is expected. When calculating the prerequisite GPA, Arcadia includes all courses in the prerequisite areas. A grade of "C-" is not acceptable for the minimum prerequisite courses. Courses used toward the minimum prerequisite biological and physical science requirements should be taken through the appropriate science departments (e.g., Biology, Chemistry, Physics). All prerequisite courses must be completed prior to the start of the Physical Therapy program. One-half of the prerequisite courses, including Physiology and Statistics, must have been taken within 10 years prior to application.
 - a. Biological Sciences—four courses (a minimum of 12 semester credits) from a biology department, which should include the following:
 - i. One lab/lecture course in Human or Mammalian Physiology. (Note that a two-semester lab/lecture course of Anatomy-Physiology will meet the requirements of one Physiology course.)
 - ii. Anatomy is recommended but not required.
 - iii. One upper-level course (300- to 400-level) of least 3 credits with a biology focus. This course can be taken through another department, such as exercise science or kinesiology, but preferably should be taken through a biology department. Examples of courses that would fulfill this requirement are

Master of Public Health/Doctor of Physical Therapy at Arcadia University

- Neuroscience,
Principles of Motor
Control, Anatomy
and Biology of Aging.
- b. Physical Sciences—four lab/lecture courses to include the following:
 - i. Two courses in Chemistry.
 - ii. Two courses in General Physics.
 - c. Psychology—two courses.
 - d. Statistics—one course.
5. Three letters of recommendation, at least one from a currently practicing licensed physical therapist and one from a college professor who is able to judge the applicant's academic qualification and readiness for rigorous work at the graduate level. This professor should have taught one of the academic courses for the applicant's major.
 6. Test scores for the Graduate Record Examination (GRE), taken within the last five years. A minimum total score of 1050 is expected for the verbal and quantitative portions of the test with no single score below 450. A minimum score of 4 is expected on the analytical writing portion of the test. **NOTE:** Program GRE code is **2039**.
 7. **International Applicants:** 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. **NOTE:** International students applying to the Physical Therapy program must send scores to the PTCAS code **5312**.
 8. Knowledge of the profession through more than one documented work or volunteer experience. A broad overview of the profession is preferable to experience in a limited area.
 9. Increasingly, clinical facilities are requiring that participating students undergo various criminal background

checks, child abuse clearances, and/or drug screens. Therefore students should be prepared to participate in these screenings.

Application Deadline: The review process for completed applications begins on September 1. Applicants are strongly encouraged to complete all components of the application well in advance of the priority deadline of December 15. (A complete application for Arcadia includes official GRE scores, PTCAS application, and three recommendations.) For applications completed by December 15, decisions will be released between January 15 and February 15. A \$500 deposit must accompany the acceptance reply. This deposit is applied to the first semester's tuition, and it is non-refundable if students fail to enter the program on the date for which they are admitted.

Following official admission into the program, all students must supply information about their health and medical history and are required to submit the results of a physical examination. Registration will be considered complete when the University is satisfied that the student is physically able to undertake the year's work.

Institutions participating in clinical internships require a certificate of good health before permitting students to work with patients.

Deferred Admission: Students who want to defer their admission for one year must submit their request to do so in writing to the Director of Physical Therapy Admissions. Deferrals will be considered on an individual basis. Once a deferral is granted, a student must submit the required deposit to reserve a seat in the class. This deposit will be credited toward tuition. A student who is granted a deferral must understand that he or she will be subject to the prevailing tuition at the time of matriculation to the program.

Expenses

Tuition and fees for the dual degree program are billed in equal increments over the program's nine semesters. Information on current costs is available at www.arcadia.edu/finaid. Financial aid is available to assist qualified students in covering tuition and related expenses, as well as living costs. Upon review for admission,

Master of Public Health/Doctor of Physical Therapy at Arcadia University

students automatically will be reviewed by the academic department for a limited number of merit scholarships. Additionally, students can apply to receive up to \$20,500 annually through the Federal Direct Stafford Loan at a fixed interest. In addition to the Stafford Loan, students can choose to borrow either a Federal Direct Graduate PLUS Loan or a private alternative student loan to cover remaining expenses. Graduate assistantships also may be available to those who qualify. For more information on available financial aid and how to apply, visit www.arcadia.edu/finaid and click on Graduate.

PT	616	Physical Therapy Examination/Evaluation Skills II (4 credits)
PT	626	Physical Therapy Intervention Skills II (5 credits)
PT	636	Exposure to Physical Therapy in a Health Care System (1 credits)
PT	646	Physical Therapy Integrative Care and Practice II (4 credits)
PT	657	Biomedical Foundation Sciences II (8 credits)

Requirements for the Dual Degrees in Public Health and Physical Therapy

(142 credits; 106 credits for the D.P.T. program and 42 credits for the M.P.H. program)

Dual Degrees: Doctor of Physical Therapy (D.P.T.) and Master of Public Health (M.P.H.)

SUMMER YEAR 1

(17 credits)

PT	717	Physical Therapy Examination/Evaluation Skills III (2 credits)
PT	727	Physical Therapy Intervention Skills III (2 credits)
PT	747	Physical Therapy Integrative Care and Practice III (4 credits)
PT	757	Biomedical Sciences III (9 credits)

FALL YEAR 1

(24 credits)

PBH	501	Social Determinants of Health and Disease (3 credits)
PBH	640	Research Methods and Design for Public Health (3 credits)
PT	605	Intro and Exposure to Physical Therapy Practice (4 credits)
PT	615	Physical Therapy Examination/Evaluation Skills I (2 credits)
PT	625	Physical Therapy Intervention Skills I (4 credits)
PT	645	Physical Therapy Integrative Care and Practice I (3 credits)
PT	675	Biomedical Foundation Sciences I (5 credits)

FALL YEAR 2

(18 credits)

PBH	600	Introduction to Epidemiology (3 credits)
PBH	689.1	Public Health Internship I (3 credits)
PT	718	Physical Therapy Examination/Evaluation Skills IV (2 credits)
PT	728	Physical Therapy Intervention Skills IV (2 credits)
PT	738	Clinical Education Experience I (4 credits)
PT	748*	Physical Therapy Integrative Care and Practice IV (2 credits)
PT	758	Biomedical Foundation Sciences IV (2 credits)

*Health Care Systems covered in this course takes the place of PBH 510 Health Care Systems.

SPRING YEAR 1

(25 credits)

PBH	620	Introduction to Biostatistics (3 credits)
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Master of Public Health/Doctor of Physical Therapy
at Arcadia University

SPRING YEAR 2
(28 credits)

*PBH 560 will be taken and counted as the PT
Electives/Independent Study PT 879/889.

PBH 560	Community and Environmental Health (3 credits)
PBH 689.2	Public Health Internship II (*3 credits)
PT 819	Physical Therapy Examination/Evaluation Skills V (6 credits)
PT 829	Physical Therapy Intervention Skills V (6 credits)
PT 849	Physical Therapy Integrative Care and Practice V (4 credits)
PT 859	Biomedical Foundation Sciences V (6 credits)

SUMMER YEAR 2
(9 credits)

PBH 530	Theories of Health Behavior and Health Education (3 credits)
PT 860	Clinical Education Experience II (6 credits)

FALL YEAR 3
(12 credits)

PBH 630	Program Planning and Evaluation for Health Professionals (3 credits)
PBH 695	Public Health Fieldwork Thesis Seminar I (3 credits)
PT 870	Clinical Education Experience III (6 credits)

SPRING YEAR 3
(9 credits)

PBH 645	Evaluation of Public Health Programs: Case Studies (3 credits)
PBH 696	Public Health Fieldwork Thesis Seminar II (3 credits)
PT 805	Physical Therapy Practice II (3 credits)
PT 869	Independent Study (0 credits*)
PT 899	Independent Study (0 credits*)

Dual Degrees: Public Health and Counseling Psychology

at Arcadia University

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

Coordinators

Eleonora Bartoli, Ph.D., Assistant Professor and Director of Counseling Psychology
Andrea Crivelli-Kovach, Ph.D., M.A., CHES, Associate Professor and Director of Community Health Programs

Dual Degree Program

Master of Public Health and Master of Arts in Counseling Psychology

About Arcadia's Dual Degree Program in Public Health and Counseling Psychology

- This dual degree will enable practitioners to implement both individual and systemic change in the mental health and public health fields, by integrating the tools of the counseling psychologist with the tools of public health.
- The dual degree allows students to become licensed as professional counselors.
- The Master of Public Health Degree educates community public health professionals to promote the health of individuals, families, communities, and the environment. This is accomplished through a program that integrates education, research, and practice in a global environment.
- The Master in Counseling Psychology educates and socializes students to become practitioners skilled in the art of behavior assessment and change. This is accomplished through a program that integrates theory and practice (both within and outside of the classroom) from the beginning of the program.
- Part-time and full-time options
- Some courses offered online
- Dual degree candidates must be accepted to each of the programs in order to enroll in the dual degree (one common application will be provided).

With dual degrees, students gain knowledge in two fields as they prepare for their professional careers.

Arcadia's College of Business, Health & Sciences has nationally recognized health care, science and business programs that make the world a laboratory by providing real-world, integrative learning experiences. Graduate programs use evidence-based research and project-based learning to prepare health care and business professionals for a rapidly changing global environment. Applied and pro bono clinical research, clinical rotations, international fieldwork, and multicultural assessment are threaded through the curricula. Graduate students also conduct research and publish with expert faculty in many fields.

Dual degree candidates must be accepted into each of the programs in order to pursue dual degrees: *Master of Arts in Counseling Psychology (M.A.C.P.)* and *Master of Public Health (M. P.H.)*.

The mental health needs of individuals and the community are inextricably linked with socio-economic factors such as poverty, lack of access to health care services, and inadequate education. These negative forces profoundly impact an individual's ability to seek and maintain adequate physical and mental health, which in turn prevent individuals from advocating for themselves to access essential resources.

While Counseling Psychology prepares students to identify lifestyle factors that may lead to increased risk for serious mental health problems, the focus of the training is on the individual, rather than on a population, and on remediation, rather than prevention. This dual degree, where graduates become licensed professional counselors, enables practitioners to implement both individual and systemic change in the mental health and public health fields by integrating the tools of counseling with the tools of public health.

In this dual degree program, students explore the relationship between mental health conditions on an individual level on the one

Dual Degrees: Public Health and Counseling Psychology at Arcadia University

hand, and the health care system and the overall health of communities on the other. Students are challenged to participate in meaningful internships, develop critical analyses, propose effective solutions, and contribute substantively to the current dynamics linking individual health with the health of communities. There are multiple opportunities for students to work in situations that will allow them to combine their Counseling Psychology clinical training with their Public Health community-based internship requirement. Students earn 78 credits in this three-year program.

The M.P.H. program is in the application process for independent accreditation by the Council for Education in Public Health (CEPH). The Counseling Psychology program is accredited by the Masters in Psychology Accreditation Council (MPAC).

M.P.H. Goals and Objectives: The Master of Public Health degree educates community public health professionals to promote the health of individuals, families, communities, and the environment. This is accomplished through a program that integrates education, research, and practice in a global environment.

The goals of the Public Health program are to:

- Educate community public health professionals and develop the skills needed to promote health within communities.
- Provide an academic environment that integrates community public health education with research and practice.
- Translate knowledge into practice through collaborative service projects both domestically and internationally. This can be accomplished through internships with community-based organizations, clinics, and local health departments.
- Employ scientific investigation to advance public health knowledge of the relationship between health and the structural environment within which individuals live and work.

M.A. Counseling Psychology Goals and Objectives: The Master in Counseling Psychology educates and socializes students to become practitioners skilled in the art of behavior assessment and change. This is

accomplished through a program that integrates theory and practice (both within and outside of the classroom) from the beginning of the program.

The program is structured to develop professional level competence in:

- Communication and listening
- Critical and analytical thinking
- Interpersonal and cultural sensitivity
- Understanding self through introspection and realistic self-critique
- Adhering to professional, ethical and legal standards and behaviors
- Generating and testing hypotheses about human behavior
- Understanding the theories and techniques of counseling and behavior change
- Using counseling skills in individual and group settings
- Integrating and applying assessment, diagnostic, consultation and educational strategies

Dual Degree Goals and Objectives: The goals of the dual degree program are as follows:

- Arcadia students will have opportunities to learn about public health and counseling psychology principles from a global perspective.
- Arcadia students will have the opportunity to integrate their public health education with their clinical counseling psychology training through the use of community projects/internships that will enhance their clinical and community-based skills both within the United States and internationally, if desired.
- The dual degrees will give students a greater understanding of the scope of public health issues surrounding individual patients and their relationships to their families and their larger communities.
- The dual degrees will combine the advocacy agendas proposed by both the public health and counseling psychology field to most effectively address patients' problems.

Dual Degrees: Public Health and Counseling Psychology at Arcadia University

Admission to the Master of Public Health Program

In addition to the general admission requirements for graduate students, the following program-specific requirements must be met:

1. A completed graduate application including personal statements, to be completed online at www.arcadia.edu/gradapp.
2. A bachelor's degree from an accredited institution with a recommended GPA of 3.0 or better in the major course of study.
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. Three letters of recommendation, at least one from a professor (if a recent graduate) and one from a health professional.
5. Test scores for the Graduate Record Examination (GRE), Graduate Management Admission Test (GMAT), Medical College Admission Test (MCAT), or the Miller Analogies Test (MAT), taken within the last five years. Test scores are not required for students with an earned graduate degree in a related field.
6. Knowledge of the profession through work or volunteer experience.
7. International applicants should visit www.arcadia.edu/international for detailed information on admission requirements and application procedures. TOEFL/IELTS results are required for all students for whom English is a second language or who have not earned 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.

Admission to the Counseling Psychology Master of Arts Program

Program-Specific Admission

Requirements: The following requirements must be met:

1. A graduate application, including personal statements, to be completed online at www.arcadia.edu/gradapp.
2. A bachelor's degree from an accredited institution with a recommended GPA of 3.0 or better.
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. Completion of at least three Psychology courses, to include Introductory Psychology, with grades of "B" or better in each.
5. Three letters of recommendation. The letters must be of a professional not personal nature. If the student has been out of school five years or less, at least one letter must come from a professor.
6. Test scores from the Graduate Record Examination (GRE) or the Miller Analogies Test (MAT), taken within the past five years. Test scores are not required of applicants with an earned master's degree.
7. A personal interview with the program Director.
8. Applicants for the School Counseling program must have undergraduate courses with a grade of "C" or better in two college-level mathematics courses, one English composition course, and one English/American Literature course. These courses are not required for admission but are requirements of the Pennsylvania Department of Education in order to earn School Counseling certification.

Dual Degrees: Public Health and Counseling Psychology at Arcadia University

- 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.

Application Deadline/ Rolling Admission

Completed applications are reviewed on an ongoing basis throughout the year. Students may start in a Fall, Spring or Summer semester.

Expenses

Students are billed on a per-credit basis based on the number of credits they enroll for in a given semester. Information on current costs is available at www.arcadia.edu/finaid. Financial aid is available to assist qualified students in covering tuition and related expenses, as well as living costs. Students enrolled for at least six credits per semester can apply to receive up to \$20,500 annually through the Federal Direct Stafford Loan at a fixed interest rate. In addition to the Stafford Loan, students can choose to borrow either a Federal Direct Graduate PLUS Loan or a private alternative student loan to cover remaining expenses if necessary. Graduate assistantships also may be available to those enrolled full-time (9 credits or more per semester) who qualify. For more information on available financial aid and how to apply, visit www.arcadia.edu/finaid and click on *Graduate*.

Requirements for the Dual Degrees in Public Health and Counseling Psychology

(78 credits; 42 credits for the M.A.C.P. program and 42 credits for the M.P.H. program, with 6 credits shared)

Dual Degrees: Master of Arts in Counseling Psychology (M.A.C.P.) and Master of Public Health (M.P.H.)

Note: The sequencing of courses is presented here based on a full-time schedule, but many students can complete this combined degree on a part-time basis on a schedule to be arranged with the advisers.

SUMMER YEAR 1 (6 credits)

PBH 530	Theories and Principles of Health Behavior and Health Education (3 credits)
PBH 640*	Research Methods and Design in Public Health (3 credits)

*PBH 640 counts as the research methods course for both programs

FALL YEAR 1 (12 credits)

PBH 501*	Social Determinants of Health and Disease (3 credits)
PBH 600	Introduction to Epidemiology (3 credits)
PY 572*	Concepts of Mental Health and Mental Illness (3 credits)
PY 516	Human Development: Life Span (3 credits)
PY 587	Practicum (0 credits)

*PY 572 counts as one PBH elective (3 credits) and PBH 501 will count as one PY elective (3 credits).

SPRING YEAR 1 (12 credits)

PBH 560	Issues in Community and Environmental Health (3 credits)
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Dual Degrees: Public Health and Counseling Psychology
at Arcadia University

PBH 620	Introduction to Biostatistics (3 credits)	PY 630	Counseling Internship (6 credits)
PY 586*	Theories and Techniques of Counseling (3 credits)	SPRING YEAR 3 (6 credits)	
PY 500	Career Counseling: Community (3 credits)	PY 631	Counseling Internship (6 credits)

*PY 586 counts as one PBH elective (3 credits).

SUMMER YEAR 2
(3 credits)

PBH 510	Health Care Systems (Online) (3 credits)
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FALL YEAR 2
(12 credits)

PBH 630	Program Planning and Evaluation for Health Professionals (3 credits)
PBH 695	Public Health Fieldwork Thesis Seminar I (3 credits)
PY 570	Professional Issues in Counseling (3 credits)
PY 620	Advanced Counseling Techniques (3 credits)

SPRING YEAR 2
(12 credits)

PBH 645	Evaluation of Public Health Programs: Case Studies (3 credits)
PBH 696	Public Health Fieldwork Thesis Seminar II (3 credits)
PY 625	Psychological Testing (3 credits)
PY 688	Cultural Basis of Counseling (3 credits)

SUMMER YEAR 3
(6 credits)

PY 610	Group Counseling (3 credits)
PY 574	Clinical Psychopharmacology (3 credits)

FALL YEAR 3
(9 credits)

PBH 689	Public Health Internship (3 credits)
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PHYSICIAN ASSISTANT Master of Medical Science at Arcadia University

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

Faculty

Director

Michael Dryer, PA-C, Dr.P.H., Chair and Director

Core Faculty

Irwin Wolfert, M.D., FACFP, Medical Director

Tabassum Salam, M.D., FACP, Associate Medical Director

Donna Agnew, M.S.P.A.S., PA-C, Associate Director, Glenside Campus

Christopher Sim, M.P.A.S., PA-C, Associate Director, Christiana Campus

Linda Brasel, M.S., PA-C, Academic Coordinator, Dual Degree Academic Adviser

Rachel Ditoro, M.S.P.A.S., PA-C, Clinical Coordinator

Michael Huber, M.M.S., PA-C, Academic Coordinator

Judy Joseph, PA-C, Clinical Coordinator

Thomas Lynch, Ph.D., PA-C, Basic Sciences Coordinator

Diana Noller, M.M.S., M.P.T., PA-C, Clinical Coordinator

David Paulk, Ed.D., PA-C, Associate Professor and Academic Coordinator

Amanda Seymour, M.S.P.A.S., PA-C, Clinical Coordinator

Jeanette Smith, M.A., PA-C, Clinical Coordinator

Renee Vacanti, P.T., M.S.P.A.S., PA-C Clinical Coordinator

Joe Zaweski, M.P.A.S., PA-C, Academic Coordinator

Program Support Specialists

Corrine Days, Program Support Specialist

Denise Hoban, Program Support Specialist

Cathy Schiffelbein, Program Support Specialist

Patricia Simon, Program Support Specialist

Master's Degrees

Master of Medical Science

Dual Degree Program: M.M.S. and Master of Public Health (See separate section in Graduate Catalog.)

About the Physician Assistant Program

- Two campuses: Glenside, Pa., and Christiana, Del.
- Dual Degree program with Public Health
- Strong ties with regional medical communities
- International global health experiences
- Laptop computers
- Electronic note service and podcasting of lectures
- Medical training in Spanish
- Attendance at National PA Conference included in tuition

Mission: Arcadia University's Physician Assistant Program prepares graduate students from across the country for careers in today's rapidly changing medical environment. Utilizing the resources of the medical community within the Delaware Valley, the Program provides students with the foundation for professional growth through personal attention, global perspective, and a commitment to excellence.

The master's degree program in Medical Science (M.M.S.) at Arcadia University is designed to produce graduates who are well-equipped to deliver high-quality, cost-effective primary health care in a wide variety of settings, including hospitals, clinics, physicians' offices and other community settings.

Accreditation: The Arcadia University PA program is fully accredited by the Accreditation Review Commission of Education for the Physician Assistant (ARC-PA). The ARC-PA only accredits physician assistant programs. The Council on Education for Public Health is the agency responsible for accrediting public health programs.

Coursework: The first three semesters of the program consist of didactic and laboratory coursework in the basic and clinical sciences, including a 9-week anatomy course with cadaver dissection at Jefferson Medical College. First-year students are introduced into clinical settings as part of the Physical Diagnosis I course in the fall semester. At the

PHYSICIAN ASSISTANT at Arcadia University

conclusion of the didactic phase of the program and prior to the start of the clinical rotations, students participate in a transitional phase. During several weeks, students complete their core competency examinations and receive training in clinical procedural skills. The students receive intensive instruction in medical Spanish and participate in standardized patient simulation experiences. The transitional phase concludes with student attendance at the AAPA National Conference. The conference is expected to be held in Las Vegas in 2011 and Toronto in 2012. The costs associated with attending the conference (airfare, hotel, registration) are included in the tuition.

Clinical Rotations: The clinical phase consists of seven required rotations including Emergency Medicine, Family Medicine, Long Term Care/Psychiatry, Internal Medicine, Women's Health, Pediatrics, and Surgery. In addition, there are 12 weeks of clinical electives.

During the clinical rotations, the students are visited by a faculty member to ensure that they are getting an appropriate learning experience. Every 12 weeks, the students return to campus for exams and professional practice lectures. For each required rotation, the students complete a researched case study. One of these case studies is presented as part of the Senior Colloquium at the end of the clinical phase.

Two campuses: The Arcadia University Department of Medical Science and Community Health opened a campus in Christiana, Del., in the fall of 2006 and now offers the Physician Assistant and Master of Public Health programs in Delaware. This program builds on the relationships that Arcadia enjoys in the Delaware, Maryland and New Jersey medical communities. Arcadia University has affiliations with all Delaware hospitals and numerous physician practices for the clinical education of Physician Assistant students.

The Christiana Campus is located in an executive center in the growing Newark area and provides an adult learning environment. The campus is immediately adjacent to the Christiana Hospital and the Delaware Academy of Medicine Library, which provides access to all students. The campus includes

classrooms and laboratory spaces, a Student Center, offices and meeting rooms.

The Glenside campus is the historic home of Arcadia University and serves both undergraduate and graduate students. The Physician Assistant program is located in Brubaker Hall, which offers dedicated classrooms, laboratory space, offices and a student resource room. Students at the Glenside campus have access to student services on the campus, including the Landman Library. The Physician Assistant program faculty is based at each respective campus, but the faculty share teaching and supervisory responsibilities at both campuses.

Both campuses follow the same curriculum and share many lecturers. Student from both campuses attend Anatomy class together at the Jefferson Medical College in Philadelphia and also attend the annual conference of the American Academy of Physician Assistants. Combined, the two campuses offer the resources and advantages of a large program with the personal attention of smaller classes. Students come to Arcadia to pursue their careers as Physician Assistants of distinction.

General Admissions Procedures

Application Deadline: All applications are processed by the Central Application Service for Physician Assistants (CASPA) at www.caspaonline.org. Official transcripts and references are considered part of the CASPA application and should be sent directly to CASPA. A paper application is available by calling CASPA at 240-497-1895. Applications will not be accepted by CASPA after Jan. 15. Students are accepted on a rolling basis and encouraged to apply as soon as possible.

Deposit: A \$500 deposit must accompany the acceptance reply. This deposit is applied to the first semester's tuition, but it is nonrefundable if the student fails to enter the program on the date for which he or she is accepted. A second deposit of \$1,000 is required by April 1. Arcadia's application deadline is Jan. 15.

PHYSICIAN ASSISTANT at Arcadia University

Admissions Requirements for the Physician Assistant Program

1. A Physician Assistant application to be completed through CASPA at www.caspaonline.org.
2. A bachelor's degree from an accredited institution with a recommended GPA of 3.0 or better.
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. Students must have completed the following prerequisites:
 - a. Biological Sciences—five courses to include Anatomy, Physiology, and Microbiology. Biochemistry is recommended.
 - b. Chemistry—four courses to include at least one semester of Organic Chemistry.
 - c. Psychology—one course.
 - d. Statistics—one course.
 - e. Humanities—five courses, such as history, modern languages, sociology, anthropology, literature, and fine arts.
5. Two letters of recommendation. Ideally, one should be from a professor and one from a practicing licensed physician or physician assistant.
6. Test scores from either the Graduate Record Examination (GRE) or the Medical College Admissions Test (MCAT), taken within the last five years. (Arcadia's GRE code is 2039.) These tests are required for all applicants, including those who already have a graduate degree.
7. A minimum of 200 hours of patient care experience.
8. Students must meet the minimal technical requirements for admission, continuation and graduation. The technical standards

are posted on the program Web page at www.arcadia.edu/pa.

9. International applicants should visit www.arcadia.edu/international for detailed information on admissions 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.
10. Arcadia performs a holistic review of each student's application. Students with exceptional clinical experience may have one or more prerequisites waived. The program does not allow students to waive courses, nor does it admit students with advanced standing. However, students who have withdrawn or how have been dismissed from the program can be readmitted and granted credit for courses they have completed successfully.

Support Services

Professional counseling services are available through the Arcadia University Counseling Center.

Expenses

Approximate costs are calculated annually and subject to change. Please note that all tuition listed is for 2009-10.

M.M.S. (Physician Assistant)

For students entering in May of 2009, tuition for the two-year Master of Medical Science (Physician Assistant) program is as follows:

- Year One: \$30,450 (includes Fall/Spring and Summer)
- Year Two: \$30,450 (includes Fall/Spring and Summer)

Fees Not Covered By Tuition

1. Technology/Lab Fee (paid over the life of the program) \$2,400
2. AAPA Student Membership (required) (One time fee that expires four months after date of graduation.) \$75

PHYSICIAN ASSISTANT at Arcadia University

3. Mandatory clearances include criminal background checks, immunization tracking, child abuse screening, etc. Additional costs associated with drug screening varies upon clinical rotation \$150
4. Books, supplies and medical equipment
Didactic phase: \$1,500
Clinical phase: \$500
5. Students are required to cover transportation costs to all off-campus and clinical experiences

Medical Insurance: Upon enrollment into their programs, all students must provide proof of medical insurance and also provide information about their health and medical history. If needed, medical insurance can be purchased through the University. Information and applications are available in Office of the Student Health Services.

Financial Aid

Tuition and fees for the program are billed in equal increments over the course of the program. Information on current costs is available at www.arcadia.edu/finaid. Financial aid is available to assist qualified students in covering tuition and related expenses, as well as living costs. Upon review for admission, students automatically will be reviewed by the academic department for a limited number of merit scholarships. Additionally, students can apply to receive up to \$20,500 annually through the Federal Direct Stafford Loan at a fixed interest rate. In addition to the Stafford Loan, students can choose to borrow either a Federal Direct Graduate PLUS Loan or a private alternative student loan to cover remaining expenses. Graduate assistantships also may be available to those who qualify. For more information on available financial aid and how to apply, visit www.arcadia.edu/finaid and click on Graduate.

Program-Specific Loan Options: The National Health Service Corps offers loan repayment programs for primary care physician assistants who agree to provide service in a priority health-professional shortage area (HPSA) for a two-year period following graduation. Other loan programs are available through the Allied Health Education Loan Program.

Scholarships: Information on the following scholarships can be obtained from the Office

of Enrollment Management in Grey Towers Castle:

- Salzer Foundation: grants ranging from \$1,000 to \$2,000.
- Association of Physician Assistants in Cardiovascular Surgery: scholarships for second-year students.
- Department of Veterans Affairs: full scholarships plus monthly stipends for second-year students. (Obligation is two years' service at a V.A. medical center.)
- Pennsylvania Society of Physician Assistants: scholarship of \$500 to students in their final year of study.
- Physician Assistant Foundation Scholarship
<http://www.aapa.org/student-academy/awards/physician-assistant-foundation-scholarship>
- National Financial Aid, Scholarships and Awards
<http://www.aapa.org/student-academy/awards/national-financial-aid-scholarships-a-awards>

Laptop Computer

Arcadia University provides a new laptop computer to every entering PA student. The PA program has incorporated laptop technology into its classroom and clinical components. The laptops connect to the University network and the Internet through a high-speed wireless system. The University's Office of Information Technology provides any necessary support and service. Students who are lacking in computer skills have the opportunity for training when they enter the program. The fee is payable over the life of the program. Upon completing the program, the student keeps the laptop computer.

Academic Policies and Procedures

A student accepted into the Physician Assistant program is expected to abide by the regulations set forth by Arcadia University and the written policies of the Physician Assistant program. For a discussion of the general academic policies and procedures for graduate students, see the Academic Policies section in this catalog and the Student Handbook www.arcadia.edu/handbook on the Web. The policies of the Physician Assistant program are published in the Physician Assistant Policies and Guidelines Handbook, revised annually.

PHYSICIAN ASSISTANT at Arcadia University

To remain in good academic standing, students must maintain a minimum cumulative grade point average (GPA) of 2.70 in each semester. Failure to meet this standard for two consecutive semesters for two-year PA students or three semesters for three-year dual-degree students may result in the student being dismissed from the program.

All courses in the Physician Assistant curriculum are required and are sequential, and students must receive a minimum grade of “C” in courses before progressing in the program. If a grade lower than a “C” is earned in a course, it is considered a failing grade and the student may be dismissed from the program.

In order to progress to clinical rotations, the student must have no course grades below “C” and a minimum GPA of 2.70 (“B-”). The student also must successfully complete the core competency examinations, and obtain permission of the Physician Assistant program. If this minimum GPA requirement has not been met by the end of the didactic phase, students will not be allowed to enter the Clinical Phase and will be dismissed from the program. The student also must have a satisfactory physical examination and meet all compliance issues, which include immunizations and physical examination, criminal background checks and drug screening.

In the second year of the program, the student must continue to maintain a minimum 2.70 cumulative GPA. In addition, students must pass a comprehensive written and practical exam as well as their presentation at Senior Colloquium. Students who fail any clinical rotation must repeat the rotation, meet all academic requirements, and receive Department permission before continuing into the next clinical affiliation. Permission to continue is dependent upon the cause of the unsatisfactory performance and is determined by the program in consultation with clinical preceptors, the clinical coordinator, the program director and the student. Failure of an additional clinical rotation experience may result in the student being dismissed from the program or the imposition of additional periods of clinical rotation. Students who must repeat a rotation will be billed at the prevailing credit fee.

Students who withdraw from the program and who want to re-enter must apply for re-acceptance and receive permission from the

Physician Assistant program. Based upon a review of their performance, those students may be re-admitted with advanced standing.

Academic and Clinical Facilities

This program utilizes the extensive academic facilities of Arcadia University and has specialized audio-visual computer-based instructional materials, physical examination equipment and facilities for the first-year didactic and workshop activities. Human cadaver dissection is conducted at a gross anatomy laboratory at Jefferson Medical College.

Clinical training is conducted in required and elective clinical rotations in area hospitals and physician practices. The program has more than 200 clinical affiliations with hospitals, clinics and physicians’ offices.

Requirements for the Master of Medical Science Degree (Physician Assistant)

The Master of Medical Science degree is awarded after completion of the following requirements:

1. The program’s curriculum with a minimum GPA of 2.70 maintained throughout the program.
2. All courses and clinical rotations with a grade of “C” or higher.
3. Successful completion of core competency exams, comprehensive written and practical exams and successful presentation at the Senior Colloquium.
4. Meet technical standards for admission, continuation and graduation. (Technical standards are available at www.arcadia.edu/pa.)

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Master of Medical Science Degree Requirements and Program Design

(118 credits)

Didactic Phase

Summer (21 credits)

PA 501	Physician Assistant Seminar (1 credit)
PA 503	Health Care Systems (2 credits)
PA 511	Bioscience (4 credits)
PA 517	Human Gross Anatomy (4 credits)
PA 522	Microbiology and Immunology (3 credits)
PA 524	Mechanisms of Disease (6 credits)
PA 526A	Pharmacology and Therapeutics I (1 credit)

Fall (24 credits)

PA 504	Evidence-Based Practice (2 credits)
PA 514	Physical Diagnosis I (5 credits)
PA 526B	Pharmacology and Therapeutics II (3 credits)
PA 532	Clinical Diagnostics (4 credits)
PA 536	Medicine (8 credits)
PA 544	Community Health and Wellness (2 credits)

Spring (25 credits)

PA 505	Mental Health (3 credits)
PA 512	Medical Ethics and Law (1 credit)
PA 526C	Pharmacology and Therapeutics III (3 credits)
PA 530	Physical Diagnosis II (5 credits)
PA 538	Obstetrics/Gynecology and Pediatrics (4 credits)
PA 540	Emergency Medicine (3 credits)
PA 541	Surgery (3 credits)
PA 542	Clinical Decision Making (3 credits)

Transitional Phase

Medical Spanish
Clinical Skills and Simulations
National PA Conference

Clinical Year (48 credits)

(Summer, Fall, Spring)

Core Rotations: (1 week = 1 credit)

Clinical Phase (36 weeks of required rotations, 36 credits)

PA 561	Emergency Medicine (8 weeks)
PA 562	Family Medicine (8 weeks)
PA 563	Geriatrics/Psychiatry (4 weeks)
PA 564	Internal Medicine (4 weeks)
PA 565	Women's Health (4 weeks)
PA 566	Pediatrics (4 weeks)
PA 567	Surgery (4 weeks)
PA 577-579	Electives (total of 12 weeks)

Elective Clinical Rotations from the following (12 weeks, 12 credits):

Cardiology
Cardiothoracic Surgery
Dermatology
Forensic Medicine
Neonatology
Neurology
Neurosurgery
Orthopedics
Public Health
Radiology
Rehabilitation
Trauma Surgery

Other medical and surgical subspecialties may be arranged. With approval of the program, students may suggest as many as two of their own rotation sites. The program does not allow students to waive courses, nor does it accept students for advanced standing. Curriculum is subject to change.

Physician Assistant Courses (PA)

501

Physician Assistant Seminar

(1 credit, Summer)

Lectures, readings and group sessions address the history, development and current status of the Physician Assistant profession.

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503

Health Care Systems

(2 credits, Summer)

Assigned readings are followed by group discussions of the history, development, current status and future trends of health care delivery systems. Social and economic aspects of access to health care and their impact on health care professionals.

504

Evidence-Based Practice

(2 credits, Fall)

This course reviews approaches to searching the medical literature, workshops, and both practice and actual searches of assigned topics, with an introduction to clinical study designs, clinical testing parameters and epidemiology considerations.

505

Mental Health

(3 credits, Spring)

This course provides an overview of commonly seen mental health problems as well as various treatment modalities.

511

Bioscience

(4 credits, Summer)

This course is composed of three components: human genetics, biochemistry, and histology. Lectures and online modules provide an overview of the modes of inheritance, biochemical reactions related to metabolism, and the microscopic structure and function of human cells, tissues and organs.

512

Medical Ethics and Law

(1 credit, Spring)

This seminar course includes readings and discussions in bioethics and law, with particular emphasis on euthanasia, reproductive issues, consent, confidentiality, and genetics. Discussions will relate topics specifically to PA practice.

514

Physical Diagnosis I

(5 credits, Fall)

This course includes lectures, demonstrations and practical exercises in the principles of medical history-taking and an introduction to the medical physical examination.

517

Human Gross Anatomy

(4 credits, Summer)

The gross anatomy segment consists of lectures, demonstrations, and cadaver dissection to

identify and explore the interrelationships of gross structures of the body. Also includes small group training in radiographic anatomy.

522

Microbiology and Immunology

(3 credits, Summer)

The course begins with a review of principles and techniques in the laboratory diagnosis of infectious disease. This is followed by a systematic review of the more important infectious disease agents. Each of the major organisms is reviewed in terms of its most salient morphologic and physiologic characteristics.

524

Mechanisms of Disease

(6 credits, Summer)

Lectures and conferences cover the function of cells, tissues, organs, and systems of the human body and the pathogenesis of common human illnesses.

526A

Pharmacology and Therapeutics I

(1 credit, Summer)

This course covers chemical concepts fundamental to understanding how pharmacotherapeutic agents exert their effects, to include physiologic and pharmacologic receptors, dose-response relationships and the pharmacokinetics of drug absorption, distribution, biotransformation and excretion. Further discussion is on the autonomic nervous system and drugs that affect it.

526B

Pharmacology and Therapeutics II

(3 credits, Fall)

Lectures and conferences cover the pharmacology of drugs commonly used for the treatment and management of disease states.

526C

Pharmacology and Therapeutics III

(3 credits, Spring)

This course is a continuation of Pharmacology and Therapeutics I and includes lectures and conferences on the pharmacology of drugs commonly used for the treatment and management of disease states.

530

Physical Diagnosis II

(5 credits, Spring)

A continuation of PA514, this course consists of lectures, demonstrations and hands-on practical instruction in the process and techniques of physical examination, including adults, children, obstetric, gynecologic and geriatric patients.

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532

Clinical Diagnostics

(4 credits, Fall)

Lectures and demonstrations provide a systematic presentation of the common clinical laboratory tests used in the diagnosis of disease. The course includes diagnostic imaging and electrocardiography.

536

Medicine

(8 credits, Fall)

The course covers the principles of assessment, diagnosis and treatment of illnesses and injuries commonly seen in internal medicine.

538

Obstetrics/Gynecology and Pediatrics

(4 credits, Spring)

A continuation of PA536 focusing on obstetrics, gynecology and pediatrics.

540

Emergency Medicine

(3 credits, Spring)

Lectures, labs and case presentations cover the assessment and treatment of medical, pediatric and surgical emergencies. The course includes advanced cardiac life support as well as labs in suturing, casting, splinting and phlebotomy.

541

Surgery

(3 credits, Spring)

This course introduces students to the principles of managing the surgical patient. The student is exposed to the full range of care, including the pre-surgical workup, anesthesia, operative procedures and post-operative care. The course includes general surgery as well as the surgical subspecialties including orthopedics.

542

Clinical Decision Making

(3 credits, Spring)

This is an interactive case-based course where students learn to do diagnostic work-ups, develop differential diagnoses and treatment plans for primary care patients. The students prepare their cases both individually and in teams. They learn to defend their decisions using the current medical literature.

544

Community Health and Wellness

(2 credits, Fall)

This course introduces students to the principles of nutrition, preventive health care, patient education and complementary and alternative medicine.

561

Emergency Medicine

(8 credits/weeks)

The eight (8) week Emergency Medicine rotation takes place in an Emergency Department and provides the students with exposure to urgent care and acute problems. Through supervised patient contact, the student will gain experience in performing the directed history and physical examination, triage, managing episodic illness, performing lifesaving techniques, and handling emergency equipment. Emphasis is on providing the student with practical clinical experience in the management of acute medical and surgical emergencies.

Prerequisite: successful completion of the didactic phase of the PA program.

562

Family Medicine

(8 credits/weeks)

The eight- (8) week Family Medicine rotation is spent with a physician, physician assistant, and/or nurse practitioner preceptor in a primary care setting. Strong attention is given to utilizing preceptors who currently employ or have previously worked with physician assistants. Through supervised exposure to patients in a family practice environment, the student is given the opportunity to apply, integrate, and affirm those skills necessary for becoming a certified physician assistant. During this phase, the student masters the technique of directed data collection through exposure to ambulatory medical patients. Emphasis is placed on the evaluation and management of primary care medical problems. Patient education and counseling are stressed, and the student is familiarized with the role of the physician assistant in a general practice setting.

Prerequisite: successful completion of the didactic phase of the PA program.

563

Long Term Care/Psychiatry

(4 credits/weeks)

The four (4) week Long Term Care (LTC)/Psychiatry rotation is a flexible rotation that takes place in a long-term care and/or behavioral health setting and is used to meet the long-term care or psychiatry standards when not met in other rotations (i.e. FM, IM, EM). The purpose of the long-term care rotation is to provide students with practical clinical experience in managing patients who require palliative or end-of-life care and/or require assistance with their activities of daily living. The purpose of the psychiatry rotation is to provide students with practical clinical experience in identifying, evaluating, and referring patients presenting with common and/or emergent psychiatric problems. Emphasis is placed on the care provided to patients in a long-

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term care facility, and/or the acute and on-going care of the psychiatric patient. Competency in both long-term care and psychiatry is assessed during the end of rotation examination.

564

Internal Medicine

(4 credits/weeks)

The four- (4) week Internal Medicine rotation takes place in a hospital and/or out-patient setting. The purpose of the Internal Medicine rotation is to provide the student with practical clinical experience in working with the hospitalized or ambulatory patient who presents with acute or chronic diseases that are routinely seen by Internists. Students may be required to attend conferences, lectures, and take call.

Prerequisite: successful completion of the didactic phase of the PA program.

565

Women's Health

(4 credits/weeks)

This is a required four- (4) week rotation which takes place in a hospital, clinic or private practice setting. The purpose of the Women's Health rotation is to provide the student with practical clinical experience in the differential diagnosis, evaluation, and management of normal and abnormal conditions within obstetrics and gynecology.

Prerequisite: successful completion of the didactic phase of the PA program.

566

Pediatrics

(4 credits/weeks)

This four-(4) week rotation takes place in an outpatient and /or inpatient setting. Through supervised exposure to patients in a pediatric practice setting, the student is given the opportunity to become familiar with the parameters of normal growth and development, proper assessment of the newborn, immunizations schedules, nutritional requirements, the evaluation and management of common pediatric problems and acute illness in the pediatric population.

Prerequisite: successful completion of the didactic phase of the PA program.

567

Surgery

(4 credits/weeks)

The four- (4) week General Surgery rotation provides the student with the opportunity to apply basic principles of surgery. The student is provided with practical experience in data collection, and evaluation and management of surgical problems. An opportunity is afforded for development of manual skills and for exposure to

basic operating room procedures and techniques. Longitudinal care is encouraged in order to provide the student with an opportunity to follow patients from admission through the post-operative process. Students may be required to attend conferences, lectures, and take call.

Prerequisite: successful completion of the didactic phase of the PA program.

Electives

There are twelve (12) weeks of elective rotation time, divided into three four (4) week courses. This is an opportunity for the student to increase his/her knowledge base and skill in a field of interest, or in a complimentary medical field.

577

Clinical Elective I

(4 credits)

578

Clinical Elective II

(4 credits)

579

Clinical Elective III

(4 credits)