Applied Behavior Analysis
at Arcadia University

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

Coordinators
Dr. Adriana Gonzalez-Lopez
Dr. Christina Ager

Graduate Certificate
Arcadia University Graduate Certificate in Applied Behavior Analysis

About Arcadia’s Graduate Certificate in Applied Behavior Analysis (ABA)
Arcadia University’s 15-credit Graduate Certificate in Applied Behavior Analysis is a fully online program and is also offered in a blended format at the King of Prussia Campus. Practicum seminars also are offered to help students complete experience hours required to take the Behavior Analyst Certification Board exam (www.bacb.com).

The Profession: ABA provides the most evidence-based intervention within all of psychology and education. It has helped to support youth and adults with autism, conduct disorders, oppositional defiant disorders, and depression, as well as couples needing therapy. It has served as the basis for educational procedures such as direct instruction and assessment procedures such as curriculum-based measurement. It is essential for professional functioning within a Response to Intervention Model.

The Program: Arcadia’s Applied Behavior Analysis graduate program helps students to develop professional expertise in behavior analysis and the consultative skills necessary to affect real change in schools, homes, and community settings. All instructors are board certified and have extensive experience working as certified behavior analysts in the field as well as teaching at the university level.

This program offers training in a breadth of assessment and intervention techniques with a positive behavior support and behavior treatment focus. Additionally, Arcadia’s program stresses the consultative skills that graduates will need to work effectively with educators and parents.

Credit toward a graduate degree in Education: The 15 credits earned in this certificate program (excluding the internships) may be applied to a Master of Education or Counseling Psychology degree program with departmental approval and advising.

What is Behavior Analysis?
Behavior analysis is a specific approach to the understanding of human behavior. An applied behavior analyst is someone who has in-depth knowledge of the field and methods of the study of the science of behavior and technology of behavior derived from this science.

Behavior analysis services help people to learn new behaviors and to increase or reduce existing behaviors. The scope of these services ranges from addressing challenging behaviors of an individual person to changing the behavior of an entire organization or community. Behavior analysis has many applications, such as developing training procedures that build verbal skills in children with autism, helping teachers to work with students in inclusive settings, and preventing delinquency.

Behavior analysts use environmental change procedures to improve the lives of people. Behavior analysis has been applied to a great variety of problems such as couples therapy, individual behavior therapy, behavioral consultation, and addictions treatment.

What Core Skills Will I Acquire in Behavior Analysis and Therapy?
In this program, students develop solid skills in the basic principles of behavior analysis and the skills to transfer basic principles into comprehensive functional behavioral assessments, behavioral interventions, and program evaluation. This program offers training in a breath of assessment and intervention techniques with a positive behavioral support and behavioral treatment focus. Additionally, Arcadia’s program stresses the consultative skills that graduates will need to work effectively with educators and parents.
Applied Behavior Analysis at Arcadia University

Why Study at Arcadia?
All of Arcadia’s instructors have extensive experience working as certified behavior analysts in the field as well as teaching at the university level. Arcadia’s program is designed to develop professional expertise in behavior analysis and the consultative skills necessary to affect real change in schools, homes, and community settings. All instructors are Board Certified Behavior Analysts (BCBA).

Are Courses Taught Online?
The Graduate Certificate in Applied Behavior Analysis is a fully online program. In addition, courses are offered in a blended format at the King of Prussia Campus.

Are Courses Approved by the BACB?
The Behavior Analyst Certification Board, Inc.® has approved the following course sequence as meeting the coursework requirements for eligibility to take the Board Certified Behavior Analyst Examination®. Applicants will have to meet additional requirements to qualify. Five courses prepare students for the role of behavior specialist or to take the national Behavior Analyst Certification Board (BACB) exam (http://www.bacb.com/).

An additional option of two internship courses help prospective applicants to meet the requirements for the 750 intensive supervision hours needed for board certification. The purpose of these courses is to help the student to move information learned in coursework from theory to practice.

Academic Policies: Students in Arcadia University Graduate Certificate programs are subject to the academic policies of the Office of Graduate and Undergraduate Studies. Grades of “B” or better in every class are required to qualify for the Certificate.

Transfer Credit: Transfer credit is not permitted in this program.

Why Study Behavior Analysis?
In Pennsylvania, behavior analyst qualifies for behavior specialist licensure. Indeed, the behavior specialist license is predicated on the ability to develop and use behavior analytic assessment and intervention procedures such as functional behavioral assessment and behavior chain analysis. Behavior analytic procedures have been coded into educational law. For example, the Individuals with Disabilities Education Act calls for a functional behavioral assessment (FBA) to be conducted prior to suspension of students with disabilities.

Admission to the Graduate Certificate in Applied Behavior Analysis
In addition to the general admission requirements for graduate students, the following program-specific requirements must be met:

• A graduate 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 2.5 or better.
(Note: The BACB requires that a master’s degree in a related field be obtained prior to applying for board certification.)
• 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.
• One letter of recommendation. The letter must be of a professional not personal nature. If the student has been out of school five years or fewer, the letter must come from a professor. State and federal clearances (required for internships only), which include criminal check, child abuse and FBI fingerprinting. Information can be found on the Education website at www.arcadia.edu/education.

Students can take the first course (ED 661) before formal application and matriculation into the program, but they should apply for admission into the certificate program before taking a second course. Taking a course does not guarantee admission into the program.
Applied Behavior Analysis
at Arcadia University

Requirements for the Graduate Certificate in Applied Behavior Analysis
(15 credits)

The following courses are required:

ED 661 Applied Behavior Analysis I: Principles and Teaching Strategies (3 credits)
ED 681 Applied Behavior Analysis II: Procedures for Behavior Change (3 credits)
ED 682 Applied Behavior Analysis III: Strategies for Youth with EBD (3 credits)
ED 683 Behavior Analysis IV: Behavior Analysis of Child Development (3 credits)
ED 684 Behavior Analysis V: Behavioral Consultation in Homes, Schools and Communities (3 credits)

Internship Courses
Internship courses are not required for Arcadia's graduate certificate but are a BCBA Supervised Internship requirement.

ED 687 ABA Internship 1: FBA and BIP (6 credits)
ED 688 ABA Internship 2: Instructional Programs (6 credits)

Applied Behavior Analysis Course Descriptions (ED)

ED 661 Applied Behavior Analysis I: Principles and Teaching Strategies (3 credits)

This seminar is designed to provide students with introductory knowledge of applied behavior analysis (ABA). Topics addressed include the history of ABA, principles of ABA, reinforcement, data collection, teaching procedures, teaching complex behaviors, generalization, and maintenance of skills. Readings, assignments, and participation in online coursework instructional activities offer an essential understanding of behavior analytic principles. Ethical considerations in the application of these principles are discussed. Challenging behaviors are studied from a learning perspective.

ED 681 Applied Behavior Analysis II: Procedures for Behavior Change (3 credits)

In this course, students focus on the methods of behavior analytic research. The topics covered are defining applied behavior analysis; selecting, defining and measuring behavior; constructing graphs to interpret behavior and analyze behavior change; research designs such as alternating treatments, reversal, multiple baseline; changing criteria designs; and planning and evaluating behavior analytic research.

ED 682 Applied Behavior Analysis III: Strategies for Youth with EBD (3 credits)

This course analyzes the basic process of behavior change and demonstrates how behavior analysts serve as behavior analysts/specialists to the community. Topics build on the basic knowledge of ED 661 with more advanced learning in basic principles of behavior analysis; behavioral assessment; the application of those principles to children; intervention methodologies; writing of behavioral objectives to build self control; and programming for generalization. Special attention is paid to comprehensive programming and the use of multiple intervention methods. In addition, students will design behavioral intervention plans based on functional behavioral assessments. Prerequisites: Admission to the program and satisfactory completion of Applied Behavior Analysis I and II with a “B” or better.

ED 683 Behavior Analysis IV: Behavior Analysis of Child Development (3 credits)

Conceptualization of behavioral problems and the origins of behavioral disorders are critical to treatment and to the functioning of people through the lifespan. This course focuses on basic principles in Behavior Analysis and how they shape the development of typical and atypical children. The role of these principles in normal development and developmental problems such as language delays, motor developmental delays, conduct and oppositional defiant disorder, childhood depression, problems of attachment, and autism are explored. The course reviews field applications including direct observations of children’s development; functional behavioral assessment; curriculum design; verbal behavior assessment and intervention; curriculum based-measures; and
intervention strategies that involve both the school and the family. 

**Prerequisites:** Admission to the program and satisfactory completion of Applied Behavior Analysis I, II and III with a “B” or better.

**ED 684**

**Behavior Analysis V:**
**Behavioral Consultation in Homes, Schools and Communities**

(3 credits)

This course focuses primarily on behavioral consultation skills needed to produce a strong behavior analytic case conceptualization and to link that conceptualization to intervention. This course uses online technology in combination with role plays and feedback to build behavior analytic case conceptualization and execute effective behavioral consultation. Behavioral case conceptualization is the integration of information from a functional assessment, complete with skills and adaptive behavior assessment, as well as ecological assessment. Special topics include behavior analytic models of teacher and parent resistance, as well as interventions for resistance. This course is an intensive lab course that focuses on the practical aspects of “how to” consulting (i.e., what is done each session, each step of the way). It is critical that students participate in each class to engage in the role-plays and get feedback from other students. 

**Prerequisites:** Admission to the program and satisfactory completion of Applied Behavior Analysis I, II, III and IV with a “B” or better.

**ED 687**

**ABA Internship 1: FBA and BIP**

(6 credits)

(See [www.bacb.com](http://www.bacb.com) under Becoming Certified.) This course is designed to be a guiding course while the student is on his or her selected internship. This course requires weekly work hours, one individual meeting with a field supervisor and one weekly group supervision session. The purpose of the course is to help the student move information learned in coursework from theory to practice. Focus is spent on case development—conducting functional behavioral assessment and using the assessment to create a comprehensive behavioral intervention. Half the grade for the course is presented by the field supervisor. Adviser approval required.

**Prerequisites:** Successful completion of ED 661, ED 681, 682, 683 and 684, with a “B” or better.

**ED 688**

**ABA Internship 2: Instructional Programs**

(6 credits)

While on internship, this course allows for each student to meet with their University supervisor to shape their skills in developing effective teaching plans, along with personal ethical development and understanding of customary practices of the profession. Thus, each student is required to complete a field internship, have individual meetings with the field supervisor and weekly group supervision sessions. Half of the grade for the course is presented by the field supervisor.

Internships can take place in most community organizations. The field supervisor must have experience in behavior analysis and therapy and be Board certified. Field experiences that offer a diverse range of populations to work with are preferred to those with a single population. Adviser approval required.

**Prerequisites:** Successful completion of ED 661, ED 681, 682, 683 and 684, with a “B” or better.
Art Education
at Arcadia University
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Art Education Concentration
1. Foundation Courses (6–9 credits) chosen with the adviser from the following:
   ED 501–510

2. Concentration Courses (15 credits)
   AE 400 The Uses of Theory in Art Education
   AE 408 Curriculum Design in Art Education
   ED 517 Human Development: The School Years, K–12
   ED 580 Introduction to Inclusive Education
   ED 601 Literacy Foundations

3. Electives (3–9 credits)
   Electives in Fine Arts and/or Education may be chosen with the advice of the program coordinator and approval of the Fine Arts Department.

4. Culminating Activity
   Arranged in consultation with the adviser at the time of completing the Degree Candidacy Application.

Master of Arts in Education Degree Requirements (M.A.Ed)
(minimum of 30 credits)

This program is individualized and planned with the program coordinators.

Art Concentration
1. Foundation Courses (6 credits) chosen with the adviser from the following:
   ED 502–510

2. Concentration Courses (12–15 credits) chosen with the adviser from 400-level Fine Arts/Art History courses

3. Electives (0–9 credits in Education)

4. Culminating Activity (0–3 credits)

Teacher Certification
Pennsylvania Instructional Teacher Certification (variable credit depending on previous academic credentials)
Art Education at Arcadia University

Art Education K–12
- ED 503 General Foundations of Education in the United States
- ED 517 Human Development: The School Years
- ED 601 Literacy Foundations
- ED 580 Introduction to Inclusive Education
- AE 400 The Uses of Theory in Art Education
- AE 408 Curriculum Design in Art Education
- ED 565 Introduction to Instructional Technology
- ED 474 Graduate Student Teaching Practicum: Art Education K–12
  (6 credits; credits not applicable to master’s degree)
  or ED 583B Fieldwork (for students holding a valid Pennsylvania Instructional I or II certificate) (3 credits; credits not applicable to master’s degree)

Additional Certification Requirements

1. Completion of all subject area coursework required to meet the general and specific certification standards of the Pennsylvania Department of Education. This will be determined by the program coordinator.

2. A grade of “B” or better in the Graduate Student Teaching Practicum

3. Completion of all Praxis examinations is required prior to enrolling for the Student Teaching Practicum.

Praxis I:
- Pre-Professional Skills Tests: Passing scores on these tests are required for admission to the program.

Praxis II:
- Fundamental Subjects: Content Knowledge (30511)
  Qualifying Score: 150
- Art Content Knowledge (10133)
  Qualifying Score: 161
Autism Education
at Arcadia University
Global Perspectives...Personal Attention...Real-World Integrative Learning Experiences

Coordinator
Dr. Adriana Gonzalez-Lopez

Graduate Certificate
Arcadia University Graduate Certificate in Autism

About Arcadia’s Graduate Certificate in Autism
The Arcadia University Graduate Certificate in Autism is designed to develop and enhance effective educational practices to support K-12 educators, school districts, and community-based organizations in using best practices in working with individuals who have been identified as having Autism Spectrum Disorders. Practicum hours in each course are designed to help students understand the connections between coursework and the direct work with children and youth with autism.

This certificate is offered fully online and in a blended format at the King of Prussia Campus.

Credit toward a graduate degree in Education: The 12 credits earned in this certificate program may be applied to a Master of Education degree program with departmental approval and advising.

Academic Policies: Students in Arcadia University Graduate Certificate programs are subject to the academic policies of the College of Graduate Studies.

Transfer Credit: Transfer credit is not permitted in this program.

Admission to the Graduate Certificate in Autism Program
The following program-specific requirements must be met:

- A graduate admission application including personal statements, to be completed online at www.arcadia.edu/gradapp.
- One letter of recommendation. The letter must be of a professional not personal nature. If the student has been out of school five years or fewer, the letter must come from a professor.
- A background in education, psychology, communication disorders, or another related discipline is recommended.
- State and federal clearances (required for practicum hours), which include criminal check, child abuse and FBI fingerprinting. Information can be found on the Education website at www.arcadia.edu/education.

Students can take a course before formal application and matriculation into the program, but they should apply for admission into the certificate program before taking a second course. Taking a course does not guarantee admission into the program.

Frequently Asked Questions

Who should take the Autism Spectrum Disorders (ASD) course?

Educators and professionals interested in seeking additional expertise in the field of autism can take ED 660 Characteristics of Students with Autism Spectrum Disorders.

If I am not an educator, can I still apply for the Arcadia Graduate Certificate program?

Yes, as long as you have a bachelor’s degree, you can qualify for admission to the Arcadia Graduate Certificate program.

Can I enroll in a course if I do not have a bachelor’s degree?

No, the courses offered in this certificate require a bachelor’s degree.

What is the cost of the program?
Autism Education at Arcadia University

Courses offered will be billed at the prevailing Arcadia University part-time graduate course rate. See www.arcadia.edu/tuition.

How long will it take me to obtain the Graduate Certificate in ASD?

The program consists of four courses, and students usually take one or two courses per semester.

Are all four of the classes needed for the Graduate Certificate offered online?

Yes, all of the courses are offered online, and they also are offered in a blended format offered with a combination of in-person classes and online sessions at the King of Prussia Campus.

Requirements for the Graduate Certificate in Autism
(12 credits)

The following courses are required:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>ED 660</td>
<td>Characteristics of Students with Autism Spectrum Disorders</td>
<td>3</td>
</tr>
<tr>
<td>ED 661</td>
<td>Applied Behavior Analysis I: Principles of Teaching Strategies</td>
<td>3</td>
</tr>
<tr>
<td>ED 662</td>
<td>Teaching Methods for Students with Autism</td>
<td>3</td>
</tr>
<tr>
<td>ED 663</td>
<td>Special Topics in Autism</td>
<td>3</td>
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Each course requires a 20-hour practicum.

Autism Course Descriptions (ED)

ED 660
Characteristics of Students with Autism Spectrum Disorders
(3 credits)

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

ED 661
Applied Behavioral Analysis I: Principles of Teaching Strategies
(3 credits)

This seminar is designed to provide students with introductory knowledge of applied behavior analysis (ABA). Topics addressed include the history of ABA, principles of ABA, reinforcement, data collection, teaching procedures, teaching complex behaviors, generalization, and maintenance of skills. Readings, assignments, and participation in online coursework instructional activities offer an essential understanding of behavior analytic principles. Ethical considerations in the application of these principles are discussed. Challenging behaviors are studied from a learning perspective.

ED 662
Teaching Methods for Students with Autism
(3 credits)

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

Prerequisite: ED 661

ED 663
Special Topics in Autism
(3 credits)

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

Prerequisites: ED 660; ED 661 and admission to the program
Biology Education
at Arcadia University

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

Coordinator
Julia Plummer, Ph.D.

Master’s Degree and Teacher Certification

Master of Education with a Concentration in Secondary Education

Certifications: Instructional, Supervisory

About the Secondary Education Master’s Degree Program

This program is designed to allow students seeking certification in secondary areas to attain a master’s degree concurrently. The degree is not required for certification, and individual requirements for certification may vary based on academic experience. The program must be planned with an adviser to insure that degree and/or certification requirements are satisfied.

Master of Education Degree Program Requirements (M.Ed.)

(a minimum of 30 credits)

Secondary Education Concentration

ED 503 General Foundations of Education in the United States
ED 513 Meeting the Needs of Diverse Learners
ED 523 The Teacher and the Classroom, Secondary
ED 553 Issues in Science for Secondary Teachers
ED 565 Introduction to Instructional Technology
ED 580 Introduction to Inclusive Education
ED 583B Fieldwork (for students holding a valid Pennsylvania Instructional I or II certificate) (3 credits; credits not applicable to master’s degree)

ED 503 General Foundations of Education in the United States
ED 513 Meeting the Needs of Diverse Learners
ED 523 The Teacher and the Classroom, Secondary
ED 553 Issues in Science for Secondary Teachers
ED 565 Introduction to Instructional Technology
ED 471 Graduate Student Teaching Practicum: Secondary 7–12 (6 credits; credits not applicable to master’s degree)

ED 503 General Foundations of Education in the United States
ED 513 Meeting the Needs of Diverse Learners
ED 523 The Teacher and the Classroom, Secondary
ED 553 Issues in Science for Secondary Teachers
ED 565 Introduction to Instructional Technology
ED 471 Graduate Student Teaching Practicum: Secondary 7–12 (6 credits; credits not applicable to master’s degree)

3. Electives (3–9 credits) chosen with the adviser.

4. Culminating Activity
ED 596 Curriculum Development Project

Teacher Certification

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

Biology Education 7–12

ED 503 General Foundations of Education in the United States
ED 513 Meeting the Needs of Diverse Learners
ED 523 The Teacher and the Classroom, Secondary
ED 553 Issues in Science for Secondary Teachers
ED 565 Introduction to Instructional Technology
ED 471 Graduate Student Teaching Practicum: Secondary 7–12 (6 credits; credits not applicable to master’s degree)

or ED 583B Fieldwork (for students holding a valid Pennsylvania Instructional I or II certificate) (3 credits; credits not applicable to master’s degree)

Additional Certification Requirements

1. Completion of all subject area coursework required to meet the general and specific certification standards of the Pennsylvania
Biology Education at Arcadia University

Department of Education. This will be determined by the program coordinator.

2. A grade of "B" or better in the Graduate Student Teaching Practicum

3. Completion of all Praxis examinations is required prior to enrolling for the Student Teaching Practicum.

Praxis I:
Pre-Professional Skills Tests: Passing scores on these tests are required for admission to the program.

Praxis II:
Biology Content Knowledge (20235)
Qualifying Score: 147
Business (M.B.A.) at Arcadia University

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

Faculty

Executive Director
Tony Muscia, D.B.A., Associate Professor of Management

Faculty
Gary A. Berg, Ed.D.
Lorraine Brandenburger, M.B.A., CPM, CLSSGB, CLSSBB
Thomas M. Brinker Jr., LL.M., CPA, CFE, ChFC, PFS, AEP, Professor of Accounting
Zaneta Chapman, Ph.D. Assistant Professor of Economics
Annette L. Halpin, Ph.D., Assistant Professor of Marketing and Finance
Sara Hejazi, Ph.D.
Jeanine Kingeter, PHR, M.S.
Karen Lawson, Ph.D., CSP
Wayne A. Morra, Ph.D., Professor of Economics
Deborah Noble, Ph.D., CPA
Beatrice Rolland, D.B.A., CPA
Mary Sims, J.D.
Steven T. Syrmopoulos, CFP, ChFC
Joel Wagoner, CPA, CMA, Assistant Professor of Accounting
Michelle Washington, Ph.D. Assistant Professor of Management
Gary A. Witt, Ph.D.

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

International M.B.A. Program

Master of Business Administration with a Global Perspective, International 3+2

Arcadia Graduate Certificates in Business
Entrepreneurship
Finance
Leadership

Global Business Diplomacy
Project Management

Accreditation: Arcadia University is accredited by the Middle States Association of Colleges and Schools and 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).

Academic Policy

Graduate Business Program Policies and Procedures
University graduate students are subject to the University general policies and procedures for all graduate programs as outlined in the graduate catalog. (See general policies/procedures section.) Students matriculated in graduate business programs are subject to the policies and any prerequisites required for BA 500 and BA 600 level courses. See course descriptions for prerequisites. The following graduate business policies are mandatory and part of the general policy and procedures of graduate programs.

- Students must maintain a “B” or better to remain in good academic standing.
- Students must be in good academic standing (3.0) and have completed four courses within the program to be eligible for international travel.
- Students must complete all degree requirements including international travel experiences prior to enrollment in capstone course, BA 695 Global Strategic Management.
- Students must earn a “B” or better in the Capstone course, BA 695 Global Strategic Management.

M.B.A Student Policy Handbook
Each student is responsible for being thoroughly familiar with all policies and procedures outlined in the M.B.A. Student Policy Handbook. Policies and procedures for students in graduate business programs are devised to safeguard the integrity of the degree or certificate granted, to facilitate the student’s progress toward the degree, and to prevent delays and misunderstandings.
Conditional Admittance
A student who is admitted conditionally is closely monitored by the program administration. The student must maintain a 3.0 grade point average and successfully complete the assessments in any deficient competency areas of accounting, finance and/or economics as outlined in the conditional admit letter (prior to the completion of nine credits). Assessment and tutorial information is provided to conditionally-admitted students in their admission letter.

Expenses
The Arcadia M.B.A. program is an excellent investment, and financing options are available to all 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. See each program overview for specific expense details.

Miscellaneous Fees:
Parking: There is no charge for parking after 4 p.m. A hangtag is required for all vehicles to park in the designated lots. Students may obtain a hangtag after bringing their vehicle registration card to the Public Safety Office. Parking is available at any location designated as Student Parking.

Overview of 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.
- 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.

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 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. Arcadia Graduate Certificates in Business are offered online.

Expenses for M.B.A. with a Global Perspective: For the 2011-12 academic year, the tuition for an M.B.A. with a Global Perspective (36 credits) is $36,720, 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
Business (M.B.A.) at Arcadia University

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 EIIA during the travel period. Incidental expenses associated with travel that are not covered by the tuition are the responsibility of the student.

Expenses for Concentrations: For the 2011-2012 academic year, the tuition for courses only in concentration areas (9 credits per area) of Entrepreneurship, Finance and Leadership is billed at the current part-time graduate rate, $670 per credit.

Expenses for M.B.A. with a Global Business Diplomacy Concentration: For the 2011-2012 academic year, the tuition for the M.B.A. with a Global Business Diplomacy concentration (45 credits) is $45,900, which includes three international travel experiences. Two international experiences are a requirement in the M.B.A. program. Students will travel twice with their 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 health insurance with EIIA during the travel period. Incidental expenses associated with travel that are not covered by the tuition are the responsibility of the student.

Overview of the International M.B.A.

Program (IMBA) in Paris, France

Arcadia’s IMBA is offered as a one-year program in partnership with the American Graduate School of Business and Economics at AGS. The program is taught in Paris, in English, and accredited in the United States as an affiliated program of Arcadia University.

The Arcadia IMBA at the American Graduate School of Business and Economics in Paris features five key components to prepare students for successful careers in business, government, or international organizations.

The program incorporates an international experience:

- As part of the program, students have the opportunity to go on a one-week educational trip to the United States, or join students from the Arcadia on-campus M.B.A. program on a trip to a developed or developing country.
- As an alternative option, international students may choose to complete their business experiential learning in France.

The Arcadia IMBA at AGSBE in Paris focuses on the challenges of the current international marketplace:

- It addresses the most contemporaneous questions posed by globalization.
- It prepares students to act in and interact with multi-cultural environments.

The program is geared toward career building:

- It adopts a hands-on approach, including visits and meetings with executives of the most successful international corporations.
- It teaches the best and most recent techniques of management, planning and decision-making, and studies major international corporations as illustrative models.

The IMBA in Paris teaches responsible decision-making:

- It sensitizes students to the challenges of sustainable development, social solidarity and ethical business.
The program takes advantage of its location in Paris, at the heart of the European Union:

- E.U. and OECD economists and business policymakers participate in the program as teachers and guest speakers.
- Students have the opportunity to go on optional visits to the E.U. Commission in Brussels and the OECD in Paris, and meet with delegates and staff.
- The European setting of the program makes it possible for students to better apprehend the notion of Europe as a political, economic and social entity.

Expenses for International M.B.A. (IMBA) in Paris, France
Tuition and travel costs for the IMBA in Paris, France, are paid directly to the partner institution (AGS). Please see [www.ags.edu](http://www.ags.edu) for current fees.

Overview of the International M.B.A. (IMBA) Program in Singapore, Republic of Singapore

Arcadia’s IMBA is offered as a one-year program in partnership with the Aventis School of Management in Singapore. Aventis School of Management is a leading graduate school that is an affiliated member of the European Foundation for Management Development (EFMD) and European Council for Business Education (ECBE). The program is taught in Singapore, in English, and is accredited in the United States as an affiliated program of Arcadia University.

The 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 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 and careers in an effective and responsible fashion.

Expenses for International M.B.A. (IMBA) in Singapore, Republic of Singapore:
For 2011-12 academic year, tuition and travel costs for the IMBA in Singapore are paid directly to the partner institution (Aventis School of Management). Please see [www.aventis.edu.sg](http://www.aventis.edu.sg) for current fees.

Admission to the M.B.A. Program, IMBA 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. and IMBA programs and Arcadia Graduate Certificates:

1. An M.B.A/Graduate certificate application, including personal statements, to be completed online at [www.arcadia.edu/gradapp](http://www.arcadia.edu/gradapp). IMBA applicants for Paris, France complete online through AGSBE. IMBA applicants for Singapore, Republic of Singapore, complete online through Aventis.

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. with a Global Perspective program. IMBA students admitted conditionally must pass required assessments prior to admission into the IMBA program. IMBA students
Business (M.B.A.) at Arcadia University

are required to complete foundation courses and the Aventis graduate entrance exam prior to entering the 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. Applicants for the M.B.A. with a Global Perspective program are required to submit 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 and spring 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 to the prevailing tuition at the time of matriculation to the program.

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

The M.B.A. curriculum is delivered using a cohort model. Students take accelerated seven-week courses over a 22-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, 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)

#### 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)

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

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.
Students enrolled in the Global Business Diplomacy concentration complete an additional international experience for a total of three experiences. One of these is to Costa Rica, which occurs during the semester in which students study with the University for Peace.

M.B.A. with a Global Business Diplomacy Concentration Degree Requirements
(45 credits)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tr>
<td>BA 500</td>
<td>Business Fundamentals I (3 credits)</td>
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</tr>
<tr>
<td>BA 502</td>
<td>Business Fundamentals II (3 credits)</td>
<td></td>
</tr>
<tr>
<td>BA 530</td>
<td>Global Issues of Social Responsibility and Law (3 credits)</td>
<td></td>
</tr>
<tr>
<td>BA 540</td>
<td>Multinational Marketing (3 credits)</td>
<td></td>
</tr>
<tr>
<td>BA 560</td>
<td>Managing in the Global Workforce (3 credits)</td>
<td></td>
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<tr>
<td>BA 580</td>
<td>Shareholder Value Management (3 credits)</td>
<td></td>
</tr>
<tr>
<td>BA 600</td>
<td>Leadership for Effective Organizations (3 credits)</td>
<td></td>
</tr>
<tr>
<td>BA 620</td>
<td>Managerial Economics (3 credits)</td>
<td></td>
</tr>
<tr>
<td>BA 640</td>
<td>Operations and Technology (3 credits)</td>
<td></td>
</tr>
<tr>
<td>BA 670A</td>
<td>International Businesss Experience (0 credits)</td>
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<tr>
<td>BA 670B</td>
<td>International Business Experience (2 credits)</td>
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<tr>
<td>BA 670C</td>
<td>International Business Experience (2 credits)</td>
<td></td>
</tr>
<tr>
<td>BA 680</td>
<td>International Finance (3 credits)</td>
<td></td>
</tr>
<tr>
<td>BA 695</td>
<td>Global Strategic Management (2 credits)</td>
<td></td>
</tr>
<tr>
<td>IP 501</td>
<td>Introduction to Peace and Conflict Resolution (3 credits)*</td>
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</tr>
<tr>
<td>UCEE 1001</td>
<td>Entrepreneurship in the Social Sector (3 credits)**</td>
<td></td>
</tr>
<tr>
<td>UCEE 1002</td>
<td>Negotiation and Conflict Resolution (3 credits)**</td>
<td></td>
</tr>
</tbody>
</table>

*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.

About the IMBA Degree Program in Paris, France

The Arcadia IMBA at AGSBE in Paris is a one-year program featuring a comprehensive curriculum taught on an intensive basis.

It follows a modular model. It includes 10 courses, each taught over one month, with classroom time being on evenings and weekends in order to accommodate the constraints of working professionals. Each course consists of:

- 36 hours of face-to-face lectures taught over two weekends in order to accommodate working professionals’ schedules.
- Four days of office hours for possible tutoring and advising by the course instructor.
- An online course complement through a Blackboard platform, with resource materials to prepare and support lectures as well as close online tutoring by the course instructor. The online course complement begins one week prior to the start of the course and follows for two weeks after the face-to-face aspect of the course has been completed.

About the IMBA Degree Program in Singapore, Republic of Singapore

The Arcadia IMBA at Aventis School of Management in Singapore is a one-year part time program featuring a comprehensive curriculum taught on a modular basis. The curriculum comprises of 10 modules, each taught by Arcadia University adjunct professors over two weekend blocks (Sat & Sun) to accommodate the constraints of working professionals.

Each module consists of:

- 36 hours of face-to-face lectures taught over two weekends to
Business (M.B.A.) at Arcadia University

accommodate working professionals' schedules.
- Online course support through a learning platform, supplemented with additional readings and other resource materials prepared by the course instructor himself.

International Master of Business Administration (IMBA) Degree Requirements
(30 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 580 Shareholder Value Management (3 credits)
- BA 600 Leadership for Effective Organizations (3 credits)
- BA 620 Managerial Economics (3 credits)
- BA 640 Operations and Technology (3 credits)
- BA 680 International Finance (3 credits)
- BA 670D International Business Experience (3 credits)
- BA 695 Global Strategic Management (3 credits)

About the M.B.A. with a Global Perspective, International 3+2 Program

The M.B.A. with a Global Perspective, International 3+2 program offers approved students from international partner institutions the opportunity to earn their M.B.A. while completing undergraduate requirements from their home institution. Students are assigned a track, or option in the program depending upon their English proficiency. Students will be enrolled full-time during their two-year course of study at Arcadia University, Glenside. Students will earn an M.B.A. with a Global Perspective and a graduate certificate in one of the following areas: Leadership, Entrepreneurship, Finance, Global Business Diplomacy or English for Business Communication.

Expenses for M.B.A. with a Global Perspective, International 3+2 Program:
For the 2011-12 academic year, the tuition for the M.B.A. with a Global Perspective, International 3+2 Program is:

Track 1 (57 credits) $66,880, which includes two international travel experiences and three U.S. day excursions. 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 EIIA during the travel period. Incidental expenses associated with travel that are not covered by tuition are the responsibility of the student. Residential housing and living expenses during academic terms are additional.

Track 2 (57 credits) $71,880, which includes ESL, two international experiences, and three U.S. day excursions. 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 EIIA during the travel period. Incidental expenses associated with travel that are not covered by tuition are the responsibility of the student. Residential housing and living expenses during academic terms are additional.
M.B.A. with a Global Perspective, International 3+2 Program Degree Requirements

(57 credits)

Students in the M.B.A. with a Global Perspective International 3+2 program complete the program within two years, six semesters. Students are enrolled into coursework for an M.B.A. with a Global Perspective (36 credits). Additionally during their course of study, students receive ESL support, business internships, an international graduate seminar, and three travel experiences for a total of 57 credits.

Dependent upon admission status, students will follow Track 1 or Track 2 program plans. Track 1 students receive ESL support (12 hours per week) during the first semester. Track 2 students receive one semester of full time, intensive ESL training before they begin their M.B.A. program courses and 12 hours per week of ESL in semester two in conjunction with their M.B.A. fundamental courses.

M.B.A. classes are held on campus in a cohort model. Students take accelerated seven-week courses over a 24-month period. On campus M.B.A. courses (BA 500 and BA 600 level) meet 4.5 hours per week for a total of 31.5 contact hours. Out-of-class readings, assignments, research, projects, 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.

Track 1
Admission minimum 500 TOEFL score (or equivalent in another approved test)
Six semesters/57 credits

Semester 1 (9 credits)
ESL, 12 hours per week for 500-550

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit Hours</th>
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<tbody>
<tr>
<td>COMXX</td>
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<tr>
<td>BA 500</td>
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</table>

TOEFL score students International Business Communications (3 credits)

Semester 2 (9 credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit Hours</th>
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<tbody>
<tr>
<td>BA 560</td>
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<tr>
<td>BA 540</td>
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<tr>
<td>ID 561</td>
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</table>

Managing the Global Workforce (3 credits)
Multinational Marketing (3 credits)
Seminar for International Graduate Students (3 credits)

(Travel one week between semesters 2 and 3.)

BA 670A International travel experience 0 credits (Credits earned in BA 670B.)

Semester 3 (10 credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit Hours</th>
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<tbody>
<tr>
<td>BA 600</td>
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<tr>
<td>BA 580</td>
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<tr>
<td>BA 670E</td>
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<tr>
<td>BA/COM</td>
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</tbody>
</table>

Leadership for Effective Organizations (3 credits)
Shareholder Value Management (3 credits)
U.S. Travel experience, Philadelphia (1 credit)
Certificate/Concentration course (3 credits)

Options include:
Finance
Leadership
Entrepreneurship
Global Business Diplomacy
English for Business Communication

Semester 4 (10 credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit Hours</th>
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<tbody>
<tr>
<td>BA 680</td>
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<tr>
<td>BA 640</td>
<td></td>
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<tr>
<td>BA 670E</td>
<td></td>
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<tr>
<td>BA/COM</td>
<td></td>
</tr>
</tbody>
</table>

International Finance (3 credits)
Operations and Technology (3 credits)
U.S. Travel experience, New York (1 credit)
Certificate/Concentration course (3 credits)

Options include:
Finance
Leadership
Entrepreneurship
Global Business Diplomacy
English for Business Communication

Semester 5 (10 credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit Hours</th>
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<tbody>
<tr>
<td>BA 620</td>
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<tr>
<td>BA 530</td>
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</tbody>
</table>

Managerial Economics (3 credits)
Global Issues of Social Responsibility and Law (3 credits)
Business (M.B.A.) at Arcadia University

BA 670E U.S. Travel experience, Washington, DC (1 credit)
BA/COM Certificate/Concentration course (3 credits)
Options include:
Finance
Leadership
Entrepreneurship
Global Business
Diplomacy
English for Business Communication

Semester 6 (9 credits)
BA 670B Travel completed in BA670 A; project due (2 credits)
BA 670C International Travel Experience (2 credits)
BA 583 Business Internship (3 credits)
BA 695 Global Strategic Management (Capstone) (2 credits)

Track 2
Conditional Admission
450-500 TOEFL score (or equivalent on another approved test)
Six semesters/57 credits + ESL

Semester 1 20 hours per week of ESL training

Conditional admission requirement:
Students must demonstrate a minimum 500 level TOEFL score to matriculate into M.B.A. courses.

Semester 2 (9 credits + ESL)
ESL support, 12 hours per week
COMXX International Business Communications (3 credits)
BA 500 Business Fundamentals I (3 credits)
BA 502 Business Fundamentals II (3 credits)

Semester 3 (10 credits)
BA 560 Managing the Global Workforce (3 credits)
BA 540 Multinational Marketing (3 credits)
ID 561 Seminar for International Graduate Students (3 credits)
BA 670E U.S. travel experience, Philadelphia (1 credit)

(Total one-week between semesters 3 and 4)
BA 670A International travel experience (0 credits)
(Credits earned in BA670B.)

Semester 4 (11 credits)
BA 600 Leadership for Effective Organizations (3 credits)
BA 580 Shareholder Value Management (3 credits)
BA 670E U.S. travel experience, New York (1 credit)
BA 670E U.S. Travel experience, Washington, D.C. (1 credit)
BA/COM Certificate/Concentration course (3 credits)
Students who have achieved a 550 or better on the TOEFL may choose from any of the five options available.

Options include:
Finance
Leadership
Entrepreneurship
Global Business Diplomacy
English for Business Communication

Semester 5 (14 credits)
BA 680 International Finance (3 credits)
BA 640 Operations and Technology (3 credits)
BA 583 Business Internship (3 credits)
BA 670B Travel in BA 670 A/Project due (2 credits)
BA 670E BA/COM Certificate/Concentration course (3 credits)

Options include:
Finance
Leadership
Entrepreneurship
Global Business Diplomacy
English for Business Communication

Semester 6 (13 credits)
BA 620 Managerial Economics (3 credits)
BA 530 Global Issues of Social Responsibility and Law (3 credits)
Business (M.B.A.) at Arcadia University

BA/COM Certificate/Concentration course (3 credits)
Options include:
- Finance
- Leadership
- Entrepreneurship
- Global Business
- Diplomacy
- English for Business Communication

BA 670C International Travel Experience (2 credits)
BA 695 Global Strategic Management (Capstone) (2 credits)

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)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
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</thead>
<tbody>
<tr>
<td>BA 540</td>
<td>Multinational Marketing (3 credits)</td>
</tr>
<tr>
<td>BA 600</td>
<td>Leadership for Effective Organizations (3 credits)</td>
</tr>
<tr>
<td>BA 604</td>
<td>Global Organizational Development—The Evolving Challenge (3 credits)</td>
</tr>
<tr>
<td>BA 610</td>
<td>Entrepreneurship and Innovation (3 credits)</td>
</tr>
<tr>
<td>BA 612</td>
<td>E-Commerce (3 credits)</td>
</tr>
</tbody>
</table>

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)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>BA 580</td>
<td>Shareholder Value Management (3 credits)</td>
</tr>
<tr>
<td>BA 680</td>
<td>International Finance (3 credits)</td>
</tr>
<tr>
<td>BA 681</td>
<td>Securities Analysis (3 credits)</td>
</tr>
<tr>
<td>BA 682</td>
<td>Mergers and Acquisitions (3 credits)</td>
</tr>
<tr>
<td>BA 683</td>
<td>Investment Banking (3 credits)</td>
</tr>
</tbody>
</table>

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)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
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</thead>
<tbody>
<tr>
<td>BA 530</td>
<td>Global Issues of Social Responsibility and Law (3 credits)</td>
</tr>
<tr>
<td>BA 600</td>
<td>Leadership for Effective Organizations (3 credits)</td>
</tr>
<tr>
<td>BA 602</td>
<td>Power and Politics (3 credits)</td>
</tr>
<tr>
<td>BA 603</td>
<td>Contemporary Issues in Leadership (3 credits)</td>
</tr>
<tr>
<td>BA 604</td>
<td>Global Organizational Development—The Evolving Challenge (3 credits)</td>
</tr>
</tbody>
</table>

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)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
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</thead>
<tbody>
<tr>
<td>BA 530</td>
<td>Global Issues of Social Responsibility and Law</td>
</tr>
<tr>
<td>BA 600</td>
<td>Leadership for Effective Organizations (3 credits)</td>
</tr>
<tr>
<td>IP 501</td>
<td>Introduction to Peace and Conflict Resolution (3 credits)*</td>
</tr>
<tr>
<td>UCEE 1001</td>
<td>Entrepreneurship in the Social Sector (3 credits)**</td>
</tr>
<tr>
<td>UCEE 1002</td>
<td>Negotiation and Conflict Resolution (3 credits)**</td>
</tr>
</tbody>
</table>

*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.

Arcadia Graduate Certificate in Project Management

This certificate is designed specifically for professionals who want to succeed as leaders and managers in their fields. It is offered fully online in a seven-week format through a relationship with ESI International and Arcadia’s School of Continuing Studies and graduate business program.

Certificate requirements (16 credits)

Students begin with choosing one of two foundation courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
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<tbody>
<tr>
<td>BA 590D.OL</td>
<td>Managing Projects (2 credits)</td>
</tr>
<tr>
<td>BA 590L.OL</td>
<td>Managing IT Projects (2 credits)</td>
</tr>
</tbody>
</table>

It is recommended that students interested in an IT focus take:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
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</thead>
<tbody>
<tr>
<td>BA 590L.OL</td>
<td>Managing IT Projects (2 credits)</td>
</tr>
</tbody>
</table>

Choose 7 courses of the following:

<table>
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<tr>
<th>Course</th>
<th>Title</th>
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<tbody>
<tr>
<td>BA 590E.OL</td>
<td>Scheduling and Cost Control (2 credits)</td>
</tr>
<tr>
<td>BA 590F.OL</td>
<td>Risk Management (2 credits)</td>
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<tr>
<td>BA 590G.OL</td>
<td>IT Risk Management (2 credits)</td>
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<tr>
<td>BA 590H.OL</td>
<td>Contract Management Principles and Practices (2 credits)</td>
</tr>
<tr>
<td>BA 590J.OL</td>
<td>Project Leadership, Management and Communication (2 credits)</td>
</tr>
<tr>
<td>BA 590K.OL</td>
<td>How to Gather and Document User Requirements (2 credits)</td>
</tr>
<tr>
<td>BA 590M.OL</td>
<td>Quality for Project Managers (2 credits)</td>
</tr>
<tr>
<td>BA 590N.OL</td>
<td>Testing Techniques for Tracing and Validating Requirements (2 credits)</td>
</tr>
<tr>
<td>BA 590P.OL</td>
<td>Project Management Applications (2 credits)</td>
</tr>
</tbody>
</table>

Arcadia Graduate Certificates: For the 2011-12 academic year, the tuition for Arcadia Graduate Certificates (15 credits) in Entrepreneurship, Finance or Leadership is $10,050.

For the 2011-12 academic year, the tuition for the Arcadia Graduate Certificate in Global Business Diplomacy (15 credits) is $15,300. 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
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.

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 evaluates 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. 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.

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 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 learners to improve operational effectiveness by using emerging technologies.  
**Prerequisite:** Matriculated M.B.A. students only.

**670 International Business Experience (A)**  
(0 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:** Matriculated M.B.A. students and must have completed four courses within the program prior to travel.

**Prerequisites 670A:** Students must be matriculated in the M.B.A. with a Global Perspective program, in good academic standing and have completed four courses in the program.

**International Business Experience (B)**  
(2 credits)  
**Prerequisites 670B:** Students must be in good academic standing and have completed BA 670A.

**International Business Experience (C)**  
(2 credits)  
**Prerequisites 670C:** Students must be in good academic standing and have completed BA 670B.

**International Business Experience (D)**  
(3 credits)  

**International Business Experience (E)**  
(1 credit)

**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 graduate business program including all international travel requirements.

**International Peace and Conflict Resolution Course (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.

**University for 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.
Chemistry Education at Arcadia University

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

Coordinator
Julia Plummer, Ph.D.

Master’s Degree and Teacher Certification
Master of Education with a Concentration in Secondary Education
Certification: Instructional, Supervisory

About the Secondary Education Master’s Degree Program
This program is designed to allow students seeking certification in secondary areas to attain a master’s degree concurrently. The degree is not required for certification, and individual requirements for certification may vary based on academic experience. The program must be planned with an adviser to insure that degree and/or certification requirements are satisfied.

Master of Education Degree Program Requirements (M.Ed.)
(a minimum of 30 credits)

Secondary Education Concentration

1. Foundation Courses (6–9 credits) chosen with the adviser from the following:
   ED 503 General Foundations of Education in the United States
   One additional foundation chosen from ED 501–510

2. Concentration Courses (15–18 credits) chosen with the adviser from the following:
   ED 513 Meeting the Needs of Diverse Learners
   ED 514 Assessment in the Classroom
   ED 517 Human Development: The School Years, K–12

3. Electives (3–9 credits) chosen with the adviser

4. Culminating Activity
   ED 596 Curriculum Development Project

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

Chemistry Education 7–12

ED 503 General Foundations of Education in the United States
ED 513 Meeting the Needs of Diverse Learners
ED 523 The Teacher and the Classroom, Secondary
ED 553 Issues in Science for Secondary Teachers
ED 565 Introduction to Instructional Technology
ED 471 Graduate Student Teaching Practicum: Secondary 7–12
(6 credits; credits not applicable to master’s degree)

or ED 583B Fieldwork (for students holding a valid Pennsylvania Instructional I or II certificate) (3 credits; credits not applicable to master’s degree)
Additional Certification Requirements

1. Completion of all subject area coursework required to meet the general and specific certification standards of the Pennsylvania Department of Education. This will be determined by the program coordinator.

2. A grade of “B” or better in the Graduate Student Teaching Practicum

3. Completion of all Praxis examinations is required prior to enrolling for the Student Teaching Practicum.

   Praxis I:
   Passing scores on the Praxis I Reading, Writing and Mathematics tests are required for admission to the program.

   Praxis II:
   Chemistry Content Knowledge (20245)
   Qualifying Score: 154
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
Steven J. Robbins, Ph.D., Professor and Chair of the Psychology Department
Angela R. Gillem, Ph.D., Professor
Joshua E. Blustein, Ph.D., Associate Professor
Michael Morrow, Ph.D., Assistant Professor
Maren Westphal, Ph.D., Assistant Professor

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 healthcare 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 five specializations:
- Applied Behavior Analysis
- Child/Family Therapy
- Mental Health Counseling
- School Counseling (Elementary and Secondary)
- Trauma: Clinical Bases of Treatment and Recovery

Arcadia’s Mental Health Counseling, Applied Behavior Analysis, 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 in Pennsylvania (or other states with equivalent requirements) 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 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 in Pennsylvania (or other states with equivalent requirements). The Applied Behavior Analysis concentration is also offered as a post-baccalaureate certificate by the Education Department. (See separate listing.)

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

Applied Behavior Analysis

Behavior analysis services help people to learn new behaviors and to increase or reduce existing behaviors. These services range from addressing challenging behaviors of an individual person to changing the behavior of an entire organization or community. Behavior analysis has many applications, such as developing training procedures that build verbal skills in children with autism, helping teachers to work with students in inclusive settings, and preventing delinquency. Behavior analysis has been applied to a great variety of problems such as couples therapy, individual behavior therapy, behavioral consultation, and addictions treatment. For more information, see listing for Arcadia Graduate Certificate in Applied Behavior Analysis.

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.

Mental Health Counseling

Arcadia’s Mental Health Counseling 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
Counseling Psychology at Arcadia University

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. An in-person interview with administrators and faculty in the program. Applicants interested in the ABA concentration also will be asked to schedule an interview with the coordinator of the ABA program.
8. 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
Applicants seeking admission for summer and fall should complete their applications no later than Jan. 15. Applicants seeking admission for spring should complete their applications no later than Sept. 15.

Expenses
Tuition: (2011-2012) $670 per credit
Fees:
Deferred Payment: $40
Audit: $670 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.

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 does 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

Applied Behavior Analysis Concentration

(60 credits)

1. Core Courses (45 credits)
   - PY 500 Educational and Career Counseling, Mental Health Counseling
   - 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)

2. Concentration courses (15 credits)
   - ED 661 ABA I: Behavior Principles and Teaching Strategies
   - ED 681 ABA II: Procedures of Behavior Change
   - ED 682 ABA III: Strategies for Youth with Emotional and Behavioral Disorders
   - ED 683 ABA IV: Behavior Analysis of Child Development
### Child/Family Therapy Concentration

(60 credits)

**1. Core Courses (45 credits)**

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<tbody>
<tr>
<td>PY 500</td>
<td>Educational and Career Counseling, Mental Health Counseling</td>
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<tr>
<td>PY 516</td>
<td>Human Development: Life Span</td>
</tr>
<tr>
<td>PY 521</td>
<td>Research Design, Methods and Evaluation</td>
</tr>
<tr>
<td>PY 570</td>
<td>Professional Issues in Counseling</td>
</tr>
<tr>
<td>PY 572</td>
<td>Concepts of Mental Health and Mental Illness</td>
</tr>
<tr>
<td>PY 574</td>
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<tr>
<td>PY 631B</td>
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**2. Concentration and elective courses (15 credits)**

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<tr>
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<tbody>
<tr>
<td>PY 611</td>
<td>Couples and Family Therapy</td>
</tr>
<tr>
<td>PY 615</td>
<td>Child and Adolescent Counseling: Clinical and School Applications</td>
</tr>
<tr>
<td>PY 621</td>
<td>Advanced Child and Adolescent Counseling</td>
</tr>
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</table>

Two electives 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.

### Mental Health Counseling 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)**

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<tbody>
<tr>
<td>PY 500</td>
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</tr>
<tr>
<td>PY 516</td>
<td>Human Development: Life Span</td>
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<tr>
<td>PY 521</td>
<td>Research Design, Methods and Evaluation</td>
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<tr>
<td>PY 570</td>
<td>Professional Issues in Counseling</td>
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<tr>
<td>PY 572</td>
<td>Concepts of Mental Health and Mental Illness</td>
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<td>PY 574</td>
<td>Clinical Psychopharmacology</td>
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<td>PY 586</td>
<td>Theories and Techniques of Counseling</td>
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<td>PY 610</td>
<td>Group Counseling</td>
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<td>PY 620</td>
<td>Advanced Counseling Techniques</td>
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<tr>
<td>PY 625</td>
<td>Psychological Testing</td>
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<tr>
<td>PY 688</td>
<td>Cultural Bases of Counseling</td>
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<tr>
<td>PY 630A/B</td>
<td>Internship (Option A: 3 credits, 150 hours; Option B: 6 credits, 300 hours)</td>
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<tr>
<td>PY 631A/B</td>
<td>Internship (Option A: 3 credits, 150 hours; Option B: 6 credits, 300 hours)</td>
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**2. Elective Courses (Option A: 9 credits; Option B: 15 credits)** Chosen with the adviser to meet students’ interests—must include one course from the child/family therapy and one from the trauma concentration, and no more than one course outside of the department. 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
Counseling Psychology at Arcadia University

experience in an approved setting is required before the student is permitted to enroll in internship.

School Counseling Concentration
(48 credits)

Elementary School Counseling
Secondary School Counseling

1. Core Courses (27 credits)
   - PY 502 Educational and Career Counseling, School
   - PY 516 Human Development: Life Span
   - PY 521 Research Design, Methods and Evaluation
   - PY 572 Concepts of Mental Health and Mental Illness
   - PY 586 Theories and Techniques of Counseling
   - PY 625 Psychological Testing
   - PY 688 Cultural Bases of Counseling
   - PY 630C Internship (3 credits, 150 hours)
   - PY 631C Internship (3 credits, 150 hours)

2. Concentration Courses (21 credits)
   - PY 501 Foundations of School Counseling
   - PY 612 Practical Applications for School Counselors
   - PY 615 Child and Adolescent Therapy: Clinical and School Applications
   - ED 580 Introduction to Inclusive Education
   - ED 582 Supporting Students with High Incidence Disabilities
   - ED 585 Positive Behavioral Approaches
   - ED 622 ESL: Teaching Multilingual/Multicultural Literacies

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:
   - 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 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).

Trauma: Clinical Bases of Treatment and Recovery Concentration
(60 credits)

1. Core Courses (45 credits)
   - PY 500 Educational and Career Counseling, Mental Health Counseling
   - 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
Counseling Psychology at Arcadia University

2. Concentration Courses (15 credits)
   PY 618 Evidence-Based Treatments of Trauma
   PY 622 Trauma, Advocacy and Social Justice
   PY 623 Strategies for Treating Grief and Bereavement
   Two electives 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.

Arcadia Graduate Certificate Requirements

Certificate: 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)

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)
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 (or other states with equivalent requirements). 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
Counseling Psychology at Arcadia University

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:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Notes</th>
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<tbody>
<tr>
<td>ED 580</td>
<td>Introduction to Inclusive Education (if general Mental Health Counseling or Child/Family Therapy concentrations)</td>
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<tr>
<td>ED 585</td>
<td>Positive Behavioral Approaches (if Child/Family Therapy concentration)</td>
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<td>PY 430</td>
<td>Seminar in Theories of Cognitive Behavioral Therapy</td>
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<td>PY 574</td>
<td>Clinical Psychopharmacology</td>
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<td>PY 589</td>
<td>Independent Research</td>
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<td>PY 601</td>
<td>Community Perspectives on Sexual Assault Counseling</td>
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<td>PY 605</td>
<td>Addictive Behaviors: Substance Abuse and Eating Disorders Counseling</td>
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<tr>
<td>PY 697</td>
<td>Master's Thesis in Psychology (one semester, 3 credits)</td>
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<tr>
<td>PY 698</td>
<td>Master's Thesis in Psychology (one semester, 3 credits)</td>
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<tr>
<td>OR PY 699</td>
<td>Master's Thesis in Psychology (6 credits)</td>
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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.
(Not regularly scheduled)

500 Educational and Career Counseling, Mental Health Counseling
Summer
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 Counseling  
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.

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  
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.

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
Counseling Psychology at Arcadia University

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 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.

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 516 (or PY 517), 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
Counseling Psychology at Arcadia University

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 516 (or PY 517), PY 572, PY 586 and PY 615.

622
Trauma, Advocacy, and Social Justice
Spring, even years
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
Spring, odd years
This course introduces the student to the theory and practice of bereavement and grieving. Developmental 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.

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 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 = Mental Health Counseling, 150 hours; Option B = Mental Health Counseling, 300 hours; Option C = School, 150 hours; Option D = School, 300 hours; Option E = Mental Health Counseling, 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 Mental Health Counseling 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. Mental Health Counseling 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 574, 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 = Mental Health Counseling, 150 hours; Option B = Mental Health Counseling, 300 hours; Option C = School, 300 hours; Option D = School, 300 hours; Option E = Mental Health Counseling, 200 hours) (Second part of a yearlong internship)
See description and prerequisites for PY 630.

688
Cultural Bases of Counseling
Fall, Spring
Counseling Psychology at Arcadia University

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.

Education Courses (ED)

580 Introduction to Inclusive Education
(Fall, Spring, Summer)

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

582 Supporting Students with High Incidence Disabilities
(Fall, Spring)

Strategies for supporting students with high-incidence disabilities including effective and authentic assessment and instruction, goal and objective setting, IEP and ITP writing, lesson planning, and accommodations. This course is designed to focus on persons with learning, behavior, speech and communication, and/or mild cognitive disabilities. It includes field experience and intervention-based case study.

Prerequisites: ED 466D, ED 580, ED 581, ED 585; and content area courses if required for individual’s program.

585 Positive Behavioral Approaches
Fall, Spring, Summer

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

624 ESL: Understanding Language Learning
(Spring, Summer)

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

Master’s Degree
Master of Education with a Concentration in Curriculum Studies
Arcadia Graduate Certificate in Curriculum Studies

About the Master’s Degree Program

This program prepares teachers, administrators, and other formal and non-formal educators for leadership roles in curriculum reform and the design, development and evaluation of educational programs. It is also valuable for classroom teachers who use modes of curriculum inquiry to reflect on their practice.

The field of curriculum studies transcends disciplinary boundaries to better understand educative experience. Fundamental questions for curriculum studies include the following: What knowledge is of most worth? Who gets to decide? How can we align the planned, experienced and evaluated curriculum? Curriculum inquirers use such questions to further investigate the connections among educational and social theories and educational practice, with a focus on school or public/media programs and the contours of culture and society in which these programs are located. They work to create educational communities that enact vibrant and powerful professional development opportunities for their colleagues.

Master of Education Degree Requirements (M.Ed.)
(a minimum of 30 credits)

The degree program must be planned with an adviser to ensure that degree certification requirements are satisfied.

1. Foundations Courses (at least 6 credits)
   ED 502 Curriculum Foundations
   Any second foundations course in consultation with the adviser (ED 501-510 – however, it is assumed that students already would have had the equivalent of ED 503 in previous study.)

2. Concentration courses (a minimum of 15 credits) The following are of particular interest to students in this concentration:
   ED 651 Policy, Reform, and Change
   ED 596 Curriculum Development Project
   ED 598 Advanced Seminar
   ED 650 Advanced Seminar in Curriculum Development and Design
   At least one course chosen under advisement in the area of curriculum that the student is focusing on (e.g., Mathematics, Reading, Science, Arts and Creativity, Social Studies, Instructional Technology, Counseling)

3. Electives (0 to 9 credits) to be chosen under consultation with adviser. Courses suggested as particularly appropriate for this concentration include:
   ED 502-510 Any and all beyond 502 Additional courses in curriculum focus areas (e.g., ED 524 and above)
   ED 501 Urban Education
   ED 642 Program Evaluation

4. Culminating Activity (3 credits).
   ED 589 Independent Research, or ED 599 Master’s Thesis in Education
Early Childhood Education
at Arcadia University

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

Coordinator
Cynthia Kennedy Reedy, Ed.D.

Master’s Degree and Teacher Certification

Master of Education with a Concentration in Early Childhood Education, N-3
Certification: Instructional, Supervisory

PA Director Credential

Master of Education Degree Requirements (M.Ed.)
(a minimum of 30 credits)

Early Childhood Education Concentration, N–3

1. Foundation Courses (6–9 credits) chosen with the adviser from the following:
   ED 501–510

2. Concentration Courses (15 credits)
   ED 617 Cognitive/Social/Emotional Development of Children, 0–8 years
   ED 618 Instructional Strategies in Early Childhood Education
   ED 619 Physical, Motor and Perceptual Development of Children, 0–8 years
   ED 620 Planning of Early Childhood Programs
   ED 621 Communication Strategies for Effective Early Childhood Programs

3. Electives (9–12 credits) to be chosen with adviser. Students are strongly encouraged to take electives within one of the following areas:
   ED 526A Learning and Assessment in Elementary Mathematics
   ED 552 Issues and Methods in Elementary School Science

   ED 554 Contemporary Science for Elementary Teachers
   ED 565 Introduction to Instructional Technology
   ED 601 Developmental Literacy
   ED 604 English Language Arts
   ED 608 Literature for Children and Youth
   ED 609 Literacy Acquisition Administration
   ED 630 Leadership
   ED 634 Managing Organizations and Change
   ED 633 School Law
   ED 580 Introduction to Inclusive Education

4. Culminating Activity – Arranged in consultation with the adviser at the time of completing the Degree Candidacy Application.

Certification in Early Childhood Education N-3

Certification Option 1: For candidates who already hold a valid Elementary Education certificate and are adding on Early Childhood Education

Candidates will be required to complete the following coursework:

   ED 617 Cognitive/Social/Emotional Development of Children, 0-8
   ED 618 Instructional Strategies in Early Childhood Education
   ED 619 Physical, Motor and Perceptual Development of Children, 0-8
   ED 620 Planning of Early Childhood Programs
   ED 621 Communication Strategies for Effective Early Childhood Programs
   ED 583B Fieldwork (for students holding a valid Pennsylvania Instructional I or II certificate) (3 credits; credits not applicable to master’s degree)

Certification Option 2: For candidates who are not Elementary Education certified and...
Early Childhood Education at Arcadia University

Candidates will be required to complete the following coursework:

ED 503 General Foundations of Education
ED 565 Introduction to Instructional Technology
ED 526A Learning and Assessment in Elementary Mathematics
ED 552 Issues and Methods in Elementary School Science
ED 580 Introduction to Inclusive Education
ED 564 Creative Expression
ED 601 Literacy Foundations

OR one of the following: ED 604 English Language Arts, OR ED 606 Emergent and Content Literacy, OR ED 608 Literature for Children and Youth

ED 617 Cognitive/Social/Emotional Development of Children, 0-8
ED 618 Instructional Strategies in Early Childhood Education
ED 619 Physical, Motor and Perceptual Development of Children, 0-8
ED 620 Planning of Early Childhood Programs
ED 621 Communication Strategies for Effective Early Childhood Programs
ED 470 Practicum in Early Childhood Education (Credits not Applicable to the Degree)

Additional Certification Requirements

1. Completion of all subject area coursework required to meet the general and specific certification standards of the Pennsylvania Department of Education. This will be determined by the program Coordinator.

2. A grade of “B” or better in the Graduate Student Teaching Practicum

3. Completion of all Praxis examinations is required prior to enrolling in the Student Teaching Practicum.
   - Praxis I:
     - Passing scores on the Reading, Writing and Mathematics tests are required for admission to the program.
   - Praxis II:
     - Fundamental Subjects: Content Knowledge (30511) Qualifying Score: 150
     - **Early Childhood Education N-3 (10020) Qualifying Score: 530

**Required for initial instructional certificate. Candidates completing an approved program and adding either Early Childhood or Elementary Education to an existing Pennsylvania instructional certificate are only required to take Fundamental Subjects: Content Knowledge.

PA Director Credential

This three-course, graduate-level program is a requirement of the Keystone STARS program under the Pennsylvania Early Learning Department. Courses are offered on campus, at King of Prussia and at various childcare locations. The entire course sequence is offered over one year in fall, spring, and summer. Courses do not need to be taken in any specific sequence.

The goal of the PA Director Credential is to provide directors and administrators of early child care sites, centers, preschools, and before and after school care programs with the skills and knowledge to organize, lead, and manage high quality education centers based on state mandates, current trends and research-based practices.

All credits earned in the PA Director Credential program can be applied toward an Early Childhood Education master’s degree program and can be an add-on or used as electives in Special Education, Elementary Education, and Reading master’s degree programs. In addition, ED630 Leadership can be applied to the Masters in Educational Leadership and Supervision. Individual advising will guide students who wish to pursue further coursework.
Keystone STARS is an initiative to improve, support and recognize the continuous quality improvement efforts of early learning programs in Pennsylvania. This comprehensive professional development system, including career pathways with credentials, is for practitioners in settings including center- and home-based child care, school-age programs, Head Start, early intervention programs, and school-based programs. In order for Early Childhood Programs to reach Keystone STARS Level 3, directors must be credentialed.

Scholarships

Tuition support for college coursework is available through T.E.A.C.H. (Teacher Education and Compensation Helps) Early Childhood® PENNSYLVANIA Scholarship Program, which works with providers, colleges and child care staff to offer scholarship programs and support systems that improve the education and compensation of child care workers.

Coursework

The goal of the PA Director Credential is to provide directors and administrators of early child care sites, centers, preschools, and before- and after-school care programs with the skills and knowledge to organize, lead, and manage high-quality education centers based on state mandates, current trends and research-based practices.

The three required courses in the PA Director Credential program at Arcadia are
- ED 620 Planning of Early Childhood Programs
- ED 621 Communication Strategies for Effective Early Childhood Programs
- ED 630 Instructional Leadership

The entire course sequence is offered over one year, fall, spring, and summer. Courses do not need to be taken in any specific sequence.

All credits earned in the PA Director Credential program can be applied toward an Early Childhood Education master’s degree program and can be an add on or used as electives in Special Education, Elementary Education, and Reading master’s degree programs. In addition, ED 630 Instructional Leadership can be applied to the master’s in Educational Leadership and Supervision. Individual advising will guide students who wish to pursue further coursework.

Admissions to the PA Director Credential Program

Students must have a bachelor’s degree (B.A. or B.S.) from an approved institution of higher education, with a degree in Early Childhood or an approved related field and meet the requirements. (Admissions for Education programs.)

For more information, contact Dr. Cindy Kennedy Reedy, Assistant Professor and Early Childhood Education Coordinator, at reedy@arcadia.edu or 215-572-2147.

Requirements for the PA Director Credential Program

Credential issued by Pennsylvania Key. (Must meet the requirements of Pennsylvania Key; 9 credits)
- ED 620 Planning of Child Development Programs
- ED 621 Communication Strategies for Effective Early Childhood Programs
- ED 637 Instructional Leadership
Educational Leadership
at Arcadia University
Global Perspectives...Personal Attention...Real-World Integrative Learning Experiences

Coordinator
Dr. Peggy Hickman, Coordinator of Doctor of Education in Educational Leadership Program

Doctoral Degree and Administrative Certifications

Doctor of Education in Educational Leadership

Certifications
- Superintendent’s Letter of Eligibility
- K-12 Principal
- Supervisor of Special Education
- Supervisor of Curriculum and Instruction
- Supervisor of Single Area

About the Doctor of Education (Ed. D.) in Educational Leadership

The Profession: Graduates of the Ed.D. program will develop educational visions and skills in leading institutions of the 21st century. They will refine their understanding of and leadership skills in relation to diversity, inclusiveness, globalism in education, social responsiveness, and data-based decisionmaking. They will become knowledgeable of the most recent developments in the field of education, personnel development, and leadership; will learn how to assess and alter their organization’s practices; and will have the capacity to initiate and implement research-based policies and best practice programs to benefit students, schools and communities.

The Degree Program: Arcadia’s doctoral program in Educational Leadership offers a Doctor of Education degree earned by engaging in intensive study of research design and content knowledge, culminating in the development, implementation, and completion of an approved doctoral dissertation. The program is designed to increase the student’s level of professional expertise in the fields of school and district/regional leadership and to develop the skills necessary to initiate and implement sound educational policy and research-based programs through supervisory, curricular, and/or administrative roles.

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

- Openness to new ideas
- Structured and strategic inquiry
- Research-based practice
- Intellectual and instructional leadership
- Critical thinking
- Systemic critique and reform
- Social justice and ethical practice
- Collaboration and teamwork
- Critical self-reflection
- Personal, program, system, and community interconnectivity
- Embracing community inclusion and diversity
- Ongoing professional development and life-long learning

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

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

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

Students’ progress and timelines vary during the dissertation proposal, implementation, and writing process. Contributing factors include the subject of the dissertation, the meeting of established timelines, issues of participant recruitment, implementation schedule, data analysis, and writing skills.

Structure of the Program: A minimum of 55 credit hours post-master’s degree, which includes 9 credit hours of research-related courses, are required for the doctoral degree. Instruction in each course is conducted in a partially online format.

Coursework is organized around a series of courses, including essential background courses, research design and methods, and content area information. Each semester’s courses integrate these three curricular areas so that students have continuous exposure to and practice in critical thinking and research methods as they gain content area knowledge.

The focus of all coursework is to teach students how to think critically and systematically about educational leadership at both the micro-level (i.e., the impact of various programs or interventions on students and classrooms) and the macro-level (i.e., school or district-wide impact). The program stresses the cultural, social, and political ramifications of school leadership decision making, as well as research-based models and methods of initiating change in schools, districts and regions. From the first day of the program, students utilize real-life cases and analyze relevant materials as they examine research-to-practice models of successful and effective school leadership behaviors and initiatives evident in excellent schools, districts and regions.

Admission to the Doctor of Education (Ed.D.) in Educational Leadership

In addition to the general admissions requirements, the following program-specific requirements must be met:

1. A Doctor of Education application, including personal statements, to be completed online at www.arcadia.edu/gradapp.

2. A master’s degree in education from an accredited institution with a recommended GPA of 3.5 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. There are four required background courses (pre-requisites for program admission) that may be part of the student's master’s-level program:
   • A course in Curriculum Development and Design
   • A course in Educational Research (includes understanding of both qualitative and quantitative research applications)
   • A course in Inclusive Education
   • A course in Instructional Technology
   Students may be admitted conditionally if lacking some of the background courses.

5. A minimum of three letters of recommendation from individuals in a position to evaluate the applicant’s qualifications for graduate study and/or field-related work experience, including at least one from a professor familiar with the student’s writing skills and level of critical thinking.

6. Test scores from the Miller Analogies Test (MAT) or the Graduate Record Examination (GRE), taken within the last five years.
7. A minimum of five years of experience working in a school leadership position or a teacher leadership position.

8. A current résumé.

9. An interview with the Admissions Committee. After a review of the application, the Admissions Committee will decide which applicants will be asked to interview for acceptance.

10. International applicants should visit www.arcadia.edu/international for detailed information on 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.

Essential Background Courses/Prerequisites for Admission (12 credits mandatory): Students entering the doctoral program are required to have essential background knowledge in educational leadership either at the school or district level. These courses are designed to provide the student with minimal necessary background information regarding how school leaders use educational research, data-based decisionmaking, and best practices to inform decisions regarding curriculum and instruction, special education, and the integration of technology into the school curriculum. It is expected that the majority of entering doctoral students have extensive background knowledge in the field and have completed a master's degree in education and, therefore, enter having completed the essential background courses. However, for those students entering the program without the necessary background knowledge, one course in each of the following content areas is required prior to admission:

1. A course in Curriculum Development and Design
2. A course in Educational Research
3. A course in Inclusive Education
4. A course in Instructional Technology

Courses covering these content areas are regularly taught as part of Arcadia University’s master’s-level Education program and administrative certification programs.

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

Application Deadline: Students are accepted to begin in the fall semester only. Applications are accepted on a revolving basis and are reviewed as received. However, applicants are strongly encouraged to submit applications prior to the priority deadline of March 1 of each year, when considerations for acceptance will begin.

Deferred Admissions: An accepted student who wants to defer his or her admission for one year must submit a request to do so in writing to the Dean of the College of Graduate Studies and the Program Coordinator. Deferments will be granted by the Department on an individual basis. Once a deferral is granted, the student must submit the required deposit to reserve his or her position in the cohort. This deposit will be credited toward tuition. A student who is granted a deferment must understand that he or she will be subject to the prevailing tuition at the time of matriculation to the program.

Expenses

Tuition for 2010-11: $885 per semester credit hour
Fees:
Deferred Payment: $40 (non-refundable)
Audit: $885 per course
Parking: $30 per semester (fall and spring) before 4 p.m. No charge after 4 p.m.
Academic Policies and Procedures

Completion of Coursework: A minimum of 55 credit hours post-master’s degree are required for the doctoral degree. Students completing their dissertation in the fourth year of study will have a minimum of 58 credit hours post-master’s degree.

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

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

Time Limits: All coursework must be completed within five years of admission to study. Dissertation must be completed within five years of admission to candidacy (which occurs after successful completion of the qualifying project). Students who do not complete the dissertation at the end of the third year will be required to enroll in an ongoing 1-credit per semester Dissertation Preparation II (ED 902) course until their dissertation is completed, defended, and approved.

While the program is designed to be completed in three to four years, the amount of time a student may need to complete his or her dissertation, write, and defend it may vary. Students complete the program in either their third or fourth years, depending on project length, complexity, and time available to devote to the project.

Qualifying Project: In the second semester of their first year of doctoral study (ED 751 Practitioner Research II), students complete a qualifying project. The qualifying project typically focuses upon an area of research that is of interest to the student, that may constitute the doctoral project. It includes a comprehensive review of the literature; specific questions for further study arising from the literature review; and a substantive, appropriate research design responding to those questions. Students with advanced skills and whose performance in the Practitioner Research courses has been exemplary are encouraged to include a pilot study as part of their qualifying paper. Faculty advisers for the qualifying paper include the professor of Practitioner Research II and other faculty in the program, as advised. The project is reviewed and assessed by the student’s professor and the Doctoral program faculty, and successful completion of the project precedes a student's advancement to candidacy and continuation in the second year of coursework.

Candidacy: Students will advance to doctoral candidacy upon successful completion of all of the following requirements: (1) the first year of study with a minimum GPA of 3.0; (2) a successful First Year Evaluation and faculty approval for continuance; and (3) successful completion of the qualifying project.

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

Development of the Dissertation Proposal: In all matters related to the dissertation, students should refer to the Doctoral Student Handbook for specific procedures and frameworks for developing and completing all stages of dissertation writing and development. During ED 800 Doctoral Dissertation Seminar I, each student develops
a Preliminary Dissertation Action Plan (presented in class during the semester) including topic area, goals, research questions, target participants, design plan, scope of intervention, and preferences for Committee Chair and members. Their committees provide them with additional feedback prior to or during the next semester. During ED 801 and ED 802, Doctoral Dissertation Seminars I and II, students continue to develop their dissertation proposals in collaboration with their dissertation Chairs and Committee members.

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

Dissertation: Dissertations are intended to provide students with meaningful academic research experiences that contribute knowledge to the field of educational leadership, contribute to improving school/district leadership practice in the field, and document student mastery of chosen research methods. Dissertations are evaluated on their innovation and contribution to the field of educational leadership, organization, written expression, research design and methodology, data analysis, and conclusions and implications for theory and practice. Students work on high-quality, applied research projects grounded in structured and systematic data collection and analysis. Dissertations are individually developed, written, and assessed according to professional, peer-review standards of quality and rigor. Members of the student’s dissertation committee work closely with the student to develop and supervise the project.

Dissertations may span the continuum of educational leadership influence from rigorous and comprehensive case studies or program evaluation to intervention studies or an original research project employing single subject design. As with all research, the design of the inquiry will be grounded in the research questions. Designs and methodologies may be quantitative or qualitative in nature, or employ rigorous mixed methods frameworks. The written dissertation should incorporate, at a minimum, the following standard sections (see Doctoral Handbook for further descriptions of these sections):

- Chapter 1: Introduction/Rationale/Overview and Statement of the Problem
- Chapter 2: Literature Review
- Chapter 3: Methods
- Chapter 4: Research Findings
- Chapter 5: Conclusions.

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

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

Educational Leadership Concentration
(55-58 credits, depending if dissertation is completed in the third year or fourth year of study)

First Year (18 credits)
Fall (6 credits)
ED 720 Ethical Leadership in Education
ED 750L Practitioner Research I
Spring (6 credits)
ED 723 Professional Development and Supervision
ED 751L Practitioner Research II
Summer (6 credits)
ED 726 Organizational Theory, Change, and Sustainability
ED 803L Advanced Research Seminar

Second Year (19 credits)
Fall (6 credits)
ED 729 Informed Leadership: Data-driven Decisionmaking
ED 800L Doctoral Dissertation Seminar I
### Educational Leadership at Arcadia University

#### Spring (6 credits)
- **ED 732**: Teaching and Learning in the 21st Century: Interconnectivity and Shared Responsibility
- **ED 735**: Embracing Diversity in PreK-12 Education

#### Summer (7 credits)
- **ED 744**: School Law, Policy Reform and Politics in Education
- **ED 801L**: Doctoral Dissertation Seminar II
- **ED 901**: Dissertation Preparation I (1 credit)

#### Third Year (18 credits)
- **Fall (6 credits)**
  - **ED 738**: Leading Comprehensive Student Support Systems
  - **ED 802L**: Doctoral Dissertation Seminar III

- **Spring (6 credits)**
  - **ED 741**: Current Issues in School Finance and Resource Management
  - **ED 747**: School and Community Partnerships

- **Summer (6 credits)**
  Students may choose from a variety of elective courses across the department, to specialize in an area of interest, or to broaden their skills in such courses as College Teaching. Students may also take certification courses as electives at this time. Electives may also be taken during the Fourth Year of the program if continuing.

- **ED XXX**: Elective
  - **ED XXX**: Elective

  Continue dissertation work and data analysis.

#### Fourth Year (3 or more credits, one credit each semester the student is continuing work on the dissertation, as needed)
- **Fall (1 credit if needed)**
  - **ED 902**: Dissertation Preparation II

#### Leadership Certifications
Doctoral candidates who want to obtain superintendent, principal or supervisory certification need to take the courses listed under each certification. They also must pass Praxis Test 0410 – Educational Leadership: Administration & Supervision. Leadership certification courses may count as the student’s third-year doctoral program electives.

#### Requirements for Superintendent’s Letter of Eligibility

##### Background Requirements
- **ED 638**: School Finance
- **ED 645**: Human Relations and Negotiations
- **ED 647**: Leading Schools with Data Driven Decision Making

##### Core Requirements
Note: The next three courses are doctoral level courses
- **ED 720**: Ethical Leadership in Education
- **ED 726**: Organizational Theory, Change and Sustainability
- **ED 732**: Teaching and Learning in the 21sr Century: Interconnectivity and Shared Responsibility
- **ED 648**: The Superintendency

*Doctoral Tuition

Note: The following three internship semesters must be taken consecutively; however, they may be taken in any order. The leadership portfolio must be submitted after completing the third consecutive semester.

- **ED 649A**: Fall Internship for Superintendency (1 credit)
Educational Leadership at Arcadia University

ED 649B Spring Internship for Superintendency (1 credit)
ED 649C Summer Internship for Superintendency (1 credit)

Note: Candidates for the certificate of Superintendent’s Letter of Eligibility must have completed six years of full-time teaching or other professionally certificated service in schools, including three years in a supervisory or administrative position.

Requirements for Principal Certification

ED 633 School Law
ED 634 Managing School Organizations and Change
ED 635 Supervision of Teaching and Learning
ED 637 Instructional Leadership
ED 638 School Finance
ED 645 Human Relations and Negotiations
ED 647 Leading Schools with Data Driven Decision Making

Note: The following three internship semesters must be taken consecutively; however, they may be taken in any order. The leadership portfolio must be submitted after completing the third consecutive semester.

ED 639A Fall Internship for Curriculum and Instruction (1 credit)
ED 639B Spring Internship for Curriculum and Instruction (1 credit)
ED 639C Summer Internship for Curriculum and Instruction (1 credit)

Note: Candidates for the certificate of K-12 Principal must have completed five years of full-time teaching in an instructional area or other professionally certificated service in schools.

Requirements for Supervisor of Curriculum and Instruction

ED 633 School Law
ED 634 Managing School Organizations and Change
ED 635 Supervision of Teaching and Learning
ED 637 Instructional Leadership
ED 645 Human Relations and Negotiations
ED 647 Leading Schools with Data Driven Decision Making

Note: The following three internship semesters must be taken consecutively; however, they may be taken in any order. The leadership portfolio must be submitted after completing the third consecutive semester.

ED 665A Fall Internship for Curriculum and Instruction (1 credit)
ED 665B Spring Internship for Curriculum and Instruction (1 credit)
ED 665C Summer Internship for Curriculum and Instruction (1 credit)

Supervisor of Special Education

ED 666A Fall Internship in Special Education (1 credit)
ED 666B Spring Internship in Special Education (1 credit)
ED 666C Summer Internship for Single Subject (1 credit)

Supervisor of Single-Subject Area

ED 633 School Law
ED 634 Managing School Organizations and Change
Educational Leadership at Arcadia University

ED 635 Supervision of Teaching and Learning
ED 637 Instructional Leadership
ED 645 Human Relations and Negotiations
ED 647 Leading Schools with Data Driven Decision Making

Note: The following three internship semesters must be taken consecutively; however, they may be taken in any order. The leadership portfolio must be submitted after completing the third consecutive semester.

ED 600A Fall Internship for Single Subject (1 credit)
ED 600B Spring Internship for Single Subject (1 credit)
ED 600C Summer Internship for Single Subject (1 credit)

Note: Candidates for certification as a Supervisor of Curriculum and Instruction, Supervisor of Special Education or a Single-Subject Supervisor must have completed five years of full-time teaching in the instructional area in which a supervisory certificate is sought.

Requirements for Supervisor of Pupil Personnel Services
PY 625 Psychological Testing
PY 688 Cultural Bases of Counseling
ED 633 School Law
ED 634 Managing School Organizations and Change
ED 635 Supervision of Teaching and Learning
ED 637 Instructional Leadership
ED 638 School Finance
ED 645 Human Relations and Negotiations
ED 647 Leading Schools with Data Driven Decision Making

Note: The following three internship semesters must be taken consecutively; however, they may be taken in any order. The leadership portfolio must be submitted after completing the third consecutive semester.

ED 667A Fall Internship for PPS (1 credit)
ED 667B Spring Internship for PPS (1 credit)
ED 667C Summer Internship for PPS (1 credit)

Note: Candidates for the certificate must verify the completion of 5 years of full-time professional school experience as an educational specialist (psychologist, school counselor, school nurse or school social worker) while holding a valid Pennsylvania Instructional I and/or II certificate.

Educational Leadership Courses

Leadership Content Courses (36 credits mandatory)
Leadership related courses are designed to provide students with the tools and time to develop strong educational leadership skills. Within a dynamic learning community, students will have opportunities to incorporate professional practice into their studies and applied settings.

1. Ethical Leadership in Education (ED 720)
2. Professional Development and Supervision (ED 723)
3. Organizational Theory, Change, and Sustainability (ED 726)
4. School and Community Partnerships (ED 747)
5. Teaching and Learning in the 21st Century: Interconnectivity and Shared Responsibility (ED 732)
6. Embracing Diversity in PreK-12 Education (ED 735)
7. Leading Comprehensive Student Support Systems (ED 738)
9. Informed Leadership: Data-driven Decisionmaking (ED 729)
10. School Law, Policy Reform and Politics in Education (ED 744)
11. Electives (6 credits/2 courses)

Course Descriptions

ED 720 Ethical Leadership in Education
Students explore effective management of the organization, operation, and resources for a safe, efficient, and effective learning environment.
Educational Leadership at Arcadia University

Participants gain an understanding of standards-based systems theory and design and the ability to transfer that knowledge to the leader’s job as the architect of standards-based reform in school in a fair and equitable manner with personnel and professional integrity.

ED 723
Professional Development and Supervision
Students in this course integrate theories of human behavior and organizational development with effective practices in the current models of teacher evaluation (Hunter and Danielson & McGreal); performance-based compensation models; and the legal realities of implementing these systems.

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

ED 726
Organizational Theory, Change, and Sustainability
Students learn to drive and sustain change in a collegial environment, culminating in students’ understanding of and ability to use a wide range of applicable leadership practices. Through the collaboration with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources, students identify strategies to set a widely shared vision for learning. Participants identify knowledge and engage in the skills required to think and plan strategically for the purpose of creating an organizational vision around personalized student success.

ED 727
Leading Comprehensive Student Support Systems
This seminar is designed to teach students the range of administrative and leadership skills necessary to manage a public or private program for children and adolescents with special needs. The course emphasizes the leader’s responsibility as a change agent and the importance of consultative and collaborative roles in moving organizations forward. Students examine the legal responsibilities with regard to provisions for and delivery of services to students as well as school-based counseling, psychological, social work, and health services.

ED 732
Teaching and Learning in the 21st Century: Interconnectivity and Shared Responsibility
This course examines the relationship of curricula, instruction and assessment to current research in teaching, learning and knowledge construction. Complex pedagogical problems are identified and analyzed with the focus on the impact upon the teaching and learning environment. Participants explore processes to create a culture of teaching and learning with an emphasis on learning.

ED 735
Embracing Diversity in PreK-12 Education
This course provides an intensive study of the needs of diverse students and families and effective and appropriate responses to these needs within educational settings. During this course students, examine the intersection of socioeconomic status, cultural and linguistic background, gender and sexual orientation, and race/ethnicity with responses to atypical student learning and disabilities within educational environments. Students conduct critical analyses of their own personal and professional beliefs concerning diverse student populations and critique their own professional contexts in terms of sensitivity and responsiveness to diversity.

ED 738
Current Issues in School Finance and Resource Management
This course is designed to facilitate a more in-depth understanding of the efficient and effective use of finances, facilities, and other tangible and intangible resources at the school district level. Students explore the impact of emerging technologies on the learning environment known as “school,” along with related financial, resource, and facility issues unique to education that affect individual school buildings.
ED 729  
**Informed Leadership: Data-driven Decisionmaking**  
In this course, students learn to utilize data to identify school improvement needs and make informed decisions in effecting change that will lead to the academic success of all students, including those with learning disabilities and those who come from linguistically and culturally diverse backgrounds. Students build the knowledge and skills to think and plan strategically, to create an organizational vision around personalized student success. An exploration of successfully demonstrated change models exposes students to the collection and analysis of multiple data sources to improve schools. Students learn to systemically collect and analyze multiple sources of data to identify improvement needs, determine an effective response, monitor and correct progress, and demonstrate success to stakeholders. Candidates also examine the components of an effective school improvement plan.

ED 744  
**School Law, Policy Reform and Politics in Education**  
This course examines how law, politics, and power structures interact to influence the goals and operations of schools. Advocacy for children and public education in the larger political, social, economic, legal and cultural context is examined. Students learn about and observe the roles and influence of school boards, community organizations, state boards of education, state governments, special interest groups, professional organizations, and unions. Participants gain insight into understanding, responding to, and influencing the political, social, legal, and cultural school district contexts.

**Research and Dissertation Courses**  
(19 credits mandatory)  
The research courses are designed to advance students’ abilities to:

- Ask critical questions and/or identify problems that will significantly contribute new information to the larger body of research
- Think critically about systems and issues of organizational development
- Design strategies for approaching questions or problems
- Collect and analyze data
- Develop and implement interventions
- Communicate and disseminate their findings and recommendations effectively to multiple audiences

1. Practitioner Research I (ED 750L)  
2. Practitioner Research II (ED 751L)  
   (Qualifying Paper: Pilot Study)  
3. Advanced Research Seminar (ED 803)  
4. Doctoral Dissertation Seminar I (ED 800L)  
5. Doctoral Dissertation Seminar II (ED 801L)  
6. Doctoral Dissertation Seminar III (ED 802L)  
7. Dissertation Preparation I (1 credit) (ED 901)  
8. Dissertation Preparation II (1 credit per semester taken) (ED 902)

**Research Course Descriptions**

ED 750L and ED 751L  
**Practitioner Research I & II**  
Students learn ontological, epistemological, and methodological considerations in qualitative, quantitative, and mixed method research designs. Students also learn about ethics in research and the IRB research review process. Scholarly writing takes place through the development of a comprehensive literature review and a culminating, qualifying project. Research methods involved in evaluating programs, assessing student progress, as well as designing, implementing, and monitoring educational innovations in applied settings are discussed and applied.

ED 803L  
**Advanced Research Seminar**  
Course content includes survey and interview construction, group design methodology (experimental and quasi-experimental), program evaluation methodology, and single-subject designs. Students advance their knowledge of statistical analysis and the graphic display of data. This seminar is designed to allow students to continue working on the development of their dissertation proposals with a focus on methodology. Ongoing feedback concerning the development or analysis of the students’ dissertations is provided by both the professor and the cohort.

ED 800L, ED 801L, ED 802L  
**Doctoral Dissertation Seminars I, II, III**  
Dissertation seminars focus on problem solving and integrating research methods with real-life
Educational Leadership at Arcadia University

problems faced by school personnel.
Methodological content includes furthering
knowledge of quantitative, qualitative, and mixed
methods design methodology, data management,
analysis, and presentation begun in the
Practitioner Research courses. Students take
Dissertation Seminar (3 credit hours each
semester) for three concurrent semesters. During
this time, students develop proposals, implement
and conduct their research, and write their
dissertations.

ED 901
Dissertation Preparation I
Students enroll for this course, which is
structured with the dissertation chair to provide
support for dissertation proposal development
during the summer of Year 2. A grade of “S” or
“U” is assigned to students for this course.

ED 902
Dissertation Preparation II
Students must register for ED902 every semester
after all other coursework is completed, until their
dissertation is defended and approved. Students
will be charged the equivalent of 1 credit for the
course each semester (Fall, Spring and Summer)
after completing all doctoral coursework. A grade
of “S” or “U” is assigned to students for this
course.
Education Courses
at Arcadia University

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

Art Education Courses (AE)

400
The Uses of Theory in Art Education
(Spring)
This course is an examination of the philosophy, psychology and literature of art education as the basis for developing and evaluating art curriculum and instruction. It offers appropriate field experience to apply theory to practical problems of teaching. It provides opportunity to examine and design instructional material and methods.

408
Curriculum Design in Art Education
(Spring)
This course examines stages of development and how artistic learning occurs. Students study curriculum theory, construct models for actual teaching situations and develop strategies for classroom management and evaluation procedures. Appropriate field experience is provided.

Education Courses (ED)

470
Graduate Student Teaching Practicum, Early Childhood and Elementary
(6 credits; Fall, Spring)
This student teaching practicum is to include 14 weeks of full-time teaching in an accredited elementary school or Early Childhood center and attendance at six on-campus seminars. It includes supervision by an Arcadia University faculty member. Applications are due at the beginning of the semester prior to student teaching. Deadline dates are September 15 for the Spring semester and February 1 for the Fall semester.
Prerequisites: 1) Permission of adviser and coordinator of student teaching. 2) Completion of all Praxis tests required for certification. 3) Completion of all general and specific course requirements necessary for certification. Certification credit only; not applicable to degree.

471
Graduate Student Teaching, Secondary
(6 credits; Fall, Spring)
This student teaching practicum is to include 14 weeks of full-time teaching in an accredited secondary school (7–12) and attendance at six on-campus seminars. It includes supervision by an Arcadia University faculty member. Applications are due at the beginning of the semester prior to student teaching. Deadline dates are September 15 for the spring semester and February 1 for the fall semester.
Prerequisites: 1) Permission of adviser and coordinator of student teaching. 2) Completion of all Praxis tests required for certification. 3) Completion of all general and specific course requirements necessary for certification. Certification credit only; not applicable to degree.

474
Graduate Student Teaching, Practicum, Art Education (K–12)
(6 credits; Fall, Spring)
This student teaching practicum is to include 14 weeks of full-time teaching in an accredited secondary school (7–12) and attendance at six on-campus seminars. It includes supervision by an Arcadia University faculty member. Applications are due at the beginning of the semester prior to student teaching. Deadline dates are September 15 for the spring semester and February 1 for the fall semester.
Prerequisites: 1) Permission of adviser and coordinator of student teaching. 2) Completion of all Praxis tests required for certification. 3) Completion of all general and specific course requirements necessary for certification. Certification credit only; not applicable to degree.

475
Graduate Practicum: School Library Media Center
(Fall, Spring)
Supervised 14-weeks full-time field experience in an accredited K–12 school and attendance at six on-campus seminars. It includes supervision by an Arcadia University faculty member. Applications are due at the beginning of the semester before student teaching. Deadline dates are September 15 for the spring semester and February 1 for the fall semester.
Prerequisites: 1) Permission of adviser and coordinator of student teaching. 2) Completion of all Praxis tests required for certification. 3) Completion of all general and specific course requirements necessary for certification. Certification credit only; not applicable to the degree.


Education Courses at Arcadia University

478
Graduate Student Teaching Practicum: Environmental Education (K–12)
(Fall, Spring)
This student teaching practicum is to include 14 weeks of full-time teaching in an accredited K–12 school and attendance at six on-campus seminars. It includes supervision by an Arcadia University faculty member. Applications are due at the beginning of the semester before student teaching. Deadline dates are September 15 for the spring semester and February 1 for the fall semester.
Prerequisites: 1) Permission of adviser and coordinator of student teaching. 2) Completion of all Praxis tests required for certification. 3) Completion of all general and specific course requirements necessary for certification. Certification credit only; not applicable to the degree.

501
Theory and Practice in Urban Education
(Spring, Summer)
This course explores urban education within historical, sociological, cultural, political, economic, philosophical, and pedagogical contexts. Concepts and practices critical to understanding teaching and learning in urban schools are examined and analyzed. Theories and practices are presented within the larger social contexts of neighborhoods, cities, and the nation.

502
Foundations of Curriculum
This introductory course is for classroom teachers and others interested in understanding major American curriculum movements and their underlying philosophies.

503
General Foundations of Education in the U.S.
(Fall, Spring, Summer)
This sociocultural introduction to the educational studies is designed for secondary teachers. Ethnographic research, historical, and philosophical approaches are used to explore how youth cultures, institutional organization, disciplinary contexts, and categories of difference frame youth experiences and the enactment of curriculum. Students arrange their own field locations, where they observe formal and informal learning environments and analyze disciplinary learning.

504
Human Relations in Education
(Fall, Summer)
This is a study of group dynamics and human relations as they apply to the teaching-learning process. It examines the classroom as a group. It focuses on skill in observing and diagnosing group process.

505
Cultural Foundations of Education
(Fall, Spring, Summer)
This examination of educational institutions and concerns through concepts is drawn from fields of anthropology, linguistics and folklore. Issues include bilingualism and bicultulectism, children’s culture, school as a cultural setting and ways of understanding classroom performance of culturally different students.

506
Historical Foundations of Education
(Fall)
Explore the changing educational beliefs and practices through medieval, renaissance, enlightenment, and modern Western societies. Specific focus is on the rise of public institutions in the United States, beginning with the common (elementary) school and the subsequent extension of educational rights to higher (secondary and post-secondary) education. Consider the historical relations among schools, culture, politics, and power as a way to understand contemporary educational beliefs and practices.

507
Philosophical Foundations of Education
(Summer)
This exploration of philosophical issues in education is through the writings of Plato, Rousseau, Mill, Dewey and others. It includes the relation of theories of knowledge to curriculum, the social role of education, inquiry methods and the role of ideals such as liberty, justice and equality.

508
Ethnography for Educational Practitioners
(Fall, Spring)
This presentation of ethnographic research techniques is to help educational practitioners better understand their work settings. It begins with a series of field exercises to introduce the techniques of participant observation, interviewing and journal keeping. It concludes with the design and execution of an ethnographic study in a setting of choice.

509
Psychological Foundations of Education
(Fall, Spring, Summer)
This examination of various major instructional and psychological learning theories studies the implications of those theories for classroom practice and curriculum development.
Education Courses at Arcadia University

510
Interpreting Educational Research
(Fall, Spring, Summer)
This overview of educational research develops skill in comprehending and critically evaluating research reports. It focuses on interpretation and application of recent research findings in education and the social sciences.

512
Differentiating Instruction in the Inclusion Classroom
(Fall, Spring)
This course is a model of teaching that goes above and beyond “teaching down the middle,” with tiered instruction for motivating, educating and assessing a variety of learners in today’s inclusive classroom. IEPs are discussed and analyzed to help better tailor the classroom community. A variety of perspectives and tools for the differentiated environment are analyzed and utilized in this hands-on course.

513
Meeting the Needs of Diverse Learners
(Fall, Spring, Summer)
This course includes three four-week integrated modules: adolescent development, exceptional learners and literacy in the content areas. It includes one hour per week in the field conducting an action research project. It meets Pennsylvania teaching standards relating to the needs of diverse learners and includes introduction to theory, identification and instructional strategies to address these needs.

514
Assessment in the Classroom
(Fall)
Explore the uses of various traditional and alternative assessment techniques in the classroom. This course includes choosing, administering and interpreting standardized tests; grading and marking, and using tests to evaluate and improve instruction. Curriculum-based assessment and alternative assessment techniques are included as well as issues related to evaluating students in today’s curriculum.

516
Human Development Life Span
(Also listed as PY 415)
(Fall)
This examination of cognitive, social, emotional and physiological development from birth to death explores a wide range of theoretical knowledge with practical applications in a variety of educational areas: parenting, counseling, teaching and other service-oriented fields.

517
Human Development: The School Years, K–12
(Also listed as PY 418)
(Fall, Spring, Summer)
This course is an examination of cognitive, social, emotional and physiological development during childhood and adolescence.

518
Special Topics: Emotional and Behavioral Disorders
This seminar is designed to provide current preparatory knowledge about issues commonly associated with school-age children with EBD. Topics addressed include learning, mental health, social and emotional variables, and how they provide a complete picture of the students and their educational needs. Special consideration is given to collaboration with families and other service providers in the community.

519
Stakeholders and Partnerships in Education
This course examines the relationship between out-of-school time programs and their stakeholders, including families, schools, and community organizations. Literature and practical assignments focus on initiating and managing educational partnerships for community and family engagement, service learning, workforce development, and program sustainability.

520A
Seminar for Graduate Interns
(Fall, Spring)
This course provides ongoing support for those teaching with an Intern Certificate through on-the-job mentoring and problem-solving seminars. Certification credit only; not applicable to degree. **Prerequisite:** Reserved for students in the Graduate Intern Certification Program. Students must register for this course as soon as admitted.

520B
Intern Practicum
(Fall, Spring)
This course provides on-the-job supervision by Arcadia University faculty members of the Intern student and requires attendance at six on-campus practicum seminars. **Prerequisites:** Completion of all general and specific course requirements necessary for certification, permission of the Coordinator of Student Teaching and Supervision, and completion of all Praxis tests required for certification. Students must apply at the beginning of the semester before the practicum semester. Certification credit only; not applicable to degree.
Education Courses at Arcadia University

521
The Teacher and the Classroom, Elementary
(Fall, Summer)
This course is designed to teach future teachers to facilitate classroom processes for effective learning. First, students engage in proactive strategies from the basic (routines, rules, attention, consistency) to the instructional (chunking work, grouping, marking corrects). In addition, the course focuses on designing, planning and implementing learning with an emphasis on group, small groups, and the individual student. Finally, students learn to use a problem-solving approach with particular focus on observations, interactions, progress monitoring, and teaching social skills.

522
Psychology of Women
(also listed as PY 422)
(Spring, even years)
This course is an examination of psychological and sociological theories that pertain to women. Topics include myths and stereotypes, the nature versus nurture, the male/female dichotomy, research pertaining to intelligence, personality, motivation, achievement, mothering and a variety of other issues essential to the growth and development of both women and men.

523
The Teacher and the Classroom, Secondary
(Fall, Spring, Summer)
This is a required course for secondary certification students not previously certified to teach. (Not required for certified teachers now seeking an additional certification.) It investigates the development of curricula, classroom management and effective teaching models. It must be completed before enrolling in ED 471.

524
Problems in Literacy Acquisition
(Spring, Summer)
This course is an examination of the physiological, psychological, cognitive, neurological, sociological and educational factors reported in the literature related to reading and learning disabilities within the framework of the interactive modes. It explores informal assessment procedures and effective intervention from both a clinical and a classroom perspective. It requires the ability to critique research, both theoretical and applied, in the literature on reading disabilities. 
Prerequisite: ED 601; ED 510 recommended.

525
Methods for Using Computers and Technology in Education
(Spring)
This course is the culminating activity and final course for the Computers and Technology in Education degree program. It provides practical experience in designing a computer curriculum, establishing and maintaining computer laboratories, networking and evaluating and selecting software. Curriculum development and/or research projects are required.
Prerequisite: Last course for the Computers and Technology in Education Degree students.

526A
Learning and Assessment in Elementary Mathematics
(Fall, Spring, Summer)
This Seminar/Workshop emphasizes the use of a variety of instructional materials in the teaching of mathematics, grades K–8, including manipulatives, calculators, and other non-textbook resources.

526B
Learning and Assessment in Secondary Mathematics
(Fall, Summer)
This course focuses on teaching mathematics through a problem-solving approach and with connections among topics. Emphasis is on recommendations of the National Council of Teachers of Mathematics. A variety of instructional strategies are used with appropriate manipulative and technology integration. Alternative forms of assessment in mathematics are examined.

527
Topics in Mathematics Education
(offer on a rotating basis)
Selected topics in areas of mathematics education. Topics listed below are offered as indicated.

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

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

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

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

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

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

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

(H) Teaching Developmental Mathematics
This course is an examination of strategies and alternatives for teaching students who have not experienced success in early mathematics.

528A
Problem-Solving and Problem-Posing Workshop
(Spring)
Using a variety of exercises, journal writings, and discussion questions, students reflect on prior and everyday mathematical experiences of pattern, space, measurement, quantity, possibility, and the relations among them. Immersion in authentic mathematical activities is coupled with reflection upon those activities toward the goals of understanding the roles of problem-solving and problem-posing in mathematics education.

528B
Clinical Mathematics Education
(Fall)
Using tutoring and other clinical experiences, students examine alternative assessment, diagnosis of misconceptions, and personal projections of mathematical relationships upon the student. Videotaping of clinical experiences and readings on clinical educational approaches form the basis of personal projects.

529
Mathematics and the Curriculum
(Spring)
This course is an examination of contemporary issues and trends in mathematics curriculum development, including standards documents, and regional, state, national and international reform movements. It is an introduction to current research trends as relevant to classroom practices.

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

534
Topics in Mathematics Curriculum Development
(Summer)
Selected advanced topics in instructional materials for school mathematics, including for example, family involvement, games, literature, writing, and innovative assessment.

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

540
Special Studies in Theatre Arts Education
(also listed as TH 440)
(Spring)
This is an advanced course on special topics such as Solo Performance, Performance: From Ritual to Theatre, Autobiographical Adaptations: Ethnographic method of playwriting and performance, Spirituality and Theatre, Movement Theatre and the New Vaudeville, or New Perspectives on Theatre Adaptation. The course is designed as a means of addressing the interdisciplinary nature of the art of theater and poses subjects of interest to students and faculty.

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

550A
Changing the Constitution
This course explores political thought and constitutional change with distinguished historians and other scholars. It examines, in depth, five areas that affect changes in the...
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Constitution directly or indirectly. These include: the formal amendment process; “informal amendments” or interpretations; and Congressional, Presidential, and Judicial influences. During the five-day institute, teachers have the opportunity to develop curriculum connections to the content presented and complete a curriculum integration project after the institute as part of the course assessment.

550B Revolution in Government
This course is designed to provide students with a broad overview of colonial American history to 1791. It explores the major social, political, cultural, and economic themes that helped to shape the nation. It includes lectures, readings, and discussions on such topics as the struggle for independence, establishing a government, and constitutional development.

550C Teaching Presidential Elections

550D The Constitution: Today and Tomorrow
This course explores innovative approaches to highlighting the Constitution's relevance to current and future events. Working with distinguished historians and scholars, participants gain knowledge of the Constitution and skill in deliberation techniques and develop strategies to integrate current events into classroom teaching. Using the Constitution as one of the best examples of democratic deliberation, students study and discuss current issues within its context and then employ the strategies of democratic deliberation in reaching consensus. During the five-day institute, teachers have the opportunity to develop curriculum connections to the content presented and complete a curriculum integration project after the institute as part of the course assessment.

552 Issues and Methods in Elementary School Science
(Fall, Spring)
This course is an introduction to a wide variety of instructional techniques and materials available to facilitate science learning in elementary classroom and laboratory settings. It examines current issues and trends in science and science education as they relate to the elementary curriculum and classroom. It emphasizes the integration of content, techniques and materials into a program adaptable to teaching conditions unique to each classroom.
Prerequisites: Two semesters of laboratory science or ED 454.

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

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

555 Instructional Materials for Teaching Science
(Spring, odd years)
This seminar/workshop emphasizes major curriculum programs and simple, inexpensive teaching aids for use in developing scientific concepts in the elementary, middle/junior high school grades. It provides opportunity to develop models, games, demonstrate apparatus and other manipulative materials appropriate to individual science programs. It also examines commercial materials. All materials developed remain the property of the student.
Prerequisite for non-teachers: ED 552 or ED 553.

556 Strategies and Curriculum in Environmental Education
(Spring)
This course is a study of the development, presentation and critique of techniques and activities for teaching environmental education in the classroom and outdoor settings. It includes surveying several national environmental education resources as a basis for designing field experiences in environmental education appropriate to the teacher’s own environmental education programs. It provides opportunity to
design teaching units in environmental education. For teachers, K–12.

**Prerequisites:** ES 501, ES 502.

557

**Mathematical Applications in the Natural Sciences**

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

558A

**Seminar for Science Educators**

(Spring, even years)

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

**Prerequisite:** Experienced teachers, K–12

558B

**Seminar for Mathematics Educators**

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

561

**Workshops**

Fall, Spring, Summer

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

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

562A

**Teaching Citizenship and Social Science, K–6**

Fall, Spring

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

**Prerequisite:** ED 521.

562B

**Teaching Citizenship and Social Science, 7–12**

(Fall)

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

**Prerequisite:** ED 523.

563

**Reading Specialist Professional Seminar**

Fall, Spring, Summer

In this course, students explore their own reading and writing processes, explore the ways that literacy is changing in relation to technology, understand the current role(s) of reading specialists and literacy coaches in schools, learn about professional organizations and professional journals in the field (both locally and nationally), explore reading/language arts standards, and understand the goals of the Arcadia program. Emphasis is on helping students to see themselves as potential leaders in the field who know how to ask the right questions, analyze assessment data, and respond to the particular needs of teachers and students in the schools where they work. Arcadia's emphasis on working with diverse learners also is emphasized. (This course is a pre-requisite for all required Reading courses in the master's/certificate program; can be taken concurrently with Foundations courses).
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564 Creative Expression
(Fall, Spring)
This investigation of teaching strategies and assessment techniques for art, movement and drama in the classroom includes theoretical aspects of the creative process, identification of the creative child and use of creative expression activities throughout the curriculum. It features participation in “hands-on” activities.

565 Introduction to Instructional Technology
Fall, Spring, Summer
An introduction to instructional technology, this course examines fundamental technologies from a problem-based learning perspective. Students learn to integrate technology through real-world scenarios.

(A) Computers and Technology in Reading and Language Arts
Fall (reading majors)
Summer (non-reading majors)
This course is a comprehensive survey of the use of microcomputer technology for teaching and managing instruction in reading and language arts. It emphasizes evaluation and use of software. No prior computer or programming knowledge is required.
Prerequisite: ED 601 (for reading majors only); or permission of the instructor.

(B) Computers and Technology in Mathematics Education
Spring
This course is designed for elementary and secondary teachers who want to incorporate the use of computers in teaching mathematics in the classroom.

(C) Computers and Technology in the Science Curriculum
Fall, Summer (Science Education majors only)
This content area technology course provides an opportunity for K–12 teachers to develop computer and multimedia technology skills that enable them to develop, interpret and evaluate computer applications in the science curriculum.

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

Formerly part 1 of ED566C

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

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

567 Instructional Design for Educational Technology
(Spring)
This online course introduces the various models for designing instruction that are specific to technology-related environments. Students create a complete unit of instruction, including all relevant materials for the successful delivery of that instruction. Rationale is given for the selection of a particular model on which the unit design is based; it is expected that the choice is appropriate for the outcome audience, environment and learning objectives.
Prerequisites: ED 565 and ED 566: Either or both prerequisites may be taken during the same term as enrollment in ED 567.

568 Introduction to Computers and Technology in Education
(Fall, Spring, Summer)
An introduction to computers and technology in education, this course examines fundamental software applications and how basic utilities, i.e., word processing, databases, spreadsheets, graphics programs, and content-based software, can be integrated into the classroom environment. Other technologies such as the use of multimedia applications, basics of telecommunications and
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hypermedia integrations are presented. Applications for special student populations are presented.

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

(B) Web-Based Resources for Teaching and Learning
Formerly ED 565 A,B,C

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

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

Prerequisites: ED 568; or permission of the instructor.

569A Designing Collaborative Internet Activities for Today's Class
This course focuses on various ways that educators can construct and integrate Internet-based interactive activities into the learning experiences of their students, both inside and outside of the classroom. From designing a Web home page, a starting off point, to the ground up construction of hot-lists, Web quests and collaborative multidisciplinary Web units. Replaces part 2 of ED 566C

569B Technology Leadership I
This is an online, problem-based education course focusing on the skills required to serve as a certified Pennsylvania Department of Education Instructional Technology Specialist in a K-12 school environment. This course examines the day-to-day facilitation, management, and technology skills needed by school technology leaders. The course focuses on the development of one’s vision of technology integration and the culture and environment needed to realize this vision. Students assess teacher utilization of technology, create and implement a staff development program, and evaluate existing and new technologies.

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

569C Technology Leadership II
This online course is recommended for school administrators wishing to increase their technology leadership abilities through the examination of the skills required to serve as a district technology manager. It is recommended for teachers, principals and supervisors considering a change to the role of a Director of Technology/District Technology Coordinator. Throughout this course, students examine the many aspects of the role of a district-wide technology manager. Students examine network and system administration, current legal issues, and budget, facility and operations planning. The skills examined throughout this course prepare students to serve at the local, regional and state levels as technology directors, coordinators and specialists.

Prerequisites: ED 565, ED 566, ED 567

569D Multimedia Design for Interdisciplinary Teaching
This course focuses on problem-solving and inquiry-based activity development through the use of multimedia tools. Students design instructional activities that utilize current tools while exploring real-world classroom situations. Formerly ED 566A

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

571 Pre-Service School Library Practicum Workshop
This course provides information on lesson planning, management strategies, setting up student routines and protocols, inclusive practice, and effective observation techniques. There is a field component for pre-service school librarians
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to observe and reflect in both classroom and library settings. Taken the semester before the practicum, it is designed to increase pre-service librarians' expertise of the more pragmatic activities found in teaching. This workshop is required for non-certified individuals seeking the School Library certification.

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

576 Classification and Cataloguing

(Summer)

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

577 Introduction to Information Management and Research

(Spring)

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

578 Experiential Workshop in the School Library

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

579 Graduate Practicum: School Librarian

(6 credits; Fall, Spring)

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

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

580 Introduction to Inclusive Education

(Fall, Spring, Summer)

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

581 Disability Studies and Special Education Law

(Fall, Spring, Summer)

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

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

583A Fieldwork in Education
(Fall, Spring)
This course is designed to meet the needs of the student who is seeking a Master of Education degree and or certification. Students critically observe students in a variety of elementary and secondary educational settings.
Prerequisite: Permission of the instructor; credits not applicable to the master’s degree.

583B Fieldwork
(Fall, Spring)
This course is designed to meet the needs of the students who are currently certificated and are seeking a second certification. Students observe in various classrooms that are related to their second certification area. In some cases, this course may be substituted for the Student Teaching Practicum.
Prerequisite: Pennsylvania Instructional I or II certificate and permission of the instructor; credits not applicable to the master’s degree.

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

585 Positive Behavioral Approaches
Fall, Spring, Summer
This course is designed to provide students with expertise in positive behavioral approaches including school-wide systems of support, effective classroom management, and individual behavioral support. This course uses both instructional and functional approaches to behavior to encourage schools to be systems of support for students and professionals. The teaching of prosocial skills is also addressed. It includes field experience and intervention-based study.
Prerequisites: ED 580, ED 581

586 Problems in Oral Language Development
This course is a study and analysis of language problems: developmental disabilities, acquired handicaps and dialectic differences. It provides training in oral language screening and diagnostic instrument. It introduces various approaches to teaching both mildly and severely impaired children. It includes a discussion of the components of oral language and a survey of normal language development in order to demonstrate deviant language.
Prerequisite: ED 580; or permission of the Special Education program Coordinator.

587 Classroom Problems in Emotional and Social Adjustment

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

589 Independent Research
Independent research is tailored to suit individual needs or interests. This encourages limited experimental research. Each student works under the guidance of a member of the staff assigned by the department chairperson. **Prerequisites:** ED 510 plus one other graduate course in education at Arcadia University and permission of the Department Chair. Not open to Special Status students.

590 Fieldwork in Inclusive Education
(Fall, Spring)
This course serves as the field-work requirement for the five-year students pursuing a master’s and certification in Special Education. It incorporates both experiential and classroom-based learning as essential to provide a meaningful educational experience for beginning teachers in special education. These two course components—time in the field and time in the classroom—provide distinct opportunities for growth and new learning and will continue to shape the students as lifelong learners. **Prerequisites:** ED 214/ED 580, ED 581, ED 505, ED 510, or permission from adviser. **IMPORTANT:** This course requires fieldwork. Original and updated copies of Pennsylvania Child Abuse, Pennsylvania Criminal Record Check, Cognet FBI & TB test results must be presented on the first day of class. Go to the Education Department website at [http://www.arcadia.edu/edudept](http://www.arcadia.edu/edudept) for guidelines and procedures.

591 The Profession of Special Education
(Fall, Spring, Summer)
This capstone course in special education is designed to further integrate and expand students’ implementation of best practices by incorporating change into their own teaching practice. Students refine their abilities to self-assess and to assess resources and situations, to pose critical questions resulting in creative solutions to real life opportunities, and to advance significant change in the field of special education. An emphasis is placed on collaboration and consultation. In addition this course addresses professional standards delineated by special education professional organizations and ethical considerations of the profession. It includes collaborative field experience and practicum activities. **Prerequisite:** Completion of all coursework required for the master’s degree and/or certification.

592 Graduate Student Teaching Dual Practicum: Special/Elementary Education
(Fall, Spring)
This student teaching practicum is to include 14 weeks of full-time teaching in an accredited school. It will include placement in both elementary and either special education classrooms or inclusion classrooms and attendance at six on-campus seminars. It includes supervision by an Arcadia University faculty member. Applications are due at the beginning of the semester prior to student teaching. Deadline dates are September 15 for the spring semester and February 1 for the fall semester. **Prerequisites:** 1) Permission of adviser and coordinator of student teaching. 2) Completion of all Praxis tests required for certification. 3) Completion of all general and specific course requirements necessary for certification. Certification credit only; not applicable to degree.

593 Fieldwork in Environmental Education
(Summer)
This is an opportunity to teach in a number of outdoor environmental situations with students from many areas of the Delaware Valley. **Prerequisites:** ES 401, ES 502, ED 556. Certification credit only; not applicable to the degree.

594 Individualized Literacy Assessment and Instruction
(Fall, Spring)
This course is a survey of materials and techniques specific for reading diagnosis strategies to identify strengths and needs of persons who have reading disabilities. It provides supervised practice and demonstration of competency in the use of a variety of tests. It offers an opportunity to plan a program of instruction, based on the diagnosis, for a client with a reading/learning problem. It develops competencies in writing clinical reports and in interviewing techniques for case history data. Supervised testing of clients is scheduled on two Saturday mornings in Fall and Spring semesters. **Prerequisites:** All courses in the master’s degree or certification program (except ED 595) must be completed.
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595
Literacy Seminar/Language and Literacy Project (LLP)
(6 credits; Fall, Spring, Summer)
This is practical experience in a clinical setting under the supervision of a university instructor. It requires conducting an extensive educational assessment of a student with a reading problem and, on the basis of the results, planning and carrying out a program of instruction using a variety of appropriate instructional strategies. All clinical experiences reflect mastery of graduate-level competencies incorporated in the roles of the reading specialist.
Prerequisite: Permission of the Reading Program Coordinator must be obtained before registration. Practicum Deadlines:
Fall Practicum: May 1
Spring Practicum: October 15
Summer Practicum: March 15

596
Curriculum Development Project
(Fall, Spring, Summer)
This is an opportunity to plan and produce a set of learning packages or similar curriculum development work to be used in teaching. It requires appropriate library research as a part of the project.
Prerequisites: Permission from the adviser and the Education Department Chair. A statement from the principal or other supervisor attesting to the need for the particular curriculum development project must be presented to the adviser at least three weeks before the beginning of the semester. A copy of the final report is filed with the Department Chair.

597
Practicum in Special Education
(6 credits; Fall, Spring)
This is intensive practice in the application and principles of mastery teaching in various special education settings. Certification credit only; not applicable to degree. It is required for certification in Special Education.
Prerequisites: Completion of the course requirements for certification and permission of the Special Education Program Coordinator. Intensive practice in the application and principles of best practices in special education; this course is required for certification; certification credit only, not applicable to the degree.
Prerequisites: Completion of all course requirements for certification and completion of all Praxis examinations required for certification. Deadline for applying for practicum:
Fall Practicum–February 1
Spring Practicum–October 1

598
Advanced Seminar
(Topics to be announced.)
(Fall, Spring, Summer)
This is an opportunity for a small number of qualified students to explore with the professor an area of professional interest announced prior to registration.
Prerequisites: Qualifications of students permitted to enroll are determined by the Education Department staff and are announced as a part of the registration information. The advanced nature of the course implies that, to be eligible, students must have successfully completed a minimum of five graduate courses at Arcadia University and must have previous introductory study and/or experience in the area of study.

599
Master's Thesis in Education
(6 credits)
This is an individually initiated and directed set of experiences involving the writing of an acceptable proposal, the carrying out of a research project, and the writing of a manuscript of professional quality. It is designed especially for students who want to pursue advanced study beyond the master's level.
Prerequisites: 21 credits of graduate study, including one graduate course in educational research and permission of the adviser and the sponsor.
Students may elect to enroll for 3 or 6 credits in one semester, but if the former option is elected, they must enroll for three credits in the following semester (summer session excluded). A maximum of two calendar years is permitted for the completion of the thesis, with an extension of one year possible by permission of the Committee in Academic Standing and Petitions, provided that the student can present evidence of satisfactory progress. Failure to complete the thesis with the time limit will result in a grade of "F." While the thesis is in progress, the grade of "N" will be recorded. When the thesis has been accepted by the Education Department, a grade of "P" will be recorded for the 6 credits. Obtain guidelines from the College of Graduate Studies.

600
Practicum: Supervision
(3 credits for single certification)
(3 credits for curriculum and instruction)
(Fall, Spring)
This course requires a practicum of 150 hours as a supervisory intern in an elementary or secondary school supervised by a school principal, supervisor, or department chair. Students are required to participate in on-campus
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seminars during the semester. Review and evaluation of the portfolio begun at the beginning of the program takes place upon completion of the practicum; 210 hours of field experience is integrated throughout program coursework. **Prerequisite:** Completion of all required coursework and permission of the program Coordinator. Certification credit only; not applicable to degree.

601 Literacy Foundations  
(Fall, Spring, Summer)

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

602 Literacy Problems in the Multicultural Classroom: Assessment and Instruction  
(Spring, Summer)

This course presents a variety of the newest measures for assessing reading achievement, including word recognition, comprehension and study skills and intervention activities for the classroom. It helps classroom teachers evaluate students' literacy strengths and needs in order to plan and implement reading activities in the classroom, K–12. **Prerequisite:** ED 601.

603 Literacy Across the Curriculum, K–12  
(Fall, Summer)

An introduction to important strategies and materials for teaching reading and writing in the content areas based on the most recent research, this course includes informal assessment procedures, readability factors and techniques that facilitate students' comprehension and retention of expository text. It is designed for teachers of all levels who teach either reading or content subjects that require the students to learn from content area texts. **Prerequisites:** ED 524, ED 601 and permission of the Reading Program Coordinator.

604 English Language Arts  
(Fall)

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

605 Writing to Improve Literacy  
(Fall, Spring, Summer)

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

606 Strategic Instruction for Emergent and Content Literacy, K–12  
(Spring)

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

607 Strategic Instruction for Adolescent Readers and Writers, 7-12  
(Fall)

This course is designed to teach future Reading Specialists how to create a repertoire of teaching strategies to address the needs of adolescent readers. An examination of developmental, socio-cultural and multi-literacy aspects of instruction is included. An emphasis toward assessment procedures linked to effective instructional practice, addressing the literacy needs of all
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learners is explored. Topics include strategies to facilitate comprehension in the content area subjects, writing across the curriculum, word study, structural analysis, classic and contemporary literature selection and study skills for the adolescent learners. **Prerequisite:** ED 601 or an equivalent reading course.

608
Literature for Children and Youth
(Fall, Summer)

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

609
Literacy Acquisition
(Summer)

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

610
Seminar in Children's Literature
(Spring)

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

611
Language Arts Materials
(Summer III)

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

612
Multicultural Literature for Children and Youth
The purpose of this course is to: 1) explore a wide variety of multicultural fiction, non-fiction and picture books in children's and young adult literature; 2) gain specific strategies for authenticating multicultural children's texts; 3) recognize how excellent multicultural texts can promote a climate of liberation pedagogy; 4) use excellent multicultural books to deepen student understanding of cultural beliefs, attitudes, and world views; and 5) recognize one's own multicultural dimensions.

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

613A
Infant Toddler Growth and Development

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

613B
Infant Toddler Assessment

This course is designed to provide participants with in-depth knowledge about the design, implementation and evaluation of ITMH needs. Students explore and use various developmental assessments including DC0-3R and DECA. Applications and reflections of the assessments with evidence-based practices are emphasized.

613C
Infant Toddler Mental Health Prevention and Intervention

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

613D
Communication, Consultation and Collaboration

This course is designed to provide students with essential skills and knowledge to become effective communicators and consultants for
families, caregivers and other professionals who work with children from birth to age 3. Students learn how to promote the socio-emotional development of infants and toddlers through the collaboration with adult caregivers and professionals.

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

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

617 Cognitive/Social/Emotional Development of Children, 0–8 (Spring)
This course is study of developmental theories of cognition, learning, memory, language, socialization, attachment, play, moral development and sex role development. It includes examination of research in these areas. It requires a field project.

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

619 Physical, Motor and Perceptual Development of Children, 0–8 (Summer)
This course is an exploration of physical growth and development of children in relation to development of gross motor skills, fine motor skills, psycho-motor skills and perceptual abilities. It considers environmental factors such as nutrition, disease and injury; hereditary factors such as growth rate and individual potential; and social-emotional factors such as body image, competition and sex differences. It requires a field project.

620 Planning of Early Childhood Programs (Fall)
This examination of those components necessary for planning, operating and evaluating programs dealing with young children emphasizes the practical application of administrative theory.

621 Communication Strategies for Effective Early Childhood Programs (Fall, even years)
This exploration of a variety of communication and interpersonal techniques focuses on consulting, collaboration, intervention and problem-solving between professionals, parents and agencies. Includes human ecosystem theory, family-oriented approaches and family process and communication theories. Communication between children and adults also is addressed.

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

623 ESL Multilingual and Multicultural Assessments (Fall, Summer)
This course focuses on multiple forms of assessment utilized with multilingual students and the role of the context and the purpose of communication in linguistic performance. It focuses both on large-scale assessments as well as classroom-based assessments. It addresses assessments that focus on evaluating language as well as those that look at academic achievement and content knowledge. In particular, the course addresses the often-posed question of distinguishing between language issues and learning issues in assessment.
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624
ESL: Understanding Language Learning
(Spring, Summer)
This course addresses the processes of language learning from a variety of perspectives and engages students in an understanding of the structure and sound systems of English in relation to other languages and in relation to a variety of teaching strategies. By focusing both on a comparison of language structures and sound systems as well as theories of second language acquisition and development, this course allows students to learn about differences between learning a first and a second language and the influences of these processes on instructional principles and strategies. This course includes an intensive language learning component for students in the course that will allow them to reflect on their own learning processes in relation to language learning theories and to compare English to another language.

625
ESL: Language, Diversity and Schooling
(Spring, Summer)
This course focuses on the ways that U.S. schools have addressed linguistic diversity, highlighting current policies and program models as well as practices at various points in our history. It also looks at the ways that linguistic diversity is portrayed in the media, the “funds of knowledge” that linguistically diverse families bring with them to school as well as cross-cultural perspectives on education, home/school relationships and disabilities. Notions of linguistic power and discrimination are addressed, particularly in relation to local, national, and international language policy and use. Finally, in this course students analyze the potential of multicultural education curricula for addressing these types of issues in U.S. schools. This course includes a service-learning component where students do community service in an agency that addresses the needs of a local immigrant group or groups.

626
Designing and Leading K-12 ESL Programs in the 21st Century
This course is an advanced course for those who already have completed the ESL Program Specialist Certificate as well as ED 502, 630 and 635 and are interested in thinking about how to design and lead ESL programs in a variety of K-12 contexts. Students have opportunities to analyze and critique national and local ESL curriculum models, the ways that high-incidence and low-incidence schools and districts organize personnel, curriculum and technology resources, and utilize grant-writing for special projects for English Language Learners. Students have opportunities to design a curriculum for a district with particular needs and resources, and to imagine what kinds of personnel structures might best facilitate the implementation and oversight of such a program. Students also have opportunities to discuss these issues with local ESL leaders working in a variety of contexts through course projects and invited speakers. 
Prerequisites: ED 502, ED 623, ED 624, ED 625 or equivalent and ED 502, ED 630 and ED 635.

627
Approaches to Computer Assisted Language Learning (CALL)
This course gives students an understanding of the history of computer-assisted language learning, research on the impact of particular technologies on the processes of learning another language, and opportunities to utilize and critique current modalities for using technology to assist students in learning an additional language. In addition, students develop an ability to think about theories of learning and of language learning in relation to particular instructional technologies and their uses. Students also have opportunities to investigate the CALL resources available in local K-12 schools and to plan units that make technology central to language teaching and learning.

628
TESOL and Technology Culminating Project
This is the culminating project for students who are completing an M.Ed. in TESOL and Technology or TESOL Leadership and Technology. The structure of the course prepares students to design and conduct an action research project on a particular TESOL and Technology question and setting. In addition to learning how to pose researchable questions and do action research to answer those questions, students are expected to draw on their previous coursework in the design and implementation of their culminating project.
Prerequisite: Completion of all coursework for the degree.

630
Leadership
(Fall, Summer)
This course is an examination of the sociological context of organizational theory: culture of organizations, values and norms, social institutions, positions and social roles, expectations, stability and change. It focuses on the leadership role of middle managers. It is for persons interested in becoming middle managers, especially those seeking certification as school principals or supervisors.
Prerequisite: Acceptance into the graduate program at Arcadia University; or permission of the instructor.
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631 Managing Organizations
(Spring)
Comprehensive treatment of applied organization theory, this course studies the vital management functions: designing short- and long-range plans; setting and attaining organizational objectives; personnel planning; and budget and programming. It includes designing of plans for solving management problems and implementing the solutions.
Prerequisite: ED 630.

632 Managing Change
(Spring)
The goals of this course are to examine current policies being used to promote change in organizations, with a particular focus on schools and the public sector; past education innovations and how they have been implemented; the literature of change, and various strategies that are being attempted to create an environment conducive to positive change in organizations. Students analyze change through class discussion with professional colleagues, writing a reflective journal, extensive readings in the field and an analysis of an organization.
Prerequisite: ED 630.

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

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

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

636 Advanced Seminar in Supervision
(Spring)
An examination of current issues facing present and future supervisors, this course includes organizational development, management of organizations, effective schools and effective teaching strategies. It studies the role of the supervisor as successful evaluator, curriculum leader and staff development specialist. It investigates utilization of personnel, finances and internal resources.
Prerequisite: ED 635.

637 Instructional Leadership
This course focuses on current principles and practices that are used to establish a creative climate for instruction. There is a special emphasis on developing relations between faculty and administrators, so that they may work in an atmosphere of trust.
Prerequisites: ED 504, ED 510, ED 502, ED 630 and one additional course in educational leadership.

638 School Finance
(Summer)
This course is a survey of the basic fiscal affairs of a school district, with an emphasis on accounting techniques, required records and reports and district-government interactions. There is a special emphasis on the actual day-to-day business operations of a school district.
Prerequisites: ED 504, ED 510, ED 502, ED 630.
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639 *Practicum: Principalship*  
(3 credits: Fall, Spring)
This course requires a practicum of 150 hours as a principal intern in a K–12 environment by an on-site school administrator and an Arcadia University faculty member. Students are required to attend on-campus seminars during the semester. Review of evaluation of the portfolio, begun at the beginning of the program, takes place upon completion of the practicum; 210 hours of field experience are integrated throughout program coursework. (Certification credit only; not applicable to the master’s degree.)  
**Prerequisite:** Completion of all required coursework and permission of the Educational Leadership Program Coordinator.

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

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

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

643 *School Community Relations*  
(Summer)  
This course covers responsibilities of the school administrator in the development of effective school public relations. Special emphasis is on developing techniques and materials for keeping parents informed and involved in school activities and policies.

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

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

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

649  
**Practicum: The Superintendency**  
(3 credits: Fall, Spring)  
A one-semester apprenticeship under the supervision of a practicing superintendent in Pennsylvania, this course requires participation in a 90-hour internship. Prior to the internship, candidates are required to participate in 90 hours of authentic simulations and field experiences including:

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

(Certification credit only; not applicable to the master’s degree.)  
**Prerequisite:** Completion of all required coursework and permission of program coordinator.

650  
**Advanced Seminar in Curriculum Development and Design**  
(Fall)  
An examination of current curriculum literature and major educational philosophies with implications for curriculum development, this course includes the development of curriculum in a simulated setting. It is designed for teachers, supervisors and administrators.

651  
**Education Policy, Reform and Change**  
Using a sociological lens to explore school policy, students focus on the impact on classroom practice and ideological interpretations in cultural and philosophical context. Students are challenged to think about policy, reform and change in education on a global level. Successful student, community and teacher movements that have led to educational reform and change both in the United States and internationally also are addressed.

660  
**Character Students with Autism Spectrum Disorders**  
(Fall, Spring, Summer)  
This seminar provides students with introductory knowledge regarding children diagnosed with autism. Topics addressed include characteristics of students with Autism Spectrum Disorders; considerations in school and home programming; family, community and legal issues; and life transitions.

661  
**ABA I: Principles and Teaching Strategies**  
(Fall, Spring, Summer)  
Behavior analysis is a natural science approach to the study of human behavior. Behavior analysis has been phenomenally successful in a wide variety of human endeavors, including business and industry, physical therapy, socialization of difficult populations such as adult offenders, those addicted to substances, and children with conduct and oppositional behavior. This class explores how the basic principles of human behavior, such as schedules of reinforcement and response choice, were discovered and current research in the Experimental Analysis of Behavior.

662  
**Teaching Methods for Students with Autism**  
(Fall, Spring, Summer)  
This seminar provides students with knowledge of current research-based teaching strategies for students in the autism spectrum. Participants gain experience in assessing and planning meaningful learning goals, developing effective teaching plans and evaluating student outcomes. Topics addressed include teaching complex behaviors, analyzing challenging behaviors and collaborating with families.  
**Prerequisite:** ED 661 Applied Behavior Analysis.

663  
**Special Topics in Autism**  
(Fall, Spring)  
This seminar provides students with knowledge of relevant language, social, community and sensory characteristics of students in the autism spectrum. Participants examine assessment tools and intervention strategies to support students with autism. Other topics covered include family, sibling and emotional issues in relation to cultural context, as well as transition issues and “next environment” planning.
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681  
**ABA II: Procedures for Behavior Change**  
(Fall, Spring)  
In the basic principles course, students learned how the principles of learning were discovered in the lab. In this course, students focus on the methods of behavior analytic research. The topics to be covered are defining applied behavior analysis, selecting, defining and measuring behavior, constructing graphs to interpret behavior, analyze behavior change, research designs such as alternating treatments design, reversal designs, multiple baseline designs, changing criteria designs, and planning and evaluating behavior analytic research.  

682  
**ABA III: Strategies for Youth with Emotional Behavior Disorders**  
(Fall, Spring)  
Working or consulting in classrooms requires taking the scientific principles of human behavior and applying those principles to the socialization of children at risk for or with delinquency, conduct problems (such as those with serious emotional disturbance and social maladjustment, i.e., conduct disorder, oppositional defiant disorder, and attention deficit disorder), developmental and other disabilities. This course analyzes the basic process of behavior change. Topics covered are: basic principles of behavior analysis (reinforcement, schedules of reinforcement, punishment, motivating operations, stimulus control, imitation, shaping, chaining, extinction, differential reinforcement); behavioral assessment including functional analysis and behavior chain analysis; the application of those principles to children's behavior; intervention methodologies such as verbal behavior contingency management; development of behavioral objectives to build self control; programming for generalization; and working with parents and paraprofessionals to implement behaviorally-based treatments. Special attention is paid to comprehensive programming and the use of multiple intervention methods. Upon satisfactory completion of this course, the student will functionally analyze social behavior deficits and excesses of children and youth. In addition, students will design behavioral intervention plans based on functional behavioral assessments.  
**Prerequisites:** Satisfactory completion of ABA I and ABA II ("B-" or better).  

683  
**ABA IV: Behavior Analysis of Child Development**  
(Fall, Spring)  
Conceptualization of behavioral problems and the origins of behavioral disorders is critical to treatment and critical to the functioning of people through the life span. This course focuses on Basic Principles in Behavior Analysis (i.e., positive and negative reinforcement, shaping, stimulus equivalence, etc.) and how they shape the development of typical and atypical children. The role of these principles in normal development and developmental problems such as language delays, motor developmental delays, conduct and oppositional defiant disorder, childhood depression, problems of attachment, and autism are explored. The course reviews field applications including direct observations of children’s development (using frequency methods, duration methods, rate methods, ABC-event recording, running records), functional behavioral assessment, curriculum design, verbal behavior assessment and intervention, curriculum based-measures and interventions strategies that involve both the school and the family.  
**Prerequisites:** A thorough understanding of the basic principles and procedures of applied behavior analysis, as demonstrated by a grade of “A” to “B-" in ABA I and ABA II.  

684  
**ABA V: Behavioral Consultation in Homes, Schools and Communities**  
(Fall, Spring)  
This course uses online technology in combination with role plays and feedback to build behavior analytic case conceptualization and execute effective behavioral consultation. Behavioral case conceptualization is the integration of information from a functional assessment, complete with skills and adaptive behavior assessment, as well as ecological assessment. This course focuses primarily on behavioral consultation skills needed to produce a strong behavior analytic case conceptualization and to link that conceptualization to intervention. The course thus attempts to reach the following goals: pinpointing target behavior, collaborative goal setting, setting up data collection procedures, identifying critical setting/situation for change (analysis of both antecedent variables and establishing operations), preliminary functional assessment, including descriptive analysis, experimental functional analysis, and behavior chain analysis; understanding graphic representation of data; setting up a competing-behaviors model; linking conceptualization to functional intervention; ensuring that intervention is comprehensive enough to get the job done and least restrictive; analyzing contingencies, treatment integrity checks and data analysis thorough single subject graphs. Special topics include behavior analytic models of teacher and parent resistance, as well as interventions for resistance. This course is an intensive lab course that focuses on the practical aspects of "how to" consulting (i.e., what is done each session, each
Education Courses at Arcadia University

step of the way). It is critical that students participate in each class to engage in the role-plays and get feedback from other students. **Prerequisites:** A thorough understanding of the basic principles and procedures of applied behavior analysis, as demonstrated by a grade of “A” or “B” in basic principles or Applied Behavior Analysis II.

687 Behavior Analysis Internship I
(Fall, Spring)

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

688 Behavior Analysis Internship II
(Fall, Spring)

Applied Behavior Analysis (ABA) and its subspecialty Clinical Behavior Analysis (CBA) are best learned and understood by getting hands-on experience. This hands-on experience is obtained through the internship. While on internship, this course allows for students to meet with their University supervisor to shape their ethical development and understanding of customary practices of the profession. Thus, each student is to be in a field internship and meeting at least 0.5 hours per week with a field supervisor. This course meets for 1.5 hours per week on campus. Internships can take place in most community organizations. The field supervisor should have experience in behavior analysis and therapy. Field experiences that offer a diverse range of populations to work with are preferred to those with a single population. This course covers advanced use of the principles and procedures of behavior therapy as a clinical intervention approach. This course focuses on practice in specific techniques, as well as an ethical overview of practice. Students need to complete 300 hours at their site by the end of this course. Half the grade for the course is presented by the field supervisor.

689 Assessment, Analysis and Instruction in Reading and Writing
(Fall, Spring)

This course is required for those seeking Reading Specialist Certification. Topics in this course focus on the graduate student's development of knowledge and skills related to selecting, developing and administering a range of formal and informal literacy assessments (norm-referenced, criterion-referenced, summative, formative, informal). As this knowledge and skills are fundamental to the development of instructional decisions at a classroom and school-wide level, this integration also is integrated throughout the course. Students are challenged to acquire skills necessary for providing leadership related to literacy assessment policy and practice at school and district levels. **Prerequisites:** All courses in Reading Specialist Program with the exception of ED 595, the culminating practicum, and electives, will be prerequisites for this course. This is the final course to be taken prior to the practicum.

700 Low Incidence Disabilities: Research and Practice
(Summer, Year 2)

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

701 Disabilities Studies
(Fall, Year 1)

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

703 Positive Behavior Support
(Spring, Year 1)
This seminar provides students with in-depth information on current interventions and therapeutic techniques for dealing with children and adolescents with emotional and behavioral challenges. Various topics may include cognitive interventions, play therapy, and/or effective treatment of post-traumatic stress disorder, etc. Theoretical orientations are taught and discussed as well as implications of various orientations and strategies for linking assessment to theory to interventions.

704 Multicultural Issues in Special Education
(Summer, Year 2)
This advanced seminar is designed to promote a comprehensive understanding of the complex issues involved in the assessment, placement, and education of students of diverse abilities, cultural, linguistic, socioeconomic backgrounds, age, gender, sexual orientation, and nationality. Students examine the value of belonging and the harm of exclusion, and the current and best practices to successfully educate all students in the least restrictive environment.

705 Best Practices: Curriculum and Instruction
(Fall, Year 1)
This seminar is designed to provide students with the knowledge and skills to appropriately modify curriculum, instruction, and assessment, and to make the necessary accommodations to adapt teaching and learning for all students. Cognitive and social learning theories are discussed in light of specific learning problems and orientations toward intervention.

706 Organizational Change/School Based Data
(Summer, Year 1)
This course examines the roles of the school principal, school leaders, teachers and staff and to make sense of them within the framework of organizational culture and systems theory. Students learn to think critically about schools as systems, special education as a system, the interactions between regular and special education systems and to examine effective models for school change and improvement.

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

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

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

710 Independent Projects Seminar
This seminar is used as an opportunity for students to continue with either a research project or a field experience that may require continuation or follow-up from another doctoral seminar. Special permission of the student’s adviser is necessary to take this class.

ED 720 Ethical Leadership in Education
Students explore effective management of the organization, operation, and resources for a safe, efficient, and effective learning environment. Participants gain an understanding of standards-based systems theory and design and the ability to transfer that knowledge to the leader’s job as the architect of standards-based reform in school in a fair and equitable manner with personnel and professional integrity.

ED 723 Professional Development and Supervision
Students in this course integrate theories of human behavior and organizational development
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with effective practices in the current models of teacher evaluation (Hunter and Danielson & McGreal); performance-based compensation models; and the legal realities of implementing these systems.

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

ED 726 Organizational Theory, Change, and Sustainability
Students learn to drive and sustain change in a collegial environment, culminating in students’ understanding of and ability to use a wide range of applicable leadership practices. Through the collaboration with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources, students identify strategies to set a widely shared vision for learning. Participants identify knowledge and engage in the skills required to think and plan strategically for the purpose of creating an organizational vision around personalized student success.

ED 747 School and Community Partnerships
This course explores the skills, techniques, and attitudes school leaders need to collaborate, communicate, engage and empower others inside and outside of the organization to pursue excellence in learning. Students examine the role and influence of the media, PTO/PTA organizations, and special interest groups. Course participants engage in and identify effective strategies for collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources. Advocacy for children and public education in the larger political, social, economic, legal and cultural context is explored.

ED 732 Teaching and Learning in the 21st Century: Interconnectivity and Shared Responsibility
This course examines the relationship of curricula, instruction and assessment to current research in teaching, learning and knowledge construction. Complex pedagogical problems are identified and analyzed with the focus on the impact upon the teaching and learning environment. Participants explore processes to create a culture of teaching and learning with an emphasis on learning.

ED 735 Embracing Diversity in PreK-12 Education
This course provides an intensive study of the needs of diverse students and families and effective and appropriate responses to these needs within educational settings. During this course students, examine the intersection of socioeconomic status, cultural and linguistic background, gender and sexual orientation, and race/ethnicity with responses to atypical student learning and disabilities within educational environments. Students conduct critical analyses of their own personal and professional beliefs concerning diverse student populations and critique their own professional contexts in terms of sensitivity and responsiveness to diversity.

ED 738 Leading Comprehensive Student Support Systems
This seminar is designed to teach students the range of administrative and leadership skills necessary to manage a public or private program for children and adolescents with special needs. The course emphasizes the leader’s responsibility as a change agent and the importance of consultative and collaborative roles in moving organizations forward. Students examine the legal responsibilities with regard to provisions for and delivery of services to students as well as school-based counseling, psychological, social work, and health services.

ED 741 Current Issues in School Finance and Resource Management
This course is designed to facilitate a more in-depth understanding of the efficient and effective use of finances, facilities, and other tangible and intangible resources at the school district level. Students explore the impact of emerging technologies on the learning environment known as “school,” along with related financial, resource, and facility issues unique to education that affect individual school buildings.

ED 729 Informed Leadership: Data-driven Decisionmaking
In this course, students learn to utilize data to identify school improvement needs and make informed decisions in effecting change that will lead to the academic success of all students, including those with learning disabilities and those who come from linguistically and culturally diverse backgrounds. Students build the knowledge and skills to think and plan strategically, to create an organizational vision.
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around personalized student success. An exploration of successfully demonstrated change models exposes students to the collection and analysis of multiple data sources to improve schools. Students learn to systemically collect and analyze multiple sources of data to identify improvement needs, determine an effective response, monitor and correct progress, and demonstrate success to stakeholders. Candidates also examine the components of an effective school improvement plan.

ED 744
School Law, Policy Reform and Politics in Education
This course examines how law, politics, and power structures interact to influence the goals and operations of schools. Advocacy for children and public education in the larger political, social, economic, legal, and cultural context is examined. Students learn about and observe the roles and influence of school boards, community organizations, state boards of education, state governments, special interest groups, professional organizations, and unions. Participants gain insight into understanding, responding to, and influencing the political, social, legal, and cultural school district contexts.

750
Practitioner Research I
(Fall, Year 1)
Students learn to infuse qualitative and quantitative methods in order to conduct research, evaluate programs, assess student progress, and design, implement, and monitor educational innovations in applied settings.

751
Practitioner Research II
(Spring, Year 1)
Students learn to infuse qualitative and quantitative methods in order to conduct research, evaluate programs, assess student progress, and design, implement, and monitor educational innovations in applied settings.

760
Law and Disabilities
(Fall, Year 3)
This course is an overview of federal and state special education law, policies, and procedures, including due process hearing issues and mediation. Students become familiar with how the law is implemented in schools. Policy and advocacy issues are addressed. There is a particular emphasis on using alternatives to litigation to resolve parent-school disputes that arise over a child’s program.

761
Special Education Leadership
(Fall, Year 2)
This seminar is designed to teach students the range of administrative and leadership skills necessary to manage a public or private program for children and adolescents with special needs.

762
Inclusive Education and Post-Secondary Life
(Spring, Year 2)
This doctoral seminar is designed to promote a comprehensive understanding of the parameters of implementing inclusive education and post-secondary transition services. Students explore the complex issues involved in the development of educational systems that are designed to effectively educate all children to become adults who are interdependent, productive, included, and self-determined, and who can make contributors to their communities of choice.

800
Doctoral Project Seminar I
(Spring, Year 2)
Content for the Doctoral Project Seminar focuses on problem-solving and integrating research methods with real-life problems faced by school personnel. Methodological content includes learning single subject design, quasi-experimental designs, and furthering knowledge of action research and qualitative design methodology begun in the Action Research courses. The first semester of this year-long doctoral seminar prepares students to develop their dissertation proposals and begin to plan and conduct their dissertation research studies. Students have the opportunity to develop a dissertation proposal and design and implement their own strategic plans, applying action research principles learned in Action Research I and II.

801
Doctoral Project Seminar II
(Fall, Year 3)
Content for the Doctoral Project Seminar focuses on problem-solving and integrating research methods with real-life problems faced by school personnel. Methodological content includes learning single subject design, quasi-experimental designs, and furthering knowledge of action research and qualitative design methodology begun in the Action Research courses. This second semester of the year-long doctoral seminar prepares students to complete their dissertation proposals and plan for the implementation of their dissertation research studies. Students develop an understanding of the various uses, methods, designs, and analyses used in dissertation research and
Education Courses at Arcadia University

develop and refine their substantive areas of focus.

802
**Doctoral Project Seminar III**  
(Spring, Year 3)
Content for the Doctoral Project Seminar focuses on problem-solving and integrating research methods with real-life problems faced by school personnel. Methodological content includes learning single subject design, quasi-experimental designs, and furthering knowledge of action research and qualitative design methodology begun in the Action Research courses.

803
**Advanced Research Seminar**  
(Summer, Year 2)
This seminar is designed to allow students to continue working on the development of their dissertation proposals or analysis of data. Ongoing feedback concerning the development or analysis of the students’ projects is provided by both the professor and the cohort.

804
**Special Topics**  
(Spring, Year 3)
This seminar is a doctoral-level elective. Topics rotate with each cohort. Contact the doctoral program in special education for additional information.

901
**Dissertation Preparation I**  
(Summer, Year 2)
Students can elect to sign up for this non-credit course that enables the Chair of their committee to provide support to dissertation proposal development during the summer of Year 2. There is no charge for this course, nor are grades given.

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

Courses for Environmental Studies (ES)

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

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

501
**Introduction to Environmental Studies**  
(6 credits; Summer, Fall, SCEE)
This introductory course is designed to provide the necessary background in the natural and social sciences as they relate to environmental studies and the procedures required to investigate ecological systems. It includes field and lab work, field trips and lecture. The focus is on terrestrial and saltwater ecosystems.

502
**Field Natural History**  
(Fall, SCEE)
This course is study in the field, the characteristics and life histories of vascular plants, mammals, birds, reptiles, amphibians, and fungi. It focuses on taxonomic classification, field identification, and scientific collecting.

503
**Meteorology**  
(Spring, SCEE)
This exploration of meteorology as a science utilizes discussions, laboratories, field trips, guest speakers and films. It focuses on the principles of weather and the evolution of climate and its synergistic role in biological and geological evolution.

504
**Human Ecology: Use of Natural Resources**  
(Summer, SCEE)
This is an intense course that studies the interaction of humankind’s political, social and technological activities with the environment. It explores the topics of energy, water use, solid waste, soil conservation, regional planning, hazardous waste, drinking water and other topics through field trips and guest speakers.  
**Prerequisites:** ES 501, and at least one other ES content course recommended.

505
**Earth Science**  
(Spring, SCEE)
This introduction to physical geology emphasizes processes involved in rock formation and alteration of the lithosphere. It includes actions of
wind, water, chemical substances and living organisms during weathering and erosion. Also stressed are the role of plate tectonics on continental and ocean basin evolution and human impact on mineral resources. It requires laboratory activities and some Saturday field trips.

506 Society and the Environment
(Spring, Summer, SCEE)
Designed to provide a clearer understanding of how environmental value systems evolve for individuals, groups, political systems, nations, cultures and civilizations, this course examines a broad range of environmental issues facing the human race from the perspective of various value systems.
Prerequisites: ES 501 and either ES 502, ES 503 or ES 505 are recommended.

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

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

561 Special Studies in Environmental Education
(Summer)
This course is designed to provide an overview of various ecological concepts and/or environmental education curricula.

593 Fieldwork in Environmental Education
Planned with program Coordinator.
Graduate Education Programs
at Arcadia University
Global Perspectives…Personal Attention…Real-World Integrative Learning Experiences

Faculty

Department Chair
Leif Gustavson, Ph.D., Associate Professor and Coordinator of Secondary English Education and Middle School Education
Bruce Campbell, Ph.D., Assistant Professor and Coordinator of Educational Leadership
Christina L. Ager, Ph.D., Professor and Coordinator of the Doctoral Program in Special Education and Director of BBEST

Peter Appelbaum, Ed.D., Professor and Coordinator of Graduate Mathematics Education and Curriculum Studies Programs
Foram Bhukhanwala, Ph.D., Assistant Professor, Elementary and Early Childhood Education
Jodi Bornstein, Ph.D., Assistant Professor, Coordinator Social Studies Education Program and Faculty Liaison for School Collaborations
Erica R. Davila, Ph.D., Assistant Professor and Coordinator of Urban Education
Kimberly Dean, Ph.D., Assistant Professor and Coordinator of the Five-Year Special Education Program
Ellen B. Scales, Ph.D., Adjunct Professor of Education and Director of School and Community Collaborations, Office of Student Teaching and Supervision
Bette P. Goldstone, Ph.D., Professor and Coordinator of Graduate Art Education, Language Arts, and Library Science
Steven P. Gulkus, Ph.D., Associate Professor Peggy Hickman, P.D., Assistant Professor of Education, Coordinator of the Arcadia University Community Learning Center and Doctoral Program Cohort Coordinator
Steven Dale Hooker, Ph.D., University of Cincinnati, Assistant Professor of Education
Erik Nelson, Ph.D., Adjunct Professor; Coordinator of Instructional Technology, Dean of the School of Continuing Studies and Director of Arcadia Online
Clare K. Papay, Ph.D., Assistant Professor of Education
Julia Plummer, Ph.D., Assistant Professor and Coordinator of Science Education Deborah Pomroyer, Professor Emeritus of Education and Director of Science Education Research and Co-PI Math Science Partnership of Greater Philadelphia
Cindy Reedy, Ed.D., Assistant Professor and Coordinator of Early Childhood Education Program

Tanya Santangelo, Ph.D., University of Maryland, Associate Professor and Cohort Mentor for the doctoral program in Special Education.
Douglas J. Sauber, Ph.D., Adjunct Professor of Education
Jeffrey Shultz, Ph.D., Professor and Assistant Provost for Special Projects
Ellen Skilton-Sylvester, Ph.D., Associate Professor Coordinator of ESL and TESOL Master’s Programs
Graciela Slesaransky-Poe, Ph.D., Assistant Professor and Coordinator of the Graduate Special Education and Certification Program
Kathy A. Trainor, Ed.D., Adjunct Professor of Early Childhood Education and Coordinator of the E-Portfolio Program
Kathy Wirth, Ed.D., Adjunct Professor of Education, Coordinator of the Reading Certification Program and Administrative Assistant to the Arcadia Community Learning Center

Education Doctoral Degree, Master’s Degrees and Certificates

Doctor of Education in Special Education (Ed.D.)
Certificate of Advanced Study (C.A.S.) post-master’s degree

Master of Education (M.Ed.)

Concentrations
Art Education
Children’s Literature
Curriculum Studies
Early Childhood Education
Educational Leadership
Elementary Education
Individualized Instructional Technology
Library Science (School Librarian)
Literacy Studies
TESOL and Leadership and Technology
TESOL and Reading
TESOL and Technology
Language Arts
Mathematics Education
Reading
Science Education
Graduate Education Programs at Arcadia University

Secondary Education
Special Education

Master of Arts in Education (M.A.Ed.)
Concentrations
English
Environmental Education
History
Mathematics
Music
Theater Arts
Written Communications

Certification
Instructional, Intern and Supervisory
Art, K-12
Biology, 7-12
Chemistry, 7-12
Citizenship, 7-12
Early Childhood, N-3
Dual Certification in Early Elementary Education, PreK-4 and Special Education, PreK-8
English, 7-12
Environmental Education, K-12
General Science, 7-12
Library Science, K-12
Mathematics, 7-12
Reading, K-12
Social Science, 7-12
Social Studies, 7-12
Special Education, N-12
Dual Certification: Elementary Education and Special Education

Administrative
Principal, K-12

Supervisory
Single Area Supervisory
Curriculum and Instruction
Special Education
Pupil Personnel Services

Letter of Eligibility
Superintendent’s Letter of Eligibility

Educational Specialist
Elementary School Counselor
Secondary School Counselor
ESL Program Specialist

Arcadia Graduate Certificates*
Applied Behavior Analysis
Autism
Curriculum Studies
Constitutional Studies

Data Driven Decision Making
Digital Literacy
Digital Design
Early Childhood Leadership
Infant Toddler Mental Health
Innovative Technology for 21st Century School Librarians
General Technology
Teaching Children’s Literature in the Content Areas

*For more information about our graduation rates, the median debt of students who complete the program, and other important information, visit:
http://www.arcadia.edu/gainful.

About Arcadia’s Graduate Education Programs

PDE approved certification programs:
Arcadia University has long been in the forefront of providing quality teacher education programs in more than 21 different areas of certification to educators throughout the region. All instructional, intern, and supervisory/administrative certification programs are fully approved by the Pennsylvania Department of Education.

Master’s and doctoral programs: Arcadia has a long history of providing quality and well-respected Master of Education (M.Ed.) and Master of Arts in Education (M.A.Ed.) degree programs. The University also offers approved Doctor of Education (Ed.D.) degrees in Special Education and Educational Leadership., the highest level of training available for those seeking advancement in the field of education.

The programs in Education are designed to prepare individuals interested in entering the field to achieve initial certification or to offer currently certified teachers opportunities to enrich and expand their knowledge through master’s and doctoral degrees, additional instructional or administrative certifications, the many Arcadia focused certificate programs, or individualized programs meeting the needs of individuals with multiple areas of interest.

Coursework and programs emphasize the importance of the following:
• Understanding the relationship between theory and practice with an emphasis on practitioner-based research.
Graduate Education Programs at Arcadia University

- Developing, planning and critically reviewing curriculum from a pedagogical and disciplinary perspective.
- Understanding important leadership practices and how to facilitate change and collaboration.
- Understanding the connection between assessment, decision making and best practices in order to serve all students.
- Providing, through disciplines other than education, the factual and conceptual basis for curriculum content.

Individualized Programs: The overall structure of the Education programs provides coherence as well as choice and is flexible enough to accommodate individual needs. In addition, it is possible for an individualized program to be designed to meet special requirements. Interested students should contact the Chair of the Education Department.

Community and School-Based Outreach: Arcadia also collaborates with many school districts in community/school-based outreach programs through its BBEST (Building Behavioral and Educational Support Teams) and the Center for Adult and Professional Studies in the School of Continuing Studies. Arcadia is committed to working with schools, educators, and cultural institutions to create opportunities for professional growth and educational improvement. In addition to offering workshops and special programs for educators and administrators, Arcadia works collaboratively with educational institutions to offer customized programs for staff development, certification, and graduate study. In order to meet the needs of busy professionals, Arcadia presents courses and programs at the University as well as at off-campus locations.

About the Master of Arts in Education (M.A.Ed.)
The Master of Arts in Education degree program allows students who have an interest in an academic discipline in addition to education to specialize in that discipline. Up to half the credits toward the master's degree may be taken in the area of concentration. Special admission and degree requirements vary according to the concentration selected. It is possible for students to earn Pennsylvania instructional certification through this program or to add a second certificate in a new field of specialization. Certification requirements must be determined on an individual basis with the program coordinator.

The foundation courses (ED 501–510) provide knowledge basic to all aspects of education. The concentration courses focus on a discipline other than education. Concentrations are available in Computer Education (7-12), English, Environmental Education (K-12), History, Mathematics, Music, Theatre Arts, and Written Communications.

A minimum of 15 credits of the degree program must be taken in a discipline other than Education; the remaining credits must be in Education.

About the Master of Education (M.Ed.)
The Master of Education degree program focuses on educational processes in either general education or specialized areas. The majority of courses must be taken in Education, with up to 9 credits taken in a discipline other than Education when appropriate to the program. Special admission and degree requirements vary according to the concentration selected. It is possible to earn Pennsylvania instructional or administration certification through this program.

The foundation courses (ED 501–510) provide knowledge basic to all aspects of education. The concentration courses focus on Education courses related to instruction in a selected area, such as Reading, Special Education or Science Education.

Teacher Certification Programs
The master's degree programs in Education are designed primarily for advanced professional study. However, it is possible for students to prepare for certifications granted by the Pennsylvania Department of Education and/or the Pennsylvania State Board of Private Academic Schools while pursuing a master's degree in Education. In some cases, students also may choose to become certified without completing a
Graduate Education Programs at Arcadia University

master’s degree program, but application and formal admission to the Arcadia College of Graduate Studies is required.

Refer to www.arcadia.edu/gradedu for a listing of areas of certification offered by Arcadia University and approved by the Pennsylvania Department of Education.

The current Praxis pass rate data for students completing initial teacher certification programs at Arcadia University are available on the Education Department website at www.arcadia.edu/edudept.

Certification requirements include the following:

1. Satisfactory completion of all coursework specified by the faculty adviser.

2. Satisfactory completion of a practicum in the area of certification. (Practicum prerequisites must be met and the program coordinator’s approval must be received before enrolling in the practicum.)

3. All Praxis tests required for certification must be taken prior to enrolling in the student teaching practicum. Passing scores on all Praxis Series tests are required to receive the certificate.

4. Completion of forms required by the University and the Pennsylvania Department of Education. Forms are available on MyArcadia (http://my.arcadia.edu) and in the College of Graduate Studies and the Registrar’s Office.

5. Students are required to submit passing scores on the following Praxis Series tests with the admission application to all programs leading to a first Instructional I certification.

A. Praxis I: Pre-Professional Skills Test

   PPST Reading (0710) Computerized
   Reading (5710)
   Qualifying Score = 172

   PPST Writing (0720) Computerized Writing (5720)
   Qualifying Score = 173

   PPST Mathematics (0730) Computerized Mathematics (5730)
   Qualifying Score = 173

Effective Sept. 15, 2005, students being recommended for a Pennsylvania Instructional I certificate in any subject area can meet the Praxis I: Pre-Professional Skills Tests requirements through the method listed above or earn a composite score of 521 with the following minimum scores in either the paper-pencil tests or the computerized tests:

   PPST Reading = minimum score of 169*
   PPST Writing = minimum score of 170*
   PPST Mathematics = minimum score of 170*

   * Total score for the three tests must be a minimum of 521.

B. Praxis II

Fundamental Subjects: Content Knowledge Test (30511). Required for all K–6 and K–12 Instructional Areas (not 7–12 certificates). This test is only required for the first Instructional I certification.

C. Praxis II Subject area tests (Choose the test in student’s certification area.)

   Art Education K–12 (10134)
   Qualifying score = 158

   Biology 7–12 (20235)
   Qualifying score = 147

   Citizenship Education 7–12 (10087)
   Qualifying score = 148

   **Early Childhood Education N–3 (10020)
   Qualifying score = 530

   **Elementary Education K–6 (10011)
   Qualifying score = 168

   English 7–12 (10041)
   Qualifying score = 160

   Environmental Education K–12 (10830)
   Qualifying score = 600

   General Science 7–12 (10435)
   Qualifying score = 146

   Library Science K–12 (10311)
   Qualifying score = 151

   Mathematics 7–12 (10061)
   Qualifying score = 136

   Principal K-12 (10411)
   Qualifying score = 143

   **Principal K-12 (1011)
   Qualifying score = 163 (effective until 4/2/12)

   Supervisory (0411)
   Qualifying score = 143

   Reading Specialist K–12 (20300)
   Qualifying score = 570

   School Counselor: Elementary K–6 (20420)
   Qualifying score = 590

   School Counselor: Secondary 7–12 (20420)
   Qualifying score = 590

Arcadia University Graduate Catalog 2011-12
Social Sciences 7–12 (10951)
   No qualifying score
Social Studies 7–12 (10081)
   Qualifying score = 157
Special Education N–12 (20354)
   Qualifying score = 151

**Required for initial instructional certificate.**
Candidates completing an approved program and adding either Early Childhood or Elementary Education to an existing Pennsylvania instructional certificate are only required to take Fundamental Subjects: Content Knowledge.

See individual programs for program-specific certification requirements.

Admissions for Education Programs

Program-Specific Admissions Requirements: In addition to the general graduate admissions requirements, the following program-specific requirements apply:

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. 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 fewer, at least one letter must come from a professor.
5. Test scores: Passing scores on the Praxis I Pre-Professional Skills Tests in Reading, Writing, and Math are required for all programs leading to the first instructional certificate.
6. 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 a rolling basis throughout the year. Students may start in the Fall, Spring or Summer semester.

Deferred Admission
Students accepted into programs with rolling admission must notify the Associate Dean of the College of Graduate Studies, in writing, of their intent to delay enrolling in courses and provide a date on which they expect to begin coursework. For deferred admission policies for the Doctor of Education in Special Education, please refer to that program listing.

2011-12 Expenses
(Please see the program listings for the Doctor of Education in Special Education and Doctor of Education in Educational Leadership for expenses for those programs.)
Tuition: $670 per credit
Fees:
   Deferred Payment: $40
   Audit: $670 per course
   Parking: $40 per semester (fall and spring) before 4 p.m. No charge after 4 p.m.

Academic Policies and Procedures for Graduate Education

In addition to the graduate Academic Policies and Procedures, the following program-specific policies apply. These policies also apply to non-degree-seeking graduate students enrolled in certification programs.

A grade point average of "B" or better is required for admission to degree candidacy, student teaching practicum and graduation. A grade below "C" may not be applied toward a degree, and only 6 credits of "C" count toward a degree. A student must obtain permission
Graduate Education Programs at Arcadia University

from his or her adviser to retake a certification course. If a failing grade is received ("C–" or below), the course may be repeated one time only with the adviser’s permission.
Educational Leadership (M.Ed)
at Arcadia University

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

Coordinator
Bruce Campbell, Ph.D.

Master’s Degree, Certificates, and Administrative Certification

Master of Education (M.Ed.)

Certification
Principal K–12
Supervisor of Curriculum & Instruction
Supervisor of Single-Subject Area
Supervisor of Special Education
Supervisor of Pupil Personnel Services
Superintendent’s Letter of Eligibility

PA Director Credential

Arcadia Graduate Certificate in Early Childhood Leadership

About the Educational Leadership Program

The Educational Leadership program is designed for individuals seeking to become certified elementary, middle or secondary school principals, supervisors of an individual or comprehensive educational area, school superintendents, or assistant superintendents. In addition, specially designed programs are available for individuals seeking to become middle managers in other education organizations. The degree is not required for certification, and certification requirements may vary based on academic experience.

Master of Education Degree Requirements (M.Ed.)
(a minimum of 30 credits)
The degree program must be planned with an adviser to ensure that degree and/or certification requirements are satisfied.

1. Foundation Courses (9 credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ED 502</td>
<td>Foundations of Curriculum</td>
</tr>
<tr>
<td>ED 510</td>
<td>Interpreting Educational Research</td>
</tr>
<tr>
<td>ED 580</td>
<td>Introduction to Inclusive Education</td>
</tr>
</tbody>
</table>

2. Concentration Courses (18 credits) chosen with the adviser from the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ED 633</td>
<td>School Law</td>
</tr>
<tr>
<td>ED 634</td>
<td>Managing School Organizations and Change</td>
</tr>
<tr>
<td>ED 635</td>
<td>Supervision of Teaching and Learning</td>
</tr>
<tr>
<td>ED 637</td>
<td>Instructional Leadership</td>
</tr>
<tr>
<td>ED 638</td>
<td>School Finance</td>
</tr>
<tr>
<td>ED 642</td>
<td>Program Evaluation</td>
</tr>
<tr>
<td>ED 643</td>
<td>School Community Relations</td>
</tr>
<tr>
<td>ED 645</td>
<td>Human Relations and Negotiations</td>
</tr>
<tr>
<td>ED 647</td>
<td>Leading Schools with Data Driven Decision Making</td>
</tr>
</tbody>
</table>

3. Culminating Activity

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ED 589</td>
<td>Independent Study to Write Master’s Thesis</td>
</tr>
</tbody>
</table>

OR A full year of an administrative internship and the completion of a leadership portfolio

Certification

Pennsylvania Administrative Certification

The certification program must be planned with an adviser to ensure that the requirements are satisfied.

At the beginning of the certification program, candidates must meet with an adviser for the leadership portfolio requirements so they may begin work on their portfolios.

Candidates for an administrative certification must have completed 5 years of full-time, satisfactory teaching or professional experience in an instructional area or professional area while certified in that area.
Educational Leadership (M.Ed.) at Arcadia University

Candidates must successfully pass Praxis II: Educational Leadership: Administration and Supervision (Test #0411).

Principal Certification K–12

<table>
<thead>
<tr>
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</tr>
<tr>
<td>ED 637</td>
<td>Instructional Leadership</td>
</tr>
<tr>
<td>ED 638</td>
<td>School Finance</td>
</tr>
<tr>
<td>ED 645</td>
<td>Human Relations and Negotiations</td>
</tr>
<tr>
<td>ED 647</td>
<td>Leading Schools with Data Driven Decision Making</td>
</tr>
</tbody>
</table>

*Note: The following three internship semesters must be taken consecutively; however, they may be taken in any order. The leadership portfolio must be submitted after completing the third consecutive semester.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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</thead>
<tbody>
<tr>
<td>ED 639A</td>
<td>Fall Internship for Curriculum and Instruction</td>
</tr>
<tr>
<td></td>
<td>(1 credit)</td>
</tr>
<tr>
<td>ED 639B</td>
<td>Spring Internship for Curriculum and Instruction</td>
</tr>
<tr>
<td></td>
<td>(1 credit)</td>
</tr>
<tr>
<td>ED 639C</td>
<td>Summer Internship for Curriculum and Instruction</td>
</tr>
<tr>
<td></td>
<td>(1 credit)</td>
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</tbody>
</table>

Supervisory Certification

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<tr>
<th>Course Code</th>
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<td>School Law</td>
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<tr>
<td>ED 635</td>
<td>Supervision of Teaching and Learning</td>
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<td>Instructional Leadership</td>
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<td>ED 638</td>
<td>School Finance</td>
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<td>Human Relations and Negotiations</td>
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<td>ED 647</td>
<td>Leading Schools with Data Driven Decision Making</td>
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</tbody>
</table>

*Note: The following three internship semesters must be taken consecutively; however, they may be taken in any order. The leadership portfolio must be submitted after completing the third consecutive semester.

Supervisor of Single-Subject

<table>
<thead>
<tr>
<th>Course Code</th>
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</thead>
<tbody>
<tr>
<td>ED 600A</td>
<td>Fall Internship for Single Subject</td>
</tr>
<tr>
<td></td>
<td>(1 credit)</td>
</tr>
<tr>
<td>ED 600B</td>
<td>Spring Internship for Single Subject</td>
</tr>
<tr>
<td></td>
<td>(1 credit)</td>
</tr>
<tr>
<td>ED 600C</td>
<td>Summer Internship for Single Subject</td>
</tr>
<tr>
<td></td>
<td>(1 credit)</td>
</tr>
</tbody>
</table>

Supervisor of Special Education

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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</thead>
<tbody>
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<td>ED 633</td>
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<td>Supervision of Teaching and Learning</td>
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<tr>
<td>ED 647</td>
<td>Leading Schools with Data Driven Decision Making</td>
</tr>
</tbody>
</table>

*Note: The following three internship semesters must be taken consecutively; however, they may be taken in any order. The leadership portfolio must be submitted after completing the third consecutive semester.
Educational Leadership (M.Ed.) at Arcadia University

ED 666A Fall Internship in Special Education (1 credit)
ED 666B Spring Internship in Special Education (1 credit)
ED 666C Summer Internship for Single Subject (1 credit)

**Supervisor of Pupil Personnel Services**

Background Courses

PY 625 Psychological Testing
PY 688 Cultural Bases of Counseling

Core Courses

ED 633 School Law
ED 634 Managing School Organizations and Change
ED 635 Supervision of Teaching and Learning
ED 637 Instructional Leadership
ED 638 School Finance
ED 645 Human Relations and Negotiations
ED 647 Leading Schools with Data Driven Decision Making

Note: The following three internship semesters must be taken consecutively; however, they may be taken in any order. The leadership portfolio must be submitted after completing the third consecutive semester.

ED 667A Fall Internship for PPS (1 credit)
ED 667B Spring Internship for PPS (1 credit)
ED 667C Summer Internship for PPS (1 credit)

Candidates for the certificate must verify the completion of five years of full-time professional school experience as an educational specialist (psychologist, school counselor, school nurse or school social worker) while holding a valid Pennsylvania Instructional I and/or II certificate.

**Superintendent’s Letter of Eligibility**

(Currently awaiting Pennsylvania Department of Education approval for this certification)

Candidates for this certificate must have completed six years of full-time teaching or other professionally certificated service in schools, including three years in a supervisory or administrative position while holding a valid teaching and administrative certificate.

**Background Requirements**

ED 638 School Finance
ED 645 Human Relations and Negotiations
ED 647 Leading Schools with Data Driven Decision Making

**Core Requirements**

Note: The next three courses are doctoral-level courses

*ED 720 Ethical Leadership in Education
*ED 726 Organizational Theory, Change and Sustainability
*ED 732 Teaching and Learning in the 21st Century: Interconnectivity and Shared Responsibility
ED 648 The Superintendency

*Doctoral Tuition

Note: The following three internship semesters must be taken consecutively; however, they may be taken in any order. The leadership portfolio must be submitted after completing the third consecutive semester.

ED 649A Fall Internship for Superintendency (1 credit)
ED 649B Spring Internship for Superintendency (1 credit)
ED 646C Summer Internship for Superintendency (1 credit)

**About Arcadia’s Graduate Certificate in Early Childhood Leadership**

Arcadia University's 12-credit Graduate Certificate in Early Childhood Leadership is designed to provide leaders in early childhood education the tools they need to manage change in this quickly evolving field. Students learn to initiate and implement best practices to manage human resources and finances.
within their organizations, using data-driven decision making. Through this certificate program, Arcadia is a leader in fostering the broad-based goals of Pennsylvania’s early childhood education initiatives to produce highly qualified leaders in the field.

The Profession

Early childhood education is undergoing a transformation in both levels of professionalism and expectations. To manage this change, leaders need to implement solid business practices in providing quality early education and integrating performance and fiscal standards into program design. Pennsylvania uses the PA Inspired Leadership (PIL) Training for School and Early Childhood Program Leaders and is implementing a closer alignment of early education within the K-12 school system. Acknowledging this connection, all four of the courses in Arcadia University’s Graduate Certificate in Early Childhood Leadership use the PIL standards as an important backbone of course content.

The Program

Arcadia’s Graduate Certificate in Early Childhood Leadership helps existing leaders in the field hone their skills in managing change, supervising teaching and learning, and managing fiscal and human resources effectively. The program focuses on preparing early childhood leaders to affect real change in their organizations that will nurture the teacher-parent-child relationship and positively influence the community at large.

Classes are taught by highly qualified instructors in educational leadership. The 12 credits earned in this graduate certificate program may be applied to a Master of Education degree with departmental approval and advising.

Students of the program will learn to integrate the following skills into their professional lives:

- Methodology for teacher supervision
- Use of teacher evaluation feedback to increase learning outcomes
- Management of budgets
- Management of multiple revenue sources
- Management of employees within the organization
- Conflict resolution
- Use of data to initiate positive change within the organization

The Early Childhood Leadership program is designed for current and future leaders in the field of early childhood education. Arcadia’s program prepares such professionals to manage change, implement solid business practices, and integrate performance and fiscal standards into program design. The PA Director Credential issued by Pennsylvania Key, instructs early childhood leaders in program planning, communication strategies, and instructional leadership. For additional early childhood leadership development, Arcadia’s Certificate in Early Childhood Leadership uses the PIL as the backbone of course content to help leaders hone their skills in managing change, supervising teaching and learning, and managing fiscal and human resources effectively.

Credit Toward a Graduate Degree in Education: With departmental approval and advising, the 12 credits earned in the Graduate Certificate in Early Childhood Leadership may be applied to a Master of Education degree program with a concentration in Early Childhood Leadership.

Academic Policies: Students in Arcadia University Graduate Certificate programs are subject to the academic policies of the University.

Admission to the Arcadia Graduate Certificate in Early Childhood Leadership

Admission to the Graduate Certificate in Early Childhood Leadership program. In addition to the general admission requirements for graduate students, the following program-specific requirements must be met:

- A bachelor’s degree from an accredited college or university in Elementary Education, Early Childhood Education, or a related field.
- A PA Director Credential or permission from the adviser.
Requirements for the Early Childhood Leadership Certificate  
(12 credits)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ED 635</td>
<td>EC Supervision of Teaching and Learning</td>
</tr>
<tr>
<td>ED 645</td>
<td>EC Human Relations and Negotiations</td>
</tr>
<tr>
<td>ED 638</td>
<td>EC School Finance</td>
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<tr>
<td>ED 647</td>
<td>EC Leading Schools with Data Driven Decision Making</td>
</tr>
</tbody>
</table>

PA Director Credential

Arcadia University will begin offering the Pennsylvania Director Credential, a three-course, graduate-level program that is a requirement of the Keystone STARS program under the Pennsylvania Early Learning Department. Courses start in Fall 2009. Courses are offered on campus and at convenient locations in Montgomery County.

Keystone STARS is an initiative to improve, support and recognize the continuous quality improvement efforts of early learning programs in Pennsylvania. This comprehensive professional development system, including career pathways with credentials, is for practitioners in settings including center- and home-based child care, school-age programs, Head Start, early intervention programs, and school-based programs. In order for Early Childhood Programs to reach Keystone STARS Level 3, directors must be credentialed.

Scholarships: Tuition support for college coursework is available through T.E.A.C.H. (Teacher Education and Compensation Helps) Early Childhood® PENNSYLVANIA Scholarship Program, which works with providers, colleges and child care staff to offer scholarship programs and support systems that improve the education and compensation of child care workers.

Coursework: The goal of the PA Director Credential is to provide directors and administrators of early child care sites, centers, preschools, and before and after school care programs with the skills and knowledge to organize, lead, and manage high quality education centers based on state mandates, current trends and research-based practices.

The three required courses in the PA Director Credential program at Arcadia are:

- ED 620 Planning of Early Childhood Programs
- ED 621 Communication Strategies for Effective Early Childhood Programs
- ED 630 Leadership

The entire course sequence will be offered over one year, fall, spring, and summer. Courses do not need to be taken in any specific sequence.

All credits earned in the PA Director Credential program can be applied toward an Early Childhood Education master’s degree program and can be an add on or used as electives in Special Education, Elementary Education, and Reading master’s degree programs. In addition, ED630 Leadership can be applied to the Masters in Educational Leadership and Supervision. Individual advising will guide students who wish to pursue further coursework. Credits also can be applied toward PA Act 48 Continuing Education credits.

Admissions to the PA Director Credential Program

Students must have a bachelor’s degree (B.A. or B.S.) from an approved institution of higher education, with a degree in Early Childhood or an approved related field and meet the requirements.

For more information, contact Dr. Cindy Kennedy Reedy, Assistant Professor and Early Childhood Education Coordinator, at reedy@arcadia.edu or 215-572-2147.

Requirements for the PA Director Credential Program

Credential issued by Pennsylvania Key. (Must meet the requirements of Pennsylvania Key; 9 credits)

- ED 620 Planning of Child Development Programs
**Educational Leadership (M.Ed.) at Arcadia University**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ED 621</td>
<td>Communication Strategies for Effective Early Childhood Programs</td>
</tr>
<tr>
<td>ED 637</td>
<td>Instructional Leadership</td>
</tr>
</tbody>
</table>
Elementary Education at Arcadia University

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

Coordinator
Foram Bhukhanwala, Ph.D.

Master’s Degree and Teaching Certification

Master of Education with a Concentration in Elementary Education
Certification: Instructional, Supervisory

About the Elementary Education Master’s Degree Program

The Elementary Education program is designed to allow students seeking Elementary Education certification to attain a master's degree concurrently. The degree is not required for certification, and individual requirements for certification may vary based on academic transcripts. Students should expect field observations to be part of course requirements and should anticipate demands on morning or afternoon times to fulfill observations. In addition, students are strongly encouraged to gain field experience by visiting schools, volunteering, or conducting extracurricular activities with schoolchildren.

Master of Education Degree Program Requirements (M.Ed.)
(a minimum of 30 credits)

The degree program must be planned with an adviser to ensure that degree and/or certification requirements are satisfied.

Elementary Education Concentration

1. Foundation Courses (6–9 credits) chosen in consultation with the adviser from the following:
   ED 501–510

2. Concentration Courses (21–24 credits) chosen with the adviser to include but not limited to the following:
   ED 517 Human Development: The School Years, K–12
   ED 521 The Teacher and the Classroom, Elementary
   ED 526A Learning and Assessment in Elementary Mathematics
   ED 552 Issues and Methods in Elementary School Science
   ED 562A Teaching Citizenship and Social Science K–6
   ED 564 Creative Expression
   ED 565 Introduction to Instructional Technology
   ED 580 Introduction to Inclusive Education
   ED 601 Developmental Literacy
   ED 604 English Language Arts
   ED 605 Writing to Improve Literacy
   ED 606 Strategic Instruction for Emergent and Content Literacy, K–6
   ED 608 Literature for Children and Youth
   In addition to the above courses, when applicable the student may consult with the adviser to pursue advanced study in one or more of the elementary subject areas (Literacy, Mathematics, Social Studies, Science, Art/Music, Technology, Special Education/Inclusion or Curriculum).

3. Culminating Activity (0–3 credits) — Arranged in consultation with the adviser at the time of completing the Degree Candidacy Application. For students completing certification and master's degree concurrently, the Culminating Activity is ED 470 Graduate Student Teaching Practicum, Elementary (6 credits; credits not applicable to degree).

Certification

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

Elementary Education

ED 503 General Foundations of Education in the United States
Elementary Education at Arcadia University

ED 517  Human Development: The School Years, K–12
ED 521  The Teacher and the Classroom, Elementary
ED 526A Learning and Assessment in Elementary Mathematics
ED 552  Issues and Methods in Elementary School Science
ED 562A Teaching Social Studies, K–6
ED 564  Creative Expressions
ED 565  Introduction to Instructional Technology
ED 580  Introduction to Inclusive Education
ED 601  Literacy Foundations

One of the following (chosen with adviser):
ED 602  Literacy Problems, Multicultural Classroom: Assessment/Instruction,
or ED 604  English Language Arts,
or ED 605  Writing to Improve Literacy
or ED 606  Emergent and Content Literacy K-6
or ED 608  Literature for Children and Youth

ED 470  Graduate Student Teaching Practicum:
Elementary (6 credits; credits not applicable to degree)
or ED 583B  Fieldwork (for previously certified students)
(3 credits; credits not applicable to master’s degree)

Additional Certification Requirements

1. Completion of all subject area coursework required to meet the general and specific certification standards of the Pennsylvania Department of Education. This will be determined by the Coordinator.

2. A grade of “B” or better in the Graduate Student Teaching Practicum and the Fieldwork course.

3. Completion of all Praxis examinations is required prior to enrolling for the Student Teaching Practicum.

Praxis I:
Passing scores on Reading, Writing and Mathematics tests are required for admission to the program.

Praxis II:
Fundamental Subjects: Content Knowledge (30511)
Qualifying Score: 150

**Elementary Education: Curriculum, Instruction and Assessment (10011)
Qualifying Score: 168

**Required for initial instructional certificate. Candidates completing an approved program and adding either Early Childhood or Elementary Education to an existing PA instructional certificate are only required to take Fundamental Subjects: Content Knowledge.
English Education
at Arcadia University

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

Coordinators
Master of Arts in Education Coordinator:
Richard Wertime, Ph.D.
Master of Education Coordinator:
Leif Gustavson, Ph.D.

Master’s Degrees and Teacher Certification
Master of Arts in Education (M.A.Ed.) with a Concentration in English
Master of Education (M.Ed.) with a Concentration in Secondary Education
Certification: Instructional, Intern, Supervisory

About the Master’s Degrees Programs
This program is designed to allow students seeking certification in secondary areas to attain a master’s degree concurrently. The degree is not required for certification, and individual requirements for certification may vary based on academic experience. The program must be planned with an adviser to ensure that degree and/or certification requirements are satisfied.

Master of Arts in Education Degree Requirements (M.A.Ed.)
(a minimum of 30 credits)

English Concentration
This program is individualized and planned with the coordinator.

- Foundation Courses (6 Education credits)
- Concentration Courses (15 English credits)
- Electives in Education (9 Education credits)
- Culminating Activity (0–3 credits)

The Foundation courses (ED 501–510) provide knowledge basic to all aspects of Education. The concentration courses focus on a discipline other than Education. A minimum of 15 credits of the degree program must be taken in English; the remaining credits must be in Education.

Master of Education Degree Requirements (M.Ed.)
(a minimum of 30 credits)

Secondary Education Concentration
1. Foundation Courses (6–9 credits) chosen with the adviser from the following:
   ED 503 General Foundations of Education in the United States
   One additional foundation chosen from ED 501–510

2. Concentration Courses (15–18 credits) chosen with the adviser from the following:
   ED 513 Meeting the Needs of Diverse Learners
   ED 514 Assessment in the Classroom
   ED 517 Human Development: The School Years, K–12
   ED 523 The Teacher and the Classroom, Secondary
   ED 580 Introduction to Inclusive Education
   ED 605 Writing to Improve Literacy
   or ED/EN 546(A) Teaching Writing
   ED 607 Strategic Instruction for Adolescent Readers and Writers

3. Electives (3–9 credits) chosen with the adviser

4. Culminating Activity: (3 credits)
   ED 596 Curriculum Development Project

Certification
Pennsylvania Instructional Teacher Certification (variable credit depending on previous academic credentials)
English Education at Arcadia University

English Education 7–12

ED  503 General Foundations of Education in the United States
ED  513 Meeting the Needs of Diverse Learners
ED  523 The Teacher and the Classroom, Secondary
ED/EN 546(A) or ED 605 Teaching Writing
         Writing to Improve Literacy
ED  565 Introduction to Instructional Technology
ED  471 Graduate Student Teaching Practicum: Secondary 7–12 (6 credits; credits not applicable to: master’s degree or culminating activity) or ED 583B Fieldwork (for students holding a valid Pennsylvania Instructional I or II certificate) (3 credits; credits not applicable to master’s degree)

Additional Certification Requirements

1. Completion of all subject area coursework required to meet the general and specific certification standards of the Pennsylvania Department of Education. This will be determined by the program coordinator.

2. A grade of “B” or better in the Graduate Student Teaching Practicum.

3. Completion of all Praxis examinations is required prior to enrolling for the Student Teaching Practicum.

   Praxis I:
   Passing scores on Reading, Writing and Mathematics tests are required for admission to the program.

   Praxis II:
   English Language, Literature, and Composition: Content Knowledge (10041)
   Qualifying Score: 160
Forensic Science at Arcadia University
Global Perspectives…Personal Attention…Real-World Integrative Learning Experiences

Faculty
Heather Mazzanti, M.S.F.S., Assistant Professor and Interim Director of Forensic Science
Lauretta Bushar, Ph.D., Associate Professor and Chair of Biology
Sheryl Smith, Ph.D., Assistant Professor of Biology
Emanuele Curotto, Ph.D., Professor and Chair of Chemistry and Physics
Peter Campbell, Ph.D., Associate Professor of Chemistry and Physics
Chester M. Mikulski, Ph.D., Professor of Chemistry and Physics

Adjunct Faculty
Barry Logan, Ph.D, ABFT, National Forensic Science Director of NMS Labs and Executive Director of the Fredric Rieders Family Renaissance Foundation
John DiGregorio, Ph.D., M.D., Medical Director of NMS Labs
Heather Harris, M.F.S., J.D., Independent Forensic Chemistry Consultant
Richard Nilsen, M.S., J.D., Commander of the Forensic Services Unit and Assistant DA in the Montgomery County District Attorney’s Office
Michael F. Rieders, ’80, Ph.D., Forensic Toxicologist and Chair of the Board at NMS Labs
Allen Stewart, M.S., Deputy Sheriff in the Montgomery County Sheriff’s Department
Christian Westring, Ph.D., DNA Technical Leader at NMS Labs
Jill Yeakel, M.S.F.S, Program Director at the Center for Forensic Science Research & Education at the Fredric Rieders Family Renaissance Foundation

About the Forensic Science Master’s Degree

- One of only a select few master’s in forensic science programs accredited by the Forensic Science Education Programs Accreditation Commission (FEPAC)
- Top scorers in national Forensic Science Assessment Test
- Offered on-site at the Center for Forensic Science Research & Education and NMS Labs state-of-the-art facilities
- Renowned American Board of Criminalistics (ABC) and American Board of Forensic Toxicology (ABFT) certified faculty
- Guaranteed internship at the Center for Forensic Science Research & Education
- Preparation for careers in private, state and federal agencies and a strong scientific foundation to pursue doctoral studies
- Arcadia University-sponsored student participation in professional meetings
- Active research programs in various forensic science disciplines
- Opportunity to attend autopsies and consult on cold case investigations
- Become recognized by the American Board of Criminalistics (ABC) by taking the Forensic Science Assessment Test (FSAT) prior to graduation
- Small class sizes

Forensic Science is broadly defined as the application of science to the purposes of law. It is highly interdisciplinary by nature and has become a vital part of the judicial and regulatory system in America. Practicing forensic scientists, law enforcement personnel, and criminal justice professionals all recognize the growing need for highly qualified specialists who can follow established protocols in the collection, preservation, analysis and presentation of forensic evidence.
The Arcadia University Master of Science in Forensic Science (M.S.F.S.) program is nationally accredited by the Forensic Science Education Programs Accreditation Commission (FEPAC) of the American Academy of Forensic Sciences (AAFS). Arcadia University is one of only a select few institutions in the country to hold this accreditation, which recognizes the high quality graduate forensic science curriculum offered through this program.

The Master of Science in Forensic Science degree is offered by Arcadia University in partnership with the Center for Forensic Science Research & Education and in collaboration with NMS Labs, one of the nation’s premier ASCLD-LAB and ISO 17025 accredited forensic science laboratories. Both facilities are located about 10 minutes from Arcadia University in Willow Grove, Pa. A significant portion of the coursework is conducted at the Center for Forensic Science Research & Education facilities, and forensic practitioners from NMS Labs provide a substantial part of the instruction.

Among forensic college programs, Arcadia is unique in its partnership with the Center for Forensic Science Research & Education and its association with the internationally known NMS Labs, which is frequently involved in high-profile cases as well as serving the local law enforcement community. This professional alliance provides a source of adjunct instructors, a forensic library, invaluable links to the forensic science community, and state-of-the-art laboratory equipment and facilities.

Arcadia believes that hands-on forensic science experience is essential. Arcadia’s guaranteed internship at the Center for Forensic Science Research & Education is a unique benefit of Arcadia’s program. This highly desirable, comprehensive, and intensive 15-week internal internship program gives every student valuable real-world experience and career preparation in the following areas: Forensic Biology, Forensic Toxicology, Forensic Chemistry and Trace Analysis.

Forensic Science Mission Statement:
The mission of the Forensic Science program at Arcadia University is to provide high quality, competent, and professional master’s level forensic science education and training. This mission is to be accomplished through contact with internal and external professional practitioners and academicians; through research, internships, and other forensic science activities intended to increase the students’ knowledge of forensic science; and through competent and ethical professional training. Believing that the program’s mission can be achieved through productive interactions among practitioners, academicians, and related forensic science activities, Arcadia University seeks

- To provide a comprehensive graduate program in the areas of forensic biology, chemistry, toxicology and trace evidence analysis and to serve as a model for forensic science education excellence.
- To promote scholarly inquiry into the knowledge and techniques fundamental to the practice of forensic science.
- To provide outstanding resources for students in their professional forensic science development.
- To produce competent and skilled forensic science professionals who can serve as outstanding practitioners and leaders in the forensic science field.

Forensic Science Program Structure
Arcadia’s curriculum is unique in that it covers a variety of specialties, unlike other graduate programs that require a commitment to a single field of study, making for more well-rounded forensic practitioners. The curriculum involves classroom and laboratory exposure to the field of criminalistics, including forensic biology, chemistry and trace analysis as well as forensic toxicology. Coursework emphasizing the development of problem-solving abilities is designed to encourage a concentration in these forensic science specialty areas and expose students to both relevant laboratory techniques and relevant medico-legal developments. An emphasis on laboratory coursework provides students with significant hands-on experiences. Students can reinforce their coursework and hands-on experiences via internship arrangements with practicing forensic laboratories, including NMS Labs.
in Willow Grove, Pa. A comprehensive internal internship practicum at the Center for Forensic Science Research & Education is guaranteed for all students. These experiences, coupled with the completion of an independent research project, ensure that Arcadia graduates are well-prepared for careers in forensic science and that they are well-received by the forensic science community.

The M.S.F.S. program focuses primarily on the field of criminalistics, which includes forensic biology, chemistry, toxicology, and trace evidence analysis. Criminalistics is the analysis, comparison, identification and interpretation of physical evidence for legal purposes. The main role of the criminalist is to apply objectively the techniques of physical and natural sciences to an examination of physical evidence and, thereby, help to prove or disprove the existence of a crime and provide information to investigators, attorneys, judges or juries that is helpful in determining the guilt or innocence of a suspect.

- **Forensic Biology** involves the analysis of biological fluids and tissues collected at crime scenes and from articles of physical evidence for the purpose of identification and individualization. A forensic biologist employs a wide range of laboratory methods and instruments for body fluid identification and forensic DNA analysis.

- **Forensic Chemistry** involves the forensic application of chemical theories, techniques and instrumentation to the analysis of illicit drugs, arson, explosives, and other trace evidence materials.

- **Forensic Toxicology** involves the detection and characterization of chemical substances exhibiting adverse or toxic physiological effects. A forensic toxicologist uses a wide range of laboratory methods, which may include spectrophotometric and chromatographic analyses.

- **Trace Analysis** involves the proper collection, preservation identification and comparison of items such as glass, paint, hairs, fibers and soil. A forensic trace evidence examiner uses instrumental, mechanical, chemical and visual techniques to analyze these types of trace evidence.

**Program Design**

The Forensic Science program offers a variety of core and elective courses. In their first year of study, students are given the opportunity to make up any deficiencies in biology and chemistry coursework depending on their undergraduate backgrounds and have the ability to take advanced courses in these fields. This provides students with a strong scientific foundation that is desirable in the field of forensic science. The remainder of the first-year courses concern both general and specific topics in forensic science. The second year of study allows for further specialization in chemical, biological, and toxicological coursework. Students also complete internship experiences and research projects in the second year.

**The First Year**

In their first year of study, students enrolled in the M.S.F.S. program take a set of core courses in biology and chemistry taught by faculty in the Biology and Chemistry departments at Arcadia University. Courses concerning topics in forensic science are taught by adjunct faculty recruited from NMS Labs as well as from local, state and federal forensic laboratories and law enforcement agencies.

**Chemistry courses:**

- CH 203 Equilibrium and Analysis (Spring)
- CH 404 Instrumental Methods of Analysis I (Fall)
- CH 407 Polymers and Biopolymers (Fall)

**Biology courses:**

- BI 404* Genetics (Spring)
- BI 421 Human Genetics (Spring)
- BI 433* Molecular Biology (Spring)
- BI 440* Biochemistry (Fall)
- BI 438 Bioinformatics (Fall)

**Elective courses:**

- FS 555 Biotechnology (Spring)
- FS 583 Graduate Internship in Forensic Science
- FS 589 Independent Research
- MA 141* Statistics (Fall)
**FORENSIC SCIENCE at Arcadia University**

*Required courses as needed

All students take the following in the first year:

<table>
<thead>
<tr>
<th>Fall Semester</th>
<th>Spring Semester</th>
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<tbody>
<tr>
<td>FS 518</td>
<td>FS 520</td>
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<tr>
<td>Crime Scene Investigation and Reconstruction</td>
<td>Moot Court</td>
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<tr>
<td>FS 519</td>
<td>FS 586</td>
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<tr>
<td>Forensic Pattern Analysis</td>
<td>Graduate Practicum in Forensic Biology</td>
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<tr>
<td>FS 561a</td>
<td>FS 587</td>
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<tr>
<td>Forensic Science Symposium</td>
<td>Graduate Practicum in Forensic Chemistry</td>
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<tr>
<td>FS 570</td>
<td>FS 588</td>
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<tr>
<td>Criminal Law and Ethics</td>
<td>Graduate Practicum in Forensic Toxicology</td>
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</tbody>
</table>

**Expert seminars:** A required 1-credit seminar in which forensic experts address the cohort about key issues in their fields.

**Summer project or internship:** After the first year, students may engage in a summer external internship opportunity or research project mentored by a faculty member affiliated with the University or its affiliates.

**The Second Year**

In the second year, students take specialized coursework in forensic biology, forensic toxicology, forensic chemistry and trace analysis. Students also must complete a laboratory practicum/internship and research project mentored by a faculty member affiliated with the University or its affiliates.

Students generally take the following courses in the second year:

<table>
<thead>
<tr>
<th>Fall Semester</th>
<th>Spring Semester</th>
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<tbody>
<tr>
<td>FS 525</td>
<td>FS 520</td>
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<tr>
<td>Forensic Toxicology I</td>
<td>Forensic Practicum in Forensic Biology</td>
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<tr>
<td>FS 526</td>
<td>FS 586</td>
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<tr>
<td>Forensic Toxicology II</td>
<td>Graduate Practicum in Forensic Chemistry</td>
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<tr>
<td>FS 531</td>
<td>FS 587</td>
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<tr>
<td>Forensic DNA Analysis</td>
<td>Graduate Practicum in Forensic Toxicology</td>
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<td>FS 512</td>
<td>FS 588</td>
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<tr>
<td>Forensic Trace Evidence Analysis</td>
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<tr>
<td>FS 536</td>
<td>FS 596</td>
</tr>
<tr>
<td>Advanced Forensic Chemistry</td>
<td>Research Project in Forensic Science</td>
</tr>
</tbody>
</table>

**Admission to the Forensic Science Master’s Program**

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

1. A Forensic Science application, including personal statements, to be completed online at www.arcadia.edu/gradapp.
2. A bachelor’s degree from an accredited institution with a GPA of 3.0 or better, with at least a 3.25 in the major. It is expected that students have an undergraduate degree in the natural or physical sciences.
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 two semesters of general chemistry with laboratories, two semesters of organic chemistry with laboratories, and two semesters of general biology with laboratories.
5. Three letters of recommendation from persons familiar with the
applicant’s ability to study graduate-level science.

6. Test scores for the Graduate Record Examination (GRE) or the Medical College Admission Test (MCAT), taken within the last five years.

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.

8. It is highly recommended that prospective undergraduate students have completed coursework in genetics, molecular biology, biochemistry, statistics, and instrumental/analytical chemistry.

9. An interview with the Admissions Committee may be required.

General Admissions Procedures

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 Student Health Services.

Application Deadline

Completed applications will be reviewed on a rolling basis starting February 1. Those received after February 1 will be reviewed based on availability of space in the attending class.

Deferred Admission

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

Support Services

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

Expenses

Tuition: 2011-12 $26,770
Fees:
- Parking and registration (per year) $130

Additional Expenses:
- Books and supplies (estimated): Year one $1,000; Year two $1,000
- Room and Board: Off Campus
- Travel: Varies

Financial Aid

Scholarships

Several partial-tuition scholarships are available for students in the Forensic Science program. Upon acceptance into the program, students will be reviewed automatically for these scholarships, which are based upon academic achievement and are renewable for two years.

Assistantships

Graduate assistantships are available on a semester-to-semester basis. Select students automatically are awarded graduate assistantships upon acceptance, but any graduate student may apply for a campus-wide graduate assistantship. Questions regarding graduate assistantships should be directed to the Office of Graduate and Undergraduate Studies at 215-572-2925. Click here for more information on financial aid.

Federal Loans

Graduate students are eligible to borrow through the federal Stafford Loan and federal PLUS Loan programs. Arcadia University, in partnership with AES/PHEAA, offers the no-fee Arcadia University Preferred Stafford Loan Program, which provides students with benefits that include:
- Origination and guarantee fee waivers
Requirements for the M.S. in Forensic Science
(38–70 credits)

The program includes at least 38 credits of required graduate coursework, including 6 to 12 semester hours of research, 6 to 12 semester hours of practicum/internship, plus mandatory participation in symposium/seminar series.

First-Year Coursework

Fall Semester (14-17 credits)
- FS 518 Crime Scene Investigation and Reconstruction (2 credits)
- FS 519 Forensic Pattern Analysis (2 credits)
- FS 570 Criminal Law and Ethics (3 credits)
- FS 561a Forensic Science Symposium (1 credit)
- CH 404 Instrumental Methods of Analysis I (3 credits)
- 3 credit Elective BI 440 Biochemistry as needed OR CH 407 Polymers and Biopolymers OR BI 438 Bioinformatics
- MA 141 Statistics (3 credits) as needed

Spring Semester (16 credits)
- FS 515 Research Methods in Forensic Science (1 credit)
- FS 504 General Principles of Pharmacology (3 credits)
- FS 530 Forensic Serology (3 credits)
- FS 535 Forensic Chemistry (3 credits)
- 3 credit Elective BI 433 Molecular Biology as needed OR FS 555 Biotechnology
- 3 credit Elective BI 404 Genetics as needed OR BI 421 Human Genetics OR CH 203 Equilibrium and Analysis

Second-Year Coursework

Fall Semester (20 credits)
- FS 525 Forensic Toxicology I (3 credits)
- FS 526 Forensic Toxicology II (3 credits)
- FS 531 Forensic DNA Analysis (3 credits)
- FS 512 Forensic Trace Evidence Analysis (3 credits)
- FS 536 Advanced Forensic Chemistry (3 credits)
- FS 533 Quality Management in Forensic Science (1 credit)
- FS 596 Research Project in Forensic Science (4 credits)

Spring Semester (17 credits)
- FS 586 Graduate Practicum in Forensic Biology (4 credits)
- FS 587 Graduate Practicum in Forensic Chemistry (4 credits)
- FS 588 Graduate Practicum in Forensic Toxicology (4 credits)
- or FS 583 Graduate Internship in Forensic Science [external] (6-12 credits)
- FS 596 Research Project in Forensic Science (4 credits)
- FS 520 Moot Court (1 credit)
Forensic Science
Courses (FS)

504 General Principles of Pharmacology
This lecture-based course provides a general introduction to pharmacology as applied to forensic issues, divided into two sections: Pharmacokinetics and Pharmacodynamics. In Pharmacokinetics, there is a detailed discussion of absorption, distribution, metabolism and excretion of drugs with an emphasis on drug transport, active metabolites and drug interactions. In Pharmacodynamics, there is a discussion of receptor-drug binding characteristics and efficacy. Various pharmacological effects are discussed, such as, therapeutic, toxic, idiosyncratic, hypersensitive and lethal effects with clinical examples to illustrate the differences. There is a detailed pharmacological discussion of various drug classes.

512 Forensic Trace Evidence Analysis
This lecture/laboratory-based course is designed to provide the student with a foundation for the analysis of trace evidence in criminal cases. This course includes the forensic analysis of hairs, fibers, glass, paint, and soil, and the use of microscopy and other analyses in the identification and comparison of trace evidence. Lectures are supplemented with laboratory exercises.

515 Research Methods in Forensic Science
This lecture-based course is designed to familiarize the student with the basic methods and techniques of research and the preparation of research papers. It is designed to instill proper practices for creating an experiment and reporting those results and ideas in an appropriate manner. In this course, students learn how to research a topic and design an experiment. The students then are asked to dissect and critique relevant scientific journal articles to understand the intent and content of each section. Finally, the students utilize the skills they learned and developed in the previous weeks of the class to prepare a literature survey or design an experiment on a particular research topic.

518 Crime Scene Investigation and Reconstruction
This lecture/hands-on based course provides students with an in-depth review of crime scene processing and evaluation. Dr. Edmond Locard stated that when you enter a crime scene you bring things in with you and when you leave you take things away. This is known as the Locard exchange principle. This course discusses how to document and collect physical evidence from various types of crime scenes without contaminating the scene. Students are taught proper techniques for photographing the crime scene as well as for the collection of evidence, latent fingerprinting, shoe/tire impressions trace evidence and DNA collection. Students will be able to reconstruct the entire crime scene for court presentation.

519 Forensic Pattern Analysis
This lecture/laboratory-based course provides students with an overview of the principles and concepts on which pattern evidence analysis is based. Methods of analysis for various types of forensic pattern evidence including fingerprints, footprint impressions, tire marks, tool marks, blood spatter analysis and fired bullets and cartridges are discussed. Students use mechanical, chemical and visual techniques to develop and analyze these types of pattern evidence.

520 Moot Court
The culmination of laboratory analysis of evidential material in criminalistics and other forensic disciplines is its presentation in court, where the analyst has the opportunity to explain the testing they performed, interpret their results, and defend their validity and reliability. This course prepares the forensic science student in the preparation and presentation of scientific information to lay audiences, and it helps students to understand the dynamics of the courtroom. This is achieved through lectures and moot court format. Instructors may utilize reports and projects prepared in other courses to provide the subject matter for the students' testimony. Students are videotaped for self-critique.

525 Forensic Toxicology I
This lecture/laboratory-based course presents the major fields that constitute general toxicology: workplace drug testing; performance enhancement; performance impairment, e.g., DUI; “date rape”; and postmortem toxicology. It covers methods, procedures, education training and certification requirements, work performance and court testimony as well as the nature and content of applicable regulations and guidelines. Lectures, interactive sessions and demonstrations are used to demonstrate techniques and their application.
530  
**Forensic Serology**  
This lecture/laboratory-based course covers the biochemical basis of forensic testing procedures and includes classical serological and electrophoretic techniques. It examines fundamental genetic and statistical principles and their application to forensic biology. Court testimony in the area of forensic biology also is addressed. Practical and laboratory exercises demonstrate the techniques and their applications.

531  
**Forensic DNA Analysis**  
This lecture/laboratory-based course covers the basic principles of DNA functions and chemistry, capillary electrophoresis, polymerase chain reaction, and STR multiplexing of nuclear DNA. It examines the history of forensic DNA techniques as well as surveying current trends including mitochondrial and single nucleotide DNA polymorphism techniques. Testimony in admissibility and Daubert hearings are addressed. Practical demonstrations illustrate the techniques and their applications.

533  
**Quality Management in Forensic Science**  
This lecture-based course discusses theoretical and practical applications of forensic science laboratory management. Expectations for the professional practice of forensic science are changing, driven by developing technology, legal precedent and government regulation. Professional organizations also play a role in governing the qualifications of people practicing in the field and setting standards for ensuring that valid science is practiced and admitted to court. This course emphasizes various quality measures, including quality control and quality assurance, proficiency testing, professional certification and laboratory accreditation standards. Issues related to bias, error and uncertainty also are explored. The class reviews critiques of the forensic sciences that are the basis for development of scientific working groups (SWGs) in various disciplines and proposed areas for improvement in forensic science including research, education, validation, and management of laboratories.

535  
**Forensic Chemistry**  
This lecture/laboratory-based course is designed to provide the student with a foundation in the theories, techniques and vocabulary of the unique field of forensic chemistry. This course covers forensic chemistry techniques and principles relating to controlled substances, ignitable liquids, fire debris and explosives. A review of organic and analytical chemistry as they relate to forensic chemistry is discussed.  
**Prerequisites:** Students should have completed General Chemistry, Organic Chemistry and Instrumental Analysis courses.

536  
**Advanced Forensic Chemistry**  
This lecture/laboratory-based course is designed to build on those topics covered in Forensic Chemistry. This course covers forensic chemistry analytical techniques and principles relating to controlled substances, fire debris, and ignitable liquids.  
**Prerequisites:** FS 535

555  
**Biotechnology**  
This course includes lectures and limited laboratory demonstrations in DNA technology. The topic areas include: classical examples of biotechnology, automated DNA quantitation, PCR and RT PCR analysis, slab-gel and capillary electrophoresis, detection methods (fluorescent dyes), genetic analyzers, STR, Y-STR, SNP (nuclear DNA) genotyping, mtDNA sequencing, DNA database analysis, and applications of biotechnology to various fields with an emphasis on their use in the forensic sciences.

561a  
**Forensic Science Symposium**  
This is a wide-ranging introduction to key areas and “hot topics” in forensic science, as presented by a series of guest lectures by leading practitioners in the field.

570  
**Criminal Law and Ethics**  
This lecture-based course provides the student with an introduction to the American criminal justice system. Through discussion and analysis of the U.S. Constitution, the Pennsylvania Constitution, Federal (and state) Rules of Criminal Procedure, Federal (and state) Rules of Evidence and case law, students develop a practical understanding of modern criminal jurisprudence. Special emphasis and consideration is given to the ethical obligations of criminal justice practitioners, including judges, prosecutors, defense attorneys, law enforcement officers and expert witnesses.

583  
**Graduate Internship in Forensic Science**  
This is a supervised external full-time internship at a pre-approved facility. Students are exposed to forensic analysis in an operational forensic laboratory and are
evaluated by the forensic science program external internship committee and the sponsoring forensic laboratory. Credit depends on number of hours in the internship, with a minimum of 300 hours (6 credits) required to a maximum of 600 hours (12 credits). Other numbers of hours will be prorated accordingly.

586 Graduate Practicum in Forensic Biology
This is a supervised internal full-time practicum at the Fredric Rieders Family Renaissance Foundation. Principles of the forensic analysis of blood and other biological materials as well as the procedures involved in DNA profiling of evidence (including DNA extraction, quantitation, amplification and detection) are used to process casework samples, perform analyses, interpret results, write reports, and participate in moot court experiences. Students have multiple hands-on casework samples, laboratory experiences, and the assistance of forensic practitioners in the preparation and execution of appropriate reports, analyses, and court testimonies.

587 Graduate Practicum in Forensic Chemistry
This is a supervised internal full-time practicum at the Fredric Rieders Family Renaissance Foundation. Principles and techniques of the forensic identification of drugs including the weighing and sampling of drug evidence as well as presumptive and confirmatory drug identification are used to process casework samples, perform analyses, interpret results, write reports, and participate in moot court experiences. Students have multiple hands-on casework samples, laboratory experiences, and the assistance of forensic practitioners in the preparation and execution of appropriate reports, analyses, and court testimonies. Students also learn those analytical techniques used for the forensic analysis of trace evidence.

588 Graduate Practicum in Forensic Toxicology
This is a supervised internal full-time practicum at the Fredric Rieders Family Renaissance Foundation. Principles and procedures used in the forensic analysis of drugs and toxins, including their detection, extraction and purification from biological matrices, and quantitation are used to process casework samples, perform analyses, interpret results, write reports, and participate in moot court experiences. Students have multiple hands-on casework samples, experiences with screening procedures and analytical methodologies and the assistance of forensic practitioners in the preparation and execution of appropriate reports and court testimonies.

589 Independent Research
This course is designed for the student to independently integrate his or her graduate coursework studies and to incorporate his or her learning, research and/or internship experiences into a formal presentation. The presentation should demonstrate a comprehensive and detailed understanding of their area of specialization.

596 Research Project in Forensic Science
This course consists of original laboratory-based research in some aspect of forensic chemistry, biology or toxicology, comparing existing testing modalities or experimenting with novel techniques. Projects involve all stages of a research task—proposal, experimental design, data collection, analysis—and are supervised by a member of the regular Arcadia University teaching faculty, another member of the Forensic Science teaching faculty, and a forensic practitioner or someone with specialized knowledge. The culmination of this research should result in students meeting together to compare projects and prepare their capstone presentations.

597 Research Project in Forensic Chemistry
This course consists of original laboratory-based research in some aspect of forensic chemistry that can be taken repeatedly for credit with approval of the sponsoring professor and program director. Projects involve all stages of a research task—proposal, experimental design, data collection, analysis—and are supervised by a member of the regular Arcadia University teaching faculty, another member of the Forensic Science teaching faculty, and a forensic practitioner or someone with specialized knowledge. The culmination of this research should result in students meeting together to compare projects and prepare their capstone presentations.

598 Research Project in Forensic Biology
This course consists of original laboratory-based research in some aspect of forensic biology that can be taken repeatedly for credit with approval of the sponsoring professor and program director. Projects involve all stages of a research task—proposal, experimental
design, data collection, analysis—and is supervised by a member of the regular Arcadia University teaching faculty, another member of the Forensic Science teaching faculty, and a forensic practitioner or someone with specialized knowledge. The culmination of this research should result in students meeting together to compare projects and prepare their capstone presentations.

**Biology Courses (BI)**

404 **Genetics**
A study of the classical and modern views of the nature of the gene, its transmission and its function, this course includes microbial and population genetics. Three class hours and three laboratory hours weekly.

**Prerequisites:** BI 101 and 102; or permission of the instructor.

433 **Molecular Biology**
This study of the molecular structure and functioning of the gene includes in-depth investigation of current areas of molecular research in biological fields such as medicine, development, population biology and evolution. Laboratory involves techniques of molecular biology including DNA purification and analysis, cloning and the polymerase chain reaction. Three class hours and three laboratory hours weekly.

**Prerequisites:** BI101, 102, 204, CH101, 102; or permission of the instructor.

438 **Bioinformatics**
This is an interdisciplinary course in Bioinformatics offered by the Departments of Computer Science/Math and Biology. The focus of this course is on genomics including concepts in gene structure and function. Students gain knowledge in the utilization of genome databases/browsers and bioinformatic tools employed for gene model prediction (annotation), and use those tools to annotate sequences from various eukaryotic genomes. Students are given instruction on algorithm design based on pattern-matching and gain hands-on experience in the use of algorithms to help predict gene models and to test those models for accuracy within the context of the programming language Perl. Collaboration between students trained in different disciplines (math, computer science, biology) is encouraged in order to address issues in genomics and to reflect the interdisciplinary nature of the field.

**Prerequisites:** BI101/BI102; CS101/CS102.

440 **Biochemistry**
This course introduces students to the basic concepts in biochemistry through lecture and problem sets. A biomedical perspective is used throughout. Students learn the basic principles governing the structure and function of biochemical systems.

**Prerequisite:** Permission of the instructor.

**Chemistry Courses (CH)**

203 **Equilibrium and Analysis**
This examination of the principles and theory of chemical equilibrium in the context of quantitative chemical analysis includes selected traditional analytical laboratory techniques frequently applied to analyses of systems of biological and environmental interest. It also introduces instrumental techniques of analysis.

**Prerequisite:** CH102; or permission of the Chair.

404 **Instrumental Methods of Analysis I**
This study of the theory and practice of instrumental analysis includes electrochemical, spectrophotometric, chromatographic, mass spectral and nuclear magnetic resonance methods of analysis as background for the separation, identification and analysis of chemical substances. Three class hours and four laboratory hours weekly.

**Prerequisites:** CH 203, CH 301, CH 302 highly recommended.

407 **Polymers and Biopolymers**
This course is a coherent introduction to modern polymer chemistry designed for students interested in chemistry, physics, engineering and biochemistry. Specifically, this course aims to broaden the perspective of students in the different technical areas to the point where they can appreciate the scope and importance of polymers, biopolymers and contemporary polymer technology. Emphasis is placed on the nature and synthesis of polymers; biological polymers and their reactions; thermodynamics and kinetics of polymerization; and physical characterization, fabrication, testing and uses of both natural and synthetic polymeric materials. Four class hours weekly.

**Prerequisites:** CH 201, CH 202.
Math Courses (MA)

141

Elementary Statistics
This is an introduction to basic statistical techniques and their applications to the sciences, social sciences and business administration. It includes the collection and presentation of data, measures of central tendency and variability, probability, sampling distributions, confidence intervals, hypothesis testing, correlation and regression, and introduction to analysis of variance. Students learn to use common computer packages in statistics.

Prerequisite: MA 100 or placement exam.
General Science Education
at Arcadia University

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

Coordinator
Julia Plummer, Ph.D.

Master’s Degree and Teacher Certification
Master of Education with a Concentration in Secondary Education
Certification: General Science Instructional, Intern, Supervisory

About the Secondary Education Master’s Degree Program
This program is designed to allow students seeking certification in secondary areas to attain a master’s degree concurrently. The degree is not required for certification, and individual requirements for certification may vary based on academic experience. The program must be planned with an adviser to ensure that degree and/or certification requirements are satisfied.

Master of Education Degree Requirements (M.Ed.)
(a minimum of 30 credits)

Secondary Education Concentration
1. Foundation Courses (6–9 credits) chosen with the adviser from the following:
   ED 503 General Foundations of Education in the United States
   One additional foundation chosen from ED 501–510

2. Concentration Courses (15–18 credits) chosen with the adviser from the following:
   ED 513 Meeting the Needs of Diverse Learners
   ED 514 Assessment in the Classroom
   ED 517 Human Development: The School Years, K–12

   ED 523 The Teacher and the Classroom, Secondary
   ED 580 Introduction to Inclusive Education
   ED 553 Issues in Science for Secondary Teachers
   ED 607 Strategic Instruction for Adolescent Readers and Writers 7-12
   ED 565 Introduction to Instructional Technology

   3. Electives (3–9 credits) chosen with the adviser

4. Culminating Activity. (3 credits)
   ED 596 Curriculum Development Project

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

General Science 7–12

   ED 503 General Foundations of Education in the United States
   ED 513 Meeting the Needs of Diverse Learners
   ED 523 The Teacher and the Classroom, Secondary
   ED 553 Issues in Science for Secondary Teachers
   ED 565 Introduction to Instructional Technology
   ED 471 Graduate Student Teaching Practicum: Secondary 7–12
   (6 credits; credits not applicable to master’s degree)

   or ED 583B Fieldwork (for students holding a valid Pennsylvania Instructional I or II certificate) (3 credits; credits not applicable to master’s degree)

Additional Certification Requirements
1. Completion of all subject area coursework required to meet the general and specific certification standards of the Pennsylvania
General Science Education at Arcadia University

Department of Education. This will be determined by the coordinator.

2. A grade of “B” or better in the Graduate Student Teaching Practicum.

3. Completion of all Praxis examinations is required prior to enrolling for the Student Teaching Practicum.

Praxis I:
   Passing scores on Reading, Writing and Mathematics tests are required for admission to the program.

Praxis II:
   General Science Content Knowledge (10435)
   Qualifying Score: 146
Genetic Counseling
at Arcadia University

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

Faculty

Program Director
Kathleen D. Valverde, M.S., C.G.C., earned a B.S. in Psychology from Binghamton University and an M.S. in Human Genetics and Genetic Counseling from Sarah Lawrence College. She returned to Sarah Lawrence College as the Fieldwork Facilitator for the Genetic Counseling Training Program before joining Arcadia University as the Assistant Director in 1995. In 2004 she assumed the role of Program Director. She has worked in the genetic counseling field for more than 25 years with extensive expertise in cystic fibrosis. She has served on the National Society of Genetic Counselors Board of Directors and is on the task force to establish a new accreditation agency for genetic counseling programs. She is actively involved with pursuing licensure for genetic counselors in the Commonwealth of Pennsylvania. She has published extensively and has a special interest in clinical supervision and cancer counseling.

Laura Conway, Ph.D., C.G.C., is the Academic Coordinator of Research and Laboratory Education. She earned received a Ph.D. in Biochemistry from the University of Wisconsin-Madison. She engaged in research for several years before attending the Genetic Counseling graduate program at Arcadia University. After graduating in 1999, she practiced as a prenatal genetic counselor for five years. Dr. Conway has served as an abstract reviewer for the National Society of Genetic Counselors, and she is a grant reviewer and finance chair for the Jane Engelberg Memorial Fellowship. Her primary interest is how genetic counselors can incorporate changes in technology.

Kathryn Spitzer Kim, M.S., C.G.C., is Coordinator of Counseling Education. She has more than 20 years of experience in the genetic counseling field in a variety of settings (prenatal, hospital-based and private practice). She has focused on teaching and supervising genetic counseling students for more than 15 years. Her primary interests are the psychological aspects of genetic counseling and multiculturalism. She recently wrote a chapter on interviewing techniques in the second edition of A Guide to Genetic Counseling.

Faculty

Ian Krantz, M.D., is the Medical Director of Arcadia’s Genetic Counseling program. He is an Associate Professor of Pediatrics, an attending physician in Genetics Services, and director of the genetics residency/fellowship program at the Children’s Hospital of Philadelphia (CHOP). Dr. Krantz serves on the Clinical Advisory Board for the Cornelia de Lange Syndrome (CdLS) Foundation, the Foundation for the Advancement of International Medical Education and Research, and the Alagille Syndrome Alliance. In May 2004, a research team led by Dr. Krantz reported in Nature Genetics that they had identified a gene on chromosome 5 which, when altered, causes CdLS. Dr. Krantz has been the course director for the Medical Genetics courses GC 550 and 551 since 2002. He regularly supervises students in clinic and provides thesis advising and mentoring.

Adjunct Faculty

Barbara Bernhardt, M.S., C.G.C., University of Pennsylvania
Melanie Corbman, Cancer Treatment Center of America
Brenda Finucane, M.S., C.G.C., Director of Genetics Services, Elwyn Training and Research Institute
Andrea Forman, M.S., C.G.C., Family Risk Assessment Program, Fox Chase Cancer Center
Kristi Fitzgerald, M.S., C.G.C., Biochemical Genetics, Children’s Hospital of Philadelphia
Paige Kaplan, M.D., Biochemical Genetics, Children’s Hospital of Philadelphia
Wenda Long, Ph.D., University of Pennsylvania
Genetic Counseling at Arcadia University

Donna McDonald-McGinn, M.S., C.G.C.,
Associate Director Clinical Genetics, Children’s Hospital of Philadelphia
Livija Medne, M.S., C.G.C., Genetics, Children’s Hospital of Philadelphia
Kate Nathanson, M.D., Cancer Genetics, Hospital of the University of Pennsylvania
Steven Robbins, Ph.D., Department of Psychology, Arcadia University
Cynthia Rutherford, M.A., Counselor, Arcadia University Counseling Center
Sheryl Smith, Ph.D., Department of Biology, Arcadia University
Nancy Spinner, Ph.D., Department of Human Genetics, Children’s Hospital of Philadelphia
Susan Walther, M.S., CGC University of Pennsylvania Molecular Laboratory
Maren Westphal, Ph.D., Counseling Psychology, Arcadia University
Alisha Wilkens, M.S., CGC, Children’s Hospital of Philadelphia

Master’s Degree

Master of Science in Genetic Counseling

About the Genetic Counseling Master's Degree

National Recognition, Local Support
Arcadia’s Genetic Counseling program is one of only 28 accredited programs in North America. Established in 1995, the program has graduated more than 150 students and is the second largest program in the country. Accepting 12-14 students annually, Arcadia provides personal attention and access to clinical opportunities at some of the nation’s premier healthcare facilities.

Arcadia’s program has the full support of the genetics community in the greater Philadelphia area. Clinical training is one of the program’s greatest strengths, with individualized clinical opportunities at clinical genetics sites throughout the Delaware Valley. Access to so many clinical training centers allows students to broaden their educational experience beyond traditional clinics to research in medical subspecialties, health care management, and non-traditional genetic counseling roles. In addition, students participate in a variety of community service projects.

Arcadia alumni are working across the country in diverse genetic counseling roles. Overall, employers have been extremely pleased with the Arcadia graduates’ work ethic and performance. In fact, several institutions employ multiple Arcadia graduates.

The Master of Science in Genetic Counseling program offers a degree in a recognized specialty in medical genetics. The two-year, full-time graduate program is designed to provide students with the proficiencies and knowledge base required of a successful practitioner. The program includes scientific, medical, psychological and clinical courses combined with practical experience.

Students will be trained to understand the complex environment in which the genetic counselor must operate and learn to apply knowledge from the life sciences and psychology in order to address the needs of patients, community lay groups, and health and human services professionals. A research project/thesis during the second year is required for graduation.

The program meets the requirements of the American Board of Genetic Counseling (ABGC) for curriculum content, clinical experience and overall program design and has been granted full accreditation status. Therefore, students who graduate from the Arcadia University Genetic Counseling program are qualified to sit for the certification examination offered by the ABGC.

A Growing Profession: Genetic Counseling is a growing profession that combines expertise in scientific knowledge and finely developed counseling abilities. The majority of graduates work in major medical centers, primarily in reproductive medicine. The range of positions open to genetic counselors continues to expand and now includes general genetics services (pediatric and adult), clinical services devoted to one diagnosis (a specialty clinic), community support organizations, public health departments and services, administration, research, commercial laboratories, and private practice. The continuing growth in understanding inherited conditions predicts expansion for the profession.
Recent data suggest that there are sufficient numbers of positions available for new graduates in the field. The mean starting salary for a genetic counselor with a master's degree is $64,870, as stated by the American Medical Association (2008). A strong professional organization, the National Society of Genetic Counselors (NSGC), provides ongoing education and communication for genetic counselors through annual conferences, a newsletter and a journal.

Potential applicants are urged to contact the NSGC for information about careers in genetics at www.nsgc.org.

Academic and Clinical Facilities: Arcadia’s typical class size is 12-14 students per year. A genetic counseling program house serves as a central location for students to meet and obtain information about conferences, positions available, and other opportunities.

US News & World Report named “genetic counselor as a 2009 top 10 best career in terms of job satisfaction and job market outlook, with the national median pay at $71,000. The NSGC 2010 Professional Status Survey reports an average salary for clinical genetic counselors as $62,000.

The wealth of genetics services in the Philadelphia area provides students with a broad range of clinical experiences in settings that include community hospitals and university-based medical centers. All clinically oriented courses are taught by experienced members of the genetics community.

Practica and Clinical Internships: The first-year practica are based at any of 24 different institutions throughout the Philadelphia area. In the second year, a total of 58 clinical internship sites are available. These sites include 22 prenatal, eight pediatric, 11 cancer, and numerous specialty clinics in the areas of reproductive genetics, neurogenetics, metabolic genetics, cardiovascular genetics and others. The clinical internships are supervised by board-certified genetic counselors and/or board-certified clinical geneticists. The location of these sites extends from Trenton, N.J., to Newark, Del., and from Camden, N.J., to Harrisburg, Pa.

The Arcadia University Genetic Counseling program has graduated more than 150 students who are working in more than 28 states. Arcadia graduates have achieved professional recognition in various areas. Many students have had thesis projects presented as abstracts or published in professional journals.

100 Percent of Alumni Recommend Arcadia’s Program: Results of the 2007 Alumni Survey found that 100 percent of those who completed the survey would recommend Arcadia’s Genetic Counseling program to prospective students. Ninety-eight percent also felt that their Arcadia training had prepared them well for work in the field. Employment rates were high, with 72 percent finding work within three months of graduation and 94 percent hired within 12 months.

Genetic Counseling Frequently Asked Questions

When are applications due? Applications are due on January 15.

What are the Graduate record Examination (GRE) codes? Arcadia University's GRE code is 2039.

Where do I send applications and supporting documents? Applications and supporting documents should be sent to:

Arcadia University
Enrollment Management Office
450 S. Easton Road
Glenside, PA 19038-3295

Can I still apply even if I haven't finished all the pre-requisite courses? Yes, applications will be reviewed from applicants who have not completed all of the pre-requisite courses with the understanding that an accepted student must complete these courses before classes start in September.

When will I be notified if I am offered an interview? Invitations for interviews are generally mailed in March.

When do interviews take place? Interviews are scheduled on Mondays and Fridays throughout the months of March and April. Applicants will be instructed to call the Genetic Counseling Department office to schedule an interview.

When will I be notified whether I've been accepted to the program? There is a universal acceptance date for all Genetic Counseling programs approved by the
American Board of Genetic Counseling. This date is usually the first Friday in May. The universal acceptance date for 2012 is April 23.

How many students apply to Arcadia's program? How many students are accepted? The Arcadia University Genetic Counseling program receives more than 100 applications per year, and 12-14 students are accepted for the incoming class.

What are the average GPA and GRE scores of accepted students? A minimum GPA of 3.0, minimum combined GRE score of 1000 on Quantitative and Verbal sections, and minimum of 4.0 on the Analytical section are recommended. However, multiple factors are considering during the admissions process. The admissions committee weighs many variables when selecting a student, so students who do not have these minimum requirements are still welcome to apply.

What type of volunteer experience do I need? The admissions committee would like to see that the applicant has observed some genetic counseling sessions prior to applying to the program. However, due to many constraints, this type of opportunity is not available to all applicants. In lieu of genetic counseling observations, work in other health-related fields will be considered.

Are scholarships or financial aid available to students? For the past two years, partial scholarships have been awarded to 90% of the incoming students.

Does Arcadia accept international students? If so, are there additional entrance exams? The Arcadia Genetic Counseling program does admit international students. 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.

Whom should I ask for letters of recommendation? Three personal letters of recommendation are required for admissions, including at least one from a college professor and one from a practicing genetic counselor or comparable health professional.

Can I visit Arcadia's Genetic Counseling program? Graduate Open Houses are held three times a year in the months of April, August and November. Other dates can be arranged by contacting the program Director.

Is there a thesis requirement? Each student develops and performs an independent research project. The projects are initiated in the second semester of the first year and written up as a thesis by the end of the second year. Many of these projects are subsequently submitted for presentation at national meetings or for publication.

Master of Science in Genetic Counseling Admissions Requirements

In addition to the general admission requirements, the following requirements must be met. All application materials must be in the Office of Enrollment Management by January 15.

1. A Genetic Counseling 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. The prerequisite courses listed below. All courses used toward the minimum prerequisites must be taken through the appropriate departments, e.g., Biology, Chemistry, and Psychology. All prerequisite courses must be completed prior to the start of the Genetic Counseling program. One-
Genetic Counseling at Arcadia University

half of the prerequisite courses must have been taken within 10 years prior to application.

a. Biological Sciences—four courses in Biology, including General Genetics. (Human Genetics should not be substituted for a General Genetics course.)

b. Chemistry—three courses, to include at least one semester of General Chemistry and Organic Chemistry. Biochemistry is not required but is strongly recommended and will fill the requirement for the third Chemistry course.

c. Psychology—two courses.

d. Statistics—one course, which should include descriptive statistics, differences between two means, correlation and beginning concepts of analysis of variance.

5. Three letters of recommendation, at least one from a professor and one from a practicing genetic counselor or comparable health professional.

6. Test scores for the Graduate Record Examination (GRE), taken within the last five years. A minimum total score of 1000 is required for the verbal and quantitative portions of the test with no single score below 450. A minimum score of 4 is required for the analytical writing portion of the test.

7. A personal interview with the program Director.

8. Knowledge of the profession through work or volunteer experience. A broad overview of the profession is preferable to experience in a limited area.

9. A high degree of both physical and emotional health.

10. International applicants should visit www.arcadia.edu/international for detailed information on admission requirements and application procedures. Official results from the TOEFL or IELTS are required for all students for whom English is a second language 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.

All application materials must be sent to the Office of Enrollment Management.

Application Deadline

All application documents, along with a $50 ($25 online application) non-refundable application fee, must be submitted to the Office of Enrollment Management by January 15 of the year in which the applicant is seeking admission.

Notification of admission is made to applicants by telephone, letter, or e-mail on the universal acceptance date in late spring, and candidates are expected to reply by the date indicated in their notification. A $500 deposit must accompany the acceptance reply. This deposit is applied to the first semester tuition, and it is non-refundable if students fail to enter the program on the date for which they are accepted.

Expenses

Tuition for 2011: $27,500

Fees

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

Additional Expenses:

- Books and supplies (estimated): Year one – $500; Year two – $400
- 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 at Student Health Services.

Financial Aid and Scholarships

Several partial-tuition scholarships are available for Genetic Counseling students. Upon acceptance into the program, students will be reviewed automatically for these scholarships, which are based upon financial need and academic achievement and are renewable for two years.

Graduate Assistantships

In addition to partial scholarships awarded to all qualified students, graduate assistantships
Genetic Counseling at Arcadia University

are available. Select students automatically are awarded graduate assistantships upon acceptance, but any full-time graduate student may apply for an assistantship, which offers a credit toward tuition costs in exchange for working a specified number of hours per week for a department. Questions regarding graduate assistantships should be directed to the Office of Graduate and Undergraduate Studies at 215-572-2925.

Outside Scholarships

Additionally, students are encouraged to contact outside organizations to apply for outside scholarships. For more scholarship opportunities, refer to the National Association of Genetic Counselors at www.nsgc.org.

Master of Science in Genetic Counseling Requirements (M.S.G.C.)

(75 credits)

Program Requirements

- A minimum of 75 credits including coursework practica, clinical internships, and thesis.
- Satisfactory completion of four clinical internships at approved sites with participation in at least 50 supervised cases.
- A research paper (thesis) satisfactorily completed during the second year.
- An overall minimum GPA of 3.0 maintained throughout the program.
- A grade below “C” is not acceptable toward the degree.
- Continuous enrollment.

First Year

**Fall Semester** (21 credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>GC 501</td>
<td>Advanced Genetics</td>
<td>4</td>
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<tr>
<td>GC 502</td>
<td>Medical Physiology</td>
<td>4</td>
</tr>
<tr>
<td>GC 503</td>
<td>Laboratory and Diagnostics I</td>
<td>2</td>
</tr>
<tr>
<td>GC 509</td>
<td>Introduction to Genetic Counseling</td>
<td>2</td>
</tr>
<tr>
<td>GC 510</td>
<td>Practicum</td>
<td>3</td>
</tr>
<tr>
<td>PY 521</td>
<td>Research Design, Methods and Evaluation</td>
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**Spring (15 credits)**

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<tr>
<td>GC 504</td>
<td>Laboratory and Diagnostics II</td>
<td>2</td>
</tr>
<tr>
<td>GC 505</td>
<td>Clinical Applications</td>
<td>2</td>
</tr>
<tr>
<td>GC 506</td>
<td>Topics in Human Genetics</td>
<td>2</td>
</tr>
<tr>
<td>GC 507</td>
<td>Human Embryology and Teratology</td>
<td>4</td>
</tr>
<tr>
<td>GC 511</td>
<td>Practicum</td>
<td>3</td>
</tr>
<tr>
<td>GC 540</td>
<td>Introduction to Cancer Genetics</td>
<td>2</td>
</tr>
<tr>
<td>PY 688</td>
<td>Cultural Bases of Counseling</td>
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Second Year

**Summer I (6 credits)**

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<tr>
<td>GC 530</td>
<td>Introduction to Thesis</td>
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<tr>
<td>GC 541</td>
<td>Reproductive Genetics</td>
<td>2</td>
</tr>
<tr>
<td>GC 542</td>
<td>Clinical Internship</td>
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</table>

**Fall Semester (16 credits)**

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<tbody>
<tr>
<td>GC 545</td>
<td>Clinical Internship</td>
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<tr>
<td>GC 550</td>
<td>Medical Genetics I</td>
<td>3</td>
</tr>
<tr>
<td>GC 552</td>
<td>Genetic Counseling Techniques I</td>
<td>2</td>
</tr>
<tr>
<td>GC 554</td>
<td>Grand Rounds I</td>
<td>1</td>
</tr>
<tr>
<td>GC 558</td>
<td>Thesis I</td>
<td>2</td>
</tr>
<tr>
<td>GC 565</td>
<td>Biochemical Genetics</td>
<td>2</td>
</tr>
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<td>HE 575</td>
<td>Family in Contemporary Society</td>
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**Spring Semester (14 credits)**

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<tr>
<td>GC 546</td>
<td>Clinical Internship</td>
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</tr>
<tr>
<td>GC 551</td>
<td>Medical Genetics II</td>
<td>3</td>
</tr>
<tr>
<td>GC 553</td>
<td>Genetic Counseling Techniques II</td>
<td>2</td>
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<tr>
<td>GC 555</td>
<td>Grand Rounds II</td>
<td>1</td>
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<tr>
<td>GC 556</td>
<td>Topics in Professional Development</td>
<td>2</td>
</tr>
<tr>
<td>GC 557</td>
<td>Ethical Issues in Genetic Counseling</td>
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</tr>
<tr>
<td>GC 559</td>
<td>Thesis II</td>
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</table>
**Elective Courses**

Up to 3 elective courses from the following can be taken:

<table>
<thead>
<tr>
<th>Code</th>
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<tbody>
<tr>
<td>PY 605</td>
<td>Addictive Behaviors: Substance Abuse and Eating Disorders Counseling (3 credits)</td>
</tr>
<tr>
<td>PY 610</td>
<td>Group Counseling (3 credits)</td>
</tr>
<tr>
<td>PY 611</td>
<td>Couples and Family Therapy (3 credits)</td>
</tr>
<tr>
<td>HE 560</td>
<td>Issues in Community and Environmental Health (3 credits)</td>
</tr>
<tr>
<td>HE 530</td>
<td>Theories of Health Behavior and Health Education (3 credits)</td>
</tr>
<tr>
<td>HE 573</td>
<td>Human Sexuality (3 credits)</td>
</tr>
<tr>
<td>HE 578</td>
<td>Stress: Use and Misuse (3 credits)</td>
</tr>
<tr>
<td>HE 583</td>
<td>Contemporary Health Topics (3 credits)</td>
</tr>
</tbody>
</table>
Health Education at Arcadia University

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

Faculty

Director
Andrea Crivelli-Kovach, Ph.D., MA., MCHES
Professor and Director of Community & Global Health Programs

Faculty
Andrea Crivelli-Kovach Ph.D., MA. MCHES
Professor
Erin Knight, Ph.D., MPH. Assistant Professor
Alison Tartaglia, DrPH (c), M.S.P.H. Assistant Professor

Adjunct Faculty
Mark Bradley, M.P.H., International Health, Environmental Health
Brandon Becker, M.P.H., Epidemiology, Biostatistics
Theresa Clark, M.P.H., HIV, STDs, human Sexuality, Family, Community Health Education
Lauren Davey, M.P.H., PA-C, Epidemiology, Genetics
Stacy Davis, MPH, Ph.D., Research Methods, Theories of Health Behavior
Shannon DeVader, M.P.H., Epidemiology, Biostatistics
Bernadette Hohl, M.P.H., Research Methods, Violence Prevention
Maryann Hughes, M.B.A., Health Care Management and Systems
Melita Jordan, RN, M.S., Social Determinants, Research Methods
Diane Koser-Seltzer, M.A., RN, CANP, Stress Management
Hien Le, Ph.D. Epidemiology & Biostatistics
Marie Manzo, Clinical Psychologist, Family
Dierdre McKee, M.P.H., Grant Writing, Public Health Practice
Robert McKenna, M.S.H.E., Human Sexuality, Drug and Alcohol Abuse
Alex Otieno, MPH, International/Global Health
Fran Pollock, M.S., RN, Drug and Alcohol Abuse
Jim Quigley, M.P.H., Environmental Health
Christen Rexing, Ph.D. (C), Health Policy, Violence Prevention
Ramona Salotti, M.P.H., R.N., Occupational Health, Disaster Preparedness, Research Methods
Stacey Thomas, M.P.H., International/Global Health, Women’s Health

Master’s Degrees

Master of Arts Degree in Community Health Education (M.A.H.E.)

Master of Science Degree in Community Health Education (M.S.H.E.)

Dual Degree Program: Master of Science in Health Education and Master of Medical Science (Physician Assistant)

About the Master of Health Education Degree

- Preparation for community public health professions
- Capstone projects that integrate practice and research
- Optional internship that gives students firsthand experience working in a community health setting
- Domestic and international service projects and internships
- Option to incorporate more of an international focus in the degree with specific course selections and an international or global focus for the internship and capstone project.

The Master of Health Education degree educates community health education 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 Health Education program are the following:

- Educate community health education professionals and develop the skills needed to promote health within communities.
- Provide an academic environment that integrates community health education with research and practice.
- Enhance the understanding of the connection between health status and human rights.
- Translate knowledge into practice through collaborative service projects
both domestically and internationally. This can be accomplished through internships and clinical rotations 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.

The Health Education degree is offered through the College of Health Sciences.

### Admission to the Master of Health Education Program

Applications to the HE Program are reviewed on a rolling basis. Students may apply for admission to the program beginning in Fall, Spring, or Summer. Applications must be complete before they are reviewed for admission to the 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 2.8 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. Knowledge of the profession through work or volunteer experience.
6. 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 is required.

### Expenses

(Dual degree program expenses are listed under the specific programs.)

Tuition: 2010-11 $670 per credit

Fees:
- Deferred Payment: $40
- Audit: $670 per course
- Parking: $30 per semester (fall and spring) before 4 p.m. No charge after 4 p.m.

### Degree Requirements for the M.S.H.E. in Community Health Education

(36 credits)

**Required Foundation Courses** (6 credits)

- PBH 520 Statistical Methods in Health Education (3 credits)
- PBH 640 Research Methods & Design for Health Professionals (3 credits)
Required Core Courses (15 credits)

PBH 501 Social Determinants of Health and Disease (3 credits)
PBH 510 Health Care Systems (3 credits)
PBH 530 Theories and Principles of Health Behavior and Health Education (3 credits)
PBH 560 Issues in Community and Environmental Health (3 credits)
PBH 630 Program Planning and Evaluation for Health Professionals (3 credits)

Internship and Capstone (3 credits)

PBH 689 Health Education Internship (Optional) (3 credits)
PBH 690 Health Education Capstone Research Project Seminar I (3 credits)
PBH 691 Health Education Capstone Research Project Seminar II (Optional: on adviser from Advisor) (3 credits)

Electives (12 credits)

PBH 572 Concepts of Mental Health and Mental Illness (3 credits)
PBH 573 Human Sexuality (3 credits)
PBH 575 Family in Contemporary Society (3 credits)
PBH 576 Drug Use and Abuse (3 credits)
PBH 578 Stress: Use and Misuse (3 credits)
PBH 581 Nutrition: Science, Policy & Controversies (3 credits)
PBH 582 International Health and Human Rights (3 credits)
PBH 583 Contemporary Health Topics (3 credits)

Degree Requirements for the M.A.H.E in Community Health Education (36 credits)

Required Foundation Courses (6 credits)

PBH 520 Statistical Methods in Health Education (3 credits)

One of the Following:

PBH 640 Research Methods & Design for Health Professionals (3 credits)
ED 508 Ethnography for Educational Practitioners (3 credits)

Required Core Courses (12 credits)

PBH 501 Social Determinants of Health and Disease (3 credits)
PBH 530 Theories and Principles of Health Behavior and Health Education (3 credits)
PBH 584 Successful Grant Writing (3 credits)
PBH 585 Health Policy, Law and Ethics (3 credits)
PBH 587 Global Health Communications (3 credits)
PBH 642 Qualitative Research Methods (3 credits)
PBH 645 Evaluation of Public Health Programs: Case Studies (3 credits)

Selected Interdepartmental (ID) courses focus on Public Health Domestically & Internationally

- Violence and Injury Prevention
- Death and Dying
- LGBT Health Issues
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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>PBH 560</td>
<td>Issues in Community and Environmental Health</td>
<td>3</td>
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<tr>
<td>PBH 630</td>
<td>Program Planning and Evaluation for Health Professionals</td>
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**Internship and Capstone (3 credits)**

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<th>Course Code</th>
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<tr>
<td>PBH 690</td>
<td>Health Education Capstone Research Project Seminar I</td>
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**Electives (15 credits)**

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<tr>
<td>PBH 500</td>
<td>The History and Practice of Public Health</td>
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<tr>
<td>PBH 510</td>
<td>Health Care Systems</td>
</tr>
<tr>
<td>PBH 572</td>
<td>Concepts of Mental Health and Mental Illness</td>
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<tr>
<td>PBH 573</td>
<td>Human Sexuality</td>
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<td>PBH 575</td>
<td>Family in Contemporary Society</td>
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<td>PBH 576</td>
<td>Drug Use and Abuse</td>
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<td>PBH 578</td>
<td>Stress: Use and Misuse</td>
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<tr>
<td>PBH 581</td>
<td>Nutrition: Science, Policy &amp; Controversies</td>
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<td>PBH 582</td>
<td>International Health and Human Rights</td>
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<td>PBH 583</td>
<td>Contemporary Health Topics</td>
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<td>• Women’s Health</td>
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<td>PBH 587</td>
<td>Global Health Communications</td>
</tr>
<tr>
<td>PBH 642</td>
<td>Qualitative Research Methods</td>
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<tr>
<td>PBH 645</td>
<td>Evaluation of Public Health Programs: Case Studies</td>
</tr>
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</table>

Selected Interdepartmental (ID) Courses in Health Education

**Certification**

Upon completion of the Health Education Degree, students are eligible to sit for the National Certifying Exam for Health Education Specialists (CHES). This certification is recognized by many employers and is recommended to demonstrate mastery of a specific skill set as a Health Education Professional. Information regarding the test is available online through the National Credentialing of Health Education Specialists website (NCHES).

**Degree Requirements for the Dual Degree: Master of Science in Health Education and Master of Medical Science (MMS: Physician Assistant)**

This dual degree option in Health Education and Medical Science prepares students to integrate their knowledge of public health, along with program development, implementation and evaluation skills, to their training as Physician Assistants for work in medical settings and within community centers.

Course Requirements and sequencing are available by contacting the Director of the Program.

Admission to this dual degree program requires the applicant to meet the admission criteria for both the MSHE Program and the MMS (PA) program. See Master of Medical Science (Physician Assistant) section of the Graduate Catalog for admission requirements for the MMS Degree.
Health Education Foundation/Core Courses (PBH)

PBH 501
Social Determinants of Health and Disease
Fall
Survey of the dimensions of health and disease from three perspectives: the U.S. historical experience with health and disease; the social context of health and illness, including the healthcare system and policy issues; and choices in healing, integrating conventional and complementary therapies.

PBH 510
Health Care Systems
Spring and Summer
Students are introduced to the U.S. healthcare system from an organizational, political, social and service delivery perspective and healthcare systems internationally. The basic components of the healthcare system and basic economic principles as applied to insurance, Medicare, and Managed Care are discussed. The role of government in shaping medicine and healthcare in the United States and internationally are explored. Offered as an online course.

PBH 520
Statistical Methods in Health Education
Spring
This course is designed to teach Health Education students research methods and statistics as a way of reading the research literature and interpreting findings.

PBH 530
Theories and Principles of Health Behavior and Health Promotion
Spring
This course introduces concepts, theories, and methods employed by behavioral scientists to develop, implement, and evaluate public health interventions. An overview of psychosocial factors related to health and illness behavior, models of health beliefs and behavior, strategies for health behavior change at the individual, group, and community level is presented. Emphasis is on the theoretical perspective and how theory can be applied to the design and assessment of public health and health promotion programs and interventions.

PBH 560
Issues in Community and Environmental Health
Spring
Survey of the basic concepts of community health systems and how they apply to specific health problems. Explores the impact of the environment on issues and problems in public health.

PBH 630
Program Planning and Evaluation for Health Professionals
Fall
This course provides an overview of models and approaches appropriate for designing and implementing health programs. The basics of the program planning, including needs assessment, operations planning methods, implementation strategies, and an introduction to evaluation techniques are covered. In addition, interpersonal, organizational, and community level influences are discussed using contemporary health behavior models.
Prerequisite: PBH 530 Theories

PBH 640
Research Methods and Design for Health Professionals
Fall
This course explores the history, bioethics and current issues in health research in order that students may understand issues in research. The course covers quantitative and qualitative research and evaluation design, methods, instrument construction and interpretation of results to develop the skills needed for health professionals to perform and critically evaluate research in their prospective fields.

PBH 645
Evaluation of Public Health Programs: Case Studies
Spring
Principles and procedures to evaluate public health, disease prevention, and health promotion programs are covered. Includes intensive critiques of case studies from the public health and disease prevention and policy literature. The selection of case studies is designed to reflect the diversity of methods and the range of possible applications.
Prerequisite: PBH 530 & PBH 630

PBH 689
Public Health/Health Education Internship
Fall, Spring, Summer
The Public Health internship may be completed with an agency that services minority populations within the United States, particularly in the Southeastern Delaware Valley or overseas. It consists of 180 hours of work with an NGO (non-governmental organization), nonprofit, community-based agency or any other organization with a public health section, such as pharmaceutical and insurance companies. The student participates in a public health project and
writes an in-depth report of the experience, including a detailed evaluation of the organization working in the area. Students may choose to do the internship separate from their research thesis project as an experience in and of itself. **Prerequisite:** Permission of the Program Director.

**PBH 690**  
**Capstone Project Seminar in Health Education I**  
*Fall and Spring*  
An independent research project is required of all students in Health Education as a final demonstration of acquired skills and knowledge. Students have the opportunity to organize, synthesize, and communicate the results of the project through an oral defense, a formal poster presentation, and a written report. Projects include program development, questionnaire development, program implementation, policy analysis, and other creative health education community-based activities described in the Capstone Handbook. **Prerequisites:** Completion of all required core coursework and permission of the Program Director.  
**Prerequisites:** Completion of all required coursework and permission of the Program Director.

### Community Health Elective Courses (PBH)

**PBH 572**  
**Concepts of Mental Health and Mental Illness (cross listed with PY 572)**  
*Fall, Spring*  
This course is an overview of the basic concepts of mental health and illness and an introduction to selected psychotherapies. A background in counseling or an undergrad degree in Psychology is a prerequisite for this course.

**PBH 573**  
**Human Sexuality**  
*Summer*  
This course explores the dynamics of relationships, gender, sexuality, and identity in a seminar format.

**PBH 575**  
**Family in Contemporary Society**  
*Fall*  
The course focus is on a study of the structure and function of the family in American contemporary society. This course covers the developmental stages of the family, life experiences and perspectives that create variations in family structures and dynamics. Contemporary challenges to the historical concepts of family that create new evolutionary patterns in family structure and connectedness are examined. Within this framework, the impact of public health needs, initiatives, and policies as they relate to the functionality of the family and ways that “family” influences the direction of public health are also explored. The course views family in contemporary society through both the psychosocial lens and public health lens and begins the discussion about the reciprocal interactions between health and individuals, families, and society.

**PBH 576**  
**Drug Use and Abuse**  
*Summer*  
Research and discussion leading to critical thinking about the social, economic and psychological aspects of drug abuse and rehabilitation. Includes discussion of commonly abused drugs, including alcohol. Examines each drug’s history, pharmacology, physical and psychological effects. (old #476).

**PBH 578**  
**Stress: Use and Misuse**  
*Summer*  
Examination of causes, symptoms and effects of stress. Identifies the close relationship between emotional and physical aspects. Explores ways to avoid, eliminate or reduce stress. (old #478).

**PBH 581**  
**Nutrition: Science, Policy & Controversies**  
*Spring or Summer*  
Survey of nutritional science as it relates to the needs of individuals and society. Examines nutritional well-being, nutritional requirements and malnutrition states. Includes an evaluation of alternative nutritional approaches, food politics and policies, and a global perspective of diets around the world. Emphasizes the relationship of course material to personal lives.

**PBH 582**  
**International Health and Human Rights**  
*Fall, Summer*  
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 healthcare delivery systems and governmental and non-
governmental responses to health and human rights challenges. Other topics include structural adjustment, population dynamics, child survival policies, water and sanitation, HIV/AIDS, appropriate technologies, international organizations, traditional healing, pharmaceutical policy, and human resource development.

PBH 583  
Contemporary Health Topics  
Fall, Spring, Summer

This seminar course addresses special topics, including health communications, women’s health, maternal and child health, gerontology, death and dying, public health in the Caribbean, and other relevant topics. A list of current course offerings follows:

- Women’s Health
- Health Communication
- Occupational Health
- Disaster Preparedness
- Violence and Injury Prevention
- Death and Dying
- LGBT Health Issues

PBH 584  
Successful Grant Writing  
Spring

This course teaches a student the basics of grant writing. Through linkages with community organizations, students prepare a grant, based on defined needs of the organization.

PBH 585  
Health Policy and Bioethics  
Spring

Exploration of concepts and principles of bioethics (i.e. informed consent, confidentiality, full disclosure, rights) as applied to selected contemporary issues important to the health professional. Includes reproductive technology, research on human subjects, justice and health care.
History Education
at Arcadia University

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

Coordinator
Geoffrey Haywood, Ph.D.

Master’s Degree

Master of Arts in Education with a Concentration in History

Master of Arts in Education Degree

Requirements (M.A.Ed.)

(a minimum of 30 credits)

This program is individualized and planned with the coordinator.

Foundation Courses (6 Education credits)

The foundation courses (ED 501-510) provide knowledge basic to all aspects of Education.

Concentration Courses (15 History credits)

The concentration courses focus on a discipline other than Education. A minimum of 15 credits of the degree program must be taken in English; the remaining credits must be in Education.

Concentration courses are selected from the following:

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<tr>
<th>Course Code</th>
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<tbody>
<tr>
<td>HS 411</td>
<td>Special Studies in Ancient History: Ancient Rome</td>
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<tr>
<td>HS 422</td>
<td>The Italian Renaissance</td>
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<tr>
<td>HS 444</td>
<td>Women/Man’s World</td>
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<td>HS 445</td>
<td>The City in American History Seminar</td>
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<td>HS 446</td>
<td>The Soviet Union</td>
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<tr>
<td>HS 450</td>
<td>Turning Points in Western History</td>
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<td>HS 455</td>
<td>The World at War, 1914 to 1945</td>
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<tr>
<td>HS 460</td>
<td>Modern Italy</td>
</tr>
<tr>
<td>HS 477</td>
<td>Labor in American History</td>
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<tr>
<td>HS 485</td>
<td>Topics in History</td>
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<tr>
<td>HS 489</td>
<td>Independent Research</td>
</tr>
<tr>
<td>HS 689</td>
<td>Independent Research</td>
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Electives in Education (9 Education credits)

Electives (9 credits) chosen in consultation with adviser.

Culminating Activity (0-3 credits)

Culminating Activity

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<th>Course Code</th>
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<tbody>
<tr>
<td>ED 596</td>
<td>Curriculum Development Project</td>
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</table>
Infant-Toddler Mental Health Certificate at Arcadia University

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

Coordinator
Cindy Kennedy Reedy, Ed.D.

Arcadia University Graduate Certificate
Infant-Toddler Mental Health

About the Certificate in Infant-Toddler Mental Health
The certificate in Infant-Toddler Mental Health is a 12-credit part-time interdisciplinary Arcadia University Graduate Certificate, with four courses each requiring 20 practicum hours. This certificate is offered fully online and can be completed within one calendar year.

The Infant-Toddler Mental Health online certificate program is suited particularly for professionals who are seeking additional expertise in the field of infant-toddler mental health and who represent a variety of fields, including early intervention, behavioral health, social work, foster care, early childhood mental health consulting, nurse consulting, occupational and physical therapy, speech and hearing therapy, and child care.

The program is designed to develop leaders in the field, support increased communication among professionals, caregivers and families, and train infant and toddler mental health professionals. The Infant-Toddler Mental Health Certificate program supports prevention and intervention efforts to address mental and behavioral health issues in early childhood that have been found to reduce significant personal and social difficulties in later childhood, adolescence, and adulthood.

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 master’s degree. However, credits earned may be applied to a Master of Education 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. A 20-hour practicum is required for each course. The practicum requires supervisor approval.

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 and professions seeking additional expertise in the field of infant and toddler mental health.

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.
Conflict Management and Transformation at Arcadia University

Admission to the online certificate program does not guarantee admission to the Master of Education program. Those interested in pursuing the M.Ed. must submit a complete application. Credits earned may be applied to the M.Ed. program.

Expenses and Financial Aid

Per credit costs for 2011-12 = $670

($670 x 12 credits = $8,040

Additional Expenses:
Books and supplies (estimated) $250.

Financial aid is available to assist qualified students taking a minimum of six credits/semester in covering tuition and related expenses. Students can apply to receive up to $20,500 annually (but not more than their cost of attendance), through the Federal Direct Stafford Loan at a fixed interest. For more information on available financial aid and how to apply, visit www.arcadia.edu/finaid and click on Graduate.

Academic Policies and Procedures

A student accepted into the Infant-Toddler Mental Health Certificate 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

ED 613A.OL Infant-Toddler Growth and Development (3 credits)
ED 613B.OL Infant-Toddler Assessment (3 credits)
ED 613C.OL Infant-Toddler Mental Health Prevention and Intervention (3 credits)

Infant-Toddler Mental Health Courses (ED)

613A.OL Infant-Toddler Growth and Development

This core course is designed to provide professionals with in-depth knowledge about the typical and atypical development of children, birth through age 3. Specific age-appropriate developmental characteristics and milestones across all domains (social, emotional, physical, and cognitive) are discussed and connected to practical application in the field. Review and discussion of theoretical concepts related to ITMH is included as well as family and cultural influences and attitudes and their effect on development. Participants reflect, revise and amend their professional practice and their understanding and application of developmental knowledge. The 20-hour practicum is completed in a family or educational setting and requires supervisor approval. This course is a prerequisite for the remaining three courses in the ITMH graduate certificate program.

613B.OL Infant-Toddler Assessment

This course is the second of two core courses in the Infant-Toddler Mental Health online graduate certificate program, yet it also may be taken as a standalone course. Information provided in this course prepares participants to understand the design, implementation and evaluation of infant and toddler mental health needs. Students explore various types and uses of infant-toddler developmental assessments including DC03-R and DECA to support their own practices and to develop leaders in the field. Applications and reflections of the assessments with evidence-based practices are emphasized. Students identify essential gaps in existing programs serving young children and their families to increase communication among professionals, caregivers and families. The 20-hour practicum is completed in a family or educational setting and requires supervisor approval.

613C.OL Infant-Toddler Mental Health Prevention and Intervention

This course focuses on prevention, early identification and intervention across developmental domains and is designed to
Conflict Management and Transformation at Arcadia University

provide students with essential knowledge and skills regarding attachment relationships, environments and variables that foster healthy development of children from birth to age 3. Students evaluate evidence-based models of prevention and intervention. The 20-hour practicum is completed in a family or educational setting and requires supervisor approval.

Prerequisites: ED 613A and ED 613B are prerequisites for this course.

613D.OL Communication, Consultation and Collaboration in Infant-Toddler Mental Health

This course is designed to provide participants with essential skills and knowledge to become effective communicators and consultants for families, caregivers and other professionals who work with children from birth to age 3. Students learn how to promote the socio-emotional development of infants and toddlers through collaboration with adult caregivers and professionals. Participants in this course will understand the roles and responsibilities of a mental and behavioral health consultant. They also gain knowledge on legislative mandates regarding infant and toddler mental health and identify resources for families and professionals at the local, state and national levels. Systematic reflection on their own professional practice allows students to develop leadership skills to support other professionals, families and young children. The 20-hour practicum is to be completed in a family or educational setting and requires supervisor approval.

Prerequisites: ED 613A and ED 613B are prerequisites for this course.
Instructional Technology
at Arcadia University
Global Perspectives…Personal Attention…Real-World Integrative Learning Experiences

Coordinator
Erik Nelson, Ph.D.

Master’s Degrees and Graduate Certificates

- Master of Arts in Education in Computer Education 7-12
- Master of Education in Instructional Technology—Fully Online

Arcadia Certificates in
- Digital Literacy
- Digital Design
- General Technology

About Arcadia’s Instructional Technology Degree Program

- Learn how to use technology to design global collaborations.
- Use Web 2.0 technology to create interactive learning opportunities.
- Use digital tools for data-driven decision making.

The program prepares highly qualified teachers who are capable of utilizing technology as a partner in the learning process. Arcadia’s Instructional Technology program develops practitioners who are able to assess educational situations and plan for the effective use of technology that supports learning. The program is designed from a problem-based learning perspective and uses real-world scenarios as a stimulus for learners to utilize critical thinking and problem-solving skills.

Problem-based learning is an instructional method or educational approach that is characterized by the use of real-world problems as a stimulus for learners to utilize critical thinking and problem-solving skills. It places an emphasis on active engagement that involves learners in the metacognitive process of thinking about their learning and leading them to a deeper level of understanding.

Specific Objectives

1. Provide sound theoretical foundation while building a bridge to practice.
2. Establish the practice of reading and evaluating current research in Instructional Technology.
3. Strengthen teachers’ problem-solving and critical thinking skills.
4. Develop skills necessary for teachers to plan and utilize technology as a partner in the teaching and learning process.
5. Provide training in current and emerging technologies.
6. Encourage teachers to participate in professional technology organizations and share their knowledge with future teachers.

Master of Arts in Education in Computer Education 7-12 Degree Requirements

(A minimum of 30 credits)

1. Foundation courses (6 credits) chosen in consultation with the adviser from the following:
   ED 501-510
2. Concentration Courses (15 credits)
   Five 400-level Computer Science courses
3. Electives (6 credits)
   Two Education courses chosen with the adviser from the following:
   ED 565 Introduction to Instructional Technology
   ED 566 Web-Based Information Literacy
   ED 567 Instructional Design for Educational Technology
4. Culminating Activity (3 credits)
   ED 570 Methods for Using Instructional Technology (formerly ED 525)
Master of Education in Instructional Technology
Degree Requirements

(A minimum of 30 credits)

1. Foundation Courses
   ED 502  Foundations of Curriculum
   ED 510  Interpreting Educational Research

2. Core Requirements
   ED 565* Introduction to Instructional Technology
   ED 566* Web-Based Information Literacy
   ED 567* Instructional Design for Educational Technology
   *Required prerequisites for all specializations

3. Specialization
   Specialization in Digital Literacy
   (12 credits)
   ED 568A Digital Tools for Data Driven Decision Making
   ED 568B Web-Based Resources for Teaching and Learning
   ED 568C Using Technology in the Design of Global Collaborations
   ED 566D Instructional and Assistive Technology
   OR One course selected from the Digital Design specialization

   Specialization in Digital Design
   (12 credits)
   ED 569A Designing Collaborative Internet Activities for Today’s Classroom
   ED 569B Technology Leadership I
   ED 569C Technology Leadership II
   ED 569D Multimedia Design for Interdisciplinary Teaching

   Specialization in General Technology
   Combination of four choices from Digital Literacy and Digital Design
   One Elective chosen with the adviser

4. Culminating Activity (3 credits)
   ED 570 Methods for Using Instructional Technology (formerly ED 525)

Arcadia Certificates

Admissions Requirements

1. A bachelor’s degree from an accredited college or university.
2. An application form to be completed online.
3. A statement describing Internet and computer access.
4. An official bachelor’s or master’s degree transcript.

Students interested in a certificate and a master’s degree must apply to both programs. Up to 12 credits completed in the certificate program may satisfy master’s degree requirements with the approval of the degree program coordinator.

Certificate in Digital Literacy
(12 credits)

This program is designed for teachers who would like to focus on the pedagogical aspects of utilizing technology in their planning and teaching practices.

Certificate Requirements
   ED 565 Introduction to Instructional Technology (Required)
   Choose any three of the following four courses:
   ED 568A Digital Tools for Data Driven Decision Making
   ED 568B Web-Based Resources for Teaching and Learning
   ED 568C Using Technology in the Design of Global Collaborations
   ED 566D Instructional and Assistive Technology
   OR One course selected from the Digital Design specialization

Certificate in Digital Design
(12 credits)
Instructional Technology at Arcadia University

This program is designed for teachers who would like to focus on creating their own inquiry-based technology activities.

Certificate Requirements

ED 565  Introduction to Instructional Technology (Required)

Choose any three of the following four courses:

ED 569A  Designing Collaborative Internet Activities for Today's Classroom
ED 569B  Technology Leadership I
ED 569C  Technology Leadership II
ED 569D  Multimedia Design for Interdisciplinary Teaching

Arcadia Certificate in General Technology (12 credits)

This program is designed for teachers who would like to gain expertise in both Digital Literacy and Digital Design. Courses are chosen with the Program Coordinator.

Certificate Requirements

ED 565  Introduction to Instructional Technology (Required)

Choose any three of the following courses:

ED 568A, ED 568B, ED 568C, ED 566D, ED 569A, ED 569B, ED 569C, Ed 569D or one elective course chosen with the adviser.
International Film Marketing
at Arcadia University

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

Faculty
Program Director
Shekhar A. Deshpande, Ph. D., Professor and Chair of the Media and Communication Department
Lisa B. Holderman, Ph. D., Associate Professor and Director of Undergraduate Studies
Alan W. Powell, M.F.A., Associate Professor
Michael Dwyer, Ph. D., Assistant Professor
Michael Gozzard, Adjunct Professor
Sharon Pinkenson, Executive Director of the Greater Philadelphia Film Office
Anita Reher, Founding Director of the European Documentary Network
Jeffrey Erb, Film Producer

Degree and Concentrations
Master of Arts in International Film Marketing
Concentrations
Film Marketing and Management
Film Festival Management
Scriptwriting and Promotion

About the M.A. in International Film Marketing

The Profession
Marketing of film has become one of the most dynamic, rewarding and exciting fields on a global scale. Each filmmaker or promoter must position himself or herself to highlight the achievements of the films in various venues and through diverse channels available today. It is a competitive and a challenging field.

Marketing activities strengthen the films and bring them the spotlight they deserve. Films are marketed through film festivals, through the new media (including social media and direct-to-consumer channels), and in established circuits of distribution that demand innovative strategies. Film festivals support the cultural wealth of a community as well as the entrepreneurial, creative economy of a city, a region, the nation or on an even larger scale. Such promotional activities, from making a pitch for the film or the script to strategic positioning in the market, make it essential for good ideas to thrive. Opportunities to complete projects at film festivals add the essential dimension of global learning to students’ preparation for successful careers. The M.A. degree program in International Film Marketing opens up employment or entrepreneurial opportunities in the following fields:

- Film marketing at the regional and national level
- Film promotion using public relations strategies
- Marketing and distribution
- Use of emerging, user-savvy technologies to promote films
- Strategic brand development and management for films
- Film festival management, either entrepreneurial or organizational
- Development and implementation of media strategies in film marketing and distribution

About Arcadia’s Media and Communication Department
Recognized for its innovative curriculum that prepares students for creative and entrepreneurial careers in the media, the Media and Communication Department emphasizes integration between practice and theory while also providing a strong environment and opportunities for global learning. Its curriculum takes a forward-looking approach to new media and prepares students to adapt to a fast-changing and challenging work environment.

Students have taken on successful and formidable positions in the industry through their training in these programs. With a productive faculty with international backgrounds and well-recognized expertise in their fields, the Media and Communication Department provides sound support in the
classroom and career planning. The Department also fosters collaboration with other departments on campus, including the Department of Medical Science and the School of Business.

Admission to the International Film Marketing Program

The following are required:

- A graduate application, including personal statements (at least 500 words), 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 with an undergraduate major in communication, media, business, technology or social science disciplines. Applicants with other majors will be considered on an individual basis according to the extent of their undergraduate coursework in these fields.
- 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.
- 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.
- 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. International applicants should visit www.arcadia.edu/international for detailed information on admission requirements and application procedures.

Expenses

Tuition for 2011-12 is $670 per credit.

Additional Expenses:
Books and supplies (estimated): $250
Parking: $30 per semester (Only required if classes before 4 p.m.)
Master's thesis requires travel.

Financial Aid: Graduate students who have been accepted into a degree program and are enrolled for at least 6 credits per semester are eligible to apply for financial aid. Please visit www.arcadia.edu/financialaid for information regarding required forms and documents, most of which can be submitted online.

Graduate assistantships are available to all students registered for at least 9 credits per semester. Students may apply for assistantships upon acceptance and registration. Questions regarding graduate assistantships should be directed to the Office of Graduate and Undergraduate Studies at 215-572-2925.

Federal Loans: Graduate students are eligible to borrow through the federal Stafford Loan and federal PLUS Loan programs. Arcadia University, in partnership with AES/PHEAA, offers the no-fee Arcadia University Preferred Stafford Loan Program, which provides students with benefits that include:
- Origination and guarantee fee waivers
- Interest rate reduction during repayment
- Superior administration and servicing

All financial aid paperwork not submitted online should be sent to the Office of Enrollment Management, Attn. Financial Aid. Please e-mail finaid@arcadia.edu or call 1-877-ARCADIA (1-877-272-2342) with additional questions.
International Film Marketing at Arcadia University

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. See the general section of the Graduate catalog for more information.

Requirements for the M.A. in International Film Marketing

(39 credits)

The Program

All students in this degree program take core courses in film marketing and distribution, independent film, new media marketing and strategic media planning and evaluation.

Each concentration provides training in a specialized area of international film marketing. The concentration in Film Marketing and Management provides training in financial budget management, human resource management, and the art and practice of pitching. The emphasis in Film Festival Management is directed at preparing students to conduct or coordinate small and medium level film festivals. Courses in this concentration include: Film Festival Networks and Circuits, Creative Economy and Film Production, and Event Management. The concentration in Scriptwriting and Promotion places emphasis on scriptwriting for short film and for television, screenwriting and the art and practice of pitching.

Supervised Internships in the student’s field of specialization are required and may utilize opportunities in Greater Philadelphia area.

Students in the Film Marketing and Management concentration and the Film Festival Management concentration have an option of completing a thesis that requires travel abroad or completing a non-thesis project in case studies in their respective fields. Students in Scriptwriting and Promotion concentration will complete a master’s project in screenwriting.

Core Courses for All Concentrations (18 credits)

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<tr>
<th>Course</th>
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<tr>
<td>CM 501</td>
<td>Independent Film</td>
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<td>CM 458</td>
<td>International Film</td>
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<td>EN 474</td>
<td>Grant Writing for Non-Profits</td>
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<tr>
<td>CM 502</td>
<td>Global Film Distribution Networks</td>
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<td>CM 503</td>
<td>New Media Marketing</td>
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<tr>
<td>CM 520</td>
<td>Strategic Media Planning and Evaluation</td>
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Film Marketing and Management Concentration

The following (15 credits):

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<tr>
<th>Course</th>
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<tr>
<td>CM 516</td>
<td>Financial/ Budget Management for Film Production</td>
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<tr>
<td>BA 612</td>
<td>E-Commerce</td>
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<tr>
<td>CM 504</td>
<td>Event Management</td>
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<tr>
<td>BA 603</td>
<td>Contemporary Issues in Leadership</td>
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<tr>
<td>CM 521</td>
<td>The Art and Practice of Pitching</td>
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Also required: (6 credits)

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<th>Course</th>
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<tr>
<td>CM 525</td>
<td>Internship in Film Marketing and Management (3 credits)</td>
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<tr>
<td>CM 660</td>
<td>Masters’ Thesis in Film Marketing (requires travel abroad in the United States) (3 credits)</td>
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<tr>
<td>or CM 661 Film Marketing Case Studies—non-thesis option (3 credits)</td>
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Film Festival Management Concentration

The following (15 credits):

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<th>Course</th>
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<tr>
<td>CM 506</td>
<td>Film Festival Networks and Circuits</td>
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International Film Marketing at Arcadia University

CM 522 Creative Economy and Film Production
BA 603 Contemporary Issues in Leadership
BA 600 Leadership for Effective Organizations
CM 504 Event Management

Also required: (6 credits)
CM 527 Internship in Film Festival Management (3 credits)
CM 650 Masters' Thesis in Film Festival Management (requires travel abroad to film festival) (3 credits)
or CM 651 Film Festival Management Case Studies—non-thesis option (3 credits)

Screenwriting and Promotion Concentration

The following: (15 credits)
CM 521 The Art and Practice of Pitching
CM 459 Short Film
CM 507 Short Film Script Writing
EN 419 Writing for Television
CM 508 Screenwriting

Also required: (6 credits)
CM 680 Master's Project in Screenwriting (6 credits)

Communication Courses (CM)

CM 419 Writing for Television (3 credits)

This course is an analysis and production of writing for television and radio. General and specific principles of writing for different formats, with consideration of audiences, scope of medium and creative freedom in the production process are included. The course examines script writing as integral to the different production processes in the media. Emphasis is on a variety of forms and expressions. Focus is on documentary, entertainment and advertising scripts.

CM 458 International Film (3 credits)

This course provides an introduction to the versatility of world cinema. Film remains the richest medium around the world, as each culture and each country develops for itself a unique mode of expression in cinema. Several directors have brought to film an ingenuity that is distinctly cinematic and on par with the greatest achievements of other art forms. Even in the wake of the worst effects of globalization and the dominance of Hollywood form, its industry, its marketing and financial power, cinema around the world claims the distinction of new heights of brilliance, vast depths of its talents, and a historic as well as cultural character that is unlike any other form.

CM 459 Short Film (3 credits)

Short film is an undefined but highly ubiquitous category in world cinema. It is often measured for its length but also for its brevity as well as for its expansive and flexible reach. This course is a thorough examination of this art form, as old as cinema itself, and as expansive as cinema around the globe. This broad survey includes some classic works, the Academy Award-winning films, achievements of European cinema, various new formats within short film (anthology film, DVD compilations, etc.), and the forceful re-emergence of this art form on the Internet. The course includes extensive viewing, comprehensive journal entries, research and writing on films.

CM 501 Independent Film (3 credits)

A broad overview of American Independent film over the past 50 years, this course covers the trends and major works as well as filmmakers from cinema verite to mumblecore movement. The emergence of new technologies and re-shaping of independent cinema also is examined. The course also focuses on the complex and evolving relationships between independent cinemas and studio or big budget productions.

CM 502 Global Film Distribution Networks (3 credits)

The course aims to understand the distribution strategies and how they have changed over the past few decades, the interdependent relationship of production, marketing, distribution and exhibition. It includes the history of distribution; varieties of distribution media,
International Film Marketing at Arcadia University

patterns of distribution, distribution to theaters and video and TV distribution, distribution timing, release dates, common benchmarks, booking films, film rentals, distribution economics, and box office trends; acquisition of distribution rights; distribution agreements; marketing and promotion; advertising and ratings; history of exhibition; audience profile and economics; megaplexes; theater chains and giant screens; independents; online ticketing; film piracy; electronic projection; and theatrical exhibition agreements.

CM 503
New Media Marketing
(3 credits)

The course utilizes potential uses of the new media, including the Internet, digital media and presentation techniques over the World Wide Web. The course develops strategies for successful utilization of the social media as well, including Twitter, blogs, and Web pages. Emerging patterns of customer use and corporate relations also are explored in this course.

CM 504
Event Management
(3 credits)

The course provides comprehensive understanding of the modern event industry and prepares professionals to build their careers in a large field that includes special events, meetings, tradeshows, entertainment, festival management, theater management, and fundraising. The course facilitates theoretical knowledge on managing teamwork, organizing meetings, and completing individual and team tasks on time. Upon completion of the course, students will be able to work on managing medium- to high-profile gatherings, planning promotional parties to launch new products/messages, or organizing shareholder events.

CM 506
Film Festival Networks and Circuits
(3 credits)

This course is an in-depth examination of the various perspectives in "festival studies" on how film festivals constitute areas of marketing and promotion for films through national, regional and international networks. Alliances, themes and traditions of film festivals are explored. The dynamic nature of film festivals and its relationship to various conceptions of cinemas are studied.

CM 507
Short Film Script Writing
(3 credits)

Short films present a unique challenge to writers and directors in economy of ideas and brevity of techniques as well as time. The dynamic of writing for short films is a challenge in the current world of international cinema, especially when short films are considered to be a distinct form in themselves (and not as precursors or trials for feature films). This course involves writing for short films in fiction, experimental and documentary formats. It is beneficial if taken with Short Film, CM 459.

CM 508
Screenwriting
(3 credits)

Using a creative approach, the course examines several forms of scriptwriting (e.g., playscript, the screenplay and scripts for audio/visual media), introduces tools of critical analysis through critique of student's original work, and presents practical aspects of marketing the stage of screenplay.

CM 516
Financial/ Budget Management for Film Production
(3 credits)

This course covers sources and methods of financing; financing underlying rights (intellectual property, title documents, etc.); preproduction services; purchase of film rights; the role of film marketing budget; items within the budget; lenders and borrowers; contracts, agreements and paperwork; raising finance; film funds; interests, fees and costs; insurance-backed financing; banking the deal and banking documents; gap financing; alternative financing; sources of revenue/profits; product placement and sponsorship.

CM 520
Strategic Media Planning and Evaluation
(3 credits)

The course develops systematic approaches to the utilization of all media resources through evaluation, planning and assessment steps. The course includes asset management, critical nodal points in organizations, resource assessment, goals of the media campaign, and execution of strategic plans.

CM 521
The Art and Practice of Pitching
(3 credits)

This course covers principles and practice of "pitching," presenting ideas, proposals and
projects for fundraising, as well as distribution purposes. It utilizes traditional and current perspectives on persuasion techniques in face-to-face as well as presentation settings. It focuses on one of the most important yet neglected areas of practical experiences in the media world. It also includes off-beat ideas, as the course emphasizes learning through practice and experience.

CM 522
Creative Economy and Film Production
(3 credits)
This course is a close examination of how film festivals contribute to the creative economy of a town, a city or a region. Relationships between cultural and economic activities are explored. It includes a broad survey of conceptions and perspectives on creative class and creative economy in the United States, Australia, the U.K. and other parts of the world. The course provides a relevant outlook on a dynamics of the emerging possibilities for marketing culture.

CM 525
Internship in Film Marketing and Management
(3 credits)
This course is 100 hours of work plus a comprehensive report on an internship in film marketing and management settings. Effective goals assessment and workplace performance are essential. Cultivating specific alliances is emphasized.

CM 527
Internship in Film Festival Management
(3 credits)
This course is 100 hours of work plus a comprehensive report on an internship in at a local, regional or international film festival (optional). Effective goals assessment and workplace performance are essential. Cultivating specific alliances and extensive research are emphasized.

CM 650
Masters’ Thesis in Film Festival Management
(3 credits) (requires travel abroad to film festival)
Students travel to film festivals in cohort groups with a faculty supervisor for a close, practical study of the strategies of marketing. Emphasis is on examining profiles of international film and festivals.

CM 651
Non-Thesis Option: Film Festival Management Case Studies
(3 credits)
Students will choose a specific film festival case, contact the institutions and persons involved, conduct research and present an in-depth study to campus audience as well as on Web pages.

CM 660
Masters’ Thesis in Film Marketing
(3 credits) (requires travel abroad or in the United States)
Students travel to film festivals, in cohort groups with faculty supervisor for a close, practical study of the strategies of marketing. Emphasis is on international film and festivals.

CM 661
Non-Thesis Option: Film Marketing Case Studies
(3 credits)
Students choose a specific film marketing case, contact the institutions and persons involved, conduct research, and present an in-depth study to campus audience as well as on Web pages.

CM 680
Master’s Project in Screenwriting
(6 credits)
This is a sustained and complete project on writing in short or long form for a film project. The script must include all elements of a script with a visual dimension. The script must be “pitched” to a committee and presented to campus community as well as on the Web pages.

Business Courses (BA)

BA 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 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.
BA 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.

BA 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.

**English Courses (EN)**  

474  
**Grant Writing for Non-Profits**  
(3 credits)  
This course introduces the elements of fundraising through grant proposal writing for nonprofit organizations. Students identify and work with a nonprofit organization to produce a viable grant proposal. In the process, students develop skills in the areas of needs assessment, program development, budgeting, conflict resolution and negotiation, development planning, and discerning organizational strengths and weaknesses. The course also integrates an understanding of the philosophy and practice of philanthropy in the United States. Instructional formats include lecture, group work, writing practice, guest speakers, media analysis, online discussion, and field experience.
International Public Relations
at Arcadia University

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

Faculty

Program Director
Shekhar A. Deshpande, Ph. D., Professor and Chair of the Media and Communication Department

Lisa B. Holderman, Ph. D., Associate Professor and Director of Undergraduate Studies

Alan W. Powell, M.F.A., Associate Professor

Michael Dwyer, Ph. D., Assistant Professor

Andrea-Crivelli Kovach, Ph.D.

Steve Ryan, M.S., Adjunct Professor

Degree and Concentrations

Master of Arts in International Public Relations

Concentrations
New Media Marketing
Health Communication

About the M.A. in International Public Relations

All master’s students, regardless of concentration and in addition to common core course requirements, choose one of the two areas in which to specialize. Each concentration provides training in a specialized area of public relations. Core courses strengthen the fundamental background in event management, law and ethics, and research strategies and social measurements.

The New Media Marketing concentration enables students to use the social and mobile media that have become sharply focused on the direct consumer in public relations means and strategies. The courses cover image management, web strategies, strategic media planning, and writing for the web and new media.

The Health Communications concentration allows students to employ communication strategies in a burgeoning field of public health. Courses on global health, health education, and program planning and Evaluation provide this specialized background.

Supervised Internships in the student’s field of specialization are required and may utilize opportunities in Greater Philadelphia area. Completed Master’s thesis culminates the degree program.

The Profession

Public Relations specialists are some of the most essential components of the business and entrepreneurial world. They enhance the value of the organization and safeguard its business interests while simultaneously promoting the public good. Poised to serve in one of the most dynamic areas of work today, public relations specialists must understand the scope of the media, as well as its technologies and reach. They use varied and appropriate techniques to achieve results for their organizations. The strength of this degree program is the specialized training in the media. Arcadia’s graduates are prepared to meet the challenges of this dynamic field in leadership positions. The degree program increases professional level competence in the following areas:

- Media planning and strategies
- A broader global and culturally sensitive perspective
- Use of social and direct-to-consumer media
- Use of emerging, user-savvy technologies
- Strategic image development and management
- Knowledge of law and ethics in the field
- Development and implementation of media strategies in health fields

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International Public Relations at Arcadia University

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Admission to the International Public Relations Master’s Program

The following are required:

- A graduate application, including personal statements (at least 500 words), 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 with an undergraduate major in communication, media, business, technology or social science disciplines. Applicants with other majors will be considered on an individual basis according to the extent of their undergraduate coursework in these fields.
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**Requirements for the M.A. in International Public Relations**

(39 credits)

**Core Courses** (18 credits)

- CM 417 International Public Relations
- CM 509 Communication Law and Ethics
- BA 603 Contemporary Issues in Leadership
- CM 504 Event Management
- CM 510 PR Research Strategies/Social Measurements
- CM 503 New Media Marketing

**New Media Marketing Concentration**

Any five of the following (15 credits):

- CM 511 Crisis Communications
- CM 512 Image Management
- CM 435 Organizational Cultures
- CM 513 Web Strategies/Direct to Consumer Strategies
- CM 520 Strategic Media Planning and Evaluation
- EN 476 Writing for the Web and New Media

Also required (6 credits):

- CM 670 Master’s Project in International Public Relations (3 credits)
- CM 526 Internship in Public Relations (3 credits)

**Health Communication Concentration**

The following (15 credits):

- EN 416 Writing for Health Industry
- PBHE 501 Social Determinants of Health and Disease
- PBH 530 Theories and Principles of Health Behavior and Health Education
- PBH 587 Global Health Communication*
- PBH 630 Program Planning and Evaluation for Health Professionals

Also required (6 credits):

- CM 690 Master’s Thesis/Project in Health Communication
- CM 689 Internship in Health Communication

**Communication Courses (CM)**

- CM 417 International Public Relations

(3 credits)

This course is a study of principles and practices of public relations and the rhetorical concerns of oral and written communication. It surveys strategies, "packaging," layout and evaluation for various audiences. It emphasizes writing in every stage. It provides introductory preparation for
public relations careers as well as general background in communications. It includes guest lecturers, frequent short writing assignments and an individual project.

CM 435
Organizational Cultures
(3 credits)
This survey of organizations as cultures emphasizes the emerging and established cultures that transcend and incorporate formal structures between groups and individuals. Special emphasis is on diversity in workplace democracy, corporate contexts, and structural and linguistic practices. The course utilizes case studies in studies of organizational cultures, observation, and interpretation and analysis through reading and working with organizations. It provides a balanced consideration of various methodologies in the study of cultures. Individual and group work is emphasized.

CM 503
New Media Marketing
(3 credits)
This course utilizes potential uses of new media, including the Internet, digital media, and presentation techniques over the World Wide Web. It develops strategies for successful utilization of the social media, including Twitter, blogs, and Web pages. Emerging patterns of customer use and corporate relations also are explored.

CM 504
Event Management
(3 credits)
This course provides comprehensive understanding of the modern event industry and prepares professionals to build their careers in a large field that includes special events, meetings, tradeshows, entertainment, festival management, theater management, and fundraising. The course facilitates theoretical knowledge on managing teamwork, organizing meetings, and completing individual and team tasks on time. Completing this course enables students to work on managing medium- to high-profile gatherings, planning promotional parties to launch new products/ messages, or organizing shareholder events.

CM 509
Communication Law and Ethics
(3 credits)
This course covers copyright and trademark law, as well as law related to corporate speech, First Amendment law, defamation, privacy and right to personality. Patent Laws and ownership issues are covered, as well as comprehensive study and application of the PRSA code of ethics.

CM 510
PR Research Strategies
(3 credits)
This course covers communications applications source utilization, field research, including survey construction, focus groups, content analysis, statistical functions and data interpretation. It is a comprehensive approach to a variety of research methods is established for successful PR strategies.

CM 511
Crisis Communication
(3 credits)
This course introduces students to crisis communication theory. Students learn application of theory by analyzing and critiquing famous crisis communication case studies. Theoretical lessons are reinforced through the addition of practical elements such as basic media training, mock press conference, environmental scanning, and issue management for a real organization. Learning is further synthesized by developing a crisis communication plan that applys the strategies and tactics covered.

CM 512
Image Management
(3 credits)
This is an advanced course in media relations with a diverse set of approaches to determine the strengths and assets of organizations. It explores how popular, traditional and emerging media work to promote image of organizations. It covers non-profit, mid-size and large corporate strategies and also utilizes case studies for image management.

CM 513
Web Strategies/Direct to Consumer Strategies
(3 credits)
This practical course develops strategies for using the Web and its technologies to enhance and protect the interest of small and large business establishments. The course is a rigorous workshop to explore and deploy the main assets of new technologies as well as avoiding the pitfalls of using them incorrectly. It follows a dynamic design to respond to the fast-changing and essential world of corporate media based on the Web. Exercises include using the existing tools, from analytics to content management systems, and from deliberate advertising strategies to using diverse media from blogs to Twitter in order to use the new environment to the fullest extent for success in business.
CM 520
**Strategic Media Planning and Evaluation**
(3 credits)
This course develops systematic approaches to the utilization of all media resources through evaluation, planning and assessment steps. It includes asset management, critical nodal points in organizations, resource assessment, goals of the media campaign, and execution of strategic plans.

CM 526
**Internship in Public Relations**
(3 credits)
This course is 100 hours of work plus a comprehensive report on an internship in public relations or health communications organizations. Effective goals assessment and work place performance are essential.

CM 670
**Master’s Project in International Public Relations**
(3 credits)
A comprehensive master’s project in public relations is developed under the guidance of a faculty member and presented in front of a campus group as well as on a Web page.

CM 689
**Internship in Health Communication**
(3 credits)
This course is 100 hours of work plus a comprehensive report on an internship in Health Communications organizations. Effective goals assessment and work place performance are essential.

CM 690
**Master’s Thesis in Health Communication**
(3 credits)
A comprehensive master’s project in health communication is developed under the guidance of a faculty member and presented in front of a campus group as well as on a Web page.

**Business Courses (BA)**

BA 603
**Contemporary Issues in Leadership**
(3 credits)
This course studies the role that leadership plays in organizational success with a focus on the importance of emotional intelligence in inspiring 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.

**English Courses (EN)**

EN 416
**Writing for the Health Industry**
(3 credits)
This is an intensive writing workshop giving students an overview of the health-care communications field. It familiarizes students with research tools (including online databases), interview techniques, and the integration of graphics to enhance text. It develops an understanding of audience and an appreciation for the knowledge-base of the intended reader. It covers the writing and editing of peer-reviewed technical journal articles as well as marketing materials, press releases, newsletter articles, feature and advertising copy.

**Public Health Courses (PBH and PBHE)**

PBH 530
**Theories and Principles of Health Behavior and Health Education**
(3 credits)
This course introduces concepts, theories, and methods employed by behavioral scientists to develop, implement, and evaluate public health interventions. An overview of psychosocial factors related to health and illness behavior, models of health beliefs and behavior, strategies for health behavior change at the individual, group, and community level is presented. Emphasis is on the theoretical perspective and how theory can be applied to the design and assessment of public health and health promotion programs and interventions.

PBH 630
**Program Planning and Evaluation for Health Professionals**
(3 credits)
This course focuses on the design, implementation, evaluation, and critique of health promotion programs designed to change health behavior. It emphasizes the systematic process including conceptual framework, audience research, strategic design, message.
development, pretesting, materials production, developing and implementing a distribution plan, as well as monitoring, and evaluation.

PBH 501
**Social Determinants of Health and Disease**
(3 credits)
This course is a survey of the dimensions of health and disease from three perspectives: the U.S. historical experience with health and disease; the social context of health and illness, including the health-care system and policy issues; and choices in healing, integrating conventional and complementary therapies.

PBH 587
**Global Health Communication** *
(3 credits)
This course provides the student with the opportunity to demonstrate how to use communication in public health interventions. This course is based on the premise: “You Cannot Not Communicate!” Communication occurs through a variety of channels including intrapersonal, interpersonal, group and mass mediated. The course examines how communication is used in public health fields.

*Pending approval.
International Peace and Conflict Resolution at Arcadia University

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

Faculty

Director
Warren R. Haffar, Ph.D., Associate Professor of Political Science

Assistant Director
Maryam Deloffre, Ph.D., Assistant Professor of Political Science

Faculty
Samer Abboud, Ph.D., Assistant Professor of International Studies
Geoff Haywood, Ph.D., Associate Professor of History
Angela Kachuyevski, Ph.D., Assistant Professor of Political Science
Alex Otieno, M.P.H., Assistant Professor of Political Science
Jennifer Riggan, Ph.D., Assistant Professor of International Studies
Peter Siskind, Ph.D., Assistant Professor of History
Joan Hulse Thompson, Ph.D., Associate Professor of Political Science
Robert Thompson, Ph.D., Associate Professor of Political Science

Adjunct Faculty
Amy Cox, Ph.D., Instructor of International Peace and Conflict Resolution
Alex N. Grigorev, M.A., M.I.A., Instructor of International Peace and Conflict Resolution
Bill Jacobsen, Ph.D., Instructor of International Peace and Conflict Resolution
Charlotte Levine, M.A., Instructor of International Peace and Conflict Resolution
Barbara Simmons, M.A., Instructor of International Peace and Conflict Resolution

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.)

Master of Arts in International Peace and Conflict Resolution and Counseling Psychology with a Trauma Concentration (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
International Peace and Conflict Resolution at Arcadia University

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, and Sustainable Development in Costa Rica. Additional options may be available and vary from year to year. The Director of the program reserves the right to limit the number of short-term field study courses IPCR students may take for credit.

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 program in Paris, France
- The United Nations University for Peace in San Jose, Costa Rica
- The M.A. program in Ethnic Conflict at Queens University in Belfast, Northern Ireland
- The M.A. program in Peace and Development Studies at the University of Jaume I in Castellon, Spain

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 options may be available depending upon enrollment. Please contact the IPCR program for more information.

Program-Specific Admissions 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:
- A graduate 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 candidates must be accepted into each of the programs in order to pursue dual degrees.
International Peace and Conflict Resolution at Arcadia University

**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.

**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**

2011-12

Tuition: $26,688

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:** 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. 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.

**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) |
International Peace and Conflict Resolution at Arcadia University

IP 502 Research Methods in Conflict Analysis and Peace Science (spring)
IP 504 Foundations of Conflict Analysis (fall)
IP 561 Graduate Colloquium (non-credit year-long course)

Electives* (Choose five.)
IP 503 Culture and Conflict
IP 505 Topics in Contemporary Conflict Resolution (online)
IP 511 Introduction to International Law
IP 520 International Security
IP 521 International Organizations in Dispute Resolution
IP 522 Conflict Resolution in Deeply Divided Societies
IP 523 Post-Conflict Relief and Development (online)
IP 524 Conflict Management (online)
IP 527 Peace Education I (online)
IP 528 Peace Education II (online)
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
IP 543 Peace Perspectives of World Religions

*Or others by permission of the program

Second Year

Required Courses
IP 581 Study Abroad
IP 583 Internship
IP 598 Capstone Seminar (spring)

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

IP 581 Study Abroad (9–12 credits)

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)
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)
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
**International Peace and Conflict Resolution** at Arcadia University

**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.)

**Master of Arts in International Peace and Conflict Resolution and Counseling Psychology** (See separate listing.)

**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 required 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.

502

**Research Methods in Conflict Analysis and Peace Science**

This required 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.

503

**Culture and Conflict**

Cultural differences among members of any group are frequently the source of misunderstanding and can lead to conflict. This course analyses cultural variables, trends, communication, and conflict. Its focus is to gain cultural self-awareness, a new framework for understanding others, and strategies to make progress through differences. Specific cultures and conflicts will be analyzed, compared and contrasted.

504

**Foundations of Conflict Analysis**

This required first year research and writing course focuses on developing students’ abilities to think critically, research effectively and build strong arguments. Through a combination of lecture and workshop style classes, students practice these skills while working on a research project relevant to their interests and course of study.

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 students 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. Particular emphasis is placed on the
International Peace and Conflict Resolution at Arcadia University

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 level. M.A. candidates learn about the use of international law in the course of conflict resolution.

515.OL
Mediation and Conflict Coaching

Conflict Transformation in general can be divided into three main areas based on the role of the conflict specialist. Conflict specialists work toward transformation as third party neutrals, as advocates, and as justice facilitators. In each area the conflict worker aims at empowering the disputants to make their own decisions, actively have a say in the processes, in short, author their own histories. This course focuses on two of those three areas: Mediation and Conflict Coaching. In this class students will learn the process and major skills in mediation (neutrality) and conflict coaching (advocacy). As an online course students will interact with other students, multimedia and various websites, and with the teacher. This course will give students a good sense of what happens in mediation and conflict coaching as well as practical exposure to the skills and strategies needed to be effective in both.

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 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.

529  
**Advanced Mediation**  
This course is a practicum in advanced mediation/facilitation process. Students examine the range of strategies available for managing conflict, including techniques that have proven most constructive in the field of peace and conflict resolution: consensus-based and transformative mediation.

The first part of the course introduces students to the basic framework of mediation and examines three faces of leadership, how cultural differences affect communication, a study of the eight tools needed to mediate, and conduct simulations for several of the strategies for interpersonal, community and international mediation. The second part of the course is focused on a Practicum, examining conflict in a variety of contexts.

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.

537.OL  
**Restorative Justice**  
Restorative Justice is a growing social movement that begins with a fundamental rethinking of the very nature of what justice is. It offers a model that facilitates a vision of justice that is participatory for those involved in and affected by harmful behavior, potentially empowering to victims, offenders, and, in some cases, the affected community, and holds the goal of making right (as much as possible) the harm caused by the offending behavior. At present RJ is a fairly broad umbrella of practices, including victim-offender mediation, family group conferencing, peacemaking circles, victim-offender dialogue in crimes of severe violence, truth and reconciliation commissions, and others. This course compares the ethos and implications these programs as they impact and/or challenge...
International Peace and Conflict Resolution at Arcadia University

current judicial practices, explores strengths and weaknesses of Restorative Justice in current discussion, investigates emerging areas of practice such as in prison populations and schools, and traces the role of facilitators in Restorative Justice practices.

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.

543
Peace Perspectives of World Religions

Although religious differences often create barriers to peace making, and at times people create conflict in the name of their religion, all of the major religious traditions also have deep roots of peaceful living. This class explores the roots of peace making in Buddhism, Islam, Judaism, Christianity, Hinduism and Indigenous American Religions, and from these roots builds bridges of common ground, understanding, and acceptance of the other.

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 in the spring of their second year to complete their thesis requirement, including the poster presentation and defense. The seminar meets weekly and follows a workshop format.
Language Arts
at Arcadia University

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

Coordinator
Bette Goldstone, Ed.D.

Master's Degrees
Master of Education with a Concentration in Language Arts
Master of Education with a Concentration in Children's Literature

Master of Education Degree Requirements (M.Ed.)
(a minimum of 30 credits)

This program offers two concentrations: Language Arts and Children's Literature. It is an individualized course of study designed to meet students' interests and goals. The degree program must be planned with an adviser to ensure that degree requirements are satisfied.

Language Arts Concentration

1. Foundation Courses (6 credits) chosen in consultation with the adviser from the following:
   ED  501–510

2. Concentration Courses (15–18 credits) chosen with the adviser.

   Literacy Education
   ED  601 Developmental Literacy
   ED  606 Strategic Instruction for Emergent and Content Literacy K-6
   ED  607 Strategic Instruction for Adolescent Readers and Writers 7-12
   ED  605 Writing to Improve Literacy
   ED  622 ESL: Multilingual/Multicultural Literacy
   ED  624 ESL: Language, Diversity, and Schooling

3. Electives (6–9 credits) Chosen with adviser from the following areas: Literacy,
   Technology, English, Children's Literature, or Creative Expression course

   English
   EN  542 Teaching the Writing of Fiction
   EN  543 The History and Teaching of Rhetoric
   EN  546 Teaching Writing

   Instructional Technology
   ED  566 Web Based Information Literacy
   ED  565 Introduction to Instructional Technology

   Children's Literature
   ED  608 Literature for Children and Youth
   ED  616 Young Adult Literature
   Ed  564 Creative Expressions

4. Culminating Activity: ED 596: Curriculum Development Project. Chosen Designed in consultation with the academic adviser at the time of completing the Degree Candidacy Application

Children's Literature Concentration

1. Foundation Courses (6 credits) chosen in consultation with the adviser from the following:
   ED  501–510

2. Concentration Courses (9-12 credits)
   ED  608 Literature for Children and Youth
   ED  610 Seminar in Children's Literature
   ED  616 Young Adult Literature
   ED  612 Multicultural Literature for Children and Youth.

3. Electives (15-18 credits) chosen with the adviser
   Reading,
   Children's Theatre
   Art History
   English Literature
   Instructional Technology
   ESL courses

4. Culminating Activity
Language Arts at Arcadia University

ED 596 Individualized Curriculum Development Project designed in consultation with academic adviser at the time of completing the Degree Candidacy Application.

Please Note: All students completing a graduate Education degree are required to complete a Degree Candidacy Form with their academic adviser after completing 15 Arcadia graduate credits. Degree Candidacy is the academic program plan required for the degree and must be submitted to the Office of Graduate Studies.

All graduate forms can be found on the graduate forms page at www.arcadia.edu/gsforms.
Library Science Education
at Arcadia University

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

Coordinator
Bette Goldstone, Ph.D.

Master’s Degree and Teacher Certification

Master of Education

Certification
Instructional
Supervisory

About the Library Science Education Program

This program is open to librarians, teachers and liberal arts majors. The degree is not required for certification, and individual requirements for certification may vary based on academic experience.

Master of Education Degree Requirements (M.Ed.)
(a minimum of 30 credits)

Library Concentration

An appointment must be made with the program coordinator to determine individual requirements for the degree and/or certification.

1. Foundation Courses (6 credits) chosen in consultation with the adviser from the following:
   ED 501–510

2. Concentration Courses (credits) chosen with the adviser from the following:
   ED 521 The Teacher and the Classroom, Elementary
   ED 523 The Teacher and the Classroom, Secondary
   ED 565 Introduction to Instructional Technology
   ED 574 Problem Solving in the School Library Media Center
   ED 575 Administration of the School Library Media Center
   ED 576 Classification and Cataloguing
   ED 577 Introduction to Information Management and Research
   ED 601 Literacy Foundations
   ED 605 Writing to Improve Literacy
   ED 606 Strategic Instruction for Emergent and Content Literacy
   ED 608 Literature for Children and Youth
   ED 610 Seminar in Children’s Literature
   ED 616 Young Adult Literature
   ED 612 Multicultural Literature for Children and Youth
   ED-596-Individualized Curriculum Project

3. Electives (6 credits) chosen with the adviser

4. Culminating Activity
   Designed in consultation with the academic adviser at the time of completing the Degree Candidacy Application.
   Please Note: All students completing a graduate education degree are required to complete a Degree Candidacy Form with their academic adviser after completing 15 Arcadia graduate credits. Degree Candidacy is the academic program plan required for the degree and must be submitted to the Office of Graduate Studies.

All graduate forms can be found on the graduate forms page at www.arcadia.edu/gsforms

Certification

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

Library Courses
ED 571  Pre-service School Librarian Practicum (optional)
GenerED 574  Problem Solving in the School Library Media Center
ED 575  Administration of the School Library Media Center
ED 576  Classification and Cataloguing
ED 577  Introduction to Information Management and Research

General Education Courses
ED 580  Introduction to Inclusive Education
ED 512  Differentiating Instruction in Inclusive Settings
ED 606  Strategic Instruction for Emergent and Content Literacies
ED 622  Teaching Multilingual and Multicultural Literacies

Select two of the following with adviser
ED 608  Literature for Children and Youth
ED 610  Seminar in Children’s Literature
ED 616  Young Adult Literature
ED 612  Multicultural Literature for Children and Youth

ED 578  Workshop in the School Library (for certified teachers)

Additional Certification Requirements
1. Completion of all subject area coursework required to meet the general and specific certification standards of the Pennsylvania Department of Education. This will be determined by the Program Coordinator.

2. A grade of “B” or better in the Graduate Student Teaching Practicum

3. Completion of all Praxis examinations is required prior to enrolling for the Student Teaching Practicum.

Praxis I
Passing scores on Reading, Writing, and Mathematics tests are required for admission to the program.

Praxis II
Fundamental Subjects: Content Knowledge (30511)
Qualifying Score: 150
Library Media Specialist (10310)
Qualifying Score: 151
(new test as of 9/1/2011)

Select one classroom management course with adviser:
ED 521  The Teacher and the Classroom, Elementary
ED 523  The Teacher and the Classroom, Secondary

Select one technology course with adviser:
ED 565  Introduction to Instructional Technology
ED 579  Graduate Student Teaching Practicum: Library (6 credits; credits not applicable to master’s degree) for non-certified teachers
Dual Degrees: Counseling Psychology and International Peace and Conflict Resolution

at Arcadia University

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

Coordinators
Eleonora Bartoli, Ph.D., Assistant Professor and Director of Counseling Psychology
Warren R. Haffar, Ph.D., Assistant Professor, Dean of Internationalization, and Director of International Peace and Conflict Resolution

Dual Degree Program
Master of Arts in Counseling Psychology with the Trauma Concentration and Master of Arts in International Peace and Conflict Resolution

About Arcadia’s Dual Degrees in Counseling Psychology and International Peace and Conflict Resolution

Trauma affects millions of people worldwide each year. Individuals affected by natural disasters, war, ethnic conflict, and gender-based violence can suffer long-lasting psychological symptoms that cause significant personal distress and interfere with optimal functioning. Despite this, trauma survivors’ psychological needs frequently go untreated.

The combination of two master’s programs at Arcadia—Counseling Psychology with the Trauma Concentration and International Peace and Conflict Resolution—gives students a unique multidisciplinary program not found elsewhere. Students with training in both trauma-specific counseling and international peace and conflict resolution will be well-positioned to plan and implement programs that facilitate psychological recovery from violence and natural disasters, both domestically and abroad.

This program is for students with specific interests in trauma recovery at an international scale as well as for students interested in serving the increasing number of refugees and asylum seekers within the United States. In order to do relief work abroad, agencies increasingly require professional credentials, so this program fulfills the requirements to become a Licensed Professional Counselor.

Full-time or part-time: If completed on a full-time basis, the program will take three years, starting in the summer—or longer depending on the individual student’s needs and preferences. Since both programs have part-time options, adapting the student’s schedule is easier than fitting additional courses into a full-time program block schedule.

Counseling Psychology Goals and Objectives: The master’s program in Counseling Psychology educates and socializes students to become practitioners skilled in the art of behavior assessment and change. Coursework integrates theory and practice—both within and outside of the classroom.

The Counseling Psychology 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

Arcadia University Graduate Catalog 2011-12
Counseling Psychology and International Peace and Conflict Resolution
at Arcadia University

- Integrating and applying assessment, diagnostic, consultation and educational strategies

International Peace and Conflict Resolution Goals and Objectives: The IPCR program’s innovative curriculum allows students to develop an area of concentration within the discipline of international peace and conflict resolution, build an international network of contacts among the international conflict resolution community, and gain practical experience in the field. The IPCR program is structured to develop competencies in:

- Theories and dynamics of conflict and resolution
- Tools and techniques of conflict management, conflict resolution and conflict transformation
- Understanding of how states and other third parties impact conflict
- Knowledge of the methods used to diffuse conflict on a variety of levels—interpersonal, groups and institutions
- An appreciation for the contributions of other disciplines to the field of peace and conflict resolution
- The ability to recognize a number of qualitative and quantitative methods and understand data represented in research

Students can complete specialized courses in areas of a student’s choosing, including international law, sustainable development, mediation, health, and human rights.

Benefits of the Dual Degree Program

Arcadia students have opportunities to integrate counseling psychology and conflict resolution principles to service individuals affected by traumatic circumstances. These opportunities may include community projects and internships that will enhance their clinical and community-based skills, both within the United States and internationally, if desired.

Dual degree students gain a greater understanding of the scope of both counseling and international peace and conflict resolution issues surrounding communities and individuals living in post-conflict societies.

The dual degree combines the advocacy agendas proposed by both international peace and conflict resolution and counseling/trauma psychology field to most effectively address communities’ and individual problems in post-conflict societies.

Internship Possibilities: There are multiple opportunities for students to work in situations that allow them to combine their Counseling Psychology clinical training with their IPCR internship requirement. One example is the Liberty Center, serving refugees and survivors of torture. Such internships prepare students to serve populations who have experienced traumas both at home and abroad, as well as address both individual and systemic causes of distress. As the fields of counseling (and especially trauma counseling) and IPCR have both a strong advocacy component, it is invaluable for students to pursue internships that integrate both perspectives. These internships will be arranged on an individual basis with the Counseling Psychology internship coordinator and the IPCR internship coordinator. Students also have separate faculty advisers in both academic programs.

Accreditation: The Counseling Psychology graduate programs are accredited by the Masters in Psychology Accreditation Council (MPAC).

Admission to the Dual Degree Program

Dual degree candidates must be admitted to each of the programs in order to enroll in the dual degree program. Admission to the IPCR program is fall only. Admission to the Counseling Psychology program is fall, spring or summer. Deadline for Fall admission for dual program is: January 15th. Deadline for Spring and summer admission for Counseling Psychology is September 15th.

Admission Requirements: The following requirements must be met:
1. A graduate application, including personal statements, to be completed online at www.arcadia.edu/gradapp.
Counseling Psychology and International Peace and Conflict Resolution at Arcadia University

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. 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.

6. Three letters of recommendation. The letters must be of a professional not personal nature and one from a health professional. If the student has been out of school five years or less, at least one letter must come from a professor.

7. 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.

8. An interview with the the Counseling Psychology department (by invitation only).

9. A personal interview with the IPCR department usually is required, but a phone interview may be substituted at the discretion of the program Director.

10. International applicants should visit www.arcadia.edu/international for detailed information on admission requirements and application procedures. Official results from the TOEFL or IELTS are required for all students for whom English is a second language except for non-native speakers of English who hold degrees or diplomas from post-secondary institutions in English-speaking countries (e.g. the United States, Canada, England, Ireland, Australia and New Zealand). A course-by-course evaluation of all transcripts by an independent evaluation service based in the United States also is required.

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. 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. 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.

Requirements for the Dual Degrees in Counseling Psychology and International Peace and Conflict Resolution

(86 credits; 54 credits for the Counseling Psychology program and 44 credits for the IPCR program)

Structure of the program: What follows is a sample course sequence for a full-time student. This course sequence can be
Counseling Psychology and International Peace and Conflict Resolution at Arcadia University

modified to accommodate students who want to take less than four courses a semester.

The foundation coursework for both IPCR, including the thesis requirement, and Counseling Psychology, including licensure requirements, remain intact. The Study Abroad Requirement within IPCR will be fulfilled by courses within the Counseling Psychology Trauma Concentration (for a total of 9 credits). The internship requirement for IPCR will be satisfied by the Internship placement within the Counseling Psychology program, which will take place in a setting that allows for the development of skills related to the treatment of trauma.

Dual Degrees: Master of Arts in Counseling Psychology with a Trauma Concentration and Master of Arts in International Peace and Conflict Resolution

SUMMER YEAR 1
(6 credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>PY 572</td>
<td>3</td>
<td>Concepts of Mental Health and Mental Illness</td>
</tr>
<tr>
<td>IP 501</td>
<td>3</td>
<td>Introduction to Peace and Conflict Resolution</td>
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FALL YEAR 1
(12 credits)

<table>
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<tr>
<th>Course</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>PY 516</td>
<td>3</td>
<td>Human Development: Life Span</td>
</tr>
<tr>
<td>PY 570</td>
<td>3</td>
<td>Professional Issues in Counseling</td>
</tr>
<tr>
<td>PY 587</td>
<td>0</td>
<td>Practicum</td>
</tr>
<tr>
<td>IP 542</td>
<td>3</td>
<td>Health and Human Rights</td>
</tr>
<tr>
<td>IP 511</td>
<td>3</td>
<td>Introduction to International Law</td>
</tr>
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</table>

SPRING YEAR 1
(12 credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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<tbody>
<tr>
<td>PY 586</td>
<td>3</td>
<td>Theories and Techniques of Counseling</td>
</tr>
<tr>
<td>IP 502</td>
<td>3</td>
<td>Research Methods and Conflict Analysis</td>
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SUMMER YEAR 2
(6 credits)

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<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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<tbody>
<tr>
<td>PY 610</td>
<td>3</td>
<td>Group Counseling</td>
</tr>
<tr>
<td>PY 574</td>
<td>3</td>
<td>Clinical Psychopharmacology</td>
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FALL YEAR 2
(12 credits)

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<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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<tbody>
<tr>
<td>PY 618</td>
<td>3</td>
<td>Evidence-Based Treatments of Trauma</td>
</tr>
<tr>
<td>PY 620</td>
<td>3</td>
<td>Advanced Counseling Techniques</td>
</tr>
<tr>
<td>IP 533</td>
<td>3</td>
<td>Conflict Transformation or other elective</td>
</tr>
<tr>
<td>IP 521</td>
<td>3</td>
<td>International Organizations or other elective</td>
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SPRING YEAR 2
(12 credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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<tbody>
<tr>
<td>PY 500</td>
<td>3</td>
<td>Education and Career Counseling: Community</td>
</tr>
<tr>
<td>PY 625</td>
<td>3</td>
<td>Psychological Testing</td>
</tr>
<tr>
<td>PY 622</td>
<td>3</td>
<td>Trauma, Advocacy and Social Justice</td>
</tr>
<tr>
<td>PY 688</td>
<td>3</td>
<td>Cultural Bases of Counseling</td>
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SUMMER YEAR 3
(12 credits)

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<th>Course</th>
<th>Credits</th>
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<td>PY 623</td>
<td>3</td>
<td>Strategies for Treating Grief and Bereavement</td>
</tr>
<tr>
<td>ID 583(a)</td>
<td>3</td>
<td>IPCR Internship</td>
</tr>
</tbody>
</table>

FALL YEAR 3
(12 credits)
Counseling Psychology and International Peace and Conflict Resolution at Arcadia University

PY 630 Counseling Internship (6 credits)
ID 583(b) IPCR Internship (6 credits)

SPRING YEAR 3
(8 credits)

PY 631 Counseling Internship (6 credits)
IP 598 Capstone (2 credits)
Mathematics Education
at Arcadia University

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

Coordinator
Peter Appelbaum, Ed.D.

Master’s Degrees and Teacher Certification

Master of Education

Master of Arts in Education

Certification
Instructional Supervisory

About the Mathematics Education Program

This program enables teachers, administrators, and other formal and non-formal educators at all grade levels to enact meaningful mathematics teaching and learning in all possible learning environments. Interdisciplinary and trans-disciplinary approaches are used to support rich mathematical investigations and to implement challenging curricular structures that exceed state and local standards and objectives.

The program is suitable for elementary, middle and high school teachers and administrators who want to specialize in mathematics education, those who work in educational agencies and curriculum development, community college instructors, and others who are interested in the best mathematics education practices for all students.

Master of Education Degree Requirements (M.Ed.)
(a minimum of 30 credits)

Mathematics Education Concentration
1. Foundation Courses (6–9 credits) chosen in consultation with the adviser from the following:
   ED 501–510

2. Concentration Courses (15 credits)
   ED 526A Learning and Assessment in Elementary Mathematics
   ED 526B Learning and Assessment in Secondary Mathematics
   ED 527 Topics in Mathematics Education:
   A) Professional Content Development for Elementary Mathematics
   B) Teaching Algebra
   C) Teaching Geometry
   D) Teaching Calculus
   E) Teaching Discrete Mathematics
   F) Teaching Probability and Statistics
   G) Mathematics in the Middle School
   H) Teaching Developmental Mathematics
   ED 528A Problem-Solving and Problem-Posing Workshop
   ED 528B Clinical Mathematics Education
   ED 529 Mathematics and the Curriculum (Required Course)
   ED 534 Topics in Mathematics Curriculum Development
   ED 558B Seminar for Mathematics Educators

3. Electives (6–9 credits) chosen with the adviser

4. Culminating Activity ED596 – 3 credits
   Arranged in consultation with the adviser at the time of completing the Degree Candidacy Application. A Practicum or Field Experience may not be used as the Culminating Activity for master’s degrees in Secondary Education.

Master of Arts in Education Degree Requirements (M.A.Ed.)
(a minimum of 30 credits)

This program is individualized and planned with the program Coordinator.
Mathematics Education at Arcadia University

1. Mathematics Concentration
2. Education Foundation Courses (6 credits)
3. Concentration Courses (Mathematics) (15 credits)
4. Electives in Education (9 credits)
5. Culminating Activity (3 credits)

The foundation courses (ED 501–510) provide knowledge basic to all aspects of education. A minimum of 15 credits of the degree program must be taken in Mathematics; the remaining credits must be in Education.

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

Mathematics Education 7–12

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
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<tbody>
<tr>
<td>ED 503</td>
<td>General Foundations of Education in the United States</td>
</tr>
<tr>
<td>ED 513</td>
<td>Meeting the Needs of Diverse Learners</td>
</tr>
<tr>
<td>ED 523</td>
<td>The Teacher and the Classroom, Secondary</td>
</tr>
<tr>
<td>ED 526B</td>
<td>Learning and Assessment in Secondary Mathematics</td>
</tr>
<tr>
<td>ED 565B</td>
<td>Computers and Technology in the Mathematics Curriculum</td>
</tr>
<tr>
<td>ED 471</td>
<td>Graduate Student Teaching Practicum: Secondary 7–12 (6 credits; credits not applicable to master’s degree or culminating activity)</td>
</tr>
<tr>
<td>or ED 583B</td>
<td>Fieldwork (for students holding a valid Pennsylvania Instructional I or II certificate) (3 credits; credits not applicable to the master’s degree)</td>
</tr>
</tbody>
</table>

Additional Certification Requirements

1. Completion of all subject area coursework required to meet the general and specific certification standards of the Pennsylvania Department of Education. This will be determined by the program Coordinator.

2. A grade of “B” or better in the Graduate Student Teaching Practicum

3. Completion of all Praxis examinations is required prior to enrolling for the Student Teaching Practicum.

   Praxis I
   Passing scores on Reading, Writing and Mathematics tests are required for admission to the program.

   Praxis II
   Mathematics Content Knowledge (10061)
   Qualifying Score: 136
Creative Writing M.F.A. at Arcadia University

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

Faculty
Program Director
Joshua Isard, M.Sc., M.A., Visiting Assistant Professor of English

Faculty
Richard A. Wertime, Ph.D., Professor of English
Quincy Jones, M.A., Adjunct Professor of English

Master’s Degree
Master of Fine Arts in Creative Writing

About the M.F.A. in Creative Writing

- Personal attention in small workshops
- Low-residency, using technology to build a dynamic online writing community
- Study abroad residency in Edinburgh, Scotland
- Manuscript requirement and publication plan

Arcadia University’s low-residency M.F.A. program in Creative Writing, the only one of its kind in the Philadelphia area, is distinctive in that it incorporates both a dynamic online environment and a study abroad experience. The course emphasizes online workshops; personal attention from faculty; studying abroad, with a residency in Edinburgh, Scotland; and the preparation of both a book-length manuscript and a plan to publish it.

Arcadia’s experienced and award-winning faculty help to prepare each student for a career in writing and in teaching the craft at the college level.

Because this is a low-residency program and students take between six and nine credits each term, each participant is able to develop much of his or her own schedule and maintain a full-time professional life outside school.

- Online Community—In Arcadia’s program, students participate in weekly workshops conducted online and led by the faculty, as opposed to many low-residency creative writing programs in which students have infrequent contact with their peers and instructors. Arcadia utilizes Blackboard software for these discussions, which requires only that the students have a consistent Internet connection. There are no extra programs to buy or download.

- Personal Attention—In addition to the online community, Arcadia’s program utilizes technology to allow consistent one-on-one contact between the students and the faculty. Through the use of e-mail, instant messaging, and voice chat programs such as Skype, students are never out of touch with their faculty advisers.

- Study Abroad—A global perspective is an important facet of writing. Therefore, each student spends a residency abroad at the start of the second year of the program. That residency is in Edinburgh, Scotland, though additional locations—including Umbria, Italy—may become available.

- Manuscript and Publishing—At the end of the program, each student submits a book-length manuscript in his or her genre and works with his or her faculty adviser to develop a plan for publication.

Fiction or Poetry: Program Structure

Genres and Cohorts—Upon application, the student chooses the genre he or she wishes to pursue, either fiction or poetry.

The program is a cohort model, and students move through the program with their cohort, concentrating on their specific genre, either poetry or fiction. This allows for a cohesion in students’ work and the creation of a community among the students as they progress through the program.

Fiction—Students in the fiction group develop a full-length manuscript, either a novel or a collection of stories, over the course of the program. Each student is able to
submit portions of his or her writing to the workshops and to discuss the progress of his or her manuscript with the faculty. By the end of the course, students can expect to have a book-length manuscript that they are ready to submit to agents and publishers—and also to have a plan for that process that the faculty will help to develop.

Poetry—Students in the poetry group produce a full length manuscript over their two years in the program. Through online workshops and discussions with the faculty, a student can expect to have a manuscript which he or she is ready to submit for publication upon graduation. The faculty help each student to develop a plan to submit his or her manuscript to publishers, contests, and literary journals.

Residencies—Students participate in three residencies, each lasting for one week. The first is held in August of year one, when the program begins; the second is held the following summer, before year two begins; and third will be held in January of year two.

The first residency is conducted at Arcadia University and includes face-to-face workshops, lectures and discussion with visiting writers, and individual conferences with the faculty members. Additionally, the cohort attends events in the Philadelphia area—such as museums like the Rosenbach, or plays—in order to build community among the cohort.

The second residency is in Edinburgh, Scotland, though other sites (including Umbria, Italy) may be developed. The time overseas includes face-to-face workshops, visits from foreign writers so as to get a global perspective on the craft, and opportunities to travel around the area. Edinburgh is one of the richest literary cities in the world, and it presents ample opportunity for exploration and inspiration.

Note—Students who attend the Fiction Writer’s Residency in Umbria during the summer of 2011, and then enroll in the M.F.A. in the Fall of 2011, will be considered to have completed their residency abroad and will not have to attend a residency in the summer of 2012. However, those students will still be able to go abroad again if they so choose.

The third residency is back at Arcadia, and it begins turning the focus of the program to completing the manuscript and developing a plan for publishing it upon graduation.

While the two cohorts attend residencies together, there are some genre-specific lectures, discussions and activities. Students are required to attend all the programs within their genre, and they are welcome to attend any program in the other genre if possible.

Workshops—The program utilizes technology to conduct weekly workshops in an online discussion board. Students are able to share their work, critique their peers’ work, and complete exercises assigned by the instructor. Consistent feedback is an important part of the writing process, and with the available online resources, students feel connected to the writing community at Arcadia.

The workshops are asynchronous discussions, meaning that while there are due dates and deadlines, students do not have to be online at any particular time, freeing them to complete the work around their own schedules. Additionally, all the technology is web-based, meaning that students will not have to download or buy special software to participate in the program.

M.F.A. students complete four workshops, two each year of the program. They are held in the Fall and Spring semesters during each year of the program.

Practicums—In order to receive personal attention from Arcadia’s faculty members, students have four practicum courses. In these courses, students work one-on-one with a faculty adviser on their writing, and they also construct a reading list of literature and writing theory.

The first three practicums focus on the writing craft and building a manuscript. The fourth practicum focuses on completing a manuscript for the thesis and on preparing a plan for trying to publish it after graduation.

While some of the practicum work is asynchronous, such as e-mail communication, any meetings students have with faculty members are scheduled at mutually convenient times.
Creative Writing M.F.A. at Arcadia University

Literature Courses—Each student takes two literature courses. One can be chosen from any graduate-level literature course that Arcadia University offers, and students are encouraged to pick something which interests them. The second course is a craft course in the student’s genre. The craft courses focus on trends and techniques in contemporary literature, and they are meant to give students an idea of what’s happening in the writing world right now.

Thesis—After completing all of the above requirements, students submit their writing to the M.F.A. faculty as their theses. The thesis will be a completed manuscript in the student’s chosen genre, and it should be one that students reasonably can expect to publish after graduation.

Career Paths for M.F.A. Graduates

In Arcadia’s M.F.A. program, students produce a publishable manuscript while studying the craft of writing. This process prepares students for professional work in many arenas, and after graduation they have several career options to choose from, including:

- Editing: A career in editing is an especially appealing option for students who gain experience working on a literary journal during their time in an M.F.A. program. Editors can work in a range of settings, including:
  - advertisement and public relations agencies
  - corporations
  - magazines
  - media outlets
  - nonprofit and government organizations
  - universities
- Publishing: M.F.A graduates also may pursue a career in publishing, working for a small or large press.
- Teaching at the university level: The M.F.A. is considered a terminal degree in academia, so those who hold it are qualified to teach both creative writing and composition at the university level.
- Teaching secondary education: M.F.A. graduates also can pursue a career in secondary education in public school as long as they obtain any needed state certifications.
  Teaching in private schools also is an option.
- Writing: In addition to seeking publication for their own creative work, M.F.A. graduates can write for magazines, newspapers, companies and organizations. This includes business, marketing, professional, technical, pharmaceutical and medical writing. Full-time, part-time and freelance opportunities are available.

M.F.A. in Creative Writing

Admission Requirements

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. The undergraduate major should be in one of the traditional liberal arts or in a professional or pre-professional field but accompanied by strong undergraduate training in creative writing.

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. An interview with the program Coordinator, either in-person or over the phone, if deemed necessary.

6. A writing sample. For poetry students, this should be 10 to 15 pages of verse. For fiction students, it should be 15 to 20 pages of prose. Please do not exceed the page limit.
7. 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 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.

All application materials must be sent to the Office of Enrollment Management.

Admission deadlines: In order to encourage community and continuity among the cohorts, each student must start in August with the first residency. March 1: Priority Admissions Application Deadline. Spaces in the cohort are filled on a first-come, first-served basis. Students are accepted to begin in August (Summer III) only.

Expenses
Tuition for 2011-12: $670 per credit

Fees:
- Audit: $670 per course
- Parking: $30 per semester (Fall and Spring) before 4 p.m. No charge after 4 p.m.

Financial Aid: Graduate students who have been accepted into a degree program and are enrolled for at least 6 credits per semester are eligible to apply for financial aid. Please visit www.arcadia.edu/finaid for information regarding required forms and documents, most of which can be submitted online.

Graduate assistantships are available to all students registered for at least 9 credits per semester. Students may apply for assistantships upon acceptance and registration. Questions regarding graduate assistantships should be directed to the College of Graduate Studies at 215-572-2925.

Federal Loans: Graduate students are eligible to borrow through the federal Stafford Loan and federal PLUS Loan programs. Arcadia University, in partnership with AES/PHEAA, offers the no-fee Arcadia University Preferred Stafford Loan Program, which provides students with benefits that include:
- Origination and guarantee fee waivers
- Interest rate reduction during repayment
- Superior administration and servicing

All financial aid paperwork not submitted online should be sent to the Office of Enrollment Management/Financial Aid. Please e-mail finaid@arcadia.edu or call 1-877-ARCADIA (1-877-272-2342) with additional questions.

Master of Fine Arts in Creative Writing
Degree Requirements
(A minimum of 39 credits)

Sample Course Sequence
Scenario for a Student in the Low-Residency M.F.A. in Creative Writing

Residency One, Aug. 6-11, 2012—at Arcadia University

Fall Semester 2012:
- Workshop 1
- Practicum 1

Spring Semester 2013:
- Workshop 2
- Practicum 2

Summer Semester 2013:
- Traditional Literature Course

Residency Two, July 12-21, 2013—Edinburgh, Scotland

Fall Semester 2013:
- Workshop 3
- Practicum 3
- Craft Course

Residency Three, Jan. 13-18 2014—Arcadia University King of Prussia Campus

Spring Semester 2014:
- Workshop 4
Creative Writing M.F.A. at Arcadia University

Practicum 4: Thesis Preparation

Thesis turned in at the close of the Spring Semester, 2014

Residencies (9 credits)
 EN 550 Residency 1
 EN 551* Residency 2: Abroad in Edinburgh
 EN 552* Residency 3

Workshops (12 credits)
 EN 555A* Workshop 1 (fiction) or EN 555B (poetry)
 EN 556A* Workshop 2 (fiction) or EN 556B (poetry)
 EN 557A* Workshop 3 (fiction) or EN 557B (poetry)
 EN 558A* Workshop 4 (fiction) or EN 558B (poetry)

Practicums (12 Credits)
 EN 560* Practicum 1
 EN 561* Practicum 2
 EN 562* Practicum 3
 EN 563* Practicum 4: Thesis Preparation

Literature Courses (6 Credits)
 EN 553 Craft of Contemporary Fiction
 or EN 554* Craft of Contemporary Poetry
 Plus any other graduate literature offering from Arcadia

*Courses pending approval

- Students must complete all of the above requirements before being awarded a degree.
- It is important that students make all possible efforts to complete the classes in order, so as to maintain a community within the program.
- If a student must take a leave of absence; however, it is best that he or she take a full year of absence so that it is easiest to rejoin the program at a natural point.
- Extenuating circumstances will be evaluated at the faculty’s discretion.

M.F.A. in Creative Writing

English Courses (EN)

Residencies
 EN 550, 551, 552
(551 and 552 pending approval)

During the on-campus residencies (the first and third residencies), students take part in intensive workshops, meet one-on-one with their faculty advisers, participate in seminars and exercises with visiting writers, and generally build the cohesive community of the program. These last for one week, and they are conducted in August of the program’s first year, and January of the program’s second year.

Students spend the second residency, also for one week, abroad in Edinburgh, Scotland. During that time students take part in workshops and meetings with faculty, but they also will explore the area, meet with local writers, and produce work based on those experiences.

Workshops

In each workshop, students are able to submit their work for critiques and discussion by the faculty and their peers. These discussions are conducted online, through Blackboard’s forums. There are online discussions every week of the term, and a faculty member leads and participates in each one.

Additionally, students complete writing exercises assigned by their instructor throughout the term. These short assignments help students to develop new techniques to use in their writing.

Practicums

Each of these courses involves one-on-one instruction with a faculty member as students develop their manuscripts over the two years of the program. The professor not only helps the students with their writing, but also assigns readings and other assignments that help the students with their projects.

Students meet with faculty about every other week, either over the phone, through a program...
Creative Writing M.F.A. at Arcadia University

such as Skype, or by another agreed upon means. Of course, students always have the option of contacting their practicum instructor more often—this is a way for the faculty to be consistently available to the students.

Craft of Contemporary Fiction

EN 553

This course focuses on the themes, techniques, and movements of contemporary fiction and is reading- and discussion-intensive, utilizing Blackboard's forums in order to conduct weekly conversations led by the instructor. This course is reading-intensive, and students are expected to write two essays in addition to the weekly online discussions.

Craft of Contemporary Poetry

EN 554 (pending approval)

This course focuses on the themes, techniques, and movements of contemporary poetry and is reading- and discussion-intensive, utilizing Blackboard's forums in order to conduct weekly conversations led by the instructor. This course is reading-intensive, and students are expected to write two essays in addition to the weekly online discussions.
Master of Public Health/Doctor of Physical Therapy at Arcadia University

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

Coordinators
Andrea Crivelli-Kovach, Ph.D., M.A., MCHES, Professor and Director of Community & Global Public Health Programs
Kristin von Nieda, PT, M.Ed., D.P.T., Associate Professor, Physical Therapy

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 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 147 credits and is a year-round program where students earn 111 credits for the D.P.T. program and 36 credits for the M.P.H. program.

Admission to the Master of Public Health Program/Doctor of Physical Therapy Dual Degree Program

Students applying for admission to the dual degree program in Public Health and Physical Therapy need to meet the admission requirements for the DPT Program and write an additional three essays for the MPH Program. Admission requirements for the DPT Program are available in this catalog under the DPT Program description. The MPH essays are listed below.

MPH essay questions……
1. Describe yourself including perceptions of your strengths and weaknesses
2. Explain your reasons for wanting to pursue an MPH degree. Please include career goals and how you think public health will enhance your potential as a health professional.
3. Describe any work or volunteer community health-related experience
you have had, including international experiences and work with refugee or immigrant populations within the US.

**Deferred Admission:** Students who have secured a seat in the program and want to defer their admission for one year must submit their request to do so in writing to the Director of Physical Therapy Admissions and to the director of Community & global Public Health Programs. 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](http://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 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](http://www.arcadia.edu/finaid) and click on Graduate.

**Requirements for the Dual Degrees in Public Health and Physical Therapy**

(147 credits; 111 credits for the D.P.T. program and 36 credits for the M.P.H. program)

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

**FALL YEAR 1**

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<tr>
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<tr>
<td>PT 605</td>
<td>4 credits</td>
<td>Intro and Exposure to Physical Therapy Practice</td>
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<tr>
<td>PT 615</td>
<td>4 credits</td>
<td>Physical Therapy Examination/Evaluation Skills I</td>
</tr>
<tr>
<td>PT 625</td>
<td>4 credits</td>
<td>Physical Therapy Intervention Skills I</td>
</tr>
<tr>
<td>PT 626</td>
<td>4 credits</td>
<td>Physical Therapy Intervention Skills II</td>
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<tr>
<td>PT 645</td>
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<td>Physical Therapy Integrative Care and Practice I</td>
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<td>PT 675</td>
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**SPRING YEAR 1**

(25 credits)

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<td>Introduction to Biostatistics</td>
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<td>PT 616</td>
<td>4 credits</td>
<td>Physical Therapy Examination/Evaluation Skills II</td>
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<td>PT 626</td>
<td>5 credits</td>
<td>Physical Therapy Intervention Skills II (5 credits)</td>
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<td>PT 636</td>
<td>1 credit</td>
<td>Exposure to Physical Therapy in a Health Care System</td>
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<td>PT 646</td>
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<td>Physical Therapy Integrative Care and Practice II</td>
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<td>PT 676</td>
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**SUMMER YEAR 1**

(20 credits)

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<td>Theories of Health Behavior and Health Education</td>
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<td>PT 717</td>
<td>2 credits</td>
<td>Physical Therapy Examination/Evaluation Skills III</td>
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<tr>
<td>PT 727</td>
<td>2 credits</td>
<td>Physical Therapy Intervention Skills III</td>
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<tr>
<td>PT 747</td>
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<td>Physical Therapy Integrative Care and Practice III</td>
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**Examples**

- PBH 501 Social Determinants of Health and Disease (3 credits)
- PBH 600 Introduction to Epidemiology (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)
Master of Public Health/Doctor of Physical Therapy
at Arcadia University

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<td>Clinical Education Experience II</td>
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<td>PT 718</td>
<td>Physical Therapy Examination/Evaluation Skills IV</td>
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<td>PT 728</td>
<td>Physical Therapy Intervention Skills IV</td>
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<td>PT 738</td>
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<td>PT 748</td>
<td>Physical Therapy Integrative Care and Practice IV</td>
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<td>PT 778</td>
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<td>PBH 630</td>
<td>Program Planning and Evaluation for Health</td>
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<td>Research Methods and Design for Public Health</td>
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<td>PT 829</td>
<td>Physical Therapy Intervention Skills V</td>
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<td>PT 849</td>
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<td>PT 870</td>
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<td>PT 879</td>
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<td>PBH 695</td>
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<td>PT 869</td>
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<td>PT 899</td>
<td>Clinical Decision Making (2 credits*)</td>
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FALL YEAR 2
(18 credits)

SPRING YEAR 2
(28 credits)

SUMMER YEAR 2
(9 credits)

*PBH 695/696 will be taken and counted as the PT Electives/Independent Study PT 869/899.
Public Health and International Peace and Conflict Resolution at Arcadia University

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

Coordinators
Warren Haffar, Ph.D., Associate Professor and Director of International Peace and Conflict Resolution
Andrea Crivelli-Kovach, Ph.D., M.A., MCHES, Professor and Director of Community and Global Public Health Programs

Dual-Degree Program
Master of Public Health and Master of Arts in International Peace and Conflict Resolution

About Arcadia’s Program in Public Health and International Peace and Conflict Resolution

The International Peace and Conflict Resolution (IPCR) master’s degree program offers an innovative curriculum that allows students to develop an area of concentration, build an international network of contacts, and gain practical experience through problem-based learning in international settings. The program’s strength lies in its interdisciplinary approach to the increasingly critical study of peace and conflict resolution.

This dual degree option in Public Health and IPCR prepares students to integrate their knowledge of public health, along with program development, implementation and evaluation skills, to assist in conflict resolution. The Nyerere Centre for Peace Research in Arusha, Tanzania, operated in cooperation with the multi-nation East African Community, provides unique opportunities for international research and service learning.

IPCR is one of the few graduate programs in the field of conflict resolution with a built-in overseas component. In addition to the second-year study abroad component, IPCR students have the option of participating in weeklong intensive “preview” field studies during their first year. Students may travel to Northern Ireland in the fall, and/or to Costa Rica or Ukraine in the spring. This dual-degree program is 74-77 credits and requires international experiences.

Course requirements and sequencing are available by contacting the Director of the program.

Admission to this dual-degree program requires the applicant to meet the admission criteria for both the M.P.H. program and the IPCR program.

Admission to the Master of Public Health Program
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 IPCR Master’s Degree Program

Program-Specific Admissions Requirements: 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 Science 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.

GREs are not required for admission. In exceptional cases, after reviewing an applicant’s academic record and non-academic experience, in exceptional cases 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.
Public Health/International Peace and Conflict Resolution
at Arcadia University

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, 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.

Requirements for the M.A. in International Peace and Conflict Resolution and M.P.H.
(74–77 credits)

Master of Arts in International Peace and Conflict Resolution
Master of Public Health

First Year
Fall
IP 501 Introduction to Peace Studies & Conflict Resolution (3 credits)
IP 511 International Law—or other IPCR elective (3 credits)
PBH 501 Social Determinants of Health and Disease (3 credits)
PBH 600 Introduction to Epidemiology (3 credits)
Spring
IP 523 Post-Conflict Relief and Development—or other IPCR elective (3 credits)

Second Year
Fall
IP 535 Economics, the Environment and Development—or other IPCR elective (3 credits)
PBH 620 Introduction to Biostatistics (3 credits)
PBH 530 Theories and Principles of Health Behavior and Health Promotion (3 credits)
PBH 560 Issues in Community and Environmental Health (3 credits)
Summer
PBH 510 Health Care Systems (3 credits—online)
PBH 640 Research Methods and Design for Health Professionals (3 credits)

Fall
IP 542 International Health and Human Rights (3 credits)
IP 533 Conflict Transformation (3 credits)
PBH 630 Program Planning and Evaluation for Health Professionals (3 credits)
PBH 695 Capstone Research Project Seminar in Public Health I (3 credits)
Spring
IP 522 Conflict Resolution in Deeply Divided Societies—or other IPCR elective (3 credits)
PBH 645 Evaluation of Public Health Programs: Case Studies (3 credits)
PBH 696 Capstone Research Project Seminar in Public Health II (3 credits)

Fall
IP 581 Study Abroad and Concentration (9–12 credits)
Spring
IP 583 Internship (9–12 credits)
Public Health/International Peace and Conflict Resolution at Arcadia University

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<tr>
<td>PBH 689</td>
<td>Public Health/Health Education Internship</td>
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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., MCHES, Professor and Director of Community & Global Public 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 Health Sciences has nationally recognized health 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, public health internships, 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.
Dual Degrees: Public Health and Counseling Psychology
at Arcadia University

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

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
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).
### Dual Degrees: Public Health and Counseling Psychology at Arcadia University

#### SPRING YEAR 1
- **(12 credits)**
  - **PBH 560** Issues in Community and Environmental Health (3 credits)
  - **PBH 620** Introduction to Biostatistics (3 credits)
  - **PY 586*** Theories and Techniques of Counseling (3 credits)
  - **PY 500** Career Counseling: Community (3 credits)

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

#### SUMMER YEAR 2
- **(3 credits)**
  - **PBH 510** Health Care Systems (Online) (3 credits)

#### FALL YEAR 2
- **(12 credits)**
  - **PBH 630** Program Planning and Evaluation for Health Professionals (3 credits)
  - **PBH 689** Public Health Internship (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)
  - **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 695** Public Health Capstone Research Project Seminar I (3 credits)
  - **PY 630** Counseling Internship (6 credits)

#### SPRING YEAR 3
- **(9 credits)**
  - **PBH 696** Public Health Capstone Research Project Seminar II (3 credits)
  - **PY 631** Counseling Internship (6 credits)
Master of Public Health and Physician Assistant Dual Degree
at Arcadia University

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

Coordinators
Andrea Crivelli-Kovach, Ph.D., M.A., MCHES, Professor and Director of Community and Global Public Health Programs, College of Health Sciences
Michael Dryer, Dr.P.H., PA-C, Chair and Director of Medical Science Department, College of Health Sciences

Dual Degree Program
Master of Public Health and Master of Medical Science (Physician Assistant)

About Arcadia’s Dual Degree Program in Public Health and Physician Assistant

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

Arcadia’s College of Health Sciences has nationally recognized healthcare, science 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 healthcare professionals for a rapidly changing global environment. Applied and pro bono clinical research, clinical rotations, public health internships, 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 Medical Science (M.M.S.) and Master of Public Health (M.P.H.).

This dual-degree program prepares graduates for leadership roles in meeting community health care needs in today’s rapidly changing medical environment. The master’s degree program in Medical Science (M.M.S.) is designed to produce graduates who are well-equipped to deliver high-quality, cost-effective primary healthcare in a wide variety of settings, including hospitals, clinics, physicians’ offices and other community settings. The Master of Public Health degree focuses on population health and includes the disciplines of epidemiology and biostatistics with an in-depth fieldwork thesis project oriented toward a student’s primary area of research interest.

This dual-degree option in Public Health and Medical Science prepares students to integrate their knowledge of public health, along with program development, implementation and evaluation skills, to their training as Physician Assistants for work in medical settings and within community centers.

Arcadia has one of the largest Physician Assistant programs in the nation, with campuses in Glenside, Pa., and Christiana, Del. Arcadia utilizes the region’s medical communities for diverse clinical experiences and offers opportunities for service learning in international settings.

Course requirements and sequencing are available by contacting the Director of the program. The three-year program encompasses 154 total credits, and students study year-round, including summer terms and clinical rotations. Three four-week clinical rotations are elected from among cardiology, cardiothoracic surgery, dermatology, forensic medicine, neonatology, neurology, orthopedics, radiology, rehabilitation, and trauma surgery.

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
Master of Public Health/Physician Assistant
at Arcadia University

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 official seals.

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 a degree from a post-secondary institution in an English-speaking country (e.g., 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 is also required.

Admission to 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 official seals. Please send transcripts directly to CASPA.

4. Students must have completed the following prerequisites:
   a. Biological Sciences—five lab/lecture courses from a biology department, to include Anatomy, Physiology, and Microbiology. Biochemistry is recommended.
   b. Chemistry—four lab/lecture courses from a chemistry department, to include Organic Chemistry.
   c. Psychology—one course; Developmental or Abnormal Psychology is highly recommended.
   d. Statistics—one course.
   e. Humanities—five courses; a course in Ethics or Medical Ethics is highly recommended.

5. Three letters of recommendation. Ideally, one 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.
Master of Public Health/Physician Assistant at Arcadia University

9. An interview is required and is by invitation only.

10. 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.

11. 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 who have been dismissed from the program can be readmitted and granted credit for courses they have completed successfully.

Requirements for the Dual Degrees in Public Health and Physician Assistant

(154 total credits, with 6 shared credits)
Master of Medical Science (Physician Assistant) (118 credits)
Master of Science in Public Health (42)

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, 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.

First Year
Summer (12 credits)

- PBH 501 Social Determinants of Health and Disease (3 credits)
- PBH 510 Health Care Systems (3 credits)
- PBH 530 Theories of Health Behavior and Health Education (3 credits)
- PBH 640 Research Methods and Design in Public Health (3 credits)

First Year
Fall (12 credits)

- PBH 560 Issues in Community and Environmental Health (3 credits)
- PBH 600 Introduction to Epidemiology (3 credits)
- PBH 630 Program Planning and Evaluation for Health Professionals (3 credits)
- PBH Elective Elective Course in Public Health

First Year
Spring (12 credits)

- PBH 620 Introduction to Biostatistics (3 credits)
- PBH 645 Program Evaluation in Public Health (3 credits)
- PBH 689 Public Health Internship (3 credits)
Master of Public Health/Physician Assistant
at Arcadia University

PBH 694 Pre-Public Health Capstone Research Project Seminar I (3 credits)

Second Year
Summer (16 credits)

Professional Practice (1)
Human Gross Anatomy (5)
Microbiology and Immunology (3)
Mechanisms of Disease (6)
Pharmacology & Therapeutics I (1)

Second Year
Fall Semester (28 credits)

Evidence Based Practice (2)
Professional Practice II (1)
Physical Diagnosis I (5)
Pharmacology and Therapeutics II (3)
Clinical Diagnostics (4)
Medicine (8)
Community Health and Wellness (2)
PBH 695 Public Health capstone Research Project Seminar I (3 credits)

Second Year (30 credits)
Spring Semester

Mental Health (3)
Professional Practice III (1)
Pharmacology and Therapeutics III (3)
Physical Diagnosis II (5)
Medicine II (2)
Obstetrics/Gynecology & Pediatrics (4)
Emergency Medicine (3)
Surgery (3)
Clinical Decision Making (3)
PBH 696 Public Health Capstone Research Project Seminar II (3 credits)

Third Year

(Summer, Fall and Spring, 48 weeks)
Core Rotations: (1 week = 1 credit)
PA 561 Emergency Medicine (8 credits)
PA 562 Family Practice (8 credits)
PA 563 Geriatrics/Psychiatry (4 credits)
PA 564 Internal Medicine (4 credits)
PA 565 Women’s Health (4 credits)
PA 566 Pediatrics (4 credits)
PA 567 Surgery (4 credits)
PA 577-579 Electives (total of 12 weeks)

Three elective four-week clinical rotations from the following (12 credits):

Cardiology
Cardiothoracic Surgery
Dermatology
Forensic Medicine
Neonatology
Neurology
Orthopedics
Radiology
Rehabilitation
Trauma surgery

PBH 689 MPH Internship (3 credits)
this is a required MPH internship done in conjunction with a PA Elective Rotation. MPH Internship is completed at this time if not done during Year 1 in the MPH Program.
Music Education
at Arcadia University
Global Perspectives...Personal Attention...Real-World Integrative Learning Experiences

Coordinator
William V. Frabizio, D. Music Arts

Master’s Degree
Master of Arts in Education (M.A.Ed.)

Master of Arts in Education Degree Requirements (M.A.Ed.)
(a minimum of 30 credits)

This program is individualized and planned with the Coordinator.

The foundation courses (ED 501-510) provide knowledge basic to all aspects of education. The concentration courses focus on a discipline other than Education. A minimum of 15 credits of the degree program must be taken in English; the remaining credits must be in Education.

1. Foundation Courses (6 credits)
2. Concentration Courses (15 credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
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<tbody>
<tr>
<td>MU 401</td>
<td>Seminar in Musicology</td>
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<tr>
<td>MU 403</td>
<td>Music in the Baroque Era</td>
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<tr>
<td>MU 406</td>
<td>Chamber Music</td>
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<tr>
<td>MU 407</td>
<td>Survey of Opera</td>
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<td>MU 408</td>
<td>20th Century Music</td>
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<td>MU 409</td>
<td>Symphonic Literature and Analysis</td>
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<tr>
<td>MU 410</td>
<td>Survey of Music in America</td>
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<td>MU 426</td>
<td>Practical Comprehensive Theory</td>
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<tr>
<td>MU 441</td>
<td>Swing and the Big Bands</td>
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<tr>
<td>MU 474</td>
<td>Music in the Classical Period</td>
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<tr>
<td>MU 475</td>
<td>Modern Arranging Seminar I</td>
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<tr>
<td>MU 476</td>
<td>Seminar in Composition I</td>
</tr>
<tr>
<td>MU 689</td>
<td>Independent Research</td>
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</tbody>
</table>

3. Electives in Education (6 Education credits)
4. Culminating Activity (3 credits)

ED 596 Curriculum Development Project
or ED 589 Independent Research

Arcadia University Graduate Catalog 2011-12
Physical Therapy
at Arcadia University
Global Perspectives...Personal Attention...Real-World Integrative Learning Experiences

Faculty

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

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

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

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

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

Scott Stackhouse, PT, Ph.D., Associate Professor of Physical Therapy

Kristin von Nieda, PT, M.Ed., D.P.T., Associate Professor of Physical Therapy

Martha E. Eastlack, PT, Ph.D., Assistant Professor of Physical Therapy and Director of Entry-Level Physical Therapy Admissions

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

Karen L. Sawyer, PT, D.P.T., M.A., Assistant Professor of Physical Therapy and Assistant Director of Clinical Education

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

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

Janet Readinger, PT, D.P.T., Assistant Professor of Physical Therapy and Assistant Director 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 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 three-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 healthcare 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 healthcare system. Practitioners serve in a range of...
Physical Therapy at Arcadia University

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 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. Include one official transcript from each college, university or professional school attended in your PTCAS application. 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. Do not send transcripts directly to Arcadia.
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. General Physics I and II.

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. The GRE code for the D.P.T. program is 7637. NOTE: The GRE will change significantly effective Aug. 1, 2011. Minimum score requirements for the revised test will be noted here as soon as they are determined.

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 documented work or volunteer experiences in at least two different areas of practice as defined in the PTCAS instructions for reporting observation hours.

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:** All students seeking admission to the D.P.T. program must apply through the centralized application system ([www.ptcas.org](http://www.ptcas.org)). Applicants are required to complete all components of their application by the hard deadline of Dec. 15, 2011. Allow time for PTCAS to verify and forward it to Arcadia, which can take as long as six weeks. Applications are not reviewed until all materials are received by Arcadia. (This includes the PTCAS application, the required recommendations, and GRE scores.) If an offer of admission is accepted, 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, each student must supply information about his or her health and medical history and is required to submit the results of a physical examination. Institutions participating in clinical internships require a certificate of good health before permitting students to work with patients. All students are required to have some form of medical insurance throughout the entire curriculum and must provide proof. If needed, medical insurance can be purchased through the University. Information and applications are available in the Office of Student Health Services.

Other requirements for the clinical education portion of the curriculum include a Pennsylvania criminal background check, Pennsylvania child abuse clearance, FBI clearance, and 10-panel drug screen prior to the start of the program. If a student has a felony or misdemeanor conviction or does not pass a required screening, the student may not be able to fulfill requirements for graduation and/or be licensed as a physical therapist.

Registration will be considered complete when the University is satisfied that the student is physically able to undertake the year’s work and results from all requirements/screens are acceptable.

**Deferred Admission:** Students who have secured a seat in the program and 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 2011:
- $25,260 (Fall and Spring combined);
- $12,630 (Summer)
- $250/semester (computer purchase/service fee)
- $165/academic year (registration, parking fee)

Additional Expenses (estimated)

Books and supplies
- Year one $1,800
- Year two $500
- Year three $500
- Room and Board: off-campus
- Travel for clinical and experiential learning: varies
- Health insurance: varies
- Screens/checks upon entry: $75

*12,630 per semester tuition charge over seven (7) semesters. For the final eighth semester of the program (Spring 2014), students will be billed $1,000 in tuition plus a computer user/service fee of $250 and $35 registration fee.

Students will be responsible for expenses associated with various criminal background checks, child abuse clearances and/or drug screens; physical examinations including required titers; and medical insurance. There may be requirements during the program in addition to the ones upon entry to the program.

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

Financial Aid: Students automatically are considered for merit scholarships and graduate assistantships based on their academic records upon applying for admission to the program. Additionally, students can borrow annually through the Federal Direct Stafford Loan Program 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. For information on scholarships, graduate assistantships and student loans, see “Financial Aid” in the Graduate Academic Policies section of this catalog and the Financial Aid section of the website 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 website 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

A student accepted into the Physical Therapy program is expected to abide by the regulations set forth by Arcadia University and the written policies of the Physical Therapy 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 Physical Therapy program are published in the Physical Therapy Policies and Procedures Student Handbook, revised annually.

To remain in good academic standing, students must maintain a cumulative grade point average of 2.7 in each semester. If a student receives less than a 2.7 for a semester, the student will be placed on probation. Failure to improve the grade point average in the subsequent semester will result in dismissal from the program.

A cumulative Unit average of 70 percent must be achieved each semester. Failure to achieve at least 70 percent on two written exams for two Units each semester will result in dismissal from the program. Also, if a student fails to pass a Unit practical exam three times, the student will receive an “F” for the Unit grade. If the student fails to pass two Unit practical exams three times within one semester, the student will be dismissed from the program. A
cumulative Course average of 60 percent must be achieved by the end of the semester for each course. Failure to achieve 60 percent or greater in a course will require a remedial examination. Failure to achieve at least 60 percent on the remedial examination will result in dismissal from the program. A comprehensive practical examination is provided at the end of the first year of the program. If the student fails the comprehensive practical examination three times, the student will be dismissed from the program. If the student fails to meet minimum performance expectations in a clinical experience, the student will receive a grade of unsatisfactory for the clinical education course and be dismissed from the program. If a student at any time during the course of an experience is performing in an unsafe manner causing a patient's well-being to be jeopardized, or behaves in an unprofessional, unethical, or illegal manner, the student will be immediately removed from the clinical setting. The student then will receive a grade of unsatisfactory for the clinical education course.

If the student is dismissed from the program for reasons noted above, he or she must submit a letter to the Dean of the College of Health Sciences, with a copy to the Chair of the Physical Therapy Department, requesting permission to repeat the course or to progress in the program. Permission to continue following unsatisfactory performance is determined by the Physical Therapy Review Committee. If the student is allowed to continue in the program, the Committee will establish an appropriate plan for remediation. If the student withdraws from the program for reasons other than those given above and wants to re-enter, the student must apply for re-acceptance to the Physical Therapy Review Committee and receive permission.

**Doctor of Physical Therapy Degree Requirements**

(111 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)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>PT 605</td>
<td>Introduction and Exposure to Physical Therapist Practice</td>
<td>4</td>
</tr>
<tr>
<td>PT 615</td>
<td>Physical Therapy Examination/Evaluation Skills I</td>
<td>2</td>
</tr>
<tr>
<td>PT 625</td>
<td>Physical Therapy Intervention Skills I</td>
<td>4</td>
</tr>
<tr>
<td>PT 645</td>
<td>Physical Therapy Integrative Care and Practice I</td>
<td>3</td>
</tr>
<tr>
<td>PT 675</td>
<td>Biomedical Foundation Sciences I</td>
<td>5</td>
</tr>
</tbody>
</table>

**Spring (22 credits)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>PT 616</td>
<td>Physical Therapy Examination/Evaluation Skills II</td>
<td>4</td>
</tr>
<tr>
<td>PT 626</td>
<td>Physical Therapy Intervention Skills II</td>
<td>5</td>
</tr>
<tr>
<td>PT 636</td>
<td>Exposure to Physical Therapy in a Health Care System</td>
<td>1</td>
</tr>
<tr>
<td>PT 646</td>
<td>Physical Therapy Integrative Care and Practice II</td>
<td>4</td>
</tr>
<tr>
<td>PT 676</td>
<td>Biomedical Foundation Sciences II</td>
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**Second Year**

**Summer (17 credits)**

<table>
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<tr>
<th>Course Code</th>
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<tbody>
<tr>
<td>PT 717</td>
<td>Physical Therapy Examination/Evaluation Skills III</td>
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</tr>
<tr>
<td>PT 727</td>
<td>Physical Therapy Intervention Skills III</td>
<td>2</td>
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Physical Therapy at Arcadia University

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
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</thead>
<tbody>
<tr>
<td>PT 747</td>
<td>Physical Therapy Integrative Care and Practice III (4 credits)</td>
</tr>
<tr>
<td>PT 777</td>
<td>Biomedical Foundation Sciences III (9 credits)</td>
</tr>
</tbody>
</table>

**Fall (12 credits)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
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</thead>
<tbody>
<tr>
<td>PT 718</td>
<td>Physical Therapy Examination/Evaluation Skills IV (2 credits)</td>
</tr>
<tr>
<td>PT 728</td>
<td>Physical Therapy Intervention Skills IV (2 credits)</td>
</tr>
<tr>
<td>PT 738</td>
<td>Clinical Education Experience I (8 weeks) (4 credits)</td>
</tr>
<tr>
<td>PT 748</td>
<td>Physical Therapy Integrative Care and Practice IV (2 credits)</td>
</tr>
<tr>
<td>PT 778</td>
<td>Biomedical Foundation Sciences IV (2 credits)</td>
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</tbody>
</table>

**Spring (22 credits)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
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<tbody>
<tr>
<td>PT 819</td>
<td>Physical Therapy Examination/Evaluation Skills V (6 credits)</td>
</tr>
<tr>
<td>PT 829</td>
<td>Physical Therapy Intervention Skills V (6 credits)</td>
</tr>
<tr>
<td>PT 849</td>
<td>Physical Therapy Integrative Care and Practice V (4 credits)</td>
</tr>
<tr>
<td>PT 879</td>
<td>Biomedical Foundation Sciences V (6 credits)</td>
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</table>

**Third Year**

**Summer (6 credits)**

<table>
<thead>
<tr>
<th>Course</th>
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</thead>
<tbody>
<tr>
<td>PT 860</td>
<td>Clinical Education Experience II (3 months) (6 credits)</td>
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</tbody>
</table>

**Fall (6 credits)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
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</thead>
<tbody>
<tr>
<td>PT 870</td>
<td>Clinical Education Experience III (3 months) (6 credits)</td>
</tr>
</tbody>
</table>

**Spring, ending in February (8 credits)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
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<tbody>
<tr>
<td>PT 805</td>
<td>Physical Therapist Practice II (4 credits)</td>
</tr>
<tr>
<td>PT 869</td>
<td>Independent Study—Research (2 credits)</td>
</tr>
<tr>
<td>PT 899</td>
<td>Clinical Decision Making (2 credits)</td>
</tr>
</tbody>
</table>

**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 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 Arcadia’s 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.

**Physical Therapy Courses (PT)**

Each semester consists of four courses (Examination, Intervention, Biomedical Sciences and Physical Therapy Integrative Care and Practice) that become more complex as students advance through the program. 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.

**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 healthcare 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
Physical Therapy at Arcadia University

therapy practice in order to begin the lifelong 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 healthcare delivery system and to enhance critical thinking with an introduction to research methods and skills. Students are introduced to the theories and principles required to understand the psychological and social aspects of working with patients, clients, families and other healthcare professionals and the operation of clinical physical therapy services in a variety of settings. This course enhances students' understanding of clinical practice and the healthcare delivery system in the United States by exploring in-depth the finance and delivery mechanisms employed and familiarizing students with the terminology used in healthcare 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 is 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. 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.

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 healthcare 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
Physical Therapy at Arcadia University

legal standards, communication, and responsibility for self-learning. Students are assigned to a clinical site four hours every other week for 10 weeks in the fall and 10 weeks in the spring of the first year. A clinical activity is assigned for each clinical week and coincides with the current academic learning unit. Assignments are completed in response to each clinical activity, and in the “off week” students 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)
This course is a continuation of working within the healthcare 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 is 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 (4 credits)
This course is a continuation of working within the healthcare 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, including advanced topics in the use of imaging in clinical practice. The study of the basic structure and function of the human body is accomplished through lecture, demonstration and dissection. Gross anatomy emphasizes the extremities and trunk, although the whole body is 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 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.

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. Arcadia 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 healthcare 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)  
This course is a continuation of working within the healthcare delivery system as a physical therapist, emphasizing 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 is a survey of various medical and surgical conditions and their underlying pathological processes.

**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)  
This course is a continuation of working within the healthcare 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.

**SUMMER, THIRD YEAR**

**860 Clinical Education Experience II (3 months)**  
(6 credits)  
This is part one of the six-month internship and is three 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.

**FALL, THIRD YEAR**

**870 Clinical Education Experience 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**  
(4 credits)  
This course begins early in the curriculum and culminates during the final week of the curriculum. The course final serves to integrate content and focus on professional behavior, the physical therapy science related to examination, evaluation, and intervention, and gaps in our current knowledge. It encompasses both experiential learning opportunities and traditional didactic experiences.
Physical Therapy at Arcadia University

869 a, b, c, d
Independent Study
(2 credits)
This elective course is offered beginning in year one of the entry-level curriculum with a final grade given in the spring semester of the third year. The course is designed to offer students the opportunity to explore one of four opportunities: a) research, b) international experiential learning, c) education, or d) administration. The course provides the student with an opportunity to delve more deeply into the subject matter of a wide range of professional topics. The purpose of this course is to provide the entry-level physical therapy student with an in-depth experience while working with an experienced mentor. Regardless of the area selected, critical thinking is emphasized. The process of identifying a relevant physical therapy problem requires the definition of the relevant question, an outline of the knowledge or skills that must be mastered to address the problem, and acquisition of information or data that informs decision making. In order for a topic to qualify for course credit, the topic requires practice and guidance by a mentor and knowledge and skills that go beyond the scope of the entry-level content.

899
Clinical Decision Making
(2 credits)
This course is designed to help students determine the role of clinical databases and relevant literature in clinical decision making. The content for this course is introduced in the semester preceding the final clinical education experience. Data, without patient or clinic identifiers, is collected from a sequential series of patients during the final clinical education experience and collated with the work of other students. Students compare the plan of care, i.e., examination, evaluation, prognosis, and intervention, and clinical outcomes for data collected to the aggregated student data and to current literature and discuss differences. Students not enrolled in PT 869a, c, or d will orally present the collated data, results, and reflection.
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
John Madden, M.D., FACEP, Associate Medical Director
Donna Agnew, M.T., M.S.P.A.S., PA-C, Associate Director, Glenside Campus
Christopher Sim, M.P.A.S., PA-C, Associate Director, Christiana Campus
Lori Felker, M.P.A.S., PA-C, Clinical Coordinator
Rachel Ditoro, M.S.P.A.S., PA-C, Clinical Coordinator, Dual Degree Academic Adviser
Michael Huber, M.M.S., PA-C, Academic Coordinator
Thomas Lynch, Ph.D., PA-C, Basic Sciences Coordinator
Diana Noller, M.M.S., M.P.T., PA-C, Academic Coordinator
Amanda Seymour, M.S.P.A.S., PA-C, Clinical Coordinator
Jami Smith, M.P.A., PA-C, Academic Coordinator
Jeanette Smith, M.A., PA-C, Clinical Coordinator
Renee Langstaff, 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, Denise Hoban
oban, Program Support SpecialistNicole Portzline, Cathy Schielfbein,
Patricia Simon

Master’s Degrees
Master of Medical Science

Dual Degree Program: Master of Medical Science 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 at Glenside campus
- Strong ties with regional medical communities
- Global health experiences
- Clinical simulation training
- Full Cadaver Dissection
- Electronic note service and podcasting of lectures
- Online textbooks
- 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). ARC-PA only accredits physician assistant programs. The Council on Education for Public Health is the agency responsible for accrediting public health programs. The last accreditation site visit was in Fall 2010. The Program received the maximum seven year reaccreditation.

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 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 procedures. The students 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 Toronto in 2012, Washington, D.C. in 2013 and Boston, Massachusetts in 2014. 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, 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 case study. Students may be asked to present their evidence-based case study as part of the Senior Program Scholar Presentations at the end of the clinical phase.

Two campuses: The Arcadia University Department of Medical Science and Community Health operate at two campuses in Glenside, PA and Christiana, DE. The Physician Assistant Program 2006 offering Program builds on the relationships that Arcadia enjoys in the Delaware, Maryland and New Jersey medical communities.

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 Arcadia PA students. The campus includes classrooms and laboratory spaces, a Student Center, offices and meeting rooms. Arcadia University has affiliations with Delaware hospitals and numerous physician practices for the clinical education of Physician Assistant students.

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. Students 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.
Admissions Requirements for the Physician Assistant Program

1. A Physician Assistant application to be completed through CASPA at www.caspaonline.org. Official transcripts and letters of recommendation are included as part of the application process. Please send transcripts directly to CASPA.

2. A bachelor’s degree from an accredited institution with a recommended GPA of 3.0 or better.

3. 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, religion, philosophy and fine arts.

4. Three letters of recommendation are submitted directly to CASPA. Ideally, one should be from a professor and one from a practicing licensed physician or physician assistant.

5. 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.

6. A minimum of 200 hours of patient care experience.

7. 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.

8. An interview is required and is by invitation only.

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 is also 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 who 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 2011-2012.

M.M.S. (Physician Assistant)
For students entering in May of 2011, tuition for the two-year Master of Medical Science (Physician Assistant) program is as follows:

- Year One: $33,190 (includes Summer, Fall and Spring Semesters)
- Year Two: $33,190 (includes Summer, Fall and Spring Semesters)

Fees and Expenses Not Covered By Tuition
1. Technology/Lab Fee (paid over the life of the program): $1,200$1,200

Arcadia University Graduate Catalog 2011-12
AAPA Student Membership (required) (one-time fee that expires four months after date of graduation): $75

1. Mandatory clearances, which include criminal background checks, immunization tracking, child abuse screening, etc. Additional costs associated with drug screening varies upon clinical rotation: $225
2. Estimated books, supplies and medical equipment
   Didactic phase: $1,500
   Clinical phase: $500
3. Students are required to cover housing and transportation costs related to all off-campus and clinical experiences.
4. Laptop computers ****provide link to specifications

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 the 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.

Students are required to have and maintain a laptop computer, PC, or MAC that meets Arcadia University specifications.

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, is revised annually and provided to students at orientation. 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...
PHYSICIAN ASSISTANT at Arcadia University

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 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. 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 coordinators, 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 or are dismissed from the program and who want to re-enter must apply within six months of departure for readmission and receive permission from the Physician Assistant program. Based upon a review of their performance, those students may be re-admitted with the possibility advanced standing.

Student Work Policy: Due to the intensity of the PA programs, students are discouraged from outside employment while enrolled in the PA and dual-degree programs. Employment during these programs makes it difficult to have time for social activities, hobbies and recreational activities and rest. Students are prohibited from applying compensated clinical experience toward academic credit. Additionally, students may not provide services within a preceptor’s practice apart from those rendered as part of the clinical year of the program. Students are not permitted to have clerical or teaching responsibilities within the PA program. Students may not receive compensation for any work performed within the preceptor’s site or practice.

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 300 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.
4. Meet technical standards for admission, continuation and graduation. (Technical standards are available at www.arcadia.edu/pa.)

Master of Medical Science Degree Requirements and Program Design

(116 credits)

Didactic Year (68 credits)

Summer (16 credits)

- PA 509A Professional Practice I (1 credit)
- PA 517 Human Gross Anatomy (5 credits)
- PA 522 Microbiology and Immunology (3 credits)
- PA 524 Mechanisms of Disease (6 credits)
- PA 526A Pharmacology and Therapeutics I (1 credit)

Fall (25 credits)

- PA 504 Evidence-Based Practice (2 credits)
- PA 509B Professional Practice II (1 credit)
- PA 514 Physical Diagnosis I (5 credits)
- PA 526B Pharmacology and Therapeutics II (3 credits)
- PA 532 Clinical Diagnostics (4 credits)
- PA 536A Medicine I (8 credits)
- PA 544 Community Health and Wellness (2 credits)

Spring (27 credits)

- PA 505 Mental Health (3 credits)
- PA 509C Professional Practice III (1 credit)
- PA 526C Pharmacology and Therapeutics III (3 credits)
- PA 530 Physical Diagnosis II (5 credits)
- PA 536B Medicine II (2 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

Clinical Skills and Simulations
National PA Conference

Clinical Year (48 credits)

(Summer, Fall, Spring)

Core Rotations: (1 week = 1 credit)

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

- PA 561 Emergency Medicine (8 weeks)
- PA 562 Family Medicine (8 weeks)
- PA 563 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. Curriculum is subject to change.

Physician Assistant Courses (PA)

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.

509A
Professional Practice I
(1 credit, Summer)
This course addresses the history, development and utilization of Physician Assistants. The course initiates the development of the student as a provider via mentored self-assessment and exposure to clinical practice.

509 B
Professional Practice II
(1 credit, Fall)
This course continues the professional development of the student through discussion regarding the history, development, and socioeconomic aspects of the delivery of health care. Issues of professionalism and the status of Physician Assistants in the U.S. and around the world are explored.

509C
Professional Practice III
(1 credit, Spring)
This course addresses the professional development of the student with specific reference to issues of bioethics and legal considerations of professional clinical practice. Students will engage in small group and individual assignments designed to inform their future interactions with patients.

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
(5 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)
This course is a continuation of Pharmacology and Therapeutics I. 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 II and includes lectures and conferences on the pharmacology of

Arcadia University Graduate Catalog 2011-12
PHYSICIAN ASSISTANT at Arcadia University

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.

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.

536A
Medicine I
(8 credits, Fall)
The course covers the principles of assessment, diagnosis and treatment of illnesses commonly seen in internal medicine.

536B
Medicine II
(2 credits, Spring)
This course will be a continuation of PA 536A.

538
Obstetrics/Gynecology and Pediatrics
(4 credits, Spring)
This course will focus on women’s health care 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 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 year 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 year of the PA program.

563 **Psychiatry**  
(4 credits/weeks)  
The four (4) week 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 program 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-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. **Prerequisite:** Successful completion of the didactic year of the PA program.

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 year 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 year of the PA program.

566 **Pediatrics**  
(4 credits/weeks)  
The four (4)-week Pediatrics 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 year 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 year 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.
Prerequisite: Successful completion of the didactic year of the PA program.

577  Clinical Elective I
     (4 credits)

578  Clinical Elective II
     (4 credits)

579  Clinical Elective III
     (4 credits)
Psychology Education
at Arcadia University
Global Perspectives...Personal Attention...Real-World Integrative Learning Experiences

Degree
Master of Arts in Education

Master of Arts in Education Degree
Requirements (M.A.Ed.)
(a minimum of 30 credits)
This program is individualized and planned with the program adviser.

1. Foundation Courses (6 credits)
   ED 501 through ED 510 chosen in consultation with the adviser.

2. Concentration Courses (15 credits)
   PY 492  Psychology as a Natural Science
   PY 493  Psychology as a Social Science
   PY 501  Foundations of School Counseling
   PY 502  Educational and Career Counseling, School
   PY 517  Human Development: The School Years, K–12
   PY 572  Concepts of Mental Health and Mental Illness
   PY 586  Theories and Techniques of Counseling
   PY 610  Group Counseling
   PY 615  Child and Adolescent Counseling: Clinical and School Applications

3. Electives (9 credits)
   Two Education Courses chosen in consultation with adviser.

4. Culminating Activity (3 credits)
   ED 589  Independent Research
PUBLIC HEALTH
at Arcadia University
Global Perspectives...Personal Attention...Real-World Integrative Learning Experiences

Faculty

Andrea Crivelli-Kovach, Ph.D., M.A., MCHES, Professor and Director of Community and Global Health Programs, College of Health Sciences
Erin Knight, Ph.D., M.P.H., Assistant Professor
Alison Tartaglia, M.S.P.H., Assistant Professor

Adjunct Faculty

Mark Bradley, M.P.H., International Health, Environmental Health
Brandon Becker, M.P.H., Epidemiology, Biostatistics
Theresa Clark, M.P.H., HIV, STDs, Human Sexuality, Family, Community Health Education
Lauren Davey, M.P.H., PA-C, Epidemiology, Genetics
Stacy Davis, M.P.H., Ph.D., Research Methods, Theories of Health Behavior
Shannon DeVader, M.P.H., Epidemiology, Biostatistics
Bernadette Hohl, M.P.H., Research Methods, Violence Prevention
Maryann Hughes, M.B.A., Health Care Management and Systems
Melita Jordan, RN, M.S., Social Determinants, Research Methods
Diane Koser-Seltzer, M.A., RN, CANP, Stress Management
Hien Le, Ph.D. Epidemiology and Biostatistics
Marie Manzo, Clinical Psychologist, Family
Dierdre McKee, M.P.H., Grant Writing, Public Health Practice
Robert McKenna, M.S.H.E., Human Sexuality, Drug and Alcohol Abuse
Alex Otieno, M.P.H., International/Global Health
Fran Pollock, M.S., RN, Drug and Alcohol Abuse
Jim Quigley, M.P.H., Environmental Health
Christen Rexing, Health Policy, Violence Prevention
Ramona Salotti, M.P.H., RN, Occupational Health, Disaster Preparedness, Research Methods
Stacey Thomas, M.P.H., International/Global Health, Women’s Health

Master’s Degrees

Master of Public Health (M. P.H.) in Community Health

Dual-Degree Program: Master of Public Health and Master of Medical Science (Physician Assistant)

Dual-Degree Program: Master of Public Health and Master of Arts in International Peace and Conflict Resolution (IPCR)

Dual-Degree Program: Master of Public Health and Doctor of Physical Therapy (PT)

Dual-Degree Program: Master of Public Health and Master of Arts in Counseling Psychology

About the Master of Public Health Degree

• Preparation for community public health professions
• Capstone projects that integrate practice and research
• Internships that gives students firsthand experience working in public health settings
• Domestic and international service projects and internships
• Option to incorporate more of an international focus in the degree with specific course selections and an international or global focus for the internship and capstone project
• Four dual-degree programs: Physician Assistant; International Peace and Conflict Resolution; Physical Therapy; Counseling Psychology

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...
PUBLIC HEALTH at Arcadia University

a global environment. The goals of the Public Health program are the following:

- 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.
- Enhance the understanding of the connection between health status and human rights.
- Translate knowledge into practice through collaborative service projects both domestically and internationally. This can be accomplished through internships and clinical rotations 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.

The Public Health degree is offered through the College of Health Sciences.

Admission to the Master of Public Health Program

Applications to the M.P.H. program are reviewed on a rolling basis. Students may apply for admission to the program beginning in Fall, Spring, or Summer. Applications must be complete before they are reviewed for admission to the program.

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 is required.

Expenses

(Tuition: 2010-11 $670 per credit)

Fees:
- Deferred Payment: $40
- Audit: $670 per course
- Parking: $30 per semester (fall and spring) before 4 p.m. No charge after 4 p.m.

Degree Requirements for the M.P.H. in Community Health

(42 credits)

Required Core Courses (27 credits)
### PUBLIC HEALTH at Arcadia University

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<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>PBH 501</td>
<td>Social Determinants of Health and Disease</td>
<td>3</td>
</tr>
<tr>
<td>PBH 510</td>
<td>Health Care Systems</td>
<td>3</td>
</tr>
<tr>
<td>PBH 530</td>
<td>Theories and Principles of Health Behavior and Health Promotion</td>
<td>3</td>
</tr>
<tr>
<td>PBH 560</td>
<td>Issues in Community and Environmental Health</td>
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</tr>
<tr>
<td>PBH 600</td>
<td>Introduction to Epidemiology</td>
<td>3</td>
</tr>
<tr>
<td>PBH 620</td>
<td>Introduction to Biostatistics</td>
<td>3</td>
</tr>
<tr>
<td>PBH 630</td>
<td>Program Planning and Evaluation for Health Professionals</td>
<td>3</td>
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<tr>
<td>PBH 640</td>
<td>Research Methods and Design in Public Health</td>
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</tr>
<tr>
<td>PBH 645</td>
<td>Evaluation of Public Health Programs: Case Studies</td>
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**Internship and Fieldwork Thesis (9 credits)**

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<td>PBH 689</td>
<td>Public Health Internship</td>
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<tr>
<td>PBH 695</td>
<td>Public Health Capstone Research Project Seminar I</td>
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<tr>
<td>PBH 696</td>
<td>Public Health Capstone Research Project Seminar II</td>
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**Electives (6 credits)**

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<tbody>
<tr>
<td>PBH 500</td>
<td>The History and Practice of Public Health</td>
<td>3</td>
</tr>
<tr>
<td>PBH 572</td>
<td>Concepts of Mental Health and Mental Illness</td>
<td>3</td>
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<tr>
<td>PBH 573</td>
<td>Human Sexuality</td>
<td>3</td>
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<tr>
<td>PBH 575</td>
<td>Family in Contemporary Society</td>
<td>3</td>
</tr>
<tr>
<td>PBH 576</td>
<td>Drug Use and Abuse</td>
<td>3</td>
</tr>
<tr>
<td>PBH 578</td>
<td>Stress: Use and Misuse</td>
<td>3</td>
</tr>
<tr>
<td>PBH 581</td>
<td>Nutrition: Science, Policy and Controversies</td>
<td>3</td>
</tr>
<tr>
<td>PBH 582</td>
<td>International Health and Human Rights</td>
<td>3</td>
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<tr>
<td>PBH 583</td>
<td>Contemporary Health Topics</td>
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<td>PBH 584</td>
<td>Successful Grant Writing</td>
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<td>PBH 585</td>
<td>Health Policy, Law and Ethics</td>
<td>3</td>
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<tr>
<td>PBH 587</td>
<td>Global Health Communications</td>
<td>3</td>
</tr>
<tr>
<td>PBH 642</td>
<td>Qualitative Research Methods</td>
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*Selected Interdepartmental (ID) courses focus on Public Health Domestically & Internationally*

### Accreditation

Arcadia University’s M.P.H. program application for accreditation was accepted by the Council on Education for Public Health (CEPH) June 2009. The program is currently in the self-study phase of accreditation.

### Certification

Upon completion of these degrees, all students are eligible to sit for the National Certifying Exam for Health Education Specialists (CHES). Additionally, M.P.H. students are eligible to sit for the National Credentialing exam for Public Health (CPH).

### Degree Requirements for the Dual Degree: M.P.H. and Master of Medical Science (Physician Assistant)

This dual-degree option in Public Health and Medical Science prepares students to integrate their knowledge of public health, along with program development, implementation and evaluation skills, to their training as Physician Assistants for work in medical settings and within community centers.
Course requirements and sequencing are available by contacting the Director of the program.

Admission to this dual-degree program requires the applicant to meet the admission criteria for both the M.P.H. program and the M.M.S. (PA) program. (See separate catalog listing for dual-degree requirements.)

Degree Requirements

Dual Degree: M.P.H. and Master of Arts in International Peace and Conflict Resolution (IPCR)

This dual degree option in Public Health and IPCR prepares students to integrate their knowledge of public health, along with program development, implementation and evaluation skills, to assist in conflict resolution.

Course Requirements and sequencing are available by contacting the Director of the program.

Admission to this dual-degree program requires the applicant to meet the admission criteria for both the M.P.H. program and the IPCR program. (See separate catalog listing for dual-degree requirements.)

Degree Requirements

Dual Degree: M.P.H. and Master of Arts in Counseling Psychology

This dual degree option in Public Health and CP prepares students to integrate their knowledge of public health, along with program development, implementation and evaluation skills, with their training as counseling psychologists.

Course Requirements and sequencing are available by contacting the Director of the Public Health Program.

Admission to this dual degree program requires the applicant to meet the admission criteria for both the MPH Program and the MACP program. See the Master of Arts in Counseling Psychology section of the Graduate Catalog for admission requirements for the MACP Degree. (See separate catalog listing for dual-degree requirements.)

Degree Requirements

Dual Degree: M.P.H. and Doctor of Physical Therapy (D.P.T.)

This dual degree option in Public Health and PT prepares students to integrate their knowledge of public health, along with program development, implementation and evaluation skills, to inform their clinical decisions in physical therapy as they bring their skills and knowledge into the community setting.

Course Requirements and sequencing are available by contacting the Director of the Public Health Program.

Admission to this dual degree program requires the applicant to meet the admission criteria for both the MPH Program and the DPT program. See Doctor in Physical Therapy section of the Graduate Catalog for admission requirements for the DPT Degree. (See separate catalog listing for dual-degree requirements.)

Public Health and Health Education Foundation/ Core Courses (PBH)

PBH 500

The History and Practice of Public Health

Spring

This course is a collaborative course of public health programs in Philadelphia and surrounding areas. It is offered through the College of Physicians in Philadelphia and focuses on tracing the history and practice of public health as it specifically relates to Philadelphia. Fieldtrips to historic areas within the city and discussion of topics such as the outbreak and discovery of Legionnaires’ Disease are highlighted. This course is an elective option for MPH degree students.
PBH 501
Social Determinants of Health and Disease
Fall
Survey of the dimensions of health and disease from three perspectives: the U.S. historical experience with health and disease; the social context of health and illness, including the healthcare system and policy issues; and choices in healing, integrating conventional and complementary therapies.

PBH 510
Health Care Systems
Spring and Summer
Students are introduced to the U.S. healthcare system from an organizational, political, social and service delivery perspective and healthcare systems internationally. The basic components of the healthcare system and basic economic principles as applied to insurance, Medicare, and Managed Care are discussed. The role of government in shaping medicine and healthcare in the United States and internationally are explored. Offered as an online course.

PBH 530
Theories and Principles of Health Behavior and Health Promotion
Spring
This course introduces concepts, theories, and methods employed by behavioral scientists to develop, implement, and evaluate public health interventions. An overview of psychosocial factors related to health and illness behavior, models of health beliefs and behavior, strategies for health behavior change at the individual, group, and community level is presented. Emphasis is on the theoretical perspective and how theory can be applied to the design and assessment of public health and health promotion programs and interventions.

PBH 560
Issues in Community and Environmental Health
Spring
Survey of the basic concepts of community health systems and how they apply to specific health problems. Explores the impact of the environment on issues and problems in public health.

PBH 600
Introduction to Epidemiology
Fall
This course offers an introduction to the approaches and methods used in describing the natural history of disease in communities (descriptive epidemiology) and epidemiological study design, bias, confounding, and measures of risk used in the study of disease etiology (analytic epidemiology). A critical review of the public health and medical literature is included using an evidence-based medicine approach to critical analysis. Lecture and discussions are supplemented with problem-solving exercises.

PBH 620
Introduction to Biostatistics
Spring
An overview of descriptive and inferential statistics needed to interpret health-related data, and the statistics needed to analyze and evaluate the health literature and health services research. The focus is on the theoretical approach to understanding the application of statistics to health education and public health research.
Prerequisite: Undergraduate course in Statistics.

PBH 630
Program Planning and Evaluation for Health Professionals
Fall
This course provides an overview of models and approaches appropriate for designing and implementing health programs. The basics of the program planning, including needs assessment, operations planning methods, implementation strategies, and an introduction to evaluation techniques are covered. In addition, interpersonal, organizational, and community level influences are discussed using contemporary health behavior models.
Prerequisite: PBH 530 Theories

PBH 640
Research Methods and Design for Health Professionals
Fall
This course explores the history, bioethics and current issues in health research in order that students may understand issues in research. The course covers quantitative and qualitative research and evaluation design, methods, instrument construction and interpretation of results to develop the skills needed for health professionals to perform and critically evaluate research in their prospective fields.

PBH 645
Evaluation of Public Health Programs: Case Studies
Spring
Principles and procedures to evaluate public health, disease prevention, and health promotion programs are covered. Includes intensive critiques of case studies from the public health and disease prevention and policy literature. The selection of case studies is designed to reflect the diversity of methods and the range of possible applications.
Prerequisite: PBH 530 & PBH 630
PBH 689
**Public Health/Health Education Internship**

The Public Health internship may be completed with an agency that services minority populations within the United States, particularly in the Southeastern Delaware Valley or overseas. It consists of 180 hours of work with an NGO (non-governmental organization), nonprofit, community-based agency or any other organization with a public health section, such as pharmaceutical and insurance companies. The student participates in a public health project and writes an in-depth report of the experience, including a detailed evaluation of the organization working in the area. Students may choose to do the internship separate from their research thesis project as an experience in and of itself.

**Prerequisite:** Permission of the Program Director.

PBH 690
**Capstone Project Seminar in Health Education I**

Fall and Spring

An independent research project is required of all students in Health Education as a final demonstration of acquired skills and knowledge. Students have the opportunity to organize, synthesize, and communicate the results of the project through an oral defense, a formal poster presentation, and in a written report. Projects include program development, questionnaire development, program implementation, policy analysis, and other creative health education community-based activities described in the Capstone Handbook.

**Prerequisites:** Completion of all required core coursework and permission of the Program Director.

PBH 695
**Capstone Research Project Seminar in Public Health I**

Fall

An independent research project is required of all students as a final demonstration of acquired skills and knowledge. Students have the opportunity to organize, synthesize, and communicate the results of the project both through an oral defense, a formal poster presentation, and in a written report. Projects may involve the analysis of quantitative or qualitative data; but may also include policy analysis, comparative program designs, and other options described in the Capstone Handbook.

**Prerequisites:** Completion of all required core coursework and permission of the Program Director.

PBH 696
**Capstone Research Project Seminar in Public Health II**

(3 credits)

Spring

A continuation of PBH 695. Survey of the dimensions of health and disease from three perspectives: the U.S. historical experience with health and disease; the social context of health and illness, including the healthcare system and policy issues; and choices in healing, integrating conventional and complementary therapies.

**Prerequisites:** Completion of all required coursework and permission of the Program Director.

### Community Health Elective Courses (PBH)

PBH 572
**Concepts of Mental Health and Mental Illness**

(cross listed with PY 572)

Fall, Spring

This course is an overview of the basic concepts of mental health and illness and an introduction to selected psychotherapies. A background in counseling or an undergrad degree in Psychology is a prerequisite for this course.

PBH 573
**Human Sexuality**

Summer

PBH 575
**Family in Contemporary Society**

Fall

The course focus is on a study of the structure and function of the family in American contemporary society. This course covers the developmental stages of the family, life experiences and perspectives that create variations in family structures and dynamics. Contemporary challenges to the historical concepts of family that create new evolutionary patterns in family structure and connectedness are examined. Within this framework, the impact of public health needs, initiatives, and policies as they relate to the functionality of the family and ways that “family” influences the direction of public health are also explored. The course views family in contemporary society through both the psychosocial lens and public health lens and begins the discussion about the reciprocal interactions between health and individuals, families, and society.

PBH 576
**Drug Use and Abuse**

Summer
PBH 578
**Stress: Use and Misuse**
Summer

PBH 581
**Nutrition: Science, Policy & Controversies**
Spring or Summer
Survey of nutritional science as it relates to the needs of individuals and society. Examines nutritional well-being, nutritional requirements and malnutrition states. Includes an evaluation of alternative nutritional approaches, food politics and policies, and a global perspective of diets around the world. Emphasizes the relationship of course material to personal lives.

PBH 582
**International Health and Human Rights**
Fall, Summer
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 healthcare delivery systems and governmental and non-governmental responses to health and human rights challenges. Other topics include structural adjustment, population dynamics, child survival policies, water and sanitation, HIV/AIDS, appropriate technologies, international organizations, traditional healing, pharmaceutical policy, and human resource development.

PBH 583
**Contemporary Health Topics**
Fall, Spring, Summer
This seminar course addresses special topics, including health communications, women’s health, maternal and child health, gerontology, death and dying, public health in the Caribbean, and other relevant topics. A list of current course offerings follows:
- Women’s Health
- Health Communication
- Occupational Health
- Disaster Preparedness
- Violence and Injury Prevention
- Death and Dying
- LGBT Health Issues

PBH 584
**Successful Grant Writing**
Spring
This course teaches a student the basics of grant writing. Through linkages with community organizations, students prepare a grant, based on defined needs of the organization.

PBH 585
**Health Policy and Bioethics**
Spring
Exploration of concepts and principles of bioethics (i.e. informed consent, confidentiality, full disclosure, rights) as applied to selected contemporary issues important to the health professional. Includes reproductive technology, research on human subjects, justice and health care.
Reading Education
at Arcadia University
Global Perspectives…Personal Attention…Real-World Integrative Learning Experiences

Coordinators
Ellen Skilton-Sylvester, Ph.D.
Kathy Wirth, Ed.D

Master’s Degree and Teacher Certification
Master of Education
Certification
Reading Specialist K–12 (Instructional)
Dual Certificate: Reading Specialist K–12 and ESL Program Specialist
Supervisory Certificate: Supervisor, Reading

About the Reading Education Program
The reading program is designed for professionals in education or related fields to
• Improve literacy teaching practices for all of their students.
• Increase understanding of reading processes and their connections to writing processes and learning across the curriculum.
• Develop a complex understanding of the social, cultural, psychological and political dimensions of literacy policies and practices for diverse learners, schools and communities.
• Increase knowledge of literacy research, theory, and practice in ways that can provide leadership in local schools and school districts.
• Obtain certification as a reading specialist. The degree is not required for certification and certification requirements may vary based on previous academic experience.

Master of Education Degree Requirements (M.Ed.)
(a minimum of 36 credits)

Prerequisites
ED 580 Introduction to Inclusive Education
ED 601 Literacy Foundations

1. Foundation Courses (6 credits) chosen in consultation with the adviser from the following:
ED 509 Psychological Foundations of Education
ED 505 Cultural Foundations of Education
OR ED 625 Language, Diversity & Schooling

2. Concentration (21 credits)
ED 563 Reading Specialist Professional Seminar
ED 606 Strategic Instruction for Emergent & Content Literacy (k-6)
ED 607 Strategic Instruction for Adolescent Readers and Writers (7-12)
ED 608 Literature for Children and Youth
ED 622 Multilingual and Multicultural Literacies
ED 623 Multilingual and Multicultural Assessments
ED 699 Assessment, Analysis and Instruction in Reading & Writing
ED 605 Writing to Improve Literacy
ED 609 Literacy Acquisition
ED 610 Seminar in Children’s Literature
ED 616 Young Adult Literature

3. Electives (3 credits) chosen with the adviser
**Reading Education** at Arcadia University

4. **Culminating Activity:** ED 595 Literacy Seminar/Language and Literacy Project (6 credits). Permission to enroll in ED 595 must be obtained from the program Coordinator one semester prior to the student's registration for the course.

**Certification**

**Reading K–12 Pennsylvania Instructional Teacher Certification** (variable credit depending on previous academic credentials)

**Prerequisites**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
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<tbody>
<tr>
<td>ED 580</td>
<td>Introduction to Inclusive Education</td>
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<tr>
<td>ED 601</td>
<td>Literacy Foundations</td>
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**Required Courses**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
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<tbody>
<tr>
<td>ED 563</td>
<td>Professional Seminar</td>
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<tr>
<td>ED 606</td>
<td>Strategic Instruction for Emergent and Content Literacy (K-6)</td>
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<tr>
<td>ED 607</td>
<td>Strategic Instruction for Adolescent Readers and Writers (7-12)</td>
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<tr>
<td>ED 608</td>
<td>Literature for Children and Youth</td>
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<tr>
<td>ED 622</td>
<td>Multilingual and Multicultural Literacies</td>
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<tr>
<td>ED 623</td>
<td>Multilingual and Multicultural Assessments</td>
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<tr>
<td>ED 699</td>
<td>Assessment, Analysis and Instruction in Reading and Writing</td>
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<tr>
<td>ED 595</td>
<td>Literacy Seminar/Language and Literacy Project (LLP) (6 credits)</td>
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</tbody>
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**Additional Certification Requirements**

1. Completion of all subject area coursework required to meet the general and specific certification standards of the Pennsylvania Department of Education. This will be determined by the program Coordinator.

2. A grade of "B" or better in the Graduate Student Teaching Practicum

3. Completion of all Praxis examinations is required prior to enrolling for the Student Teaching Practicum. 

**Praxis I**

- **Fundamental Subjects: Content Knowledge (30511)**
  - Qualifying Score: 150

**Praxis II**

- **Reading Specialist (20300)**
  - Qualifying Score: 570

Passing scores on Reading, Writing and Mathematics tests are required for admission to the program.
Science Education
at Arcadia University
Global Perspectives...Personal Attention...Real-World Integrative Learning Experiences

Coordinator
Julia Plummer, Ph.D.

Master’s Degree
Master of Education
The program in Science Education is designed for elementary or secondary teachers.

Master of Education
Degree Requirements
(M.Ed.)
(a minimum of 30 credits)

Science Education Concentration
1. Foundation Courses (6 credits) chosen in consultation with the adviser from the following:
   ED 501–510

2. Concentration Courses (15–18 credits) chosen with the adviser from the following:
   ED 552 Issues and Methods in Elementary School Science
   ED 553 Issues in Science for Secondary Teachers
   ED 554 Contemporary Science for Elementary Teachers
   ED 555 Instructional Materials for Teaching Science
   ED 556 Strategies and Curriculum in Environmental Education
   ED 557 Mathematical Applications in the Natural Sciences
   ED 558A Seminar for Science Educators
   ED 566 Workshop in Classroom-based Scientific Research
   ED 565C Computers and Technology in the Science Curriculum

3. Electives (6–9 credits) chosen with the adviser.

4. Culminating Activity ED 596 – 3 credits
   Arranged in consultation with the adviser at the time of completing the Degree Candidacy Application.
Social Studies Education
at Arcadia University

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

Coordinator
Jodi Bornstein, Ph.D.

Master’s Degree and Teacher Certification
Master of Education with a Concentration in Secondary Education

Certifications
Instructional Supervisory

Master of Education Degree Requirements (M.Ed.)
(a minimum of 30 credits)

Secondary Education Concentration

1. Foundation Courses (6 credits) chosen with the adviser from the following:
   ED 503 General Foundations of Education in the United States
   One additional foundation chosen from ED 501–510

2. Concentration Courses (15–18 credits) chosen with the adviser from the following:
   ED 513 Meeting the Needs of Diverse Learners
   ED 514 Assessment in the Classroom
   ED 517 Human Development: The School Years, K–12
   ED 523 The Teacher and the Classroom, Secondary
   ED 580 Introduction to Inclusive Education
   ED 607 Strategic Instruction for Adolescent Readers and Writers

3. Electives (3–9 credits) chosen with the adviser

4. Culminating Activity: (0–3 credits) Arranged in consultation with the adviser at the time of completing the Degree Candidacy

Application. A Practicum or Field Experience may not be used as the Culminating Activity for master’s degrees in Secondary Education.

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

Social Studies Education 7–12
ED 503 General Foundations of Education in the United States
ED 513 Meeting the Needs of Diverse Learners
ED 523 The Teacher and the Classroom, Secondary
ED 562B Teaching Citizenship and Social Science
ED 565 Introduction to Instructional Technology
ED 471 Graduate Student Teaching Practicum: Secondary 7–12 (6 credits; credits not applicable to a master’s degree)
or ED 583B Fieldwork (for students holding a valid Pennsylvania Instructional I or II certificate) (3 credits; credits not applicable to a master’s degree)

Citizenship Education 7-12
Planned with adviser.

Social Science Education 7-12
Planned with adviser.

Additional Certification Requirements
1. Completion of all subject area coursework required to meet the general and specific certification standards of the Pennsylvania Department of Education. This will be determined by the program Coordinator.

2. A grade of “B” or better in the Graduate Student Teaching Practicum
Social Studies Education
at Arcadia University

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

3. Completion of all Praxis examinations is required prior to enrolling for the Student Teaching Practicum.

Praxis I
   Passing scores on Reading, Writing and Mathematics tests are required for admission to the program.

Praxis II
   Social Studies Content Knowledge (10081)
       Qualifying Score: 157
Special Education
at Arcadia University
Global Perspectives...Personal Attention...Real-World Integrative Learning Experiences

Coordinators
Christina Le Ager, Ph.D., Coordinator of Doctor of Education Program
Graciela Slesaransky–Poe, Ph.D., Coordinator of Graduate Special Education Program

Master’s and Doctoral Degrees and Teacher Certifications

Doctor of Education in Special Education

Master of Education with a Concentration in Special Education

Certifications
Instructional
Dual Special Education and Elementary Education
Supervisory
Administrative

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

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

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

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

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

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

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

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

Students’ progress and timelines will vary during the dissertation proposal, implementation, and writing process.
Special Education at Arcadia University

Contributing factors include the subject of the dissertation, the meeting of established timelines, issues of participants and implementation, data analysis, and writing skills.

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

Coursework is organized around a series of courses including: essential background courses, research methods, and content area information. Each semester’s courses integrate these three curricular areas so that students have continuous exposure to and practice in critical thinking and research methods as they gain content area knowledge.

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

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

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

1. A Doctor of Education application, including personal statements, to be completed online at www.arcadia.edu/gradapp.

2. A master’s degree from an accredited institution with a recommended GPA of 3.0 or better. The degree must be in Special Education or a related field.

3. One official transcript from each college, university or professional school attended.

Transfer credits included on a transcript must include grades earned; if not, an official transcript from the original school must be submitted. Transcripts must be sent from the issuing school in a sealed envelope and contain the appropriate signatures and seals to be considered official.

4. There are four required background courses: Introduction to Inclusive Education, Supporting Students with High Incidence Disabilities, Supporting Students with Low Incidence Disabilities, and Positive Behavioral Approaches. Students may be conditionally admitted if lacking some of the courses.

5. A minimum of three letters of recommendation from individuals in a position to evaluate the applicant’s qualifications for graduate study and/or field-related work experience, including at least one from a professor.

6. Test scores from the Miller Analogies Test (MAT) or the Graduate Record Examination (GRE), taken within the last five years.

7. A minimum of five years experience working in Special Education or a related field.

8. A current résumé.

9. An interview with the Admissions Committee. After a review of the application, the Admissions Committee will decide which applicants will be asked to interview for acceptance.

10. International applicants should visit www.arcadia.edu/international for detailed information on admission requirements and application procedures. Official results from the TOEFL or IELTS are required for all students for whom English is a second language except for non-native speakers of English who hold degrees or diplomas from post-secondary institutions in English-speaking countries (e.g., the United States, Canada, England, Ireland, Australia and New Zealand.). A course-by-course evaluation of all transcripts by an independent evaluation service based in the United States also is required.

Essential Background Courses (12 credits mandatory)
Students entering the doctoral program will be required to have essential background knowledge in special education. These courses are designed to provide the student with minimal necessary background information concerning students with special needs, Special Education programs, and best practices. It is assumed that the majority of entering doctoral students will have extensive background knowledge in the field and will have completed a master's degree in Special Education or a related field and therefore will enter having completed the essential background courses. However, for those students entering the program without the necessary background knowledge, one course in each of the following Special Education content areas will be required:

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

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

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

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

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

**Expenses**

Tuition for 2010-11: $885 per semester credit hour

Fees:
- Deferred Payment: $40 (non-refundable)
- Audit: $885 per course
- Parking: $30 per semester (fall and spring) before 4 p.m. No charge after 4 p.m.

**Academic Policies and Procedures**

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

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

**Readmission:** A student who has withdrawn from a graduate program for personal reasons, (that is, other than dismissal for academic or ethical reasons) may reapply within one year of that withdrawal by sending a letter requesting reinstatement to the Dean of the College of Graduate Studies. The Dean forwards that request to the appropriate departmental admissions committee, which will communicate its decision to the student. In some cases, a student may be asked to submit materials updating the original application. If the withdrawal was granted contingent upon some action(s) on the part of the student, the student also will be required to demonstrate that the recommended steps have been taken. If more than one year has elapsed, a completely new application must be submitted to the Office of Enrollment Management.
**Time Limits:** All coursework must be completed within five years of admission to study. Dissertation must be completed within five years of admission to candidacy. Students who do not complete the dissertation at the end of the third year will be required to enroll in an ongoing one-credit per semester Dissertation Preparation II (ED 902) until their dissertation is completed, defended, and approved.

While the program is designed to be completed in three to four years, the amount of time a student may need to complete his or her dissertation, write, and defend it may vary. Students complete the program in either their third or fourth years, depending on project length, complexity, and time available to devote to the project.

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

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

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

**Development of the Dissertation Proposal:** During the research course series, doctoral candidates learn research methodology as well as progress steadily on their dissertation proposals. During years two and three, students have the opportunity to develop a Dissertation Action Plan (presented in class) including topic area, goals, research questions, target participants, design plan, scope of intervention, and preferences for Committee Chair. Once a Committee Chair has been assigned to the candidate and they have met to finalize research questions and consider methodology, the Chair and the candidate will collaboratively choose the other members of the Dissertation Committee. While the proposal requires much individual effort, it is the intention of the coursework in research to support the development of the proposal by the middle of the third year of class.

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

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

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

- Chapter 1: Introduction/Rationale/Overview and Statement of the Problem
- Chapter 2: Literature Review
- Chapter 3: Methods
- Chapter 4: Research Findings
- Chapter 5: Conclusions.

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

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

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

**First Year (18 credits)**
- **Fall (6 credits)**
  - ED 701 Disabilities Studies
  - ED 750 Practitioner Research I
- **Spring (6 credits)**
  - ED 703 Positive Behavior Support
  - ED 751 Practitioner Research II
- **Summer (6 credits)**
  - ED 700 Low Incidence Disabilities
  - ED 762 Transition to Post Secondary Life

**Second Year (18 credits)**
- **Fall (6 credits)**
  - ED 800 Quantitative Research I
  - ED XXX Evidence Based Instructional Practices

**Spring (6 credits)**
- ED 801 Qualitative Research I (Course pending approval.)
- ED 761 Special Education Leadership

**Summer (6 credits)**
- ED 706 Organizational Change/School Based Data
- ED 760 Law and Disabilities
- ED 901 Dissertation Preparation I (optional)

**Third Year (12 credits)**
- **Fall (6 credits)**
  - ED 802 Mixed Methods Research
  - ED 704 Multicultural Issues in Special Education

**Spring (6 credits)**
- ED 803-806 Advanced Research Methods (Course pending approval.)
- ED 804 Special Topics I or Elective Course
- ED 902 Dissertation Preparation II (as needed until dissertation is defended and approved) (1 credit)

Leadership Certification

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

Requirements for Supervisory Certificate in Special Education

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

**Required:**
- ED 636 Advanced Seminar in Supervision
- ED 645 Labor Relations and Dispute Resolution
- ED 600 Practicum: Supervision
Special Education at Arcadia University

Requirements for Principal Certification

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

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

Coordinator
Graciela Slesaransky-Poe, Ph.D.

The Master’s Degree

The Special Education program is designed around four major themes:

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

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

Master of Education Degree Requirements

(a minimum of 30 credits)

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

Special Education—Inclusive Practices Concentration K–12

1. Foundation Courses (6 credits)
   ED 505  Cultural Foundations of Education
   ED 510  Interpreting Educational Research

2. Concentration Courses (18 credits)
   ED 566D  Instructional and Assistive Technologies
   ED 580  Introduction to Inclusive Education
   ED 581  Disability Studies and Special Education Law
   ED 582  Supporting Students with High Incidence Disabilities
   ED 584  Supporting Students with Low Incidence Disabilities
   ED 585  Positive Behavior Approaches

3. Electives (3 credits) chosen with the adviser

4. Culminating Activity (3 credits)
   ED 591  The Profession of Special Education

Expenses

Tuition for 2010-11: $645 per semester credit hour
Fees:
   Deferred Payment: $40 (non-refundable)
   Audit: $645 per course
   Parking: $30 per semester (fall and spring) before 4 p.m. No charge after 4 p.m.

Teacher Certification

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

This program is designed for individuals seeking a first Instructional I Certificate in Special Education and planning to work in a secondary setting.

Special Education K–12

ED 505  Cultural Foundations of Education
ED 510  Interpreting Educational Research
ED 566D  Instructional and Assistive Technologies
ED 580  Introduction to Inclusive Education
### Special Education at Arcadia University

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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</thead>
<tbody>
<tr>
<td>ED 581</td>
<td>Disability Studies and Special Education Law</td>
</tr>
<tr>
<td>ED 582</td>
<td>Supporting Students with High Incidence Disabilities</td>
</tr>
<tr>
<td>ED 584</td>
<td>Supporting Students with Low Incidence Disabilities</td>
</tr>
<tr>
<td>ED 585</td>
<td>Positive Behavioral Approaches</td>
</tr>
<tr>
<td>ED 591</td>
<td>The Profession of Special Education</td>
</tr>
<tr>
<td>ED 597A</td>
<td>Graduate Student Teaching Practicum: Special Education (6 credits; credits not applicable to the master’s degree)</td>
</tr>
<tr>
<td>or ED 583B</td>
<td>Fieldwork (3 credits; credits not applicable to the master’s degree)</td>
</tr>
</tbody>
</table>

### Additional Certification Requirements

1. Completion of all subject area coursework required to meet the general and specific certification standards of the Pennsylvania Department of Education. This will be determined by the program coordinator.

2. ED 526A Learning and Assessment in Elementary Mathematics and ED 606 Strategic Instruction for Emergent and Content Literacy, K–12 are required for students not previously certified in elementary education. These courses may be used as electives for the degree.

3. A grade of “B” or better in the Graduate Student Teaching Practicum

4. Completion of all Praxis examinations is required prior to enrolling for the Student Teaching Practicum.

#### Praxis I

- Passing scores on Reading, Writing and Mathematics tests are required for admission to the program.

#### Praxis II

- Fundamental Subjects: Content Knowledge (30511)
  - Qualifying Score: 150

- Education of Exceptional Students: Core Content Knowledge (20353)
  - Qualifying Score: 136

### Dual Certificate: Special Education with Elementary Education

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

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

#### Special Education Requirements

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ED 510</td>
<td>Interpreting Educational Research</td>
</tr>
<tr>
<td>or ED 508</td>
<td>Ethnography for Educational Practitioners</td>
</tr>
<tr>
<td>ED 505</td>
<td>Cultural Foundations of Education</td>
</tr>
<tr>
<td>ED 580</td>
<td>Introduction to Inclusive Education</td>
</tr>
<tr>
<td>ED 581</td>
<td>Disabilities Studies and Special Education Law</td>
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</tr>
<tr>
<td>ED 585</td>
<td>Positive Behavioral Approaches</td>
</tr>
</tbody>
</table>

#### Elementary Education Requirements

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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</thead>
<tbody>
<tr>
<td>ED/PY 517</td>
<td>Human Development: The School Years (K–12)</td>
</tr>
<tr>
<td>ED 566D</td>
<td>Instructional and Assistive Technologies</td>
</tr>
<tr>
<td>ED 601</td>
<td>Literacy Foundations</td>
</tr>
<tr>
<td>ED 606</td>
<td>Strategic Instruction for Emergent and Content Literacy (K-6)</td>
</tr>
<tr>
<td>ED 526A</td>
<td>Learning and Assessment in Elementary Mathematics</td>
</tr>
<tr>
<td>ED 552</td>
<td>Issues and Methods in Elementary School Science</td>
</tr>
<tr>
<td>ED 562A</td>
<td>Teaching Social Studies K–6</td>
</tr>
<tr>
<td>ED 592</td>
<td>Graduate Student Teaching Dual Practicum Special Education/Elementary Education (credits not applicable to degree)</td>
</tr>
</tbody>
</table>

### Additional Certification Requirements

1. Completion of all subject area coursework required to meet the general and specific certification standards of the Pennsylvania Department of Education. This will be determined by the program Coordinator.
Special Education at Arcadia University

2. A grade of “B” or better in the Graduate Student Teaching Practicum

3. Completion of all Praxis examinations is required prior to enrolling for the Student Teaching Practicum.

Praxis I
- Passing scores on Reading, Writing and Mathematics tests are required for admission to the program.

Praxis II
- Fundamental Subjects: Content Knowledge (30511)
  Qualifying Score: 150
- Elementary Education: Curriculum, Instruction, and Assessment (10011)
  Qualifying Score: 168
- Special Education: Core Knowledge and Applications (20354)
  Qualifying Score: 151
  (Effective 9/1/2010)
Coordinator
Ellen Skilton-Sylvester; Ph.D.

Master’s Degrees and Teacher Certifications

Master of Education with Concentrations in TESOL and Reading

Master of Education with Concentrations in TESOL and Technology

Master of Education with Concentrations in TESOL Leadership and Technology

Certifications: Pennsylvania Department of Education
ESL Program Specialist
Reading Specialist K-12
Coursework toward Supervisory/Principal K-12

Arcadia Certificate
Instructional Technology

Master of Education Degree Requirements

The TESOL program provides a focus in three different areas or concentrations and will lead to the M.Ed. with certification possibilities in ESL, Reading, and/or an Arcadia certification in Instructional Technology. The three M.Ed. options are:

Option 1:  M.Ed. in Literacy Studies—TESOL and Reading

This is an integrated program that allows the candidate to receive an ESL Program Specialist Certificate and a Reading Specialist certificate.

Degree requirements (a minimum of 30 credits)
1.  Foundation Courses (6 credits)
   *ED 509  Psychological Foundations of Education
   aED 625  ESL: Language Diversity & Schooling*

2.  Core Courses in Reading (15 credits)
   bED 563  Reading Specialist Professional Seminar
   bED 606  Strategic Instruction for Emergent & Content Literacy (K-6)
   bED 607  Strategic Instruction for Adolescent Readers and Writers (7-12)
   bED 608  Literature for Children and Youth
   bED 699  Assessment, Analysis and Instruction in Reading & Writing

3.  Core Courses in TESOL (9 credits)
   aED 622  ESL: Teaching Multilingual and Multicultural Literacies*
   aED 623  ESL: Multilingual and Multicultural Assessments (online)*
   aED 624  ESL: Understanding Language Learning*

4.  Culminating Course (6 credits)
   bED 595  Literacy Seminar/Language & Literacy Project

   *Required for the ESL Program Specialist Certificate
   bRequired for Reading Certification

Option 2:  M.Ed. in Literacy Studies—TESOL and Technology

This is designed for individuals seeking to become leaders in utilizing instructional technology to enhance language learning. This program explores Computer Assisted Language Learning (CALL) and allows students to earn the ESL Program Specialist Certificate as well as take courses that apply to an Arcadia Certificate in Instructional Technology.

Degree requirements (a minimum of 30 credits)
1.  Foundation courses (6 credits)
   aED 625  ESL: Language Diversity and Schooling*
   bED 565  Introduction to Instructional Technology
2. Core Courses in Instructional Technology (12 credits)
   - ED 627 Approaches to Computer Assisted Language Learning (CALL)
   - ED 566 Web-based Information Literacy (online)**
   - ED 568B Web-based Resources for Teaching and Learning (online)**
   - ED 568C Using Technology in the Design of Global Collaborations (online)**

3. Core Courses in ESL (9 credits)
   - ED 622 ESL: Teaching Multilingual and Multicultural Literacies
   - ED 623 ESL: Multilingual and Multicultural Assessments (online)
   - ED 624 ESL: Understanding Language Learning*

4. Culminating Course (3 credits)
   - ED 628 TESOL and Technology**

Option 3: M.Ed. in Literacy Studies—TESOL Leadership and Technology

For those who already have the ESL Program Specialist Certificate, this concentration prepares teachers to become leaders in the implementation, design and management of ESL programs. Coursework in Educational Leadership and Instructional Technology are the focus of this pathway.

Degree requirements (a minimum of 30 credits)

1. Foundation courses (6 credits)
   - ED 502 Foundations of Curriculum (required for leadership certificates)
   - ED 565 Introduction to Instructional Technology

2. Core Courses in Instructional Technology (12 credits)
   - ED 627 Approaches to Computer Assisted Language Learning (CALL)

   *ED 566 Web-based Information Literacy (online)
   *ED 568B Web-based Resources for Teaching and Learning (online)
   *ED 568C Using Technology in the Design of Global Collaborations (online)

   3. Core Courses in Leadership (9 credits)
      (ED 580 Introduction to Inclusive Education, is a prerequisite if not already taken)
      - ED 630 Leadership
      - ED 635 Supervision: Principles and Theory
      - ED 626 Designing and Leading K-12 ESL Programs in the 21st Century

   4. Culminating Courses (3 credits)
      - ED 628 TESOL and Technology

   *Required for AU Certificate in Instructional Technology
Theater Arts Education
at Arcadia University
Global Perspectives...Personal Attention...Real-World Integrative Learning Experiences

Director
Mark Wade, M.F.A.

Master’s Degree
Master of Arts in Education with a
Concentration in Theater Arts

Master of Arts in
Education (M.A.Ed.)
Degree Requirements
(a minimum of 30 credits)
This degree is designed for certification of elementary, middle and secondary teachers. The program also will benefit those interested in the performing arts. This program is individualized and planned with the Director.

1. Foundation Courses (6 credits)
   ED 501 through ED 510 chosen in consultation with adviser

2. Concentration Courses (15 credits)

3. Electives in Education (9 credits) chosen with the adviser.

4. Culminating Activity (0–3 credits)
The foundation courses (ED 501–510) provide knowledge basic to all aspects of education. A minimum of 15 credits of the degree program must be taken in Theater Arts; the remaining credits must be in Education.
Transitional Doctor of Physical Therapy at Arcadia University

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

Faculty

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

Program Coordinator
Philip McClure, PT, Ph.D., FAPTA, Professor of Physical Therapy

Kathleen Kline Mangione, PT, Ph.D., G.C.S., Professor of Physical Therapy
Kristin von Nieda, PT, M.Ed., D.P.T., Associate Professor of Physical Therapy
Scott Stackhouse, PT, Ph.D., Associate Professor of Physical Therapy
Martha E. Eastlack, PT, Ph.D., Assistant Professor of Physical Therapy and Director of Entry-Level Physical Therapy Admissions
James D. Tomlinson, PT, M.S., Assistant Professor of Physical Therapy
Susan Styers Tomlinson, PT, D.P.T., Assistant Professor of Physical Therapy and Director of Clinical Education
Janet Readinger, PT, D.P.T., Academic Coordinator of Clinical Education
Janet Bezner, PT, Ph.D., Deputy Executive Director, APTA
William G. Boissonnault, PT, H.H.Sc., FAAMOPT, Professor at University of Wisconsin
Charles D. Ciccone, PT, Ph.D., FAPTA, Professor at Ithaca College
Brian Eckenrode, PT, D.P.T., M.S., O.C.S., Good Shepherd Penn Partners
Laura M. Hack, PT, D.P.T., M.B.A., Ph.D., FAPTA, Professor Emeritus, Department of Physical Therapy at Temple University; Vice Speaker and member of the Board of Directors of the American Physical Therapy Association
Dan Malone, PT, Ph.D., Hospital of the University of Pennsylvania

About the Transitional Physical Therapy Degree Program

- Arcadia’s Physical Therapy program is ranked seventh in the nation by U.S. News & World Report.
- All post-professional D.P.T. courses are 2-credit, fully online courses.
- The program can be completed in one to three years.
- Revised pricing schedule makes the program affordable and competitively priced.
- Students can start any semester, and there is no required course sequence.
- Course waivers based on experience are possible for up to 6 credits.
- Students network and connect with nationally recognized faculty and peers.
- Students can take two courses before formal application and matriculation.
- Interested students can participate in international experiences through service learning projects.

The profession and practice of physical therapy is rapidly changing. The demands imposed upon a physical therapist today are very different from those of even five or 10 years ago. These demands often go beyond the formal education provided in more traditional entry-level programs. Therapists increasingly are required to justify their practice patterns based on research evidence, to take on consulting and supervisory roles, and to provide administrative expertise and leadership.

Offered completely online, this program gives practicing clinicians easy access to make their formal education congruent with students graduating from entry-level D.P.T. programs. The program’s goal is to educate clinicians who achieve practice consistent with the American Physical Therapy Association (APTA) Vision 2020. Graduates will function with a high degree of professionalism and possess the requisite knowledge, skills and behaviors to practice physical therapy in a truly

Doctoral Degrees

Doctor of Physical Therapy
(See separate catalog section.)

Transitional Doctor of Physical Therapy
Transitional Doctor of Physical Therapy at Arcadia University

Graduates will demonstrate the ability to do the following:

- Solve clinical problems based on evidence.
- Critically evaluate current literature and popular theories.
- Communicate professionally through scientific writing.
- Function as an effective teacher at multiple levels—with patients, students, peers, and the public.
- Lead others and advocate effectively (serve as a consultant or manager).
- Use skills required to be an independent and lifelong learner.

This is a program for practicing professionals who want to interact with nationally recognized faculty and network with exceptional peers. The program is highly interactive and capitalizes on the wealth of knowledge clinicians bring with them.

Admission to the Transitional Doctor of Physical Therapy Degree Program

Students can take two courses before formal application and matriculation. Acceptance into a course does not guarantee admission.

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

1. Proof of graduation (transcript) from a physical therapist degree program accredited by an agency approved by the U.S. Department of Education (currently CAPTE) with a GPA of 2.75 or better
2. Current state professional license
3. Three written recommendations (professional or academic)
4. Brief essay articulating goals for D.P.T. study
5. Basic computer skills including Internet and e-mail
6. Computer system requirements that can be found at [http://student.arcadia.edu/online/require_all.htm](http://student.arcadia.edu/online/require_all.htm)

Expenses

- Tuition: $755 per credit

Registration

- [Register for a Course](#)—Students can take two courses before formal application and matriculation. Acceptance into a course does not guarantee admission.
- [Apply for Admission](#)—Use this link to formally apply to the program.

Transitional Doctor of Physical Therapy Degree Requirements

(12-18 credits)

The program curriculum is 12-18 credits. A minimum of 12 credits are needed. Credit waivers are available for up to 6 of these credits (3 courses) based upon a student's prior professional experiences and coursework as demonstrated in a portfolio. (A portfolio review charge of $200 will be applied to review material submitted for consideration of course waivers.)

Students can start any semester, and there is no required course sequence except that PT 702 Case Analysis must be taken last. (PT 505 is recommended as a first course.)

Students are only required to take one course per semester but may take more as they are able. Therefore, most students will take two years to complete the program, but it may be completed in one to three years depending on student preference and experience.

The curriculum emphasizes evidence-based practice and addresses core competencies to enrich the practice of physical therapy. All courses are held online, both synchronously and asynchronously.

Core Courses (2 credits each)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>PT 505</td>
<td>Clinical Decision Making</td>
</tr>
<tr>
<td>PT 508</td>
<td>Medical Screening</td>
</tr>
<tr>
<td>PT 547</td>
<td>Health Promotion and Wellness</td>
</tr>
<tr>
<td>PT 555</td>
<td>Pharmacology</td>
</tr>
<tr>
<td>PT 556</td>
<td>Diagnostic Imaging</td>
</tr>
<tr>
<td>PT 702</td>
<td>Case Analysis</td>
</tr>
</tbody>
</table>
Courses for which a waiver is possible

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>PT 504</td>
<td>Physical Therapist Teaching Methods*</td>
</tr>
<tr>
<td>PT 656</td>
<td>Neuromuscular Tissues and Motor Control*</td>
</tr>
<tr>
<td>PT 705</td>
<td>Orthopedic Physical Therapy*</td>
</tr>
<tr>
<td></td>
<td>or PT 706 Neurological Physical Therapy</td>
</tr>
<tr>
<td></td>
<td>or PT 707 Cardiopulmonary Physical Therapy*</td>
</tr>
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<td></td>
<td>(Students can select from PT 705, 706 or 707 in the Clinical Practice Series.)</td>
</tr>
</tbody>
</table>

Course Waiver Criteria

Course waiver requests are evaluated on the following detailed criteria via portfolio review:

A waiver for **PT 504 Physical Therapist Teaching Methods** requires Portfolio Elements that provide evidence of the following:

- The ability to write educational objectives
- The ability to develop physical therapy-related course content
- The ability to use PowerPoint or equivalent presentation technology
- Peer or student evaluations of teaching effectiveness
- The ability to write test questions related to the content or some equivalent assessment of learning

A waiver for **PT 656 Neuromuscular Tissues and Motor Control** requires that prior coursework must be at the graduate level, and the student must submit the following:

- Course description
- Course syllabus
- Written documentation of content

A waiver for a course in the **Clinical Practice Series (PT)** requires APTA Clinical Specialist Certification or prior post-professional coursework that may either be university-based or continuing education and total at least 42 contact hours in a particular specialty area. The student must submit the following:

- Course description
- Course syllabus
- Written documentation of content

Transitional Doctor of Physical Therapy Courses (PT)

505
**Clinical Decision Making**
(2 credits)

Physical therapists, like all other healthcare providers, routinely make decisions affecting patients in daily care. Such decisions may be based on a variety of sources, including experience, intuition, testimonials from teachers or colleagues, and findings from literature. This course is designed to provide a framework for making future and evaluating past clinical decisions based on the best available evidence. This course assists the student in developing the tools needed to provide evidence-based physical therapy practice. The course includes projects and online discussions relevant to each student’s clinical practice and ensures that the student applies the theories and tools to everyday situations.

508
**Medical Screening**
(2 credits)

This course helps to prepare the physical therapist to assume the role of an independent practitioner working within a collaborative medical model. Inherent in this role is the ability to recognize clinical manifestations that suggest physician or other healthcare provider contact is warranted regarding a patient’s health status. Students apply the concept of threshold detection to identify impairments or “red flags” in medical screening that warrant referral to other professionals. An examination scheme is designed to promote efficient and effective collection of patient data to provide the structure for discussions. Patient cases are presented to illustrate important medical screening principles. Professional communication with patients and physicians is also a central theme.

547
**Health Promotion**
(2 credits)

Prevention, risk reduction and health promotion are activities included in the Guide to Physical Therapist Practice, and although physical therapists have performed these activities with individual patients and clients, participation in broader programs for communities or groups of people is an area of significant need and
opportunity. Health promotion and wellness theory are presented in this course to prepare physical therapists to integrate these concepts into their current practice and/or to expand their practices and consultative skills in the prevention arena. Students also are introduced to a variety of techniques commonly used in the strategic planning process and use those techniques to develop a plan for the introduction of a health promotion program relevant to their own practice settings or worksites. After the introduction and discussion of key concepts, including assessment and program planning, students complete a project and develop a health promotion program using the health promotion approach and strategic planning processes.

555 Pharmacology (2 credits)
Individuals involved in healthcare recognize that drugs can influence patients’ response to physical rehabilitation. Medication can provide beneficial effects that act synergistically with physical therapy treatments, or they can generate side effects that may adversely affect rehabilitation goals. This course presents some of the basic drug classes and the physiologic basis of their action. Drugs are grouped according to their general effects and the type of disorders for which they are routinely used to treat. Special emphasis is placed on drugs that are commonly used to treat disorders seen in patients receiving physical therapy and how drug therapy interacts with rehabilitation.

556 Diagnostic Imaging (2 credits)
This course is an overview of the various types of diagnostic imaging procedures such as radiography, computerized tomography, magnetic resonance imaging and nuclear imaging. General principles related to indications, strengths and limitations of each method are discussed. Specific procedures related to various anatomic regions and pathologies also are covered. Case study presentations are used to emphasize the decision making related to diagnostic imaging studies and what relevant information can be provided. Clinical decision making in the context of evidence-based practice guides the discussion of each case.

702 Case Analysis (2 credits)
Students develop a comprehensive case presentation based on a selected patient or client in their practice setting. The case analysis demonstrates the clinical decision-making process used to guide patient and client management throughout the episode of care, including the examination, evaluation, prognosis and planned interventions. Students address the use of specific diagnostic tests and imaging studies related to the case, the implications of the pharmacologic management of the patient and specific outcomes measures as they relate to decision-making and effective interventions.

504 Teaching Methods* (2 credits)
Physical therapists assume the role of teachers in a variety of situations with a diverse group of learners. This course explores theories and methods related to effective teaching, student learning, and assessment strategies across multiple settings including clinic, classroom, laboratory, home setting and community. The role of educational technology in teaching and learning activities is emphasized. Examination of individual and social factors that influence health and wellness are discussed, and key concepts from behavioral theories are applied to patient education in clinical practice situations. There is an introduction to educational assessment strategies for community-based health programs.

656 Neuromuscular Tissues* (2 credits)
This course material is covered via guided independent study. Using assigned readings and personal searches of the literature, students review the basic structure and function of various tissues within the neuromusculoskeletal system and integrate the information with clinical practice. For the musculoskeletal tissue component, new information relevant to skeletal muscle and various connective tissues such as tendon, ligament, cartilage and bone is examined. Case scenarios require the student to explore the effects of altered patterns of use with appropriate clinical application. The neural control of multi-joint limb movement is explored using current literature on motor control, cognition and motor learning. Case scenarios are used to describe the relevance of recent research on clinical practice. Traditional and contemporary theories are contrasted to assist in developing direct intervention strategies using skill acquisition theories. Emphasis is placed on reading and applying current basic science literature to justify and guide the practice of physical therapy.

705/706/707 Clinical Practice Series* (only 1 required) (2 credits)
The Clinical Practice Series spans three separate 2-credit courses, each emphasizing recent advances in a particular specialty area of

Arcadia University Graduate Catalog 2011-12
physical therapy practice. Transitional D.P.T. students are required to choose one based upon their area of practice. These courses are meant to provide the most recent evidence-based information related to clinical practice. The content in these courses reinforces and reflects principles taught in the clinical decision making courses; however, emphasis is placed on specific recommendations for clinical management (i.e. content rather than process). Each course emphasizes a clinical reasoning process, use of appropriate tests and measures, use of appropriate interventions, and the most relevant outcome measures.

705
Orthopedic Physical Therapy*  
(2 credits)  
Management of common orthopedic conditions related to the extremities and spine including non-surgical and post-operative problems.

706
Neurologic Physical Therapy*  
(2 credits)  
Management of hemiplegia, traumatic brain injury, spinal cord injury, and common pediatric conditions such as cerebral palsy.

707
Cardiopulmonary Physical Therapy*  
(2 credits)  
Management of patients with chronic obstructive pulmonary disease and other respiratory illnesses and as well as patients following myocardial infarction or thoracic surgery including coronary artery bypass.

*Courses that may be waived based on Portfolio Assessment
Written Communication
at Arcadia University
Global Perspectives…Personal Attention…Real-World Integrative Learning Experiences

Coordinator
Richard A. Wertime, Ph.D.

Master’s Degree
Master of Arts in Education with a
Concentration in Written Communication
The Written Communication program is designed for certified elementary, middle and secondary teachers, and for those seeking certification as secondary English teachers. The program also will benefit those who want to expand their knowledge and skills in the teaching of writing and literature.

Master of Arts in Education Degree Requirements (M.A.Ed.)
(a minimum of 30 credits)

Written Communication Concentration
1. Foundation Courses (6 credits)
   Chosen in consultation with the adviser from the following:
   ED   501–510

2. Concentration Courses (21 credits)
   EN   434 Introduction to Linguistics and Language History
   EN   510 Theories of Writing

   Three additional English courses.

   Two of the following special studies courses:
   EN   542 Teaching the Writing of Fiction
   EN   543 The History and Teaching of Rhetoric
   EN   546 Teaching Writing

3. Elective (3 credits) chosen with the adviser.

4. Culminating Activity (0–9 credits)
   Arranged in consultation with the adviser at the time of completing the Degree Candidacy Application.