Graduate Education Programs
at Arcadia University
Global Perspectives…Personal Attention…Real-World Integrative Learning Experiences

Founding Dean
Graciela Slesaransky-Poe, Ph.D., Professor

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

This new structure enables our faculty, many of whom are in new leadership roles, to better advise students, oversee courses, and develop innovative programs on the undergraduate and graduate level. While this period of change heralds a new era in the way Arcadia educates those who teach and lead, we have retained our trademarks: Individualized instruction, personal attention from faculty, and meaningful, mentored fieldwork. These hallmarks inform our approach, through which we aim to make Arcadia’s education students the great teachers and educational leaders the world needs.

Faculty
Jodi Bornstein, Ph.D., Associate Professor (Chair, Teacher Education)
Christina L. Ager, Ph.D., Professor
Peter Appelbaum, Ed.D. Professor
Kira Baker-Doyle, Ph.D., Assistant Professor, Director of Masters and Certificate Programs
Foram Bhukhanwala, Ph.D., Assistant Professor, Director of Early Childhood/Elementary Education
Marc Brasof, Ph.D., Assistant Professor, Director of Secondary English and Social Studies
Bruce Campbell, Ph.D., Assistant Professor, Director of Educational Leadership
Kimberly Dean, Ph.D., Assistant Professor, Academic Adviser
Steven P. Gulkus, Ph.D., Associate Professor
Peggy Hickman, P.D., Associate Professor, Director of Doctoral Programs
Augusto Macalalag, Ph.D., Assistant Professor, Director of Secondary Math and Science Education and Director of STEM Programs

Kerri Mesner, Ph.D., Assistant Professor
Clare K. Papay, Ph.D., Assistant Professor, Director of Inclusive Special Education and Executive Director of REAL Certificate Program
Sonia Rosen, Ph.D., Assistant Professor, Director of Undergraduate and Graduate Educational Studies Minor/Major
Tanya Santangelo, Ph.D., Associate Professor
Jeffrey Shultz, Ph.D., Professor
Lesley Siegel, Ph.D., Assistant Professor
Ellen Skilton-Sylvestor, Ph.D., Professor, Director of TESOL and Faculty Mentor
Kathy A. Trainor, Ed.D., Instructor, Coordinator of Early Childhood Education
Kathy Wirth, Ed.D. Instructor, Director Reading Certification Program and Director of the Arcadia Community Learning Center (ACLC)

Education Doctoral Degree, Master’s Degrees and Certificates
Doctor of Education in Educational Leadership (Ed.D.)
Doctor of Special Education (Ed.D.)¹

Master of Education (M.Ed.)
Concentrations
- Applied Behavior Analysis
- Art Education
- Children’s Literature
- Curriculum Studies
- Educational Leadership
- Individualized/Modular Language Arts
- Literacy Studies
- TESOL and Reading
- TESOL and Technology
- Mathematics Education
- PreK-4
- Reading Specialist K-12
- Science Education
- Secondary Education (Biology, Chemistry, English, General Science, Mathematics, Social Studies)
- Special Education (PreK-8 and 7-12)

¹ Resuming in Fall 2016
Graduate Education Programs at Arcadia University

Master of Arts in Education (M.A.Ed.)

Concentrations
- English
- History
- Mathematics
- Music
- Theatre Arts
- Written Communications

Graduate Certificates*
- Applied Behavior Analysis
- +Autism Endorsement
- Constitutional Studies
- Curriculum Studies
- Connected Learning
- Early Childhood Leadership
- English as a Second Language
- Infant Toddler Mental Health
- STEM (Science, Technology, Engineering & Mathematics Education)
- Transition to Post-Secondary Life
- Urban Education

*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.

+Pennsylvania Department of Education approved Endorsement Certificate

Certificate of Advanced Study (C.A.S.) post-master’s degree
- Child Development
- Curriculum
- Early Childhood Education
- Educational Leadership
- Language Arts
- Mathematics Education
- Reading
- Science Education
- Secondary Education
- Special Education

Certification
- Instructional, Intern and Supervisory
  - Art, K-12
  - Biology, 7-12
  - Chemistry, 7-12
  - Dual Certification in PreK-4 and Special Education PreK-8
  - English, 7-12
  - General Science, 7-12
  - Mathematics, 7-12
  - Reading, K-12
  - Social Studies, 7-12

Special Education, PreK-8
Special Education, 7-12

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

Program Specialist
- English as a Second Language K-12

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 an approved Doctor of Education (Ed. D.) degree in Educational Leadership and in Special Education², 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.

² Resuming in Fall 2016
Graduate Education Programs at Arcadia University

Coursework and programs emphasize the importance of the following:

- Understanding the relationship between theory and practice with an emphasis on practitioner-based research.
- 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 provide coherence as well as choice and is flexible enough to accommodate individual needs. Modular Master’s programs allow students to combine two certificate program modules toward an M.Ed. In addition, it is possible for an individualized program to be designed to meet special requirements. Interested students should contact Dr. Kira Baker-Doyle in the School of Education.

Community and School-Based Outreach: 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 provide knowledge basic to all aspects of education. The concentration courses focus on a discipline other than education.

Concentrations are available in English, 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 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.

About Arcadia Graduate Certificates

Arcadia Graduate Certificate programs offer focused program areas for continued professional development. Concentrated courses allow you to build on the skills you have or focus on acquiring new skills in a specialized area. Courses emphasize best practice principles and the application of knowledge to decision making in everyday practice.
Graduate Education Programs at Arcadia University

Transfer Credit: Transfer credit is not permitted in Graduate Certificate programs. Students in Arcadia University Graduate Certificate programs are subject to the academic admission requirements for Education programs. Matriculated students in Education certificate programs are subject to the policies of Graduate Studies. To be awarded a certificate of completion students must have a cumulative GPA of 3.0.

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 master’s degree program, but application and formal admission to the Arcadia School of Education 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.

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 Pennsylvania Educator Certification Tests (PECT) required for certification must be taken prior to enrolling in the student teaching practicum. Passing scores on all 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 the graduate forms page at www.arcadia.edu/gsforms and in the Registrar’s Office, Taylor 103.

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

As of July 1, 2011, post-baccalaureate program candidates do not need to take the PPSTs (Praxis I) or Pre-service Academic Performance Assessment (PAPA).

Fundamental Subjects: Content Knowledge Test (30511). Required for all K–12 Instructional Areas (not 4-8 or 7–12 certificates). This test is only required for the first Instructional I certification in the areas noted below

Art Education K-12
Reading Specialist K-12

PECT tests (Choose the test in the student’s certification area)

PreK-4

The PreK–4 assessment includes three modules. Examinees must take and pass all three modules to qualify for Pennsylvania teacher certification. You may take one or all three modules at one test appointment.

Qualifying Score: 197/module 1
193/module 2
193/module 3

www.pa.nesinc.com (Revised 8/13/2014)

Special Education PreK-8

The Special Education PreK–8 assessment includes two modules. Examinees must take and pass both modules to qualify for Pennsylvania teacher certification. You may take one or both modules at one test appointment.

Qualifying Score: 220/module

www.pa.nesinc.com (effective April, 2012)

Special Education 7-12

The Special Education 7–12 assessment includes two modules. Examinees must take and pass both modules to qualify for Pennsylvania teacher certification. You may
Graduate Education Programs at Arcadia University

take one or both modules at one test appointment.

Qualifying Score: 220/module
www.pa.nesinc.com (effective April, 2012)

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

<table>
<thead>
<tr>
<th>Subject Area</th>
<th>Qualifying Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Art Education K–12 (0134)</td>
<td>158</td>
</tr>
<tr>
<td>Biology 7–12 (0235)</td>
<td>147</td>
</tr>
<tr>
<td>Chemistry 7-12 (0245)</td>
<td>154</td>
</tr>
<tr>
<td>English 7–12 (10041)</td>
<td>160</td>
</tr>
<tr>
<td>General Science 7–12 (10435)</td>
<td>146</td>
</tr>
<tr>
<td>Mathematics 7–12 (10061)</td>
<td>136</td>
</tr>
<tr>
<td>Reading Specialist K–12 (5301)</td>
<td>570</td>
</tr>
<tr>
<td>Social Studies 7–12 (10081)</td>
<td>157</td>
</tr>
</tbody>
</table>

Please note: Candidates prepared at a Pennsylvania college/university who completed the student teaching requirement prior to the fall semester 2003 must also take the Principles of Learning and Teaching test (K-6 or 7-12).
http://www.ets.org/praxis/pa

Educational Specialist Certificate
School Counselor PK-12
Professional School Counselor (5421)
Qualifying Score= 156

Program Specialist
English as a Second Language K-12
(Requires initial Instructional I or II Certificate)

Educational Specialist candidates with a Baccalaureate degree who hold a current and valid Pennsylvania license as a counselor, dental hygienist, psychologist, registered nurse, or social worker can provide a copy of this valid Pennsylvania license as part of their application for the related Pennsylvania Educational Specialist certification area. Holders of these valid appropriate licenses are not required to take any tests to receive the related certification.

Administrative and Supervisory Certificates

Supervisory
Single Area Supervisory
Curriculum and Instruction
Special Education
++Pupil Personnel Services
   Educational Leadership (0411)
   Qualifying Score=143

++ Candidates for the PPS 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.

Principal K-12
School Leadership Licensure
Assessment Educational Leadership:
Administration and Supervision test (6011)

Effective April 2, 2012, candidates for Principal K-12 certification will be required to successfully complete the School Leadership Licensure Assessment Educational Leadership: Administration and Supervision test (1011). The Educational Leadership: Administration and Supervision (0411) will be accepted if passed prior to August 31, 2012 and within ten years of the date of application.
http://www.ets.org/praxis/pa

Superintendent Letter of Eligibility
School Superintendent Assessment (6021) (effective 4/2/2012)

Instructional Add-Ons

Individuals holding a Pennsylvania Instructional I, Instructional II or Pennsylvania Teacher Intern certificate may add most other instructional areas by taking and passing the appropriate PECT or Praxis II content area test and then submitting an application to the Bureau. All other certificate holder may not add on to their certificates using this method unless they also hold one of the three permitted certificate types specified above. Instructional areas that may NOT be added by using the test only include: Cooperative Education, Health and Physical Education, Reading Specialist (with some exceptions) and
all Special Education areas. Completion of an approved program and the appropriate subject assessment test are required to add an excluded instructional area, Educational Specialist, Supervisory, or Administrative certificate.

Apply for Instructional Add-ons online using TIMS (www.PA-TIMS.com) for an Instructional I (even if you hold an Instructional II certificate), select the subject, and answer yes to the next question. You must hold an Instructional I or Instructional II before you can apply for an add-on. Individuals seeking dual certification are required to successfully complete tests in both areas of specialization and must submit a separate application for each subject.

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. Passing scores on the Pre-service Academic Performance Assessment Tests in Reading, Writing, and Math can be submitted when the GPA is below 3.0.

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. Proof of any Pennsylvania teaching certificates, if applying for an add-on certification program.

5. 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.

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.

7. Applicants for Pennsylvania Teacher Certification Programs must submit current clearances for Child Abuse, Criminal Background Check and FBI Fingerprinting. Information about clearances can be found at www.arcadia.edu/clearances.

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 Assistant Dean 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.

2015-16 Expenses
Tuition and fees for graduate education programs can be found at the link below:

https://www.arcadia.edu/admissions/financial-aid-scholarships/graduate-students/graduate-tuition-fees

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 and certificate 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 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.
Applied Behavior Analysis
at Arcadia University
Global Perspectives…Personal Attention…Real-World Integrative Learning Experiences

M.Ed. in Applied Behavior Analysis

Graduate Certificate
Applied Behavior Analysis

About Arcadia’s M.Ed. in Applied Behavior Analysis (ABA)
The M.Ed. in Applied Behavior Analysis (ABA) is a 36 credit program which will provide students with specialized knowledge of the application of behavioral principles. The program is designed to develop and enhance the comprehension and use of effective evidence-based practices to support professionals who require expertise in the understanding and modification of behavior.

About Arcadia’s Graduate Certificate in Applied Behavior Analysis (ABA)
The Graduate Certificate in Applied Behavior Analysis is an 18-credit program that includes courses in behavior principles, data analysis, applications with children and youth with behavior problems, ethics and consultation skills necessary to work with other professionals and important adults in schools, homes and communities.

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 analysts use environmental change procedures to improve the lives of people.

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.

What Core Skills Will I Acquire in Behavior Analysis?
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 breadth 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.

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 M.Ed. and the Graduate Certificate in Applied Behavior Analysis are fully online programs.

Are Courses Approved by the BACB?
The Behavior Analyst Certification Board, Inc.® has approved the six-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. The BACB requires that a master’s degree in a related field be obtained prior to applying for board certification.
Students who will take the Board Certification exam in 2015 or later, must complete the six-course sequence to qualify.

**Credit toward a graduate degree in Education:** The 18 credits earned in this certificate program may be applied to a M.Ed. in Special Education or a M.Ed. in ABA. These courses can also be used as concentration courses in the masters of Counseling degree program with departmental approval and advising.

**Transfer Credit:** Students will be allowed to transfer six credits for the foundation courses and they can take elective courses instead. Transfer credits are not permitted in the Certificate program.

**Why Study Behavior Analysis?**

Applied behavior analysis provides the most evidenced-based intervention within all of psychology and education. 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. ABA 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 professionals functioning within a Response to Intervention Model.

**Requirements for the M.Ed. in Applied Behavior Analysis**

(36 credits)

The following courses are required:

- **Foundation Courses:** (6 credits)
  - ED505 Multicultural Foundations of Education
  - ED510 Interpreting Educational Research

- **Core Courses (18 credits)**
  Must be taken in sequence but students can take two courses at a time
  - ED 661 ABA I: Behavior
  - ED 662 ABA II: Procedures for Behavior Change
  - ED 683 ABA IV: Behavior Analysis and Child Development
  - ED 684 ABA V: Behavior Consultation in Homes, Schools and Communities
  - ED 685 Ethics and Professionalism

- **Elective Courses:** (9 credits)
  - ED585 Positive Behavior Supports for Students with Autism Spectrum Disorder
  - ED581 Disabilities Studies and Special Ed Law
  - ED660 Characteristics of Students with Autism Spectrum Disorder
  - ED662 Teaching Strategies for Students with Autism Spectrum Disorder
  - ED663 Special Topics in Autism
  - ED518 Special Topics in Emotional and Behavioral Disorders

**Culminating Activity**

ED599 Culminating Master’s Project: (3 credits)
Arranged and designed in consultation with the adviser at the time of completing the Degree Candidacy Application.

**NOTE:** Students can take the first course (ED 661) before formal application and matriculation into the program, but they should apply for admission into the M.ED or the certificate program before taking a second course. Taking a course does not guarantee admission into the program.

**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, Taylor Hall, Room 105.

All graduate forms can be found on the Graduate Forms Page at [www.arcadia.edu/gsforms](http://www.arcadia.edu/gsforms).
Requirements for the Graduate Certificate in Applied Behavior Analysis
(18 credits)

The following courses are required:

ED661     ABA I: Principles and Teaching Strategies (3 credits)
ED681     ABA II: Procedures for Behavior Change (3 credits)
ED682     ABA III: Strategies for Youth with Emotional and Behavioral Disorders (3 credits)
ED683     ABA IV: Behavior Analysis of Child Development (3 credits)
ED684     ABA V: Behavioral Consultation in Homes, Schools and Communities (3 credits)
ED 685    Ethics and Professionalism

Transfer Credit: Transfer credit is not permitted in this program

Please Note: All students completing a graduate Education certificate (GPA 3.0 is required), are required to complete a certificate completion form and submit the form to the Office of Graduate Studies.

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.

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 ED661 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     Applied 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
Applied Behavior Analysis at Arcadia University

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
Applied 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 685
Ethics and Professionalism
(3 credits)

This interactive course guides students through the analysis of definitions, philosophical foundations and applications of ethics in their professional life. Ethical dilemmas are common in helping professions, such as applied behavior analysis, teaching, counseling, social work, etc. From personal ethical stands to professional guidelines and established laws, students will learn how to analyze ethical questions involved in professional relationships. Students will review traditional ethical perspectives and specific professional guidelines, and they will create and discuss case studies that illustrate situations likely encountered in daily interactions. Students will also examine a conceptual framework for the use of evidence-based practices. This course fulfills the requirements of the Behavior Analysis Certification Board of 45 instructional hours in Ethics.
Art Education at Arcadia University

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

Art Education Master’s Degrees and Teacher Certification

Master of Education with a Concentration in Art Education

Certifications: Instructional

About the Art Education Master’s Degree Program

The program is designed to allow students seeking a master’s degree to earn a certification in art (K–12), or to pursue advanced, post-certification studies. The degree is not required for certification, and certification requirements may vary based on academic experience. Participation in Arcadia’s unique Saturday STEAM program is a special feature of our program. See Certification Requirements.

Specific Admissions Requirement

In addition to the general admission requirements, students must have a portfolio review. Students with a bachelor’s degree in fine arts are exempt from this requirement. Arrangements for the portfolio review can be made in the Office of Enrollment Management. Students must have appropriate prerequisites for any Fine Arts studio courses taken at the graduate level.

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. Students enrolled in the M.Ed. program should consult with both an adviser in the Art program as well as an adviser in the School of Education.

Art Education Concentration

Foundations Courses (6 credits) chosen with the adviser

1. Concentration Courses (15 credits)

- Three additional Courses in Education and/or Arts chosen in consultation with the advisor. Options include:
  - ED 540 Special Studies in Theatre Arts Education
  - ED 564 Creative Expression
  - ED 596 Curriculum Project
  - ED 605 Writing to Improve Literacy
  - ED 614 Art Education & Inclusive Practices
  - ED 650 Advanced Seminar in Curriculum Development & Design

2. 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 Art and Design Department.

3. Culminating Activity: ED599 Culminating Master’s Project (3 credits)

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.

Teacher Certification

Pennsylvania Instructional Teacher Certification (variable credit depending on previous academic credentials and courses successfully completed at other academic institutions).

Art Education K–12

- ED 503 General Foundations of Education in the U.S.
- ED 512 Differentiated Instruction in the Inclusion Classroom
- ED 517 Human Development: The School Years
- ED 606 Strategic Instruction for Emergent Education
- AE 400 The Uses of Theory in Art Education
- AE 408 Curriculum Design in Art Education

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ED 614 Art Education & Inclusive Practice
ED 622 Teaching Multilingual & Multicultural Literacies
AE 400 The Uses of Theory in Art Education
AE 408 Curriculum Design in Art Education
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
Important Additional Certification Requirements

1. Completion of all subject/content area coursework required to meet the general and specific certification standards of the Pennsylvania Department of Education for certification. This will be determined by the Program Coordinator during an initial advising meeting.

2. Satisfactory completion of student teaching (“B” or better) in the area of certification and the PDE 430 performance-based assessment rating form. (Note that all practicum prerequisites must be met and the adviser’s approval received before enrolling in the student teaching.)

3. Proficiency in the skills of teaching as demonstrated through a program sequence of three levels of fieldwork

4. Program GPA of 3.0 is required by Pennsylvania Department of Education and the University to apply for Instructional I certification.

5. Obtain qualifying scores on the PAPA Series qualifying tests and the appropriate PECT/PRAXIS required tests (Note: in order for students to receive an Instructional I certificate from the PA Dept. of Education they will need to obtain qualifying scores on all required

6. Updated clearance documentation: PA Criminal Background Check, PA Child Abuse background check and FBI background check.

7. Completion of Pennsylvania Instructional I application required by the University and the Pennsylvania Department of Education. Information on the Instructional I application process can be found on the graduate forms page at www.arcadia.edu/gsforms

Praxis II:
   Fundamental Subjects: Content Knowledge ([5511])
   Qualifying Score: 150
   Art Content Knowledge (5134)
   Qualifying Score: 1
Autism Endorsement
at Arcadia University
Global Perspectives...Personal Attention...Real-World Integrative Learning Experiences

Graduate Certificate
Arcadia University Graduate Certificate in Autism

About Arcadia’s Graduate Endorsement Certificate in Autism
This 12-credit certificate has been approved by the PA Department of Education as an Autism Endorsement. This credential can be earned by certified professionals who demonstrate knowledge in an area of need, and it is added to existing teaching certifications upon PDE approval.

The Autism Endorsement Certificate offers the coursework and practicum relevant to professionals in order to work effectively with children and youth diagnosed with an Autism Spectrum Disorder. The coursework is designed to develop and enhance effective educational practices to support educators, school districts, and community-based organizations. 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.

Arcadia students can apply to the Autism Endorsement Certificate alone, or they can earn additional credits to complete a master’s degree, with school approval and confirmed admission into the selected program.

This certificate is offered fully online.

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 school approval and advising.

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.

Requirements for the Graduate Certificate in Autism
(12 credits)
The following courses are required:
ED 660 Characteristics of Students with Autism Spectrum Disorders (3 credits)
ED 661 Applied Behavior Analysis I: Principles of Teaching Strategies (3 credits)
ED 662 Teaching Methods for Students with Autism (3 credits)
ED 663 Special Topics in Autism (3 credits)

Each course requires a 20-hour practicum.

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

Please Note: All students completing a graduate Education certificate are required to complete a certificate completion form with their academic adviser after completing 12 Arcadia graduate credits and submit the form to the Office of Graduate Studies.

All graduate forms can be found on the graduate forms page at www.arcadia.edu/gsforms.
Biology Education

at Arcadia University

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

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 ensure 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.

2. Concentration Courses (15–18 credits) chosen with the adviser from the following:

   ED 512  Differentiated Instruction in Inclusive Classroom
   ED 514  Assessment/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 565  Introduction to Instructional Technology
   ED 607  Strategic Instruction for Adolescent Readers and Writers

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

   Culminating Activity: 3 credits
   ED 599 Culminating Master’s Project

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.

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 US
   ED 512  Differentiated Instruction in the Inclusive Classroom
   ED 523  Teacher/Class Sec
   ED 553  Issues in Science for Secondary Teachers
   ED 565  Introduction to Instructional Technology
   ED 580  Introduction to Inclusive Education
   ED 606  Strategic Instruction for Emergent and Content Area Literacy
   ED 622  ESL: Multicultural and Multilingual Literacies
Biology Education at Arcadia University

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)

Important Additional Certification Requirements

1. Completion of all subject/content area coursework required to meet the general and specific certification standards of the Pennsylvania Department of Education for certification. This will be determined by the Program Coordinator during an initial advising meeting.

2. Satisfactory completion of student teaching (“B” or better) in the area of certification and the PDE 430 performance-based assessment rating form. (Note that all practicum prerequisites must be met and the adviser’s approval received before enrolling in the student teaching.)

3. Proficiency in the skills of teaching as demonstrated through program fieldwork

4. Program GPA of 3.0 is required by Pennsylvania Department of Education and the University to apply for Instructional I certification.

5. Obtain qualifying scores on the PAPA Series qualifying tests and the appropriate PECT/PRAXIS required tests (Note: in order for students to receive an Instructional I certificate from the PA Dept. of Education they will need to obtain qualifying scores on all required PECT/PRAXIS tests. Students may retake tests if their scores do not meet the state required cutoff scores.

6. Updated clearance documentation: PA Criminal Background Check, PA Child Abuse background check and FBI background check.

7. Completion of Pennsylvania Instructional I application required by the University and the Pennsylvania Department of Education.

Information on the Instructional I application process can be found on the Graduate Forms Page at www.arcadia.edu/gsforms
Chemistry Education at Arcadia University

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

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

1. Foundation Courses (6–9 credits) chosen with the adviser

2. Concentration Courses (15–18 credits) chosen with the adviser from the following:

   ED 512  Differentiated Instruction in Inclusive Classrooms
   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: 3 credits
   ED 599 Culminating Master’s Project
   Decided in consultation with academic adviser.

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.

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 US
   ED 512  Differentiated Instruction in the Inclusive Classroom
Chemistry Education at Arcadia University

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 606 Strategic Instruction for Emergent and Content Area Literacy
ED 622 ESL: Multicultural and Multilingual Literacies

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)

Important Additional Certification Requirements

1. Completion of all subject/content area coursework required to meet the general and specific certification standards of the Pennsylvania Department of Education for certification. This will be determined by the Program Coordinator during an initial advising meeting.

2. Satisfactory completion of student teaching ("B" or better) in the area of certification and the PDE 430 performance-based assessment rating form. (Note that all practicum prerequisites must be met and the adviser’s approval received before enrolling in the student teaching.)

3. Proficiency in the skills of teaching as demonstrated through program fieldwork

4. Program GPA of 3.0 is required by Pennsylvania Department of Education and the University to apply for Instructional I certification.

5. Obtain qualifying scores on the PAPA Series qualifying tests and the appropriate PECT/PRAXIS required tests (Note: in order for students to receive an Instructional I certificate from the PA Dept. of Education they will need to obtain qualifying scores on all required PECT/PRAXIS tests. Students may retake tests if their scores do not meet the state required cutoff scores.

6. Updated clearance documentation: PA Criminal Background Check, PA Child Abuse background check and FBI background check.

7. Completion of Pennsylvania Instructional I application required by the University and the Pennsylvania Department of Education. Information on the Instructional I application process can be found on the graduate forms page at www.arcadia.edu/gsforms
Connected Learning
at Arcadia University

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

Coordinator
Kira Baker-Doyle, Ph.D., Program Director: Literacies, Technologies and Citizenship Studies

Certificate
Connected Learning

About the Certificate Program
The Connected Learning Certificate is an interdisciplinary certificate that provides learners with a theoretical framework for understanding connected learning along with practical methods for innovating, problem-solving, and engaging in connected, participatory learning experiences and environments using digital technologies and face-to-face networking strategies.

These programs are designed to allow graduate students to attain a specialized certificate in connected learning. Students that complete the certificate and hold a master’s degree in education (or above) are eligible to design and facilitate a Connected Learning Camp.

Students may combine this certificate with another certificate in the “Modular Masters” program, along with two foundations courses and a culminating project for a Master’s Degree in education. The certificate 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 certificate requirements are satisfied.

Connected Learning Certificate Requirements
(a minimum of 12 credits)

1. Connected Learning Courses (6 credits):
   ED 676 Teacher Practice in a Connected World (3 credits)

   ED 677 Seeking Equity in Connected Learning and Teaching (3 credits)

2. Content Courses (3 credits) chosen with the adviser from the following:
   1. ED678: Reading and Writing as Making
   2. ED652: Global Learning*
   3. ED526B Learning & Assessment in Secondary Math
   4. ED 608 Children’s Literature
   5. ED 610 K-12 Literature and Multi-Modal Texts
   6. ED589 Independent Study
   7. An elective course in area of practice

3. Educational Technology (3 credits) chosen with the adviser.
   1. ED676C – Connected Learning Camp (1 credit each, take up to 3 Camps)
   2. ED 565A - Computers and Technology in Reading
   3. ED 565 - Computers and Technology in Education
   4. ED565: Instructional Technology.
   5. ED 568A Digital Tools for Data Driven Decision Making
   6. ED 568B Web-Based Resources for Teaching and Learning
Connected Learning at Arcadia University

7. ED 568C Using Technology in the Design of Global

8. ED 568A Digital Tools for Data Driven Decision Making

9. ED 568B Web-Based Resources for Teaching and Learning

10. ED 568C Using Technology in the Design of Global

11. ED561 Educational Gaming

Please Note: All students completing a graduate Education certificate are required to complete a certificate completion form with their academic adviser after completing 12 Arcadia graduate credits and submit the form to the Office of Graduate Studies.

All graduate forms can be found on the graduate forms page at www.arcadia.edu/gsforms.
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. For reasons that grow out of the field of curriculum studies itself, there is a great deal of flexibility possible in putting together a coherent degree program. Students are encouraged to use courses for a certificate as part of their concentration, combined with electives, and to explore graduate level courses in related fields outside of Education.

1. Foundations Courses (at least 6 credits)
   Any two foundations courses other than ED502 in consultation with the adviser. 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 502 Foundations of Curriculum
   ED 547 Social Justice and Curriculum Development
   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., Leadership, Mathematics, Reading, Arts and Creativity, Social Studies Connected & Networked Learning, Counseling, Special Education, Peace Education, STEM)

3. Electives (3-6 credits) to be chosen under consultation with adviser. Courses suggested as particularly appropriate for this concentration include:
   ED 501 Urban Education
   ED 505 Cultural Foundations
   ED 510 Understanding Educational Research
   ED 642 Program Evaluation

4. ED 599 Culminating Master’s Project

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, Taylor 105.

All forms can be found on the graduate forms page at www.arcadia.edu/gsforms.
Early Childhood Education

Master’s of Education (M.Ed.)

Concentration: Early Childhood (non certification path)

PA Director Credential
Early Childhood Leadership Graduate Certificate

Infant Toddler Mental Health Graduate Certificate

About the M.Ed. in Early Childhood Program

The M.Ed. with a concentration in Early Childhood is a cohort program offered in a blended format, mixing online and face to face instruction throughout the semester. Instruction and learning take place within an 8 week schedule for each course. Students will receive instruction online and are also required to meet on three designated Saturdays for full day (9am-4pm) face to face classroom learning. Class meetings are on Glenside’s campus. The program provides students with the knowledge and training to pursue careers in childcare centers and community programs. This program option does not include all required coursework for PDE Certification Pre K-4. Students who seek PDE Certification should review program options for PreK-4 within the School of Education.

M. Ed. Degree with concentration in Early Childhood Requirements

(a minimum of 30 credits)

Foundation Courses
(6–9 credits) chosen with the adviser

Concentration Courses
(15 credits)

ED 617.ECE  Cognitive/Social/Emotional Development of Children, 0–8 years
ED 618.ECE  Instructional Strategies in Early Childhood Education

ED 619.ECE  Physical, Motor and Perceptual Development of Children
ED 620.ECE  Planning of Early Childhood Programs
ED 621.ECE  Communication Strategies for Effective Early Childhood Programs

Electives
(9–12 credits) to be chosen with adviser.

Culminating Activity

ED599 Culminating Master’s Project: (3 credits)

Arranged and designed in consultation with the 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.

About the PA Director Credential

Arcadia University offers 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.

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.
The goal of the PA Director Credential coursework 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. Courses are offered as a cohort program in a blended format, mixing online and face to face instruction throughout the semester. Instruction and learning take place within an 8 week schedule for each course. Students will receive instruction online and are also required to meet on three designated Saturdays for full day (9am-4pm) face to face classroom learning. Class meetings are on Glenside's campus. This program is also offered in a cohort format delivered fully online.

Requirements for the PA Director Credential Program
(9 credits) Must also meet the requirements of Pennsylvania Key; Credential is issued by Pennsylvania Key.

- ED 620.ECE Planning of Child Development Programs
- ED 621.ECE Communication Strategies for Effective Early Childhood Programs
- ED 637.ECE Instructional Leadership

Please Note: All students completing a graduate Education certificate (GPA 3.0 is required) are required to complete a certificate completion form with their academic adviser after completing 12 Arcadia graduate credits and submit the form to the Office of Graduate Studies.

All graduate forms can be found on the graduate forms page at www.arcadia.edu/gsforms.

About the Early Childhood Leadership Certificate
Arcadia University’s 12-credit Graduate Certificate in Early Childhood Leadership (ECL) 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
Early Childhood
at Arcadia University

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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 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 and 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. With early childhood education undergoing a transformation in both expectations and levels of professionalism, EC leaders need to be well prepared. Arcadia’s program prepares such professionals to manage change, implement solid business practices, and integrate performance and fiscal standards into program design. For additional EC leadership development, Arcadia’s Certificate in Early Childhood Leadership uses the PA Inspired Leadership (PIL) Training for School and Early Childhood Program Leaders 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.

Pathways to Master Degree in Education

The 12 credits earned in this certificate program may be applied to a M.Ed. degree program with a concentration in Educational Leadership or as a Modular Master program where students combine two Graduate Education Certificates.

Requirements for the Early Childhood Leadership Certificate

(12 credits)

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

Please Note: All students completing a graduate Education certificate (GPA 3.0 is required) are required to complete a certificate completion form with their academic adviser after completing 12 Arcadia graduate credits and submit the form to the Office of Graduate Studies.

All graduate forms can be found on the graduate forms page at www.arcadia.edu/gsforms.

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 in an online and/or in a hybrid (online with few face to face meetings) format. The certificate can be completed within one academic year (August to May).

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 certificate program supports prevention and intervention efforts to address mental and behavioral health issues in early childhood 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 and 20-hour practicum requirement for each course. The practicum is to be completed in a family or educational setting and 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.

Certificate Requirements

(12 credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ED 613A.OL</td>
<td>Infant-Toddler Growth and Development (3 credits)</td>
</tr>
<tr>
<td>ED 613B.OL</td>
<td>Infant-Toddler Assessment (3 credits)</td>
</tr>
<tr>
<td>ED 613C.OL</td>
<td>Infant-Toddler Mental Health Prevention and Intervention (3 credits)</td>
</tr>
<tr>
<td>ED 613D.OL</td>
<td>Communication, Consultation and Collaboration in Infant-Toddler Mental Health (3 credits)</td>
</tr>
</tbody>
</table>

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

Please Note: All students completing a graduate Education certificate (GPA 3.0 is required) are required to complete a certificate completion form with their academic adviser after completing 12 Arcadia graduate credits and submit the form to the Office of Graduate Studies.

All graduate forms can be found on the graduate forms page at [www.arcadia.edu/gsforms](http://www.arcadia.edu/gsforms).
English Education at Arcadia University

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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

These programs are designed to allow students seeking certification in secondary areas to attain a master’s degree concurrently. The degrees are 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 adviser.

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

The Foundation courses 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. Two Foundation Courses (6–9 credits) chosen with the adviser

2. Concentration Courses (15–18 credits) chosen with the adviser from the following:
   ED 512 Differentiated Instruction in Inclusive Classrooms
   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
   ED 607 Strategic Instruction for Adolescent Readers and Writers

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

4. Culminating Activity: (3 credits)
   ED 599 Culminating Master’s Project. Designed in consultation with academic adviser when completing Degree Candidacy.

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
English Education at Arcadia University

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

English Education 7–12

<table>
<thead>
<tr>
<th>Course Code</th>
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<tr>
<td>ED 503</td>
<td>General Foundations of Education in the United States</td>
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<td>ED 512</td>
<td>Differentiated Instruction in Inclusive Classrooms</td>
</tr>
<tr>
<td>ED 523</td>
<td>The Teacher and the Classroom, Secondary</td>
</tr>
<tr>
<td>ED/EN 546(A)</td>
<td>Teaching Writing OR Writing to Improve Literacy</td>
</tr>
<tr>
<td>ED 605</td>
<td>Introduction to Instructional Technology</td>
</tr>
<tr>
<td>ED 580</td>
<td>Introduction to Inclusive Education</td>
</tr>
<tr>
<td>ED 606s</td>
<td>Strategic Instruction for Emergent and Content Area Literacy</td>
</tr>
<tr>
<td>ED 622</td>
<td>ESL: Multilingual and Multicultural Literacies</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) or ED 583B Fieldwork (for students holding a valid Pennsylvania Instructional I or II certificate) (3 credits; credits not applicable to master’s degree)</td>
</tr>
</tbody>
</table>

Important Additional Certification Requirements

1. Completion of all subject/content area coursework required to meet the general and specific certification standards of the Pennsylvania Department of Education for middle school education certification. This will be determined by the Program Coordinator during an initial advising meeting.

2. Satisfactory completion of student teaching (“B” or better) in the area of certification and the PDE 430 performance-based assessment rating form. (Note that all practicum prerequisites must be met and the adviser’s approval received before enrolling in the student teaching.)

3. Proficiency in the skills of teaching as demonstrated through program fieldwork

4. Program GPA of 3.0 is required by Pennsylvania Department of Education and the University to apply for Instructional I certification.

5. Obtain qualifying scores on the PAPA Series qualifying tests and the appropriate PECT/PRAXIS required tests (Note: in order for students to receive an Instructional I certificate from the PA Dept. of Education they will need to obtain qualifying scores on all required PECT/PRAXIS tests. Students may retake tests if their scores do not meet the state required cutoff scores.

6. Updated clearance documentation: PA Criminal Background Check, PA Child Abuse background check and FBI background check.

7. Completion of Pennsylvania Instructional I application required by the University and the Pennsylvania Department of Education. Information on the Instructional I application process can be found on the graduate forms page at www.arcadia.edu/gsforms
General Science Education
at Arcadia University

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

Director
Augusto Z. Macalalag, Assistant Professor

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, ED 676, ED 677

2. Concentration Courses (15–18 credits) chosen with the adviser from the following:
   ED 512 Differentiated Instruction in Inclusive Classrooms
   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. (3 credits)
   ED 599 Masters’ Project
   Designed in consultation with academic adviser when completing Degree Candidacy.

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 for the degree and must be submitted to the Office of Graduate Studies before degree conferral.

All graduate forms can be found on the graduate forms page at www.arcadia.edu/gsforms.

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 512 Differentiated Instruction in Inclusive Classrooms
ED 523 The Teacher and the Classroom, Secondary
ED 553 Issues in Science for Secondary Teachers
ED 565 Introduction to Instructional Technology
General Science Education at Arcadia University

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ED 580</td>
<td>Introduction to Inclusive Education</td>
</tr>
<tr>
<td>ED 606</td>
<td>Strategic Instruction for Emergent and Content Area Literacy</td>
</tr>
<tr>
<td>ED 622</td>
<td>ESL: Multicultural and Multilingual Literacies</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 ED 583B Fieldwork (for students holding a valid Pennsylvania Instructional I or II certificate) (3 credits; credits not applicable to master’s degree)</td>
</tr>
</tbody>
</table>

Important Additional Certification Requirements

1. Completion of all subject/content area coursework required to meet the general and specific certification standards of the Pennsylvania Department of Education for secondary education certification. This will be determined by the Program Coordinator during an initial advising meeting.

2. Satisfactory completion of student teaching ("B" or better) in the area of certification and the PDE 430 performance-based assessment rating form. (Note that all practicum prerequisites must be met and the adviser’s approval received before enrolling in the student teaching.)

3. Proficiency in the skills of teaching as demonstrated through program fieldwork

4. Program GPA of 3.0 is required by Pennsylvania Department of Education and the University to apply for Instructional I certification.

5. Obtain qualifying scores on the PAPA** Series qualifying tests and the appropriate PECT/PRAXIS required tests (Note: in order for students to receive an Instructional I certificate from the PA Dept. of Education they will need to obtain qualifying scores on all required PECT/PRAXIS tests. Students may retake tests if their scores do not meet the state required cutoff scores.

6. Updated clearance documentation: PA Criminal Background Check, PA Child Abuse background check and FBI background check.

7. Completion of Pennsylvania Instructional I application required by the University and the Pennsylvania Department of Education. Information on the Instructional I application process can be found on the graduate forms page at www.arcadia.edu/gsforms.

**PAPA Assessment Exceptions (as of June 3, 2015)
The basic skills (PAPA) assessment requirement is waived for all certificates as of November 1, 2014 if the applicant:

- Completed an entire post-baccalaureate approved certification program OR
- Holds a post-baccalaureate graduate level degree.
History Education
at Arcadia University
Global Perspectives...Personal Attention...Real-World Integrative Learning Experiences

Master’s Degree
Master of Arts in Education with a Concentration in History

Master of Arts in Education Requirements
(a minimum of 33 credits)

This program is individualized and planned with the advice of advisers to ensure that degree requirements are satisfied. Students enrolled in the program should consult with both an adviser in the History program, Dr. Geoffrey Haywood, Ph.D, as well as an adviser in the School of Education.

Foundation Courses (6 Education credits)
Two foundation courses chosen with the advisor.

Concentration Courses (15 Graduate 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 History; the remaining credits must be in Education.

Concentration courses are selected from the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>HS 520</td>
<td>Topics in American History</td>
</tr>
<tr>
<td>HS 522</td>
<td>Sports in America</td>
</tr>
<tr>
<td>HS 525</td>
<td>European Fascism: Fascist Italy and Nazi Germany</td>
</tr>
<tr>
<td>HS 526</td>
<td>Age of Dictators-Hitler and Stalin</td>
</tr>
<tr>
<td>HS 530</td>
<td>Recent America, 1900 to 1945</td>
</tr>
<tr>
<td>HS 531</td>
<td>Contemporary America, 1945 to Present</td>
</tr>
<tr>
<td>HS 535</td>
<td>The Vietnam Wars</td>
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<tr>
<td>HS 536</td>
<td>Women in Western Society</td>
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<tr>
<td>HS 540</td>
<td>Ancient Greece, from Homer to Alexander the Great</td>
</tr>
<tr>
<td>HS 541</td>
<td>Ancient Rome: Rise and Fall</td>
</tr>
<tr>
<td>HS 542</td>
<td>The Italian Renaissance</td>
</tr>
<tr>
<td>HS 544</td>
<td>Women/Man’s World</td>
</tr>
<tr>
<td>HS 455</td>
<td>The City in American History</td>
</tr>
<tr>
<td>HS 546</td>
<td>The Soviet Union</td>
</tr>
<tr>
<td>HS 550</td>
<td>Turning Points in Western History</td>
</tr>
<tr>
<td>HS 555</td>
<td>The World at War, 1914 to 1945</td>
</tr>
<tr>
<td>HS 556</td>
<td>Civil War &amp; its Aftermath, 1850-1890</td>
</tr>
<tr>
<td>HS 560</td>
<td>Modern Italy: Dramatic History Divided Society</td>
</tr>
<tr>
<td>HS 566</td>
<td>World in Turmoil: Fall of Rome to Crusades</td>
</tr>
<tr>
<td>HS 577</td>
<td>Labor in American History</td>
</tr>
<tr>
<td>HS 580</td>
<td>Dangerous Continent: Europe, 1945-2005</td>
</tr>
<tr>
<td>HS 585</td>
<td>Topics in History</td>
</tr>
<tr>
<td>HS 589</td>
<td>Independent Research</td>
</tr>
</tbody>
</table>

Electives in Education (9 Education credits)
Electives (9 credits) chosen in consultation with adviser.

Culminating Activity (3 credits)
Culminating Activity
ED 596 Curriculum Development Project

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.
Infant-Toddler Mental Health Certificate
at Arcadia University

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

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 in an online and/or in a hybrid (online with few face to face meetings) format. The certificate can be completed within one academic year (August to May).

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 certificate program supports prevention and intervention efforts to address mental and behavioral health issues in early childhood 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. The online certificate program provides an opportunity for students living and working in a variety of regions to train in the field via the Web. Courses may be taken from anywhere in the world. This is an asynchronous program, and students can log on at a time that is convenient to them to complete the coursework and 20-hour practicum requirement for each course. The practicum is to be completed in a family or educational setting and 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.

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)
ED 613D.OL Communication, Consultation and Collaboration in Infant-Toddler Mental Health (3 credits)

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

Please Note: All students completing a graduate Education certificate (GPA 3.0 is required) are required to complete a certificate completion form with their academic adviser after completing 12 Arcadia graduate credits and submit the form to the Office of Graduate Studies.

All graduate forms can be found on the graduate forms page at www.arcadia.edu/gsforms.

Arcadia University
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. Two Foundation Courses (6 credits) chosen in consultation with the adviser

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
   ED 610  K-12 Literature & Multimodal texts
   ED 564  Creative Expressions

1. 4. Culminating Activity:

   ED 599: (3 credits) Culminating Master’s Project. 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.
Educational Leadership
at Arcadia University

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

Doctoral Degree and Administrative Certifications

Doctor of Education in Educational Leadership (K-12)

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

About the Doctor of Education (Ed. D.) in Educational Leadership (K-12)

The Profession: Graduates of the Ed. D. program will develop educational visions and skills in leading K-12 educational 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 decision making. 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 doctoral program provides support, facilitates collaboration, and optimizes student growth through the use of a modified cohort model. Students enter the program with a group of colleagues and progress through the program together. Flexibility with the cohort model is utilized, as appropriate and necessary based on individual needs and circumstances.

Degree Requirements and Program Structure: A minimum of 53 credit hours are required for the doctoral program. Each semester’s courses are designed and organized to provide students with 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.

The doctoral program utilizes a hybrid learning model, whereby face-to-face and online instruction are purposefully combined to enhance learning. Specific decisions about the instructional format used within each course are made by the doctoral faculty and program committee.

Courses are taken sequentially for three years. A few students opt to complete their dissertation during that three year period; however, most work on developing their dissertation proposal while taking courses and then implement their study during the fourth year, after their coursework is completed.

Students take two courses each semester—during the fall, spring, and first summer sessions (there are not any classes during July or August). Classes are held on Thursdays from 4:30 - 10:00 p.m.; the first course runs from 4:30 - 7:10 and the second from 7:20 - 10:00. Because some classes utilize a hybrid in-person/online format, there are some Thursdays when students do not need to be on campus for the full time block (such schedule details are provided at the beginning of each semester).

**Administrative Certifications:** The doctoral program, itself, does not result in administrative certification. However, many of the competencies required for a variety of administrative certificates are embedded in the doctoral courses, so earning certification is streamlined. Students interested in certification meet individually with the coordinator of the Master’s Program in Educational Leadership to discuss options and develop a plan of study that will be in compliance with Pennsylvania Department of Education requirements for a specific certification(s) of interest.

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**Required Coursework for the Doctor of Education (Ed.D.) in Educational Leadership**

1) **Content Courses (30 credits)**
- ED 720: Ethical Leadership in Education
- ED 723: Professional Development and Supervision
- ED 726: Organizational Theory, Change, and Sustainability
- ED 729: Improving Education Through Inquiry
- ED 732: Teaching and Learning in the 21st Century
- ED 735: Embracing Diversity in PreK-12 Education
- ED 741: Current Issues in School Finance and Resource Management
- ED 744: School Law, Policy Reform, and Politics in Education
- ED 747: School and Community Partnerships
- ED 804: Special Topics (seminar related to contemporary issues in education)

2) **Research Courses (18 credits)**
- ED 750: Foundations of Inquiry: Qualitative Research
- ED 751: Foundations of Inquiry: Quantitative Research
- ED 800: Qualitative Research Methods
- ED 801: Quantitative Research Methods
- ED 802: Mixed Methods Research
- ED 803 (a, b, or c): Advanced Research Seminar

3) **Dissertation Work (at least 2 credits)**
- ED 901: Dissertation Preparation I
- ED 902: Dissertation Preparation II

4) **Elective (at least 3 credits)**
Relevant doctoral-level course selected in conjunction with the program coordinator.

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

The following program-specific requirements must be met:

1. An application, including personal statements, and data assessment essay, 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. Successful completion of courses in the following four areas (at the master’s-level, unless otherwise approved by the program coordinator):
   - Curriculum Development and Design
   - Educational Research
   - Inclusive Education
   - Instructional Technology

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 as an educational leader (e.g., school/district-level administrator, mentor teacher, educational organization leader).

8. A current résumé.

9. An interview with the Admissions Committee, if deemed necessary/beneficial by the Admissions Committee after initial review of the application.

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.

Application Deadline: Because of the doctoral program’s cohort model, all students who enter in a given year begin the program together in the fall semester. Applications are reviewed on a rolling basis, until the cohort for that fall reaches capacity. The Priority Application Deadline is March 1st and the Priority Deposit Deadline is June 1st.

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 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 & Fees: Contact Enrollment Management for current rates.

Academic Policies and Procedures
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 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 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
Educational Leadership at Arcadia University

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 successful defense of the dissertation proposal (i.e., admission to candidacy).

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.

Master’s Degree in Educational Leadership 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 Graduate Programs
The Educational Leadership graduate programs are 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 credit.

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)
   ED 502 Foundations of Curriculum
   ED 510 Interpreting Educational Research
   ED 580 Introduction to Inclusive Education

2. Concentration Courses (18 credits) chosen with the adviser from the following:
   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 642 Program Evaluation
   ED 643 School Community Relations
   ED 645 Human Relations and Negotiations
   ED 647 Leading Schools with Data Driven Decision Making

3. Culminating Activity
   ED 589 Independent Study to Write Master’s Thesis
   OR A full year of an administrative internship and the completion of a leadership portfolio
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](http://www.arcadia.edu/gsforms).

**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 3 years of full-time, satisfactory teaching or professional experience in an instructional area or professional area while certified in that area.

Candidates must successfully pass the Pennsylvania Educator Certification Tests (PECT) required for each administrative area.

**Principal Certification K–12**

| 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) |

**Supervisory Certification**

**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 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 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 Single-Subject**

| 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;*
Educational Leadership at Arcadia University

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)

Supervisor of Special Education

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 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

Candidates for this certificate must verify the completion of three 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
Educational Leadership at Arcadia University

*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 Early Childhood Leadership Program

Arcadia University’s 12-credit Graduate Certificate in Early Childhood Leadership (ECL) 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 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 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. With early childhood education undergoing a transformation in both expectations and levels of professionalism, EC leaders need to be well prepared. 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 EC leaders in program planning, communication strategies, and instructional leadership. For additional EC leadership development, Arcadia’s Certificate in Early Childhood Leadership uses the PA Inspired Leadership (PIL) Training for School and Early Childhood Program Leaders 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 Certificate in Early Childhood Leadership may be applied to a Master of Education degree program with a concentration in Educational Leadership.

Requirements for the Early Childhood Leadership Certificate
(12 credits)

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

Please Note: All students completing a graduate Education certificate (GPA 3.0 is required) are required to complete a certificate completion form with their academic adviser after completing 12 Arcadia graduate credits and submit the form to the Office of Graduate Studies.

All graduate forms can be found on the graduate forms page at www.arcadia.edu/gsforms.

PA Director Credential
Arcadia University offers 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.

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.

The goal of the PA Director Credential coursework 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. Courses are offered as a cohort program in a blended format, mixing online and face to face instruction throughout the semester. Instruction and learning take place within an 8 week schedule for each course. Students will receive instruction online and are also required to meet on three designated Saturdays for full day (9am-4pm) face to face classroom learning. Class meetings are on Glenside’s campus. This program is also offered in a cohort format delivered fully online.

Credits earned in the PA Director Credential program can be applied in a variety of ways toward a M.Ed. Programs options such as a concentration in Early Childhood, Educational Leadership or a Modular Master Degree program. Individual advising will guide students who wish to pursue further coursework.

Scholarships: At various times throughout the year, tuition support for PA Director Credential college coursework is available from Arcadia as part of our affiliation with South Eastern Regional Key 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. Inquire with the School of Education for scholarship eligibility and availability.

Admissions to the PA Director Credential Program
Students must meet the admission requirements of Arcadia University's graduate Education programs. In addition, students seeking admission for the PA Director Credential coursework should 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 of Pennsylvania Key.

**Requirements for the PA Director Credential Program**

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

<table>
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<tr>
<th>Course</th>
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<tr>
<td>ED 620</td>
<td>Planning of Child Development Programs</td>
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<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>

**Please Note:** All students completing a graduate Education certificate (GPA 3.0 is required) are required to complete a certificate completion form with their academic adviser after completing 12 Arcadia graduate credits and submit the form to the Office of Graduate Studies.

All graduate forms can be found on the graduate forms page at [www.arcadia.edu/gsforms](http://www.arcadia.edu/gsforms).
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
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
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)

IMPORTANT: All education courses require fieldwork. Original and updated copies of PA Child Abuse, PA Criminal Record Check, and Cogent FBI & TB test results must be provided to be on file in the School of Education (Taylor 200).

Go to the Education Department website at http://www.arcadia.edu/clearances for guidelines and procedures.

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.

501
Theory and Practice in Urban Education
This course is designed to provide you with the necessary information and learning experiences to ensure you are able to pursue further scholarly and practical matters concerning urban education in the United States. Once you have completed this course, you will be able to analyze urban educational policy, scholarship, and practice and
evaluate your and others contributions to educating urban youth.

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.

This socio-cultural 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

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

In this course, students will examine the ways in which educational institutions and the teachers within them structure learning experiences for various students depending in part on their interpretations of these students' "differences." Educators must be aware of issues that may arise due to at least two factors: (1) differences between teachers' and students' backgrounds and how institutions and individual teachers create learning environments to engage with these differences; and (2) how aspects of identity are framed and understood by teachers, parents, students and school administrators. In order to deepen our awareness of these issues, throughout this semester students will explore the formation, meanings and implications of various ideologies and beliefs specifically as they relate to teaching and learning. We will challenge common beliefs about our educational system as well as the society in which it has been shaped.

506  Historical Foundations of Education

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

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

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

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

510  Interpreting Educational Research

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

514 **Assessment in the Classroom**
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**
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**
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.

521 **The Teacher and the Classroom, Elementary**
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
Education Courses at Arcadia University

on observations, interactions, progress monitoring, and teaching social skills.

522
Psychology of Women

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

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

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

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

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

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

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 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.
Education Courses at Arcadia University

(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.

(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

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

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

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

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)

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

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

545  Grant Writing for Educators

Educators face many challenges, one of which is budget constraints. Since innovative instruction and programs require money, educators are often forced to look to outside funding sources in order to fulfill their visions. This course will assist such an educator in finding such funding. This self-directed course guides students through the process of finding, applying for, receiving, and managing funding sources. Coursework is divided into ten units with each focusing on specific grant writing skills. In moving through each unit, students will acquire professional skills while they practice writing specific sections that make up the all-important grant proposal. After
Education Courses at Arcadia University

completing all ten units, students will have the knowledge and components necessary to assemble a professional grant proposal package. It is critical to know that revision is a key element of effective writing and grant writing is no exception. Because of this, students will have the opportunity to revise all Unit Assessment assignments prior to final project submission.

546  
Teaching Writing

Investigation of some important theoretical and practical problems in the teaching of writing as a process. Includes such issues as designing assignments, sequencing assignments, evaluating writing, teaching invention, teaching revision and teaching editing. Prerequisite: experience or special interest in teaching English, language arts or communication skills.

547  
Social Justice & Curriculum Development PreK-12

This course provides students with the theoretical and practical knowledge necessary for designing culturally competent curriculum. Resources for understanding the needs of student populations will be explored both in class and through out of class experiences involving schools, community and non-profit agencies as well as evidence based social justice oriented curricular programs. The particular needs of students living in poverty and educated in urban and suburban public schools will be addressed. This course will also explore diverse methods of culturally competent curriculum design and teach students skills for transforming existing lessons and unit plans to meet state standards and the needs of their students.

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 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

American elections have often been compared to pieces of a jigsaw puzzle. With each contest a new piece is inserted and a more complete picture emerges. But the jigsaw puzzle analogy may not be particularly apt. A better one might be a mosaic. As each state inserts its tiles, a complex mosaic of many shades and colors takes form. It is only when these mosaic tiles are viewed collectively (and from afar) that a complete picture emerges. A change in the coloration of one tile may be an aberration—or a harbinger of things to come.

The Teaching the Presidential Election online course seeks to equip teachers with the tools to present this unique mosaic to their students. The course will use a combination of lecture, online discussion, readings, case studies, and pedagogy sessions to assist participants with both the collection and application of new knowledge about the presidential election process.

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**

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**

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**

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**

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**

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**

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

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

558B
**Seminar for Mathematics Educators**

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

559 Workshop in Classroom Based Scientific Research

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

**Prerequisite:** Teacher certification.

561 Workshops

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

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

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

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).

564 Creative Expression

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

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

**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.
Education Courses at Arcadia University

(B) Computers and Technology in Mathematics Education

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

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

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

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

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

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

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 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

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.
Replaces part 2 of ED 566C

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

572 Children’s Books, Schools and Culture in Great Britain

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

**573 Effective Teaching in Urban Schools**

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

**580 Introduction to Inclusive Education**

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**

The main purpose of this course is to review current issues, trends, and policies that affect the lives of individuals with disabilities, including the education of students with disabilities. This course examines these issues through a Disabilities Studies framework. Specifically, students will engage in learning experiences which serve to build understanding of the ways in which disability rights exists under the umbrella of the civil rights movement.

Course learning will emphasize the perspectives of individuals with disabilities and the federal statutes, policies, and litigation that serve to inform and underscore today’s practices in schools regarding the education of children with disabilities. Beginning with constructing an understanding of the social phenomena recently identified as “disability studies” this course will move into special education law and policies, perspectives on disability, and the ways in which disability intersects with other minority groups in the pursuit of social justice and equality. This course expects students to reflect on their current beliefs and perspectives about individuals with disabilities and to demonstrate transformative thinking and application of learned content.

**582 Supporting Students with High Incidence Disabilities**

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 580 or equivalent.

**583E and ED583S Fieldwork in Special Education**

This course is designed to meet the needs of students who are currently certified (PA Instructional I or II) and who are seeking an additional certification in special education. Over the semester, students will complete their field experiences in a special education setting in a public school, charter school or APS with students who have IEPs. The course is designed as a hybrid course composed of classroom meetings and online participation in discussions. Student completion of experiences in the field and reflecting on those experiences (including teaching a minimum of 4 lessons to be critiqued by the host teacher and a minimum of 2 additional lessons observed and critiqued by the instructor) is the primary component of the course.

Students seeking PreK-8 Special Education certification should register for ED583E
Students seeking 7-12 Special Education certification should register for ED583S.

**Prerequisite:** Approved application to Office of School and Community Collaborations including permission of adviser; completion of all special education certification coursework; credits not applicable to the master’s degree.

**583B Fieldwork**

This course is designed to meet the needs of the students who are currently certificated and
Education Courses at Arcadia University

584 **Supporting Students with Low Incidence Disabilities**

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:** ED580 or equivalent.

585 **Positive Behavioral Approaches**

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

587 **Classroom Problems in Emotional and Social Adjustment**

Explores a variety of social, emotional and behavioral disorders ranging from mild adjustment reactions to childhood psychoses. Discusses therapeutic interaction in the classroom, emphasizing the teacher's role in helping children who suffer emotional problems.

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**

An independent research project designed in consultation with a faculty member, possibly including limited empirical studies, philosophical hermeneutic research, arts-based educational research, and other experimental formats determined to be suitable to the goals of the project. Prerequisite: Students must obtain approval from a supervising adviser, with an initial research plan and related bibliography before registering for this course.

590 **Fieldwork in Inclusive Education**

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

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

591 **The Profession of Special Education**

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) Approved application to Office of School and Community Collaborations including permission of adviser. 2) Completion of all Pennsylvania Educator Certification Tests (PECT) 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**

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.

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 Project**

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.

597E (PreK-8), or 597S Secondary (7-12) **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 advisor. Intensive practice in the application and principles of best practices in special education. Completion of PECT tests for PreK-8 or 7-12 Special Education.

Deadline for applying for practicum: Fall Practicum–February 1 Spring Practicum–October 1

598 **Advanced Seminar** (Topics to be announced.)

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  
**Culminating Masters’ Project**  
(3 credits)  
An action research project that enables the student to synthesize and apply master’s degree coursework in a way that supports the student’s personal and professional goals. The project must be approved by the adviser in order to meet program expectations, and includes review of relevant literature, interaction with critical friends as consultants, taking action to inform an audience outside of Arcadia and the student’s current work environment, and a plan for continued professional growth beyond the degree.

600  
**Practicum: Supervision of Single Subject**  
(one credit each semester)  
Fall, Spring, Summer  

**Note:** The 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.  

**Prerequisite:** Completion of all required coursework and permission of the program Coordinator. Certification credit only; not applicable to degree.

601  
**Literacy Foundations**  
This hands-on introductory course investigates all facets of literacy processes based on the latest research. There is 20-hour fieldwork requirement for the course, and all students registering must have their fieldwork clearances on file in the School of Education office by the third week of class. This course will equip students with practical and theoretical knowledge about teaching literacy to early and emergent readers and writers. The course will review historical and contemporary frameworks, theories and models for teaching literacy, authentic literacy assessment practices and strategic reading and writing instruction.

604  
**English Language Arts**  
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**  
This class offers an innovative, field-based exploration of reading-writing connections in the middle and high school curriculum. 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. There is 30-hour fieldwork requirement for the course (3 hours of fieldwork/week). Students not currently teaching will be partnered with a mentor teacher at Upper Dublin School District middle and high schools. All students registering must have their fieldwork clearances on file in the School of Education office by the third week of class.

606  
**Strategic Instruction for Emergent and Content Literacy, K-6**  
This course addresses research-based instructional strategies for teaching literacy (including language development, reading, writing, and speaking) to K-6 learners, 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.
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606S
Strategic Instruction for Emergent and Content Literacy, 7–12

This course addresses research-based instructional strategies for teaching literacy (including language development, reading, writing, and speaking) to 7-12 learners, 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

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 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

This is a study of the literary, educational and theoretical issues related to children’s literature and book illustrations. Critical reading of a range of children’s literature, including: picture books, oral tradition literature, fantasy, historical fiction and realistic children’s literature is included. The use of children’s literature throughout the curriculum is examined. Students will also be engaged in investigations of the uses of multi-modal texts and digital media in literacy instruction.

609
Literacy Acquisition

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
Seminary in Children’s Literature

Designed for elementary and middle/junior high school educators this course discusses: 1) trends and issues in children’s and young adult literature and multi-modal texts; 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. Students will also be engaged in investigations of the uses of multi-modal texts and digital media in literacy instruction.

611
Language Arts Materials

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
Education Courses at Arcadia University

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.OL1
Infant Toddler Growth and Development

The first 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.

613B.OL1
Infant Toddler Assessment

Information provided in the second 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.OL1
Infant Toddler Mental Health Prevention and Intervention

The third 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. The 20-hour practicum is completed in a family or educational setting and requires supervisor approval.

613D.OL1
Communication, Consultation and Collaboration in Infant-Toddler Mental Health

The fourth 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 the 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.

614
Art Education & Inclusive Practice

In accordance with Chapter 49 issued by the Pennsylvania Department of Education and the philosophy of the Education Department, all students in certification programs must have three courses in special education. To provide art education students (undergraduate and graduate) with the most appropriate curriculum, this course will specifically address how art educators work with special needs students. This course discusses how to adapt art curriculum to help students with varying talents and abilities succeed in art experiences. Topics will include art therapy, a history of special education within the field of art education, identification of categorical conditions, adaptive technology, and others.
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)
This online course is designed for middle school and high school teachers and librarians. The course will explore using Young Adult Literature effectively in the classroom and throughout the curriculum (English, Reading, Social Studies, Language). Topics will include the critical reading of popular contemporary young adult novels in all genres including: dystopian, steampunk, nonfiction, horror, novels in verse, supernatural, fantasy, historical fiction, multicultural fiction, and realistic fiction. Students will learn to use technology to create student projects such as book reviews, digital book trailers, and video book talks as well as to blog and post book reviews, and upload and embed to wikis and websites. Many forms of technology and web resources will be used as a means for student expression, assessment and comprehension.

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

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**

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**

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**

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**

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**

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.
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623
ESL Multilingual and Multicultural Assessments

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.

624
ESL: Understanding Language Learning

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

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

626
Designing and Leading K-12 ESL Programs in the 21st Century

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

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

627
Approaches to Computer Assisted Language Learning (CALL)

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

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.

629
ESL Specialist Professional Seminar

This course is the final course of the 5-course sequence for the ESL Program Specialist Certificate in the State of Pennsylvania. All students who receive the ESL Program Specialist Certificate must first obtain Instructional I Certification. This course should be taken in the last semester of a student’s ESL certificate program. The course offers a chance for students to synthesize their learning about ELLs, to fine tune a philosophy of education for English Language Learners, and to plan and implement lessons that are differentiated, integrated across language skills and content areas, and that include meaningful assessment. Meaningful collaboration with other educational professionals, advocacy and a deep understanding of current local, state and federal mandates regarding the education of English Language Learners are also a critical component of this culminating course. As in all ESL Program Specialist courses, there is a minimum of 12 hours of fieldwork. In this course, there is a formal observation of students’ teaching of English Language Learners. **Co-requisites:** ED 622, ED 623, ED 624, and/or ED 625

630
Leadership

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.

631
Managing Organizations

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 plans for solving management problems and implementing the solutions. **Prerequisite:** ED 630.

632
Managing Change

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

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

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 of Teaching & Learning**

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**

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**

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 630.639 A, B, C

**Practicum: Principal K=12**

(one credit each semester)

Fall, Spring, Summer

**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.

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

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

639A, B, C  
**Internship: K-12 Principal (Fall, Spring, Summer)**

Culmination activity for those persons seeking certification for the position of public school principal in Pennsylvania. Single certification is available for either Elementary or Secondary. Dual certification includes both Elementary and Secondary. Certification credit only; not applicable to the degree.

**Prerequisite:** completion of all required course work 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
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of pupil services as related to community, state, federal and local social agencies are examined.

641 Labor Relations and Negotiations

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

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

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

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 Human Resources and Negotiations

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.

648 The Superintendency

This course examines the role characterization of the superintendent and the leadership he/she provides in each role. It includes an analysis of the organizational dimensions of a school district and how the superintendent must effectively communicate with all stakeholders and members of the school community. Managing superintendent-school board relationships are studied as well as how to create positive district and community relations while engaging the community in school district activities and initiatives. The course also focuses on the superintendent's role as an instructional leader and how he/she can provide leadership in both regular and special education initiatives. The supervision, development and evaluation of school district administrators are also discussed as well as the ethical behaviors a superintendent must exhibit. The challenges and frustrations surrounding the position of a superintendent are also included in the course as well as how to initiate the application process for a superintendent's position. Course topics will be presented and discussed through case
studies included in the primary course text as well as case studies that are related to issues and problems that students are experiencing in their own districts.

**Prerequisite:** Students registering for this graduate level course must currently serve as a school administrator in a K-12 school setting and also hold a valid Pennsylvania certificate for the administrative position in which he/she is serving. No permission of the instructor is required.

**649 A, B, C**  
**Practicum: The Superintendency Internship: Superintendent**  
(one credit each semester)  
Fall, Spring and Summer  
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.

Note: The 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.

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

**660**  
**Advanced Seminar in Curriculum Development and Design**  
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**  
In this course using a sociological lens to explore school policy, students will focus on the impact on classroom practice, and ideological interpretations in cultural and philosophical context. Students will be 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 US and internationally are also addressed.

**660**  
**Character Students with Autism Spectrum Disorders**  
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**  
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.

**662**  
**Teaching Methods for Students with Autism**  
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

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: admission to the program

### 665 A, B, C 

**Internship: Supervisory Curriculum & Instruction**  
(one credit each semester)  
Fall, Spring, Summer

Note: The 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.

### 666 A, B, C

**Internship: Supervisory Special Education**  
(one credit each semester)  
Fall, Spring, Summer

Note: The 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.

### 670 Transition Planning and Services

The purpose of this course is to provide an understanding of the transition processes and procedures integral to comprehensive secondary educational programming. Transition-focused education is an outcomes oriented approach to helping students plan and prepare for life after high school in the areas of post-secondary education, employment and independent living. This course examines transition related legislation and planning requirements and explores the various services and instructional methods in transition and career development that support students as they move from middle school through high school and into early adulthood. The course emphasizes evidence-based best practices with a focus on self-determination and self-advocacy, on-going student-centered transition and career assessments, inclusive community-based instruction, aligning transition instruction with standards based curriculum and interagency and family collaboration.

### 671 Transition Assessment

Ongoing assessment is the foundation for student-centered transition planning and programming. The purpose of this course is to examine both formal and informal transition assessments and explore how these assessments are used to guide the transition process. Throughout the course, students will select, create and administer age-appropriate assessment tools. Based on an understanding of the assessment results, students will develop student-focused transition programs, services and instruction.  

**Prerequisites:** Admission to the program and satisfactory completion of ED670 with a “B” or better.

### 672 Partnerships for Successful Transition

Transition planning and programming is a collaborative process in identifying and providing appropriate instruction, services and support for secondary students with disabilities. This course will help transition professionals identify family, school, community and agency partners who support the student in the transition process. This course will provide an overview of the role of community and state systems that support
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transitioning youth and young adults. Students in the course will examine best practices in how to partner with agencies, schools and employers which provide students with additional support as they transition out of school and into post-secondary educational, employment and community settings. **Prerequisites:** Admission to the program and satisfactory completion of ED670 with a “B” or better.

673 Transition Curriculum and Instruction

The purpose of this course is to assist special educators and transition professionals in determining what to teach and how to teach it. The course will address issues related to developing and selecting curriculum that meet students’ transition needs and align with state academic standards. Evidence-based best practices in instructional methods and strategies including community-based instruction, career development and work-based learning, as well as technology integration will be explored. Throughout the course, students will evaluate and develop lessons that promote self-determination and self-advocacy and learn ways to assist high school students in developing the skills necessary for post-secondary success.

**Prerequisites:** Admission to the program and satisfactory completion of ED670 with a “B” or better.

676 Teacher Practice in a Connected World

This course will focus on what it means to be a connected educator. It will equip students with both practical and conscientious connectivity through habits of mind such as reflection, questioning, and learning continuously. This means that they will not only add new tools in their toolbox as thoughtful practitioners in present day but will be able to empower their students as well. Through hands-on experiences throughout the course, students thinking around what they believe to be true about teaching and learning will become visible and transformed through our interactions.

677 Seeking Equity in Connected Learning and Teaching

This course will explore a range of ideas related to a framework of design and learning principles called Connected Learning and support all participants in designing their own Connected Learning environment/opportunity for others based on these principles. Connected Learning is an approach that sees learning as interest-driven, peer supported, and oriented toward powerful outcomes for youth. It also encourages a production-centered approach in openly network environments within communities of shared purpose. This course then, with a specific emphasis on equity, has been explicitly designed to support participants in exploring connected learning by engaging in a range of connected practices themselves as learner-teachers, both on and offline. Each week will include a cycle of making, sharing and reflecting, further enhanced by connecting as a community in class and with another community of participants’ own choosing. And the course will culminate with an opportunity to make something for others – like a Connected Learning Camp and/or other environment/opportunity – that supports connecting learning in contexts and communities beyond the life of this course. This course is open to classroom educators and non-classroom educators alike.

681 ABA II: Procedures for Behavior Change

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

This course analyzes the basic process of behavior change and identifies how behavior analysts serve as behavior analysts/specialists to the community. Topics build on the basic knowledge of ED661 with more advanced learning in basic principles of behavior analysis (behavioral assessment; the application of those principles to children’s behavior; intervention methodologies; development of behavioral objectives to build self-control; 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.
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**Prerequisites:** Admission to the program and Satisfactory completion of ABA I and ABA II (“B” or better).

683  
**ABA IV: Behavior Analysis of Child Development**

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

684  
**ABA V: Behavioral Consultation in Homes, Schools and Communities**

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.

685  
**Ethics and Professionalism**

This interactive course guides students through the analysis of definitions, philosophical foundations and applications of ethics in their professional life. Ethical dilemmas are common in helping professions, such as applied behavior analysis, teaching, counseling, social work, etc. From personal ethical stands to professional guidelines and established laws, students will learn how to analyze ethical questions involved in professional relationships. Students will review traditional ethical perspectives and specific professional guidelines, and they will create and discuss case studies that illustrate situations likely encountered in daily interactions. Students will also examine a conceptual framework for the use of evidence-based practices. This course fulfills the requirements of the Behavior Analysis Certification Board of 45 instructional hours in Ethics.

687  
**Behavior Analysis Internship I**

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), precurrent 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

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.

694
Introduction to STEM Education | Credits 3.00

Introduction to STEM Education is a graduate methods course designed to introduce teachers to the cross cutting concepts, core ideas in science, and science and engineering practices based on the National Research Council’s Framework for K-12 Science Education and the Next Generation Science Standards. We will examine the current issues and trends in science education as they relate to the PK-12 curriculum and classroom.

695
Understanding the Designed World | Credits 3.00

This course is a graduate education methods course developed to study engineering and technology and their intersections with science and mathematics. Teachers will use the engineering design process and science inquiry as they explore concepts and problems in Earth, Space and Environmental Sciences as they relate to PK-12 curriculum and classroom.

696
STEM Literacies & Technology | Credits 3.00

This course is a graduate methods course developed for educators to introduce them to technologies and projects that will enhance their knowledge and understanding of literacy in the fields of Science, Technology, Engineering and Math. STEM Literacy is an ability to effectively communicate concepts and content from STEM in a way that demonstrates an understanding of the interconnectedness of the individual STEM fields in solving challenges or problems that cannot be resolved by any one individual approach.

697
STEM and Society: Field Study Abroad | Credits 3.00

This is a graduate interdisciplinary inquiry- and problem-based course designed to introduce teachers to the synergistic and symbiotic relationships between society and the environment. Specifically, teachers will study the principal Earth constituents (e.g., rocks, air) and useful materials (e.g., ores, fossil fuels); subsequent demands, shortages and exploration of alternatives; and effects of surface and subsurface processes (rivers, estuaries, oceans, volcano, and earthquakes) that act individually or concomitantly to create contemporary environmental issues such as water supply shortage, ozone layer depletion, contamination of local land and water resources, increase in temperatures (water, land and air), and geological hazards. Prerequisites: ED694, ED695, ED696, and ED698

698
STEM Curriculum and Assessment in Action | Credits 3.00

This course is designed for graduate students in the STEM Education program to help them synthesize and apply what they learned from their previous courses to STEM curricula in their district, school, and/or classrooms. Students will conduct curriculum mapping and topic study, learn to develop curriculum and assessments at the district and classroom
level, and integrate STEM topics into other subject areas in PK-12 classrooms. The course will develop students’ abilities to plan project-based assessments, assessment with real-world connections, and authentic applications.

699 Assessment, Analysis and Instruction in Reading and Writing

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

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

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

703 Positive Behavior Support

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

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

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

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.
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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 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 729  
**Improving Education Through Inquiry**

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
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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 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 will 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 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.

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.
750
**Foundations of Inquiry: Qualitative Research**

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
**Foundations of Inquiry: Quantitative Research**

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**

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**

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
**Transition to Post-Secondary Life**

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
**Qualitative Research Methods**

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
**Quantitative Research Methods**

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 develop and refine their substantive areas of focus.

802
**Mixed Methods Research**

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 (Qualitative, Quantitative, Mixed Methods)**

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.
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804  
**Special Topics**

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**

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**

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.
Mathematics Education
at Arcadia University

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

Master’s Degrees and Teacher Certification

Master of Education

Master of Arts in Education

Certifications
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

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

3. Electives (6–9 credits) chosen with the adviser

4. ED599 Master’s Thesis– 3 credits

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 forms can be found on the graduate forms page at www.arcadia.edu/gsforms.

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.

1. Mathematics Concentration

2. Education Foundation Courses (6 credits)

3. Concentration Courses (Mathematics) (15 credits)
4. Electives in Education (6 credits)

5. ED599 Culminating Master's Project (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. **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 forms can be found on the graduate forms page at www.arcadia.edu/gsforms.

**Teacher Certification**

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

**Mathematics Education 7–12**

- ED 503 General Foundations of Education in the United States
- ED 512 Differentiated Instruction in Inclusive Classrooms
- ED 523 The Teacher and the Classroom, Secondary
- ED 526B Learning and Assessment in Secondary Mathematics
- ED 565B Computers and Technology in the Mathematics Curriculum
- ED 580 Introduction to Inclusive Education
- ED 606 Strategic Instruction for Emergent and Content Area Literacy
- ED 622 ESL: Multicultural and Multilingual Literacies
- ED 471 Graduate Student Teaching Practicum: Secondary 7–12 (6 credits; credits not applicable to master's degree or culminating activity) **OR**

**Important Additional Certification Requirements**

1. Completion of all subject/content area coursework required to meet the general and specific certification standards of the Pennsylvania Department of Education for middle school education certification. This will be determined by the Program Coordinator during an initial advising meeting.

2. Satisfactory completion of student teaching ("B" or better) in the area of certification and the PDE 430 performance-based assessment rating form. (Note that all practicum prerequisites must be met and the adviser's approval received before enrolling in the student teaching.)

3. Proficiency in the skills of teaching as demonstrated through three levels of program fieldwork prior to the student teaching experience.

4. Program GPA of 3.0 is required by Pennsylvania Department of Education and the University to apply for Instructional I certification.

5. Obtain qualifying scores on the PAPA Series qualifying tests and the appropriate PECT/PRAXIS required tests (Note: in order for students to receive an Instructional I certificate from the PA Dept. of Education they will need to obtain qualifying scores on all required PECT/PRAXIS tests. Students may retake tests if their scores do not meet the state required cutoff scores.

6. Updated clearance documentation: PA Criminal Background Check, PA Child Abuse background check and FBI background check.

7. Completion of Pennsylvania Instructional I application required by the University and the Pennsylvania Department of Education. Information on the Instructional I application process can be found on the graduate forms page at www.arcadia.edu/gsforms
Modular Master’s Degree in Education at Arcadia University

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

Modular Master’s Degree in Education

Modular Master’s in Education degree program focuses on educational processes in either general education or specialized areas. The foundation courses provide knowledge basic to all aspects of education. The culminating project provides an opportunity for the student to demonstrate their expertise on a particular topic and apply their learning across the courses in their program towards real-world issues and problems.

About the Modular Master Degree

In consultation with a faculty member, students design a Modular Master program that fits their individual needs by combining two Certificate modules, along with two foundations courses and a culminating experience. For example, a student interested in the education of inner-city children whose first language is not English might choose to combine certificate modules in ESL and Urban Education for a Modular Master’s Degree.

Modular Master’s Degree

(A minimum of 30 Credits)

1. Two Certificate Modules (24-27) Credits: See individual catalog sheets for details on each certificate
   a. Applied Behavior Analysis
   b. Autism Education
   c. Connected Learning
   d. Curriculum Studies
   e. ESL Program Specialist
   f. Infant-Toddler Mental Health
   g. Science, Technology, Engineering, and Mathematics (STEM) Education
   h. Secondary Transition
   i. Urban Education

2. Two Foundation Courses (6 credits) chosen with the adviser

3. Culminating Activity Project (3 credits) ED599 Culminating Master’s Project

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.
PreK-4 or PreK-4/Special Education (PreK–8) at Arcadia University

PreK-4 or Dual Certification with Special Education (PreK-4 / PreK-8)

Master’s Degrees and Teaching Certification

Master’s of Education (M.Ed.)

Concentrations:
- Early Childhood / Elementary Education (PreK-4)
- Early Childhood / Special Education

Certification: Instructional
- PreK – 4 certification

Dual Certification with Special Education (PreK-4 / PreK-8)

Certificates:
- Infant Toddler Mental Health
- Early Childhood Leadership
- PA Director’s Credential

About the PreK-4 Master’s Degree Program

PreK-4 or Dual certification with Special Education (PreK-4 / PreK-8) master’s and certification programs are designed to provide the student with both the conceptual and skill understandings of best practices in working with young children and in designing meaningful learning environments for young children. Students have the choice of pursuing a concurrent masters and certification program in PreK-4 or in Dual certification with Special Education (PreK-4 / Prek-8). The master’s degree is not required for certification, and certification requirements may vary based on academic experience. See Certification Requirements.

Students may also have the option of creating a Master’s program by including one or more Arcadia certificates. A student wanting to do a M.Ed with a concentration in Early Childhood / Elementary may consider including an Early Childhood Leadership Certificate, Infant Toddler Mental Health Certificate and a Director’s Credential Certificate.

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

1. Foundation Courses (6–9 credits) chosen with the adviser.

2. Concentration Courses (15–18 credits) chosen with the adviser from the following:
   - ED 512 Differentiated Instruction for Inclusive Classrooms
   - ED 514 Assessment in the Classroom
   - ED 517 Human Development: The School Years, K–12
   - ED 521 The Teacher and the Classroom, Elementary
   - ED 526A Learning and Assessment in Elementary/Middle Math
   - ED 552 Issues and Methods in Elementary/Middle Science
   - ED 562A Teaching Citizenship and Social Science, K–8
   - ED 580 Introduction to Inclusive Education
   - ED 585 Positive Behavior Approaches
   - ED 601 Literacy Foundations
   - ED 605 Writing to Improve Literacy
   - ED 606 Strategic Instruction for Emergent and Content Area Lit
   - ED 618 Instructional Strategies for Early Childhood
   - ED 621 Communication Strategies for Effective EC Programs
   - ED 622 ESL: Multilingual Multicultural Literacies

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

4. Culminating Activity: (3 credits)
   - ED 599 Culminating Master’s Project

MODULAR MASTER’S IN EARLY CHILDHOOD/ELEMENTARY EDUCATION

Minimum credits = 30 credits

1. Foundation Courses (6–9 credits) chosen with the adviser 2. Certificate Courses to be included as Concentration Courses (15–18 credits) chosen with the adviser from the following:
Select one or more certificates from the following:

- Infant Toddler Mental Health Certificate (12 credits)
- Early Childhood Leadership Certificate (12 credits)
- Director’s Credential (9 credits)

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

4. Culminating Activity: (3 credits)
   ED599 Culminating Master’s Project

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

**PreK–4 Education**

- ED 512 Differentiated Instruction in Inclusive Classrooms
- ED 517 Human Development: The School Years
- ED 521 The Teacher and the Classroom, Elementary
- ED 526A Learning and Assessment in Elementary/Middle Math
- ED 552 Issues and Methods in Elementary/Middle Science
- ED 562A Teaching Citizenship and Social Science, K–8
- ED 564 Creative Expressions
- ED 580 Introduction to Inclusive Education
- ED 601 Literacy Foundations
- ED 606 Strategic Instruction for Emergent and Content Area Literacy
- ED 618 Instructional Strategies in Early Childhood
- ED 621 Communication Strategies for Effective EC Programs
- ED 622 ESL: Multilingual and Multicultural Literacies
- ED 592 Graduate Student Teaching Practicum: PreK–4/Special Education (PreK–8) (6 credits; credits not applicable to: master’s degree or culminating activity)
- ED 583E Fieldwork (for students holding a valid Pennsylvania Instructional I or II certificate) (3 credits; credits not applicable to master’s degree)

**Dual Certification with Special Education (PreK–4/Prek–8)**

- ED 512 Differentiated Instruction in Inclusive Classrooms
- ED 514 Assessment in Classrooms
- ED 517 Human Development: The School Years
- ED 526A Learning and Assessment in Elementary/Middle Math
- ED 552 Issues and Methods in Elementary/Middle Science
- ED 562A Teaching Citizenship and Social Science, K–8
- ED 580 Introduction to Inclusive Education
- ED 584 Supporting Students with Low Incidence Disabilities
- ED 585 Positive Behavior Approaches
- ED 601 Literacy Foundations
- ED 583E Fieldwork (for students holding a valid Pennsylvania Instructional I or II certificate) (3 credits; credits not applicable to master’s degree)

**CERTIFICATES in EARLY CHILDHOOD/ELEMENTARY EDUCATION**

**Infant Toddler Mental Health Certificate**

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 academic year (August to May). For additional information visit:

[http://www.arcadia.edu/education/infant-toddler-mental-health/](http://www.arcadia.edu/education/infant-toddler-mental-health/)

**Early Childhood Leadership Certificate**

is a 12-credit Graduate Certificate in Early Childhood Leadership (ECL). It 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. For further information visit: http://www.arcadia.edu/education/Early-Childhood-Leadership/

**PA Director’s Credential Certificate**
Arcadia University offers 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 are offered on campus and fully online. For further information: http://www.arcadia.edu/continuing-studies/pa-director-credentials/

**Student Teaching Practicum**

Students who have completed their entire coursework will be ready to student teach. Applications for student teaching must be submitted with all required materials the semester prior to student teaching. The deadlines are early September for a spring practicum and early February for a fall practicum. Applications are available through the Office of School and Community Collaborations or by visiting the School of Education website.

Admission for student teaching requires: A 3.0 overall GPA; valid and updated clearances; and permission of the Director of Office of School and Community Collaborations.

Testing Requirements for All Candidates Seeking Certification in the State of Pennsylvania

**Testing Requirements for PreK-4/Special Education**
- Pre-service Academic Performance Assessment (PAPA)
- PreK-4 (PECT)
- Special Education PreK-8 (PECT)

CLEARANCES
The PA Department of Education requires Arcadia University to have a copy of current clearances for all students completing field experiences and Student Teaching. PDE states that students must demonstrate the professional behavior of acquiring and maintaining appropriate clearances.
It is the responsibility of the student that ALL required clearances be on file with the Arcadia University School of Education before taking courses. It is the responsibility of the student to update annually the PA Child Abuse, PA Criminal Record Check, Arrest/Conviction form and the TB test in May/June. Not doing so will jeopardize field placement and, subsequently, course completion. This could result in a negative evaluation of your professional behavior. It is the responsibility of the student to retain the original clearances in a safe place and to make copies available to fieldwork sites on your first visit.

For more information visit: http://www.arcadia.edu/education/clearances/

**Additional Certification Requirements**

1. Satisfactory completion of all coursework and GPA requirement specified by the Pennsylvania Department of Education (3.0 GPA).
2. Satisfactory completion of an Intensive Field Experience.
3. Demonstration of proficiency in the skills of teaching through fieldwork.
4. Satisfactory completion of University requirements as identified elsewhere in this catalog.
5. Satisfactory completion of student teaching (“B” or better) in the area of certification and the PDE 430 performance–based assessment rating form. (Note that all practicum prerequisites must be met and the adviser’s approval received before enrolling in the student teaching.)
6. Obtain qualifying scores on the appropriate PECT required tests (Note: in order for students to receive an Instructional I certificate from the PA Dept. of Education they will need to obtain qualifying scores on all required PECT tests. Students may retake tests if their scores do not meet the state required cutoff scores.
7. Completion of Pennsylvania Instructional I application required by the University and the Pennsylvania Department of Education. Information on the Instructional I application process can be found on the graduate forms page at www.arcadia.edu/gsforms.
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 Introductions to Inclusive Education 

ED 601 Literacy Foundations 

1. Foundation Courses (6 credits) chosen in consultation with the adviser. 

ED 563 Reading Specialist Professional Seminar 
ED 605 Writing to Improve Literacy 
ED 606 Strategic Instructions for Emergent & Content Literacy (k-6) 
ED 607 Strategic Instructions for Adolescent Readers and Writers (7-12) 
ED 608 Literature for Children 
ED 609 Literature Acquisitions 
ED 610 K-12 Literature & Multimodal texts 
ED 676 Teacher Practice in a Connected World 
ED 622 Multilingual and Multicultural Literacies 
ED 623 Multilingual and Multicultural Assessments 
ED 699 Assessments, Analysis and Instruction in Reading & Writing 

2. Concentration (21 credits) 

ED 603 Reading Specialist 
ED 604 Writing to Improve Literacy 
ED 605 Strategic Instructions for Emergent & Content Literacy (k-6) 
ED 606 Strategic Instructions for Adolescent Readers and Writers (7-12) 
ED 607 Literature for Children 
ED 608 Literature Acquisitions 
ED 610 K-12 Literature & Multimodal texts 
ED 676 Teacher Practice in a Connected World 
ED 622 Multilingual and Multicultural Literacies 
ED 623 Multilingual and Multicultural Assessments 
ED 699 Assessments, Analysis and Instruction in Reading & Writing 

3. Electives (3 credits) chosen with the adviser 

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. 

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

Reading K–12 Pennsylvania Instructional Teacher Certification (variable credit depending on previous academic credentials)

Prerequisites

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ED 580</td>
<td>Introductions to Inclusive Education</td>
</tr>
<tr>
<td>ED 601</td>
<td>Literacy Foundations</td>
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Required Courses

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<tr>
<th>Course</th>
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<tbody>
<tr>
<td>ED 563</td>
<td>Professional Seminars</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 Instructions for Adolescent Readers and Writers (7-12)</td>
</tr>
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<td>ED 608</td>
<td>Literatures for Children</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>
</tr>
<tr>
<td>ED 699</td>
<td>Assessments, Analysis and Instruction in Reading and Writing</td>
</tr>
<tr>
<td>ED 595</td>
<td>Literacy Seminar/Language and Literacy Project (LLP) (6 credits)</td>
</tr>
</tbody>
</table>

Praxis II:

- Fundamental Subjects: Content Knowledge [5511]
  Qualifying Score: 150
- Reading Specialist K-12 [5301]
  Qualifying Score: 570

Important Additional Certification Requirements

1. Completion of all subject/content area coursework required to meet the general and specific certification standards of the Pennsylvania Department of Education for middle school education certification. This will be determined by the Program Coordinator during an initial advising meeting.

2. Satisfactory completion of student teaching ("B" or better) in the area of certification and the PDE 430 performance-based assessment rating form. (Note that all practicum prerequisites must be met and the adviser’s approval received before enrolling in the student teaching.)

3. Proficiency in the skills of teaching as demonstrated through program fieldwork

4. Program GPA of 3.0 is required by Pennsylvania Department of Education and the University to apply for Instructional I certification.

5. Obtain qualifying scores on the PAPA Series qualifying tests and the appropriate PECT/PRAXIS required tests (Note: in order for students to receive an Instructional I certificate from the PA Dept. of Education they will need to obtain qualifying scores on all required PECT/PRAXIS tests. Students may retake tests if their scores do not meet the state required cutoff scores.

6. Updated clearance documentation: PA Criminal Background Check, PA Child Abuse background check and FBI background check.

7. Completion of Pennsylvania Instructional I application required by the University and the Pennsylvania Department of Education. Information on the Instructional I application process can be found on the graduate forms page at www.arcadia.edu/gsforms
**Science Education**

at Arcadia University

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

**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.

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.

**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.
Social Studies Education
at Arcadia University
*Global Perspectives...Personal Attention...Real-World Integrative Learning Experiences*

**Master’s Degree and Teacher Certification**
*Master of Education with a Concentration in Secondary Education*

**Certifications**
- Instructional
- Supervisory

**About the Master’s Degrees Programs**
These programs are designed to allow students seeking certification in secondary areas to attain a master’s degree concurrently. The degrees are 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 credits) chosen with the adviser
2. Concentration Courses (15–18 credits) chosen with the adviser. The student and advisor will create a program of study to meet student goals and plans. Some courses may include:
   - **ED 512** Differentiated Instruction in Inclusive Classrooms
   - **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. **Ed 599** Culminating Master’s Project: (3 credits) Arranged and designed 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.

**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.

**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 512** Differentiated Instruction In Inclusive Classrooms
- **ED 523** The Teacher and the Classroom, Secondary
- **ED 562B** Teaching Citizenship and Social Science
- **ED 565** Introduction to Instructional Technology
- **ED 580** Introduction to Inclusive Education
- **ED 606** Strategic Instruction for Emergent and Content Area Literacy
- **ED 622** ESL: Multicultural and Multilingual Literacies
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)

Important Additional Certification Requirements

1. Completion of all subject/content area coursework required to meet the general and specific certification standards of the Pennsylvania Department of Education for middle school education certification. This will be determined by the Program Coordinator during an initial advising meeting.

2. Satisfactory completion of student teaching (“B” or better) in the area of certification and the PDE 430 performance-based assessment rating form. (Note that all practicum prerequisites must be met and the adviser’s approval received before enrolling in the student teaching.)

3. Proficiency in the skills of teaching as demonstrated through program fieldwork.

4. Program GPA of 3.0 is required by Pennsylvania Department of Education and the University to apply for Instructional I certification.

5. Obtain qualifying scores on the PAPA Series qualifying tests and the appropriate PECT/PRAXIS required tests (Note: in order for students to receive an Instructional I certificate from the PA Dept. of Education they will need to obtain qualifying scores on all required PECT/PRAXIS tests. Students may retake tests if their scores do not meet the state required cutoff scores.

6. Updated clearance documentation: PA Criminal Background Check, PA Child Abuse background check and FBI background check.

7. Completion of Pennsylvania Instructional I application required by the University and the Pennsylvania Department of Education. Information on the Instructional I application process can be found on the graduate forms page at www.arcadia.edu/gsforms.
Special Education
at Arcadia University

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

Master of Education with a Concentration in Special Education

Certifications
- PreK-4 Education/PreK-8 Special Education
- PreK-8 Special Education Certification
- 7-12 Special Education Certification
- Supervisory Administrative

About the Master of Education with a Concentration in Special Education (M.Ed.)
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) Designing authentic, meaningful instruction that addresses real needs of students and families; and
4) Engaging in 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.

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

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.

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

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

**Prerequisites**  
Level I or II Instructional Certificate in Elementary or Middle School Education or Reading Specialist

ED 606 Strategic Instruction for Content Literacy

Ed 517 Human Development

Ed 622 ESL: Multilingual and Multicultural Literacies

ED526A Learning and Assessment in Elementary Math

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<tr>
<th>Course Code</th>
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<tr>
<td>ED 505</td>
<td>Cultural Foundations of Education</td>
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<td>ED 510</td>
<td>Interpreting Educational Research</td>
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<td>ED 566D</td>
<td>Instructional and Assistive Technologies</td>
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<td>ED 580</td>
<td>Introduction to Inclusive Education</td>
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<td>ED 582</td>
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<td>ED 585</td>
<td>Positive Behavioral Approaches</td>
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<td>ED 670</td>
<td>Transition Planning and Services</td>
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<tr>
<td>ED 591</td>
<td>The Profession of Special Education</td>
</tr>
<tr>
<td>ED 583E</td>
<td>Fieldwork (3 credits; credits not applicable to the master's degree)</td>
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</table>

In addition, students must also register for the following 0-credit lab courses: ED580.LE, ED582.LE, ED584.LE, ED585.LE, ED670.LE, and ED591.LE. The purpose of these lab courses is to designate on the student's transcript that fieldwork throughout the program and in each course was completed with PreK-8 students. The lab courses carry no cost or additional requirements beyond the fieldwork embedded in each course.

Students must apply to take ED583E in the semester before enrolling in this course. Applications are due October 1st for the Spring semester and March 1st for the Fall semester.

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

**Prerequisites**  
Level I or II Instructional Certificate in Middle School Education or Secondary Education

ED 606 Strategic Instruction for Content Literacy

Ed 517 Human Development

Ed 622 ESL: Multilingual and Multicultural Literacies

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<tbody>
<tr>
<td>ED 505</td>
<td>Cultural Foundations of Education</td>
</tr>
<tr>
<td>ED 510</td>
<td>Interpreting Educational Research</td>
</tr>
<tr>
<td>ED 566D</td>
<td>Instructional and Assistive Technologies</td>
</tr>
<tr>
<td>ED 580</td>
<td>Introduction to Inclusive Education</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 670</td>
<td>Transition Planning and Services</td>
</tr>
<tr>
<td>ED 591</td>
<td>The Profession of Special Education</td>
</tr>
<tr>
<td>ED 583S</td>
<td>Fieldwork (3 credits; credits not applicable to the master's degree)</td>
</tr>
</tbody>
</table>

In addition, students must also register for the following 0-credit lab courses: ED580.LS, ED582.LS, ED584.LS, ED585.LS, ED670.LS, and ED591.LS. The purpose of these lab courses is to designate on the student’s transcript that fieldwork throughout the program and in each course was completed with PreK-8 students. The lab courses carry no cost or additional requirements beyond the fieldwork embedded in each course.

Students must apply to take ED583S in the semester before enrolling in this course. Applications are due October 1st for the Spring semester and March 1st for the Fall semester.
**Special Education at Arcadia University**

**Additional Certification Requirements**

1. Completion of fieldwork experiences. All certification courses require fieldwork/pre-student teaching experiences. PDE competencies for stages 1, 2, and 3 must be demonstrated. Successful completion of both the course and the fieldwork is required.

2. Completion of all subject area coursework required to meet the general and specific certification standards of the Pennsylvania Department of Education. This will be determined by the student’s advisor.

3. A grade of “B” or better in the Fieldwork Practicum

4. Completion of Pennsylvania Educator Certification Test (PECT) is required prior to enrolling in the Fieldwork Practicum.

PECT Special Education PreK-8 (2 modules) or PECT Special Education 7-12 (2 modules)

Qualifying Score: 220 per module

**PreK-4 Education/PreK-8 Special Education**

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

This program is designed for individuals seeking a first Instructional I Certificate in PreK-4 Education and PreK-8 Special Education and plan to work in an elementary or early elementary setting.

**Special Education Requirements**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
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</thead>
<tbody>
<tr>
<td>ED 512</td>
<td>Differentiating Instruction in Inclusive Settings</td>
</tr>
<tr>
<td>ED 580</td>
<td>Introduction to Inclusive Education</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 606</td>
<td>Strategic Instruction for Emergent and Content Literacy (K-6)</td>
</tr>
</tbody>
</table>

**PreK-4 Education Requirements**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ED 514</td>
<td>Assessment/Classrooms</td>
</tr>
</tbody>
</table>

**Important Additional Certification Requirements**

- **Program GPA of 3.0 is required by Pennsylvania Department of Education and the University to apply for Instructional I certification.**

1. Completion of all subject/content area coursework required to meet the general and specific certification standards of the Pennsylvania Department of Education for middle school education certification. This will be determined by the Program Coordinator during an initial advising meeting.

2. Satisfactory completion of student teaching (“B” or better) in the area of certification and the PDE 430 performance-based assessment rating form. (Note that all practicum prerequisites must be met and the adviser’s approval received before enrolling in the student teaching.)

3. Proficiency in the skills of teaching as demonstrated through program fieldwork

4. Program GPA of 3.0 is required by Pennsylvania Department of Education and the University to apply for Instructional I certification.
Special Education at Arcadia University

5. Obtain qualifying scores on the appropriate PECT/PRAXIS required tests (Note: in order for students to receive an Instructional I certificate from the PA Dept. of Education they will need to obtain qualifying scores on all required PECT/PRAXIS tests. Students may retake tests if their scores do not meet the state required cutoff scores.

6. Updated clearance documentation: PA Criminal Background Check, PA Child Abuse background check and FBI background check.

7. Completion of Pennsylvania Instructional I application required by the University and the Pennsylvania Department of Education. Information on the Instructional I application process can be found on the graduate forms page at www.arcadia.edu/gsforms

PECT PreK-4 (3 modules)
Qualifying score: 220 per module

PECT Special Education PreK-8
(2 modules)
Qualifying Score: 220 per module
Science, Technology, Engineering, and Mathematics (STEM) Education at Arcadia University

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

Arcadia University Graduate Certificate
Science, Technology, Engineering, and Mathematics (STEM) Education

About the Certificate in STEM

The STEM Education graduate program will prepare prospective and practicing teachers to integrate and incorporate Science, Technology, Engineering, and Mathematics to PreK-12 instruction inside and outside the classroom. The program was developed in response to the calls at the national and local levels to recruit, educate and support PreK-12 educators to plan, teach, assess, and reflect on integrated STEM instruction. Teachers will study the core ideas in science, cross-cutting concepts, and science and engineering practices based on the Framework for K-12 Science Education and the Next Generation Science Standards. Specifically, the goals of the STEM Education program are to:

- Enhance teachers' knowledge building and development of disciplinary core ideas in science (i.e. physical, Earth system, life, environment).
- Develop teachers' pedagogical content knowledge (PCK) in teaching integrated STEM with connections to literacy (reading and writing). PCK includes teachers' assessment of student learning, teaching orientation, knowledge and use of suitable resources and curricula.
- Improve teachers' ability to incorporate, develop and implement instructions, units of study, and curricula with the following STEM practices: (a) use of students' prior knowledge to ask questions or define problems, (b) develop conceptual or physical models, (c) use models to design experiments or prototypes, (d) conduct experiments to test these models, (e) construct explanations and solutions, (f) use and apply mathematics and technology, (g) revise models or prototypes, and (h) argue in light of new evidence (NRC, 2012).
- Foster teachers' scientific, mathematical, and technological skills.
- Develop the next generation of teacher leaders with global perspectives towards STEM, society, education, energy, environment, and sustainability.
- Promote students’ 21st century skills such as creativity, innovation, critical thinking, problem solving, collaboration, and communication through STEM practices.
- Increase the number of teachers with STEM Education background.
- Enhance partnerships between Arcadia University and PreK-12 School Districts in the professional development of teachers and redesign of science curricula to integrate STEM Education.

The STEM Education graduate program is for prospective and practicing teachers, PreK-12 educators with or without STEM background, instructional coaches, school administrators, and informal educators.

This is a 15-credit program which will provide qualified teachers with specialized knowledge of the application of STEM. Specifically, teachers will engage in:

- Five graduate courses in STEM education (three credit hours each): Introduction to STEM Education, Understanding the Designed World, STEM Literacy and Technology, STEM and Society: Field Study Abroad, and STEM Curriculum and Assessment in Action.
- At least 40 hours of fieldwork that will highlight the STEM disciplinary practices and PCK. Fieldwork includes STEM in the Box units of study and projects, case studies, developing sustainable everyday practices and re-engineering neighborhood projects, and environmental education fieldwork Philadelphia and Sicily, Italy.
- Completing a culminating project in which teachers will develop an integrated unit of study that focuses on students' STEM learning, conduct curriculum mapping and articulation, write a proposal for a small grant, and participate and organize STEM community-based gatherings.
Science, Technology, Engineering, and Mathematics (STEM) Education at Arcadia University

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

Study Abroad

Highly unique to Arcadia’s Graduate Certificate in STEM is its integrated study abroad program that includes 40 hours of fieldwork in Sicily. For the fifth consecutive year, Arcadia has been ranked first in the U.S. in study abroad programs according to the Institute of International Education’s Open Doors Report.

Expenses

Please note that STEM Certificate tuition includes a travel component.

- $866/credit for Fall 2015 and Spring 2016 entering cohorts (fixed throughout program)
- $40/semester registration fee + $50/semester technology fee + $70 annual parking fee if applicable.

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

Certificate Requirements (15 credits)

- ED694 Introduction to STEM Education (3 credits)
- ED695 Understanding the Designed World (3 credits)
- ED696 STEM Literacies and Technologies (3 credits)
- ED697 STEM and Society: Field Study Abroad (3 credits)
- ED698 STEM Curriculum and Assessment in Action (3 credits)

Transfer Credit: Transfer credit is not permitted in this program.
TESOL Education at Arcadia University

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

Master of Education in Literacy Studies
(TESOL and Reading)

Master of Education in Literacy Studies
(TESOL and Technology)

Certifications: Pennsylvania Department of Education (PDE)

English as a Second Language Program Specialist K-12

Reading Specialist K-12

**Master of Education Degree Requirements**

The TESOL program provides a focus in two different areas or concentrations and will lead to the M.Ed. with certification possibilities in ESL or Reading. The two 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 (or another Foundations course chosen with advisor)
   - ED 625 ESL: Language Diversity & Schooling

2. **Core Courses in Reading (15 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
   - ED 610 K-12 Literature & Multi-modal texts
   - ED 699 Assessment, Analysis and Instruction in Reading & Writing

3. **Core Courses in TESOL (12 credits)**
   - ED 622 ESL: Teaching Multilingual and Multicultural Literacies
   - ED 623 ESL: Multilingual and Multicultural Assessments
   - ED 624 ESL: Understanding Language Learning
   - ED 629 ESL: Theory & Practice of TESOL (culminating course: should be taken in final semester of ESL Certificate completion)

4. **Culminating Course (6 credits)**
   - ED 595 Literacy Seminar/Language & Literacy Project

All courses in the TESOL and Reading program are required for Reading and English as a Second Language 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.

**Degree requirements (a minimum of 30 credits)**

1. **Foundation courses (6 credits)**
   - ED 625 ESL: Language Diversity and Schooling
   - ED 676 Teacher Practice in a Connected World

2. **Core Courses in Instructional Technology (12 credits)**
   - ED 565 Introduction to Instructional Technology
   - ED 566 Web-based Information Literacy (online)
TESOL Education at Arcadia University

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
   ED 629  ESL: Theory & Practice of TESOL (culminating course: should be taken in final semester of ESL Certificate completion)

4. Culminating Course (3 credits)
   ED 628  TESOL and Technology

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 as well as information on certification policies and procedures can be found on the graduate forms page at www.arcadia.edu/gsforms.

Please Note: All students completing a graduate Education certificate (GPA 3.0 is required) are required to complete a certificate completion form with their academic adviser after completing 12 Arcadia graduate credits and submit the form to the Office of Graduate Studies.

All graduate forms can be found on the graduate forms page at www.arcadia.edu/gsforms.
Transition to Post-Secondary Life at Arcadia University

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

Coordinator
Dr. Clare Papay

Graduate Certificate
Transition to Post-Secondary Life

About Arcadia’s Graduate Certificate in Transition to Post-Secondary Life
The Graduate Certificate in Transition to Post-Secondary Life is a 12-credit program, which provides students with advanced training in the post-secondary transition process. In this program, students will enhance their understanding of transition-related regulations, policies, and procedures, and will explore best practices in assessment, instruction and curriculum, and interagency collaboration that are essential to provide appropriate transition services under IDEA 2004. The transition certificate program meets the Pennsylvania Department of Education (PDE) Special Education candidate competencies in Secondary Transition. The 12 credits earned in this certificate program may be applied to a Master of Education with departmental approval and advising.

What is Transition to Post-Secondary Life?
Transition to Post-Secondary Life is the process of preparing youth with disabilities for adult life. Meaningful transition planning and programming are key elements in preparing students with disabilities for post-secondary education, employment, and independent living. The transition plan is a central component in the development of Individualized Education Programs (IEPs) for high school students and in Pennsylvania, transition planning must begin by age fourteen.

Who is this Certificate for?
The Transition to Post-Secondary Life Certificate is designed to increase the transition-related knowledge and skills of the various individuals involved in the transition process. These individuals include transition coordinators, special educators, special education administrators, service providers (counselors and occupational therapists), vocational rehabilitation counselors, community based educators, parents, advocates, or any individual with a background in education or adult services who is interested in expanding his/her knowledge in the area of transition-focused special education.

Transition coordinators and secondary educators work with students to provide an education that prepares students for life after high school. Knowledge and skills in the field of transition are essential for all secondary special educators as transition-related post-secondary goals drive instruction and services across the curriculum for high school students.

Why Study at Arcadia?
All of Arcadia’s instructors have extensive experience working in the field of transition as transition coordinators or in other roles as part of the transition process. Arcadia’s program is designed to develop professional expertise in Transition to Post-Secondary Life and the skills necessary to design and implement high quality transition programming that will result in meaningful outcomes for youth with disabilities.

Are Courses Taught Online?
The four courses in the Graduate Certificate in Transition to Post-Secondary Life are fully online. Students must also attend one day Summer Seminar/ Orientation in person at the beginning of the program.

Why Study Transition to Post-Secondary Life?
The Transition to Post-Secondary Life Certificate program at Arcadia will meet the growing need of secondary special educators and transition coordinators interested in expanding their knowledge in the field of transition. The coursework will provide these individuals with the skills to create and implement transition plans, instruction and services to better serve their students.

In order to ensure proper implementation of federal IDEA requirements, State Education Agencies are monitoring the 20 Indicators of the State Performance Plan (SPP), including
Secondary Transition at Arcadia University

several indicators relating to secondary transition. Indicator 13 measures “percent of youth aged 16 and above with an individual education program (IEP) that includes coordinated, measurable annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals,” and Indicator 14 measures the “percent of youth who had IEPs, are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both, within one year of leaving high school.” This certificate includes extensive training in the Indicator 13 monitoring process so that students who complete the program have the skills and knowledge to provide appropriate services and instruction to ensure successful post-secondary outcomes for all youth.

Requirements for the Graduate Certificate in Transition to Post-Secondary Life
(12 credits)

The following courses are required:

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<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>ED 670</td>
<td>Transition Planning and Services</td>
<td>3</td>
</tr>
<tr>
<td>ED 671</td>
<td>Transition Assessment</td>
<td>3</td>
</tr>
<tr>
<td>ED 672</td>
<td>Partnerships for Successful Transition</td>
<td>3</td>
</tr>
<tr>
<td>ED 673</td>
<td>Transition Curriculum and Instruction</td>
<td>3</td>
</tr>
</tbody>
</table>

ED670 should be taken first. The remaining three courses can be taken in any order.

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

Please Note: All students completing a graduate Education certificate (GPA 3.0 is required) are required to complete a certificate completion form with their academic adviser after completing 12 Arcadia graduate credits and submit the form to the Office of Graduate Studies.

All graduate forms can be found on the graduate forms page at www.arcadia.edu/gsforms.
Urban Education
at Arcadia University
Global Perspectives...Personal Attention...Real-World Integrative Learning Experiences

Arcadia University
Graduate Certificate
Urban Education

About the Certificate in Urban Education
The concept of urban education is critical to our understanding of teaching and learning in the United States. Urban schooling has historically played a primary role in transforming education. The Arcadia University School of Education offers a 12 credit, 48 week post-baccalaureate Urban Education Certificate designed to help teachers better understand and be prepared to handle the complexity of teaching in urban K-12 settings, and to bolster students’ marketability in a competitive education market.

The state of Pennsylvania (1) provides scholarships to postsecondary students committing to teaching in urban schools 5 years; (2) Identifies critical shortages of certified teachers for PA urban areas and; (3) provides informational sessions and experiential programs for middle level and high school students to encourage them to pursue teaching careers in urban environments.

This certificate can be coupled with a master's degree and/or state certification for both undergraduate and graduate students and can easily be added to almost all of the School's M.Ed. programs.

Program Highlights
The Certificate can also be a “stand alone” program, with the credential earned in one academic year.

Certificate features a culminating action research project to prepare students who are ready to begin their K-12 teaching career and others interested in research and scholarship in Urban Education at the master’s or doctoral level.

Fieldwork in Greater Philadelphia area urban schools likely to employ program participants.

Organized trips to off campus job fairs for all pre-service educators in the program and Q&A and networking sessions with school district representatives.

Certificate Requirements
(12 credits)

Required Courses
ED 501 Theory and Practice in Urban Education (3 credits)
ED 505 Cultural Foundations of Education (3 credits)
ED 651 Education Policy, Reform and Change (3 credits)
ED 547 Social Justice & Curriculum Development K-12 (3 credits)

Transfer Credit: Transfer credit is not permitted in this program

Please Note: All students completing a graduate Education certificate (GPA 3.0 is required) are required to complete a certificate completion form with their academic adviser after completing 12 Arcadia graduate credits and submit the form to the Office of Graduate Studies.

All graduate forms can be found on the graduate forms page at www.arcadia.edu/gsforms.
Written Communication
at Arcadia University
Global Perspectives...Personal Attention...Real-World Integrative Learning Experiences

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 degree program must be planned with advisers to ensure that degree requirements are satisfied. Students enrolled in the program should consult with both an adviser in the English program, Richard A. Wertime, Ph.D., as well as an adviser in the School of Education. 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 33 credits)

Written Communication Concentration
1. Foundation Courses (6 credits)
   Chosen in consultation with the adviser.

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 (3-6 credits)
   Arranged in consultation with the 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.