

Applied Behavior Analysis

at Arcadia University

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

Coordinators

Dr. Adriana Gonzalez-Lopez
Dr. Christina Ager

M.Ed. in Applied Behavior Analysis and Graduate Certificate

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.

The Graduate Certificate in Applied Behavior Analysis is a 15-credit program that includes courses in behavior principles, data analysis, applications with children and youth with behavior problems 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 analysis services help people to learn new behaviors and to increase or reduce existing behaviors. The scope of these services ranges from addressing challenging behaviors of an individual person to changing the behavior of an entire organization or community. Behavior analysis has many applications, such as developing training

procedures that build verbal skills in children with autism, helping teachers to work with students in inclusive settings, and preventing delinquency.

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

What Core Skills Will I Acquire in Behavior Analysis?

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 Graduate Certificate in Applied Behavior Analysis is a fully online program. In addition, courses are offered in a hybrid format at the King of Prussia campus.

Are Courses Approved by the BACB?

Five courses prepare students for the role of behavior specialist or to take the national Behavior Analyst Certification Board (BACB) exam (<http://www.bacb.com/>).

Applied Behavior Analysis at Arcadia University

The Behavior Analyst Certification Board, Inc.® has approved the following course sequence as meeting the coursework requirements for eligibility to take the Board Certified Behavior Analyst Examination®: ED661; ED681, ED682, ED683, and ED684. Applicants will have to meet additional requirements to qualify.

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

Credit toward a graduate degree in

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

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

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

Why Study Behavior Analysis?

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

Applied behavior analysis provides the most evidenced-based intervention within all of psychology and education. 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.

Admission Requirements

Admission to the M.Ed. Program

- A graduate application, including personal statements, to be completed online at www.arcadia.edu/gradapp.
- A bachelor's degree from an accredited institution with a recommended GPA of 3.0 or better.
- One official transcript from each college, university or professional school attended. Transfer credits included on a transcript must include grades earned; if not, an official transcript from the original school must be submitted. Transcripts must be sent from the issuing school in a sealed envelope and contain the appropriate signatures and seals to be considered official.
- Two letters of recommendation. The letters must be of a professional not personal nature. If the student has been out of school five years or fewer, the letter must come from a professor.
- Must have experience in education, psychology, communication disorders, or another related discipline.
- An personal interview with the program coordinator.
- 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.

Admissions to the Graduate Certificate Program:

- A graduate application, including personal statements, to be completed online at www.arcadia.edu/gradapp.

Applied Behavior Analysis at Arcadia University

- A bachelor's degree from an accredited institution with a recommended GPA of 2.5 or better.
(Note: The BACB requires that a master's degree in a related field be obtained prior to applying for board certification.)
- One official transcript from each college, university or professional school attended. Transfer credits included on a transcript must include grades earned; if not, an official transcript from the original school must be submitted. Transcripts must be sent from the issuing school in a sealed envelope and contain the appropriate signatures and seals to be considered official.
- One letter of recommendation. The letter must be of a professional not personal nature. If the student has been out of school five years or fewer, the letter must come from a professor.
- An interview with a program coordinator.
- 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.

Admission to the Internship Courses

- Interview with a coordinator of the program.
- State and federal clearances, which include criminal check, child abuse and FBI fingerprinting. Information can be found on the Education website at <http://www.arcadia.edu/clearances>

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.

Note: ABA courses (ED661, ED681, ED682, ED683, ED684) must be taken in sequence but students can take two courses at a time. All courses will be offered online and will be offered in a blended format at the King of Prussia campus using a cohort model. Students will be allowed to transfer credits for the foundation courses and they can take elective courses instead.

Requirements for the M.Ed. in Applied Behavior Analysis

(36 credits)

The following courses are required:
Foundation Courses: (18 credits)

ED505	Multicultural Foundations of Education
ED510	Interpreting Educational Research
Core Courses:	

ED 661	ABA I: Behavior Principles and Teaching Strategies
ED681	ABA II: Procedures for Behavior Change
ED682	ABA III: Strategies for Youth with Emotional and Behavioral Disorders
ED683	ABA IV: Behavior Analysis and Child Development
ED684	ABA V: Behavior Consultation in Homes, Schools and Communities
*ED685	Ethics and Professionalism

Elective Courses: (9 credits)

ED585	Positive Behavior Supports
ED581	Disabilities Studies and Special Ed Law

Applied Behavior Analysis at Arcadia University

ED660	Characteristics of Students with Autism Syndrome Disorder
ED662	Teaching Strategies for Students with Autism Syndrome Disorder
ED663	Special Topics in Autism
ED518	Special Topics in Emotional and Behavioral Disorders

ED 688	Assessment and Behavior Intervention Plan (6 credits) ABA Internship 2: Instructional Programs (6 credits)
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Culminating Seminar: (3 credits)
Seminar focused on a culminating activity selected in collaboration with the course instructor.

Requirements for the Graduate Certificate in Applied Behavior Analysis

(15 credits)

The following courses are required:

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

Requirements for the Internship Courses in Applied Behavior Analysis

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

ED 687	ABA Internship 1: Functional Behavioral
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Applied Behavior Analysis Course Descriptions (ED)

ED 661

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

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

ED 681

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

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

ED 682

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

This course analyzes the basic process of behavior change and demonstrates how behavior analysts serve as behavior analysts/specialists to the community. Topics build on the basic knowledge of ED 661 with more advanced learning in basic principles of behavior analysis; behavioral assessment; the application of those principles to children; intervention methodologies; writing of behavioral objectives to build self control; and programming for generalization. Special attention is paid to comprehensive programming and the use of multiple intervention

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methods. In addition, students will design behavioral intervention plans based on functional behavioral assessments.

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

ED 683

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

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

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

ED 684

Behavior Analysis V: Behavioral Consultation in Homes, Schools and Communities (3 credits)

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

Prerequisites: Admission to the program and

satisfactory completion of Applied Behavior Analysis I, II , III and IV with a “B” or better.

*ED685

Ethics and Professionalism

ED 687

ABA Internship 1: FBA and BIP (6 credits)

(See www.bacb.com under *Becoming Certified*.)

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

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

ED 688

ABA Internship 2: Instructional Programs (6 credits)

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

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

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

***Pending Approval**

Autism Education at Arcadia University

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

Coordinator

Dr. Adriana Gonzalez-Lopez

Graduate Certificate

Arcadia University Graduate Certificate in Autism

About Arcadia's Graduate Certificate in Autism

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

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

Credit toward a graduate degree in Education:

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

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

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

Admission to the Graduate Certificate in Autism Program

The following program-specific requirements must be met:

- A bachelor's degree from an accredited college or university with a recommended GPA of 3.0 or better.
- An official transcript for each college or university attended.

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

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

Frequently Asked Questions

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

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

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

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

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

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

What is the cost of the program?

Autism Education at Arcadia University

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

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

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

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

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

Requirements for the Graduate Certificate in Autism

(12 credits)

The following courses are required:

- | | |
|--------|--|
| 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.

Autism Course Descriptions (ED)

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

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

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

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

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

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

Prerequisite: ED 661

ED 663
Special Topics in Autism
(3 credits)

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

Prerequisites: ED 660; ED 661 and admission to the program

Biology Education

at Arcadia University

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

Coordinator

Jerry Weiner, Ed.D.
Master's Degree and Teacher

Certification

Master of Education with a
Concentration in Secondary
Education

Certifications: Instructional, Supervisory

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

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.

- Electives (3–9 credits) chosen with the adviser.
- Culminating Activity
ED 596 Curriculum Development Project

Teacher Certification

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

Biology Education 7–12

ED 503	General Foundations of Education in the United States
ED 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
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;

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

(a minimum of 30 credits)

Secondary Education Concentration

- Foundation Courses (6–9 credits) chosen with the adviser from the following:

ED 503	Foundations of Education in the United States
One additional foundation chosen from ED 501–510	
- Concentration Courses (15–18 credits) chosen with the adviser from the following:

ED 513	Meeting the Needs of Diverse Learners
ED 514	Assessment in the Classroom
ED 517	Human Development: The School Years, K–12
ED 523	The Teacher and the Classroom, Secondary

Biology Education at Arcadia University

credits not applicable to
master's degree)

Additional Certification Requirements

1. Completion of all subject area coursework required to meet the general and specific certification standards of the Pennsylvania Department of Education. This will be determined by the program coordinator.
2. A grade of "**B**" or better in the Graduate Student Teaching Practicum
3. Completion of all Praxis examinations is required prior to enrolling for the Student Teaching Practicum.

Praxis II:
Biology Content Knowledge (20235)
Qualifying Score: 147

Chemistry Education

at Arcadia University

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Coordinator

Jerry Weiner, Ed.D.
Master's Degree and Teacher Certification
**Master of Education with a
Concentration in Secondary
Education**
Certification: Instructional, Supervisory

ED 615	Literacy Across the Curriculum, Secondary
ED 553	Issues in Science for Secondary Teachers
ED 565	Introduction to Instructional Technology
ED 607	Strategic Instruction for Adolescent Readers and Writers

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.

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

4. Culminating Activity
ED 596 Curriculum Development Project

Teacher Certification

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

Chemistry Education 7–12

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

ED

(a minimum of 30 credits)

Secondary Education Concentration

1. Foundation Courses (6–9 credits) chosen with the adviser from the following:
ED 503 General Foundations of Education in the United States
One additional foundation chosen from ED 501–510
2. Concentration Courses (15–18 credits) chosen with the adviser from the following:
ED 513 Meeting the Needs of Diverse Learners
ED 514 Assessment in the Classroom
ED 517 Human Development: The School Years, K–12
ED 523 The Teacher and the Classroom, Secondary
ED 580 Introduction to Inclusive Education

ED 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
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;

Chemistry Education at Arcadia University

credits not applicable to
master's degree)

Additional Certification Requirements

1. Completion of all subject area coursework required to meet the general and specific certification standards of the Pennsylvania Department of Education. This will be determined by the program coordinator.
2. A grade of “**B**” or better in the Graduate Student Teaching Practicum
3. Completion of all Praxis examinations is required prior to enrolling for the Student Teaching Practicum.

Praxis II:

Chemistry Content Knowledge
(20245)

Qualifying Score: 154

Counseling Psychology

at Arcadia University

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Faculty

Program Director

Eleonora Bartoli, Ph.D.

Program Clinical Coordinator

Carol Lyman, M.A.

Faculty

Steven J. Robbins, Ph.D., Professor and
Chair of the Psychology Department

Angela R. Gillem, Ph.D., Professor

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

Michael Morrow, Ph.D., Assistant Professor

Maren Westphal, Ph.D., Assistant
Professor

Master's Degrees and Certificates

Master of Arts in Counseling Psychology

Concentrations

Applied Behavior Analysis

Child/Family Therapy

Mental Health Counseling

School Counseling (Elementary and
Secondary)

Trauma: Clinical Bases of Treatment and
Recovery

Dual Degrees:

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

**Master of Arts in Counseling Psychology
(Trauma) and Master of International
Peace and Conflict Resolution** (See
separate listing.)

Pennsylvania Department of Education School Specialist Certification

Elementary School Counseling

Secondary School Counseling

Arcadia Graduate Certificate Programs

Child/Family Therapy

Trauma: Clinical Bases of Treatment and
Recovery

Advanced Graduate Study in Counseling Psychology

About the Counseling Psychology Program

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

Arcadia offers the following five specializations:

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

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

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

Counseling Psychology at Arcadia University

All master's students in all concentrations take common core courses but choose areas in which to specialize. Each concentration is offered as a full specialty master's program. The Child/Family Therapy, Trauma, and School Counseling concentrations also are offered as free-standing programs for practitioners who already hold a master's degree in a relevant area. The Child/Family Therapy and Trauma post-master's programs lead to an Arcadia University Graduate Certificate, while the School Counseling program leads to certification by the Pennsylvania Department of Education. Finally, students with a 48-credit master's degree in counseling are able to apply for the Certificate of Advanced Graduate Study in Counseling Psychology and complete the state requirements for licensure as a licensed professional counselor in Pennsylvania (or other states with equivalent requirements). The Applied Behavior Analysis concentration is also offered as a post-baccalaureate certificate by the Education Department. (See separate listing.)

The Profession

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

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

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

Applied Behavior Analysis

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

Child and Family: Growing Needs

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

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

Mental Health Counseling

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

School Counseling

Professional school counselors serve a vital role in maximizing student achievement in complex and diverse school environments. Arcadia's program prepares students for positions in the public schools in Pennsylvania as elementary and secondary school

Counseling Psychology at Arcadia University

counselors. The program is structured to meet the standards set by the Pennsylvania Department of Education.

Trauma: An Emerging Field

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

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

Admission to the Counseling Psychology Master's Program

Program-Specific Admission

Requirements: The following requirements must be met:

1. A graduate application, including personal statements, to be completed online at www.arcadia.edu/gradapp.
2. A bachelor's degree from an accredited institution with a recommended GPA of 3.0 or better.
3. One official transcript from each college, university or professional school attended. Transfer credits included on a transcript must include grades earned; if not, an official transcript from the original school must be submitted. Transcripts must be sent from the issuing school in a sealed envelope and contain the appropriate signatures and seals to be considered official.

4. Completion of at least three Psychology courses, to include Introductory Psychology, with grades of "B" or better in each.
5. Three letters of recommendation. The letters must be of a professional not personal nature. If the student has been out of school five years or less, at least one letter must come from a professor.
6. Test scores from the Graduate Record Examination (GRE) or the Miller Analogies Test (MAT), taken within the past five years. Test scores are not required of applicants with an earned master's degree.
7. An in-person interview with administrators and faculty in the program. Applicants interested in the ABA concentration also will be asked to schedule an interview with the coordinator of the ABA program..
8. International applicants should visit www.arcadia.edu/international for detailed information on admission requirements and application procedures. Official results from the TOEFL or IELTS are required for all students for whom English is a second language except for non-native speakers of English who hold degrees or diplomas from post-secondary institutions in English-speaking countries (e.g. the United States, Canada, England, Ireland, Australia and New Zealand). A course-by-course evaluation of all transcripts by an independent evaluation service based in the United States also is required.

Application Deadline

Applicants seeking admission for summer and fall should complete their applications no later than Jan. 15. Applicants seeking admission for spring should complete their applications no later than Sept. 15.

Expenses

Tuition: (2012-2013)	\$690 per credit
Fees:	
Deferred Payment:	\$40
Audit:	\$690 per course
Parking:	\$30 per semester (fall and spring) before 4 p.m. No charge after 4 p.m.

Leave of Absence and Deferred Admission Policy

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

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

Academic Policies and Procedures

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

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

M.A. in Counseling Psychology Degree Program Requirements

Applied Behavior Analysis Concentration

(60 credits)

1. Core Courses (45 credits)

PY 500	Educational and Career Counseling, Mental Health Counseling
PY 516	Human Development: Life Span
PY 521	Research Design, Methods and Evaluation
PY 570	Professional Issues in Counseling
PY 572	Concepts of Mental Health and Mental Illness
PY 574	Clinical Psychopharmacology
PY 586	Theories and Techniques of Counseling
PY 610	Group Counseling
PY 620	Advanced Counseling Techniques
PY 625	Psychological Testing
PY 688	Cultural Bases of Counseling
PY 630B	Internship (6 credits, 300 hours)
PY 631B	Internship (6 credits, 300 hours)
2. Concentration courses (15 credits)

ED 661	ABA I: Behavior Principles and Teaching Strategies
ED 681	ABA II: Procedures of Behavior Change
ED 682	ABA III: Strategies for Youth with Emotional and Behavioral Disorders
ED 683	ABA IV: Behavior Analysis of Child Development

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

Child/Family Therapy Concentration

(60 credits)

1. Core Courses (45 credits)

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

2. Concentration and elective courses (15 credits)

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

Two electives approved by the
administrators of the
program.

3. PY 587 Practicum (non-credit)

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

Mental Health Counseling Concentration

(48 credits or 60 credits)

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

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

1. Core Courses (39 to 45 credits)

PY 500	Educational and Career Counseling, Mental Health Counseling
PY 516	Human Development: Life Span
PY 521	Research Design, Methods and Evaluation
PY 570	Professional Issues in Counseling
PY 572	Concepts of Mental Health and Mental Illness
PY 574	Clinical Psychopharmacology
PY 586	Theories and Techniques of Counseling
PY 610	Group Counseling
PY 620	Advanced Counseling Techniques
PY 625	Psychological Testing
PY 688	Cultural Bases of Counseling
PY 630A/B	Internship (Option A: 3 credits, 150 hours; Option B: 6 credits, 300 hours)
PY 631A/B	Internship (Option A: 3 credits, 150 hours; Option B: 6 credits, 300 hours)

2. Elective Courses (Option A: 9 credits;
Option B: 15 credits) Chosen with the
adviser to meet students' interests—must
include one course from the child/family
therapy and one from the trauma
concentration, and no more than one
course outside of the department. May
include 6 credits of PY 589 Independent
Research.

3. PY 587 Practicum (non-credit)

A non-credit Practicum experience
consisting of at least 100 hours of
documented, supervised counseling

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

School Counseling Concentration

(48 credits)

Elementary School Counseling Secondary School Counseling

1. Core Courses (27 credits)

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

2. Concentration Courses (21 credits)

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

3. PY 587 Practicum (non credit)

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

4. Additional Requirements for Pennsylvania Department of Education School Specialist Certification in:

Elementary School Counseling Secondary School Counseling

- Satisfactory completion of all coursework for the school counseling program
- Satisfactory completion of Practicum and Internship in the area(s) of certification. Students wishing to be certified in both Elementary and Secondary School Counseling must complete internships in both areas. (Note: Students must be admitted successfully to candidacy before beginning internship.)
- Completion of forms required by the University and the Pennsylvania Department of Education (available on the graduate forms page at www.arcadia.edu/gsforms).
- In addition to the required courses in the School Counseling program, a student seeking state certification in Pennsylvania for School Counseling K-12 must take the Praxis II test in Professional School Counselor (0421).

Trauma: Clinical Bases of Treatment and Recovery Concentration

(60 credits)

1. Core Courses (45 credits)

PY 500	Educational and Career Counseling, Mental Health Counseling
PY 516	Human Development: Life Span
PY 521	Research Design, Methods and Evaluation
PY 570	Professional Issues in Counseling
PY 572	Concepts of Mental Health and Mental Illness
PY 574	Clinical Psychopharmacology
PY 586	Theories and Techniques of Counseling
PY 610	Group Counseling
PY 620	Advanced Counseling Techniques
PY 625	Psychological Testing
PY 688	Cultural Bases of Counseling

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- PY 630B Internship (6 credits, 300 hours)
PY 631B Internship (6 credits, 300 hours)
2. Concentration Courses (15 credits)
PY 618 Evidence-Based Treatments of Trauma
PY 622 Trauma, Advocacy and Social Justice
PY 623 Strategies for Treating Grief and Bereavement
Two electives approved by the administrators of the program.
3. PY 587 Practicum (non-credit)
A non-credit Practicum experience consisting of at least 100 hours of documented, supervised counseling experience in an approved setting is required before the student is permitted to enroll in Internship.

- PY 622 Trauma, Advocacy and Social Justice
PY 623 Strategies for Treating Grief and Bereavement
PY 630A/631A Internship (one semester, 3 credits, 150 hours)
One elective course approved by the administrators of the program.

Certificate: Child/Family Therapy (15 credits)

- PY 611 Couples and Family Therapy
PY 615 Child and Adolescent Counseling: Clinical and School Applications
PY 621 Advanced Child and Adolescent Counseling
PY 630A/631A Internship (one semester, 3 credits, 150 hours)
One elective course approved by the administrators of the program.

Arcadia Graduate Certificate Requirements

Child/Family Therapy Trauma: Clinical Bases of Treatment and Recovery

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

Additional Admission Requirements

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

Certificate Requirements (15 credits as outlined below)

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

- PY 618 Evidenced-Based Treatments of Trauma

Requirements for the Certificate of Advanced Graduate Study in Counseling Psychology

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

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

Additional Admission Requirements

In addition to the general admission procedures, a student also must hold a master's degree in a field closely related to the

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practice of professional counseling from an accredited college or university. Test scores are not required.

Program Requirements

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

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

Approved electives include the following:

ED 580	Introduction to Inclusive Education (if general Mental Health Counseling or Child/Family Therapy concentrations)
ED 585	Positive Behavioral Approaches (if Child/Family Therapy concentration)
PY 430	Seminar in Theories of Cognitive Behavioral Therapy
PY 574	Clinical Psychopharmacology
PY 589	Independent Research
PY 601	Community Perspectives on Sexual Assault Counseling
PY 605	Addictive Behaviors: Substance Abuse and Eating Disorders Counseling
PY 611	Couples and Family Therapy
PY 615	Child and Adolescent Counseling: Clinical and School Applications
PY 620	Advanced Counseling Techniques
PY 618	Evidence-Based Treatments of Trauma
PY 621	Advanced Child and Adolescent Counseling
PY 622	Trauma, Advocacy and Social Justice
PY 623	Strategies for Treating Grief and Bereavement
PY 697	Master's Thesis in Psychology (one semester, 3 credits)

PY 698

Master's Thesis in Psychology (one semester, 3 credits)
Master's Thesis in Psychology (6 credits)

OR PY 699

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

Counseling Psychology Courses (PY)

430

Seminar in Theories of Cognitive Behavioral Therapy

Summer, even years

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

(Not regularly scheduled)

500

Educational and Career Counseling, Mental Health Counseling

Summer

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

501

Foundations of School Counseling

Fall

This course provides a comprehensive overview of school counseling and guidance services in the educational system from kindergarten through 12th grade. The course uses the ASCA National Model as the foundation of Arcadia University's School Counseling programs and highlights the historical perspective of counseling and guidance services. Emphasis is placed on the counselor's newly defined role as advocate, leader, collaborator and systemic change agent.

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Legal and ethical issues are discussed. Students have the opportunity to apply some of the theories and concepts used in the course to real-life case studies. It is recommended that students take this course toward the beginning of the program. This course must be completed before starting the internship.

502

Educational and Career Counseling, School Spring

This course analyzes selected theories of career development with application to school counseling programs K–12. Students administer career assessments, learn techniques of career counseling, conduct research, and develop a career project for use in an elementary, middle, or high school. Projects and activities are grounded in the ASCA National Model for School Counseling Programs, Pennsylvania Career Education and Work Standards, and the National Career Development Guidelines. A technology laboratory is included in the course, which must be completed before starting the practicum.

516

Human Development: Life Span Fall

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

521

Research Design, Methods and Evaluation Fall, Spring

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

570

Professional Issues in Counseling Fall

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

572

Concepts of Mental Health and Mental Illness

Fall, Spring

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

574

Clinical Psychopharmacology Summer

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

Prerequisite: PY 572 or may be taken concurrently.

585

Special Topics in Counseling Psychology

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

586

Theories and Techniques of Counseling Fall, Spring

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

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

587

Practicum

Fall, Spring, Summer

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

Prerequisite: Matriculated students only.

589

Independent Research

(See Independent Research)

Independent work is under the guidance of a member of the staff. It requires research or an extensive literature survey, culminating in a paper

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prepared in a form suitable for publication in a professional journal.

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

598

Advanced Seminar

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

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

601

Community Perspectives on Sexual Assault Counseling

Fall, Spring, Summer

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

Prerequisite: Matriculated students only.

605

Addictive Behaviors: Substance Abuse and Eating Disorder Counseling

Spring, odd years

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

Prerequisites: PY 572 and PY 586.

610

Group Counseling

Summer

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

Prerequisites: PY 572 and PY 586.

611

Couples and Family Therapy

Spring

This overview of the major theoretical approaches to family and marriage counseling

emphasizes practical skills and the ability to plan interventions in a clinical setting. It includes a laboratory in which specific techniques are taught by role-play, discussion and other activities.

Prerequisites: PY 572 and PY 586.

612

Practical Applications for School Counselors Summer

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

Prerequisites: PY 501 and PY 587.

615

Child and Adolescent Counseling: Clinical and School Applications

Spring

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

Prerequisites: PY516 (or PY 517), PY 572 and PY 586.

618

Evidenced-Based Treatments of Trauma

Fall

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

Prerequisites: PY 572 and PY 568.

620

Advanced Counseling Techniques

Fall

This study of advanced micro-skills and techniques of counseling, with a specific focus on cognitive and behavioral techniques, addresses

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ethical and professional issues. It includes practice/role-plays of specific techniques.

Prerequisites: PY 572 and PY 586. Matriculated students only. 621

Advanced Child and Adolescent Counseling Fall

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

Prerequisites: PY516 (or PY 517), PY 572, PY 586 and PY 615.

622

Trauma, Advocacy, and Social Justice

Spring, even years

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

623

Strategies for Treating Grief and Bereavement

Spring, odd years

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

Prerequisites: PY 572 and PY 586.

625

Psychological Testing

Fall, Spring

This study of major concepts in psychological testing and measurement surveys major tests used in each of the traditional areas of psychological assessment: intelligence, aptitude,

achievement, interests, personality and behavioral assessment. Emphasis is on correct interpretation of test data. It requires communication of results in written and verbal formats and provides opportunities for the informal administration of psychological tests.

Prerequisite: PY 521 and PY 572. Matriculated students only.

630A/B/C/D/E

Internship in Counseling

Fall Semester (Option A = Mental Health Counseling, 150 hours; Option B = Mental Health Counseling, 300 hours; Option C = School, 150 hours; Option D = School, 300 hours; Option E = Mental Health Counseling, 200 hours)

(First part of a yearlong internship)

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

Prerequisites: PY 521, PY 572, PY574, PY 586, PY 587, PY 625 and PY 610. PY 620 may be taken concurrently. Students in the School Counseling program also must have completed PY 501, PY 502 and PY 612. PY 615 and/or PY 618 also must have been completed if required by the student's program. Matriculated students only.

631A/B/C/D/E

Internship in Counseling

Spring Semester (Option A = Mental Health Counseling, 150 hours; Option B = Mental Health Counseling, 300 hours; Option C = School, 150 hours; Option D = School, 300 hours; Option E = Mental Health Counseling, 200 hours)

(Second part of a yearlong internship)

See description and prerequisites for PY 630.

688

Cultural Bases of Counseling

Fall, Spring

This course focuses on theories, techniques, and cultural issues related to counseling American ethnic and sexual minorities, including African Americans, Asian Americans, Latin Americans, Americans of mixed heritage, lesbians, gay men,

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and bisexuals. Other social differences are discussed as well, including religious difference, social class difference, and other cultural differences. Specifically, students in this course learn general principles of cultural sensitivity, learn to consider and begin to appreciate cultural perspectives that are different from their own, learn to assess the needs of those from different cultures, learn about ethical issues related to counseling those who are different from themselves, learn how cultural heritage and social experience contribute to development, and learn how the culture and experience of the counselor may impact on the counseling relationship.

697

Master's Thesis in Psychology

(3-credit option)

698

Master's Thesis in Psychology

(3-credit option)

699

Master's Thesis in Psychology

(6 credits)

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

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

Education Courses (ED)

580

Introduction to Inclusive Education

An introductory course on 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 insure access equity and quality education for every student. Includes field experience and case study.

IMPORTANT: This course requires fieldwork. Original and updated copies of

PA Child Abuse, PA Criminal Record Check, Cogent FBI & TB test results must be presented on the first day of class. Go to the Education Department website at <http://www.arcadia.edu/eddept> for guidelines and procedures.

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.

Designed to focus on persons with learning, behavior, speech and communication, and/or mild cognitive disabilities. Includes field experience and intervention-based case study. Prerequisites: ED466d, 580, 581, 585; required foundation and content area courses.

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

585

Positive Behavioral Approaches

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. Includes field experience and intervention-based study.

Prerequisites: ED 580, ED 581

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

622

ESL: Multilingual/Multicultural Literacies

This course focuses on the academic language needed for multilingual students to be successful in U.S. schools. Students

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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.

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

661

ABA I: Behavior Principles and Teaching Strategies

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

681

ABAI: Procedures for Behavior Change

In the basic principles course, students learned how the principles of learning were discovered in the lab. In this course, students will 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 and Behavioral Disorders

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

683

ABA IV: Behavior Analysis of Child Development

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

Counseling Psychology at Arcadia University

developmental delays, conduct and oppositional defiant disorder, childhood depression, problems of attachment, and autism are explored. The course reviews field applications including direct observations of children's development (using frequency methods, duration methods, rate methods, ABC-event recording, running records), functional behavioral assessment, curriculum design, verbal behavior assessment and intervention, curriculum based-measures and interventions strategies that involve both the school and the family.

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

A or B in basic principles or applied behavior analysis II.

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

This course uses on-line technology in combination with role plays and feedback to build behavior analytic case conceptualization and execute effective behavioral consultation. Behavioral case conceptualization is the integration of information from a functional assessment, complete with skills and adaptive behavior assessment, as well as ecological assessment. This course focuses primarily on behavioral consultation skills needed to produce a strong behavior analytic case conceptualization and to link that conceptualization to intervention. The course thus attempts to reach the following goals: pinpointing target behavior, collaborative goal setting, setting up data collection procedures, identifying critical setting/situation for change (analysis of both antecedent variables and establishing operations), preliminary functional assessment, including descriptive analysis, experimental functional analysis, and behavior chain analysis; understanding graphic representation of data; setting up a competing-behaviors model; linking conceptualization to functional intervention; ensuring that intervention is comprehensive enough to get the job done and least restrictive; analyzing contingencies, treatment integrity checks and data analysis thorough single subject graphs. Special topics will 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: A thorough understanding of the basic principles and procedures of applied behavior analysis, as demonstrated by a grade of

Curriculum Studies

at Arcadia University

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

Coordinator

Peter Appelbaum, Ph.D.

Master's Degree

**Master of Education with a
Concentration in Curriculum
Studies**
**Arcadia Graduate Certificate in
Curriculum Studies**

About the Master's Degree Program

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

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

Master of Education Degree Requirements (M.Ed.)

(a minimum of 30 credits)

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

1. Foundations Courses (at least 6 credits)
Any two foundations courses other than ED502 in consultation with the adviser (ED 501-510 – However, it is assumed that students already would have had the equivalent of ED 503 in previous study.)
2. Concentration courses (a minimum of 15 credits; the following are of particular interest to students in this concentration)

ED 502	Foundations of Curriculum
ED 651	Policy, Reform, and Change
ED 596	Curriculum Development Project
ED 598	Advanced Seminar
ED 650	Advanced Seminar in Curriculum Development and Design
3. Electives (0 to 9 credits) to be chosen under consultation with adviser. Courses suggested as particularly appropriate for this concentration include:
At least one course chosen under advisement in the area of curriculum that the student is focusing on (e.g., Leadership, Mathematics, Reading, Science, Arts and Creativity, Social Studies, Instructional Technology, Counseling, Special Education)

ED 501	Urban Education
ED 642	Program Evaluation
4. Culminating Activity (3 credits).
ED 589 Independent Research, or ED 599 Master's Thesis in Education

Educational Leadership

at Arcadia University

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

Coordinators

Dr. Peggy Hickman, Coordinator of Doctor of Education in Educational Leadership Program
hickmanp@arcadia.edu

Dr. Bruce Campbell, Coordinator of Master's of Education in Educational Leadership Programs

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 decisionmaking. They will become knowledgeable of the most recent developments in the field of education, personnel development, and leadership; will learn how to assess and alter their organization's practices; and will have the capacity to initiate and implement research-based policies and best practice programs to benefit students, schools and communities.

The Degree Program: Arcadia's doctoral program in Educational Leadership offers a Doctor of Education degree earned by engaging in intensive study of research design

and content knowledge, culminating in the development, implementation, and completion of an approved doctoral dissertation. The program is designed to increase the student's level of professional expertise in the fields of school and district/regional leadership and to develop the skills necessary to initiate and implement sound educational policy and research-based programs through supervisory, curricular, and/or administrative roles.

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

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

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

- Cohorts provide students with study and support groups that enable them to gain maximum benefits from coursework and research.
- Cohorts enable students to support each other as a group while accomplishing the major milestones of the program, including the qualifying paper and dissertation.
- Because students move through the core program as a group, faculty are aware of what they have been taught

and what is yet to be covered; this is especially important in addressing the research/critical thinking portion of the curriculum and building solid research skills.

- Cohorts provide for high levels of ongoing support for individual student work and research development.

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

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

Structure of the Program: A minimum of 55 credit hours post-master's degree which includes 19 credit hours of research-related courses are required for the doctoral degree. Instruction in each course is conducted in a partially online format.

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

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

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

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

1. A Doctor of Education application, including personal statements, to be completed online at www.arcadia.edu/gradapp.
2. A master's degree in education from an accredited institution with a recommended GPA of 3.5 or better.
3. One official transcript from each college, university or professional school attended. Transfer credits included on a transcript must include grades earned; if not, an official transcript from the original school must be submitted. Transcripts must be sent from the issuing school in a sealed envelope and contain the appropriate signatures and seals to be considered official.
4. There are four required background courses (pre-requisites for program admission) that may be part of the student's master's-level program:
 - A course in Curriculum Development and Design
 - A course in Educational Research (includes understanding of both qualitative and quantitative research applications)
 - A course in Inclusive Education
 - A course in Instructional TechnologyStudents may be conditionally admitted if lacking some of the background courses.
5. A minimum of three letters of recommendation from individuals in a position to evaluate the applicant's qualifications for graduate study and/or field-related work experience, including at least one from a professor familiar with the student's writing skills and level of critical thinking.
6. Test scores from the Miller Analogies Test (MAT) or the Graduate Record Examination (GRE), taken within the last five years.

Educational Leadership at Arcadia University

7. A minimum of five years of experience working in a school leadership position or a teacher leadership position.
8. A current résumé.
9. An interview with the Admissions Committee. After a review of the application, the Admissions Committee will decide which applicants will be asked to interview for acceptance.
10. International applicants should visit www.arcadia.edu/international for detailed information on admissions requirements and application procedures. Official results from the TOEFL or IELTS are required for all students for whom English is a second language except for non-native speakers of English who hold degrees or diplomas from post-secondary institutions in English-speaking countries (e.g., the United States, Canada, England, Ireland, Australia and New Zealand.). A course-by-course evaluation of all transcripts by an independent evaluation service based in the United States also is required.

Essential Background

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

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

Courses covering these content areas are regularly taught as part of Arcadia University's

master's-level Education program and administrative certification programs.

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

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

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

Expenses

Tuition: Contact Enrollment Management for current tuition rates.

Fees:

Deferred Payment: \$40 (non-refundable)
Audit: Consistent with 1-credit tuition rate
Parking: \$30 per semester (fall and spring) before 4 p.m. No charge after 4 p.m.

Academic Policies and Procedures

Completion of Coursework: A minimum of 55 credit hours post-master's degree are required for the doctoral degree. Students completing their dissertation in the 4th year of study will have a minimum of 58 credit hours post-master's degree.

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

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

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

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

length, complexity, and time available to devote to the project.

Qualifying Project: In the second semester of their first year of doctoral study (ED 751 Foundations of Inquiry: Quantitative Research), students complete a qualifying project. The qualifying project typically focuses upon an area of research that is of interest to the student that may constitute the doctoral project. It includes a comprehensive review of the literature; specific questions for further study arising from the literature review; and an analysis of current research findings (research synthesis) responding to those questions. Faculty advisers for the qualifying paper include the professor of Practitioner Research II and other faculty in the program, as advised. The project is reviewed and assessed by the student's professor and the Doctoral program faculty, and successful completion of the project precedes a student's advancement to candidacy and continuation in the second year of coursework.

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

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

Development of the Dissertation Proposal:

In all matters related to the dissertation, students should refer to the Doctoral Student Handbook for specific procedures and frameworks for developing and completing all stages of dissertation writing and development. During ED 800 Doctoral Dissertation Seminar I, each student develops a Preliminary Dissertation Action Plan (presented in class during the semester) including topic area, goals, research questions, target participants, design plan,

Educational Leadership at Arcadia University

scope of intervention, and preferences for Committee Chair and members. Their committees provide them with additional feedback prior to or during the next semester. During ED 801 and ED 802, Doctoral Dissertation Seminars I and II, students continue to develop their dissertation proposals in collaboration with their dissertation Chairs and Committee members.

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

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

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

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

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

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

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

First Year (18 credits)

Fall (6 credits)

ED 720.OP	Ethical Leadership in Education
ED 750L.OP	Foundations of Inquiry: Qualitative Research

Spring (6 credits)

ED 735.OP	Embracing Diversity in PreK-12 Education
ED 751L.OP	Foundations of Inquiry: Quantitative Research

Summer (6 credits)

ED 726.OP	Organizational Theory, Change, and Sustainability
ED 723.OP	Professional Development and Supervision

Second Year (19 credits)

Fall (6 credits)

ED 729.OP	Improving Education Through Inquiry
ED 801L.OP	Quantitative Research Methods

Educational Leadership at Arcadia University

Spring (6 credits)

ED 732.OP Teaching and Learning in the 21st Century: Interconnectivity and Shared Responsibility ED

ED 800L.OP Qualitative Research Methods

Summer (7 credits)

ED 744.OP School Law, Policy Reform and Politics in Education
ED 747.OP School and Community Partnerships
ED 901L.OP Dissertation Preparation I (1 credit)

Third Year (18 credits)

Fall (6 credits)

ED 738.OP Leading Comprehensive Student Support Systems
ED 802L.OP Mixed Methods Research

Spring (6 credits)

ED 741.OP Current Issues in School Finance and Resource Management
ED 803L.OP Advanced Research Seminars (Qualitative, Quantitative, Mixed Methods)

Summer (6 credits)

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

ED XXX Elective

ED XXX Elective

Continue dissertation work and data analysis.

Fourth Year (3 or more credits, one credit each semester the student is continuing work on the dissertation, as needed)

Fall (1 credit if needed)

ED 902 Dissertation Preparation II

Spring (1 credit if needed)

ED 902 Dissertation Preparation II

Summer (1 credit if needed)

ED 902 Dissertation Preparation II

Leadership Certifications

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

Requirements for Superintendent's Letter of Eligibility

ED 648 The Superintendency (3 credits)
ED 649 A,B,C Practicum for Superintendent Letter of Eligibility (1 credit each)

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

Three internship semesters (ED 649 A, B, C) must be taken consecutively; however, they may be taken in any order. The leadership portfolio must be submitted after completing the third consecutive semester.

Requirements for Principal Certification

ED 635 Supervision Principles and Theories (3 credits)
ED 639 A,B,C Practicum: Principalship (1 credit each)
ED 645 Human Relations and Negotiations (3 credits)

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

Three internship semesters (ED 639 A, B, C) must be taken consecutively; however, they may be taken in any order. The leadership portfolio must be submitted after completing the third consecutive semester.

Educational Leadership at Arcadia University

Requirements for

Supervisor of Curriculum and Instruction

Supervisor of Special Education

Supervisor of Single-Subject Area

- ED 645 Human Relations and Negotiations (3 credits)
ED 635 Supervision Principles and Theories (3 credits)

Supervisory practica per certification: (1 credit each, taken consecutively; 3 total credits)

- ED 665A, B, C Supervisory Practicum Curriculum and Instruction
ED 666A, B, C Supervisory Practicum Special Education
ED 600A, B, C Supervisory Practicum Single-Subject Area

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

Three internship semesters (above, per area) must be taken consecutively; however, they may be taken in any order. The leadership portfolio must be submitted after completing the third consecutive semester.

Requirements for Supervisor of Pupil Personnel Services

- PY 625 Psychological Testing (3 credits)
PY 688 Cultural Bases of Counseling (3 credits)
ED 635 Supervision Principles and Theories (3 credits)

ED 667 A, B C Supervisory Practicum Pupil Personnel Services (1-credit each, taken consecutively; 3 total credits)

Note: Candidates for certification as a Supervisor of Pupil Personnel Services must have completed five years of full-time professional school experience as a psychologist, school counselor, school nurse or social worker.

Three internship semesters (ED 667 A, B, C) must be taken consecutively; however, they may be taken in any order. The leadership portfolio must be submitted after completing the third consecutive semester.

Educational Leadership Doctoral Courses

Leadership Content Courses (36 credits mandatory)

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

1. **Ethical Leadership in Education (ED720)**
2. **Professional Development and Supervision (ED723)**
3. **Organizational Theory, Change, and Sustainability (ED726)**
4. **School and Community Partnerships (ED747)**
5. **Teaching and Learning in the 21st Century: Interconnectivity and Shared Responsibility (ED732)**
6. **Embracing Diversity in PreK-12 Education (ED735)**
7. **Leading Comprehensive Student Support Systems (ED738)**
8. **Current Issues in School Finance and Resource Management (ED741)**
9. **Improving Education Through Inquiry (ED729)**
10. **School Law, Policy Reform and Politics in Education (ED744)**
11. **Electives (6 credits/2 courses)**

Course Descriptions

1. ED 720 Ethical Leadership in Education

Students will explore effective management of the organization, operation, and resources for a safe, efficient, and effective learning environment. Participants will 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.

Educational Leadership at Arcadia University

2. ED 723 Professional Development and Supervision

Students in this course will 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 will also learn how to use professional learning to lead professional development and change in schools. Students will 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 will examine the design and impact of distance learning, multimedia, and Web technologies when designing and providing professional learning opportunities and systems.

3. ED 726 Organizational Theory, Change, and Sustainability

Students will 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 will identify strategies to set a widely shared vision for learning. Participants will 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.

4. 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 will examine the role/influence of the media, PTO/PTA organizations, and special interest groups. Course participants will 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 will be explored.

5. 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 will explore processes to create a culture of teaching and learning with an emphasis on learning.

6. 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 will conduct critical analyses of their own personal and professional beliefs concerning diverse student populations and will critique their own professional contexts in terms of sensitivity and responsiveness to diversity.

7. 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 will emphasize the leader's responsibility as a change agent and the importance of consultative and collaborative roles in moving organizations forward. Students will 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.

8. 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 will 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 and contribute to effective school cultures and climates.

Educational Leadership at Arcadia University

9. ED 729 Improving Education Through Inquiry

In this course, students will learn to utilize data to identify school improvement needs and make informed decisions in effecting change that will lead to the academic success of all students including those with learning disabilities and those who come from linguistically and culturally diverse backgrounds. Students will 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 will expose students to the collection and analysis of multiple data sources to improve schools. Students will 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 will also examine the components of an effective school improvement plan.

10. 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 will be examined. Students will learn about and observe the roles/influence of school boards, community organizations, state boards of education, state governments, special interest groups, professional organizations, and unions. Participants will gain insight into understanding, responding to, and influencing the political, social, legal, and cultural school district contexts.

Research and Dissertation Courses (19 credits mandatory)

The research courses are designed to advance students' abilities to:

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

1. Foundations of Inquiry: Qualitative Research (ED750L)

2. Foundations of Inquiry: Quantitative Research (ED751L)

3. Qualitative Research Methods (ED800L)

4. Quantitative Research Methods (ED801L)

5. Mixed Methods Research (ED802L)

6. Advanced Research Seminars (ED803)

7. Dissertation Preparation I (1 credit) (ED901)

8. Dissertation Preparation II (1 credit per semester taken) (ED902)

Research Course Descriptions

1 & 2. Foundations of Inquiry (ED750 & ED751)

Students will learn ontological, epistemological, and methodological considerations in qualitative, quantitative, and mixed method research designs. Students will also learn about ethics in research and the IRB research review process. Scholarly writing will take place through the development of a comprehensive literature review and a culminating, qualifying project. Research methods involved in evaluating programs, assessing student progress, as well as designing, implementing, and monitoring educational innovations in applied settings will be discussed and applied.

3. Advanced Research Seminar (ED803)

Students will enroll in one of three sections of this advanced seminar, aligning with their chosen methods for their dissertations. Ongoing understanding of scholarship and research, as well as feedback concerning the development or analysis of the students' dissertations will be provided by both the professor and the cohort.

4-6. Qualitative, Quantitative, and Mixed Methods Research (ED800L, ED801L, ED802L)

Research seminars will focus on problem solving and integrating research methods with real-life problems faced by school personnel. Methodological content will include furthering knowledge of quantitative, qualitative, and mixed methods design methodology, data management, analysis, and presentation begun in the Foundations of Inquiry courses.

7. Dissertation Preparation I (ED901)

Students enroll for this course, which is structured with the dissertation chair to provide support for dissertation proposal development

Educational Leadership at Arcadia University

during the summer of Year 2. A grade of S or U is assigned to students for this course.

8. Dissertation Preparation II (ED902)

Students must register for ED902 every semester after all other coursework is completed, until their dissertation is defended and approved. Students will be charged the equivalent of 1 credit for the course each semester (fall, spring and summer) after completing all doctoral course work. A grade of S or U is assigned to students for this course.

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 experience.

Master of Education Degree Requirements (M.Ed.)

(a minimum of 30 credits)

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

1. Foundation Courses (9 credits)

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	

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.

Educational Leadership at Arcadia University

Candidates for an administrative certification must have completed 5 years of full-time, satisfactory teaching or professional experience in an instructional area or professional area while certified in that area.

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

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; 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

Educational Leadership at Arcadia University

*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

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

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

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

Superintendent's Letter of Eligibility

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

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

Background Requirements

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

Core Requirements

Note: The next three courses are doctoral-level courses

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

*Doctoral Tuition

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

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

About Arcadia's 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 Early Childhood Leadership. Academic Policies: Students in Arcadia University Graduate Certificate programs are subject to the academic policies of the College of Graduate Studies.

Admission to the Arcadia Graduate Certificate in Early Childhood Leadership

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

- A bachelor's degree from an accredited college or university in Elementary Education, Early Childhood Education, or a related field.
- A PA Director Credential or permission from advisor.

Requirements for the Early Childhood Leadership Certificate

(12 credits)

ED 635	EC Supervision of Teaching and Learning
ED 645	EC Human Relations and Negotiations
ED 638	EC School Finance
ED 647	EC Leading Schools with Data Driven Decision Making

PA Director Credential

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

[Keystone STARS](#) is an initiative to improve, support and recognize the continuous quality improvement efforts of early learning programs in Pennsylvania. This comprehensive professional development system, including

career pathways with credentials, is for practitioners in settings including center- and home-based child care, school-age programs, Head Start, early intervention programs, and school-based programs. In order for Early Childhood Programs to reach Keystone STARS Level 3, directors must be credentialed.

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

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

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

- ED620 Planning of Early Childhood Programs
- ED621 Communication Strategies for Effective Early Childhood Programs
- ED630 Leadership
-

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

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

Admission to the PA Director Credential Program

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

For more information, contact Kira Baker-Doyle, Assistant Professor, at bakerdoylek@arcadia.edu or 215-572-2113.

Requirements for the PA Director Credential Program

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

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

Secondary Transition

at Arcadia University

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

Coordinator

Dr. Clare Papay

Graduate Certificate in Secondary Transition

About Arcadia's Graduate Certificate in Secondary Transition

The Graduate Certificate in Secondary Transition is a 12 credit program which provides students with advanced training in the 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.

What is Secondary Transition?

Secondary transition 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 Secondary Transition 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 secondary transition 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 Secondary Transition are fully online. Students must also attend a Summer Seminar/ Orientation in person at the beginning of the program.

Credit toward a graduate degree in

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

Academic Policies: Students in Arcadia University Graduate Certificate programs are subject to the academic policies of the College of Graduate Studies. Grades of "**B**" or better in every class are required to qualify for the Certificate.

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

Secondary Transition at Arcadia University

Why Study Secondary Transition?

The Secondary Transition 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 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.

Admission Requirements

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

Admissions to the Graduate Certificate Program:

- A graduate application, including personal statements, to be completed online at www.arcadia.edu/gradapp.
- A bachelor's degree from an accredited institution with a recommended GPA of 2.5 or better.
- One official transcript from each college, university or professional school attended. Transfer credits included on a transcript must include grades earned; if not, an official transcript from the original school must be submitted. Transcripts must be sent from the issuing school in a

sealed envelope and contain the appropriate signatures and seals to be considered official.

- Two letters of recommendation. The letters must be of a professional not personal nature. If the student has been out of school five years or fewer, the letter must come from a professor.
- Experience in education, psychology, human services, or another related discipline.
- A personal interview with the program coordinator.
- State and federal clearances, which include criminal check, child abuse and FBI fingerprinting. Information can be found on the Education website at <http://www.arcadia.edu/clearances>

Students can take the first course (ED 670) 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 Secondary Transition

(12 credits)

The following courses are required:

ED 670	Transition Planning and Services (3 credits)
ED 671	Transition Assessment (3 credits)
ED 672	Partnerships for Successful Transition (3 credits)
ED 673	Transition Curriculum and Instruction (3 credits)

In addition to the coursework, students must attend a Summer Seminar/Orientation on time, preferably at the beginning of the program. At the seminar, students will meet instructors and will build community with the other students in the program. Further professional development around a current topic in the field of secondary transition, with guest speakers, will be offered. This is a noncredit requirement. A fee will apply.

Secondary Transition Course Descriptions (ED)

ED 670
Transition Planning and Services
(3 credits)

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.

ED 671
Transition Assessment*
(3 credits)

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 the students will select, create and administer age-appropriate assessment tools. Based on an understanding of assessment results, students will develop and determine appropriate transition plans, programs, services, and instruction.

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

ED 672
Partnerships for Successful Transition*
(3 credits)

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 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.

ED 673
Transition Curriculum and Instruction*
(3 credits)

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 in 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.

***Pending Approval**

English Education at Arcadia University

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

Coordinators

Master of Arts in Education Coordinator:

Richard Wertime, Ph.D.

Master of Education Coordinator:

Leif Gustavson, Ph.D.

Master's Degrees and Teacher Certification

Master of Arts in Education (M.A.Ed.) with a
Concentration in English

Master of Education (M.Ed.) with a
Concentration in Secondary Education
Certification: Instructional, Intern, Supervisory

About the Master's Degrees Programs

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 coordinator.

Foundation Courses (6 Education credits)

Concentration Courses (15 English credits)

Electives in Education (9 Education credits)

Culminating Activity (0–3 credits)

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

must be taken in English; the remaining credits must be in Education.

Master of Education Degree Requirements (M.Ed.)

(a minimum of 30 credits)

Secondary Education Concentration

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

ED 503 General Foundations of
Education in the United
States

One additional foundation chosen from
ED 501–510

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

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

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

4. Culminating Activity: (3 credits)

ED 596 Curriculum Development
Project

Certification

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

English Education 7–12

ED 503 General Foundations of
Education in the United
States

English Education at Arcadia University

ED 513	Meeting the Needs of Diverse Learners
ED 523	The Teacher and the Classroom, Secondary
ED/EN 546(A) or ED 605	Teaching Writing Writing to Improve Literacy
ED 565	Introduction to Instructional Technology
ED580	Introduction to Inclusive Education
ED606	Strategic Instruction for Emergent and Content Area Literacy
ED622	ESL: Multilingual and Multicultural Literacies
ED 471	Graduate Student Teaching Practicum: Secondary 7–12 (6 credits; credits not applicable to: master's degree or culminating activity) or ED 583B Fieldwork (for students holding a valid Pennsylvania Instructional I or II certificate) (3 credits; credits not applicable to master's degree)

Additional Certification Requirements

1. Completion of all subject area coursework required to meet the general and specific certification standards of the Pennsylvania Department of Education. This will be determined by the program coordinator.
2. A grade of “B” or better in the Graduate Student Teaching Practicum.
3. Completion of all Praxis examinations is required prior to enrolling for the Student Teaching Practicum.

Praxis I:

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

Praxis II:

English Language, Literature, and Composition: Content Knowledge (10041)
Qualifying Score: 160

English at Arcadia University

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

Faculty

Coordinator

Richard A. Wertime, Professor of English,
Ph.D., University of Pennsylvania

Pradyumna S. Chauhan, Professor of
English, Ph.D., Duke University

Hugh H. Grady, Professor of English,
Ph.D., University of Texas

Jo Ann Weiner, Associate Professor and
Chair of the English, and Theatre Arts
Department, Ph.D., University of
Pennsylvania

Thomas H. Hemmeter, Associate Professor
of English, Ph.D., Case Western
Reserve University

Sandra Hordis, Associate Professor of
English, Ph.D., Lehigh University

Elizabeth Vogel, Assistant Professor of
English, Ph.D., University of North
Carolina Greensboro

Kalenda Eaton, Assistant Professor of
English, Ph.D., Ohio State University

Jennifer G. Matisoff, Assistant Professor of
English, Ph.D., Lehigh University

William Meiers, Instructor of English and
Associate Dean of the Honors program,
M.A.E., M.A.H., Arcadia University

Joshua D. Isard, Visiting Assistant
Professor, M.Sc., University of
Edinburgh, M.A., University College
London

Daniel Schall, Director of the Writing
Center, Adjunct Professor, M.A.E.,
Arcadia University

much in demand in today's professional world. Small classes and the dedicated attention of graduate faculty ensure a nurturing environment for growth.

The program enables students to pursue a variety of goals: prepare for or advance in a career in teaching; embark on a professional career as a creative writer; pursue an advanced degree in literary study; or work in the fields of publishing, editing, and technical or professional writing. There are no "tracks" in the program to which students are limited; the three areas of emphasis are open to all students at all times throughout their studies. Each student meets with the Director of Graduate Studies to tailor an individualized program of coursework.

To enhance professional readiness, the student may undertake a Career Internship in English in any one of several fields related to the study of writing and literature. Available any time from the student's second semester on, the internship is an unpaid, 3-credit experience conducted under the supervision of the degree program's coordinator and an appropriate member of the English Department.

Students are further encouraged to consider study abroad as a component of their program. They may take up to 9 credits of work in English and related fields at foreign institutions through Arcadia's College of Global Studies or other venues for study abroad that the university offers. Short-term summer study is available to graduate students in several foreign countries, including the United Kingdom, Italy, and Greece; these options can be especially valuable for graduate students whose personal or professional circumstances prevent them from pursuing long-term study-abroad options.

About the Master of Arts in English Program

The Master of Arts in English affords students the flexibility to tailor their course of study to meet their individual wishes and professional goals. This highly versatile program offers three areas of emphasis—literary study, creative writing, and technical and professional writing. It stresses effective writing in a broad array of genres, critical thinking, and interpretive skills, even as it fosters the growth of initiative and self-confidence—qualities

Literary and Critical Studies

This is the principal "area of emphasis" in Arcadia's Master of Arts in English program. The richness and variety of its offerings attest to the breadth of the faculty's varied interests in literature, and can truly be said to be unusual in its scope. Students who aspire to go on for doctoral studies; current high-school and community college teachers; professionals from different backgrounds who hunger for the

English at Arcadia University

stimulation of literary study and serious critical thinking—these are among the individuals who come together in Arcadia's graduate English classes. The range of offerings is impressive: it encompasses courses that cover sweeping historical epochs; courses that focus on a single great author or on a cluster of such authors; courses that revolve around a literary theme or genre; courses that look at a literary movement, or else focus on the literature of a given region, ethnic group, or cultural background; courses that reach out to farther corners of the world . . . and then there are interdisciplinary courses that look, for example, at the way film links literature in different countries of the world.

In all of the courses in this area of emphasis, effective writing is central. Proud of its pioneering role in the nation's Writing Across the Curriculum movement, Arcadia—and specifically the Master of Arts in English program—stresses the centrality of rigorous critical thinking and refined interpretive skills to the serious study of literature.

Creative Writing

Both in its curriculum and in extra-curricular ways, Arcadia's Master of Arts in English offers an exciting creative writing program. This area of emphasis does more than help students prepare themselves to become serious writers; it also strengthens their potential as teachers, both at the secondary and post-secondary levels, and deepens and enriches their appreciation of literature.

Throughout the calendar year, a multitude of options exists for studying creative writing. The spring and fall semesters and our shorter summer sessions regularly offer courses specifically devoted to the writing of fiction, poetry, creative-nonfiction, children's and young adult literature, and memoir. A course in play-scripting and screen-scripting is offered through the Theatre program. The University's Creative Writing Institute gives intensive craft courses in a variety of genres, including fiction, poetry, and writing for children. Independent study is available to more advanced students who wish to make progress on creative projects under the supervision of individual professors. Students who are emphasizing creative writing in their programs may also complete their degree work by undertaking their final project in a creative genre. Finally, students may enroll in the Umbrian Writers'

Residency, which is offered each summer in the heart of central Italy.

Technical and Professional Writing

This area of emphasis is valuable for those who want to work in the media or in the corporate sector. While it is generally the least emphasized of the three areas in this Master's program, and does not feature studio courses in media training, it nonetheless offers an abundance of courses pertinent to the student's interest: journalism; technical writing; writing and editing for magazines; writing for radio and television; writing for the health industry, for the web and the new media, and grant writing for non-profits. Such courses as these enhance the student's preparation for professional work. Students pursuing this area of emphasis are especially encouraged to undertake a Career Internship in English to fortify their credentials for when they enter the marketplace.

Visiting Writers

Beyond the classroom, students in the program have exciting opportunities to meet professional writers and connect with them personally by participating in workshops open only to Arcadia students. Writers appear here in two different programs, The "Writers Return to Campus" Series and the "Visiting Writers Series." The first of these programs invites back to campus former students of Arcadia who have achieved, or are achieving, notable literary success. Novelists, short-story writers, children and young adult literature writers, poets, playwrights, memoirists, creative-nonfiction writers, even former students who have become noted publishers or literary impresarios—all have been invited to conduct workshops for our students and to give readings of their works that are open to the public. Refreshments and books sales—and signings by the authors—regularly accompany these events. The motto of this program is "You can get there from here," inasmuch as Arcadia has proved a fruitful training ground for literary ambition.

The "Visiting Writers" Series attracts well-established professionals whose works have already gained wide recognition. A host of the best-known writers in our culture have been our guests in this program, which seeks to celebrate breadth and diversity. Pulitzer Prize-winning poet Gwendolyn Brooks and novelist Richard Russo; American Poet Laureate Ted

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Kooser; National Book Award-winning poets Gerald Stern and Jean Valentine; Marilyn Robinson, National Book Award for fiction; renowned novelists, memoirists, and short-story writers John Edgar Wideman and Tobias Wolff; Rome Prize winner Karl Kirchwey; lauded fiction writer Robin Black; blind poet and essayist Steven Kuusisto; novelists Brad Watson and Tom Franklin most recently . . . the list of distinguished guests goes on.

The workshops that students get to attend with these writers enable the participants (limited to ten in each of the workshops) to submit, in advance, a sample of their work in the appropriate *genre* for the visiting writer to read and respond to. The workshops are “closed-door” experiences for our students, who may be undergraduates or graduate students; no one—no “guests,” no professors—are permitted in the room with the writer and ten students. What results is a remarkable experience for our students: the chance to go one-on-one with a real “pro.”

Master of Arts in English Admissions Requirements

In addition to the general admission requirements, the following requirements must be met:

1. A graduate application, including personal statement, to be completed online at www.arcadia.edu/gradapp.
2. A bachelor's degree from an accredited institution with a recommended GPA of 3.0 or better. The undergraduate major should be in one of the traditional liberal arts or in a professional or pre-professional field and accompanied by strong undergraduate training in English.
3. One official transcript from each college, university or professional school attended. Transfer credits included on a transcript must include grades earned; if not, an official transcript from the original school must be submitted. Transcripts must be sent from the issuing school in a sealed envelope and contain the appropriate signatures and seals to be considered official.
4. Two letters of recommendation. The letters must be of a professional not personal nature. If the student has

been out of school five years or less, at least one letter must come from a professor.

5. A personal interview with the program Coordinator.
6. A writing sample, if deemed necessary by the program Coordinator.
7. International applicants should visit www.arcadia.edu/international for detailed information on admission requirements and application procedures. Official results from the TOEFL or IELTS are required for all students for whom English is a second language or who have not earned degrees or diplomas from post-secondary institutions in English-speaking countries (e.g. the United States, Canada, England, Ireland, Australia and New Zealand). A course-by-course evaluation of all transcripts by an independent evaluation service based in the United States also is required.

All application materials must be sent to the Office of Enrollment Management.

Rolling Admission: Completed applications are reviewed on a rolling basis throughout the year. Students may start in the Fall, Spring or Summer semester.

Expenses

Tuition for 2012-13: \$695 per credit

Fees:

Deferred Payment— \$40

Audit— \$695 per course

Parking

•Full-time (9 or more credits): \$60 per year

•Part-time (less than 9 credits): \$30 per semester

•Evening Parking (attending class after 4 p.m.): No charge

Financial Aid: Graduate students who have been accepted into a degree program and are enrolled for at least 6 credits per semester are eligible to apply for financial aid. Please visit www.arcadia.edu/financialaid for information regarding required forms and documents, most of which can be submitted online.

Graduate assistantships are available to all students registered for at least 9 credits per semester, or 6 credits throughout the summer session. Students may apply for assistantships upon acceptance and registration. Questions

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regarding graduate assistantships should be directed to the College of Graduate Studies at 215-572-2925.

Federal Loans: Graduate students are eligible to borrow through the federal Stafford Loan and federal PLUS Loan programs. Arcadia University, in partnership with AES/PHEAA, offers the no-fee Arcadia University Preferred Stafford Loan Program, which provides students with benefits that include:
Origination and guarantee fee waivers
Interest rate reduction during repayment
Superior administration and servicing
All financial aid paperwork not submitted online should be sent to the Office of Enrollment Management/Financial Aid. Please e-mail finaid@arcadia.edu or call **1-877-ARCADIA** (1-877-272-2342) with additional questions.

Study Abroad Transfer Credit: In addition to policies regarding transfer credit, students may request transfer of a maximum of 9 credits of graduate study earned through the Arcadia University College of Global Studies (CGS), with prior written approval of their faculty adviser. Students who transferred credits taken prior to admission may transfer a total of 9 credits, including those taken through the CGS.

For example:

- 0 entry-level transfer credits: Arcadia accepts 9 CGS credits.
- 3 entry-level transfer credits: Arcadia accepts 6 CGS credits.
- 6 entry-level transfer credits: Arcadia accepts 3 CGS credits.

Master of Arts in English Degree Requirements (M.A.E.)

36 credits of graduate-level coursework are required for completion of the degree program.

1. Required Foundation Courses (9 credits)
EN 500 Critical Writing for Success
EN 510 Theories of Writing
EN 543 The History and Teaching of Rhetoric
2. Elective courses (21-24 credits)

Either seven or eight courses in English and related Humanities disciplines chosen in consultation with the program advisor. These may include a maximum of two graduate-level courses taken among the following Humanities disciplines: History; Philosophy; Religion; International Studies; International Peace and Conflict Resolution; Art History; Music; Theatre; and courses identified specifically as Humanities courses (e.g., The Introductory Humanities Seminar, The Philadelphia Seminar, and the Humanities Colloquium).

Students in the program are allowed to take up to two Independent Study research projects (EN 689) under the supervision of qualified and willing professors during their degree work. Application for the approval of independent studies must be made in writing to the Department of English ahead of the semester in which the Independent Study is to be undertaken. Students may *not* undertake Independent Study during their first semester in the program. Again, a Career Internship in English (EN 670) may be undertaken once in the course of the student's program, pending the approval of the Director of Graduate Studies in English, who must be consulted prior to the beginning of the internship. As with Independent Study, the Career Internship in English may not be pursued during the student's first semester in the program. The Internship is a graded course, as are all the other courses offered in the program. No courses are offered on a Pass/fail basis.

3. Culminating Activity (3–6 credits)
EN 698 Master's Project (3 credits)
or EN 699 Master's Thesis (6 credits)

Students in the program are normally expected to complete degree requirements by undertaking a 3-credit culminating project

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under the supervision of one or more members of the Department. Under exceptional circumstances, students will be granted the opportunity to write a master's thesis for 6 credits under the supervision of one or more members of the Department. To undertake a thesis, students must submit a thesis proposal and accompanying documents as required by the Department. Students do not automatically have the right to write a thesis; they may do so only if their application for the thesis is approved.

Students who do not complete the thesis or master's project at the end of their coursework, or at the end of the semester or session in which they are enrolled in a departmental thesis or culminating project course, are required to enroll in an ongoing non-credit thesis writing course until all work is completed and approved (EN 697). A fee equivalent to 1 graduate credit for a 3-credit culminating master's project and 2 graduate credits for a 6-credit culminating thesis will be assessed for each semester or part thereof during which the thesis or capstone project is incomplete. (For these purposes, all the summer sessions together will count as one semester.)

Course Offerings:

- Writing and Editing for Magazines
- Technical Writing
- Writing for the Health Industry
- Journalism II
- Studies in Classical and Medieval Europe
- Renaissance and Enlightenment Literature
- Modern British Literature
- Modern American Literature
- The Discovery of Adulthood in British and American Fiction
- William Faulkner
- Narrative Form in Fiction and Film
- Black Cinema
- Literature of London
- Teaching English as a Second Language
- Introduction to Linguistics and History
- The Black Arts Movement
- Special Topics in American Literature
- Disaster, Death, and Madness
- The Slave Narrative
- Ireland in 20th Century Film and Literature
- Writing for Children
- Literature and the Law
- Russian Fiction
- Language and Violence
- International Film
- Major Authors Seminar
- Jane Austen
- Alfred Hitchcock's American Films
- Mark Twain
- Literature After War
- Contemporary American Autobiography
- Modern Drama
- A Few Great Novels
- Modernism and Postmodernism
- The Lyric
- The Contemporary Moment
- Kerouac and His Sources
- Tell it Slant: Memoir Writing Workshop
- Young Adult and Children's Writing Workshop (Intermediate Level)
- Writing for Law
- Grant Writing for Non-Profits
- Fiction Writing Workshop
- Writing for the Web and New Media
- Advanced Editing Workshop
- Poetry Writing Workshop
- Corporate Writing
- Critical Writing for Success
- Theories of Writing
- Special Studies in Discourse
- Teaching the Writing of Fiction
- The History and Teaching of Rhetoric
- Teaching Writing
- American Humor
- From Romanticism to Modernism
- Shakespeare's Jacobean Dramas
- Crime and Deviance in Renaissance England
- The American Short Story
- British and American Poetry
- The Search for Self and Identity in the West Indian Novel
- Lawrence, Joyce and Woolf
- Willa Cather
- Shakespeare and the Self
- World Literature in English
- The Harlem Renaissance
- Southern Fiction
- Tragedy: Forms and Philosophy
- Myth and Literature: Verbal Forms of the Unconscious

ENGLISH COURSES

Courses that are offered fully or partially on-line are so designated in the listing of courses offered in a given semester.

414

Writing and Editing for Magazines

The course offers a practical introduction to the consumer magazine industry and aims to equip students with the basic skills and understanding necessary to pursue a full-time or freelance career as a magazine writer or editor. Students examine all forms of magazine writing from short front-of-book items to department stories to features, perform critical analyses of individual magazines, learn how to develop story ideas into compelling magazine prose, and write effective query or pitch letters. In addition to an overview of the industry, the course also provides an understanding of the basic structure of magazines, the different types of stories magazines publish, and the economic forces driving magazine publishing today.

415

Technical Writing

This intensive study of technical documents for various careers covers catalogue descriptions, descriptions of mechanisms, instructional and procedural manuals, bids, requests for bids, proposals, reports, memos and letters responding to customer inquiries. It emphasizes preparation of effectively written documents for various audiences (from expert to non-expert) and purposes. It presents the integration of graphic and copy elements in well-structured and designed documents. It includes individual and group assignments from a problem-solving approach. It requires portfolios of work in progress and two spoken presentations.

416

Writing for the Health Industry

In this intensive writing workshop which gives an overview of the health care communications field, students become familiar with research tools (including online databases), interview techniques, and the integration of graphics to enhance text. They also develop an understanding of audience and an appreciation for the knowledge base of the intended reader. This course covers the writing and editing of peer-reviewed technical journal articles as well as marketing materials, press releases, newsletter articles, feature and advertising copy.

418

Journalism II

Students learn the setup of the newsroom, practice the conventions of news and news features, such as profiles and issue-oriented

stories. Fieldwork includes coverage of some live events with emphasis on writing the more complex story, with style, color, flair.

420

Studies in Classical and Medieval Europe

This course is a selective study and appreciation of texts from Western antiquity and the Middle Ages that remain influential and alive in our own time. These texts are considered within the cultural contexts from which they sprang and to which they helped give definitive shape. Typically, readings include plays and epics of ancient Greece, Roman authors such as Virgil, Augustine, and Boethius, and such medieval works, genres and authors as Beowulf, the Arthurian romances, Dante and Chaucer.

421

Renaissance and Enlightenment Literature

This course is a selective study and appreciation of texts from 16th, 17th, and 18th century European literature with a focus on the English tradition and a consideration of the historical contexts of the works studied. Readings are drawn from Renaissance essayists and novelists such as Thomas More, Montaigne, Bacon and Cervantes, Jonson, Shakespeare, and Webster; Wyatt, Sidney, Spenser, Donne, and Marvell; major works from later 17th century and Restoration authors such as Milton, Dryden, Congreve, Pope, Swift, Voltaire, Defoe, Fielding and Sterne.

422

Modern British Literature

Critical readings are of major British works of the 19th, 20th, and 21st centuries in the context of cultural history. Writers include Wordsworth, Coleridge, Shelley, Keats, Bronte, George Eliot, Conrad, Woolf, and others.

423

Modern American Literature

Critical readings are of major American works of the 19th, 20th, and 21st centuries, approaching the texts as products of a specific place and historical experience. Authors include Emerson, Thoreau, Hawthorne, Melville, Douglass, Jacobs, Twain, Dickinson, James, Faulkner, Miller, Sexton, Bogan, Morrison and others.

427

Discovery of Adulthood in British and American Fiction

This course will explore, through novels and short stories, the cognitive, moral, social and psychological complexities of adolescent and early adult experience. It will also deal with the literary problems involved in portraying these stages of human development. The aim both of the readings and of the class activities will be to enhance awareness of the magnitude of change

implied in the term “growing up.” While the overall focus will be thematic in nature, the specific day-to-day focus will be primarily literary, although there will be some brief side-excursions into related fields, especially psychology.

428

William Faulkner

In this intensive study of the work of one of America's most important fiction writers, readings include five major novels and several short stories. In addition to understanding Faulkner's extraordinary achievement as an experimental novelist, students look at his presentation of themes such as race, slavery, family and the natural world.

429

Narrative Form in Fiction and Film

This study is of narrative forms and structures in film and fiction. Close reading of texts reviews conventional and experimental form guided by narrative theory. There are opportunities for critical and creative responses.

430

Black Cinema

This course examines the cinematic productions of Black filmmakers, including works from Africa and the Caribbean by such filmmakers as Oscar Micheaux, Camille Billops, Ngozi Onwurah, Spike Lee, Julie Dash, Jon Singleton, and Tsitsi Dangaremba. Students analyze and critique the films for their artistic and thematic value, while interrogating the politics of production and distribution specific to black filmmaking.

431

Literature of London

This is an intensive study of literary works about London. Readings include masterpieces by English literary greats such as Charles Dickens, T.S. Eliot and Virginia Woolf, who lived in and wrote about the capital city.

433

Teaching English as a Second Language

This is an introduction to ESL teaching methods that provides background in lesson planning, cross-cultural communication, selecting English-as-a-second-language materials, and conducting lessons. Field tutoring experience in practicum with adult literacy learners or international students.

434

Introduction to Linguistics and History

This examination of the historical development of the English language and the various approaches to acquisition and use of language includes psycholinguistics, sociolinguistics, dialectology, phonology, morphology, schools of grammar, semantics, syntax and stylistics. It surveys

contemporary theories, such as speech act theory, concerning the interpretation of language.

435

Special Topics in American Literature

In this advanced course in American Literature, topics vary. Possibilities include Transcendentalism, Race in the Literary Imagination, Literature of the Early 20th Century, The Jewish Novel, Between the World Wars, American Women Poets, and others.

437

Disaster, Death and Madness

The central objective of this course is to help students to enter imaginatively into the condition of people caught in extremis by disaster, death, or madness—or any combination of the three. The course is an intensely collaborative experience for the student and the instructor. Students give a seminar report on a public disaster that has been researched, review drafts of fellow-students' work, write an original play, and participate in the production of the “class play.” The three common texts used in the course are John Hersey's familiar *Hiroshima*; Kai T. Erikson's *Everything in Its Path*; and Norman Maclean's powerful—and posthumously published—*Young Men and Fire*.

441

The Slave Narrative

Students in this course read major slave and neo-slave narratives of the 19th and 20th centuries and examine these works from the dual perspectives of social testimony and literary phenomena. Some of the issues addressed include the genre's evolving response to the conditions of slavery and to the Abolitionist movement, the relation of the slave narratives to the rise of realism in American fiction, and the influence of the slave narrative's form on the evolution of African American fiction.

442

Ireland in 20th Century Film and Literature

This is an intensive study of the myths and realities of 20th century Ireland as represented by seminal works of film and literature. In addition to its examination of the culture of Dublin over the past 100 years, the course guides students through cinematic and literary works exploring such themes as migration and the myth of the West, colonial and post-colonial political struggles, and the role of women in Irish culture.

443

Writing for Children

This is an intensive writing workshop focused on the production of publishable fiction and nonfiction for the children's market. The course provides an exploration of the creative process, including invention techniques, drafting, and

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revision. Plotting, characterization, and the writing of dialogue and description are examined. Students also engage in an in-depth study of the magazine and book publishing markets so they can effectively target their writings to specific publishers. The course includes such practical considerations as the writing of query letters, working with editors and agents, and preparing manuscripts for submission.

444

Special Studies Seminar

This seminar on advanced topics in literature provides an opportunity for intensive study in areas of special interest. Topics vary.

445

International Literature

This is an introduction to the works of representative Third World writers in English from Africa, India and the Caribbean. It studies characteristics of post-colonial discourse.

446

Russian Fiction

This is a survey of Russian fiction, of its themes and narrative techniques, with special emphasis on works of Pushkin, Gogol, Dostoevsky, Tolstoy, Turgenev, Babel, Pasternak, and Solzhenitsyn. Russian history, from the founding of the Kievan State to the emergence of the new Russian Republic, is studied. The course approaches individual works as cultural artifacts of their times.

447

Language and Violence

This course examines the phenomenon of language and harm from the point of view of contemporary theories in linguistics and rhetoric. Topics include language and violence in literature, hate speech, cursing, verbal conflict, interrogations, and negotiations. Students are exposed to a variety of theories on the subject, including speech act theory and other theories of conversational logic.

450

Major Authors Seminar

This in-depth study of the significant work of one or more authors focuses on an author's literary development, as well as the relationship between the author's life and his or her work. May be taken more than once when topics vary.

451

Jane Austen

A study of Austen's six major novels with attention to the culture of Regency England, the enduring popularity of Austen's works and the growing library of film adaptations of the novels. This course may be taught in a traditional classroom format or fully online.

452

Alfred Hitchcock's American Films

This is an intensive study of the major film works of one of the best 20th century studio directors, Alfred Hitchcock. Focusing on the cinema produced in his American period, 1943-1963, the course guides students through discussion and analysis of such important films as *Shadow of a Doubt*, *Strangers on a Train*, *Rear Window*, *Vertigo*, *Psycho*, and *The Birds*, examining them both as works of cinematic art and as documents reflecting the culture of mid-century America.

453

Mark Twain

In this intensive study of one of America's most famous writers, students read a selection of his novels, stories and essays to get a sense of how complicated a writer he was. The course also views Ken Burns' documentary. This course may be taught in a traditional classroom format or fully online.

459

Literature After War

This course focuses on literature written after wars in the 20th century. Some of the texts are about experiences in war, but many are not, instead reflecting the perspective of the war time or post-war writer on mortality, moral decision-making, concepts of heroism, marriage, sex, politics, patriotism, race relations, psychic health, and in general the mood of the community.

460

Contemporary American Autobiography

This course introduces students to the important genre of the memoir. It explores how the memoir explicates childhood, alienation in a multicultural land, alternative (and mainstream) sexuality, homelessness, mental illness and aging. Readings include a selection of recent American autobiographies and memoirs. Students may practice writing their own memoirs.

461

Seminar: Modern Drama

This exploration of the styles and techniques of modern theater includes selected British, American and Continental plays by modern dramatists, such as Ibsen, Strindberg, Chekhov, Shaw, Synge, O'Neill, Pirandello, Brecht, and Pinter.

462

A Few Great Novels

This exploration of the novel as a literary genre that has eluded precise definition focuses on works that represent major stages in the evolution of the genre. Readings may include works by Austen, James, Conrad, Joyce, Woolf, Faulkner, Morrison, Pynchon and Byatt, Ellison and essays by modern theorists who have

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attempted to identify the generic characteristics of the novel.

463

Seminar: Modernism and Postmodernism

This course is a critical reading of selected texts, both artistic and rhetorical, to explore the differences between modern and postmodern styles, methods and attitudes in the 20th century. It includes such modernist works as Joyce's *Ulysses* (selections), Eliot's *The Wasteland*, poems by Yeats and Stevens and Beckett's *Waiting for Godot*, as well as essays by Wimsatt and Jung; postmodern works by poets W.C. Williams, R. Lowell, Plath, Levertov and Rich; film directors Fellini, Resnais, W. Allen and essays by Altieri, Fish and Barthes.

464

Seminar: The Lyric

This exploration of lyric poetry from the ancient world to the present, with emphasis both on what makes language poetry and on the theory of the lyric form, includes a historical survey of highlights of the English lyric. Students write critical and analytic papers and some poetry.

465

The Contemporary Moment

This course introduces upper-level undergraduate and graduate students to today's literary scene with works by exciting writers who are currently practicing their craft. The course focuses primarily on American writers, although British writers and authors of other nationalities writing in English also may be considered. Students in this course get to help shape contemporary literary taste. The genres covered are the novel, the short story, poetry, memoir, and the creative nonfiction essay.

466

Kerouac and His Sources

A study of central works of Jack Kerouac and several key literary sources he drew on. Includes *On The Road*, *The Dharma Bums* and the poetry collection *Mexico City Blues*. Influences include others in the Beat Movement like Allen Ginsberg, Gary Snyder, Diana di Prima, American predecessors like Ernest Hemingway, Jack London and Walt Whitman; the French Symbolist poets (in translation) Arthur Rimbaud and Charles Baudelaire; and finally the Romantic visionary William Blake.

468

Tell It Slant: Memoir Writing Workshop

This course focuses on the writing and reading of memoir and the cultural issues surrounding this genre. Through the study of writing elements and craft, students have the opportunity to shape memoirs that will be meaningful for the writers themselves and their audiences. In addition,

students enrich the course through creating a presentation project on a chosen established memoirist.

469

Young Adult and Children's Writing Workshop (Intermediate Level)

This course further develops writing skills and knowledge of the children's and young adult markets with a concentration on the student's own work---in-progress. This course differs from the introductory course in several ways: by offering more intensive, full-class peer review; by providing additional technique workshops and one-on-one conferencing; and by being more student-directed via journaling and student-teacher conferencing. The emphasis is on the student's own writing output, as well as on distinct characteristics of the genre.

472

Special Studies in Writing

In this advanced seminar course in writing, topics vary according to the needs and interests of students and faculty. Possibilities include poetry writing workshop, feature writing, editing, professional writing and critical writing.

473

Writing for the Law

This course teaches students the basics of legal research, reasoning and writing. Students learn how to conceptualize, research and write various forms of legal documents, including objective legal memoranda, case briefs, client correspondence, research exercises and persuasive legal briefs. Students review the intricacies of the judicial system and statutory interpretation.

474

Grant Writing for Non-Profits

This course introduces the elements of fundraising through grant proposal writing for nonprofit organizations. Students identify and work with a nonprofit organization to produce a viable grant proposal. In the process, students develop skills in the areas of needs assessment, program development, budgeting, conflict resolution and negotiation, development planning, and discerning organizational strengths and weaknesses. The course also develops an understanding of the philosophy and practice of philanthropy in the United States. Instructional formats include lecture, group work, writing practice, guest speakers, media analysis, online discussion, and field experience.

475

Fiction Writing Workshop

Students critique one another's works-in-progress, consider works of fiction by professional writers, and participate in workshops

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on the fine points of writing fiction. Each student must complete a body of work that comprises four finished short stories as well as a series of exercises required of all students.

476

Writing for the Web and New Media

Writing for the Web and New Media draws on current usability research and explores key differences in print vs. electronic writing, details rhetorical strategies for new media formats, and helps students understand how to integrate visual and written elements. Students analyze, construct and write multimedia text in various assignments, creating a portfolio of electronic writing samples

477

Advanced Editing Workshop

The Advanced Editing Workshop aims to develop understanding of grammar and rhetoric in varied written applications (academic, creative, professional), with particular emphasis on editing techniques for these different types of writing. Workshops focus on appropriate editing styles applied to student work.

478

Poetry Writing Workshop

This course equips students with the fundamental tools needed to write effective poetry and to read poetry intelligently. Emphasizing the craft of poetry in a workshop setting where students' efforts are critiqued, the course also includes a careful consideration of the works of accomplished poets, poetic theory, and the rules of prosody.

479

Corporate Writing

An intensive study of rhetorical and structural principles of the larger, more complex documents of business and industry, the course covers business plans and proposals, grant proposals, reports, and more. A study of critical essays enhances understanding of rhetorical principles and informs students about the workings of non-profit organizations.

486

Creative Writing Institute

This is an intermediate to advanced course wherein students refine their skills in poetry, fiction, creative non-fiction or a combination of the above. The students and faculty meet in person for one weekend to participate in workshops, lectures and presentations. Then the course continues online for the following four weeks and includes peer-review workshops on Blackboard and one-on-one work with a professor.

500

Critical Writing for Success

Intended to strengthen students' critical writing skills for graduate-level work, this course combines intensive practice in the art of writing literary criticism with some introduction to contemporary critical theory. It gives students an opportunity to consolidate their technical command of the written language. This course counts as a foundation course in the M.A. in English program and can be taken as an alternative to Linguistics and Language History.

510

Theories of Writing

This course is an exploration of current theories and research in written communication and university composition. It examines writing as a process, a form of communication, a technology and a social practice. It emphasizes independent student research.

540

Special Studies in Discourse

This is a seminar course that offers an opportunity to study intensively either a specific kind of discourse or a specific kind of discourse or a specific aspect of discursive production. Topics vary in response to the needs and interests of both students and faculty. Possible topics include Contemporary Critical Discourse: From Poetics to Rhetoric; Writing in Business and Industry; The Small Press in America; Editorial Practices; and Advanced Technical Seminar in Fiction Writing. May be taken more than once when topics vary.

542

Teaching the Writing of Fiction

This is an intensive introduction to the art of fiction writing, designed to address both the needs of serious writers and the pedagogical interests of high-school and college teachers who wish to introduce fiction writing into their curricula. Students do varied exercises in fiction writing, produce a final portfolio of four short stories, read and critique stories by professional writers, and submit their fiction to their peers for discussion and judgment. No prior fiction writing experience is required.

543

The History and Teaching of Rhetoric

This survey of rhetoric, composition, speech, literature and occupational writing includes readings from Aristotle, Kenneth Burke, Chaim Perelman and others. Pedagogical projects are optional.

546

Teaching Writing

This investigation of some important theoretical and practical problems in the teaching of writing

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as a process includes such issues as designing assignments, sequencing assignments, evaluating writing, teaching invention, teaching revision and teaching editing.

625

American Humor

This course is a survey of the folk origins, the rhetorical features, and the literary influence of American humor, examining ephemeral publications and works of literature.

626

From Romanticism to Modernism

This is an intensive study of the major characteristics of the poetry of Romanticism, Symbolism and Modernism. Insights into the complex connections between Romanticism and Modernism are gained through reading, analysis and critical writing.

633

Shakespeare's Jacobean Dramas

This is an intensive study of Shakespeare's plays written during the first years of the reign of King James I, including three of his greatest tragedies: *Othello*, *King Lear* and *Macbeth*. It includes reading and discussion of selected critical commentaries, along with some library research, reports and short papers involving historical and biographical background and theatre history.

634

Crime and Deviance in Renaissance England

This graduate-level seminar uses both prose and dramatic literature and critical responses to these texts to explore how Early Modern English society maintained and disseminated standards of conduct and behavior. Students read closely to unpack the role that these texts, as well as theater and literature in general, played in this process. They pay close attention to three different forms of crime or social deviance: roguery, cross-dressing and witchcraft.

638

The American Short Story

This chronological examination of some of the best examples of the American short story from its beginnings to the present day emphasizes an historical perspective of changing forms and expressions of the genre and tests the validity of contemporary critical methods. It concentrates on prominent works of the following writers: Irving, Poe, Hawthorne, Melville, James, Crane, Hemingway, Fitzgerald, Porter, Oates and others.

640

Special Studies in Literature

This is a seminar course that offers an opportunity to study intensively either a period of literature, a genre, or a major author's canon.

May be taken more than once when topics vary.

641

British and American Poetry

A survey of the thematic and formal developments in British and American poetry from Gerard Manley Hopkins to Sylvia Plath and Ted Hughes. Readings include theoretical essays by some modernists. The course approaches poems in their historical and cultural contexts before considering contributions of individual figures.

642

The Search for Self and Identity in the West Indian Novel

The course traces the development of the West Indian novel from the 1930s to the present, focusing on the Caribbean's search for self-definition. The novel reflects the growth of anti-colonial sentiment in the island societies, and the development of a philosophy that ranges from protest through Negritude and creolite to the present-day attempts at an Antillean literature and perspective.

643

Lawrence, Joyce and Virginia Woolf

This seminar is devoted to a modernist reading of the major works of two or three of these authors. The course emphasizes textual analysis, with special reference to the theme and form of the works prescribed. Some background reading is a requirement.

644

Willa Cather

This course is devoted to a study of six principal works of Willa Cather—*O Pioneers!*, *My Antonia*, *The Song of the Lark*, *The Professor's House*, *Death Comes for the Archbishop*, and the shorter novel, *A Lost Lady*. Students consider various aspects of Cather's literary career and investigate different facets of the world about which she wrote.

645

Shakespeare and the Self

This is an exploration of the characteristics of composition in Shakespeare's 400-year-old plays and the Postmodernist concerns of a de-centered self. The course investigates contemporary critical inquiry into how Shakespeare represented models of the self at the beginnings of modernity.

649

World Literature in English

A survey of the classics of English fiction from the old British colonies—Nigeria, Kenya, South Africa; India, Australia, Caribbean, and Canada. The course considers the postcolonial issues of identity, trans-cultural hybridity, diasporic writing,

English at Arcadia University

and globalization as aftereffects of Imperialism. Besides the works of three Nobel laureates (Wole Soyinka, Nadine Gordimer, and V.S. Naipaul), the course includes well-known texts of Chinue Achebe, Ngugi wa Thiong'o, Salman Rushdie, George Lamming, Jamaica Kincaid, Margaret Laurence, and Margaret Atwood.

651

The Harlem Renaissance

This course is a consideration of the social, political and literary factors leading to the flowering of black genius in the arts. Texts include classics by and about the Black Manhattan to be examined from the political as well as the aesthetic perspective. Writers include Jean Toomer, Langston Hughes, Claude McKay, Zora Neale Hurston, Nella Larsen, W.E.B. DuBois, Alain Locke, Countee Cullen, Rudolph Fisher and Sterling Brown.

655

Southern Fiction

An exploration of the fiction of the American South, this course focuses on recurring themes in Southern literature. Authors may include Mark Twain, Faulkner, O'Connor, Lee, Warren, Hurston, Wright, Walker, Styron, Welty, and Jones.

658

Tragedy: Forms and Philosophy

This interdisciplinary approach to the idea of tragedy in life and literature considers the questions of evil, free will, undeserved suffering and their literary expressions. It examines selected works of Aristotle, Hume, Nietzsche, Sartre, Hegel, Freud, Sophocles, Shakespeare, Tolstoy, Melville, Shaw and O'Neill.

659

Myth and Literature: Verbal Forms of the Unconscious

This is a survey of myth theories of Frazer, Durkheim, Jung and Malinowski, followed by the study of select stories, poems, plays, novels and folklore. It examines various forms and functions of myth in ancient and modern literature

670

Career Internship in English

This is a graduate-level internship in a place of business that enables an M.A.E. student to explore a professional opportunity or field of work that is related to the discipline of English. Teaching positions are not acceptable for this internship. Student must have the approval of the Director of the M.A.E. program at registration time prior to the beginning of the internship. Limited to 3 credits. Students must have taken 9 credits of coursework in the M.A.E. program before they are eligible to apply for this internship.

689

Independent Research

This is directed Individual study and research on an author, genre, or theme, culminating in a substantial paper. Available to students who wish to undertake advanced work following their first semester in the program.

Prerequisites: Two graduate courses in literature at Arcadia University and approval of the Department. Not open to Special Status students.

697

Thesis Research and Writing Variable credits

Students who do not complete the thesis/culminating project at the end of their coursework, or at the end of the semester or session in which they are enrolled are required to enroll in an ongoing thesis writing course until the work is completed and approved (1 credit for a 3-credit culminating project course, 2 credits for a 6-credit thesis course). A fee equivalent to 1 part-time graduate credit will be assessed for each semester or part thereof during which the thesis/culminating project is incomplete. (For these purposes, all the summer sessions together will count as one semester.)

698

Culminating Project

The Culminating Project is undertaken on an individual basis under the supervision of a full-time member of the English Department.

Prerequisite: Permission of the program coordinator.

699

Master's Thesis in English

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

Prerequisites: 21 credits of graduate study and permission of the adviser and the Department. Obtain guidelines from Office of Graduate Studies.

FORENSIC SCIENCE

at Arcadia University

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

Faculty

Karen Scott, Ph.D., Associate Professor
and Director of the Forensic Science
Program

Heather Mazzanti, M.S.F.S., Assistant
Professor and Interim Director of the
Forensic Science Program

Sheryl Smith, Ph.D., Assistant Professor
of Biology

Clinical Faculty

Barry Logan, Ph.D, ABFT, National
Forensic Science Director of NMS
Labs and Executive Director of the
Fredric Rieders Family Renaissance
Foundation

Adjunct Faculty

John DiGregorio, Ph.D., M.D. Medical
Director, NMS Labs

Heather Harris, M.F.S., J.D.,
Independent Forensic Chemistry
Consultant

Richard Nilsen, M.S., J.D., Commander,
Forensic Services Unit and Assistant
DA, Montgomery County District
Attorney's Office

M. Fredric Rieders, '80, Ph.D., Forensic
Toxicologist and CEO at NMS Labs

Allen Stewart, M.S., Deputy Sheriff,
Montgomery County Sheriff's
Department

Christian Westring, Ph.D., DNA
Technical Leader at NMS Labs

Jill Yeakel, M.S.F.S, Program Director at
The Center for Forensic Science
Research and Education

Laboratory Instructors

Fran Diamond, Criminalistics Technical
Leader at NMS Labs

Warren Korn, Laboratory Manager at The
Center for Forensic Science Research
and Education

Master's Degree

Master of Science in Forensic Science

About the Forensic Science Master's Degree

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

A Growing Profession: Forensic Science is broadly defined as the application of science to the purposes of law. It is highly interdisciplinary by nature and has become a vital part of the judicial and regulatory system worldwide. Professional forensic scientists, law enforcement personnel, and criminal justice employees all recognize the growing need for highly qualified specialists who can follow established protocols in the

FORENSIC SCIENCE at Arcadia University

collection, preservation, analysis and presentation of forensic evidence.

National Recognition: The Arcadia University Master of Science in Forensic Science (M.S.F.S.) program is nationally accredited by the Forensic Science Education Programs Accreditation Commission (FEPAC) of the American Academy of Forensic Sciences (AAFS). Arcadia University is one of only a select few institutions in the country to hold this accreditation which recognizes the high quality graduate forensic science curriculum offered through this program.

Affiliations: The Master of Science in Forensic Science (M.S.F.S.) degree is offered by Arcadia University in partnership with the Center for Forensic Science Research & Education and in collaboration with NMS Labs, one of the nation's premier ASCLD-LAB and ISO 17025 accredited forensic science laboratories. Both facilities are located about 5 miles from Arcadia University in Willow Grove, PA. A significant portion of the coursework is conducted at the Center for Forensic Science Research & Education facilities, and forensic practitioners from NMS Labs provide a substantial part of the instruction.

Guaranteed Internship and Real-World

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

Forensic Science Mission Statement:

The mission of the Forensic Science program at Arcadia University is to provide high quality, competent, and professional master's level forensic science education and training. This mission is to be accomplished through contact with internal and external professional practitioners and academicians; through research, internships, and other forensic science

activities intended to increase the students' knowledge of forensic science, and through competent and ethical professional training. Believing that the program's mission can be achieved through productive interactions among practitioners, academicians, and related forensic science activities, Arcadia University seeks

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

Forensic Science Program Structure

Our curriculum is unique in that it covers a variety of specialties, unlike other graduate programs that require a commitment to a single field of study, making for more well-rounded forensic practitioners. The curriculum involves classroom and laboratory exposure to the field of criminalistics including forensic biology, chemistry and trace analysis as well as forensic toxicology. Coursework emphasizing the development of problem-solving abilities is designed to encourage a concentration in these forensic science specialty areas and expose students to both relevant laboratory techniques and relevant medico-legal developments.

An emphasis on laboratory coursework provides students with significant hands-on experiences. Students are afforded the opportunity to reinforce their laboratory skills via internship arrangements with practicing forensic laboratories, including NMS Labs in Willow Grove, PA. A comprehensive internal internship practicum at The Center for Forensic Science Research & Education is guaranteed for all students. These

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experiences, coupled with the completion of an independent research project, ensure that Arcadia graduates are well prepared for careers in forensic science and that they are well received by the forensic science community.

The M.S.F.S. program focuses primarily on the fields of forensic biology, chemistry, toxicology, and trace evidence analysis.

- **Forensic Biology** involves the analysis of biological fluids and tissues collected at crime scenes and from articles of physical evidence for the purpose of identification and individualization. A forensic biologist employs a wide range of laboratory methods and instruments for body fluid identification and forensic DNA analysis.
- **Forensic Chemistry** involves the forensic application of chemical theories, techniques, and instrumentation to the analysis of illicit drugs, arson, explosives, and other trace evidence materials.
- **Forensic Toxicology** involves the detection and characterization of chemical substances exhibiting adverse or toxic physiological effects. A forensic toxicologist uses a wide range of laboratory methods, which may include spectrophotometric and chromatographic analyses.
- **Trace Analysis** involves the proper collection, preservation identification and comparison of items such as glass, paint, hairs, fibers and soil. A forensic trace evidence examiner will use instrumental, mechanical, chemical and visual techniques to analyze these types of trace evidence.

Program Design

The Forensic Science program offers a variety of core and elective courses. In their first year of study, students are given the opportunity to make up any deficiencies in biology and chemistry coursework depending on their undergraduate backgrounds and have the opportunity to take advanced courses in these fields. This provides students with a strong scientific foundation which is required and essential in the field of forensic science. The remainder of the first-year courses concern both general and specific topics in forensic science. The second year of study allows

for further specialization in chemical, biological, and toxicological coursework. Students also complete internship experiences and research projects in the second year.

The First Year

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

Summer Term

After the first year, students will be required to engage in a research project mentored by a faculty member affiliated with the University or its partners. Research may be performed on campus or at an external laboratory.

The Second Year

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

Admission to the Forensic Science Master's Program

Program-specific admission

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

1. A Forensic Science application, including personal statements, must be completed online at www.arcadia.edu/gradapp.
2. A bachelor's degree from an accredited institution with a GPA of 3.0 or better, with at least a 3.25 in the major. It is expected that

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- students have an undergraduate degree in the natural or physical sciences.
3. One official transcript from each college, university or professional school attended. Transfer credits included on a transcript must include grades earned; if not, an official transcript from the original school must be submitted. Transcripts must be sent from the issuing school in a sealed envelope and contain the appropriate signatures and seals to be considered official.
 4. Completion of at least two semesters of general chemistry with laboratories, two semesters of organic chemistry with laboratories, and two semesters of general biology with laboratories.
 5. Three current letters of recommendation from persons familiar with the applicant's ability to study graduate-level science.
 6. Test scores for the Graduate Record Examination (GRE) or the Medical College Admission Test (MCAT), taken within the last five years.
 7. International applicants should visit www.arcadia.edu/international for detailed information on admission requirements and application procedures. TOEFL/IELTS results are required for all students for whom English is a second language or who have not earned degrees or diplomas from post-secondary institutions in English-speaking countries (e.g. the United States, Canada, the United Kingdom, Republic of Ireland, Australia, and New Zealand). A course-by-course evaluation of all transcripts by an independent evaluation service based in the United States also is required.
 8. It is highly recommended that prospective undergraduate students have completed coursework in genetics, molecular biology, biochemistry, statistics, and instrumental/analytical chemistry.
 9. An interview with the Admissions Committee may be required.

General Admissions Procedures

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

Application Deadline

Completed applications will be reviewed on a rolling basis starting February 1. Those received after February 1 will be reviewed based on availability of space in the attending class.

Deferred Admission

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

Part-Time Program Admission

Students working full-time may enroll in and complete the M.S.F.S. program on a part-time basis. Although designated as a part-time program, the coursework will continue to be offered at existing times. Students will generally take 1 to 2 courses per semester and adjust their work schedule to attend and complete course requirements. Matriculated student requirements are similar to the admission requirements for the full-time program. Students will apply to the program using the same procedure as students applying to the full-time program. Admission to the part-time program may occur in either Fall or Spring semesters. Applicants to the matriculated part-time program with two or more years of relevant laboratory experience at a forensic laboratory may have the GRE requirement waived.

Personal Academic and Professional Ethics

Students interested in the program should be aware of the National Institute of Justice Report entitled "Qualifications for a Career

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in Forensic Science.” This document details the personal, professional and academic criteria which will influence a prospective forensic science examiner’s suitability for employment. With regard to personal characteristics, the document states that “Because forensic science is part of the criminal justice system, personal honesty, integrity, and scientific objectivity are paramount. Those seeking careers in this field should be aware that background checks similar to those required for law enforcement officers are likely to be a condition of employment. The following may be conducted and/or reviewed before an employment offer is made and may remain as ongoing conditions of employment (this list is not all inclusive): drug tests, history of drug use, criminal history, personal associations, polygraph examination, driving record, past work performance, credit history, and medical or physical examination. Personal candor in these areas is critical.”

Support Services

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

Expenses

Tuition: 2012-2013 \$27,950

Fees:

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

Additional Expenses:

- Books and supplies (estimated): Year one \$500; Year two \$500
- Room and Board: Off Campus
- Travel: Varies

Financial Aid

Scholarships

Several partial-tuition scholarships are available for students in the Forensic Science program. Upon acceptance into the program, students will be reviewed automatically for these scholarships, which are based upon academic achievement and are renewable for two years.

Assistantships

Graduate assistantships are available on a semester-to-semester basis. Select students are automatically awarded

graduate assistantships upon acceptance, but any graduate student may apply for a campus-wide graduate assistantship. Questions regarding graduate assistantships should be directed to the College of Graduate Studies at 215-572-2925.

Federal Loans

Graduate students are eligible to borrow through the federal Stafford Loan and federal PLUS Loan programs. Arcadia University, in partnership with AES/PHEAA, offers the no-fee Arcadia University Preferred Stafford Loan Program, which provides students with benefits that include

- Origination and guarantee fee waivers
- Interest rate reduction during repayment
- Superior administration and servicing

All financial aid paperwork not submitted online should be sent to the Office of Enrollment Management/Financial Aid. Please e-mail finaid@arcadia.edu or call 1-877-ARCADIA (1-877-272-2342) if you have additional questions about financial aid.

Requirements for the M.S. in Forensic Science

(70-75 credits)

The program includes at least 38 credits of required graduate coursework, in addition to 6 to 12 semester hours of research, 6 to 12 semester hours of practicum/internship, plus mandatory participation in a symposium/seminar series. Students working full-time with two or more years of relevant laboratory experience at a forensic laboratory who are completing the program on a part-time basis may have the practicum/internship requirement waived with approval of the Program Director.

First-Year Coursework

Fall Semester (14-17 credits)

FS 518	Crime Scene Investigation and Reconstruction
	(2 credits)

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FS 519	Forensic Pattern Analysis (2 credits)
FS 570	Criminal Law and Ethics (3 credits)
FS 561a	Forensic Science Symposium (1 credit)
CH 518	Instrumental Analysis in Forensic Toxicology & Chemistry (3 credits)
3 credit Elective	BI 440 Biochemistry as needed OR CH 407 Polymers and Biopolymers OR BI 438 Bioinformatics
MA 141	Statistics (3 credits) as needed

Spring Semester (16 credits)

FS 515	Research Methods in Forensic Science (1 credit)
FS 504	General Principles of Pharmacology (3 credits)
FS 530	Forensic Serology (3 credits)
FS 535	Forensic Chemistry (3 credits)
3 credit Elective	BI 433 Molecular Biology as needed OR FS 555 Biotechnology
3 credit Elective	BI 404 Genetics as needed OR BI 421 Human Genetics OR CH 203 Equilibrium and Analysis

Summer Coursework (4 credits)

FS 596	Research Project in Forensic Science (4 credits)
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Second-Year Coursework

Fall Semester (20 credits)

FS 525	Forensic Toxicology I (3 credits)
FS 526	Forensic Toxicology II (3 credits)
FS 531	Forensic DNA Analysis (3 credits)
FS 512	Forensic Trace Analysis (3 credits)
FS 536	Advanced Forensic Chemistry (3 credits)

FS 533	Quality Management in Forensic Science (1 credit)
FS 596	Research Project in Forensic Science (4 credits)

Spring Semester (17 credits)

FS 586	Graduate Practicum in Forensic Biology (4 credits)
FS 587	Graduate Practicum in Forensic Chemistry (4 credits)
FS 588	Graduate Practicum in Forensic Toxicology (4 credits)
or FS 583	Graduate Internship in Forensic Science [external] (6 – 12 credits)
FS 596	Research Project in Forensic Science (4 credits)
FS 520	Moot Court (1 credit)

Forensic Science Courses (FS)

504

General Principles of Pharmacology

This lecture based course provides a general introduction to pharmacology as applied to forensic issues, divided into two sections: Pharmacokinetics and Pharmacodynamics. In Pharmacokinetics, there is a detailed discussion of absorption, distribution, metabolism and excretion of drugs with an emphasis on drug transport, active metabolites and drug interactions. In Pharmacodynamics, there is a discussion of receptor—drug binding characteristics and efficacy. Various pharmacological effects will be discussed, such as, therapeutic, toxic, idiosyncratic, hypersensitive and lethal effects with clinical examples to illustrate the differences. There is a detailed pharmacological discussion of various drug classes.

512

Forensic Trace Evidence Analysis

This lecture/laboratory based course is designed to provide the student with a foundation for the analysis of trace evidence in criminal cases. This course will include the forensic analysis of hairs, fibers, glass, paint, and soil, and the use of microscopy and other

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analyses in the identification and comparison of trace evidence. Lectures will be supplemented with laboratory exercises.

515

Research Methods in Forensic Science

This lecture based course is designed to familiarize the student with the basic methods and techniques of research and the preparation of research papers. It is designed to instill proper practices for creating an experiment and reporting those results and ideas in an appropriate manner. In this course, students will learn how to research a topic and design an experiment. The students will then be asked to dissect and critique relevant scientific journal articles to understand the intent and content of each section. Finally, the students will utilize the skills they learned and developed in the previous weeks of the class to prepare a literature survey or design an experiment on a particular research topic.

518

Crime Scene Investigation and Reconstruction

This lecture/hands-on based course will provide students with an in-depth review of crime scene processing and evaluation. Dr. Edmond Locard stated that when you enter a crime scene you bring things in with you and when you leave you take things away. This is known as the Locard exchange principle. This course will discuss how to document and collect physical evidence from various types of crime scenes without contaminating the scene. Students will be taught proper techniques for photographing the crime scene as well as for the collection of evidence, latent fingerprinting, shoe/tire impressions trace evidence and DNA collection. Students will be able to reconstruct the entire crime scene for court presentation.

519

Forensic Pattern Analysis

This lecture/laboratory based course will provide students with an overview of the principles and concepts on which pattern evidence analysis is based. Methods of analysis for various types of forensic pattern evidence including fingerprints, footwear impressions, tire marks, tool marks, blood spatter analysis and fired bullets and cartridges will be discussed. Students will use mechanical, chemical and visual techniques to develop and analyze these types of pattern evidence.

520

Moot Court

The culmination of laboratory analysis of evidential material in criminalistics and other forensic disciplines is its presentation in court, where the analyst has the opportunity to explain the testing they performed, interpret their results and defend their validity and reliability. This course will prepare the forensic science student in the preparation and presentation of scientific information to lay audiences, and will help students understand the dynamics of the court room. This is achieved through lectures and moot court format. Instructors may utilize reports and projects prepared in other courses to provide the subject matter for the students' testimony. Students will be videotaped for self critique.

525

Forensic Toxicology I

This lecture/laboratory based course presents the major fields which comprise general toxicology: workplace drug testing; performance enhancement; performance impairment, e.g., DUI; "date rape"; and postmortem toxicology. It covers methods, procedures, education training and certification requirements, work performance and court testimony as well as the nature and content of applicable regulations and guidelines. Lectures, interactive sessions and demonstrations are used to demonstrate techniques and their application.

526

Forensic Toxicology II

This lecture/laboratory based course is built on hands-on, systematic methods and procedures for detection/exclusion of case-pertinent foreign chemicals in autopsy specimens at concentrations that are relevant to general and specific case issues. Lectures and reports by students will parallel, challenge and amplify the progress of the systematic laboratory work. Instruction will cover: the effects of pre-analytical factors on choices of analytical methods and procedures: principles, applicability and limitations of methods and factors in arriving (or not) at "reasonable forensic toxicological certainty," opinions regarding identities, quantities and case-issue questions in general (hypothetical) and specific (actual) cases.

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530

Forensic Serology

This lecture/laboratory based course covers the biochemical basis of forensic testing procedures and includes classical serological and electrophoretic techniques. It examines fundamental genetic and statistical principles and their application to forensic biology. Court testimony in the area of forensic biology also is addressed. Practical and laboratory exercises demonstrate the techniques and their applications.

531

Forensic DNA Analysis

This lecture/laboratory based course covers the basic principles of DNA functions and chemistry, capillary electrophoresis, polymerase chain reaction, and STR multiplexing of nuclear DNA. It examines the history of forensic DNA techniques as well as surveying current trends including mitochondrial and single nucleotide DNA polymorphism techniques. Testimony in admissibility and Daubert hearings are addressed. Practical demonstrations illustrate the techniques and their applications.

533

Quality Management in Forensic Science

This lecture based course will discuss theoretical and practical applications of forensic science laboratory management. Expectations for the professional practice of forensic science are changing, driven by developing technology, legal precedent and government regulation. Professional organizations also play a role in governing the qualifications of people practicing in the field, and setting standards for ensuring that valid science is practiced and admitted to court. This course will emphasize various quality measures, including quality control and quality assurance, proficiency testing, professional certification and laboratory accreditation standards. Issues related to bias, error and uncertainty will also be explored. The class will review critiques of the forensic sciences that are the basis for development of scientific working groups (SWG's) in various disciplines, proposed areas for improvement in forensic science including research, education, validation, and management of laboratories.

535

Forensic Chemistry

This lecture/laboratory based course is designed to provide the student with a foundation in the theories, techniques and vocabulary of the unique field of forensic chemistry. This course covers forensic chemistry techniques and principles relating to controlled substances, ignitable liquids/fire debris and explosives. A review of organic and analytical chemistry as they relate to forensic chemistry will be discussed. Prerequisites: Students should have completed General Chemistry, Organic Chemistry and Instrumental Analysis courses.

536

Advanced Forensic Chemistry

This lecture/laboratory based course is designed to build on those topics covered in Forensic Chemistry. This course covers forensic chemistry analytical techniques and principles relating to controlled substances, fire debris, and ignitable liquids. Prerequisites: FS 535

555

Biotechnology

This course includes lectures and limited laboratory demonstrations in DNA technology. The topic areas include: classical examples of biotechnology, automated DNA quantitation, PCR and RT PCR analysis, slab-gel and capillary electrophoresis, detection methods (fluorescent dyes), genetic analyzers, STR, Y-STR, SNP (nuclear DNA) genotyping, mtDNA sequencing, DNA database analysis, and applications of biotechnology to various fields with an emphasis on their use in the forensic sciences.

561a

Forensic Science Symposium

Wide-ranging introduction to key areas and "hot topics" in forensic science, as presented by a series of guest lectures by leading practitioners in the field.

570

Criminal Law and Ethics

This lecture based course will provide the student with an introduction to the American criminal justice system. Through discussion and analysis of the U.S. Constitution, the Pennsylvania Constitution, Federal (and state) Rules of Criminal Procedure, Federal (and state) Rules of Evidence and case law, students will develop a practical understanding of modern criminal jurisprudence. Special emphasis and

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consideration will be given to the ethical obligations of criminal justice practitioners, including judges, prosecutors, defense attorneys, law enforcement officers and expert witnesses.

583

Graduate Internship in Forensic Science

A supervised external full-time internship at a pre-approved facility. Students are exposed to forensic analysis in an operational forensic laboratory and are evaluated by the forensic science program external internship committee and the sponsoring forensic laboratory. Credit will depend on number of hours in the internship, with a minimum of 300 hours (6 credits) required to a maximum of 600 hours (12 credits). Other numbers of hours will be prorated accordingly.

586

Graduate Practicum in Forensic Biology

A supervised internal full-time practicum at the Fredric Rieders Family Renaissance Foundation (FRFRF). Principles of the forensic analysis of blood and other biological materials as well as the procedures involved in DNA profiling of evidence (including DNA extraction, quantitation, amplification and detection) are used to process casework samples, perform analyses, interpret results, write reports, and participate in moot court experiences. Students have multiple hands-on casework samples, laboratory experiences, and the assistance of forensic practitioners in the preparation and execution of appropriate reports, analyses, and court testimonies.

587

Graduate Practicum in Forensic Chemistry

A supervised internal full-time practicum at the Fredric Rieders Family Renaissance Foundation (FRFRF). Principles and techniques of the forensic identification of drugs including the weighing and sampling of drug evidence as well as presumptive and confirmatory drug identification are used to process casework samples, perform analyses, interpret results, write reports, and participate in moot court experiences. Students have multiple hands-on casework samples, laboratory experiences, and the assistance of forensic practitioners in the preparation and execution of appropriate reports, analyses, and court testimonies. Students also learn those analytical techniques used for the forensic analysis of trace evidence.

588

Graduate Practicum in Forensic Toxicology

A supervised internal full-time practicum at the Fredric Rieders Family Renaissance Foundation (FRFRF). Principles and procedures used in the forensic analysis of drugs and toxins, including their detection, extraction and purification from biological matrices, and quantitation will be used to process casework samples, perform analyses, interpret results, write reports, and participate in moot court experiences. Students have multiple hands-on casework samples, experiences with screening procedures and analytical methodologies and the assistance of forensic practitioners in the preparation and execution of appropriate reports and court testimonies.

589

Independent Research

This course is designed for the student to independently integrate their graduate coursework studies and to incorporate their learning, research and/or internship experiences into a formal presentation. Their presentations should demonstrate a comprehensive and detailed understanding of their area of specialization.

596

Research Project in Forensic Science

This course consists of original laboratory-based research in some aspect of forensic chemistry, biology or toxicology, comparing existing testing modalities or experimenting with novel techniques. Projects involve all stages of a research task—proposal, experimental design, data collection, analysis—and will be supervised by a member of the regular Arcadia University teaching faculty, another member of the Forensic Science teaching faculty, and a forensic practitioner or someone with specialized knowledge. The culmination of this research should result in students meeting together to compare projects and prepare their capstone presentations.

597

Research Project in Forensic Chemistry

This course consists of original laboratory-based research in some aspect of forensic chemistry that can be taken repeatedly for credit with approval of the sponsoring professor and program director. Projects involve all stages of a research task—proposal, experimental design, data collection, analysis—and will be supervised by a member of the regular Arcadia University teaching faculty, another member of the

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Forensic Science teaching faculty, and a forensic practitioner or someone with specialized knowledge. The culmination of this research should result in students meeting together to compare projects and prepare their capstone presentations.

598

Research Project in Forensic Biology

This course consists of original laboratory-based research in some aspect of forensic biology that can be taken repeatedly for credit with approval of the sponsoring professor and program director. Projects involve all stages of a research task—proposal, experimental design, data collection, analysis—and will be supervised by a member of the regular Arcadia University teaching faculty, another member of the Forensic Science teaching faculty, and a forensic practitioner or someone with specialized knowledge. The culmination of this research should result in students meeting together to compare projects and prepare their capstone presentations.

Biology Courses (BI)

404

Genetics

Study of the classical and modern views of the nature of the gene, its transmission and its function. Includes microbial and population genetics. Three class hours and three laboratory hours weekly.

Prerequisites: BI 101 and 102; or permission of the instructor.

433

Molecular Biology

Study of the molecular structure and functioning of the gene. Includes in-depth investigation of current areas of molecular research in biological fields such as medicine, development, population biology and evolution. Laboratory involves techniques of molecular biology including DNA purification and analysis, cloning and the polymerase chain reaction. Three class hours and three laboratory hours weekly.

Prerequisites: BI101, 102, 204, CH101, 102; or permission of the instructor.

438

Bioinformatics

This is an interdisciplinary course in Bioinformatics offered by the Departments of Computer Science/Math and Biology. The focus of this course is on genomics including concepts in gene structure and function. Students will gain knowledge in the utilization

of genome databases/browsers and bioinformatic tools employed for gene model prediction (annotation), and use those tools to annotate sequences from various eukaryotic genomes. Students will be given instruction on algorithm design based on pattern-matching and will gain hands-on experience in the use of algorithms to help predict gene models and to test those models for accuracy within the context of the programming language Perl. Collaboration between students trained in different disciplines (math, computer science, biology) will be encouraged in order to address issues in genomics and to reflect the interdisciplinary nature of the field.

Prerequisites: BI101/BI102; CS101/CS102.

440

Biochemistry

This course introduces students to the basic concepts in biochemistry through lecture and problem sets. A biomedical perspective is used throughout. Students learn the basic principles governing the structure and function of biochemical systems.

Prerequisite: Permission of the instructor.

Chemistry Courses (CH)

203

Equilibrium and Analysis

Examination of the principles and theory of chemical equilibrium in the context of quantitative chemical analysis. Includes selected traditional analytical laboratory techniques frequently applied to analyses of systems of biological and environmental interest. Also introduces instrumental techniques of analysis.

Prerequisite: CH102; or permission of the chairperson.

404

Instrumental Methods of Analysis I

Study of the theory and practice of instrumental analysis. Includes electrochemical, spectrophotometric, chromatographic, mass spectral and nuclear magnetic resonance methods of analysis as background for the separation, identification and analysis of chemical substances. Three class hours and four laboratory hours weekly.

Prerequisites: CH 203, CH 301, CH 302 highly recommended.

407

Polymers and Biopolymers

A coherent introduction to modern polymer chemistry designed for students interested in

FORENSIC SCIENCE at Arcadia University

chemistry, physics, engineering and biochemistry. Specifically, this course aims to broaden the perspective of students in the different technical areas to the point where they can appreciate the scope and importance of polymers, biopolymers and contemporary polymer technology. Emphasis is placed on the nature and synthesis of polymers; biological polymers and their reactions; thermodynamics and kinetics of polymerization; and physical characterization, fabrication, testing and uses of both natural and synthetic polymeric materials. Four class hours weekly.

Prerequisites: CH 201, CH 202.

Math Courses (MA)

141

Elementary Statistics

Introduction to basic statistical techniques and their applications to the sciences, social sciences and business administration.

Includes the collection and presentation of data, measures of central tendency and variability, probability, sampling distributions, confidence intervals, hypothesis testing, correlation and regression, and introduction to analysis of variance. Students learn to use common computer packages in statistics.

Prerequisite: MA 100 or placement exam.

General Science Education

at Arcadia University

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

Coordinator

Jerry Weiner, Ed.D.

Master's Degree and Teacher Certification

Master of Education with a Concentration in Secondary Education
Certification: General Science Instructional, Intern, Supervisory

About the Secondary Education Master's Degree Program

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

Master of Education Degree Requirements (M.Ed.)

(a minimum of 30 credits)

Secondary Education Concentration

1. Foundation Courses (6–9 credits) chosen with the adviser from the following:
ED 503 General Foundations of Education in the United States
One additional foundation chosen from ED 501–510
2. Concentration Courses (15–18 credits) chosen with the adviser from the following:
ED 513 Meeting the Needs of Diverse Learners
ED 514 Assessment in the Classroom
ED 517 Human Development: The School Years, K–12

ED 523	The Teacher and the Classroom, Secondary
ED 580	Introduction to Inclusive Education
ED 553	Issues in Science for Secondary Teachers
ED 607	Strategic Instruction for Adolescent Readers and Writers 7-12
ED 565	Introduction to Instructional Technology

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

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

Teacher Certification

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

General Science 7–12

ED 503	General Foundations of Education in the United States
ED 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
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;	

General Science Education at Arcadia University

credits not applicable to
master's degree)

Additional Certification Requirements

1. Completion of all subject area coursework required to meet the general and specific certification standards of the Pennsylvania Department of Education. This will be determined by the coordinator.
2. A grade of “**B**” or better in the Graduate Student Teaching Practicum.
3. Completion of all Praxis examinations is required prior to enrolling for the Student Teaching Practicum.

Praxis II:

General Science Content Knowledge
(10435)
Qualifying Score: 146

Genetic Counseling at Arcadia University

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

Faculty

Program Director

Kathleen D. Valverde, M.S., C.G.C., earned a B.S. in Psychology from Binghamton University and an M.S. in Human Genetics and Genetic Counseling from Sarah Lawrence College. She returned to Sarah Lawrence College as the Fieldwork Facilitator for the Genetic Counseling Training Program before joining Arcadia University as the Assistant Director in 1995. In 2004 she assumed the role of Program Director. She has worked in the genetic counseling field for more than 25 years with extensive expertise in cystic fibrosis. She has served on the National Society of Genetic Counselors Board of Directors. She serves on the Accreditation Council for Genetic Counseling on its founding board of directors. She has published extensively and has a special interest in clinical supervision and cancer counseling.

Faculty

Ian Krantz, M.D., is the Medical Director of Arcadia's Genetic Counseling program. He is an Associate Professor of Pediatrics, an attending physician in Genetics Services, and director of the genetics residency/fellowship program at the Children's Hospital of Philadelphia (CHOP). Dr. Krantz serves on the Clinical Advisory Board for the Cornelia de Lange Syndrome (CdLS) Foundation, the Foundation for the Advancement of International Medical Education and Research, and the Alagille Syndrome Alliance. In May 2004, a research team led by Dr. Krantz reported in *Nature Genetics* that they had identified a gene on chromosome 5 which, when altered, causes CdLS. Dr. Krantz has been the course director for the Medical Genetics courses GC 550 and 551 since 2002. He regularly supervises students in clinic and provides thesis advising and mentoring.

Assistant Director

Laura Conway, Ph.D., C.G.C., She earned a Ph.D. in Biochemistry from

the University of Wisconsin-Madison. She engaged in research for several years before attending the Genetic Counseling graduate program at Arcadia University. After graduating in 1999, she practiced as a prenatal genetic counselor for five years. Dr. Conway has served as an abstract reviewer for the National Society of Genetic Counselors, and she is a grant reviewer and finance chair for the Jane Engelberg Memorial Fellowship. Her primary interest is how genetic counselors can incorporate changes in technology.

Lisa Kessler, M.S., CGC is the Clinical Coordinator. She graduated from the genetic counseling program at Arcadia University in 2000. Kessler worked as a genetic counselor in the Division of Medical Genetics and the Department of Psychiatry at the University of Pennsylvania. She was previously a Senior Genetic Counselor at DNA Direct by Medco and gained experience in telephone counseling and pharmacogenomics. Kessler currently works part-time at the Genetic Diagnostic Laboratory at the University of Pennsylvania. She served as an abstract reviewer for the National Society of Genetic Counselors and authored numerous publications throughout her career. Her primary interests are the psychosocial aspects of genetic counseling.

Kathryn Spitzer Kim, M.S., C.G.C., is Coordinator of Counseling Education. She has 25 years of experience in the genetic counseling field in a variety of settings (prenatal, hospital-based and private practice). She has focused on teaching and supervising genetic counseling students for more than 15 years. Her primary interests are the psychological aspects of genetic counseling and multiculturalism. She wrote a chapter on interviewing techniques in the second edition of *A Guide to Genetic Counseling*.

Adjunct Faculty

Barbara Bernhardt, M.S., CGC, University of Pennsylvania

Genetic Counseling at Arcadia University

Alisha Biser, M.S., CGC, General Genetics,
Children's Hospital of Philadelphia
Laura Conlin, Ph.D., Department of Human
Genetics, Children's Hospital of
Philadelphia
Melanie Corbman, M.S., CGC, Cancer
Treatment Center of America
Brenda Finucane, M.S., C.G.C., Director of
Genetics Services, Elwyn Training and
Research Institute
Kristi Fitzgerald, M.S., C.G.C., Biochemical
Genetics, Children's Hospital of
Philadelphia
Andrea Forman, M.S.,
C.G.C., Family Risk Assessment
Program, Fox Chase Cancer Center
Diana Harris, Ph.D., Center for Bioethics-
University of Pennsylvania
Paige Kaplan, M.D., Biochemical Genetics,
Children's Hospital of Philadelphia
Wenda Long, Ph.D., University of
Pennsylvania
Rosaria Love, Ph.D., practicing clinical
psychologist
Donna McDonald-McGinn, M.S., C.G.C.,
Associate Director Clinical Genetics,
Children's Hospital of Philadelphia
Livija Medne, M.S., C.G.C., Genetics,
Children's Hospital of Philadelphia
Jennifer Morrisette, Ph.D., Department of
Human Genetics, Children's Hospital of
Philadelphia
Kate Nathanson, M.D., Cancer Genetics,
Hospital of the University of
Pennsylvania
Steven Robbins, Ph.D.,
Department of Psychology, Arcadia
University
Cynthia Rutherford, M.A., Counselor,
Arcadia University Counseling Center
Sheryl Smith, Ph.D., Department of Biology,
Arcadia University
Nancy Spinner, Ph.D., Department of
Human Genetics, Children's Hospital of
Philadelphia
Susan Walther, M.S., CGC, University of
Pennsylvania Molecular Laboratory
Vivian Weinblatt, M.S., CGC Integrated
Genetics
Alisha Wilkens, M.S., CGC, Children's
Hospital of Philadelphia

Master's Degree

Master of Science in Genetic Counseling

About the Genetic Counseling Master's Degree

National Recognition, Local Support

Arcadia's Genetic Counseling program is one of only 32 accredited programs in North America. Established in 1995, the program has graduated more than 175 students and is the second largest program in the country. Accepting 12-14 students annually, Arcadia provides personal attention and access to clinical opportunities at some of the nation's premier healthcare facilities.

Arcadia's program has the full support of the genetics community in the greater [Philadelphia area](#). [Clinical training](#) is one of the program's greatest strengths, with individualized clinical opportunities at clinical genetics sites throughout the Delaware Valley. Access to so many [clinical training centers](#) allows students to broaden their educational experience beyond traditional clinics to research in medical subspecialties, health care management, and non-traditional genetic counseling roles. In addition, students participate in a variety of [community service](#) projects.

[Arcadia alumni](#) are working across the country in diverse genetic counseling roles. Overall, [employers](#) have been extremely pleased with the Arcadia graduates' work ethic and performance. In fact, several institutions employ multiple Arcadia graduates.

The Master of Science in Genetic Counseling program offers a degree in a recognized specialty in medical genetics. The two-year, full-time graduate program is designed to provide students with the proficiencies and knowledge base required of a successful practitioner. The program includes scientific, medical, psychological and clinical courses combined with practical experience.

Students are trained to understand the complex environment in which the genetic counselor must work and learn to apply knowledge from the life sciences and psychology in order to address the needs of patients, community lay groups, and health and human services professionals. A research project/thesis during the second year is required for graduation.

Genetic Counseling at Arcadia University

The program meets the requirements of the Accreditation Council for Genetic Counseling for curriculum content, clinical experience and overall program design and has been granted full accreditation status. Therefore, students who graduate from the Arcadia University Genetic Counseling program are qualified to sit for the certification examination offered by the ACGC.

A Growing Profession: Genetic Counseling is a growing profession that combines expertise in scientific knowledge and finely developed counseling abilities. The majority of graduates work in major medical centers. The range of positions open to genetic counselors continues to expand and now includes general genetics services (pediatric and adult), clinical services devoted to one diagnosis (a specialty clinic), community support organizations, public health departments and services, administration, research, commercial laboratories, and private practice. The continuing growth in understanding inherited conditions predicts expansion for the profession.

Recent data suggest that there are sufficient numbers of positions available for new graduates in the field. The mean starting salary for a genetic counselor with a master's degree is \$65,000, based on the Professional Status Survey of the the National Society of Genetic Counselors (NSGC). The NSGC is a strong professional organization which provides ongoing education and communication for genetic counselors through annual conferences, webinars, a newsletter and the Journal of Genetic Counseling

US News & World Report named "genetic counselor as a 2009 top 10 best career in terms of job satisfaction and job market outlook, with the national median pay at \$71,000. The NSGC 2012 Professional Status Survey reports an average starting salary for clinical genetic counselors as \$65,000.

Potential applicants are urged to contact the NSGC for information about careers in genetics at www.nsgc.org.

Academic and Clinical Facilities: Arcadia's typical class size is 12-14 students per year. A genetic counseling program house serves as a central location for students to meet and obtain information about conferences, positions available, and other opportunities.

The wealth of genetics services in the Philadelphia area provides students with a broad range of clinical experiences in settings that include community hospitals and university-based medical centers. All clinically oriented courses are taught by experienced members of the genetics community.

Practica and Clinical Internships: The first-year practica are based at any of 24 different institutions throughout the Philadelphia area. In the second year, a total of 58 clinical internship sites are available. These sites include 22 prenatal, eight pediatric, 11 cancer, and numerous specialty clinics in the areas of reproductive genetics, neurogenetics, metabolic genetics, cardiovascular genetics and others. The clinical internships are supervised by board-certified genetic counselors and/or board-certified clinical geneticists. The location of these sites extends from Trenton, N.J., to Newark, Del., and from Camden, N.J., to Harrisburg, Pa.

The Arcadia University Genetic Counseling program has graduated more than 170 students who are working in more than 28 states. Arcadia graduates have achieved professional recognition in various areas. Many students have had thesis projects presented as abstracts or published in professional journals.

100 Percent of Alumni Recommend Arcadia's Program: Results of the 2010 Alumni Survey found that 100 percent of those who completed the survey would recommend Arcadia's Genetic Counseling program to prospective students. Ninety-eight percent also felt that their Arcadia training had prepared them well for work in the field. Employment rates were high, with 72 percent finding work within three months of graduation and 94 percent hired within 12 months.

Genetic Counseling Frequently Asked Questions

When are applications due? Applications are due on January 15.

What are the Graduate record Examination (GRE) codes? Arcadia University's GRE code is 2039.

Genetic Counseling at Arcadia University

Where do I send applications and supporting documents? Applications and supporting documents should be sent to:

Arcadia University
Enrollment Management Office
450 S. Easton Road
Glenside, PA 19038-3295

Can I still apply even if I haven't finished all the pre-requisite courses? Yes, applications will be reviewed from applicants who have not completed all of the pre-requisite courses with the understanding that an accepted student must complete these courses before classes start in September.

When will I be notified if I am offered an interview? Invitations for interviews are generally mailed in early March.

When do interviews take place? Interviews are scheduled on Mondays, Wednesdays and Fridays throughout the months of March and April. Applicants will be instructed to call the Genetic Counseling Department office to schedule an interview.

When will I be notified whether I've been accepted to the program? There is a universal acceptance date for all Genetic Counseling programs approved by the Association of Genetic Counseling Program Directors (AGSPD). This date is usually the last Monday in April.

How many students apply to Arcadia's program? How many students are accepted? The Arcadia University Genetic Counseling program receives more than 100 applications per year, and 12-14 students are accepted for the incoming class.

What are the average GPA and GRE scores of accepted students? A minimum GPA of 3.3, GRE score of 150 for both quantitative and verbal sections, and minimum of 4.0 on the Analytical section are recommended. However, multiple factors are considered during the admissions process. The admissions committee weighs many variables when selecting a student, so students who do not have these minimum requirements are still welcome to apply.

What type of volunteer experience do I need? The admissions committee would like to see that the applicant has observed some genetic counseling sessions prior to applying

to the program. However, due to many constraints, this type of opportunity is not available to all applicants. In lieu of genetic counseling observations, work in other health-related fields will be considered.

Are scholarships or financial aid available to students? For the past two years, partial scholarships have been awarded to 90% of the incoming students.

Does Arcadia accept international students? If so, are there additional entrance exams? The Arcadia Genetic Counseling program does admit international students. International applicants should visit www.arcadia.edu/international for detailed information on admission requirements and application procedures. Official results from the TOEFL or IELTS are required for all students for whom English is a second language except for non-native speakers of English who hold degrees or diplomas from post-secondary institutions in English-speaking countries (e.g. the United States, Canada, England, Ireland, Australia, and New Zealand). A course-by-course evaluation of all transcripts by an independent evaluation service based in the United States also is required.

Whom should I ask for letters of recommendations? Three personal letters of recommendation are required for admissions, including at least one from a college professor and one from a practicing genetic counselor or comparable health professional.

Can I visit Arcadia's Genetic Counseling program? [Graduate Open Houses](#) are held three times a year in the months of April, August and November. Other dates can be arranged by contacting the program Director.

Is there a thesis requirement? Each student develops and performs an independent research project. The projects are initiated in the second semester of the first year and written up as a thesis by the end of the second year. Many of these projects are subsequently submitted for presentation at national meetings or for publication.

Master of Science in Genetic Counseling Admissions Requirements

In addition to the general admission requirements, the following requirements must be met. All application materials must be in the Office of Enrollment Management by January 15.

1. A Genetic Counseling application, including personal statements, to be completed online at www.arcadia.edu/gradapp.
2. A bachelor's degree from an accredited institution with a recommended GPA of 3.3 or better.
3. One official transcript from each college, university or professional school attended. Transfer credits included on a transcript must include grades earned; if not, an official transcript from the original school must be submitted. Transcripts must be sent from the issuing school in a sealed envelope and contain the appropriate signatures and seals to be considered official.
4. The prerequisite courses listed below. All courses used toward the minimum prerequisites must be taken through the appropriate departments, e.g., Biology, Chemistry, and Psychology. All prerequisite courses must be completed prior to the start of the Genetic Counseling program. One-half of the prerequisite courses must have been taken within 10 years prior to application.
 - a. Biological Sciences—four courses in Biology, including General Genetics. (Human Genetics should not be substituted for a General Genetics course.)
 - b. Chemistry—three courses, to include at least one semester of General Chemistry, Organic Chemistry and Biochemistry.
 - c. Psychology—two courses.
 - d. Statistics—one course, which should include descriptive statistics, differences between two means, correlation and beginning concepts of analysis of variance.
5. Three letters of recommendation, at least one from a professor and one

from a practicing genetic counselor or comparable health professional.

6. Test scores for the Graduate Record Examination (GRE), taken within the last five years. A minimum total score of 150 is required for the verbal and quantitative portions of the test. A minimum score of 4 is required for the analytical writing portion of the test.
7. A personal interview with the program Director.
8. Knowledge of the profession through work or volunteer experience. A broad overview of the profession is preferable to experience in a limited area.
9. A high degree of both physical and emotional health.
10. International applicants should visit www.arcadia.edu/international for detailed information on admission requirements and application procedures. Official results from the TOEFL or IELTS are required for all students for whom English is a second language or who have not earned degrees or diplomas from post-secondary institutions in English-speaking countries (e.g. the United States, Canada, England, Ireland, Australia and New Zealand). A course-by-course evaluation of all transcripts by an independent evaluation service based in the United States also is required.

All application materials must be sent to the Office of Enrollment Management.

Application Deadline

All application documents, along with a \$50 (\$25 online application) non-refundable application fee, must be submitted to the Office of Enrollment Management by January 15 of the year in which the applicant is seeking admission.

Notification of admission is made to applicants by telephone, letter, or e-mail on the universal acceptance date in late spring, and candidates are expected to reply by the date indicated in their notification. A \$500 deposit must accompany the acceptance reply. This deposit is applied to the first semester tuition, and it is non-refundable if students fail to enter the program on the date for which they are accepted.

Genetic Counseling at Arcadia University

Expenses

Tuition for 2013: \$27,500

Fees

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

Additional Expenses:

Books and supplies (estimated): Year one – \$500; Year two – \$400

Room and Board: Off Campus

Travel: Varies

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

Financial Aid and Scholarships

Several partial-tuition scholarships are available for Genetic Counseling students. Upon acceptance into the program, students will be reviewed automatically for these scholarships, which are based upon financial need and academic achievement and are renewable for two years.

Graduate Assistantships

In addition to partial scholarships awarded to all qualified students, graduate assistantships are available. Select students automatically are awarded graduate assistantships upon acceptance, but any full-time graduate student may apply for an assistantship, which offers a credit toward tuition costs in exchange for working a specified number of hours per week for a department. Questions regarding graduate assistantships should be directed to the Office of Graduate and Undergraduate Studies at 215-572-2925.

Outside Scholarships

Additionally, students are encouraged to contact outside organizations to apply for outside scholarships. For more scholarship opportunities, refer to the National Association of Genetic Counselors at www.nsgc.org.

Master of Science in Genetic Counseling Requirements (M.S.G.C.)

(75 credits)

Program Requirements

- A minimum of 75 credits including coursework practica, clinical internships, and thesis.
- Satisfactory completion of four clinical internships at approved sites with participation in at least 50 supervised cases.
- A research paper (thesis) satisfactorily completed during the second year.
- An overall minimum GPA of 3.0 maintained throughout the program.
- A grade below “C” is not acceptable toward the degree.
- Continuous enrollment.

First Year

Fall Semester (21 credits)

GC 501	Advanced Genetics (4 credits)
GC 502	Medical Physiology (4 credits)
GC 503	Laboratory and Diagnostics I (2 credits)
GC 509	Introduction to Genetic Counseling (2 credits)
GC 510	Practicum (3 credits)
PY 521	Research Design, Methods and Evaluation (3 credits)
PY 685	Psychopathology and Theories and Techniques for Genetic Counselors (3 credits)

Spring (15 credits)

GC 504	Laboratory and Diagnostics II (2 credits)
GC 505	Clinical Applications (2 credits)
GC 506	Topics in Human Genetics (2 credit)
GC 507	Human Embryology and Teratology (4 credits)
GC 511	Practicum (3 credits)
GC 540	Introduction to Cancer Genetics (2 credits)
PY 688	Cultural Bases of Counseling (3 credits)

Second Year

Summer I (6 credits)

GC 530	Introduction to Thesis (1 credit)
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Genetic Counseling at Arcadia University

GC	541	Reproductive Genetics (2 credits)
GC	542	Clinical Internship (3 credits)

Fall Semester (16 credits)

GC	545	Clinical Internship (3 credits)
GC	550	Medical Genetics I (3 credits)
GC	552	Genetic Counseling Techniques I (2 credits)
GC	554	Grand Rounds I (1 credit)
GC	558	Thesis I (2 credits)
GC	565	Biochemical Genetics (2 credits)
HE	575	Family in Contemporary Society (3 credits)

Spring Semester (14 credits)

GC	546	Clinical Internship (3 credits)
GC	551	Medical Genetics II (3 credits)
GC	553	Genetic Counseling Techniques II (2 credits)
GC	555	Grand Rounds II (1 credit)
GC	556	Topics in Professional Development (2 credits)
GC	557	Ethical Issues in Genetic Counseling (1 credit)
GC	559	Thesis II (2 credits)

Elective Courses Up to 3 elective courses from the following can be taken:

PY	605	Addictive Behaviors: Substance Abuse and Eating Disorders Counseling (3 credits)
PY	610	Group Counseling (3 credits)
PY	611	Couples and Family Therapy (3 credits)
HE	560	Issues in Community and Environmental Health (3 credits)
HE	530	Theories of Health Behavior and Health Education (3 credits)
HE	573	Human Sexuality (3 credits)
HE	578	Stress: Use and Misuse (3 credits)
HE	583	Contemporary Health Topics (3 credits)

Graduate Education Programs at Arcadia University

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

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

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

Faculty

Leif Gustavson, Ph.D., Interim Dean, School of Education, Associate Professor and Coordinator of Secondary English Education and Middle School Education, Chair
Christina L. Ager, Ph.D., Professor and Coordinator of the Doctoral Program in Special Education and Director of BBEST
Peter Appelbaum, Ed.D., Professor and Coordinator of Graduate Mathematics Education and Curriculum Studies Programs
Kira Baker-Doyle, Ph.D., Assistant Professor
Foram Bhukhanwala, Ph.D., Assistant Professor, Elementary and Early Childhood Education
Jodi Bornstein, Ph.D., Assistant Professor, Coordinator Social Studies Education

Program and Faculty Liaison for School Collaborations
Bruce Campbell, Ph.D., Assistant Professor and Coordinator of Educational Leadership
Erica R. Davila, Ph.D., Associate Professor and Coordinator of Urban Education
Kimberly Dean, Ph.D., Assistant Professor and Coordinator of the Five-Year Special Education Program
Janet Chance, Director of School and Community Collaborations, Office of Student Teaching and Supervision
Steven P. Gulkus, Ph.D., Associate Professor
Peggy Hickman, P.D., Associate Professor of Education, Coordinator of the Arcadia University Community Learning Center and Doctoral Program Cohort Coordinator
Steven Dale Hooker, Ph.D., University of Cincinnati, Assistant Professor of Education
Smita Mathur, Ph.D., Assistant Professor
Erik Nelson, Ph.D., Adjunct Professor; Coordinator of Instructional Technology, Dean of the School of Continuing Studies and Director of Arcadia Online
Clare K. Papay, Ph.D., Assistant Professor of Education
Deborah Pomeroy, Professor Emeritus of Education and Director of Science Education Research and Co-PI Math Science Partnership of Greater Philadelphia
Tanya Santangelo, Ph.D., Associate Professor of Education and Doctoral Cohort Mentor
Douglas J. Sauber, Ph.D., Adjunct Professor of Education
Jeffrey Shultz, Ph.D., Professor and Assistant Provost for Special Projects
Ellen Skilton-Sylvester, Ph.D., Associate Professor Coordinator of ESL and TESOL Master's Programs
Graciela Slesaransky-Poe, Ph.D., Associate Professor and Coordinator of the Graduate Special Education and Certification Program
Kathy A. Trainor, Ed.D., Adjunct Professor of Early Childhood Education and Coordinator of the E-Portfolio Program
Jerry Weiner, Ed.D., Assistant Professor and Coordinator of Science Education
Kathy Wirth, Ed.D., Adjunct Professor of Education, Coordinator of the Reading Certification Program and Administrative Assistant to the Arcadia Community Learning Center

Graduate Education Programs at Arcadia University

Education Doctoral Degree, Master's Degrees and Certificates

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

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

Certificate of Advanced Study (C.A.S.) post-master's degree

- Child Development
- Computer Education
- Curriculum
- Early Childhood Education
- Educational Leadership
- Elementary Education
- Environmental Education
- Language Arts
- Mathematics Education
- Reading
- Science Education
- Secondary Education
- Special Education

Master of Education (M.Ed.)

Concentrations

- Applied Behavior Analysis
- Art Education
- Children's Literature
- Curriculum Studies
- Early Childhood Education
- Educational Leadership
- Elementary Education
- Individualized Instructional Technology
- Library Science (School Librarian)
- Literacy Studies
 - TESOL and Leadership and Technology
 - TESOL and Reading
 - TESOL and Technology
- Language Arts
- Mathematics Education
- Reading
- Science Education
- Secondary Education
- Special Education

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

Concentrations

- English
- Environmental Education
- History
- Mathematics
- Music

Theater Arts

Written Communications

Certification

Instructional, Intern and Supervisory

- Art, K-12
- Biology, 7-12
- Chemistry, 7-12
- Citizenship, 7-12
- Dual Certification in Early Elementary Education, PreK-4 and Special Education, PreK-8
- English, 7-12
- Environmental Education, K-12
- General Science, 7-12
- Library Science, K-12
- Mathematics, 7-12
- Middle School, 4-8 (pending PDE approval)
- Reading, K-12
- Social Science, 7-12
- Social Studies, 7-12
- Special Education, K-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
- ESL Program Specialist (in effect until December 31, 2012)

Arcadia Graduate Certificates*

- Applied Behavior Analysis
- Autism
- Curriculum Studies
- Constitutional Studies
- Data Driven Decision Making
- Digital Literacy
- Digital Design
- Early Childhood Leadership
- Infant Toddler Mental Health
- Innovative Technology for 21st Century School Librarians
- General Technology

Graduate Education Programs at Arcadia University

Teaching Children's Literature in the Content Areas

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

About Arcadia's Graduate Education Programs

PDE approved certification programs:

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

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

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

Coursework and programs emphasize the importance of the following:

- Understanding the relationship between theory and practice with an emphasis on practitioner-based research.
- Developing, planning and critically reviewing curriculum from a pedagogical and disciplinary perspective.
- Understanding important leadership practices and how to facilitate change and collaboration.

- Understanding the connection between assessment, decision making and best practices in order to serve all students.
- Providing, through disciplines other than education, the factual and conceptual basis for curriculum content.

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

Community and School-Based Outreach:

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

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

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

Graduate Education Programs at Arcadia University

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

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

About the Master of Education (M.Ed.)

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

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

Teacher Certification Programs

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

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

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

Certification requirements include the following:

1. Satisfactory completion of all coursework specified by the faculty adviser.
2. Satisfactory completion of a practicum in the area of certification. (Practicum prerequisites must be met and the program coordinator's approval must be received before enrolling in the practicum.)
3. All Praxis tests required for certification must be taken prior to enrolling in the student teaching practicum. Passing scores on all Praxis Series tests are required to receive the certificate.
4. Completion of forms required by the University and the Pennsylvania Department of Education. Forms are available on 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 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 PAPA.

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

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

- Art Education K–12 (0134)
Qualifying score = 158
- Biology 7–12 (0235)
Qualifying score = 147
- Chemistry 7-12 (0245)
Qualifying score = 154
- Citizenship Education 7–12 (0087)
Qualifying score = 148

Graduate Education Programs at Arcadia University

+Early Childhood Education N-3 (0020)
Qualifying Score=530

+Elementary Education K-6 (0011)
Qualifying Score=168
Early Elementary – 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:
220/module www.pa.nesinc.com (effective April, 2012)

English 7–12 (10041)
Qualifying score = 160

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

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

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

Mathematics 7–12 (10061)
Qualifying score = 136

Middle School 4-8 (Pending PDE approval)
PA Grades 4–8 Core Assessment (5152)

Qualifying Score =NA
Pedagogy Subtest (5153)

Qualifying Score=162
English Language Arts and Social Studies
Subtest (5154)

Qualifying Score=152
Mathematics and Science Subtest (5155)

Qualifying Score=164

To pass the Pennsylvania Grades 4–8 Core Assessment you must receive a passing score on each subtest. You must take the full test on your initial attempt. If, after your first attempt you did not pass one of the individual subtests, you may take just that subtest again for a reduced fee.

Test takers seeking certification in Middle Level 4-8 must **ALSO** take the Subject Concentration test(s) for the area(s) they plan to teach.

Middle Level Citizenship Education 4-8
PA Grades 4–8 Subject
Concentration: Social Studies (5157)
Qualifying Score=150

Middle Level English 4-9
PA Grades 4-8 Subject Concentration:
English Language Arts (5156)
Qualifying Score=156

Middle Level Mathematics 4-8
PA Grades 4-8 Subject Concentration:
Mathematics (5158)
Qualifying Score=173

Middle Level Science 4-8
PA Grades 4-8 Subject Concentration:
Science (5159)
Qualifying Score=156

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

Qualifying score = 590
Social Sciences 7–12 (10951)

No qualifying score
Social Studies 7–12 (10081)

Qualifying score = 157
+Special Education N–12 (0354)

Qualifying score = 151

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 take one or both

modules at

one test appointment.

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

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

Graduate Education Programs at Arcadia University

(K-6 or 7-12).

<http://www.ets.org/praxis/pa>

Educational Specialist Certificate

School Counselor: Elem and Secondary
School Guidance and Counseling (0420)
Qualifying Score= 590

ESL Program Specialist (in effect until
December 31, 2012)

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
(1011)

Effective September 1, 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
(1020) (effective 4/2/2012)
+Certificates available only through August, 2013. All requirements must be met and application received prior to this date.

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 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, Early Childhood Education N-3, Elementary Education K-6, Grades Pre K-4, Grades 4-8, Health and Physical Education, Reading Specialist 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.

Middle Level 7-9 may be added on to an existing certificate until August 31, 2013, by passing the existing Praxis II test(s) for Middle Level and completing the full application by that date. After August 31, 2013, no applications will be accepted for the Middle Level 7-9 areas.

Secondary and other areas permitted by Chapter 49 for adding-on by testing will continue.

Apply for Instructional Add-ons online using TIMS (www.PA-TIMS.com) for an Instructional I (even if you hold and 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

Graduate Education Programs at Arcadia University

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 Praxis I Pre-Professional Skills 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. Two letters of recommendation. The letters must be of a professional not personal nature. If the student has been out of school five years or fewer, at least one letter must come from a professor.
5. International applicants should visit www.arcadia.edu/international for detailed information on admission requirements and application procedures. Official results from the TOEFL or IELTS are required for all students for whom English is a second language except for non-native speakers of English who hold degrees or diplomas from post-secondary institutions in English-speaking countries (e.g. the United States, Canada, England, Ireland, Australia and New Zealand). A course-by-course evaluation of all transcripts by an

independent evaluation service based in the United States also is required.

Application Deadline/Rolling Admission:

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

Deferred Admission

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

2012-13 Expenses

(Please see the program listings for the Doctor of Education in Special Education and Doctor of Education in Educational Leadership for expenses for those programs.)

Tuition: \$695 per credit

Fees:

Deferred Payment: \$40

Audit: \$695 per course

Parking: \$40 per semester (fall and spring) before 4 p.m. No charge after 4 p.m.

Academic Policies and Procedures for Graduate Education

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

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

Health Education at Arcadia University

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

Faculty

Andrea Crivelli-Kovach, Ph.D., M.A.,
MCHES, Professor and Director of
Community and Global Health
Programs, College of Health Sciences
Katherine Isselmann DiSantis, Ph.D.,
M.P.H., Assistant Professor
Laura Lessard, Ph.D., M.P.H., Assistant
Professor

Adjunct Faculty

Mark Bradley, M.P.H., International Health,
Environmental Health
Brandon Becker, M.P.H., Epidemiology,
Biostatistics
Theresa Clark, M.P.H., HIV, STDs, Human
Sexuality, Family, Community Health
Education
Lauren Davey, M.P.H., PA-C,
Epidemiology, Genetics
Shannon DeVader, M.P.H., Epidemiology,
Biostatistics
Maryann Hughes, M.B.A., Health Care
Management and Systems
Melita Jordan, M.S., RN, Social
Determinants, Research Methods
Erin Knight, Ph.D., M.P.H., Health Policy,
Social Determinants of Health
Diane Koser-Seltzer, M.A., RN, CANP,
Stress Management
Marie Manzo, Clinical Psychologist, Family
Dierdre McKee, M.P.H., Grant Writing,
Public Health Practice
Robert McKenna, M.S.H.E., Human
Sexuality, Drug and Alcohol Abuse
Alex Otieno, M.P.H., International and
Global Health
Natasha Patterson, M.P.H., Social and
Behavioral Sciences
Alison Tartaglia, M.S.P.H., Nicotine
Addiction, Chronic Trauma and Health
Ramona Salotti, M.P.H., RN, Occupational
Health, Disaster Preparedness,
Research Methods
Sheryl Thomas, M.P.H., International and
Global Health, Women's Health

Master's Degrees

Master of Arts Degree in Community Health Education (M.A.H.E.)

Master of Science Degree in Community Health Education (M.S.H.E.)

Dual Degree Program: **Master of Science in
Health Education and Master of Medical
Science (Physician Assistant) (Note:
Arcadia currently is not accepting students
into this dual-degree program.)**

About the Master of Health Education Degrees

- Preparation for community public health professions
- Capstone projects that integrate practice and research
- Optional internship that gives students firsthand experience working in a community health setting
- Domestic and international service projects and internships
- Interdisciplinary (ID) course options for international service projects

The Master of Arts in Health Education (M.A.H.E.) is designed for school health and physical education teachers, school nurses, and community health educators. It provides a breadth of knowledge in health and trains health educators to assess needs and to plan and implement programs within school and community settings. In addition, students are trained to coordinate health education programs and to act as resources and communication links for health education needs and concerns.

The Master of Science in Health Education (M.S.H.E.) focuses on health education and health promotion in various settings, including educational, community, health care, occupational and worksite. It affords students the opportunity to increase their depth of knowledge in health, and behavioral science.

Program Goals: These degrees educate community health education professionals to promote the health of individuals, families, communities, and the environment. This is accomplished through a program that integrates education, and practice in a global

Health Education

environment. The goals of the Health Education programs are the following:

- Educate community health education professionals and develop the skills needed to promote health within communities.
- Provide an academic environment that integrates community health education with research and practice.
- Enhance the understanding of the connection between health status and human rights.
- Translate knowledge into practice through collaborative service projects both domestically and internationally. This can be accomplished through optional internships and or Interdisciplinary (ID) course offerings.
- Employ scientific investigation to advance community health knowledge of the relationship between health and the structural environment within which individuals live and work.

The Health Education degree is offered through the College of Health Sciences.

Certification

Upon completion of the Health Education Degree, students are eligible to sit for the National Certifying Exam for Health Education Specialists (CHES). This certification is recognized by many employers and is recommended to demonstrate mastery of a specific skill set as a Health Education Professional. Information regarding the test is available online through the National Credentialing of Health Education Specialists website (NCHES).

Health Education Core Competencies for Students

Community Health provides training in the disciplines of community health education and public health. The [Master of Arts in Health Education](#) and the [Master of Science in Health Education](#) prepare graduate students in the seven major areas of responsibility recognized by NCHES (National Commission for Health Education Credentialing, Inc.) Those core competencies include:

1. Assessing individual and community needs for health education.

2. Planning effective health education programs.
3. Implementing health education programs.
4. Evaluating the effectiveness of health education programs.
5. Coordinating provision of health education services.
6. Acting as a resource person in health education.
7. Communicating health and health education needs, concerns and resources.

Community health professionals may work in: community health agencies, hospitals, clinics, HMOs, wellness organizations, physician offices, government health agencies, and other health-related organizations.

Admission to the Master of Health Education Program

Applications to the HE Program are reviewed on a rolling basis. Students may apply for admission to the program beginning in Fall, Spring, or Summer. Applications must be complete before they are reviewed for admission to the program.

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

1. A completed graduate application including personal statements, to be completed online at www.arcadia.edu/gradapp.
2. A bachelor's degree from an accredited institution with a recommended GPA of 2.8 or better in the major course of study.
3. One official transcript from each college, university or professional school attended. Transfer credits included on a transcript must include grades earned; if not, an official transcript from the original school must be submitted. Transcripts must be sent from the issuing school in a sealed envelope and contain the appropriate signatures and seals to be considered official.

Health Education

4. Three letters of recommendation, at least one from a professor (if a recent graduate) and one from a health professional.
 5. Knowledge of the profession through work or volunteer experience.
 6. International applicants should visit www.arcadia.edu/international for detailed information on admission requirements and application procedures.
- TOEFL/IELTS results are required for all students for whom English is a second language or who have not earned degrees or diplomas from post-secondary institutions in English-speaking countries (e.g. the United States, Canada, England, Ireland, Australia, and New Zealand). A course-by-course evaluation of all transcripts by an independent evaluation service based in the United States is required.

PBH 540	Health Promotion (3 credits)
PBH 560	Research Methods and Design in Health Education (3 credits)
PBH 630	Issues in Community and Environmental Health (3 credits)
	Program Planning and Evaluation for Health Professionals (3 credits)

Internship and Capstone (3-9 credits)

PBH 689	Community Health Education Internship (Optional) (3 credits)
PBH 690	Health Education Capstone Research Project Seminar I (3 credits)
PBH 691	Health Education Capstone Research Project Seminar II (Optional: permission from the Program Director) (3 credits)

Expenses

(Dual degree program expenses are listed under the specific programs.)

Tuition: 2012-13 \$690 per credit

Fees:

Deferred Payment: \$40
 Audit: \$690 per course
 Parking: \$30 per semester (fall and spring)
 before 4 p.m. No charge after 4 p.m.

Degree Requirements for the M.S.H.E. in Community Health Education

(36 credits)

Required Core Courses (21 credits)

PBH 501	Social Determinants of Health and Disease (3 credits)
PBH 510	Health Care Systems (3 credits)
PBH 520	Statistical Methods in Health Education (3 credits)
PBH 530	Theories and Principles of Health Behavior and

Electives (12 credits)

PBH 572	Concepts of Mental Health and Mental Illness (3 credits)
PBH 573	Human Sexuality (3 credits)
PBH 575	Family in Contemporary Society (3 credits)
PBH 576	Drug Use and Abuse (3 credits)
PBH 578	Stress: Use and Misuse (3 credits)
PBH 581	Nutrition Concepts and Controversies (3 credits)
PBH 582	International Health and Human Rights (3 credits)
PBH 583	Contemporary Health Topics (1-3 credits)
	• Women's Health
	• Health Communication
	• Violence and Injury Prevention
	• Death and Dying
	• Occupational Health
	• Emergency and Disaster Preparedness
	• LGBT Health Issues
PBH 584	Successful Grant Writing (3 credits)

Health Education

PBH 585	Health Policy, Law and Bioethics (3 credits)
PBH 587	Global Health Communication (3 credits) (pending approval)
PBH 600	Introduction to Epidemiology (3 credits)
PBH 642	Qualitative Research Methods (3 credits)
PBH 645	Evaluation of Public Health Programs: Case Studies (3 credits)

Selected Interdepartmental (ID) courses focus on Public Health domestically and internationally

Degree Requirements for the M.A.H.E in Health Education

(36 credits)

Required Core Courses (18 credits)

PBH 501	Social Determinants of Health and Disease (3 credits)
PBH 530	Theories and Principles of Health Behavior and Health Promotion (3 credits)
PBH 560	Issues in Community and Environmental Health (3 credits)
PBH 630	Program Planning and Evaluation for Health Professionals (3 credits)
PBH 520	Statistical Methods in Health Education (3 credits)

AND one of the following:

PBH 540	Research Methods and Design for Health Education (3 credits)
OR ED 508	Ethnography for Educational Practitioners (3 credits)

Internship and Capstone (3 credits)

PBH 690	Health Education Capstone Research
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PBH 689	Project Seminar I (3 credits) Community Health Internship (Optional) (3 credits)
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Electives (15 credits)

PBH 510	Health Care Systems (3 credits)
PBH 572	Concepts of Mental Health and Mental Illness (3 credits)
PBH 573	Human Sexuality (3 credits)
PBH 575	Family in Contemporary Society (3 credits)
PBH 576	Drug Use and Abuse (3 credits)
PBH 578	Stress: Use and Misuse (3 credits)
PBH 581	Nutrition: Science, Policy and Controversies (3 credits)
PBH 582	International Health and Human Rights (3 credits)
PBH 583	Contemporary Health Topics (3 credits) •Women's Health •Health Communication •Violence and Injury Prevention •Death and Dying •LGBT Health Issues
PBH 584	Successful Grant Writing (3 credits)
PBH 585	Health Policy, Law and Bioethics (3 credits)
PBH 587	Global Health Communications (3 credits)

Selected Interdepartmental (ID) Courses in Health Education

Public Health and Health Education Courses (PBH)

See website or Public Health section of Graduate Catalog.

HEALTH POLICY

at Arcadia University

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

Faculty

Director of Post-Professional Programs

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

Health Policy Program Director

Dianne V. Jewell, PT, D.P.T., Ph.D.,
C.C.S., Founder and CEO of the Rehab
Intel Network; Member of the Board of
Directors of the American Physical
Therapy Association

Faculty

Laurita M. Hack, PT, D.P.T., M.B.A., Ph.D.,
FAPTA, Professor Emeritus,
Department of Physical Therapy,
Temple University; Vice Speaker and
member, Board of Directors, American
Physical Therapy Association
Wayne A. Morra, Ph.D., Professor of
Economics

Graduate Certificate

Arcadia Health Policy Graduate Certificate

About the Health Policy Graduate Certificate

- The program is designed to be completed in one year.
- Pricing schedule makes the program affordable and competitively priced.
- Students network and connect with nationally recognized faculty and peers.
- Capstone projects focus on policy development relevant to the student's interests in public advocacy, practice or educational arenas.

Rapid changes in health-care delivery are challenging practicing clinicians to engage more fully in health policy at all levels. This 12-credit program offers participants the opportunity to obtain knowledge and skills for policy development through a formal educational process without committing the resources to a full degree program.

Courses are offered online with on-site presence required for initial orientation and presentation of final Capstone projects. The ultimate goal of the program is to enable

practitioners to have a wide perspective on health policy. This will enable them to be leaders in their practices, their professions, and their communities.

Graduates will demonstrate the ability to do the following:

- **Decision making:** Develop strong decision analysis and decision-making skills to manage the many factors that contribute to good health policy and its application.
- **Data:** Demonstrate the ability to locate and utilize large amounts of complex data to inform decisions related to formulating and applying health policy.
- **Economics:** Develop a full understanding of how economic and financial factors are involved in allocating limited resources and affect health policy decisions.
- **Market choices:** Describe the relationship between market forces, as demonstrated by individual and collective choices (in purchasing, providing payment for), and the use of health-care resources in establishing health policy.
- **Global Context:** Understand the global context for development of sound health-care policy.

Admission Requirements

Students may take two courses before formal application and matriculation. Acceptance into a course does not guarantee admission. Apply at

<https://app.applyyourself.com/AYApplicantLogin/ApplicantConnectLogin.asp?id=ARCADIAG>.

The following program-specific requirements must be met:

- Proof of graduation (transcript) with a GPA of 2.75 or better from an accredited health-care professional degree program
- Current state professional license or regulatory designator
- One written recommendation (professional or academic)
- Brief essay articulating goals for obtaining a certificate in Health Policy
- Basic computer skills including Internet and e-mail

Health Policy at Arcadia University

- Computer system requirements that can be found at http://student.arcadia.edu/online/require_all.htm.

Tuition and Fees

2012-13 Tuition: \$788 per credit

Health Policy Graduate Certificate Requirements

(12 credits)

The curriculum for the Health Policy Certificate program consists six, 2-credit courses.

Students start in the fall semester and must complete the sequence of courses as outlined. The program is designed to be completed in one year. A two-year schedule is possible with permission of the Program Director.

All courses are held online, with some required online class meetings as well as work done individually. Two on-site sessions (one day each) are required. The first is held at the start of the program for orientation purposes. The second is held at the end of the program for student presentations of their Capstone projects.

Required Core Courses

(2 credits each)

PT 522	Health Care Systems
PT 523	Data Acquisition and Management
PT 524	Introduction to Health Economics
PT 525	Program Evaluation and Quality Assessment
PT 526	Legislative, Regulatory and Legal Processes
PT 527	Health Policy Development

2012-13 Course Schedule

Fall 2012

PT 522	Health Care Systems, <i>Aug. 27 – Oct. 12, 2012</i>
PT 523	Data Acquisition and Management, <i>Oct. 22 – Dec. 7, 2012</i>

Spring 2013

PT 524	Introduction to Health Economics, <i>Jan. 14 – March 1, 2013</i>
PT 525	Program Evaluation and Quality Assessment, <i>March 11 – April 26, 2013</i>

Summer 2013

PT 526	Legislative, Regulatory and Legal Processes, <i>May 6 – June 21, 2013</i>
PT 527	Health Policy Development, <i>July 1 – Aug. 16, 2013</i>

Physical Therapy Courses

PT 522

Health Care Systems

(2 credits)

This course explores the complexities of the American health-care system, identifying resources, delivery systems, market needs based on demographics, and the regulatory infrastructure. It includes the system's historical development, the multiplicity of stakeholders, examples of subsystems, and comparisons with systems across the world. The focus is on recognizing the major impact of the current system from the perspective of patients, practitioners, and first- second- and third-party payers.

PT 523

Data Acquisition and Management

(2 credits)

This course reviews the sources of data in policy decisions, including public and private databases and provides an introduction to methods of analyzing the data in these sources, including data mining. It also includes introduction to techniques to identify trends in data, particularly over time. Modeling to predict changes in the future also is reviewed. Students learn basic data handling, as well as when and how to select experts to assist in detailed analyses.

PT 524

Introduction to Health Economics

(2 credits)

Non-economists are frequently confronted with decision-making situations but lack the tools, terminology and techniques to participate in the dialogue. This course aims to equip non-economists with a knowledge base to participate

Health Policy at Arcadia University

in the strategic choices that are made in the health-care industry. The course provides students with the basic theoretical foundations to understand and analyze problems associated with health care. All too often, economics is seen as simply cost-cutting measures or a quick solution in times of financial exigency. Neither is the case, economics strives to assess the best attainable method to allocate the scarce financial means available to a decision maker.

PT 525

Program Evaluation and Quality Assessment (2 credits)

This course introduces the principles of program evaluation and quality assessment in health care. Topics include consideration of a wide variety of performance metrics used to measure and assess the impact of programs deployed or the quality of services delivered at individual, professional, organizational and societal levels. Data presentation formats and use of data to make judgments about program performance or quality are covered. The roles and interests of various stakeholders involved in the program evaluation and quality assessment enterprise also are discussed. Examples of program evaluation and quality assessment are drawn from international sources.

PT 526

Legislative, Regulatory and Legal Processes (2 credits)

This course reviews the use of legislation at all jurisdictional levels to create health policy. It includes analysis of key examples of recent legislation, including the Patient Protection and Affordable Care Act. It examines the role played by a variety of stakeholders, including legislators, staff, lobbyists, and constituents. Use and misuse of data in the political decision making process is explored.

PT 527

Health Policy Development (2 credits)

This course explores the many ways that policy is developed, including facility and organizational policy, professional policy, payer policy, and legislative policy. The processes for developing standards, guidelines and options for clinical practice also are examined. The focus is on the sources of data used to reach policy decisions, as well as elements of decision making in adopting the policy. Examples of policy development are drawn from across international sources. In addition to some aspects of this course being taught online via the Blackboard

Academic Suite, there will be a face-to-face, day-long session, and students will present a Capstone project that has been developed across the entire six courses.

Infant-Toddler Mental Health Certificate

at Arcadia University

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

Coordinator

Foram Bhukhanwala, Ph.D.

Arcadia University Graduate Certificate

Infant-Toddler Mental Health

About the Certificate in Infant-Toddler Mental Health

The certificate in Infant-Toddler Mental Health is a 12-credit part-time interdisciplinary Arcadia University Graduate Certificate, with four courses each requiring 20 practicum hours in a family or educational setting. This certificate is offered fully online and can be completed within one calendar year (January-December).

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.

Admissions Requirements

Arcadia University welcomes applications for this program from college graduates of all majors and professions seeking additional expertise in the field of infant and toddler mental health.

The following are required:

- A graduate application, including personal statement, to be completed online at www.arcadia.edu/gradapp.
- A bachelor's degree from an accredited institution with a recommended GPA of a 3.0 in a relevant discipline.

Infant-Toddler Mental Health at Arcadia University

- One official transcript from each college, university or professional school attended.
- One letter of recommendation. The letter must be of a professional not personal nature.

GREs are not required for admission.

Admission to the online certificate program does not guarantee admission to the Master of Education program. Those interested in pursuing the M.Ed. must submit an expanded application. Credits earned may be applied to the M.Ed. program.

Expenses and Financial Aid

Per credit costs for 2012-13 = \$695

(\$695 x 12 credits = \$8,340)

Additional Expenses:

Books and supplies (estimated) \$250.

Financial aid is available to assist qualified students taking a minimum of six credits/semester in covering tuition and related expenses. Students can apply to receive up to \$20,500 annually (but not more than their cost of attendance), through the Federal Direct Stafford Loan at a fixed interest. For more information on available financial aid and how to apply, visit www.arcadia.edu/finaid and click on Graduate.

Academic Policies and Procedures

A student accepted into the Infant-Toddler Mental Health Certificate program is expected to abide by the regulations set forth by Arcadia University.

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

Certificate Requirements

(12 credits)

Required Courses

ED 613A.OL Infant-Toddler Growth and Development(3 credits)

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

Infant-Toddler Mental Health Courses (ED)

613A.OL

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.OL

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.OL

Infant-Toddler Mental Health Prevention and Intervention

Infant-Toddler Mental Health at Arcadia University

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 age 3. Students evaluate evidence-based models of prevention and intervention. The 20-hour practicum is completed in a family or educational setting and requires supervisor approval.

613D.OL

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 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.

Instructional Technology

at Arcadia University

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

Coordinator

Erik Nelson, Ph.D.

Master's Degrees and Graduate Certificates

Master of Arts in Education in Computer Education 7-12

Master of Education in Instructional Technology—Fully Online

Arcadia Certificates in
Digital Literacy
Digital Design
General Technology

About Arcadia's Instructional Technology Degree Program

This program seeks to prepare highly qualified teachers who are capable of utilizing technology as a partner in the learning process. The overarching goal is to develop practitioners who are able to assess educational situations and plan for the effective use of technology that supports learning. The program is designed from a problem-based learning perspective. Problem-based learning is an instructional method or educational approach that is characterized by the use of real-world problems as a stimulus for learners to utilize critical thinking and problem-solving skills. It places an emphasis on active engagement that involves learners in the metacognitive process of thinking about their learning and leading them to a deeper level of understanding.

Specific Objectives

1. Provide sound theoretical foundation while building a bridge to practice.
2. Establish the practice of reading and evaluating current research in Instructional Technology.
3. Strengthen teachers' problem-solving and critical thinking skills.

4. Develop skills necessary for teachers to plan and utilize technology as a partner in the teaching and learning process.
5. Provide training in current and emerging technologies.
6. Encourage teachers to participate in professional technology organizations and share their knowledge with future teachers.

Master of Arts in Education in Computer Education 7-12 Degree Requirements

(A minimum of 30 credits)

1. Foundation courses (6 credits) chosen in consultation with the adviser from the following:
ED 501-510
2. Concentration Courses (15 credits)
Five 400-level Computer Science courses
3. Electives (6 credits)
Two Education courses chosen with the adviser from the following:
ED 565 Introduction to Instructional Technology
ED 566 Web-Based Information Literacy
ED 567 Instructional Design for Educational Technology
4. Culminating Activity (3 credits)
ED 570 Methods for Using Instructional Technology (formerly ED 525)

Master of Education in Instructional Technology Degree Requirements

(A minimum of 30 credits)

1. Foundation Courses
ED 502 Foundations of Curriculum
ED 510 Interpreting Educational Research

Instructional Technology at Arcadia University

2. Core Requirements

- ED 565* Introduction to Instructional Technology
- ED 566* Web-Based Information Literacy
- ED 567* Instructional Design for Educational Technology

*Required prerequisites for all specializations

3. Specialization

Specialization in Digital Literacy

(12 credits)

- ED 568A Digital Tools for Data Driven Decision Making
- ED 568B Web-Based Resources for Teaching and Learning
- ED 568C Using Technology in the design of Global Collaborations
- ED 566D Assistive Technology
OR One course selected from the Digital Design specialization

Specialization in Digital Design

(12 credits)

- ED 569A Designing Collaborative Internet Activities for Today's Classroom
- ED 569B Technology Leadership I
- ED 569C Technology Leadership II
- ED 569D Multimedia Design for Interdisciplinary Teaching

Specialization in General Technology

Combination of four choices from Digital Literacy and Digital Design
One Elective chosen with the adviser

4. Culminating Activity (3 credits)

- ED 570 Methods for Using Instructional Technology (formerly ED 525)

Arcadia Certificates

Admissions Requirements

1. A bachelor's degree from an accredited college or university.
2. An application form to be completed online.

3. A statement describing Internet and computer access.

4. An official bachelor's or master's degree transcript.

Students interested in a certificate and a master's degree must apply to both programs. Up to 12 credits completed in the certificate program may satisfy master's degree requirements with the approval of the degree program coordinator.

Certificate in Digital Literacy

(12 credits)

This program is designed for teachers who would like to focus on the pedagogical aspects of utilizing technology in their planning and teaching practices.

Certificate Requirements

- ED 565 Introduction to Instructional Technology (Required)

Choose any three of the following four courses:

- ED 568A Digital Tools for Data Driven Decision Making
- ED 568B Web-Based Resources for Teaching and Learning
- ED 568C Using Technology in the Design of Global Collaborations
- ED 566D Assistive Technology
OR One course selected from the Digital Design specialization

Certificate in Digital Design

(12 credits)

This program is designed for teachers who would like to focus on creating their own inquiry-based technology activities.

Certificate Requirements

- ED 565 Introduction to Instructional Technology (Required)

Choose any three of the following four courses:

- ED 569A Designing Collaborative Internet Activities for Today's Classroom
- ED 569B Technology Leadership I
- ED 569C Technology Leadership II

Instructional Technology at Arcadia University

ED 569D Multimedia Design for
Interdisciplinary Teaching

Arcadia Certificate in General Technology (12credits)

This program is designed for teachers who would like to gain expertise in both Digital Literacy and Digital Design. Courses are chosen with the Program Coordinator.

Certificate Requirements

ED 565 Introduction to
Instructional Technology
(Required)

Choose any three of the following courses:

ED 568A, ED 568B,
ED 568C, ED 566D,
ED 569A, ED 569B,
ED 569C, Ed 569D or one
elective course chosen
with the adviser.

International Peace and Conflict Resolution

at Arcadia University

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

Faculty

Director

Warren R. Haffar, Ph.D., Associate
Professor of Political Science

Administrative Director

Amy S. Cox, Ph.D., Instructor of
International Peace and Conflict
Resolution

Assistant Director

Maryam Deloffre, Ph.D., Assistant
Professor of Political Science

Faculty

Samer Abboud, Ph.D., Assistant Professor
of International Studies
Hilary Dick, Ph.D., Assistant Professor of
International Studies
Geoff Haywood, Ph.D., Associate Professor
of History
Angela Kachuyevski, Ph.D., Assistant
Professor of Political Science
Alex Otieno, M.P.H., Assistant Professor of
Political Science and Sociology
Jennifer Riggan, Ph.D., Assistant Professor
of International Studies
Peter Siskind, Ph.D., Assistant Professor of
History
Amy Widestrom, Ph.D., Assistant Professor
of Political Science

Adjunct Faculty

Alex N. Grigorev, M.A., M.I.A., Instructor of
International Peace and Conflict
Resolution
Bill Jacobsen, Ph.D., Instructor of
International Peace and Conflict
Resolution
Charlotte Levine, M.A., Instructor of
International Peace and Conflict
Resolution

Barbara Simmons, M.A., Instructor of
International Peace and Conflict
Resolution

Master's Degrees and Certificates

Master of Arts in International Peace and Conflict Resolution

Dual Degree Programs

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

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

Master of Arts in International Peace and
Conflict Resolution and Counseling
Psychology with a Trauma Concentration
(See separate listing.)

Arcadia Graduate Certificates

Conflict Management and Restorative
Justice (online)
Peace Education (online)

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

Overview:

Students in the graduate program in
International Peace and Conflict Resolution
pursue a Master's degree that includes one-
year of intensive academic training as well as
one-year of study abroad and internship

International Peace and Conflict Resolution at Arcadia University

experience. In their first year of study, students complete the core curriculum, which includes courses in theories of peace and conflict resolution and research methods, as well as elective courses on Non-Governmental Organizations, International Organizations, International Law, Health and Human Rights, Development, Mediation, and Peace Education.

In their second year, students choose a semester-long study abroad program that complements the academic training they receive at Arcadia and provides them with the opportunity to specialize in a specific field of study.

Students also complete an internship directly related to their academic and professional interests. Internships allow students to develop critical professional skills and contacts and enable students to successfully transition to the professional world upon graduation.

Upon graduation, our students have been successful in securing employment at the American Friends Services Committee, the International Rescue Committee, the Nationalities Service Center of Philadelphia, Project Hope, the Federal Bureau of Investigation (FBI), United Nations Association and the World Affairs Council among others. Others continue to pursue their graduate studies and many have successfully completed PhDs in International Relations and Political Science.

Program Details:

The IPCR program is structured to develop competencies in:

Theories and dynamics of conflict, conflict resolution, post-conflict reconstruction & development, international law & organizations.

Tools and techniques of conflict management, conflict resolution and conflict transformation.

Conflict analysis, which involves developing an understanding of how states and other third parties impact conflict.

The methods used to diffuse conflict on a variety of levels— interpersonal, groups and institutions. Interdisciplinary perspectives on the field of peace and conflict resolution.

Critical thinking skills and research methods, which span the spectrum of qualitative and quantitative methods.

Cultural sensitivity and inter-cultural understandings through international and field experiences.

Oral presentation and communication skills.

Students can complete specialized courses in areas of a student's choosing, including international law, sustainable development, mediation, public health, human rights, and peace education.

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

Also in the first year, students may take Interdepartmental (ID) courses that explore topics relevant to IPCR and include short-term field study. ID courses vary from year to year and depend on student interest and faculty availability. Past field study courses have traveled to Ukraine, Rwanda, Costa Rica, Kosovo and Cyprus. ID courses count as electives only, not for study abroad credit.

Students are required to study abroad for an extended period, usually one semester, during their second year. Sites available for study abroad in the program include but are not limited to the following:

International Peace and Conflict Resolution at Arcadia University

The Nyerere Centre for Peace Research,
operated by Arcadia and the East African
Community in Arusha, Tanzania
The American Graduate School of
International Relations and Diplomacy,
Arcadia's affiliated program in Paris, France
The United Nations University for Peace in
San Jose, Costa Rica
The M.A. program in Ethnic Conflict at Queens
University in Belfast, Northern Ireland
The M.A. program in Peace and Development
Studies at the University of Jaume I in
Castellon, Spain

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

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

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

Program-Specific Admissions

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

A graduate application, including personal
statements, to be completed online at
www.arcadia.edu/gradapp.

A bachelor's degree from an accredited
institution with a recommended GPA of 3.0 or
better and preferably a major in Peace
Studies, Political Science, History, Economics,
Anthropology, Sociology, Psychology,
Philosophy, Religion or another liberal arts
discipline. Students with undergraduate majors
in Biology and Environmental Education also
are encouraged to apply.

One official transcript from each college,
university or professional school attended.
Transfer credits included on a transcript must
include grades earned; if not, an official
transcript from the original school must be
submitted. Transcripts must be sent from the
issuing school in a sealed envelope and
contain the appropriate signatures and seals to
be considered official.

Three letters of recommendation from persons
who are able to judge the applicant's
qualifications to undertake graduate study. At
least two recommendation letters must be from
a professor.

International applicants should visit
www.arcadia.edu/international for detailed
information on admission requirements and
application procedures. Official results from
the TOEFL or IELTS are required for all
students for whom English is a second
language except for non-native speakers of
English who hold degrees or diplomas from
post-secondary institutions in English-speaking
countries (e.g. the United States, Canada,
England, Ireland, Australia and New Zealand).
A course-by-course evaluation of all transcripts
by an independent evaluation service based in
the United States also is required.

Dual degree candidates must be accepted into
each of the programs in order to pursue dual
degrees.

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

Application Deadline: The Priority Application
Deadline is February 1. Priority applicants will
be given preferential consideration in
scholarships and graduate assistantships. The
General Admissions Application Deadline is

International Peace and Conflict Resolution at Arcadia University

April 1. All documents required must be received by the deadline to be considered.

Deposit Deadline: If an offer of admission is accepted, a \$500 deposit must accompany the acceptance reply. This deposit is applied to the first semester's tuition, and is non-refundable. A second non-refundable deposit of \$1000 will be required 1 month after first deposit. Specific deposit deadline dates will be noted on acceptance letter.

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

Expenses

Two-year full-time program

2012-13

Tuition: \$27,860 per year

Annual Fees:

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

Additional Expenses:

Books and supplies (estimated) \$1,000

Room and Board: Off Campus

Travel: Varies

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

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

Academic Policies and Procedures

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

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

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

International Peace and Conflict Resolution Master's Degree Requirements

(44–50 credits)

Two-Year Full-time Program

First Year (courses held on the Arcadia campus)

Required Courses

IP 501	Introduction to Peace Studies and Conflict Resolution (fall)
IP 502	Research Methods in Conflict Analysis and Peace Science (spring)
IP 504	Foundations of Conflict Analysis (fall)
IP 561	Graduate Colloquium (year-long course)

Electives+ (Students may choose two electives in fall and three in spring for a total of five electives in their first year)

IP 507	Foundations of Peace Education (online)
IP 511	Introduction to International Law
IP 515	Mediation and Conflict Coaching (online)
IP 520	International Security
IP 521	International Organizations in Dispute Resolution
IP 522	Conflict Resolution in Deeply Divided Societies
IP 523	Post-Conflict Relief and Development
IP 524	Conflict Management (online)
IP 527	Peace Education I (online)
IP 528	Peace Education II (online)

IP 529	Advanced Mediation
IP 532	Advanced Seminar in International Law
IP 533	Conflict Transformation
IP 535	Economics, the Environment and Development
IP 537	Restorative Justice (online)
IP 542	International Health and Human Rights
IP 543	Peace Perspectives of World Religions
IP 551*	Kosovo and Serbia: Conflict, Governance and State Building
IP 574	NGOs in International Politics: Concepts & Challenges
IP 578*	NGO Management, Program Design, Implementation and Evaluation
IP 585	Special Topics in International Peace & Conflict Resolution

*Pending approval

+Other courses by permission of the program

Second Year

Required Courses

IP 581	Study Abroad
IP 583	Internship
IP 598	Capstone Seminar (spring)

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

IP 581	Study Abroad (9–12 credits)
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During their second year, graduate students in the IPCR program have the opportunity to take specialized courses in the area of their choice at one of our partner institutions abroad. Most students will spend the fall

semester of their second year fulfilling this requirement, but in exceptional circumstances summer and short term options may be undertaken per the approval of the director.

IP 583 Internship
(9–12 credits)

The professional internship experience is practical training at the graduate level with a practitioner organization in the field. 240 hours of internship are required, over the course of three to four months. The internship offers candidates substantive experience in their chosen areas of specialization. Candidates prepare a learning contract with their supervisors and the IPCR Director in order to determine their learning goals, resources and means of evaluation. All candidates keep a journal recording their activities and reflect on what they learn.

IP 598 Capstone Seminar
(2 credits)

Candidates return to campus in the spring of their second year to complete their thesis requirement. The seminar meets weekly and follows a workshop format. Capstone culminates in a public presentation of the thesis project during the university-wide Capstone day.

Dual Degree Programs

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

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

Master of Arts in International Peace and Conflict Resolution and Counseling Psychology (See separate listing.)

Arcadia Graduate Certificates

(12 credits)

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

Peace Education (See separate listing in Graduate Catalog.)

International Peace and Conflict Resolution Courses (IP)

501
Introduction to Peace Studies and Conflict Resolution

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

502
Research Methods in Conflict Analysis and Peace Science

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

International Peace and Conflict Resolution at Arcadia University

Subsequent sessions apply the framework to selected domestic and international disputes and explore appropriate strategies for their resolution.

504

Foundations of Conflict Analysis

This required first year research and writing course focuses on developing students' abilities to think critically, research effectively and build strong arguments. Through a combination of lecture and workshop style classes, students practice these skills while working on a research project relevant to their interests and course of study.

507

Foundations of Peace Education

Foundations in Peace Education covers the historical, cultural and political influences of U.S. based public education and examines the role of the federal, state, and local governments in educational policy, funding, assessment standards, and curriculum and instruction. Additionally, it assists students in developing a rationale for building and implementing multicultural curricula and develop strategies for deconstructing institutional and instructional barriers of multicultural and peace education.

511

Introduction to International Law

This seminar introduces students to the fundamental rules and principles of public international law, including the concept of state sovereignty, implementation methods, the sources of international law, and their significance. Particular emphasis is placed on the peaceful settlement of disputes, including arbitration and international adjudication, and the rules governing the use of force and the responsibility for unlawful acts on the international level. M.A. candidates learn about the use of international law in the course of conflict resolution.

515.OL

Mediation and Conflict Coaching

Conflict Transformation in general can be divided into three main areas based on the role of the conflict specialist. Conflict specialists work toward transformation as third party neutrals, as

advocates, and as justice facilitators. In each area the conflict worker aims at empowering the disputants to make their own decisions, actively have a say in the processes, in short, author their own histories. This course focuses on two of those three areas: Mediation and Conflict Coaching. In this class students will learn the process and major skills in mediation (neutrality) and conflict coaching (advocacy). As an online course students will interact with other students, multimedia and various websites, and with the teacher. This course will give students a good sense of what happens in mediation and conflict coaching as well as practical exposure to the skills and strategies needed to be effective in both.

520

International Security

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

521

International Organizations in Dispute Resolution

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

522

Conflict Resolution in Deeply Divided Societies

This course focuses on understanding the phenomena of conflict and war in deeply divided

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

523

Post-Conflict Relief and Development

Fourteen of the 20 poorest countries are currently in or emerging from conflict. As a result, NGOs and their donors increasingly are grappling with the fine line between “development” and “relief.” The first half of this course examines traditional development approaches. Students learn about the different roles of donors (NGOs, bilateral, multilateral, and foundations), the relationship between donors and recipients, strategies, impact and effectiveness. The second half of the course examines international efforts to consolidate and to jump-start a nation’s social, economic, and political recovery from conflict. Students then examine the continuum between development and relief and the challenges posed for the international community.

524.OL

Conflict Management

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

The objectives of this course are to increase awareness, develop skills, and gain knowledge of constructive conflict management processes and approaches. The course begins with deconstructing conflict and explores how our Arcadia University Graduate Catalog 2012-13

personal histories affect our perceptions regarding conflict and our conflict styles. Interpersonal communication skills such as active listening and assertiveness are developed. Students are introduced to mediation, negotiation, and nonviolent action from both a practical and theoretical standpoint.

527.OL

Peace Education 1: Theory and Principles

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

528.OL

Peace Education 2: Methodologies and Practical Application

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

529

Advanced Mediation

This course is a practicum in advanced mediation/facilitation process. Students examine the range of strategies available for managing conflict, including techniques that have proven most constructive in the field of peace and conflict resolution: consensus-based and transformative mediation.

The first part of the course introduces students to the basic framework of mediation and examines three faces of leadership, how cultural differences affect communication, a study of the

International Peace and Conflict Resolution at Arcadia University

eight tools needed to mediate, and conduct simulations for several of the strategies for interpersonal, community and international mediation. The second part of the course is focused on a Practicum, examining conflict in a variety of contexts.

532

Advanced Seminar in International Law

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

533

Conflict Transformation

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

535

Economics, the Environment and Development

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

537.OL

Restorative Justice

Restorative Justice is a growing social movement that begins with a fundamental rethinking of the very nature of what justice is. It offers a model that facilitates a vision of justice that is participatory for those involved in and affected by harmful behavior, potentially empowering to victims, offenders, and, in some cases, the affected community, and holds the goal of making right (as much as possible) the harm caused by the offending behavior. At present RJ is a fairly broad umbrella of practices, including victim-offender mediation, family group conferencing, peacemaking circles, victim-offender dialogue in crimes of severe violence, truth and reconciliation commissions, and others. This course compares the ethos and implications these programs as they impact and/or challenge current judicial practices, explores strengths and weaknesses of Restorative Justice in current discussion, investigates emerging areas of practice such as in prison populations and schools, and traces the role of facilitators in Restorative Justice practices.

542

International Health and Human Rights

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

543

Peace Perspectives of World Religions

Although religious differences often create barriers to peace making, and at times people create conflict in the name of their religion, all of the major religious traditions also have deep roots of peaceful living. This class explores the roots of peace making in Buddhism, Islam, Judaism, Christianity, Hinduism and Indigenous American Religions, and from these roots builds

bridges of common ground, understanding, and acceptance of the other.

551*

Kosovo and Serbia: Conflict, Governance and State Building

The course will concentrate on politics and political solutions to conflicts, including domestic political solutions and international post-conflict governance as well as state building. The course offers a unique opportunity to explore key aspects of the Serb-Albanian conflict over Kosovo: the roots and causes of the conflict, its history and consequences, the role of the international community in conflict management and peace building, post-conflict institution building, and prospects for reconciliation. The course also includes a field study to Serbia and Kosovo. Students will meet with officials from the Serbian and Kosovo governments and parliaments, local mayors, local conflict resolution professionals, and Western diplomats working there. Participants in this course will attain a better understanding of history, politics and ethnic relations in the Balkans, causes of ethnic conflict, problems of post-conflict institution building, destructive role of nationalist politics, and remaining challenges in resolving the conflict. A special emphasis is made on the issues of inclusive governance in multiethnic societies.

574

NGOs in International Politics: Concepts and Challenges

Since the end of World War II, there has been a steady increase in the numbers of transnational non-governmental organizations (TNGOs) working across borders on issues as diverse as emergency relief, women's rights, environmental sustainability and fair trade. In the 1990s, the TNGO sector expanded at an unprecedented rate and the amount of money channeled through these organizations sky-rocketed. Consequently, political scientists started paying more attention to the purpose, activities, power, and authority of TNGOs. This course examines key conceptual issues surrounding the legitimacy, authority, power and accountability of TNGOs with the objective of fostering a clear understanding of the unique role TNGOs play in international politics. We will also consider the challenges NGOs face in the international system. We will discuss: the tactics TNGOs employ to effectuate change; the

Arcadia University Graduate Catalog 2012-13

relationship between TNGOs and the military; the funding landscape; the dark side of TNGO policies and the relationship between TNGOs from the Global South and the Global North. The course is grounded in case studies that explore TNGOs activities in the realms of women's rights, human rights, development, peace-building, environmental protection and emergency relief.

578*

NGO Management: Program Design, Implementation and Evaluation

This course provides an introduction to the concepts and skills needed to effectively manage non-governmental organizations (NGOs) and their international projects. Through discussion, experiential learning and case studies, the class will learn how to design a mission, strategic plan, marketing and fundraising strategy as well as how to manage human resources, external relationships and finances. In addition, students will learn how to conduct outcomes assessments and evaluations. Students will apply theory to practice by exploring the organizational and managerial challenges NGOs face through case study learning. Students also gain hands-on experience while working on projects proposed by the Philadelphia-based American Friends Services Committee (AFSC).

561

Graduate Colloquium

(0 credits)

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

581

Study Abroad and Concentration

(9-12 credits)

Second Year

During their second year, graduate students in the IPCR program have the opportunity to take specialized courses in their chosen field of research at one of our partner institutions abroad

or at the institution of their choosing, with Director approval. Most students will spend the fall semester of their second year fulfilling this requirement, but there are summer and other short options available.

583

Internship

(9–12 credits)

Second Year

The professional experience is practical training at the graduate level with a practitioner organization in the field. The internship requires 240 hours, lasting three to four months and offers candidates substantive experience in their chosen areas of specialization. Candidates prepare a learning contract with their supervisors and the program Director in order to determine their learning goals, resources and means of evaluation. All candidates keep a journal recording their activities and reflecting on what they learn.

585

Special Topics in International Peace & Conflict Resolution

589

Independent Study

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

598

Capstone Seminar

(2 credits)

Second Year

Candidates return to campus in the spring of their second year to complete their thesis requirement. The seminar meets weekly and follows a workshop format. Capstone culminates in a public presentation of the thesis project during the university-wide Capstone day.

*Pending approval

Master of International Peace and Conflict Resolution/International Relations and Diplomacy

At Arcadia University and the American Graduate School in Paris

Coordinators

Maryam Zarnegar Deloffre, Ph.D. Assistant Professor of Political Science and Assistant Director of the International Peace and Conflict Resolution Program
Eileen Servidio, Ph.D., Professor and Chair of International Law at Arcadia University's partner institution in France, the American Graduate School in Paris; President the School of International Relations and Diplomacy at the American Graduate School in Paris
Ashley Stepanek, M.A., Academic Coordinator at the American Graduate School in Paris.

Dual Degree Program

Master of Arts in International Peace and Conflict Resolution and Master of Arts in International Relations and Diplomacy

About Arcadia's Partner in France

The American Graduate School in Paris (AGS) has been Arcadia's partner since 2006. AGS is a non-profit institution offering U.S. higher education programs in France. All courses are taught in English. The school takes advantage of the many opportunities that Paris offers in the study and practice of international relations, with the presence of numerous intergovernmental organizations, NGOs and diplomatic missions. This, combined with the school's multicultural faculty and student body, provides students with a true international experience.

About Arcadia's Dual Degree Program

Arcadia University and its partner institution in France, the American Graduate School in Paris, jointly offer an accelerated Dual Masters program allowing students to earn two Master's degrees in three years:

A Master of Arts in International Peace and Conflict Resolution, at Arcadia University, and a Master of Arts in International Relations and Diplomacy, at the American Graduate School in Paris. Students also have the opportunity to earn a certificate of concentration in the following areas of study, along with their M.A. in International Relations and Diplomacy: African Studies, Middle Eastern Studies, NGO Management.

The accelerated dual degree program permits students to earn two Masters degrees in three years instead of four years.

Students in this program spend three semesters in the United States, at Arcadia University, and three semesters in Paris, France, at the American Graduate School in Paris. They may choose to start the program at either of the two institutions. Each portion of the program provides a different cultural and academic experience, while both have in common a challenging and student-dedicated learning environment.

The AGS/IPCR Dual Degree program is structured to develop competencies in:

- Theories and dynamics of international relations, conflict, conflict resolution, post-conflict reconstruction & development, international law & organizations.

Dual Program in International Peace and Conflict Resolution/International Relations and Diplomacy

enhance students' career options in these various fields.

- Tools and techniques of conflict management, conflict resolution and conflict transformation.
- Conflict analysis, which involves developing an understanding of how states and other third parties impact conflict.
- The methods used to diffuse conflict on a variety of levels— interpersonal, groups and institutions.
- Interdisciplinary perspectives on the fields of international relations, international diplomacy, international peace and conflict resolution.
- Analysis of the roots of foreign policy actions and their influences (geographic, linguistic, religious, institutional, sociological, etc.).
- History of political formulation and implementation of foreign policy.
- Critical thinking skills and research methods, which span the spectrum of qualitative and quantitative methods.
- Cultural sensitivity and inter-cultural understandings through international and field experiences and an extended cross-cultural experience, which enhances students' ability to work in diverse international settings.
- Oral presentation and communication skills.

The knowledge and skills acquired during this dual degree program can be applied to a vast array of fields in government, intergovernmental organizations and non-governmental organizations (NGOs) as well as international business and other professional areas involving interaction at the international level: human rights, diplomacy, international law, humanitarian relief, environmental policymaking, sustainable development, and conflict management, among others. The combination of the two degrees will

Dual Program in International Peace and Conflict Resolution/International Relations and Diplomacy

Admission to the Dual Program in International Peace and Conflict Resolution/International Relations and Diplomacy

Candidates to the dual program in International Peace and Conflict Resolution/International Relations and Diplomacy may apply to start at either of the two participating institutions: at Arcadia University, in the United States, or at the American Graduate School in Paris, in France. Applications must be made to the institution where they wish to start.

Please note that admission into the other institution to pursue the second degree will follow on the condition that the student is in good academic standing at the first institution. Additional elements to transition to the second institution may be asked of the candidate at the discretion of the Program Director.

Students pursuing one of the two degrees individually may decide during the course of their studies to opt for the dual degree option. They will then have to work with the Academic Coordinator of each program to ensure that their curriculum meets the degree requirements. However, applicants are encouraged to determine in advance if they wish to follow the dual degree track.

Admission to the International Peace and Conflict Resolution program

Program-Specific Admission

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

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

- An International Peace and Conflict Resolution application, including personal statements, to be completed online at www.arcadia.edu/gradapp.
- A Bachelor's degree from an accredited institution with a recommended GPA of 3.0 or higher, and a major in Peace Studies, Political Science, History, Modern Languages, Economics, Anthropology, Sociology, Psychology, Philosophy, Religion, or another liberal arts discipline. Students with undergraduate majors in Biology and Environmental Science also are encouraged to apply.
- One official transcript from each college, university, or professional school attended. Transfer credits included on a transcript must include grades earned; if not, an official transcript from the original school must be submitted. Transcripts must be sent from the issuing school in a sealed envelope and contain the appropriate signatures and seals to be considered official.
- Three letters of recommendation from persons who are able to judge the applicant's qualifications to undertake graduate work abroad. At least two recommendations must be from a professor.

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

Dual Program in International Peace and Conflict Resolution/International Relations and Diplomacy

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 is also required.

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

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

Support Services

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

Admission to the International Relations and Diplomacy program at the American Graduate School in Paris

Program-Specific Admission

Requirements: Applicants to this program are expected to meet the admission requirements set forth by Arcadia's partner institution, the American Graduate School in Paris, in coordination with Arcadia University.

The American Graduate School in Paris Admissions Committee considers applicants from a wide variety of national and educational backgrounds.

All candidates must have completed a Bachelor's degree, or its equivalent. The American Graduate School in Paris values language ability and experience with other cultures, as well as professional work experience, especially in a field relevant to international relations.

A cumulative GPA of 3.0 and GRE score of 303 or above (combined verbal and quantitative scores) and an analytical writing score of 5.0 or above are normally required. The American Graduate School in Paris philosophy emphasizes individual consideration for its applicants as well as its students, so exceptions may be made by the Admissions Committee depending on letters of recommendation, newfound maturity, and other changes in an applicant's outlook.

Applicants to this program are required to provide the following:

- The M.A. in International Relations and Diplomacy application form, to be completed online at:
<http://www.ags.edu/international-relations/admissions/applying/m-a-in-international-relations>
- A personal statement
- Official transcripts of all previous university-level studies (note: if transcripts do not include the degrees awarded, photocopies of degree diplomas will also be required)
- Two letters of recommendation from professors who have instructed the candidate in a degree program
- A Graduate Record Examination (GRE) General Test score

Dual Program in International Peace and Conflict Resolution/International Relations and Diplomacy

- A TOEFL score (Test of English as a Foreign Language) for non-native speakers of English who did not graduate from an English language degree program in an English-speaking country
- An application fee of €50, non-refundable; this can be paid online at <http://www.ags.edu/payment-online/login.php>
- In some cases, applicants may also be asked to provide additional material and/or arrange an interview with a member of the Admissions Committee.

Note: all documents in a language other than English or French must be accompanied by certified translations. All documentation submitted will be confidential. Application materials cannot be returned once submitted to the American Graduate School in Paris.

Application Deadline: There are two intakes every year for the International Relations and Diplomacy program. The application deadline for the Fall semester is July 15th; the application deadline for the Spring semester is December 15th. Admission decisions are made on a rolling basis. Notification of admission status will be mailed to the applicant within four weeks of receipt of a completed application.

Deferred Admission: Applicants who are admitted into the program may defer once for up to one year from the semester for which they originally applied. If the deposit has already been paid when the student defers, a second €350 deposit will be required to re-confirm the student's place for the semester of entry. Both deposits will be credited towards the first semester's tuition.

Expenses

Tuition for this dual degree option comprises the full tuition of the two-year program at the institution where the student starts, and tuition for one

additional year, paid directly to the second institution.

Students starting with International Peace and Conflict Resolution

IPCR two-year full-time program tuition and fees (2012-13 rates, subject to change)

Tuition: \$27,860 per year (2012-13 rates, subject to change)

Annual Fees:

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

Additional Expenses:

Books and supplies (estimated) \$1,000
Room and Board: Off Campus
Travel: Varies Yearly

Note: The tuition for courses taken at the American Graduate School in Paris in the fourth semester of the dual program are included in the above IPCR two-year full time tuition. Only the tuition for the fifth and sixth semesters is charged additionally. See paragraph below.

Additional year in the International Relations and Diplomacy program (in Euros):

According to a typical curriculum (see paragraph on Degree Requirements below), students follow six courses at the American Graduate School in Paris in the last year of the dual program. Tuition for each course is €2,300. Total tuition is adjusted to specific curricula.

Tuition for six courses: €13,800

Other fees:

Registration fee: €70 per semester
French Social Security (if applicable): €207 per year

Additional expenses: See estimated living expenses and other attendance costs at: <http://www.ags.edu/financial-aid/financial-aid-overview/781-cost-of-attendance>

Dual Program in International Peace and Conflict Resolution/International Relations and Diplomacy

Students starting with International Relations and Diplomacy

IRD two-year full time program tuition and fees (in Euros; rates are subject to change):

Tuition 2012-2013:	€18,400
Tuition 2013-2014:	€13,800

Additional tuition for the optional French language course: €2,100

Other fees:

Registration fee: €70 per semester
French Social Security (if applicable): €207 per year

Additional expenses: See estimated living expenses and other attendance costs at: <http://www.ags.edu/financial-aid/financial-aid-overview/781-cost-of-attendance>

Additional year in the International Peace and Conflict Resolution program:

Tuition: \$27,860 per year (2012-2013 rate)

Annual Fees:

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

Additional Expenses:

Books and supplies (estimated) \$1,000
Room and Board: Off Campus
Travel: Varies Yearly

Financial Aid

Financial Aid is available to assist qualified students in covering tuition and related expenses, as well as living costs. For information on scholarships, graduate assistantships and guaranteed student loans:

- At Arcadia: visit www.arcadia.edu/finaid
- At the American Graduate School in Paris, <http://www.ags.edu/financial-aid/financial-aid-overview>

Requirements for the M.A. in International Peace and Conflict Resolution and M.A. in International Relations and Diplomacy Dual Degrees

(65-68 credits)

In order to complete the dual degree program and graduate with the M.A. in International Peace and Conflict Resolution and the M.A. in International Relations and Diplomacy, students are required to successfully complete 65-68 graduate credit-hours. The following curricula may be adjusted in coordination with the Director or Coordinator of each program. Degree requirements include a Capstone Seminar at Arcadia University, as well as the completion and defense of a 25,000 to 35,000 word Master's thesis at the American Graduate School in Paris.

Students starting with International Peace and Conflict Resolution

First Semester

(Courses held on the Arcadia Campus)

Required Courses

IP	501	Introduction to Peace Studies and Conflict Resolution
IP	504	Foundations of Conflict Analysis
IP	561	Graduate Colloquium (non-credit year-long course)
IP	511	Introduction to International Law

Plus one elective (from the list of electives below) or

Introduction to Microeconomics or Introduction to Macroeconomics*

***Please note: The American Graduate School in Paris requires all students to take a higher level course in economic**

Dual Program in International Peace and Conflict Resolution/International Relations and Diplomacy

policy and thus there is a requirement for students to have introductory knowledge of both microeconomics and macroeconomics prior to taking this course at AGS. Therefore, students are encouraged to take two introductory courses in economics (*Introduction to Microeconomics* and *Introduction to Macroeconomics*) prior to beginning at AGS. Should students not be able to take these courses prior to their arrival in Paris, AGS does offer an equivalent which counts as an elective course towards the degree.

Second Semester

(Courses held on the Arcadia Campus)

Required Courses

IP 502 Research Methods in Conflict Analysis and Peace Science

IP 561 Graduate Colloquium

Plus three electives

From the list of electives below or
Introduction to Microeconomics
or Introduction to
Macroeconomics

List of International Peace and Conflict Resolution Elective Courses*

IP	507	Foundations of Peace Education (online)
IP	511	Introduction to International Law
IP	515	Mediation and Conflict Coaching (online)
IP	520	International Security
IP	521	International Organizations in Dispute Resolution
IP	522	Conflict Resolution in Deeply Divided Societies
IP	523	Post-Conflict Relief and Development
IP	524	Conflict Management (online)
IP	527	Peace Education I (online)
IP	528	Peace Education II (online)
IP	529	Advanced Mediation
IP	532	Advanced Seminar in International Law

IP	533	Conflict Transformation
IP	535	Economics, the Environment and Development
IP	537	Restorative Justice (online)
IP	542	International Health and Human Rights
IP	543	Peace Perspectives of World Religions
IP	585	NGOs in International Politics: Concepts & challenges
IP	585	NGO Management, Program Design, Implementation and Evaluation
IP	585	Conflict, Governance and State Building

*Or others by permission of the program

Third Semester

(Courses held on the Arcadia Campus)

Required Courses

IP 583 Internship/Fieldwork
IP 598 Capstone Seminar

Fourth Semester

(Courses held at the American Graduate School in Paris, France)

Required Courses

IRD-R-584	Foreign Policy Formulation and Diplomacy
IRD-R-580	Factors and Theories of Analysis in International Relations and Diplomacy
IRD-R-581	Research Methodology and Design

Plus one elective course

From the list of electives below

Fifth Semester

(Courses held at the American Graduate School in Paris, France)

Required courses

IRD-R-586	Current Issues in International Relations
IRD-R-684	Current Economic Problems and Policies

Dual Program in International Peace and Conflict Resolution/International Relations and Diplomacy

IRD-T-690 Research and Proposal Tutorial

Plus one elective course

From the list of electives below

Sixth Semester

Required Course

IRD-T-691 Thesis and Defense Tutorial

Plus one elective course

(See list of elective courses below)

Completion and defense of Master's thesis

List of International Relations and Diplomacy Elective Courses

(Two area courses are required)

- IRD-E-501 Geopolitics and Geopolitics of Religion
- IRD-E-602 Strategy and Conflict Resolution
- IRD-E-603 Cultural Development and Awareness
- IRD-E-504 Global Communications, Media and International Affairs
- IRD-E-605 International Trade, Banking and Finance
- IRD-E-506 Theory and Origins of Global Conflict
- IRD-E-507 Principles of Economics
Note: IRD-E-507 is required for students who have no previous study in Economics; these students will then only have only one area course required)
- IRD-E-508 Beginnings of the Contemporary Political Order
- IRD-E-509 Anthropology and Politics
- IRD-E-610 Post-Modernity and IR&D
- IRD-E-611 Comparative Politics
- IRD-E-613 Issues in U.S. Foreign Policy
- IRD-E-514 International Environmental Politics
- IRD-E-616 Extreme Crisis Situations: Terrorism, Government and Media
- IRD-E-617 Gender, Militarization and War
- IRD-E-618 NGOs: An International Perspective
- IRD-E-619 NGOs: Principles and Management

IRD-E-620 Diplomacy and International Law

Area Elective Courses

- IRD-EA-650 Central and South America
- IRD-EA-670 European Foreign Policies
- IRD-EA-671 The European Union and the World
- IRD-EA-672 Russian Politics
- IRD-EA-630 The History of the Modern Middle East
- IRD-EA-631 Conflict in the Modern Middle East
- IRD-EA-640 Contemporary Sub-Saharan Africa
- IRD-EA-641 The Scramble for African Resources
- IRD-EA-660 Pacific Asia Since WWII
- IRD-EA-661 China and East Asia

Students starting with International Relations and Diplomacy

First Semester

(Courses held at the American Graduate School in Paris, France)

Required Courses

- IRD-R-680 Factors and Theories of Analysis in International Relations and Diplomacy
- IRD-R-681 Research Methodology and Design

Plus two other courses

From the lists of additional required courses and electives below

Second Semester

(Courses held at the American Graduate School in Paris, France)

Required Course

- IRD-T-690 Research and Proposal Tutorial

Plus three other courses

From the lists of additional required courses and electives below

Third Semester

(Courses held at the American Graduate School in Paris, France)

Dual Program in International Peace and Conflict Resolution/International Relations and Diplomacy

Required Course

IRD-T-691 Thesis and Defense Tutorial

Plus one other course

From the lists of additional required courses and electives below

Completion and defense of Master's thesis

List of Additional International Relations and Diplomacy Required Courses

IRD-R-682 Foreign Policy Formulation and Diplomacy
IRD-R-583 International Public Law
IRD-R-684 Current Economic Problems and Policies
IRD-R-585 International Organizations
IRD-R-687 Current Issues in IR

List of International Relations and Diplomacy Electives

(Two area courses are required)

IRD-E-501 Geopolitics and Geopolitics of Religion
IRD-E-602 Strategy and Conflict Resolution
IRD-E-603 Cultural Development and Awareness
IRD-E-504 Global Communications, Media and International Affairs
IRD-E-605 International Trade, Banking and Finance
IRD-E-506 Theory and Origins of Global Conflict
IRD-E-507 Principles of Economics
Note: IRD-E-507 is required for students who have no previous study in Economics; these students will then only have only one area course required)
IRD-E-508 Beginnings of the Contemporary Political Order
IRD-E-509 Anthropology and Politics
IRD-E-610 Post-Modernity and IR&D
IRD-E-611 Comparative Politics
IRD-E-613 Issues in U.S. Foreign Policy
IRD-E-514 International Environmental Politics
IRD-E-616 Extreme Crisis Situations: Terrorism, Government and Media
IRD-E-617 Gender, Militarization and War

IRD-E-618 NGOs: An International Perspective

IRD-E-619 NGOs: Principles and Management

IRD-E-620 Diplomacy and International Law

Area Elective Courses

IRD-EA-650 Central and South America
IRD-EA-670 European Foreign Policies
IRD-EA-671 The European Union and the World
IRD-EA-672 Russian Politics
IRD-EA-630 The History of the Modern Middle East
IRD-EA-631 Conflict in the Modern Middle East
IRD-EA-640 Contemporary Sub-Saharan Africa
IRD-EA-641 The Scramble for African Resources
IRD-EA-660 Pacific Asia Since WWII
IRD-EA-661 China and East Asia

Fourth Semester

(Courses held on the Arcadia campus)

Required Courses

IP 502 Research Methods in Conflict Analysis and Peace Science
IP 511 Introduction to International Law

Two elective courses

Fifth Semester

(Courses held on the Arcadia Campus)

Required Courses

IP 501 Introduction to Peace Studies and Conflict Resolution
IP 561 Graduate Colloquium (non-credit year-long course)
Plus 3 elective courses

List of International Peace and Conflict Resolution Elective Courses*

IP 507 Foundations of Peace Education (online)
IP 511 Introduction to International Law
IP 515 Mediation and Conflict Coaching (online)
IP 520 International Security

Dual Program in International Peace and Conflict Resolution/International Relations and Diplomacy

IP	521	International Organizations in Dispute Resolution
IP	522	Conflict Resolution in Deeply Divided Societies
IP	523	Post-Conflict Relief and Development
IP	524	Conflict Management (online)
IP	527	Peace Education I (online)
IP	528	Peace Education II (online)
IP	529	Advanced Mediation
IP	532	Advanced Seminar in International Law
IP	533	Conflict Transformation
IP	535	Economics, the Environment and Development
IP	537	Restorative Justice (online)
IP	542	International Health and Human Rights
IP	543	Peace Perspectives of World Religions
IP	585	NGOs in International Politics: Concepts & challenges
IP	585	NGO Management, Program Design, Implementation and Evaluation
IP	585	Conflict, Governance and State Building

*Or others by permission of the program

Sixth Semester

(Courses held on the Arcadia Campus)

Required Courses

IP	583	Internship/Fieldwork (9 credits)
IP	598	Capstone Seminar

Conflict Management and Restorative Justice

at Arcadia University

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

Arcadia Graduate Certificate

Conflict Management and Restorative Justice

About the Certificate in Conflict Management and Restorative Justice

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

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

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

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

Computer Requirements

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

Admissions Requirements

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

The following are required:

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

GREs are not required for admission

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

Conflict Management and Restorative Justice at Arcadia University

Expenses

Per credit costs for 2012-13= \$1,160
(\$1,160 x 12 credits = \$13,920)

Additional Expenses:

- Books and supplies (estimated)
\$250.00

Academic Policies and Procedures

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

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

Certificate Requirements

(12 credits)

Required Courses

IP	501.OL	Introduction to Peace Studies and Conflict Resolution (3 credits)
IP	515.OL	Mediation and Conflict Coaching (3 credits)
IP	524.OL	Conflict Management (3 credits)
IP	537	Restorative Justice (3 credits)

International Peace and Conflict Resolution Courses (IP)

501.OL (Summer)

Introduction to Peace Studies and Conflict Resolution

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

symptoms and dynamics of conflict, violence, and war (from interpersonal to global) and conflict resolution.

515.OL (Spring)

Mediation and Conflict Coaching

Conflict Transformation in general can be divided into three main areas based on the role of the conflict specialist. Conflict specialists work toward transformation as third party neutrals, as advocates, and as justice facilitators. In each area the conflict worker aims at empowering the disputants to make their own decisions, actively have a say in the processes, in short, author their own histories. This course focuses on two of those three areas: Mediation and Conflict Coaching. In this class students will learn the process and major skills in mediation (neutrality) and conflict coaching (advocacy). As an online course students will interact with other students, multimedia and various websites, and with the teacher. This course will give students a good sense of what happens in mediation and conflict coaching as well as practical exposure to the skills and strategies needed to be effective in both.

524.OL (Fall)

Conflict Management

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

537.OL (Summer)

Restorative Justice

Restorative Justice is a growing social movement that begins with a fundamental rethinking of the very nature of what justice is. It offers a model that facilitates a vision of justice that is participatory for those involved in and affected by harmful behavior, potentially empowering to victims, offenders, and, in some cases, the affected community, and holds the goal of making right (as much as possible) the harm caused by the offending behavior. At present RJ is a fairly broad umbrella of practices, including victim-offender mediation, family group conferencing, peacemaking circles, victim-offender dialogue in crimes of severe violence, truth and reconciliation commissions, and others.

Conflict Management and Restorative Justice at Arcadia University

This course compares the ethos and implications these programs as they impact and/or challenge current judicial practices, explores strengths and weaknesses of Restorative Justice in current discussion, investigates emerging areas of practice such as in prison populations and schools, and traces the role of facilitators in Restorative Justice practices.

Peace Education

at Arcadia University

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

Arcadia Graduate Certificate

Peace Education

About the Certificate in Peace Education

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

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

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

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

Computer Requirements

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A bachelor's degree from an accredited institution with a recommended GPA of a 3.0 in a relevant discipline.

One official transcript from each college, university or professional school attended.

One letter of recommendation. The letter must be of a professional not personal nature.

GREs are not required for admission.

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

Expenses

Per credit costs for 2012-2013 = \$1,160
(\$1,160 x 12 credits = \$13,920)

Additional Expenses:

Books and supplies (estimated) \$250

Academic Policies and Procedures

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

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

Certificate Requirements

(12 credits)

Required Courses

IP	501.OL	Introduction to Peace Studies and Conflict Resolution (3 credits)
IP	507.OL	Foundations of Peace Education (3 credits)
IP	527.OL	Peace Education 1: Theory and Principles (3 credits)
IP	528.OL	Peace Education 2: Methodologies and Practical Application (3 credits)

International Peace and Conflict Resolution Courses (IP)

501.OL (Summer)

Introduction to Peace Studies and Conflict Resolution

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

507.OL (Summer)

Foundations in Peace Education

This course covers the historical, cultural and political influences of U.S. based public education and examines the role of the federal, state, and local governments in educational policy, funding, assessment standards, and curriculum and instruction. Additionally, it assists students in developing a rationale for building and implementing multicultural curricula and develop strategies for deconstructing institutional and instructional barriers of multicultural and peace education.

527.OL (Fall)

Peace Education 1: Theory and Principles

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

528.OL (Spring)

Peace Education 2: Methodologies and Practical Application

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

Language Arts at Arcadia University

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

Coordinator

Kira Baker-Doyle, Ph.D.

Master's Degrees

**Master of Education with a Concentration
in Language Arts**

**Master of Education with a Concentration
in Children's Literature**

Master of Education Degree Requirements (M.Ed.)

(a minimum of 30 credits)

This program offers two concentrations:
Language Arts and Children's Literature. It is
an individualized course of study designed to
meet students' interests and goals. The
degree program must be planned with an
adviser to ensure that degree requirements
are satisfied.

Language Arts Concentration

1. Foundation Courses (6 credits) chosen in
consultation with the adviser from the
following:
ED 501–510
2. Concentration Courses (15–18 credits)
chosen with the adviser.

Literacy Education

ED 601	Developmental Literacy
ED 606	Strategic Instruction for Emergent and Content Literacy K-6
ED 607	Strategic Instruction for Adolescent Readers and Writers 7-12
ED 605	Writing to Improve Literacy
ED 622	ESL: Multilingual/Multicultural Literacy
ED 624	ESL: Language, Diversity, and Schooling

3. Electives (6–9 credits) Chosen with adviser
from the following areas: Literacy,

Technology, English, Children's Literature,
or Creative Expression course

English

EN 542	Teaching the Writing of Fiction
EN 543	The History and Teaching of Rhetoric
EN 546	Teaching Writing

Instructional Technology

ED 566	Web Based Information Literacy
ED 565	Introduction to Instructional Technology

Children's Literature

ED 608	Literature for Children and Youth
ED 616	Young Adult Literature
Ed 564	Creative Expressions

4. Culminating Activity: ED 596: Curriculum
Development Project. elete Designed in
consultation with the academic adviser at
the time of completing the Degree
Candidacy Application

Children's Literature Concentration

1. Foundation Courses (6 credits) chosen in
consultation with the adviser from the
following:
ED 501–510
2. Concentration Courses (9-12 credits)
ED 608 Literature for Children and
Youth
ED 610 Seminar in Children's
Literature
ED 616 Young Adult Literature
delete
ED 612 Multicultural Literature for
Children and Youth.
3. Electives (15-18 credits) chosen with the
adviser
Reading,
Children's Theatre
Art History
English Literature
Instructional Technology
ESL courses
4. Culminating Activity

Language Arts at Arcadia University

ED 596 Individualized Curriculum Development Project designed in consultation with academic adviser at the time of completing the Degree Candidacy Application.

Please Note: All students completing a graduate Education degree are required to complete a Degree Candidacy Form with their academic adviser after completing 15 Arcadia graduate credits. Degree Candidacy is the academic program plan required for the degree and must be submitted to the Office of Graduate Studies.

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

Library Science Education

at Arcadia University

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

Coordinator

Foram Bhukhanwala, Ph.D.

Master's Degree and Teacher Certification

Master of Education

Certification

Instructional
Supervisory

About the Library Science Education Program

This program is open to librarians, teachers and liberal arts majors. The degree is not required for certification, and individual requirements for certification may vary based on academic experience.

Master of Education Degree Requirements (M.Ed.)

(a minimum of 30 credits)

Library Concentration

An appointment must be made with the program coordinator to determine individual requirements for the degree and/or certification.

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

ED 501–510

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

ED 521 The Teacher and the Classroom, Elementary

ED 523 The Teacher and the Classroom, Secondary

ED 565 Introduction to Instructional Technology

ED 574 Problem Solving in the School Library Media Center

ED 575 Administration of the School Library Media Center

ED 576 Classification and Cataloguing

ED 577 Introduction to Information Management and Research

ED 601 Literacy Foundations

ED 605 Writing to Improve Literacy

ED 606 Strategic Instruction for Emergent and Content Literacy

ED 608 Literature for Children and Youth

ED 610 Seminar in Children's Literature

ED 616 Young Adult Literature

ED 612 Multicultural Literature for Children and Youth

3. Electives (6 credits) chosen with the adviser

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

ED-596-Individualized Curriculum 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.

Library Science Education at Arcadia University

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

Certification

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

Library Courses

ED 571	Pre-service School Librarian Practicum (optional)
ED 574	Problem Solving in the School Library Media Center
ED 575	Administration of the School Library Media Center
ED 576	Classification and Cataloguing
ED 577	Introduction to Information Management and Research

General Education Courses

ED 580	Introduction to Inclusive Education
ED 512	Differentiating Instruction in Inclusive Settings
ED 606	Strategic Instruction for Emergent and Content Literacies
ED 622	Teaching Multilingual and Multicultural Literacies

Select two of the following with adviser

ED 608	Literature for Children and Youth
ED 610	Seminar in Children's Literature
ED 616	Young Adult Literature
ED 612	Multicultural Literature for Children and Youth

Select one classroom management course with adviser:

ED 521	The Teacher and the Classroom, Elementary
ED 523	The Teacher and the Classroom, Secondary

Select one technology course with adviser:

ED 565	Introduction to Instructional Technology
ED 579	Graduate Student Teaching Practicum: Library (6 credits; credits not applicable to master's degree) for non-certified teachers
ED 578	Workshop in the School Library (for certified teachers)

Additional Certification Requirements

1. Completion of all subject area coursework required to meet the general and specific certification standards of the Pennsylvania Department of Education. This will be determined by the Program Coordinator.
2. A grade of "**B**" or better in the Graduate Student Teaching Practicum
3. Completion of all Praxis examinations is required prior to enrolling for the Student Teaching Practicum.

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

Library Media Specialist (10311)
Qualifying Score: 151
(new test as of 9/1/2011)

Dual Degrees: Counseling Psychology and International Peace and Conflict Resolution

at Arcadia University

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

Coordinators

Eleonora Bartoli, Ph.D., Assistant Professor and Director of Counseling Psychology

Maryam Z. Deloffre, Ph.D., Assistant Professor of Political Science and Assistant Director of International Peace and Conflict Resolution

Dual Degree Program

Master of Arts in Counseling Psychology with the Trauma Concentration and Master of Arts in International Peace and Conflict Resolution

About Arcadia's Dual Degrees in Counseling Psychology and International Peace and Conflict Resolution

Trauma affects millions of people worldwide each year. Individuals affected by natural disasters, war, ethnic conflict, and gender-based violence can suffer long-lasting psychological symptoms that cause significant personal distress and interfere with optimal functioning. Despite this, trauma survivors' psychological needs frequently go untreated.

The combination of two master's programs at Arcadia—Counseling Psychology with the Trauma Concentration and International Peace and Conflict Resolution—gives students a unique multidisciplinary program not found elsewhere. Students with training in both trauma-specific counseling and international peace and conflict resolution will be well-positioned to plan and implement programs that facilitate psychological recovery from violence and natural disasters, both domestically and abroad.

This program is for students with specific interests in trauma recovery at an international

scale as well as for students interested in serving the increasing number of refugees and asylum seekers within the United States.

In order to do relief work abroad, agencies increasingly require professional credentials, so this program fulfills the requirements to become a Licensed Professional Counselor.

Full-time or part-time: If completed on a full-time basis, the program will take three years, starting in the summer—or longer depending on the individual student's needs and preferences. Since both programs have part-time options, adapting the student's schedule is easier than fitting additional courses into a full-time program block schedule.

Counseling Psychology Goals and Objectives:

The master's program in Counseling Psychology educates and socializes students to become practitioners skilled in the art of behavior assessment and change. Coursework integrates theory and practice—both within and outside of the classroom.

The Counseling Psychology program is structured to develop professional-level competence in:

- Communication and listening
- Critical and analytical thinking
- Interpersonal and cultural sensitivity
- Understanding self through introspection and realistic self-critique
- Adhering to professional, ethical and legal standards and behaviors
- Generating and testing hypotheses about human behavior
- Understanding the theories and techniques of counseling and behavior change

Counseling Psychology and International Peace and Conflict Resolution at Arcadia University

- Using counseling skills in individual and group settings
- Integrating and applying assessment, diagnostic, consultation and educational strategies

International Peace and Conflict Resolution Goals and Objectives: The IPCR program's innovative curriculum allows students to develop an area of concentration within the discipline of international peace and conflict resolution, build an international network of contacts among the international conflict resolution community, and gain practical experience in the field. The IPCR program is structured to develop competencies in:

- Theories and dynamics of conflict and resolution
- Tools and techniques of conflict management, conflict resolution and conflict transformation
- Understanding of how states and other third parties impact conflict
- Knowledge of the methods used to diffuse conflict on a variety of levels—interpersonal, groups and institutions
- An appreciation for the contributions of other disciplines to the field of peace and conflict resolution
- The ability to recognize a number of qualitative and quantitative methods and understand data represented in research

Students can complete specialized courses in areas of a student's choosing, including international law, sustainable development, mediation, health, and human rights.

Benefits of the Dual Degree Program

Arcadia students have opportunities to integrate counseling psychology and conflict resolution principles to service individuals affected by traumatic circumstances. These opportunities may include community projects and internships that will enhance their clinical and community-based skills, both within the United States and internationally, if desired.

Dual degree students gain a greater understanding of the scope of both counseling and international peace and conflict resolution issues surrounding communities and individuals living in post-conflict societies.

The dual degree combines the advocacy agendas proposed by both international peace and conflict resolution and counseling/trauma psychology field to most effectively address communities' and individual problems in post-conflict societies.

Internship Possibilities: There are multiple opportunities for students to work in situations that allow them to combine their Counseling Psychology clinical training with their IPCR internship requirement. Such internships prepare students to serve populations who have experienced traumas both at home and abroad, as well as address both individual and systemic causes of distress. As the fields of counseling (and especially trauma counseling) and IPCR have both a strong advocacy component, it is invaluable for students to pursue internships that integrate both perspectives. These internships will be arranged on an individual basis with the Counseling Psychology internship coordinator and the IPCR internship coordinator. Students also have separate faculty advisers in both academic programs.

Accreditation: The Counseling Psychology graduate programs are accredited by the Masters in Psychology Accreditation Council (MPAC).

Admission to the Dual Degree Program

Dual degree candidates must be admitted to each of the programs in order to enroll in the dual degree program. Admission to the IPCR program is fall only. Admission to the Counseling Psychology program is fall, spring or summer. Deadline for Fall and Summer admission for dual program is: January 15th. Deadline for Spring admission for Counseling Psychology is September 15th.

Admission Requirements: The following requirements must be met:

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

Counseling Psychology and International Peace and Conflict Resolution at Arcadia University

2. A bachelor's degree from an accredited institution with a recommended GPA of 3.0 or better.
3. One official transcript from each college, university or professional school attended. Transfer credits included on a transcript must include grades earned; if not, an official transcript from the original school must be submitted. Transcripts must be sent from the issuing school in a sealed envelope and contain the appropriate signatures and seals to be considered official.
4. Completion of at least three Psychology courses, to include Introductory Psychology, with grades of "B" or better in each.
5. Arcadia University welcomes applications for this program from college graduates of all majors, especially those who have demonstrated scholastic excellence and a commitment to international peace and conflict resolution. Related experience and achievements, either domestic or international, also are desirable.
6. Three letters of recommendation. The letters must be of a professional not personal nature and one from a health professional. If the student has been out of school five years or less, at least one letter must come from a professor.
7. Test scores from the Graduate Record Examination (GRE) or the Miller Analogies Test (MAT), taken within the past five years. Test scores are not required of applicants with an earned master's degree.
8. An interview with the Counseling Psychology department (by invitation only).
9. International applicants should visit www.arcadia.edu/international for detailed information on admission requirements and application procedures. Official results from the TOEFL or IELTS are required for all students for whom English is a second language except for non-native speakers of English who hold degrees or diplomas from post-secondary institutions in English-speaking countries (e.g. the United States, Canada, England, Ireland, Australia and New Zealand). A

course-by-course evaluation of all transcripts by an independent evaluation service based in the United States also is required.

Expenses

Students are billed on a per-credit basis based on the number of credits they enroll for in a given semester. Information on current costs is available at www.arcadia.edu/finaid.

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

Requirements for the Dual Degrees in Counseling Psychology and International Peace and Conflict Resolution

(86 credits; 51 credits for the Counseling Psychology program, 35 credits for the IPCR program and 15 shared credits.)

Structure of the program: What follows is a sample course sequence for a full-time student. This course sequence can be modified to accommodate students who want to take less than four courses a semester.

The foundation coursework for both IPCR, including the thesis requirement, and Counseling Psychology, including licensure requirements, remain intact. The Study Abroad Requirement within IPCR will be fulfilled by courses within the Counseling Psychology Trauma Concentration (for a total of 9 credits). The internship requirement for IPCR will be

Counseling Psychology and International Peace and Conflict Resolution at Arcadia University

satisfied by the Internship placement within the Counseling Psychology program, which will take place in a setting that allows for the development of skills related to the treatment of trauma.

Dual Degrees: Master of Arts in Counseling Psychology with a Trauma Concentration and Master of Arts in International Peace and Conflict Resolution

SUMMER YEAR 1 (6 credits)

IP	501	Introduction to Peace and Conflict Resolution-required (3 credits)
IP	5XX	IPCR Elective

FALL YEAR 1 (12 credits)

PY	570	Professional Issues in Counseling (3 credits)
PY	572	Concepts of Mental Health and Mental Illness (3 credits)
PY	587	Practicum (0 credits)
IP	504	Foundations of Conflict Analysis (3 credits)
IP	5XX	IPCR Elective (3 credits)

SPRING YEAR 1 (12 credits)

PY	586	Theories and Techniques of Counseling (3 credits)
PY	516	Human Development: Life Span (3 credits)
IP	502	Research Methods in Conflict Analysis (3 credits)
IP	5XX	IPCR Elective (3 credits)

SUMMER YEAR 2 (6 credits)

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

FALL YEAR 2 (12 credits)

PY	618	Evidence-Based Treatments of Trauma (3 credits)
PY	620	Advanced Counseling Techniques (3 credits)
IP	5XX	IPCR Elective (3 credits)
IP	5XX	IPCR Elective (3 credits)

SPRING YEAR 2 (9 credits)

PY	623	Strategies for Treating Grief and Bereavement (3 credits)
PY	625	Psychological Testing (3 credits)
PY	688	Cultural Bases of Counseling (3 credits)

SUMMER YEAR 3 (6 credits)

PY	500	Education and Career Counseling: Mental Health Counseling (3 credits)
ID	583(a)	IPCR Internship (3 credits)

FALL YEAR 3 (12 credits)

PY	630	Counseling Internship (6 credits)
ID	583(b)	IPCR Internship (6 credits)

SPRING YEAR 3 (11 credits)

PY	631	Counseling Internship (6 credits)
PY	622	Trauma, Advocacy and Social Justice (3 credits)
IP	598	Capstone (2 credits)

Dual Degrees: Counseling Psychology and International Peace and Conflict Resolution

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Full-time or part-time: If completed on a full-time basis, the program will take three years, starting in the summer—or longer depending on the individual student's needs and preferences. Since both programs have part-time options, adapting the student's schedule is easier than fitting additional courses into a full-time program block schedule.

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- Interpersonal and cultural sensitivity
- Understanding self through introspection and realistic self-critique
- Adhering to professional, ethical and legal standards and behaviors
- Generating and testing hypotheses about human behavior
- Understanding the theories and techniques of counseling and behavior change

Counseling Psychology and International Peace and Conflict Resolution at Arcadia University

- Using counseling skills in individual and group settings
- Integrating and applying assessment, diagnostic, consultation and educational strategies

International Peace and Conflict Resolution Goals and Objectives: The IPCR program's innovative curriculum allows students to develop an area of concentration within the discipline of international peace and conflict resolution, build an international network of contacts among the international conflict resolution community, and gain practical experience in the field. The IPCR program is structured to develop competencies in:

- Theories and dynamics of conflict and resolution
- Tools and techniques of conflict management, conflict resolution and conflict transformation
- Understanding of how states and other third parties impact conflict
- Knowledge of the methods used to diffuse conflict on a variety of levels—interpersonal, groups and institutions
- An appreciation for the contributions of other disciplines to the field of peace and conflict resolution
- The ability to recognize a number of qualitative and quantitative methods and understand data represented in research

Students can complete specialized courses in areas of a student's choosing, including international law, sustainable development, mediation, health, and human rights.

Benefits of the Dual Degree Program

Arcadia students have opportunities to integrate counseling psychology and conflict resolution principles to service individuals affected by traumatic circumstances. These opportunities may include community projects and internships that will enhance their clinical and community-based skills, both within the United States and internationally, if desired.

Dual degree students gain a greater understanding of the scope of both counseling and international peace and conflict resolution issues surrounding communities and individuals living in post-conflict societies.

The dual degree combines the advocacy agendas proposed by both international peace and conflict resolution and counseling/trauma psychology field to most effectively address communities' and individual problems in post-conflict societies.

Internship Possibilities: There are multiple opportunities for students to work in situations that allow them to combine their Counseling Psychology clinical training with their IPCR internship requirement. Such internships prepare students to serve populations who have experienced traumas both at home and abroad, as well as address both individual and systemic causes of distress. As the fields of counseling (and especially trauma counseling) and IPCR have both a strong advocacy component, it is invaluable for students to pursue internships that integrate both perspectives. These internships will be arranged on an individual basis with the Counseling Psychology internship coordinator and the IPCR internship coordinator. Students also have separate faculty advisers in both academic programs.

Accreditation: The Counseling Psychology graduate programs are accredited by the Masters in Psychology Accreditation Council (MPAC).

Admission to the Dual Degree Program

Dual degree candidates must be admitted to each of the programs in order to enroll in the dual degree program. Admission to the IPCR program is fall only. Admission to the Counseling Psychology program is fall, spring or summer. Deadline for Fall and Summer admission for dual program is: January 15th. Deadline for Spring admission for Counseling Psychology is September 15th.

Admission Requirements: The following requirements must be met:

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

Counseling Psychology and International Peace and Conflict Resolution at Arcadia University

2. A bachelor's degree from an accredited institution with a recommended GPA of 3.0 or better.
3. One official transcript from each college, university or professional school attended. Transfer credits included on a transcript must include grades earned; if not, an official transcript from the original school must be submitted. Transcripts must be sent from the issuing school in a sealed envelope and contain the appropriate signatures and seals to be considered official.
4. Completion of at least three Psychology courses, to include Introductory Psychology, with grades of "B" or better in each.
5. Arcadia University welcomes applications for this program from college graduates of all majors, especially those who have demonstrated scholastic excellence and a commitment to international peace and conflict resolution. Related experience and achievements, either domestic or international, also are desirable.
6. Three letters of recommendation. The letters must be of a professional not personal nature and one from a health professional. If the student has been out of school five years or less, at least one letter must come from a professor.
7. Test scores from the Graduate Record Examination (GRE) or the Miller Analogies Test (MAT), taken within the past five years. Test scores are not required of applicants with an earned master's degree.
8. An interview with the Counseling Psychology department (by invitation only).
9. International applicants should visit www.arcadia.edu/international for detailed information on admission requirements and application procedures. Official results from the TOEFL or IELTS are required for all students for whom English is a second language except for non-native speakers of English who hold degrees or diplomas from post-secondary institutions in English-speaking countries (e.g. the United States, Canada, England, Ireland, Australia and New Zealand). A

course-by-course evaluation of all transcripts by an independent evaluation service based in the United States also is required.

Expenses

Students are billed on a per-credit basis based on the number of credits they enroll for in a given semester. Information on current costs is available at www.arcadia.edu/finaid.

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

Requirements for the Dual Degrees in Counseling Psychology and International Peace and Conflict Resolution

(86 credits; 51 credits for the Counseling Psychology program, 35 credits for the IPCR program and 15 shared credits.)

Structure of the program: What follows is a sample course sequence for a full-time student. This course sequence can be modified to accommodate students who want to take less than four courses a semester.

The foundation coursework for both IPCR, including the thesis requirement, and Counseling Psychology, including licensure requirements, remain intact. The Study Abroad Requirement within IPCR will be fulfilled by courses within the Counseling Psychology Trauma Concentration (for a total of 9 credits). The internship requirement for IPCR will be

Counseling Psychology and International Peace and Conflict Resolution at Arcadia University

satisfied by the Internship placement within the Counseling Psychology program, which will take place in a setting that allows for the development of skills related to the treatment of trauma.

Dual Degrees: Master of Arts in Counseling Psychology with a Trauma Concentration and Master of Arts in International Peace and Conflict Resolution

SUMMER YEAR 1 (6 credits)

IP	501	Introduction to Peace and Conflict Resolution-required (3 credits)
IP	5XX	IPCR Elective

FALL YEAR 1 (12 credits)

PY	570	Professional Issues in Counseling (3 credits)
PY	572	Concepts of Mental Health and Mental Illness (3 credits)
PY	587	Practicum (0 credits)
IP	504	Foundations of Conflict Analysis (3 credits)
IP	5XX	IPCR Elective (3 credits)

SPRING YEAR 1 (12 credits)

PY	586	Theories and Techniques of Counseling (3 credits)
PY	516	Human Development: Life Span (3 credits)
IP	502	Research Methods in Conflict Analysis (3 credits)
IP	5XX	IPCR Elective (3 credits)

SUMMER YEAR 2 (6 credits)

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

FALL YEAR 2 (12 credits)

PY	618	Evidence-Based Treatments of Trauma (3 credits)
PY	620	Advanced Counseling Techniques (3 credits)
IP	5XX	IPCR Elective (3 credits)
IP	5XX	IPCR Elective (3 credits)

SPRING YEAR 2 (9 credits)

PY	623	Strategies for Treating Grief and Bereavement (3 credits)
PY	625	Psychological Testing (3 credits)
PY	688	Cultural Bases of Counseling (3 credits)

SUMMER YEAR 3 (6 credits)

PY	500	Education and Career Counseling: Mental Health Counseling (3 credits)
ID	583(a)	IPCR Internship (3 credits)

FALL YEAR 3 (12 credits)

PY	630	Counseling Internship (6 credits)
ID	583(b)	IPCR Internship (6 credits)

SPRING YEAR 3 (11 credits)

PY	631	Counseling Internship (6 credits)
PY	622	Trauma, Advocacy and Social Justice (3 credits)
IP	598	Capstone (2 credits)

Mathematics Education

at Arcadia University

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

Coordinator

Peter Appelbaum, Ed.D.

Master's Degrees and Teacher Certification

Master of Education

Master of Arts in Education

Certification

Instructional
Supervisory

About the Mathematics Education Program

This program enables teachers, administrators, and other formal and non-formal educators at all grade levels to enact meaningful mathematics teaching and learning in all possible learning environments. Interdisciplinary and trans-disciplinary approaches are used to support rich mathematical investigations and to implement challenging curricular structures that exceed state and local standards and objectives.

The program is suitable for elementary, middle and high school teachers and administrators who want to specialize in mathematics education, those who work in educational agencies and curriculum development, community college instructors, and others who are interested in the best mathematics education practices for all students.

Master of Education Degree Requirements (M.Ed.)

(a minimum of 30 credits)

Mathematics Education Concentration

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

2. Concentration Courses (15 credits)

- | | |
|---------|---|
| ED 526A | Learning and Assessment in Elementary Mathematics |
| ED 526B | Learning and Assessment in Secondary Mathematics |
| ED 527 | Topics in Mathematics Education:
A) Professional Content Development for Elementary Mathematics
B) Teaching Algebra
C) Teaching Geometry
D) Teaching Calculus
E) Teaching Discrete Mathematics
F) Teaching Probability and Statistics
G) Mathematics in the Middle School
H) Teaching Developmental Mathematics |
| ED 528A | Problem-Solving and Problem-Posing Workshop |
| ED 528B | Clinical Mathematics Education |
| ED 529 | Mathematics and the Curriculum (Required Course) |
| ED 534 | Topics in Mathematics Curriculum Development |
| ED 558B | Seminar for Mathematics Educators |

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

4. Culminating Activity ED596 – 3 credits
Arranged in consultation with the adviser at the time of completing the Degree.Candidacy Application. A Practicum or Field Experience may not be used as the Culminating Activity for master's degrees in Secondary Education.

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

(a minimum of 30 credits)

This program is individualized and planned with the program Coordinator.

Mathematics Education at Arcadia University

1. Mathematics Concentration
2. Education Foundation Courses (6 credits)
3. Concentration Courses (Mathematics) (15 credits)
4. Electives in Education (6 credits)
5. Culminating Activity (3 credits)

The foundation courses (ED 501–510) provide knowledge basic to all aspects of education. A minimum of 15 credits of the degree program must be taken in Mathematics; the remaining credits must be in Education.

Teacher Certification

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

Mathematics Education 7–12

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

Additional Certification Requirements

1. Completion of all subject area coursework required to meet the general and specific certification standards of the Pennsylvania Department of Education. This will be determined by the program Coordinator.
2. A grade of “B” or better in the Graduate Student Teaching Practicum
3. Completion of all Praxis examinations is required prior to enrolling for the Student Teaching Practicum.

Praxis II

Mathematics Content Knowledge
(10061)
Qualifying Score: 136

Business (MBA)

at Arcadia University

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

Faculty

Faculty

Gary A. Berg, Ed.D., Adjunct Professor of Business Administration
Thomas M. Brinker Jr., LL.M., CPA, CFE, ChFC, PFS, AEP, Professor of Accounting
Deborah Noble Burak, Ph.D., CPA, Adjunct Professor of Business Administration
Zaneta Chapman, Ph.D. Assistant Professor of Business Administration
Jane H. Frankel, M.S., Adjunct Professor of Business Administration
Annette L. Halpin, Ph.D., MBA, Assistant Professor of Business Administration
Jeanine Kingeter, PHR, M.S., Adjunct Professor of Business Administration
Raghu Kurthakoti, Ph.D., Assistant Professor of Marketing
Raymond V. Lamorgese, MBA, Adjunct Professor of Business Administration
Karen Lawson, Ph.D., CSP, Adjunct Professor of Business Administration
Wayne A. Morra, Ph.D., Professor of Economics
David Rosenberg, MBA, Adjunct Professor of Business Administration
Mary L. Sims, J.D., M.A., Adjunct Professor of Business Administration
Joel Wagoner, MBA, CPA, CMA, Assistant Professor of Accounting
Gary A. Witt, Ph.D., Adjunct Professor of Business Administration

Entrepreneurship
Finance
Leadership
Global Business Diplomacy

Accreditation: Arcadia University is accredited by the Middle States Association of Colleges and Schools and is accredited by the Association of Collegiate Business Schools and Programs (ACBSP). It is a member of the AACSB International (The Association to Advance Collegiate Schools of Business) and the Middle Atlantic Association of Colleges of Business Administration (MAACBA).

Academic Policy

Graduate Business Program Policies and Procedures

University graduate students are subject to the University general policies and procedures for all graduate programs as outlined in the graduate catalog. (See general policies/procedures section.) Students matriculated in graduate business programs are subject to the policies and any prerequisites required for BA500 and BA600 level courses. See course descriptions for prerequisites. The following graduate business policies are mandatory and part of the general policy and procedures of graduate programs.

- Students must maintain a “B” or better to remain in good academic standing.
- Students must be in good academic standing (3.0) and have completed four courses within the program to be eligible for international travel.
- Students must complete all degree requirements including international travel experiences prior to enrollment in capstone course, BA695 Global Strategic Management.
- Students must earn a “B” or better in the capstone course, BA695 Global Strategic Management.

Master’s Degrees

Master of Business Administration with a Global Perspective

Concentrations

Entrepreneurship
Finance
Leadership

Master of Business Administration with a Concentration in Global Business Diplomacy

International MBA Program

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

Graduate Certificates in Business

MBA Student Policy Handbook

Each student is responsible for being thoroughly familiar with all policies and procedures outlined in the MBA Student Policy Handbook. Policies and procedures for students in graduate business programs are devised to safeguard the integrity of the

Business (MBA) at Arcadia University

degree or certificate granted, to facilitate the student's progress toward the degree, and to prevent delays and misunderstandings.

Conditional Admittance

A student who is admitted conditionally is closely monitored by the program administration. In addition to fulfilling the program-specific requirements, they must successfully complete two business fundamental courses—BA500 and BA502—prior to the commencement of the first core MBA course for a particular cohort. The program administration reserves the right to recommend and/or require additional coursework in accounting, economics, finance and quantitative analysis where an applicant's background is deemed insufficient in these core business foundations.

Expenses

The Arcadia MBA program is an excellent investment, and financing options are available to all enrolled students. Tuition fees for the MBA with a Global Perspective and the MBA with a Global Business Diplomacy concentration are determined by the semester of entry, remain fixed for all future semesters of continuous enrollment, and are billed in installments. See each program overview for specific expense details.

Miscellaneous Fees:

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

Overview of MBA with a Global Perspective

Arcadia's MBA is a leadership development program focused on enabling students to:

- Analyze emerging global trends affecting business today.
- Collaborate across borders to utilize resources successfully on a global basis to achieve organizational goals.
- Apply technology to improve areas such as management information, communication and productivity.
- Improve skills associated with data gathering, analysis and evaluation in

order to devise and implement more effective strategic plans.

- Lead organizations in achieving their goals and objectives through effective delegating, team-building, and motivating practices.
- Integrate cultural awareness and diversity in implementing ethical decisions.

Students complete two one-week international experiences, one in an emerging economy and one in a developed economy. Comparing and contrasting the two experiences takes place in the Global Strategic Management capstone course (BA695) at the end of the program.

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

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

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

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

MBA On Campus: The MBA with a Global Perspective is offered one night a week on campus. Arcadia Graduate Certificates in Business are offered partially online.

Expenses for MBA with a Global

Perspective: For the 2012-2013 academic year, the tuition for the MBA with a Global Perspective (30-36 credits) is \$38,340, which

Business (MBA) at Arcadia University

includes two one-week international travel experiences. The two international experiences are a requirement of the MBA with a Global Perspective program. Travel fees are included in the cost of the program tuition.

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

Expenses for Concentrations: For the 2012-2013 academic year, the tuition for courses only in concentration areas (9 credits per area) of Entrepreneurship, Finance and Leadership is billed at the current part-time graduate rate, \$695 per credit.

Expenses for MBA with a Global Business Diplomacy Concentration: For the 2012-2013 academic year, the tuition for the MBA with a Global Business Diplomacy concentration (39-45 credits) is \$47,925, which includes three international travel experiences. Two international experiences are a requirement in the MBA program. Students will travel twice with their program cohort as designated by their program plan and once to Costa Rica in the semester the student is enrolled with the University for Peace. Travel fees are included in the cost of the program as noted: The travel expenses that are provided through tuition to the student include group international airfare, air taxes and fuel surcharges, group airport transfers in the destination city, double occupancy accommodations, group transportation for all activities listed in the itinerary, meals as noted in the itinerary, admission and entrance fees for cultural excursions listed on the itinerary, and student health insurance with EIIA during the travel period. Incidental expenses associated with travel that are not covered by the tuition are the responsibility of the student.

Overview of the International MBA Program (IMBA) in Paris, France

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

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

There is an international business experience built into the curriculum of the IMBA program in France. Students have the option of studying in France or another country.

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

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

The program is geared toward career building:

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

The IMBA in Paris teaches responsible decision-making:

- It sensitizes students to the challenges of sustainable development, social solidarity and ethical business.

The program takes advantage of its location in Paris, at the heart of the European Union:

- E.U. and OECD economists and business policymakers participate in

Business (MBA) at Arcadia University

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

Expenses for International MBA (IMBA) in Paris, France

Tuition and travel costs for the IMBA in Paris, France, are paid directly to the partner institution (AGSBE). Please see www.ags.edu for current fees.

Overview of the International MBA (IMBA) Program in Singapore, Republic of Singapore

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

The program educates students about the latest management decision-making tools and techniques to ensure business success. Students are exposed to cutting-edge industry best practices and techniques in key business areas. The program engages students in developing an awareness of the impact business decisions have on society.

Students will be able to incorporate this gained knowledge to ensure their organization's plans will offer a high degree of sustainability within a balanced ethical framework. Students will develop team building and communication skills in preparation for leadership roles in the business community through case studies, team-based projects, and international travel. Graduates will be able to utilize the knowledge and skills acquired to devise effective

strategies and objectives for their organizations. They will be equipped with leadership and technical skills enabling them to manage teams of individuals in achieving their desired results. Arcadia's graduates will develop knowledge and leadership skills to advance their organizations and careers in an effective and responsible fashion.

Expenses for International MBA (IMBA) in Singapore, Republic of Singapore:

Tuition and travel costs for the IMBA in Singapore are paid directly to the partner institution (Aventis School of Management). Please see www.aventis.edu.sg for current fees.

Admission to the MBA Program, IMBA and Graduate Certificates

In addition to the general admission requirements, the following program-specific requirements must be met for admission to the MBA and IMBA programs and Arcadia Graduate Certificates:

1. An MBA/Graduate certificate application, including personal statements, to be completed online at www.arcadia.edu/gradapp. IMBA applicants for Paris, France complete online through AGSBE. IMBA applicants for Singapore, Republic of Singapore, complete online through Aventis.
2. A bachelor's degree from an accredited institution with a recommended GPA of 3.0 or better. Transcripts should reflect evidence of completion of accounting, finance and economics courses with a grade of B or better. Students lacking accounting, economics or finance coursework may be admitted conditionally to the program. Conditionally admitted students must complete two business fundamental courses prior to beginning the first core MBA/IMBA course.
3. An 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

Business (MBA) at Arcadia University

appropriate signatures and seals to be considered official.

4. Two professional letters of recommendation. If the student has been out of school five years or less, at least one letter must come from a professor.
5. A minimum of three years of work experience. Applicants with exceptional undergraduate records with less work experience may be considered.
6. A current professional résumé.
7. Applicants for the MBA with a Global Perspective program are required to submit a signed *Statement of Intent to Study Abroad* form, which is included with the application for admission.
8. International applicants should visit www.arcadia.edu/international for detailed information on admissions requirements and application procedures. Official results from the TOEFL (minimum score of: 550 on the paper-based test, 213 on the computer-based test or 80 on the new Internet-based test) or IELTS (minimum score of 6.5) or ITEP (minimum score of 5.0) are required for all students for whom English is a second language except for non-native speakers of English who hold degrees or diplomas from post-secondary institutions in English-speaking countries (e.g. the United States, Canada, England, Ireland, Australia, and New Zealand). A course-by-course evaluation of all transcripts by an independent evaluation service based in the United States also is required.

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

Application Deadline: Application materials will be reviewed throughout the year. Semester start dates for the MBA program will be the fall and spring semesters of each academic year.

Deferred Admission: An accepted student who wants to defer his or her admission for one year must submit a request in writing to the Dean's Office. Deferrals will be considered on a case-by-case basis. Once a deferral is granted, the student must submit the required deposit to reserve a seat in the class. This

deposit will be credited toward tuition. A student who is granted a deferral must understand that he or she will be subject to the prevailing tuition at the time of matriculation to the program.

About the MBA with a Global Perspective Degree Program

The MBA curriculum is delivered using a cohort model. Students take accelerated seven-week courses over a 19-22-month period. On-campus courses meet 4.5 hours per week for a total of 31.5 contact hours. Out-of-class readings, assignments, research, projects, group work, etc. will require a minimum of 10 to 20 hours per week. Courses utilize a variety of delivery techniques such as textbooks, case studies, individual/group projects, experiential exercises and guest speakers.

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

Students also may choose to select a business area of concentration within the MBA with a Global Perspective. These areas include Entrepreneurship, Finance and Leadership. Students who pursue an area of concentration complete a 36-45 -credit degree program that includes three additional courses (9 credits) in the chosen business area concentration. The concentration courses are offered in a fully online seven-week accelerated format and can be taken concurrently with the students' planned program.

Master of Business Administration (MBA) Degree Requirements

(30-36 credits)

Semester 1

BA 500

Business Fundamentals I
(Conditionally Admitted
Students Only)
(3 credits)

Business (MBA) at Arcadia University

BA 502 Business Fundamentals II
(*Conditionally Admitted
Students Only*)
(3 credits)

Semester 2

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

Semester 3

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

Semester 4

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

Semester 5

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

Semester 6

BA 670B International Business
Experience (2 credits)
BA 695 Global Strategic
Management (4 credits)

Adding a Concentration: To obtain an MBA with a Global Perspective with a business area of concentration, students additionally must complete three specialized courses (9 credits) in the selected business concentration area for a total of 39-45 credits, depending on admission status to MBA program. The courses in these areas are offered fully online in a seven-week accelerated format. Concentration courses are offered each semester, and students will have opportunities to enroll concurrently in them while completing the MBA with a Global Perspective degree program. See course descriptions for semester offerings.

Entrepreneurship Concentration

Requires the following (9 credits):

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

Leadership Concentration

Requires the following (9 credits):

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

Finance Concentration

Requires the following (9 credits):

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

About the MBA with a Global Business Diplomacy Concentration Degree Program

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

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

MBA with a Global Business Diplomacy Concentration Degree Requirements

(36-45 credits)

BA 500	Business Fundamentals I (Conditionally Admitted Students Only) (3 credits)
BA 502	Business Fundamentals II (Conditionally Admitted Students Only) (3 credits)
BA 530	Global Issues of Social Responsibility and Law (3 credits)
BA 540	Multinational Marketing (3 credits)
BA 560	Managing in the Global Workforce (3 credits)
BA 580	Shareholder Value Management (3 credits)
BA 600	Leadership for Effective Organizations (3 credits)
BA 620	Managerial Economics (3 credits)
BA 640	Operations and Technology (3 credits)
BA 670A	International Business Experience (0 credits)
BA 670B	International Business Experience (2 credits)
BA 680	International Finance (3 credits)
BA 695	Global Strategic Management (4 credits)
IP 501	Introduction to Peace and Conflict Resolution (3 credits)*
UCEE 1001	Entrepreneurship in the Social Sector (3 credits)**
UCEE 1002	Negotiation and Conflict Resolution (3 credits)**

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

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

About the IMBA Degree Program in Paris, France

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

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

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

About the IMBA Degree Program in Singapore, Republic of Singapore

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

Each module consists of:

- 36 hours of face-to-face lectures taught over two weekends to accommodate working professionals' schedules.
- Online course support through a learning platform, supplemented with additional readings and other

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resource materials prepared by the course instructor himself.

International Master of Business Administration (IMBA) Degree Requirements

(30 credits)

BA 530	Global Issues of Social Responsibility and Law (3 credits)
BA 540	Multinational Marketing (3 credits)
BA 560	Managing in the Global Workforce (3 credits)
BA 580	Shareholder Value Management (3 credits)
BA 600	Leadership for Effective Organizations (3 credits)
BA 620	Managerial Economics (3 credits)
BA 640	Operations and Technology (3 credits)
BA 680	International Finance (3 credits)
BA 670D	International Business Experience (3 credits)
BA 695	Global Strategic Management (3 credits)

About the MBA with a Global Perspective, International 3+2 Program

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

Expenses for MBA with a Global Perspective, International 3+2 Program:

For the 2012 - 2013 academic year, the tuition for the MBA with a Global Perspective, International 3+2 Program is:

Track 1 (57 credits) \$66,880, which includes two international travel experiences and three U.S. day excursions. The travel expenses that are provided through tuition to the student include group international airfare, air taxes and fuel surcharges, group airport transfers in the destination city, double occupancy accommodations, group transportation for all activities listed in the itinerary, meals as noted in the itinerary, admission and entrance fees for cultural excursions listed on the itinerary and student supplemental health insurance with EIIA during the travel period. Incidental expenses associated with travel that are not covered by tuition are the responsibility of the student. **Residential housing and living expenses during academic terms are additional.**

Track 2 (57 credits) \$71,880, which includes ESL, two international experiences, and three U.S. day excursions. The travel expenses that are provided through tuition to the student include group international airfare, air taxes and fuel surcharges, group airport transfers in the destination city, double occupancy accommodations, group transportation for all activities listed in the itinerary, meals as noted in the itinerary, admission and entrance fees for cultural excursions listed on the itinerary and student supplemental health insurance with EIIA during the travel period. Incidental expenses associated with travel that are not covered by the tuition are the responsibility of the student. **Residential housing and living expenses during academic terms are additional.**

MBA with a Global Perspective,

International 3+2 Program Degree Requirements

(57 credits)

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

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

MBA classes are held on campus in a cohort model. Students take accelerated seven-week courses over a 19-22-month period. On campus MBA courses (BA 500 and BA 600 level) meet 4.5 hours per week for a total of 31.5 contact hours. Out-of-class readings, assignments, research, projects, group work, etc. will require a minimum of 10 to 20 hours per week. Courses utilize a variety of delivery techniques such as textbooks, case studies, individual/group projects, experiential exercises and guest speakers.

Track 1

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

Semester 1 (9 credits)

ESL, 12 hours per week for 500-550	
TOEFL score students	
CM 550*	International Business Communications (3 credits)
BA 500	Business Fundamentals I (3 credits)
BA 502	Business Fundamentals II (3 credits)

Semester 2 (9 credits)

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

ID 561	Seminar for International Graduate Students (3 credits)
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(Travel one week between semesters 2 and 3.)

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

Semester 3 (10 credits)

BA 600	Leadership for Effective Organizations (3 credits)
BA 580	Shareholder Value Management (3 credits)
BA 670E	U.S. Travel experience, Philadelphia (1 credit)
BA/COM	Certificate/Concentration course (3 credits)

Options include:

Finance
Leadership
Entrepreneurship
Global Business Diplomacy
English for Business Communication

Semester 4 (10 credits)

BA 680	International Finance (3 credits)
BA 640	Operations and Technology (3 credits)
BA 670E	U.S. Travel experience, New York (1 credit)
BA/COM	Certificate/Concentration course (3 credits)

Options include:

Finance
Leadership
Entrepreneurship
Global Business Diplomacy
English for Business Communication

Semester 5 (10 credits)

BA 620	Managerial Economics (3 credits)
BA 530	Global Issues of Social Responsibility and Law (3 credits)
BA 670E	U.S. Travel experience, Washington, DC (1 credit)
BA/COM	Certificate/Concentration course (3 credits)

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Options include:

Finance
Leadership
Entrepreneurship
Global Business
Diplomacy
English for Business
Communication

Semester 6 (9 credits)

BA 670B International Travel
Experience (2 credits)
BA 583 Business Internship
(3 credits)
BA 695 Global Strategic
Management (Capstone)
(4 credits)

Track 2

Conditional Admission

450-500 TOEFL score (or equivalent on another approved test)

Six semesters/57 credits + ESL

Semester 1 20 hours per week of ESL training

Conditional admission requirement:

Students must demonstrate a minimum 500 level TOEFL score to matriculate into MBA courses.

Semester 2 (9 credits + ESL)

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

Semester 3 (10 credits)

BA 540 Multinational Marketing
(3 credits)
BA 560 Managing the Global
Workforce (3 credits)
ID 561 Seminar for International
Graduate Students (3
credits)
BA 670E U.S. travel experience,
Philadelphia (1 credit)
(Travel one-week between semesters 3 and
4)
BA 670A International travel
experience (0 credits)
(Credits earned in
BA670B.)

Semester 4 (11 credits)

BA 600 Leadership for Effective
Organizations (3 credits)
BA 580 Shareholder Value
Management (3 credits)
BA 670E U.S. travel experience,
New York (1 credit)
BA 670E U.S. Travel experience,
Washington, D.C.
(1 credit)
BA/COM Certificate/Concentration
course (3 credits)

Students who have achieved a 550 or better on the TOEFL may choose from any of the five options available.

Options include:

Finance
Leadership
Entrepreneurship
Global Business Diplomacy
English for Business Communication

Semester 5 (14 credits)

BA 680 International Finance
(3 credits)
BA 640 Operations and
Technology (3 credits)
BA 583 Business Internship
(3 credits)
BA/COM Certificate/Concentration
course (3 credits)

Options include:

Finance
Leadership
Entrepreneurship
Global Business
Diplomacy
English for Business
Communication

Semester 6 (15 credits)

BA 620 Managerial Economics
(3 credits)
BA 530 Global Issues of Social
Responsibility and Law
(3 credits)
BA/COM Certificate/Concentration
course (3 credits)

Options include:

Finance
Leadership
Entrepreneurship
Global Business
Diplomacy
English for Business
Communication

Business (MBA) at Arcadia University

BA 670B	International Travel Experience (2 credits)
BA 695	Global Strategic Management (Capstone) (4 credits)

Arcadia Graduate Certificates in Business

Arcadia Graduate Certificates in Business are offered for industry professionals who want to enhance and further develop their professional skills and business acumen. Each certificate requires the completion of 9 credits in a fully online 7-week accelerated format and 6 credits in the traditional on campus format.

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

Arcadia Graduate Certificate in Entrepreneurship

This certificate is designed for future business owners or the owner/operator of a business competing in today's fast-paced, global marketplace.

Certificate requirements (15 credits)

BA 540	Multinational Marketing (3 credits; On Campus)
BA 600	Leadership for Effective Organizations (3 credits; On Campus)
BA 604	Global Organizational Development—The Evolving Challenge (3 credits; Online)
BA 610	Entrepreneurship and Innovation (3 credits; Online)
BA 612	E-Commerce (3 credits; Online)

Arcadia Graduate Certificate in Finance

This certificate is designed for professionals within the financial sector to expand skills in domestic and global portfolio management, global acquisition and investment regulation.

Certificate requirements (15 credits)

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

Arcadia Graduate Certificate in Leadership

This certificate is designed to help individuals develop the knowledge, skills, and abilities necessary to design and execute strategic initiatives.

Certificate requirements (15 credits)

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

Arcadia Graduate Certificate in Global Business Diplomacy

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

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

Certificate requirements (15 credits)

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BA 530	Global Issues of Social Responsibility and Law (3 credits; On Campus)
BA 600	Leadership for Effective Organizations (3 credits; On Campus)
IP 501	Introduction to Peace and Conflict Resolution (3 credits; Online)*
UCEE 1001	Entrepreneurship in the Social Sector (3 credits; Online)**
UCEE 1002	Negotiation and Conflict Resolution (3 credits; Online)**

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

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

Arcadia Graduate Certificates: For the 2012-2013 academic year, the tuition for Arcadia Graduate Certificates (15 credits) in Entrepreneurship, Finance or Leadership is \$10,425.

For the 2012-2013 academic year, the tuition for the Arcadia Graduate Certificate in Global Business Diplomacy (15 credits) is \$15,975. This certificate requires one international travel experience embedded in the semester students are enrolled in online courses with the University for Peace. Travel fees are included in the cost of the program tuition. The travel expenses that are provided through tuition to the student include group international airfare, air taxes and fuel surcharges, group airport transfers in the destination city, double occupancy accommodations, group transportation for all activities listed in the itinerary, meals as noted in the itinerary, and student supplemental health insurance with EIIA during the travel period. Incidental expenses associated with travel that are not covered by the tuition are the responsibility of the student.

Business Courses (BA)

500
Business Fundamentals I
(3 credits)

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

Prerequisites: Matriculated MBA students only.

502
Business Fundamentals II
(3 credits)

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

Prerequisites: BA 500

530
Global Issues of Social Responsibility and Law
(3 credits)

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

Prerequisite: Matriculated graduate business program students only.

540
Multinational Marketing
(3 credits)

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

Prerequisite: Matriculated graduate business program students only.

560
Managing in the Global Workforce
(3 credits)

Business (MBA) at Arcadia University

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

Prerequisites: Matriculated MBA students only.

580

Shareholder Value Management

(3 credits)

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

Prerequisite: Matriculated graduate business program students only.

583

Business Internship

(3 credits; may be repeated)

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

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

600

Leadership for Effective Organizations

(3 credits)

This course studies the role that leadership plays in organizational success, with a focus on the importance of emotional intelligence in inspiring and motivating others. It explores the neuroscience research on the role of emotions in leadership behavior and examines different organizational structures and frameworks with a focus on how leadership adapts to be successful in different organizations. There is a significant focus on individual leadership where students

identify their own leadership aspirations, behaviors and styles.

Prerequisite: Matriculated graduate business program students only.

602

Power and Politics

(3 credits; Fall; Online only)

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

603

Contemporary Issues in Leadership

(3 credits; Summer; Online only)

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

604

Global Organizational Development— The Evolving Challenge

(3 credits; Spring; Online only)

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

610

Entrepreneurship and Innovation

(3 credits; summer; Online only)

This course is intended to help participants create the entrepreneurial mindset. Analyzing and synthesizing change as a catalyst to innovate is of critical importance to the entrepreneurial mindset. Once an idea has been identified, it then needs to be evaluated for feasibility in a market, especially as global markets are explored through various media.

Business (MBA) at Arcadia University

Analyzing and identifying requirements to create an environment to sustain development of a qualified idea is the next step. Finally, a methodology for integrating quantified and qualified information into a business plan is explored. Entrepreneurial endeavors are framed from two perspectives: as standalone, outside ventures and as conceived and built within an existing organization.

612

E-Commerce

(3 credits; Fall; Online only)

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

620

Managerial Economics

(3 credits)

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

Prerequisite: Matriculated MBA students only.

640

Operations and Technology

(3 credits)

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

Prerequisite: Matriculated MBA students only.

670

International Business Experience (A)

(0 credits)

Each course focuses on global organizational strategy, and students will participate in a travel experience. Viewing firsthand the environmental factors that influence business decision making provides students a context for the development

of global strategies. Site visits to organizations permit students to learn about and discuss items related to organization strategy.

Prerequisites: Matriculated MBA students and must have completed four courses within the program prior to travel.

Prerequisites 670A: Students must be

matriculated in the MBA with a Global Perspective program, in good academic standing and have completed four courses in the program.

International Business Experience (B)

(2 credits)

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

International Business Experience (D)

(3 credits)

International Business Experience (E)

(1 credit)

680

International Finance

(3 credits)

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

Prerequisite: Matriculated graduate business program students only.

681

Securities Analysis

(3 credits; Spring; Online only)

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

682

Mergers and Acquisitions

(3 credits; Summer; Online only)

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

683

Investment Banking

(3 credits; Fall; Online only)

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

695

Global Strategic Management

(4 credits)

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

Prerequisites: Students must have completed all courses within the graduate business program including all international travel requirements.

International Peace and Conflict Resolution Course (IP)

501

Introduction to Peace and Conflict Resolution

(3 credits)

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

University for Peace Courses (UCEE)

1001

Entrepreneurship in the Social Sector

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

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

1002

Negotiation and Conflict Resolution

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

Business (MBA) at Arcadia University

methods of the mediation process, participants will be able to bring their improved negotiation skills to bear in assisting others to negotiate and resolve conflicts peacefully.

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

Creative Writing M.F.A. at Arcadia University

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

Faculty

Program Director

Joshua Isard, M.Sc., M.A., Visiting
Assistant Professor of English

Faculty

Richard A. Wertime, Ph.D., Professor of
English

Quincy Jones, M.A., Adjunct Professor of
English

Paul Elwork, M.A., Adjunct Professor of
English

Genevieve Betts, M.F.A., Adjunct Professor
of English

Dorian Geisler, M.F.A., Adjunct Professor of
English

Master's Degree

Master of Fine Arts in Creative Writing

About the M.F.A. in Creative Writing

- Personal attention in small workshops
- Low-residency, using technology to build a dynamic online writing community
- Study abroad residency in Edinburgh, Scotland
- Manuscript requirement and publication plan

Arcadia University's low-residency M.F.A. program in Creative Writing, the only one of its kind in the Philadelphia area, is distinctive in that it incorporates both a dynamic online environment and a study abroad experience. The course emphasizes online workshops; personal attention from faculty; studying abroad, with a residency in Edinburgh, Scotland; and the preparation of both a book-length manuscript and a plan to publish it.

Arcadia's experienced and award-winning faculty help to prepare each student for a career in writing and in teaching the craft at the college level.

Because this is a low-residency program and students take between six and nine credits each term, each participant is able to develop

much of his or her own schedule and maintain a full-time professional life outside school.

- **Online Workshops**—In Arcadia's program, students participate in weekly workshops conducted online and led by the faculty, as opposed to many low-residency creative writing programs in which students have infrequent contact with their peers and instructors. Arcadia utilizes Blackboard software for these discussions, which requires only that the students have a consistent Internet connection. There are no extra programs to buy or download.
- **Personal Attention**—In addition to the online workshops, Arcadia's program utilizes technology to allow consistent one-on-one contact between the students and the faculty. Through the use of e-mail, instant messaging, and voice chat programs such as Skype, students are never out of touch with their faculty advisers.
- **Study Abroad**—A global perspective is an important facet of writing. Therefore, each student spends a residency abroad at the start of the second year of the program. That residency is in Edinburgh, Scotland, though additional locations—including Umbria, Italy—may become available.
- **Manuscript and Publishing**—At the end of the program, each student submits a book-length manuscript in his or her genre and works with his or her faculty adviser to develop a plan for publication. .

Program Description

Overview

Arcadia's low residency MFA Program in Creative Writing utilizes online technology to allow each student an experience that fits into his or her lifestyle. While many low-residency programs are still correspondence courses through the mail, we bring as much of the workshop environment online as possible. Additionally, the programs we use are tablet

Creative Writing M.F.A. at Arcadia University

and smart-phone friendly, the course goes anywhere you want it to.

We offer programs in fiction and poetry, and each runs for two academic years.

The Residencies

During the two-year duration of the MFA Program, the students meet in-person three times: the first at the beginning of the program in August, at our King of Prussia campus; the second during the following summer for the residency abroad, either in Italy or Scotland; and the final time in January of the second year, again in King of Prussia.

Each residency is about a week long, and includes workshops, writing exercises, discussions with a visiting writer, and a building of community within the group.

The Workshops

Workshops are conducted during each fall and spring semester, and consist of online discussion boards. These discussions are asynchronous, meaning that while there are weekly deadlines there is no one time that students need to be online, and each student can fit the workshops into his or her specific schedule.

Additionally, the software we use for the discussions themselves and for file sharing are accessible via apps on tablet computers and smartphones, meaning the the classroom truly is portable wherever you go.

Students each get to submit work for peer review three or four times per semester, and review their peers' work every week.

The Practicums

Students take a practicum each fall and spring semester while they're also taking a workshop, meaning that they take six credits each semester.

A practicum is a series of one-on-one meetings with an instructor through the semester, and students have at least four meetings, but usually no more than six or seven. Students schedule these meetings at their convenience, often in the evenings, to accommodate their work schedules. Additionally, these meetings can be held via Skype or Face Time, allowing for those outside

the Philadelphia area to complete the MFA without any problems.

Each meeting focuses on a piece of writing which the student submits to the instructor a few days before the appointment. This can be a revision of a piece the student has submitted to workshop, or a new piece of writing. Each practicum appointment is about an hour long and consists of an in-depth discussion about the work in question and the specific methods or techniques the student might adopt to improve his or her work.

The Thesis

Each MFA student turns in a thesis at the end of their second year in the program. For fiction students this is a manuscript of roughly 60,000 words, and can be either a novel or a collection of short fiction. For poets this is a manuscript of about 48 pages of verse.

The guidelines can be discussed with the faculty and changed based on the goals of each student. Most importantly, in producing the thesis each student develops the habits necessary to lead the life of a writer, including a plan for publication after the program ends.

Technology

Arcadia's MFA program is one of the few low residency programs with a large online content. We conduct workshops through online forums, and students can connect with their instructors for one-on-one appointments via programs like Face Time and Skype. This means that a student can complete most of the work from anywhere with a wifi connection—the three residencies are the only times when students must meet in-person.

The program is also completely mobile accessible. Discussion boards, document sharing, and appointments can be completed on any iOS or Android device. While no mobile device is required for the program, we do recommend that incoming students consider investing in a tablet or smartphone in order to have access to their courses' content as much as possible.

All students must have consistent internet access once they are enrolled in the program, regardless of the type of computer they use.

M.F.A. in Creative Writing Admission Requirements

In addition to the general admission requirements, the following requirements must be met:

1. A graduate application, including personal statements, to be completed online at www.arcadia.edu/gradapp.
2. A bachelor's degree from an accredited institution with a recommended GPA of 3.0 or better. The undergraduate major should be in one of the traditional liberal arts or in a professional or pre-professional field but accompanied by strong undergraduate training in creative writing.
3. One official transcript from each college, university or professional school attended. Transfer credits included on a transcript must include grades earned; if not, an official transcript from the original school must be submitted. Transcripts must be sent from the issuing school in a sealed envelope and contain the appropriate signatures and seals to be considered official.
4. Two letters of recommendation. The letters must be of a professional not personal nature. If the student has been out of school five years or less, at least one letter must come from a professor.
5. An interview with the program Coordinator, either in-person or over the phone, if deemed necessary.
6. A writing sample. For poetry students, this should be 10 to 15 pages of verse. For fiction students, it should be 15 to 20 pages of prose. Please do not exceed the page limit.
7. International applicants should visit www.arcadia.edu/international for detailed information on admission requirements and application procedures. Official results from the TOEFL or IELTS are required for all students for whom English is a second language or who have not

earned degrees or diplomas from post-secondary institutions in English-speaking countries (e.g. the United States, Canada, England, Ireland, Australia and New Zealand). A course-by-course evaluation of all transcripts by an independent evaluation service based in the United States also is required.

All application materials must be sent to the Office of Enrollment Management.

Admission deadlines: In order to encourage community and continuity among the cohorts, each student must start in the Fall semester with the first practicum. Applications will be accepted through July 30 for Fall 2013; after that, applications will be accepted for the following year.

Expenses

Tuition for 2012-13: \$695 per credit

Fees:

Audit: \$695 per course
Parking: \$30 per semester (Fall and Spring) before 4 p.m. No charge after 4 p.m.

Financial Aid: Graduate students who have been accepted into a degree program and are enrolled for at least 6 credits per semester are eligible to apply for financial aid. Please visit www.arcadia.edu/finaid for information regarding required forms and documents, most of which can be submitted online.

Graduate assistantships are available to all students registered for at least 9 credits per semester. Students may apply for assistantships upon acceptance and registration. Questions regarding graduate assistantships should be directed to the College of Graduate Studies at 215-572-2925.

Federal Loans: Graduate students are eligible to borrow through the federal Stafford Loan and federal PLUS Loan programs. Arcadia University, in partnership with AES/PHEAA, offers the no-fee Arcadia University Preferred Stafford Loan Program, which provides students with benefits that include:

- Origination and guarantee fee waivers
- Interest rate reduction during repayment
- Superior administration and servicing

All financial aid paperwork not submitted online should be sent to the Office of

Creative Writing M.F.A. at Arcadia University

Enrollment Management/Financial Aid. Please e-mail finaid@arcadia.edu or call 1-877-ARCADIA (1-877-272-2342) with additional questions.

Master of Fine Arts in Creative Writing Degree Requirements

(A minimum of 40 credits)

Sample Course Sequence Scenario for a Student in the Low-Residency M.F.A. in Creative Writing

*Residency One, August 12-17, 2013—at
Arcadia University*

Fall Semester 2013:

Workshop 1
Practicum 1

Spring Semester 2014:

Workshop 2
Practicum 2

Summer Semester 2014:

Traditional Literature Course; Craft
Course

*Residency Two, July 2014—Edinburgh,
Scotland or Umbria, Italy*

Fall Semester 2014:

Workshop 3
Practicum 3

*Residency Three, January 12-17, 2015—
Arcadia University King of Prussia Campus*

Spring Semester 2015:

Workshop 4
Practicum 4: Thesis Preparation

Thesis turned in at the close of the Spring
Semester, 2015

Residencies (9 credits)

EN 550	Residency 1
EN 551*	Residency 2: Abroad in Edinburgh
EN 552*	Residency 3

Workshops (12 credits)

EN 555A	Workshop 1 (fiction) or EN 555B (poetry)
EN 556A	Workshop 2 (fiction) or EN 556B (poetry)
EN 557A	Workshop 3 (fiction) or EN 557B (poetry)
EN 558A	Workshop 4 (fiction) or EN 558B (poetry)

Practicums (12 Credits)

EN 560	Practicum 1
EN 561	Practicum 2
EN 562	Practicum 3
EN 563	Practicum 4: Thesis Preparation

Literature Courses (6 Credits)

EN 553	Craft of Contemporary Fiction
or EN 554*	Craft of Contemporary Poetry

Plus any other graduate literature offering
from Arcadia

*Courses pending approval

- Students must complete all of the above requirements before being awarded a degree.
- It is important that students make all possible efforts to complete the classes in order, so as to maintain a community within the program.
- If a student must take a leave of absence; however, it is best that he or she take a full year of absence so that it is easiest to rejoin the program at a natural point.
- Extenuating circumstances will be evaluated at the faculty's discretion.

M.F.A. in Creative Writing English Courses (EN)

Residencies

EN 550, 551, 552 (pending approval)

During the on-campus residencies (the first and third residencies), students take part in intensive workshops, meet one-on-one with their faculty

Creative Writing M.F.A. at Arcadia University

advisers, participate in seminars and exercises with visiting writers, and generally build the cohesive community of the program. These last for one week, and they are conducted in August of the program's first year, and January of the program's second year.

Students spend the second residency, also for one week, abroad in Edinburgh, Scotland. During that time students take part in workshops and meetings with faculty, but they also will explore the area, meet with local writers, and produce work based on those experiences.

Workshops

EN 555A, 556A, 557A, 558A for fiction. EN 555B, 556B, 557B, 558B for poetry

In each workshop, students are able to submit their work for critiques and discussion by the faculty and their peers. These discussions are conducted online, through Blackboard's forums. There are online discussions every week of the term, and a faculty member leads and participates in each one.

Additionally, students complete writing exercises assigned by their instructor throughout the term. These short assignments help students to develop new techniques to use in their writing.

Practicums

EN 560A, 561A, 562A, 563A for fiction. EN 560B, 561B, 562B, 563B for poetry.

Each of these courses involves one-on-one instruction with a faculty member as students develop their manuscripts over the two years of the program. The professor not only helps the students with their writing, but also assigns readings and other assignments that help the students with their projects.

Students meet with faculty about every other week, either over the phone, through a program such as Skype, or by another agreed upon means. Of course, students always have the option of contacting their practicum instructor more often—this is a way for the faculty to be consistently available to the students.

Craft of Contemporary Fiction

EN 553

This course focuses on the themes, techniques, and movements of contemporary fiction and is reading- and discussion-intensive, utilizing Blackboard's forums in order to conduct weekly conversations led by the instructor. This course is reading-intensive, and students are expected to

write two essays in addition to the weekly online discussions.

Craft of Contemporary Poetry

EN 554 (pending approval)

This course focuses on the themes, techniques, and movements of contemporary poetry and is reading- and discussion-intensive, utilizing Blackboard's forums in order to conduct weekly conversations led by the instructor. This course is reading-intensive, and students are expected to write two essays in addition to the weekly online discussions.

Public Health and International Peace and Conflict Resolution

at Arcadia University

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

Coordinators

Maryam Zarnegar Deloffre, Ph.D., Assistant Professor and Assistant Director of International Peace and Conflict Resolution

Andrea Crivelli-Kovach, Ph.D., M.A., MCHES, Professor and Director of Community and Global Public Health Programs

Dual-Degree Program

Master of Public Health and Master of Arts in International Peace and Conflict Resolution

About Arcadia's Program in Public Health and International Peace and Conflict Resolution

The International Peace and Conflict Resolution (IPCR) master's degree program offers an innovative curriculum that allows students to develop an area of concentration, build an international network of contacts, and gain practical experience through problem-based learning in international settings. The program's strength lies in its interdisciplinary approach to the increasingly critical study of peace and conflict resolution.

This dual degree option in Public Health and IPCR prepares students to integrate their knowledge of public health, along with program development, implementation and evaluation skills, to assist in conflict resolution. The Nyerere Centre for Peace Research in Arusha, Tanzania, operated in cooperation with the multi-nation East African Community, provides unique opportunities for international research and service learning.

IPCR is one of the few graduate programs in the field of conflict resolution with a built-in overseas component. In addition to the second-year study abroad component, IPCR students have the option of participating in weeklong intensive "preview" field studies

during their first year. Students may travel to Northern Ireland in the fall, and to other locations according to course availability in spring. This dual-degree program is 74-77 credits and requires international experiences.

Course requirements and sequencing are available by contacting the Director of either program.

Admission to this dual-degree program requires the applicant to meet the admission criteria for both the M.P.H. program and the IPCR program.

Admission to the Master of Public Health Program

The following program-specific requirements must be met:

1. A completed graduate application including personal statements, to be completed online at www.arcadia.edu/gradapp.
2. A bachelor's degree from an accredited institution with a recommended GPA of 3.0 or better in the major course of study.
3. One official transcript from each college, university or professional school attended. Transfer credits included on a transcript must include grades earned; if not, an official transcript from the original school must be submitted. Transcripts must be sent from the issuing school in a sealed envelope and contain the appropriate signatures and seals to be considered official.
4. Three letters of recommendation, at least one from a professor (if a recent graduate) and one from a health professional.
5. Test scores for the Graduate Record Examination (GRE), Graduate Management Admission Test (GMAT), Medical College Admission Test (MCAT), or the Miller Analogies Test (MAT), taken within the last five years. Test scores are not required for

Public Health/International Peace and Conflict Resolution at Arcadia University

- students with an earned graduate degree in a related field.
6. Knowledge of the profession through work or volunteer experience.
 7. International applicants should visit www.arcadia.edu/international for detailed information on admission requirements and application procedures. TOEFL/IELTS results are required for all students for whom English is a second language or who have not earned degrees or diplomas from post-secondary institutions in English-speaking countries (e.g. the United States, Canada, England, Ireland, Australia, and New Zealand). A course-by-course evaluation of all transcripts by an independent evaluation service based in the United States also is required.

Admission to the IPCR Master's Degree Program

Program-Specific Admissions

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

- An International Peace and Conflict Resolution application, including personal statements, to be completed online at www.arcadia.edu/gradapp.
- A bachelor's degree from an accredited institution with a recommended GPA of 3.0 or better and a major in Peace Studies, Political Science, History, Modern Languages, Economics, Anthropology, Sociology, Psychology, Philosophy, Religion or another liberal arts discipline. Students with undergraduate majors in Biology and Environmental Science also are encouraged to apply.
- One official transcript from each college, university or professional school attended. Transfer credits included on a transcript must include grades earned; if not, an official

transcript from the original school must be submitted. Transcripts must be sent from the issuing school in a sealed envelope and contain the appropriate signatures and seals to be considered official.

- Three letters of recommendation from persons who are able to judge the applicant's qualifications to undertake graduate work abroad. At least two recommendation must be from a professor.
- International applicants should visit www.arcadia.edu/international for detailed information on admission requirements and application procedures. Official results from the TOEFL or IELTS are required for all students for whom English is a second language except for non-native speakers of English who hold degrees or diplomas from post-secondary institutions in English-speaking countries (e.g. the United States, Canada, England, Ireland, Australia and New Zealand). A course-by-course evaluation of all transcripts by an independent evaluation service based in the United States also is required.

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

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

Expenses

Tuition and fees for the dual degree program are billed in equal increments over the program's nine semesters. Information on current costs is available at www.arcadia.edu/finaid.

Financial aid is available to assist qualified students in covering tuition and related expenses, as well as living costs. Upon review for admission, students automatically will be

Public Health/International Peace and Conflict Resolution at Arcadia University

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

Requirements for the M.A. in International Peace and Conflict Resolution and M.P.H.

(74-77 credits)

Master of Arts in International Peace and
Conflict Resolution
Master of Public Health

First Year

Fall

IP 501	Introduction to Peace Studies & Conflict Resolution- required (3 credits)
IP 5XX	IPCR elective (3 credits)
PBH 501	Social Determinants of Health and Disease (3 credits)
PBH 600	Introduction to Epidemiology (3 credits)

Spring

IP 5XX	IPCR elective (3 credits)
IP 5XX	IPCR elective (3 credits)
PBH 620	Introduction to Biostatistics (3 credits)
PBH 530	Theories and Principles of Health Behavior and Health Promotion (3 credits)
PBH 560	Issues in Community and Environmental Health (3 credits)

Summer

PBH 510	Health Care Systems (3 credits—online)
PBH 640	Research Methods and Design for Health Professionals (3 credits)

Second Year

Fall

IP 5XX	IPCR elective (3 credits)
IP 5XX	IPCR elective (3 credits)
PBH 630	Program Planning and Evaluation for Health Professionals (3 credits)
PBH 695	Capstone Research Project Seminar in Public Health I (3 credits)

Spring

IP 502	Research Methods in Conflict Analysis- required (3 credits)
PBH 645	Evaluation of Public Health Programs: Case Studies (3 credits)
PBH 696	Capstone Research Project Seminar in Public Health II (3 credits)

Third Year

Fall

IP 581	Study Abroad- required (9–12 credits)
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Spring

IP 583	Internship- required (9–12 credits)
IP 598	Capstone Seminar- required (2 credits)
PBH 689	Public Health/Health Education Internship (3 credits)

Public Health and International Peace and Conflict Resolution

at Arcadia University

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

Coordinators

Maryam Zarnegar Deloffre, Ph.D., Assistant Professor and Assistant Director of International Peace and Conflict Resolution

Andrea Crivelli-Kovach, Ph.D., M.A., MCHES, Professor and Director of Community and Global Public Health Programs

Dual-Degree Program

Master of Public Health and Master of Arts in International Peace and Conflict Resolution

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The International Peace and Conflict Resolution (IPCR) master's degree program offers an innovative curriculum that allows students to develop an area of concentration, build an international network of contacts, and gain practical experience through problem-based learning in international settings. The program's strength lies in its interdisciplinary approach to the increasingly critical study of peace and conflict resolution.

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IPCR is one of the few graduate programs in the field of conflict resolution with a built-in overseas component. In addition to the second-year study abroad component, IPCR students have the option of participating in weeklong intensive "preview" field studies

during their first year. Students may travel to Northern Ireland in the fall, and to other locations according to course availability in spring. This dual-degree program is 74-77 credits and requires international experiences.

Course requirements and sequencing are available by contacting the Director of either program.

Admission to this dual-degree program requires the applicant to meet the admission criteria for both the M.P.H. program and the IPCR program.

Admission to the Master of Public Health Program

The following program-specific requirements must be met:

1. A completed graduate application including personal statements, to be completed online at www.arcadia.edu/gradapp.
2. A bachelor's degree from an accredited institution with a recommended GPA of 3.0 or better in the major course of study.
3. One official transcript from each college, university or professional school attended. Transfer credits included on a transcript must include grades earned; if not, an official transcript from the original school must be submitted. Transcripts must be sent from the issuing school in a sealed envelope and contain the appropriate signatures and seals to be considered official.
4. Three letters of recommendation, at least one from a professor (if a recent graduate) and one from a health professional.
5. Test scores for the Graduate Record Examination (GRE), Graduate Management Admission Test (GMAT), Medical College Admission Test (MCAT), or the Miller Analogies Test (MAT), taken within the last five years. Test scores are not required for

Public Health/International Peace and Conflict Resolution at Arcadia University

- students with an earned graduate degree in a related field.
6. Knowledge of the profession through work or volunteer experience.
 7. International applicants should visit www.arcadia.edu/international for detailed information on admission requirements and application procedures. TOEFL/IELTS results are required for all students for whom English is a second language or who have not earned degrees or diplomas from post-secondary institutions in English-speaking countries (e.g. the United States, Canada, England, Ireland, Australia, and New Zealand). A course-by-course evaluation of all transcripts by an independent evaluation service based in the United States also is required.

Admission to the IPCR Master's Degree Program

Program-Specific Admissions

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

- An International Peace and Conflict Resolution application, including personal statements, to be completed online at www.arcadia.edu/gradapp.
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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.

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

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

Expenses

Tuition and fees for the dual degree program are billed in equal increments over the program's nine semesters. Information on current costs is available at www.arcadia.edu/finaid.

Financial aid is available to assist qualified students in covering tuition and related expenses, as well as living costs. Upon review for admission, students automatically will be

Public Health/International Peace and Conflict Resolution at Arcadia University

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

Requirements for the M.A. in International Peace and Conflict Resolution and M.P.H.

(74-77 credits)

Master of Arts in International Peace and
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Master of Public Health

First Year

Fall

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PBH 530	Theories and Principles of Health Behavior and Health Promotion (3 credits)
PBH 560	Issues in Community and Environmental Health (3 credits)

Summer

PBH 510	Health Care Systems (3 credits—online)
PBH 640	Research Methods and Design for Health Professionals (3 credits)

Second Year

Fall

IP 5XX	IPCR elective (3 credits)
IP 5XX	IPCR elective (3 credits)
PBH 630	Program Planning and Evaluation for Health Professionals (3 credits)
PBH 695	Capstone Research Project Seminar in Public Health I (3 credits)

Spring

IP 502	Research Methods in Conflict Analysis- required (3 credits)
PBH 645	Evaluation of Public Health Programs: Case Studies (3 credits)
PBH 696	Capstone Research Project Seminar in Public Health II (3 credits)

Third Year

Fall

IP 581	Study Abroad- required (9–12 credits)
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Spring

IP 583	Internship- required (9–12 credits)
IP 598	Capstone Seminar- required (2 credits)
PBH 689	Public Health/Health Education Internship (3 credits)

Dual Degrees: Public Health and Counseling Psychology

at Arcadia University

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

Coordinators

Eleonora Bartoli, Ph.D., Assistant Professor and Director of Counseling Psychology
Andrea Crivelli-Kovach, Ph.D., M.A., MCHES, Professor and Director of Community & Global Public Health Programs

Dual Degree Program

Master of Public Health and Master of Arts in Counseling Psychology

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

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

order to enroll in the dual degree (one common application will be provided).

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

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

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

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

While Counseling Psychology prepares students to identify lifestyle factors that may lead to increased risk for serious mental health problems, the focus of the training is on the individual, rather than on a population, and on remediation, rather than prevention. In contrast, the Master of Public Health degree explores the frequency, distribution, and social determinants of public health related issues within human populations with a focus on prevention. This dual degree enables practitioners to implement both individual and systemic change in the mental health and public health fields by integrating the tools of counseling with the tools of public health.

Dual Degrees: Public Health and Counseling Psychology at Arcadia University

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

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

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

The goals of the Public Health program are to:

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

M.A. Counseling Psychology Goals and Objectives: The Master in

Counseling Psychology educates and socializes students to become practitioners skilled in the art of behavior assessment and change. This is accomplished through a program that integrates theory and practice (both within and outside of the classroom) from the beginning of the program.

The program is structured to develop professional level competence in:

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

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

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

Dual Degrees: Public Health and Counseling Psychology at Arcadia University

Admission to the Master of Public Health Program

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

1. A completed graduate application including personal statements, to be completed online at www.arcadia.edu/gradapp.
2. A bachelor's degree from an accredited institution with a recommended GPA of 3.0 or better in the major course of study.
3. One official transcript from each college, university or professional school attended. Transfer credits included on a transcript must include grades earned; if not, an official transcript from the original school must be submitted. Transcripts must be sent from the issuing school in a sealed envelope and contain the appropriate signatures and seals to be considered official.
4. Three letters of recommendation, at least one from a professor (if a recent graduate) and one from a health professional.
5. Test scores for the Graduate Record Examination (GRE), Graduate Management Admission Test (GMAT), Medical College Admission Test (MCAT), or the Miller Analogies Test (MAT), taken within the last five years. Test scores are not required for students with an earned graduate degree in a related field.
6. Knowledge of the profession through work or volunteer experience.
7. International applicants should visit www.arcadia.edu/international for detailed information on admission requirements and application procedures. TOEFL/IELTS results are required for all students for whom English is a second language or who have not earned degrees or diplomas from post-secondary institutions in English-speaking countries (e.g. the United States, Canada, England, Ireland, Australia, and New Zealand). A course-by-course evaluation of all transcripts by an independent

evaluation service based in the United States also is required.

Admission to the Counseling Psychology Master of Arts Program

Program-Specific Admission

Requirements: The following requirements must be met:

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

Dual Degrees: Public Health and Counseling Psychology at Arcadia University

9. International applicants should visit www.arcadia.edu/international for detailed information on admission requirements and application procedures. Official results from the TOEFL or IELTS are required for all students for whom English is a second language except for non-native speakers of English who hold degrees or diplomas from post-secondary institutions in English-speaking countries (e.g. the United States, Canada, England, Ireland, Australia and New Zealand). A course-by-course evaluation of all transcripts by an independent evaluation service based in the United States also is required.

Application Deadline/ Rolling Admission

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

Expenses

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

Requirements for the Dual Degrees in Public Health and Counseling Psychology

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

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

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

SUMMER YEAR 1 (6 credits)

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

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

FALL YEAR 1 (12 credits)

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

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

Dual Degrees: Public Health and Counseling Psychology at Arcadia University

SPRING YEAR 1

(12 credits)

PBH 560	Issues in Community and Environmental Health (3 credits)
PBH 620	Introduction to Biostatistics (3 credits)
PY 586*	Theories and Techniques of Counseling (3 credits)
PY 500	Career Counseling: Community (3 credits)

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

SUMMER YEAR 2

(3 credits)

PBH 510	Health Care Systems (Online) (3 credits)
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FALL

(9 credits)

YEAR 2

PBH 630	Program Planning and Evaluation for Health Professionals (3 credits)
PY 570	Professional Issues in Counseling (3 credits)
PY 620	Advanced Counseling Techniques (3 credits)

SPRING YEAR 2

(12 credits)

PBH 645	Evaluation of Public Health Programs: Case Studies (3 credits)
PBH 689	Community Health Internship (3 credits)
PY 625	Psychological Testing (3 credits)
PY 688	Cultural Basis of Counseling (3 credits)

SUMMER YEAR 3

(6 credits)

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

FALL YEAR 3

(9 credits)

PBH 695	Public Health Capstone Research Project Seminar I (3 credits)
PY 630	Counseling Internship (6 credits)

SPRING YEAR 3

(9 credits)

PBH 696	Public Health Capstone Research Project Seminar II (3 credits)
PY 631	Counseling Internship (6 credits)

Dual Degrees: Public Health and Counseling Psychology

at Arcadia University

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

Coordinators

Eleonora Bartoli, Ph.D., Assistant Professor and Director of Counseling Psychology
Andrea Crivelli-Kovach, Ph.D., M.A., MCHES, Professor and Director of Community & Global Public Health Programs

Dual Degree Program

Master of Public Health and Master of Arts in Counseling Psychology

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

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

order to enroll in the dual degree (one common application will be provided).

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

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

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

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

While Counseling Psychology prepares students to identify lifestyle factors that may lead to increased risk for serious mental health problems, the focus of the training is on the individual, rather than on a population, and on remediation, rather than prevention. In contrast, the Master of Public Health degree explores the frequency, distribution, and social determinants of public health related issues within human populations with a focus on prevention. This dual degree enables practitioners to implement both individual and systemic change in the mental health and public health fields by integrating the tools of counseling with the tools of public health.

Dual Degrees: Public Health and Counseling Psychology at Arcadia University

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

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

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

The goals of the Public Health program are to:

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

M.A. Counseling Psychology Goals and Objectives: The Master in

Counseling Psychology educates and socializes students to become practitioners skilled in the art of behavior assessment and change. This is accomplished through a program that integrates theory and practice (both within and outside of the classroom) from the beginning of the program.

The program is structured to develop professional level competence in:

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

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

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

Dual Degrees: Public Health and Counseling Psychology at Arcadia University

Admission to the Master of Public Health Program

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

1. A completed graduate application including personal statements, to be completed online at www.arcadia.edu/gradapp.
2. A bachelor's degree from an accredited institution with a recommended GPA of 3.0 or better in the major course of study.
3. One official transcript from each college, university or professional school attended. Transfer credits included on a transcript must include grades earned; if not, an official transcript from the original school must be submitted. Transcripts must be sent from the issuing school in a sealed envelope and contain the appropriate signatures and seals to be considered official.
4. Three letters of recommendation, at least one from a professor (if a recent graduate) and one from a health professional.
5. Test scores for the Graduate Record Examination (GRE), Graduate Management Admission Test (GMAT), Medical College Admission Test (MCAT), or the Miller Analogies Test (MAT), taken within the last five years. Test scores are not required for students with an earned graduate degree in a related field.
6. Knowledge of the profession through work or volunteer experience.
7. International applicants should visit www.arcadia.edu/international for detailed information on admission requirements and application procedures. TOEFL/IELTS results are required for all students for whom English is a second language or who have not earned degrees or diplomas from post-secondary institutions in English-speaking countries (e.g. the United States, Canada, England, Ireland, Australia, and New Zealand). A course-by-course evaluation of all transcripts by an independent

evaluation service based in the United States also is required.

Admission to the Counseling Psychology Master of Arts Program

Program-Specific Admission

Requirements: The following requirements must be met:

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

Dual Degrees: Public Health and Counseling Psychology at Arcadia University

9. International applicants should visit www.arcadia.edu/international for detailed information on admission requirements and application procedures. Official results from the TOEFL or IELTS are required for all students for whom English is a second language except for non-native speakers of English who hold degrees or diplomas from post-secondary institutions in English-speaking countries (e.g. the United States, Canada, England, Ireland, Australia and New Zealand). A course-by-course evaluation of all transcripts by an independent evaluation service based in the United States also is required.

Application Deadline/ Rolling Admission

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

Expenses

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

Requirements for the Dual Degrees in Public Health and Counseling Psychology

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

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

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

SUMMER YEAR 1 (6 credits)

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

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

FALL YEAR 1 (12 credits)

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

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

Dual Degrees: Public Health and Counseling Psychology at Arcadia University

SPRING YEAR 1

(12 credits)

PBH 560	Issues in Community and Environmental Health (3 credits)
PBH 620	Introduction to Biostatistics (3 credits)
PY 586*	Theories and Techniques of Counseling (3 credits)
PY 500	Career Counseling: Community (3 credits)

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

SUMMER YEAR 2

(3 credits)

PBH 510	Health Care Systems (Online) (3 credits)
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FALL

(9 credits)

YEAR 2

PBH 630	Program Planning and Evaluation for Health Professionals (3 credits)
PY 570	Professional Issues in Counseling (3 credits)
PY 620	Advanced Counseling Techniques (3 credits)

SPRING YEAR 2

(12 credits)

PBH 645	Evaluation of Public Health Programs: Case Studies (3 credits)
PBH 689	Community Health Internship (3 credits)
PY 625	Psychological Testing (3 credits)
PY 688	Cultural Basis of Counseling (3 credits)

SUMMER YEAR 3

(6 credits)

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

FALL YEAR 3

(9 credits)

PBH 695	Public Health Capstone Research Project Seminar I (3 credits)
PY 630	Counseling Internship (6 credits)

SPRING YEAR 3

(9 credits)

PBH 696	Public Health Capstone Research Project Seminar II (3 credits)
PY 631	Counseling Internship (6 credits)

Musculoskeletal Physical Therapy Certificate

at Arcadia University

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

Faculty

Coordinator

Brian Eckenrode, PT, D.P.T., OCS,
Assistant Professor of Physical Therapy

Faculty

[Rebecca L. Craik](#), PT, Ph.D., FAPTA,
Professor and Chair of the Department
of Physical Therapy at Arcadia
University

[Philip McClure](#), PT, Ph.D., FAPTA,
Professor of Physical Therapy.
Transitional D.P.T. Coordinator

Scott Stackhouse, PT, Ph.D., Associate
Professor of Physical Therapy

Angela Tate, PT, Ph.D., MDT, Adjunct
Professor, Willow Grove Physical
Therapy

Laurita M. Hack, PT, D.P.T., M.B.A., Ph.D.,
FAPTA, Professor Emeritus,
Department of Physical Therapy,
Temple University; Vice Speaker and
member, Board of Directors, American
Physical Therapy Association

Elliot Greenberg, PT, D.P.T., OCS, CSCS,
Adjunct Professor, Children's Hospital
of Philadelphia

Steve Kareha, PT, D.P.T., ATC, OCS,
Gettysburg Orthopedic and Sports PT
Martin Kelley, PT, D.P.T., OCS, Adjunct
Professor, Good Shepherd Penn
Partners

Won Sung, PT, D.P.T., Adjunct Professor,
Good Shepherd Penn Partners

Sean Loughlin, PT, M.S.P.T., OCS, Adjunct
Professor, Good Shepherd Penn
Partners

Nicholas Taweel, PT, D.P.M., D.P.T.,
Adjunct Professor, Rothman Institute

Associated Faculty

David Logerstedt, PT, Ph.D., SCS,
University of Delaware

Brian Sennett, M.D., University of
Pennsylvania Perelman School of
Medicine

Scott Biely, PT, D.P.T., OCS, Neumann
University

Elayne Geba, PT, D.P.T., Good Shepherd
Penn Partners

Christopher Plastaras, M.D., University of
Pennsylvania Perelman School of
Medicine

Bryan Spinelli, PT, M.S.P.T., OCS, CLT,
Good Shepherd Penn Partners

Michele Horowski, PT, D.P.T., Good
Shepherd Penn Partners

Graduate Certificate

**Musculoskeletal Physical Therapy
Certificate**

About Arcadia's Musculoskeletal Physical Therapy Certificate

- Courses utilize a hybrid model of online learning and manual skills laboratory sessions.
- The 12-credit program can be completed in one to three years.
- The program is affordable and competitively priced.
- Students network and connect with nationally recognized faculty and peers.
- All Musculoskeletal Certificate courses are 2 credits.
- Students can take two courses before formal application and matriculation.

The primary goal of this certificate program is to prepare clinicians to practice musculoskeletal physical therapy using current evidence. Consistent with this goal, the program is designed to provide sufficient content, knowledge and skills to prepare students to sit for the orthopaedic clinical specialization examination offered by the American Physical Therapy Association's Board of Physical Therapy Specialties.

The curriculum consists of six 2-credit courses. Two courses deal with general concepts relevant to the management of all musculoskeletal conditions. The remaining four courses are regional, and each includes relevant anatomy, biomechanics, imaging, medical screening as well as current best evidence related to examination and intervention with emphasis on the most

Musculoskeletal Physical Therapy Certificate

prevalent conditions for each region. The regional courses include a laboratory component for development of manual skills.

Laboratory Sessions: The courses in the program utilize a hybrid model of online learning with integrated manual skills laboratory sessions. The manual skills laboratory sessions will occur between 2 to 4 weekends per year. The program is highly interactive and capitalizes on the wealth of knowledge clinicians bring with them.

Admission Requirements

Admission to the Musculoskeletal Physical Therapy Certificate

Students may take two courses before formal application and matriculation. Acceptance into a course does not guarantee admission.

The following program-specific requirements must be met:

- Proof of graduation (transcript) from a physical therapist degree program accredited by an agency approved by the U.S. Department of Education (currently CAPTE).
- Current state professional license
- Brief essay articulating and interest in the certificate.
- Basic computer skills including Internet and e-mail.
- Computer system requirements that can be found at <http://www.arcadia.edu/academic/arcadia-online-student-computer-requirements>.

Tuition and Fees

2012-13 Tuition: \$788 per credit

Musculoskeletal Physical Therapy Certificate Requirements

(12 credits)

The curriculum for the Musculoskeletal Physical Therapy Certificate program consists of six, 2-credit courses. There is no required course sequence. A minimum of 12 credits is required.

1. The following courses are required.

PT 656	Neuromuscular Tissues and Motor Control (2 credits)
PT 680	Evidence Based Practice and Clinical Reasoning (2 credits)
PT 681	Cervical-Thoracic Spine and Temporomandibular Joint (2 credits)
PT 682	Upper Extremity: Shoulder, Elbow, Wrist & Hand (2 credits)
PT 683	Lumbar Spine and Sacroiliac Joint (2 credits)
PT 684	Lower Extremity: Hip, Knee, Ankle, & Gait (2 credits)

Physical Therapy Courses

PT 656

Neuromuscular Tissues and Motor Control (2 credits)

This course reviews the basic structure and function of various tissues within the neuromusculoskeletal system. These will include muscle, nerve and various connective tissues such as tendon, ligament, cartilage and bone. Using the Physical Stress Theory as a guiding model, the effects of altered patterns of use, common pathologies, and common interventions will be discussed for each tissue. The neural control of multi-joint limb movement will be discussed using current literature on motor control, cognition and motor learning including discussion of the relevance of the research on clinical practice. Traditional and contemporary theories will be contrasted to assist in developing direct intervention strategies using skill acquisition theories. Emphasis will be placed on reading and applying current basic science literature to justify and guide the practice of physical therapy.

PT 680

Evidence Based Practice and Clinical Reasoning (2 credits)

This course will provide the physical therapist with a systematic method for critically analyzing and evaluating current research for integration into clinical practice. Clinical decision-making will be guided by relevant literature reviews to minimize practice variation, minimize health care costs, and identify potential or actual harm to patients.

Musculoskeletal Physical Therapy Certificate

PT 681

Cervical-Thoracic Spine and Tempromandibular Joint (2 credits)

This course provides a comprehensive background of the anatomy and biomechanics of the cervical-thoracic spine and tempromandibular joint. Content will also address musculoskeletal imaging, functional anatomy, assessment, and outcome tools relevant to this body region. Common conditions in addition to appropriate medical screening will be discussed. Emphasis will be placed on best practice and current evidence to support examination and intervention techniques of cervical-thoracic spine and tempromandibular joint.

practice and current evidence to support examination and intervention techniques of the lower extremity.

PT 682

Upper Extremity: Shoulder, Elbow, Wrist & Hand (2 credits)

This course provides a comprehensive background of the anatomy and biomechanics of the shoulder, elbow, wrist, and hand. Content will also address musculoskeletal imaging, functional anatomy, assessment, and outcome tools relevant to this body region. Common conditions in addition to appropriate medical screening will be discussed. Emphasis will be placed on best practice and current evidence to support examination and intervention techniques of upper extremity.

PT 683

Lumbar Spine and Sacroiliac Joint (2 credits)

This course provides a comprehensive background of the anatomy and biomechanics of the lumbar spine and sacroiliac joint. Content will also address musculoskeletal imaging, functional anatomy, assessment, and outcome tools relevant to this body region. Common conditions in addition to appropriate medical screening will be discussed. Emphasis will be placed on best practice and current evidence to support examination and intervention techniques of lumbar spine and sacroiliac joint.

PT 684

Lower Extremity: Hip, Knee, Ankle & Gait (2 credits)

This course provides a comprehensive background of the anatomy and biomechanics of the hip, knee, ankle, and foot. Content will also address musculoskeletal imaging, functional anatomy, assessment, and outcome tools relevant to this body region. Common conditions in addition to appropriate medical screening will be discussed. Emphasis will be placed on best

Orthopaedic Clinical Residency at Arcadia University

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

Faculty

Coordinator

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Good Shepherd Penn Partners

Michele Horowski, PT, D.P.T., Good
Shepherd Penn Partners

Graduate Certificate

Musculoskeletal Physical Therapy Certificate

About Arcadia's Orthopaedic Clinical Residency

- One year in length and consists of six 2-credit courses.
- Didactic curriculum utilizes a hybrid model of online learning and manual skills laboratory sessions.
- Clinical mentoring occurs at the resident's current clinical practice site.
- Applications for admission are accepted on a rolling basis.
- Residents will graduate with a Musculoskeletal Physical Therapy Certificate from Arcadia and be prepared to sit for the orthopaedic clinical specialization examination offered by the American Physical Therapy Association's Board of Physical Therapy Specialties.
- The program is affordable and competitively priced.
- Residents network and connect with nationally recognized faculty and peers.

The mission of the Orthopaedic Clinical Residency Program at Arcadia University is to develop and produce expert physical therapists who provide best practice using evidence in the examination, evaluation, diagnosis, prognosis, intervention, and outcome of musculoskeletal conditions. Graduates of the residency will demonstrate orthopaedic competency in compliance with the Description of Specialty Practice as described by the American Board of Physical Therapy Specialties (ABPTS). This planned program of post-professional clinical and didactic education is structured to advance the knowledge and skills of the physical therapist in musculoskeletal content. This program is designed to provide sufficient content,

Orthopaedic Clinical Residency

knowledge and skills to prepare students to sit for the orthopaedic clinical specialization examination offered by the American Physical Therapy Association's Board of Physical Therapy Specialties.

The didactic component of the program consists of six 2-credit courses. Two courses deal with general concepts relevant to the management of all musculoskeletal conditions. The remaining four courses are specific to certain regions of the body, and each includes relevant anatomy, biomechanics, imaging, medical screening as well as current best evidence related to examination and intervention with emphasis on the most prevalent conditions for each region. The regional course content includes a laboratory component for development of manual skills.

Laboratory Sessions: The courses in the program utilize a hybrid model of online learning with integrated manual skills laboratory sessions. The manual skills laboratory sessions will occur between 2 to 4 weekends per year. The program is highly interactive and capitalizes on the wealth of knowledge clinicians bring with them.

In addition, a mentoring component is required, which will be completed at the resident's place of employment under the guidance of a board-certified orthopaedic clinical specialist. The residency will culminate in the completion of a final capstone project.

Benefits to the resident include enhancing professional development, advancing knowledge and skill acquisition, and learning via direct mentoring. Opportunities exist to teach in the entry-level D.P.T. curriculum and to serve as mentors and lecturers for the residency curriculum upon completion of the residency.

Admission Requirements

Admission to the Orthopaedic Clinical Residency

The following program-specific requirements must be met:

- Proof of graduation (transcript) from a physical therapist degree program accredited by an agency approved by the U.S. Department of Education

(currently CAPTE) with a GPA of 2.75 or higher

- Current state professional license
- Brief essay articulating your goals for orthopaedic residency study
- Two written recommendations (professional or academic)
- Basic computer skills including Internet and e-mail.
- Computer system requirements that can be found at <http://www.arcadia.edu/academic/arcardia-online-student-computer-requirements>.

Tuition and Fees

2012-13 Tuition: \$788 per credit

2012-13 Residency administration one time fee: \$2000 (discount available)

Orthopaedic Clinical Residency Requirements

(12 credits)

The didactic curriculum for the Orthopaedic Clinical Residency program consists of at six 2-credit courses. There is no required course sequence. A minimum of 12 credits is required.

1. The following initial courses are required.

PT 656	Neuromuscular Tissues and Motor Control (2 credits)
PT 680	Evidence Based Practice and Clinical Reasoning (2 credits)
PT 681	Cervical-Thoracic Spine and Tempromandibular Joint (2 credits)
PT 682	Upper Extremity: Shoulder, Elbow, Wrist & Hand (2 credits)
PT 683	Lumbar Spine and Sacroiliac Joint (2 credits)
PT 684	Lower Extremity: Hip, Knee, Ankle, & Gait (2 credits)

Physical Therapy Courses

PT 656

Neuromuscular Tissues and Motor Control
(2 credits)

Orthopaedic Clinical Residency

This course reviews the basic structure and function of various tissues within the neuromusculoskeletal system. These will include muscle, nerve and various connective tissues such as tendon, ligament, cartilage and bone. Using the Physical Stress Theory as a guiding model, the effects of altered patterns of use, common pathologies, and common interventions will be discussed for each tissue. The neural control of multi-joint limb movement will be discussed using current literature on motor control, cognition and motor learning including discussion of the relevance of the research on clinical practice. Traditional and contemporary theories will be contrasted to assist in developing direct intervention strategies using skill acquisition theories. Emphasis will be placed on reading and applying current basic science literature to justify and guide the practice of physical therapy.

PT 680

Evidence Based Practice and Clinical Reasoning (2 credits)

This course will provide the physical therapist with a systematic method for critically analyzing and evaluating current research for integration into clinical practice. Clinical decision-making will be guided by relevant literature reviews to minimize practice variation, minimize health care costs, and identify potential or actual harm to patients.

PT 681

Cervical-Thoracic Spine and Temporomandibular Joint (2 credits)

This course provides a comprehensive background of the anatomy and biomechanics of the cervical-thoracic spine and temporomandibular joint. Content will also address musculoskeletal imaging, functional anatomy, assessment, and outcome tools relevant to this body region. Common conditions in addition to appropriate medical screening will be discussed. Emphasis will be placed on best practice and current evidence to support examination and intervention techniques of cervical-thoracic spine and temporomandibular joint.

PT 682

Upper Extremity: Shoulder, Elbow, Wrist & Hand (2 credits)

This course provides a comprehensive background of the anatomy and biomechanics of the shoulder, elbow, wrist, and hand. Content will also address musculoskeletal imaging, functional

anatomy, assessment, and outcome tools relevant to this body region. Common conditions in addition to appropriate medical screening will be discussed. Emphasis will be placed on best practice and current evidence to support examination and intervention techniques of upper extremity.

PT 683

Lumbar Spine and Sacroiliac Joint (2 credits)

This course provides a comprehensive background of the anatomy and biomechanics of the lumbar spine and sacroiliac joint. Content will also address musculoskeletal imaging, functional anatomy, assessment, and outcome tools relevant to this body region. Common conditions in addition to appropriate medical screening will be discussed. Emphasis will be placed on best practice and current evidence to support examination and intervention techniques of lumbar spine and sacroiliac joint.

PT 684

Lower Extremity: Hip, Knee, Ankle & Gait (2 credits)

This course provides a comprehensive background of the anatomy and biomechanics of the hip, knee, ankle, and foot. Content will also address musculoskeletal imaging, functional anatomy, assessment, and outcome tools relevant to this body region. Common conditions in addition to appropriate medical screening will be discussed. Emphasis will be placed on best practice and current evidence to support examination and intervention techniques of the lower extremity.

Physical Therapy at Arcadia University

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

Faculty

Director

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

Martha E. Eastlack, PT, Ph.D., Assistant
Professor of Physical Therapy and Director
of Entry-Level Physical Therapy
Admissions

Brian Eckenrode, PT, D.P.T., M.S., O.C.S.,
Assistant Professor of Physical Therapy

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

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

Amy Miller, PT, D.P.T., Ed.D., Assistant
Professor of Physical Therapy and
Curriculum Director

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

Janet Readinger, PT, D.P.T., Assistant
Professor of Physical Therapy and
Assistant Director of Clinical Education

Karen L. Sawyer, PT, D.P.T., M.A., Assistant
Professor of Physical Therapy and
Assistant Director of Clinical Education

Scott Stackhouse, PT, Ph.D., Associate
Professor of Physical Therapy

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

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

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

Kristin von Nieda, PT, M.Ed., D.P.T., Associate
Professor of Physical Therapy

accredited by the Commission on
Accreditation in Physical Therapy Education.

The entry-level Doctor of Physical Therapy program is designed to create practitioners as specified in the American Physical Therapy Association Vision Statement for Physical Therapy 2020, who are doctors of physical therapy and who may be board-certified specialists.

Arcadia University is recognized as a leader in global education and provides interested students with international opportunities to study. Arcadia believes that to understand the world, students should experience it—and that can mean leaving the campus for a time. Whether it is for clinical education in England or California or a service trip to Jamaica, Arcadia's D.P.T. students have several opportunities to experience the world as health care professionals.

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

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

Doctoral Degrees

Doctor of Physical Therapy

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

About the Physical Therapy Program

Arcadia's entry-level program runs over a three-year period. The D.P.T. program is

Admission to the Doctor of Physical Therapy Program

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

Program-Specific Admissions

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

1. A Doctor of Physical Therapy application, including personal statements, to be completed online at www.ptcas.org.
 2. A bachelor's degree from an accredited institution with a GPA of 3.0 or better. A cumulative GPA of 3.0 or better is expected for all undergraduate- and graduate-level study.
 3. Include one official transcript from each college, university or professional school attended in your PTCAS application. Transfer credits included on a transcript must include grades earned; if not, an official transcript from the original school must be submitted. Transcripts must be sent from the issuing school in a sealed envelope and contain the appropriate signatures and seals to be considered official. **Do not send transcripts directly to Arcadia.**
 4. The following minimum prerequisite courses with grades of "C" or better and a cumulative GPA in these course areas of no less than "B" (3.0) is expected. When calculating the prerequisite GPA, Arcadia includes all courses in the prerequisite areas. A grade of "C–" is not acceptable for the prerequisite courses. Courses used toward the prerequisite biological and physical science requirements should be taken through the appropriate science departments (e.g., Biology, Chemistry, Physics). All prerequisite courses must be completed prior to the start of the Physical Therapy program. One-half of the prerequisite courses, including Physiology and Statistics, must have been taken within 10 years prior to application.
- a. Biological Sciences—four courses (a minimum of 12 semester credits) from a biology department, which should include the following:
 - i. One lab/lecture course in Human or Mammalian Physiology. (Note that a two-semester lab/lecture course of Anatomy & Physiology will only count as the equivalent of one Physiology course and not as separate Physiology and Anatomy courses.)
 - ii. Anatomy is recommended but not required.
 - iii. One upper-level course (300- to 400-level) of least 3 credits with a biology focus. This course preferably should be taken through a biology department, but can be taken through another department, such as exercise science or kinesiology as long as the course content is primarily biology-based.. Examples of courses that would fulfill this requirement are Neuroscience, Principles of Motor Control, Anatomy, Biology of Aging, Histology, Cell Biology, Pharmacology and Pathophysiology.
 - b. Physical Sciences—four lab/lecture courses to include the following:
 - i. Chemistry I and II or higher (e.g., Biochemistry, Organic).
 - ii. General Physics I and II.
 - c. Psychology—two courses.
 - d. Statistics—one course.

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5. Three letters of recommendation, at least one from a currently practicing licensed physical therapist and one from a college professor who is able to judge the applicant's academic qualification and readiness for rigorous work at the graduate level. This professor should have taught one of the academic courses for the applicant's major.
6. Test scores for the Graduate Record Examination (GRE), taken within the last five years. Applicants must meet the minimum required scores in all areas of the GRE: (1) Verbal Reasoning ≥ 150 , (2) Combined Verbal and Quantitative Reasoning ≥ 300 , (3) Analytical Writing ≥ 4 . **NOTE:** the GRE code for the D.P.T. program is 7637.
7. **International Applicants:** Official results from the TOEFL or IELTS are required for all students for whom English is a second language, except for non-native speakers of English who hold degrees or diplomas from post-secondary institutions in English-speaking countries (e.g. the United States, Canada, England, Ireland, Australia and New Zealand). A course-by-course evaluation of all transcripts by an independent evaluation service based in the United States also is required. **NOTE:** International students applying to the Physical Therapy program must send scores to the PTCAS code 5312.
8. Knowledge of the profession through documented work or volunteer experiences in both an inpatient and an outpatient setting. Increasingly, clinical facilities are requiring that participating students undergo various criminal background checks, child abuse clearances, and/or drug screens. Therefore, students should be prepared to participate in these screenings.

Application Deadline: All students seeking admission to the D.P.T. program must apply through the centralized application system (www.ptcas.org). Applicants are required to complete all components of their application by the hard deadline of November 1, 2012. Applications are not reviewed until all materials are received by Arcadia. (This includes the PTCAS application, the required recommendations, and GRE scores.)

If an offer of admission is accepted, a \$500 deposit must accompany the acceptance reply. This deposit is applied to the first semester's tuition, and is the deposit is non-refundable if the student fails to enter the program on the date for which they are accepted.

Following official acceptance into the program, each student must supply information about his or her health and medical history and is required to submit the results of a physical examination. Institutions participating in clinical internships require a certificate of good health before permitting students to work with patients. All students are required to have some form of medical insurance throughout the entire curriculum and must provide proof. If needed, medical insurance can be purchased through the University. Information and applications are available in the Office of Student Health Services.

Other requirements for the clinical education portion of the curriculum include a Pennsylvania criminal background check, Pennsylvania child abuse clearance, FBI clearance, and 10-panel drug screen prior to the start of the program. If a student has a felony or misdemeanor conviction or does not pass a required screening, the student may not be able to fulfill requirements for graduation and/or be licensed as a physical therapist.

Registration will be considered complete when the University is satisfied that the student is physically able to undertake the year's work and results from all requirements/screens are acceptable.

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

Physical Therapy at Arcadia University

Expenses

Tuition* and fees for students entering Fall 2012:

- \$26,670 (Fall and Spring combined); \$13,335 (Summer)
- \$72/semester (Technology fee)
- \$165/academic year (registration, parking fee)
- \$80 PT kit (tools for physical therapy practice)

Additional Expenses (estimated)

Books and supplies

Year one	\$1,800
Year two	\$500
Year three	\$500
Room and Board:	off-campus
Travel for clinical and experiential learning:	varies
Health insurance:	varies
Screens/checks upon entry:	\$75

*\$13,335 per semester tuition charge over seven (7) semesters.

Students will be responsible for expenses associated with various criminal background checks, child abuse clearances and/or drug screens; physical examinations including required titers; and medical insurance. There may be requirements during the program in addition to the ones upon entry to the program.

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

Financial Aid: Students are automatically considered for merit scholarships and graduate assistantships based on their academic records upon applying for admission to the program. For information on scholarships, graduate assistantships and student loans, see "Financial Aid" in the Graduate Academic Policies section of this catalog and the Financial Aid section of the website at www.arcadia.edu/finaid.

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

Assistantships: A limited number of graduate assistantships are available. For more

information, contact Financial Aid in the Office of Enrollment Management.

Academic Policies and Procedures for the Physical Therapy Program

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

To remain in good academic standing, students must maintain a cumulative grade point average of 2.7 in each semester. If a student receives less than a 2.7 for a semester, the student will be placed on probation. Failure to improve the grade point average in the subsequent semester will result in dismissal from the program.

A Unit average of 70 percent must be achieved each semester. Failure to achieve at least 70 percent on two written exams for two Units each semester will result in dismissal from the program. Also, if a student fails to pass a Unit practical exam three times, the student will receive an "F" for the Unit grade. If the student fails to pass two Unit practical exams within one semester, the student will be dismissed from the program. A cumulative Course average of 60 percent must be achieved by the end of the semester for each course. Failure to achieve 60 percent or greater in a course will require a remedial examination. Failure to achieve at least 60 percent on the remedial examination will result in dismissal from the program. A comprehensive practical examination is provided at the end of the first year of the program. If the student fails the comprehensive practical examination three times, the student will be dismissed from the program. If the student fails to meet minimum performance expectations in a clinical experience, the student will receive a grade of Unsatisfactory for the clinical education course.

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and be dismissed from the program. If a student at any time during the course of an experience is performing in an unsafe manner causing a patient's well-being to be jeopardized, or behaves in an unprofessional, unethical, or illegal manner, the student will be immediately removed from the clinical setting. The student then will receive a grade of Unsatisfactory for the clinical education course.

If the student is dismissed from the program for reasons noted above, he or she must submit a letter to the Dean of the College of Health Sciences, with a copy to the Chair of the Physical Therapy Department, requesting permission to repeat the course or to progress in the program. Permission to continue following unsatisfactory performance is determined by the Physical Therapy Review Committee. If the student is allowed to continue in the program, the Committee will establish an appropriate plan for remediation. If the student withdraws from the program for reasons other than those given above and wants to re-enter, the student must apply for re-acceptance to the Physical Therapy Review Committee and receive permission.

Essential Functions for Participation

Essential functions are the cognitive, psychomotor, and affective skills necessary for a student to participate in the physical therapy program and become a physical therapist. Below are the "Clinical Performance Criteria for the Physical Therapist Student" as outlined in the "Physical Therapist Clinical Performance Instrument for Students" developed by the American Physical Therapy Association.¹ Students must have the physical and mental capacity, with or without reasonable accommodations, to meet all of the below criteria. These essential functions apply in the classroom, lab, community, and clinical settings as part of the physical therapy program. Independent facilities used for clinical education may or may not be willing or able to provide the same reasonable accommodations provided by the university.

1. Practices in a safe manner that minimizes the risk to patient, self, and others.
2. Demonstrates professional behavior in all situations.

3. Practices in a manner consistent with established legal and professional standards and ethical guidelines.
4. Communicates in ways that are congruent with situational needs.
5. Adapts delivery of physical therapy services with consideration for patients' differences, values, preferences, and needs.
6. Participates in self-assessment to improve clinical and professional performance.
7. Applies current knowledge, theory, clinical judgment, and the patient's values and perspective in patient management.
8. Determines with each patient encounter the patient's need for further examination or consultation by a physical therapist or referral to another health care professional.
9. Performs a physical therapy patient examination using evidenced-based tests and measures.
10. Evaluates data from the patient examination (history, systems review, and tests and measures) to make clinical judgments.
11. Determines a diagnosis and prognosis that guides future patient management.
12. Establishes a physical therapy plan of care that is safe, effective, patient-centered, and evidence-based.
13. Performs physical therapy interventions in a competent manner.
14. Educates others (patients, caregivers, staff, students, other health care providers, business and industry representatives, school systems) using relevant and effective teaching methods.
15. Produces quality documentation in a timely manner to support the delivery of physical therapy services.
16. Collects and analyzes data from selected outcome measures in a manner that supports accurate analysis of individual patient and group outcomes.
17. Participates in the financial management (budgeting, billing and reimbursement, time, space, equipment, marketing, public relations) of the physical therapy service consistent with regulatory, legal, and facility guidelines.
18. Directs and supervises personnel to meet patient's goals and expected

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outcomes according to legal standards and ethical guidelines.

Sample behaviors for each of the above performance criteria are available upon request.

¹ Physical Therapist Clinical Performance Instrument: Version 2006. American Physical Therapy Association: Alexandria, VA; 2008. Adopted 5/7/12

Doctor of Physical Therapy Degree Requirements

(111 credits)

Students must meet the following requirements:

1. A minimum of 79 weeks of classroom work. (Courses are listed below.)
2. A minimum of 35 weeks of full-time clinical study.
3. An overall minimum GPA of 2.70 maintained throughout the program. A grade below "C" is not acceptable toward the degree.
4. Continuous enrollment. If extenuating circumstances make additional time necessary, approval to continue beyond the expected 2 1/2 years must be obtained from the Department Chair and the Physical Therapy Review Committee. Students who withdraw for reasons other than academic or clinical performance may re-apply for admission. Departmental approval is necessary for re-admission.

First Year

Fall (18 credits)

PT 605	Introduction and Exposure to Physical Therapist Practice (4 credits)
PT 615	Physical Therapy Examination/Evaluation Skills I (2 credits)
PT 625	Physical Therapy Intervention Skills I (4 credits)
PT 645	Physical Therapy Integrative Care and Practice I (3 credits)
PT 675	Biomedical Foundation Sciences I (5 credits)

Spring (22 credits)

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

Second Year

Summer (17 credits)

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

Fall (12 credits)

PT 718	Physical Therapy Examination/Evaluation Skills IV (2 credits)
PT 728	Physical Therapy Intervention Skills IV (2 credits)
PT 738	Clinical Education Experience I (8 weeks) (4 credits)
PT 748	Physical Therapy Integrative Care and Practice IV (2 credits)
PT 778	Biomedical Foundation Sciences IV (2 credits)

Spring (22 credits)

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

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PT 879 Biomedical Foundation
Sciences V (6 credits)

Third Year

Summer (6 credits)

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

Fall (6 credits)

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

Spring, ending in February (8 credits)

PT 805 Physical Therapist
Practice II (4 credits)

PT 869 Independent Study (2
credits)

PT 899 Clinical Decision Making
(2 credits)

Clinical Experience

Each student must successfully complete 35 weeks of full-time clinical experience before graduation and a part-time experience equivalent to one week of clinic time. The full-time clinical experience consists of eight weeks in an inpatient or outpatient setting in the second fall of the program after completion of the first didactic year. Upon completion of the second academic year, students begin their culminating clinical experience, referred to as an internship. This final clinical assignment, which lasts for 27 weeks, is a hybrid between traditional clinical education and the residency model of clinical training that is rich in mentoring and structured learning experiences to facilitate accelerated learning. Clinics affiliated with this program are among a select group with strong relationships to Arcadia's program and the patient-centered curriculum. These facilities are primarily in southeastern Pennsylvania and offer a wide variety of experiences designed to foster clinical decision-making skills necessary for physical therapists in today's healthcare environment.

Physical Therapy Courses (PT)

Each semester consists of four courses (Examination, Intervention, Biomedical Sciences and Physical Therapy Integrative Care and Practice) that become more complex as students advance through the program. The courses are integrated around case

presentations (units) that last for two to three weeks. Each unit provides an example of one or more of the Practice Patterns defined by the Guide to Physical Therapist Practice of the American Physical Therapy Association.

FALL, FIRST YEAR

605

Introduction and Exposure to Physical Therapist Practice

(4 credits)

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

615

Physical Therapy Examination/ Evaluation Skills I

(2 credits)

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

625

Physical Therapy Intervention Skills I

(4 credits)

Basic aspects of patient/client management are covered that are related to intervention in the context of the specific patient cases. Intervention includes appropriate selection and application of

Physical Therapy at Arcadia University

specific treatment procedures as well as other skilled interactions with the patient and other individuals as required. Intervention strategies are based on the results of an appropriate examination and evaluation. Several skills and intervention strategies that are central to the practice of physical therapy are covered at a basic level.

645

Physical Therapy Integrative Care and Practice I

(3 credits)

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

675

Biomedical Foundation Sciences I

(5 credits)

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

SPRING, FIRST YEAR

616

Physical Therapy Examination/Evaluation Skills II

(4 credits)

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

626

Physical Therapy Intervention Skills II

(5 credits)

This course is a continuation of basic aspects of patient/client management related to intervention in the context of the specific patient cases. Intervention includes appropriate selection and application of specific treatment procedures as well as other skilled interactions with the patient and other individuals as required.

636

Exposure to Physical Therapy in a Health Care System

(1 credit)

Fall (First Year), Spring (First Year)

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

646

Physical Therapy Integrative Care and Practice II

(4 credits)

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

676

Biomedical Foundation Sciences II

(8 credits)

This course is a continuation of the traditional biological sciences of microscopic anatomy, physiology of exercise, and neuroscience. In addition, there is a survey of various medical and surgical conditions and their underlying pathological processes. Gross anatomy

Physical Therapy at Arcadia University

objectives are included, although students are responsible for self-directed study in this topic.

SUMMER, FIRST YEAR

717

Physical Therapy Examination/Evaluation Skills III

(2 credits)

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

727

Physical Therapy Intervention Skills III

(2 credits)

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

747

Physical Therapy Integrative Care and Practice III

(4 credits)

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

777

Biomedical Foundation Sciences III

(9 credits)

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

FALL, SECOND YEAR

718

Physical Therapy Examination/Evaluation Skills IV

(2 credits)

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

728

Physical Therapy Intervention Skills IV

(2 credits)

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

738

Clinical Education Experience I (8 weeks)

(4 credits)

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

748

Physical Therapy Integrative Care and Practice IV

(2 credits)

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

778

Biomedical Foundation Sciences IV

(2 credits)

This course includes traditional biological sciences of microscopic anatomy, physiology of

Physical Therapy at Arcadia University

exercise, and neuroscience. In addition, there is a survey of various medical and surgical conditions and their underlying pathological processes.

SPRING, SECOND YEAR

819
Physical Therapy Examination/Evaluation Skills V
(6 credits)

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

829
Physical Therapy Intervention Skills V
(6 credits)

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

849
Physical Therapy Integrative Care and Practice V
(4 credits)

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

879
Biomedical Foundation Sciences V
(6 credits)

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

SUMMER, THIRD YEAR

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

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

FALL, THIRD YEAR

870
Clinical Education Experience III
(6 credits, 3 months)

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

SPRING, THIRD YEAR

805
Physical Therapist Practice II
(4 credits)

This course begins early in the curriculum and culminates during the final week of the curriculum. The course final serves to integrate content and focus on professional behavior, the physical therapy science related to examination, evaluation, and intervention, and gaps in our current knowledge. It encompasses both experiential learning opportunities and traditional didactic experiences.

869 a, b, c, d
Independent Study
(2 credits)

This elective course is offered beginning in year one of the entry-level curriculum with a final grade given in the spring semester of the third year. The course is designed to offer students the opportunity to explore one of four opportunities: a) research, b) international experiential learning, c) education, or d) administration. The course provides the student with an opportunity to delve more deeply into the subject matter of a wide range of professional topics. The purpose of this course is to provide the entry-level physical therapy student with an in-depth experience while working with an experienced mentor. Regardless of the area selected, critical thinking is emphasized. The process of identifying a relevant physical therapy problem requires the definition of the relevant question, an outline of the knowledge or skills that must be mastered to address the problem, and acquisition of information or data that informs decision making. In order for a topic to qualify for course credit, the topic requires practice and guidance by a mentor and knowledge and skills that go beyond the scope of the entry-level content.

899
Clinical Decision Making
(2 credits)

This course is designed to help students determine the role of clinical databases and relevant literature in clinical decision making. The content for this course is introduced in the semester preceding the final clinical education

Physical Therapy at Arcadia University

experience. Data, without patient or clinic identifiers, is collected from a sequential series of patients during the final clinical education experience and collated with the work of other students. Students compare the plan of care, i.e., examination, evaluation, prognosis, and intervention, and clinical outcomes for data collected to the aggregated student data and to current literature and discuss differences. Students not enrolled in PT 869a, c, or d will orally present the collated data, results, and reflection.

PHYSICIAN ASSISTANT Master of Medical Science

at Arcadia University

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

Faculty

Director

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

Core Faculty

Irwin Wolfert, M.D., FACP,
Medical Director
John Madden, M.D., FACEP,
Associate Medical Director
Donna Agnew, M.S.P.A.S., PA-C,
Associate Director, Glenside Campus
Christopher Sim, M.P.A.S., PA-C,
Associate Director, Christiana Campus
Lori Felker, M.P.A.S., PA-C,
Clinical Coordinator
Rachel Ditoro, M.S.P.A.S., PA-C,
Clinical Coordinator
Michael Huber, M.M.S., PA-C,
Academic Coordinator
Mary Kimmitt Laxton, M.P.A., PA-C,
Academic Coordinator
Thomas Lynch, Ph.D., PA-C, Basic
Sciences Coordinator
Diana Noller, M.M.S., M.P.T., PA-C,
Clinical Coordinator
Amanda Seymour, M.S.P.A.S., PA-C,
Clinical Coordinator
Jami Smith, M.P.A., PA-C, Academic
Coordinator
Jeanette Smith, M.A., PA-C, Clinical
Coordinator
Joseph Zaweski, M.P.A.S., PA-C,
Academic Coordinator

Program Support Specialists

Corrine Days
Gloria Patterson
Nicole Portzline-Miller
Cathy Schifflbein
Patricia Simon

Master's Degrees

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

About the Physician Assistant Program

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

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

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

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

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

conclusion of the didactic phase of the program and prior to the start of the clinical rotations, students participate in a transitional phase. During several weeks, students complete their core competency examinations and receive training in clinical procedures. The students receive intensive instruction in medical Spanish and participate in standardized patient simulation experiences. The transitional phase concludes with student attendance at the AAPA National Conference. The conference is expected to be held in Washington, DC in 2013 and Boston in 2014. Most of the costs associated with attending the conference are included in the tuition.

Clinical Rotations: The clinical phase consists of seven required rotations including Emergency Medicine, Family Medicine, Community Medicine, Internal Medicine, Women's Health, Pediatrics, and Surgery. In addition, there are 12 weeks of clinical electives. During the clinical rotations, the students are visited by a faculty member to ensure that they are getting an appropriate learning experience. Every 12 weeks, the students return to campus for exams and professional practice lectures. For each required rotation, the students complete a researched case study. One of these case studies is presented as part of the Senior Colloquium at the end of the clinical phase.

Two campuses: The Arcadia University Department of Medical Science and Community Health opened a campus in Christiana, Del., in the fall of 2006. This program builds on the relationships that Arcadia enjoys in the Delaware, Maryland and New Jersey medical communities. Arcadia University has affiliations with all Delaware hospitals and numerous physician practices for the clinical education of Physician Assistant students. The Christiana Campus is located in an executive center in the growing Newark area and provides an adult learning environment. The campus is immediately adjacent to the Christiana Hospital and the Delaware Academy of Medicine Library, which provides access to all students. The campus includes classrooms and laboratory spaces, a Student

Center, offices and meeting rooms.

The Glenside campus is the historic home of Arcadia University and serves both undergraduate and graduate students. The Physician Assistant program is located in Brubaker Hall, which offers dedicated classrooms, laboratory space, offices and a student resource room. Students at the Glenside campus have access to student services on the campus, including the Landman Library. The Physician Assistant program faculty is based at each respective campus, but the faculty share teaching and supervisory responsibilities at both campuses. Both campuses follow the same curriculum and share many lecturers. Student from both campuses attend Anatomy class together at the Jefferson Medical College in Philadelphia and also attend the annual conference of the American Academy of Physician Assistants. Combined, the two campuses offer the resources and advantages of a large program with the personal attention of smaller classes. Students come to Arcadia to pursue their careers as Physician Assistants of distinction.

General Admissions Procedures

Application Deadline: All applications are processed by the Central Application Service for Physician Assistants (CASPA) at www.caspaonline.org. Official transcripts and references are considered part of the CASPA application and should be sent directly to CASPA. A paper application is available by calling CASPA at 240-497-1895.

Applications will not be accepted by CASPA after December 1st. Students are accepted on a rolling basis and encouraged to apply as soon as possible. Arcadia students applying for assured admission must submit their application no later than September 1st.

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

Admissions Requirements for the Physician Assistant Program

1. A Physician Assistant application to be completed through CASPA at www.caspaonline.org.
2. A bachelor's degree from an accredited institution with a recommended GPA of 3.0 or better.
3. One official transcript from each college, university or professional school attended. Transfer credits included on a transcript must include grades earned; if not, an official transcript from the original school must be submitted. Transcripts must be sent from the issuing school in a sealed envelope and contain the appropriate signatures and seals to be considered official. **Please send transcripts directly to CASPA.**
4. Students must have completed the following prerequisites:
 - a. Biological Sciences—five courses to include Anatomy, Physiology, and Microbiology. Biochemistry is recommended.
 - b. Chemistry—three courses to include at least one semester of Organic Chemistry.
 - c. Psychology—one course.
 - d. Statistics—one course.
5. Three letters of recommendation. Ideally, one should be from a professor and one from a practicing licensed physician or physician assistant.
6. Test scores from either the Graduate Record Examination (GRE) or the Medical College Admissions Test (MCAT), taken within the last five years. (Arcadia's GRE code is 2039.) These tests are required for all applicants, including those who already have a graduate degree.
7. A minimum of 200 hours of patient care experience.
8. Students must meet the minimal technical requirements for admission, continuation and graduation. The technical standards are posted on the program Web page at www.arcadia.edu/pa
9. An interview is required and is by invitation only
10. International applicants should visit www.arcadia.edu/international for detailed information on admissions requirements and application procedures. Official results from the TOEFL or IELTS are required for all students for whom English is a second language except for non-native speakers of English who hold degrees or diplomas from

post-secondary institutions in English-speaking countries (e.g. the United States, Canada, England, Ireland, Australia, and New Zealand). A course-by-course evaluation of all transcripts by an independent evaluation service based in the United States also is required.

11. Arcadia performs a holistic review of each student's application. The program does not allow students to waive courses, nor does it admit students with advanced standing. However, students who have withdrawn or who have been dismissed from the program can be readmitted and granted credit for courses they have completed successfully.

Support Services

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

Expenses

Approximate costs are calculated annually and subject to change. Please note that all tuition listed is for 2012-13.

M.M.S. (Physician Assistant)

For students entering in May of 2012, tuition for the two-year Master of Medical Science (Physician Assistant) program is as follows:

- Year One: \$34,650 (includes Summer, Fall and Spring Semesters)
- Year Two: \$34,650 (Includes Summer, Fall and Spring Semesters)

Fees Not Covered By Tuition

1. Technology/Lab Fee (paid over the life of the program): \$1,200
2. AAPA Student Membership (required) (one-time fee that expires four months after date of graduation): \$75
3. Mandatory clearances, which include criminal background checks, immunization tracking, child abuse screening, etc. Additional costs associated with drug screening varies upon clinical rotation: \$150
4. Books, supplies and medical equipment
Didactic phase: \$1,500
Clinical phase: \$500
5. Students are required to cover housing and transportation costs related to all off-campus and clinical experiences.

Medical Insurance: Upon enrollment into their programs, all students must provide proof of medical insurance and also provide information about their health and medical history. Students who do not provide proof of adequate health insurance will be required to

purchase health insurance through the University. Information and applications are available in Office of the Student Health Services.

Financial Aid

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

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

Scholarships: Information on the following scholarships can be obtained from the Office of Enrollment Management in Grey Towers Castle:

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

[academy/awards/national-financial-aid-scholarships-a-awards](http://www.aapa.org/student-academy/awards/national-financial-aid-scholarships-a-awards).

Laptop Computer

Arcadia University provides a laptop computer for student testing. Students are required to bring their own laptop computer to PA classes.

Academic Policies and Procedures

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

To remain in good academic standing, students must maintain a minimum cumulative grade point average (GPA) of 2.70 in each semester. Failure to meet this standard for two consecutive semesters for two-year PA students or three semesters for three-year dual-degree students will result in the student being dismissed from the program. All courses in the Physician Assistant curriculum are required and are sequential, and students must receive a minimum grade of "C" in courses before progressing in the program. If a grade lower than a "C" is earned in a course, it is considered a failing grade and the student will be dismissed from the program.

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

In the second year of the program, the student must continue to maintain a minimum 2.70 cumulative GPA. In addition, students must pass a comprehensive written and practical

exam. Students who fail any clinical rotation must repeat the rotation, meet all academic requirements, and receive Department permission before continuing into the next clinical affiliation. Permission to continue is dependent upon the cause of the unsatisfactory performance and is determined by the program in consultation with clinical preceptors, the clinical coordinators, the program director and the student. Failure of an additional clinical rotation experience may result in the student being dismissed from the program or the imposition of additional periods of clinical rotation. Students who must repeat a rotation will be billed at the prevailing credit fee.

Students who withdraw or are dismissed from the program and who want to re-enter must apply within six months of departure for readmission and receive permission from the Physician Assistant program. Based upon a review of their performance, those students may be re-admitted with the possibility advanced standing.

Student Work Policy: Due to the intensity of the PA programs, students are discouraged from outside employment while enrolled in the PA and dual-degree programs. Employment during these programs makes it difficult to have time for social activities, hobbies and recreational activities, and rest. Students are prohibited from applying compensated clinical experience toward academic credit.

Additionally, students may not provide services within a preceptor's practice apart from those rendered as part of the clinical year of the program. Students are not permitted to have clerical or teaching responsibilities within the PA program. Students may not receive compensation for any work performed within the preceptor's site or practice.

Academic and Clinical Facilities

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

Clinical training is conducted in required and elective clinical rotations in area hospitals and physician practices. The program has more

than 300 clinical affiliations with hospitals, clinics and physicians' offices.

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

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

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

Master of Medical Science Degree Requirements and Program Design

(116 credits)

Didactic Phase

Summer (18 credits)

PA 509A	Professional Practice I (1 credit)
PA 510	Medical Interview and Counseling Skills (2 credits)
PA 517	Human Gross Anatomy (5 credits)
PA 522	Microbiology and Immunology (3 credits)
PA 524	Mechanisms of Disease (6 credits)
PA526A	Pharmacology Therapeutics I (1 credit)

Fall (23 credits)

PA 504	Evidence-Based Practice (2 credits)
PA 509B	Professional Practice II (1 credit)

PA 514	Physical Diagnosis I (5 credits)	Neurology
PA 526B	Pharmacology and Therapeutics II (3 credits)	Neurosurgery
PA 532A	Diagnostics and Clinical Procedures I (4 credits)	Orthopedics
PA 536A	Medicine I (8 credits)	Public Health
		Radiology
		Rehabilitation
		Trauma Surgery

Spring (27 credits)

PA 509C	Professional Practice III (1 credit)
PA 526C	Pharmacology and Therapeutics III (3 credits)
PA 528	Behavioral Health (3 credits)
PA 530	Physical Diagnosis II (3 credits)
PA 532B	Diagnostics and Clinical Procedures II (2 credits)
PA536B	Medicine II (6 credits)
PA 540	Emergency Medicine (3 credits)
PA 541	Surgery (3 credits)
PA 542	Clinical Decision Making in Primary Care (3 credits)

Transitional Phase

Clinical Skills and Simulations
National PA Conference

Clinical Year

(48 credits)
(Summer, Fall, Spring)
Core Rotations: (1 week = 1 credit)
Clinical Phase (36 weeks of required rotations,
36 credits)

PA 561	Emergency Medicine (8 weeks)
PA 562	Family Medicine (8 weeks)
PA 568	Community Medicine (4 weeks)
PA 564	Internal Medicine (4 weeks)
PA 565	Women's Health (4 weeks)
PA 566	Pediatrics (4 weeks)
PA 567	Surgery (4 weeks)
PA 577-579	Electives (total of 12 weeks)

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

Cardiology
Cardiothoracic Surgery
Dermatology
Forensic Medicine
Neonatology

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

Physician Assistant Courses (PA)

509A

Professional Practice I

(1 credit, Summer)

This is a first course in a three part seminar course series that will begin with presentations on the US Health Care System that provides a broad overview of the US health system and its major components. This course also serves as a lead-in to discussion of the role of the PA and their participation in this system.

509B

Professional Practice II

(1 credit, Fall)

This is the second course in a three part seminar series that began with presentations on the US Health Care System and provides a broad overview of how health care is delivered. This course also serves as a lead-in to a discussion on ethical practices and the role of the PA in the health care system.

509C

Professional Practice III

(1 credit, Spring)

This is the third course in a three part seminar series that began with presentations on the US Health Care System and provides a broad overview of how health care is delivered. This course also serves as a lead-in to a discussion on ethical practices and the role of the PA in the health care system.

510

Medical Interview and Counseling Skills

(2 credits, Summer)

This course provides direction on the general approach to the patient with special attention to providing culturally competent care. Instruction is provided on how to elicit and document a complete history and how to offer basic counseling to patients.

517**Human Gross Anatomy**

(5 credits, Summer)

The gross anatomy segment consists of lectures, demonstrations, and cadaver dissection to identify and explore the interrelationships of gross structures of the body. Also includes small group training in radiographic anatomy.

522**Microbiology and Immunology**

(3 credits, Summer)

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

524**Mechanisms of Disease**

(6 credits, Summer)

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

526A**Pharmacology and Therapeutics I**

(1 credit, Summer)

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

526B**Pharmacology and Therapeutics II**

(3 credits, Fall)

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

526C**Pharmacology and Therapeutics III**

(3 credits, Spring)

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

504**Evidence-Based Practice**

(2 credits, Fall)

This course reviews how to conduct a medical literature review with application to the practice of evidence-based medicine. Lecture and discussion include the basics of clinical research study designs, epidemiology, clinical testing parameters, and inferential and clinical statistics.

532A**Diagnostics and Clinical Procedures I**

(4 credits, Fall)

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

532B**Diagnostics and Clinical Procedures II**

(2 credits, Spring)

The technique of diagnostic and clinical procedural skills is reviewed through small group instruction and workshop participation. The course consists of three modules which include clinical skills, CPR/ACLS, and standardized patient experiences.

528**Behavioral Health**

(3 credits, Spring)

This course provides an overview of behavioral health conditions commonly encountered in medical practice as well as various treatment modalities. Evaluation and management of the psychiatric patient is explored in both the primary care and emergent settings.

514**Physical Diagnosis I**

(5 credits, Fall)

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

530**Physical Diagnosis II**

(3 credits, Spring)

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

536A**Medicine I**

(8 credits, Fall)

This is the first of two Medicine courses. This course is divided into modules related to body systems. Each module typically begins with a brief review of related anatomy and physiology followed by a discussion of pathophysiology, symptoms and signs, diagnostic testing, and therapeutic management of specific conditions.

536B**Medicine II**

(6 credits, Spring)

This is the second of two Medicine courses. This course is divided into modules related to body systems or disease conditions. Each module typically begins with a brief review of related anatomy and physiology followed by a discussion of pathophysiology, symptoms and signs, diagnostic testing, and evidence based therapeutic management. Also Included are conditions related to the obstetric, gynecologic and pediatric patient.

540**Emergency Medicine**

(3 credits, Spring)

General concepts needed for the physician assistant to function in emergency medicine, urgent care, as well as primary care settings are presented. The course emphasizes stabilization, medical management, and emergency procedures.

541**Surgery**

(3 credits, Spring)

This course is designed to prepare the physician assistant student for the field of Surgery and provide a foundation regarding the care of the surgical patient. General surgical concepts needed for the physician assistant to function in primary care and surgical settings are presented. The course emphasizes the role of the surgical Physician Assistant, the concept of and techniques used to maintain asepsis, various surgical procedures, and anesthesia. Evidence-based medicine practice is weaved through the above areas where available and appropriate.

542**Clinical Decision Making in Primary Care**

(3 credits, Spring)

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

561**Emergency Medicine**

(8 credits/weeks)

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

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

562**Family Medicine**

(8 credits/weeks)

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

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

564**Internal Medicine**

(4 credits/weeks)

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

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

565**Women's Health**

(4 credits/weeks)

This is a required four (4) week rotation which takes place in a hospital, clinic or private practice setting. The purpose of the Women's Health rotation is to provide the student with practical clinical experience

in the differential diagnosis, evaluation, and management of normal and abnormal conditions within obstetrics and gynecology.

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

566

Pediatrics

(4 credits/weeks)

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

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

567

Surgery

(4 credits/weeks)

The four (4) week General Surgery rotation provides the student with the opportunity to apply basic principles of surgery. The student is provided with practical experience in data collection, and evaluation and management of surgical problems. An opportunity is afforded for development of manual skills and for exposure to basic operating room procedures and techniques. Longitudinal care is encouraged in order to provide the student with an opportunity to follow patients from admission through the post-operative process. Students may be required to attend conferences, lectures, and take call.

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

568

Community Medicine

(4 credits/weeks)

This is a four-week rotation that takes place in a setting that addresses the care of patients in the context of their daily lives. Community medicine involves comprehensive health services ranging from preventive, promotive, curative to rehabilitative and behavioral health services. The emphasis in community medicine is on the early diagnosis of disease, the recognition of environmental and occupational hazards to good health, and the prevention of disease in the community. Community medicine takes place in a variety of settings which include outpatient and institutionalized populations which may include children, adolescents, adults and geriatric patients. The purpose of the community medicine rotation is to provide the student with practical experience in caring for patients with an emphasis on understanding and appreciating the socioeconomic, cultural and behavioral challenges

patients confront while receiving care in a complex often disorganized health care system.

Electives

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

577

Clinical Elective I

(4 credits)

578

Clinical Elective II

(4 credits)

579

Clinical Elective III

(4 credits)

PUBLIC HEALTH

at Arcadia University

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

Faculty

Andrea Crivelli-Kovach, Ph.D., M.A.,
MCHES, Professor and Director of
Community and Global Health
Programs, College of Health Sciences
Katherine Isselmann DiSantis, Ph.D.,
M.P.H., Assistant Professor
Laura Lessard, Ph.D., M.P.H., Assistant
Professor

Adjunct Faculty

Mark Bradley, M.P.H., International Health,
Environmental Health
Brandon Becker, M.P.H., Epidemiology,
Biostatistics
Theresa Clark, M.P.H., HIV, STDs, Human
Sexuality, Family, Community Health
Education
Lauren Davey, M.P.H., PA-C,
Epidemiology, Genetics
Shannon DeVader, M.P.H., Epidemiology,
Biostatistics
Maryann Hughes, M.B.A., Health Care
Management and Systems
Melita Jordan, M.S., RN, Social
Determinants, Research Methods
Erin Knight, Ph.D., M.P.H., Health Policy,
Social Determinants of Health
Diane Koser-Seltzer, M.A., RN, CANP,
Stress Management
Marie Manzo, Clinical Psychologist, Family
Dierdre McKee, M.P.H., Grant Writing,
Public Health Practice
Robert McKenna, M.S.H.E., Human
Sexuality, Drug and Alcohol Abuse
Alex Otieno, M.P.H., International and
Global Health
Natasha Patterson, M.P.H., Social and
Behavioral Sciences
Alison Tartaglia, M.S.P.H., Nicotine
Addiction, Chronic Trauma and Health
Ramona Salotti, M.P.H., RN, Occupational
Health, Disaster Preparedness,
Research Methods
Sheryl Thomas, M.P.H., International and
Global Health, Women's Health

Master's Degrees

Master of Public Health (M. P.H.) in Community Health

Dual-Degree Program: **Master of Public
Health and Master of Medical Science
(Physician Assistant)**

Dual-Degree Program: **Master of Public
Health and Master of Arts in
International Peace and Conflict
Resolution**

Dual-Degree Program: **Master of Public
Health and Doctor of Physical Therapy**

Dual-Degree Program: **Master of Public
Health and Master of Arts in
Counseling Psychology**

About the Master of Public Health Degree

- Preparation for community public health professions
- Capstone projects that integrate practice and research
- Internships that gives students firsthand experience working in public health settings
- Domestic and international service projects and internships
- Option to incorporate more of an international focus in the degree with specific course selections and an international or global focus for the internship and Capstone project
- Four dual-degree programs: Physician Assistant; International Peace and Conflict Resolution; Physical Therapy; Counseling Psychology

The M.P.H. degree is an entry-level degree into the field of public health. The Master of Public Health in Community Health with a global perspective trains graduates to work effectively as public health professionals in a wide array of health-related organizations.

The Master of Public Health degree provides training in the discipline of public health, which focuses on the health needs of communities and populations domestically and internationally. The core curriculum includes the five core areas of public health (epidemiology, biostatistics, social and behavioral sciences, environmental health, and health care administration) and offers

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courses, an internship and Capstone project that prepare graduates to enter the field of Public Health as program planners, researchers, evaluators, and educators. The focus of the degree affords the student the opportunity to develop a general skill set that enables him or her to work in a variety of settings.

The program trains students as public health professionals with an emphasis on community health. Each student is encouraged to focus coursework on a specific area of interest to him or her, choose an internship experience that emphasizes the interest area, and plan a Capstone project focused in the same area. In this way, each student can develop a specialized knowledge base about public health issues related to his or her specific area of interest.

The dual-degree programs train health professionals in the core areas of community-based public health. The application of the public health skill set added to the skills learned within the clinical and behavioral primary degree instills a public health perspective into the classes taken in their primary areas of study.

The Master of Public Health program educates community public health professionals to promote the health of individuals, families, communities, and the environment. This is accomplished through a program that integrates education, research and practice in a global environment. The goals of the Public Health program are the following:

- Educate community public health professionals and develop the skills needed to promote health within communities.
- Provide an academic environment that integrates community public health education with research and practice.
- Enhance the understanding of the connection between health status and human rights.
- Translate knowledge into practice through collaborative service projects both domestically and internationally. This can be accomplished through internships and clinical rotations with community-based organizations, clinics, and local health departments.

- Employ scientific investigation to advance public health knowledge of the relationship between health and the structural environment within which individuals live and work.

The Public Health degree is offered through the College of Health Sciences.

M.P.H. Core Competencies for Students

Assessment and Analytical Skills

1. Demonstrates the ability to:
 - a. Assess the health status of populations and their related determinants of health and illness.
 - b. Describe the characteristics of a population-based health problem.
 - c. Reference public health data sources and identify gaps in information.
 - d. Make community-based inferences using qualitative and quantitative data.
 - e. Collect, store, retrieve and analyze valid and reliable qualitative and quantitative data.
 - f. Synthesize demographic, statistical, programmatic and scientific information.

Policy Development and Program Planning Skills

2. Uses a global perspective to critique public health programs, research, policies, and health care systems.
3. Contributes to collaborative program planning and evaluation processes, including implementing, monitoring, and evaluating public health programs.

Communication Skills

4. Communicates public health information effectively to multiple audiences.
5. Presents (orally and in writing) qualitative and quantitative data to address scientific, political, ethical and social public health issues.

Cultural Competency Skills

6. Compares across countries cultural and social paradigms underlying public health initiatives.
7. Describes cultural and linguistic characteristics and literacy levels of populations to be served.

Leadership and Management Skills

8. Demonstrates the ability to:
 - a. Prepare a programmatic budget.
 - b. Describe the organizational structure and policies of a public health agency.
 - c. Adhere to an organization's policies and procedures.
 - d. Identify strategies to address the public health needs of a defined population.
9. Uses individual and team learning opportunities for personal and professional development.

Community Dimensions of Practice Skills

10. Systematically maps stakeholders who constitute the community linkages and relationships essential to involve in public health initiatives.
11. Identifies community assets including governmental and non-governmental resources in the delivery of public health services.

Public Health Sciences Skills

12. Identifies the core contributions of the basic public health sciences (including biostatistics, epidemiology, environmental health, health services administration, and social and behavioral health sciences).
13. Describes the scientific evidence related to public health issues through information retrieval from a variety of text and electronic sources and discusses the limitations of research findings.
14. Describes the laws, regulations, policies, and procedures for the ethical conduct of research.

Accreditation

Arcadia University's M.P.H. program application for accreditation was accepted by the Council on Education for Public Health (CEPH) June 2009. The program is currently in the self-study phase of accreditation.

Certification

Upon completion of these degrees, all students are eligible to sit for the National Certifying Exam for Health Education Specialists (CHES). Additionally, M.P.H. students are eligible to sit for the National Credentialing exam for Public Health (CPH).

Admission to the Master of Public Health Program

Applications to the M.P.H. program are reviewed on a rolling basis. Students may apply for admission to the program beginning in Fall, Spring, or Summer. Applications must be complete before they are reviewed for admission to the program.

The following program-specific requirements must be met:

1. A completed graduate application including personal statements, to be completed online at www.arcadia.edu/gradapp.
2. A bachelor's degree from an accredited institution with a recommended GPA of 3.0 or better in the major course of study.
3. One official transcript from each college, university or professional school attended. Transfer credits included on a transcript must include grades earned; if not, an official transcript from the original school must be submitted. Transcripts must be sent from the issuing school in a sealed envelope and contain the appropriate signatures and seals to be considered official.
4. Three letters of recommendation, at least one from a professor (if a recent graduate) and one from a health professional.
5. Test scores for the Graduate Record Examination (GRE), Graduate Management Admission Test (GMAT), Medical College Admission

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- Test (MCAT), or the Miller Analogies Test (MAT), taken within the last five years. Test scores are not required for students with an earned graduate degree in a related field.
6. Knowledge of the profession through work or volunteer experience.
 7. International applicants should visit www.arcadia.edu/international for detailed information on admission requirements and application procedures. TOEFL/IELTS results are required for all students for whom English is a second language or who have not earned degrees or diplomas from post-secondary institutions in English-speaking countries (e.g. the United States, Canada, England, Ireland, Australia, and New Zealand). A course-by-course evaluation of all transcripts by an independent evaluation service based in the United States is required.

PBH 600	Introduction to Epidemiology (3 credits)
PBH 620	Introduction to Biostatistics (3 credits)
PBH 630	Program Planning and Evaluation for Health Professionals (3 credits)
PBH 640	Research Methods and Design in Public Health (3 credits)
PBH 645	Evaluation of Public Health Programs: Case Studies (3 credits)

Internship and Fieldwork Thesis (9 credits)

PBH 689	Community Health Internship (3 credits)
PBH 695	Public Health Capstone Research Project Seminar I (3 credits)
PBH 696	Public Health Capstone Research Project Seminar II (3 credits)

Expenses

(Dual degree program expenses are listed under the specific programs.)

Tuition: 2012-13 \$690 per credit

Fees:

Deferred Payment: \$40
 Audit: \$690 per course
 Parking: \$30 per semester (fall and spring)
 before 4 p.m. No charge after 4 p.m.

Degree Requirements for the M.P.H. in Community Health

(42 credits)

Required Core Courses (27 credits)

PBH 501	Social Determinants of Health and Disease (3 credits)
PBH 510	Health Care Systems (3 credits)
PBH 530	Theories and Principles of Health Behavior and Health Promotion (3 credits)
PBH 560	Issues in Community and Environmental Health (3 credits)

Electives (6 credits)

PBH 500	The History and Practice of Public Health (3 credits)
PBH 572	Concepts of Mental Health and Mental Illness (3 credits)
PBH 573	Human Sexuality (3 credits)
PBH 575	Family in Contemporary Society (3 credits)
PBH 576	Drug Use and Abuse (3 credits)
PBH 578	Stress: Use and Misuse (3 credits)
PBH 581	Nutrition: Science, Policy and Controversies (3 credits)
PBH 582	International Health and Human Rights (3 credits)
PBH 583	Contemporary Health Topics (3 credits)
	<ul style="list-style-type: none"> • Women's Health • Health Communication • Violence and Injury Prevention • Death and Dying • LGBT Health Issues
PBH 584	Successful Grant Writing (3 credits)

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PBH 585	Health Policy, Law and Ethics (3 credits)
PBH 587	Global Health Communications (3 credits) (pending approval)
PBH 642	Qualitative Research Methods (3 credits)

Selected Interdepartmental (ID) courses focus on Public Health Domestically & Internationally

Degree Requirements for the Dual Degree: M.P.H. and Master of Medical Science (Physician Assistant)

This dual-degree option in Public Health and Medical Science prepares students to integrate their knowledge of public health, along with program development, implementation and evaluation skills, to their training as Physician Assistants for work in medical settings and within the public health arena, including community centers; federal, state and local governmental agencies; pharmaceutical and insurance industry; corporate wellness programs; research institutions; global public health centers; and other public health agencies.

Course requirements are available online. Individual program plans are developed with the program directors.

Admission to this dual-degree program requires the applicant to meet the admission criteria for both the M.P.H. program and the M.M.S. (PA) program. (See separate catalog listing for dual-degree requirements.)

Degree Requirements Dual Degree: M.P.H. and Master of Arts in International Peace and Conflict Resolution (IPCR)

This dual degree option in Public Health and IPCR prepares students to integrate their knowledge of public health, along with

program development, implementation and evaluation skills, to assist in conflict resolution.

Course requirements are available online. Individual program plans are developed with the program directors.

Admission to this dual-degree program requires the applicant to meet the admission criteria for both the M.P.H. program and the IPCR program. (See separate catalog listing for dual-degree requirements.)

Degree Requirements Dual Degree: M.P.H. and Doctor of Physical Therapy (D.P.T.)

This dual-degree option in Public Health and PT prepares students to integrate their knowledge of public health, along with program development, implementation and evaluation skills, to inform their clinical decisions in physical therapy as they bring their skills and knowledge into the community setting.

Course requirements are available online. Individual program plans are developed with the program directors.

Admission to this dual degree program requires the applicant to meet the admission criteria for both the M.P.H. program and the D.P.T. program. See Doctor in Physical Therapy section of the Graduate Catalog for admission requirements for the D.P.T. degree. (See separate catalog listing for dual-degree requirements.)

Degree Requirements Dual Degree: M.P.H. and Master of Arts in Counseling Psychology

This dual degree option in Public Health and CP prepares students to integrate their knowledge of public health, along with program development, implementation and evaluation skills, with their training as counseling psychologists.

Course requirements are available online. Individual program plans are developed with the program directors.

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Admission to this dual degree program requires the applicant to meet the admission criteria for both the MPH Program and the MACP program. See the Master of Arts in Counseling Psychology section of the Graduate Catalog for admission requirements for the MACP Degree. (See separate catalog listing for dual-degree requirements.)

Public Health and Health Education Courses (PBH)

PBH 500

The History and Practice of Public Health

Spring

This course is a collaborative course of public health programs in Philadelphia and surrounding areas. It is offered through the College of Physicians in Philadelphia and focuses on tracing the history and practice of public health as it specifically relates to Philadelphia. Fieldtrips to historic areas within the city and discussion of topics such as the outbreak and discovery of Legionnaires' Disease are highlighted. This course is an elective option for MPH degree students.

PBH 501

Social Determinants of Health and Disease

Fall

Survey of the dimensions of health and disease from three perspectives: the U.S. historical experience with health and disease; the social context of health and illness, including the healthcare system and policy issues; and choices in healing, integrating conventional and complementary therapies. The history, etiology, epidemiology, geographic mortality patterns of selected public health issues and disease entities are studied. The coursework and research project are designed to provide students with basic qualitative research skills, which are useful in clinical practice, applied research, program planning, development, and evaluation.

PBH 510

Health Care Systems

Spring and Summer

Students are introduced to the U.S. health-care system from an organizational, political, service delivery perspective and health-care systems internationally. This course familiarizes students with basic information about how the health system works in America and stimulates critical thinking about how the system can be improved to meet the challenges of an aging society, rapid expansion of new technology, ever-growing costs

of health-care services, and threats to health induced by poor behavioral choices such as diet, exercise and tobacco use. The goal of the course is to form a base of understanding about the dynamics of health and health care.

PBH 520

Statistical Methods in Health Sciences

This course is an overview of Descriptive and Inferential statistics needed to interpret health data, and the statistics needed to analyze and evaluate the health literature and health services research. The focus is on the theoretical approach to understanding the application of statistics to health education and public health research.

PBH 540

Research Methods and Design in Health Education

This course is an introduction to research design and methodology. The emphasis is upon the selection of appropriate research designs, the appropriate use of statistics, and the evaluation of published research. Students are required to write a proposal for a research project, including needs assessment.

PBH 530

Theories and Principles of Health Behavior and Health Promotion

Spring

This course introduces concepts, theories, and methods employed by behavioral scientists to develop, implement, and evaluate public health interventions. An overview of psychosocial factors related to health and illness behavior, models of health beliefs and behavior, strategies for health behavior change at the individual, group, and community level is presented. Emphasis is on the theoretical perspective and how theory can be applied to the design and assessment of public health and health promotion programs and interventions.

PBH 560

Issues in Community and Environmental Health

Spring

This course is a survey of the basic concepts of community and environmental health issues and how they apply to specific health problems. The course explores the impact of the environment on public health. The goal of the course is to help students understand the range of environmental health issues and explore their impact on communities as well as their effects on one's well-being. Topics covered include the effects of air, water, and the built environment explored from the global to local perspective and environmental justice.

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PBH 572

Concepts of Mental Health and Mental Illness (cross listed with PY 572)

Fall, Spring

The focus of this course is to (a) develop an understanding of the basic concepts of mental health and mental illness, (b) learn how to apply these concepts toward understanding psychopathology as well as mental and emotional wellness. (c) become skilled in the use of the DSM-IV TR in evaluating the emotional and mental health of clients, (d) increase student awareness and understanding of salient issues in mental health treatment and the association of treatment to specific illnesses, and (e) construct a personal view of mental health and mental illness as these concepts are derived from and relate to culture and society.

Prerequisite: Undergraduate degree or minor in Psychology.

PBH 573

Human Sexuality

Summer

This course provides students with an interdisciplinary review of human sexuality. Human sexuality is a core issue in everyone's lives—behaviorally, emotionally, physically, intellectually, spiritually, socially, and professionally—as health educators and as students; as parents and as children; as individuals and as partners. Human sexuality is fundamentally tied to the social process, constantly influenced by societal values and mores, by changing religious and secular ideas, and by individual behavior and opinion. At the core of sexuality are seemingly unalterable facts: anatomy, genes, hormones, and other biological processes that influence the way humans reproduce. These facts also can be influenced by the way society sees them, and it is this inherent conflict that this course explores. Course activities challenge students to evaluate their own personal, academic and professional factors that impact their ability to provide and develop effective health education and promotion services.

PBH 575

Family in Contemporary Society

Fall

The course focus is on a study of the structure and function of the family in American contemporary society. This course covers the developmental stages of the family, life experiences and perspectives that create variations in family structures and dynamics. Contemporary challenges to the historical concepts of family that create new evolutionary patterns in family structure and connectedness are examined. Within this framework, the impact of public health needs, initiatives, and policies as

they relate to the functionality of the family and ways that “family” influences the direction of public health are also explored. The course views family in contemporary society through both the psychosocial lens and public health lens and begins the discussion about the reciprocal interactions between health and individuals, families, and society.

PBH 576

Drug Use and Abuse

Summer

This course is designed to provide you with an interdisciplinary review of the use and abuse of alcohol and other drugs. You will learn factual information about the use, abuse, and addictive nature of alcohol and other drugs, while gaining insight into the complexity of treatment and prevention. Research and discussion leads to critical thinking about the social, economic, and psychological aspects of drug abuse and rehabilitation. Course activities will challenge you to evaluate your own personal, academic, and professional factors that impact your ability to provide and develop effective health education and promotion services.

PBH 578

Stress: Use and Misuse

Summer

This examination of causes, symptoms and effects of stress identifies the close relationship between emotional and physical aspects. Explores ways to avoid, eliminate or reduce stress.

PBH 581

Nutrition Concepts and Controversies

Spring

This course is an introduction to the concepts and principles of nutrition. Throughout the semester, students learn the basic components of foods—macro- and micro-nutrients, their relationship to diet and disease and weight. Nutritional needs through the lifecycle are discussed with the primary disease states associated with each age group. Controversial issues, such as food supplementation, factory farming, genetically modified foods, the impact of a beef culture on the environment, and dieting are discussed along with holistic approaches to food and healing.

PBH 582

International Health and Human Rights

Fall, Summer

This course explores the relationship between contemporary political, socioeconomic, cultural, environmental, and demographic conditions and their impact on health and human rights from an international perspective. A major focus of the course is the evolution of health-care delivery

PUBLIC HEALTH at Arcadia University

systems and governmental and non-governmental responses to health and human rights challenges. Other topics include structural adjustment, population dynamics, child survival policies, water and sanitation, HIV/AIDS, appropriate technologies, international organizations, traditional healing, pharmaceutical policy, and human resource development.

PBH 583

Contemporary Health Topics

Fall, Spring, Summer

This seminar course addresses special topics, including health communications, women's health, maternal and child health, gerontology, death and dying, public health in the Caribbean, and other relevant topics. A list of current course offerings follows

- Women's Health
- Health Communication
- Occupational Health
- Disaster Preparedness
- Violence and Injury Prevention
- Death and Dying
- LGBT Health Issues

PBH 584

Successful Grant Writing

Spring

This course introduces students to the principles and procedures for writing grant proposals to fund nonprofit organizations. Students work in groups to create a mock start-up nonprofit organization for which they will write a grant proposal. At the final class, each group makes an oral presentation of its organization and project as if it were presenting to the board of its funder and attempts to persuade the funder to make a grant for its project and organization.

PBH 585

Health Policy, Law and Bioethics

Spring, even years

The general focus of the course is to introduce community public health students to the role of public policy and law in promoting population health. The course provides an overview of health policymaking in the United States and addresses various aspects of problem identification, policy formulation and implementation, as well as policy analysis. It explores the roles of key actors in the policy process and those impacted by health policymaking. The course explores various ethical dimensions of public health policy and practice, with a particular emphasis on issues related to human rights and the tension between individual rights and population health. Finally, the course explores a series of contemporary health policy issues and challenges.

PBH 586

Theories and Techniques of Counseling

This course introduces students to a variety of contrasting theoretical models underlying the practice of counseling. Through lectures, demonstrations, role-plays, in-class discussions, experiential activities, readings, and writing assignments, students are invited to critically evaluate the practical applications of contemporary counseling perspectives. This course aims at fostering the following counseling competencies: communication and listening, critical analysis and thinking, interpersonal and cultural sensitivity, understanding oneself through introspection and realistic self-critique, adhering to professional, ethical and legal standards and behaviors, generating and testing hypothesis about human behavior, understanding the theories and techniques of counseling and behavior change utilizing counseling skills in individual settings, integrating and applying assessment, diagnostic, consultation and education strategies.

Prerequisite: Undergraduate degree or minor in Psychology.

PBH 600

Introduction to Epidemiology

Fall

This course offers an introduction to the approaches and methods used in describing the natural history of disease in communities (descriptive epidemiology) and epidemiological study design, bias, confounding, and measures of risk used in the study of disease etiology (analytic epidemiology). A critical review of the public health and medical literature is included using an evidence-based medicine approach to critical analysis. Lecture and discussions are supplemented with problem-solving exercises.

Prerequisite: For matriculated students only.

PBH 620

Introduction to Biostatistics

Spring

An overview of descriptive and inferential statistics needed to interpret health-related data, and the statistics needed to analyze and evaluate the health literature and health services research. The focus is on the theoretical approach to understanding the application of statistics to health education and public health research.

Prerequisite: Undergraduate course in Statistics or PBH 520 Statistical Methods in Health Education.

PBH 630

Program Planning and Evaluation for Health Professionals

Fall

This course provides an overview of models and approaches appropriate for designing and implementing health programs. The basics of the

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program planning, including needs assessment, operations planning methods, implementation strategies, and an introduction to evaluation techniques are covered. In addition, interpersonal, organizational, and community level influences are discussed using contemporary health behavior models.

Prerequisite: PBH 530 Theories

PBH 640

Research Methods and Design for Health Professionals

Fall

This course explores the history, bioethics and current issues in health research in order that students may understand issues in research. The course covers quantitative and qualitative research and evaluation design, methods, instrument construction and interpretation of results to develop the skills needed for health professionals to perform and critically evaluate research in their prospective fields.

PBH 645

Evaluation of Public Health Programs: Case Studies

Spring

Principles and procedures to evaluate public health, disease prevention, and health promotion programs are covered. Includes intensive critiques of case studies from the public health and disease prevention and policy literature. The selection of case studies is designed to reflect the diversity of methods and the range of possible applications.

Prerequisite: PBH 530 & PBH 630

PBH 689

Community Health Internship

All M.P.H. degree candidates are required to complete an internship experience. This experience occurs toward the end of the degree program after students have completed their core courses. The internship is expected to be an experience that bridges professional academic preparation and public health practice. Knowledge and skills learned in your courses will be applied in an agency setting under the supervision and guidance of an experienced preceptor. Students are responsible for finding an internship on their own. A list of potential internship opportunities is available from the Program Director or Internship Coordinator upon request.

Prerequisite: Permission of the Program Director.

PBH 690

Health Education Capstone Research Project Seminar I

Fall and Spring

Students develop an independent community health project designed to meet the needs of each student and to develop expertise in a specific health-related area. The project can include planning a program, conducting a needs assessment, implementing a program, developing health-related and computer generated learning tools.

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

PBH 691

Health Education Capstone Research Project Seminar II

Fall and Spring

Students develop an independent community health project designed to meet the needs of each student and to develop expertise in a specific health-related area. The project can include planning a program, conducting a needs assessment, implementing a program, developing health-related and computer generated learning tools.

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

PBH 695

Public Health Capstone Research Project Seminar I

Fall

An independent research project is required of all students as a final demonstration of acquired skills and knowledge. Students have the opportunity to organize, synthesize, and communicate the results of the project ~~both~~ through an oral defense, a formal poster presentation, and in a written report. Projects may involve the analysis of quantitative or qualitative data; but may also include policy analysis, comparative program designs, and other options described in the Capstone Handbook.

Prerequisites: Completion of **all required core coursework** and permission of the Program Director.

PBH 696

Public Health Capstone Research Project Seminar II

(3 credits)

Spring

A continuation of PBH 695. Survey of the dimensions of health and disease from three perspectives: the U.S. historical experience with health and disease; the social context of health and illness, including the healthcare system and policy issues; and choices in healing, integrating conventional and complementary therapies.

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Prerequisites: Completion of all required coursework and permission of the Program Director.

READINESS TO PRACTICE PHYSICAL THERAPY

at Arcadia University

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

Faculty

Coordinator

Kristin von Nieda, PT, D.P.T., M.Ed.

Course Instructors (in addition to those listed below):

Katherine B. Harris, PT, Ph.D.

Dianne Jewell, PT, Ph.D.

Amy Miller, PT, D.P.T.

Transitional D.T.P. Coordinator

[Philip McClure](#), PT, Ph.D., FAPTA,
Professor of Physical Therapy

Faculty

Janet Bezner, PT, Ph.D., Deputy Executive
Director, APTA

William G. Boissonnault, PT, D.H.Sc.,
FAAMOPT, Professor at the University
of Wisconsin

Charles D. Ciccone, PT, Ph.D., FAPTA,
Professor at Ithaca College

[Rebecca L. Craik](#), PT, Ph.D., FAPTA,
Professor and Chair of the Department
of Physical Therapy at Arcadia
University

[Martha Eastlack](#), PT, Ph.D., Assistant
Professor of Physical Therapy

Dan Malone, PT, Ph.D., Assistant
Professor at the University of Colorado

[Kathleen Kline Mangione](#), PT, Ph.D., GCS,
Professor of Physical Therapy

Laurita M. Hack, PT, D.P.T., M.B.A., Ph.D.,
FAPTA, Professor Emeritus,
Department of Physical Therapy,
Temple University; Vice Speaker and
member, Board of Directors, American
Physical Therapy Association

Janet Readinger, D.P.T., PT, Academic
Coordinator of Clinical Education

[James D. Tomlinson](#), PT, M.S., Assistant
Professor of Physical Therapy

[Susan Tomlinson](#), PT, D.P.T., Academic
Coordinator of Clinical Education

Graduate Certificate

Arcadia Readiness to Practice Physical
Therapy Graduate Certificate

About Arcadia's Readiness to Practice Physical Therapy Certificate

- Courses are fully online.
- A minimum of 13 credits is required of all students.
- The program can be completed in one to three years.
- The program is affordable and competitively priced.
- Students network and connect with nationally recognized faculty and peers.
- Students can take two courses before formal application and matriculation. Acceptance into a course does not guarantee admission.
- Prepares students to enter the Transitional D.P.T. program.

This certificate program is designed to prepare foreign-educated physical therapists for practice in the United States. Successful completion of the program is a pathway to acceptance to Arcadia University's Transitional Doctor of Physical Therapy program.

The profession and practice of physical therapy in the United States is changing rapidly. All physical therapist education programs in the United States are currently at the doctoral level, and post-graduate programs, such as fellowships and residencies, are growing rapidly. Education in foreign countries differs from that in the United States in terms of degree level, scope, and level of practice.

Offered completely online, this program gives foreign-educated clinicians easy access to make their level of practice more congruent with physical therapists practicing in the United States. The program's goal is to educate clinicians who achieve practice consistent with

Readiness to Practice Physical Therapy at Arcadia University

the American Physical Therapy Association (APTA) Vision 2020. Graduates will function with a high degree of professionalism and possess the requisite knowledge, skills and behaviors to practice physical therapy in a truly scientific manner (i.e., using evidence-based practice).

Graduates will demonstrate the ability to do the following:

- Solve clinical problems based on evidence.
- Critically evaluate current literature and theories.
- Communicate professionally through scientific writing.
- Function as effective teachers at multiple levels—with patients, students, peers, and the public.
- Use skills required to be independent and lifelong learners.

This is a program for foreign-educated physical therapists who are preparing for licensure in the United States and for foreign-educated physical therapists practicing in the United States who wish to enhance their knowledge and skills and progress to the Transitional Doctor of Physical Therapy program. The program is highly interactive and capitalizes on the wealth of knowledge clinicians bring with them.

Admission Requirements

Admission to the Readiness to Practice Graduate Certificate

Students may take two courses before formal application and matriculation. Acceptance into a course does not guarantee admission.

The following program-specific requirements must be met:

- Proof of graduation from a government-recognized physical therapist degree program with a GPA of 2.75 or better.
- Portfolio submission to include:
 - Official transcript from all physical therapist programs attended.
 - Detailed course descriptions and/or syllabi for the years enrolled.
- Three written recommendations (professional or academic).

- Brief essay articulating goals for the Readiness to Practice Graduate Certificate program.
- Basic computer skills including Internet and e-mail.
- Computer system requirements that can be found at http://student.arcadia.edu/online/require_all.htm.

Admission to the Transitional Doctor of Physical Therapy Program

Those who complete the Readiness to Practice Graduate Certificate program may apply for admission to the Transitional D.P.T. program. Students must complete an application to the Transitional D.P.T. program, including the following:

- Proof of successful completion of the Readiness to Practice Graduate Certificate with a GPA of 3.0 or better. Students with 2 or more grades of “C” or below are not eligible to apply.
- One written recommendation from a primary instructor in the Readiness to Practice program.
- Brief essay articulating goals for the Transitional D.P.T. program.
- Proof of current licensure from a jurisdiction in the United States.

After successful completion of the Readiness to Practice Graduate Certificate program, students must complete a minimum of 8 credits to earn the Transitional Doctor of Physical Therapy degree.

Tuition and Fees

2012-13 Tuition: \$788 per credit

Readiness to Practice Graduate Certificate Requirements

(13-17 credits)

The curriculum for the Readiness to Practice Graduate Certificate program consists of at least six, 2-credit courses and one 1-credit course.

All matriculated students are required to begin with PT 516 Orientation, immediately followed by PT 515 Clinical Decision Making. After successful completion of the initial courses,

Readiness to Practice Physical Therapy at Arcadia University

there is no required course sequence. A minimum of 13 credits is required.

- Seven courses are required of all students; additional coursework may be required based on portfolio review.
- Supervised clinical practice is to be set up by the student in his or her geographic area in the United States:
 - Facility must have two or more physical therapists.
 - Supervising PT must be an APTA-credentialed clinical instructor or a board-certified clinical specialist (ABPTS).
 - Facility must be part of a health-care system with diverse patient populations representing a broad array of diagnoses.

1. The following initial courses are required. (11 credits)

PT 503	Ethics and Law (2 credits)
PT 504	Teaching Methods (2 credits)
PT 515	Clinical Decision Making: Readiness to Practice (2 credits)
PT 516	Readiness to Practice Orientation (1 credit)
PT 518	Medical Screening across the Lifespan (2 credits)
PT 528	Health Care Systems (2 credits)

2. One of the following courses is required. (2 credits)

PT 555	Pharmacology (2 credits)
PT 556	Diagnostic Imaging (2 credits)

Requirements to Continue in the Transitional D.P.T.

Students who wish to continue in the Transitional Doctor of Physical Therapy program must take an additional 6 to 12 credits based on portfolio review. The following courses are required (1-12 credits):

PT 547	Health Promotion (2 credits)
PT 555	Pharmacology (2 credits)

OR PT 556	Diagnostic Imaging (2 credits) (whichever course not taken in Readiness to Practice)
PT 656	Neuromuscular Tissues (2 credits)
PT 708	Integumentary Physical Therapy (2 credits) (Course waiver is possible for this course.)
PT 705	Orthopedic Physical Therapy (2 credits)
PT 706	Neurologic Physical Therapy (2 credits)
PT 707	Cardiopulmonary Physical Therapy (2 credits)

Portfolio Criteria

Purpose of the portfolio review:

- To evaluate professional and educational experiences and determine which courses will be required for an individual enrolled in the certificate program. There are seven courses required of all students in the certificate program. Additional courses may be required, if an applicant's portfolio content is deemed deficient, required courses are identified with elective courses in specific areas.
- To determine if criteria are met for course waivers for Foreign Education Physical Therapists (FEPT) graduates of foreign physical therapy programs who wish to continue in the Transitional D.P.T. program. Course waivers are possible for applicants who wish to complete the Transitional D.P.T. program.

General Components of Portfolio Review

The following will be reviewed to determine the required courses for an individual.

1. Evidence of successfully completed appropriate graduate-level coursework at a recognized graduate institution in the United States or equivalent with a grade of "B" or better. Evidence includes:
 - a. Course description
 - b. Course syllabus
 - c. Written documentation of content

Readiness to Practice Physical Therapy at Arcadia University

2. Publication of related content in a physical therapy text or chapter in a physical therapy text or article in a peer-reviewed journal related to physical therapy practice.
3. Evidence of preparation for and involvement in teaching of a clinical or graduate-level course in a defined area of clinical practice.
 - a. Course syllabus or brochure outlining course content.
 - b. Evidence of participant enrollment and completion of the course.
 - c. Teaching evaluations.
4. Evidence of current involvement in research projects as a principal investigator or co-investigator.
5. Demonstration of appropriate continuing education if coursework is more than seven years old.

Specific Criteria: For any course waiver, the applicant must demonstrate mastery of content in the specific content area. Examples are listed which each course description.

Physical Therapy Courses

PT 503 **Ethics and Law** (2 credits)

This course is an overview of ethical principles, including major ethical theories. Emphasis is on identifying and analyzing ethical dilemmas in the practice of physical therapy and applying the ethical principles, as well as the APTA Code of Ethics to resolve ethical dilemmas. This course also includes aspects of constitutional, state, federal and case law as it applies to physical therapy in the United States and how ethics and law interact in practice.

PT 504 **Teaching Methods** (2 credits)

Physical therapists assume the role of teachers in a variety of situations with a diverse group of learners. This course explores theories and methods related to effective teaching, student learning, and assessment strategies across multiple settings, including clinic, classroom, laboratory, home and community. The role of educational technology in teaching and learning activities is emphasized. Examination of individual and social factors that influence health and wellness are discussed, and key concepts

from behavioral theories are applied to patient education in clinical practice situations. There is an introduction to educational assessment strategies for community-based health programs.

PT 515 **Clinical Decision Making: Readiness to Practice** (2 credits)

Physical therapists, like all other health-care providers, routinely make decisions affecting patients in daily care. Such decisions may be based on a variety of sources, including experience, intuition, testimonials from teachers or colleagues, and findings from literature. This course is designed to provide foreign-educated physical therapists with a framework for making future and evaluating past clinical decisions based on the best available evidence. This course assists the student in developing the tools needed to provide evidence-based physical therapy practice. The course includes projects and online discussions relevant to each student's clinical practice and ensures that the student applies the theories and tools to everyday situations.

PT 516 **Readiness to Practice Orientation** (1 credit)

This course serves as an introduction to the Readiness to Practice certificate program and introduces students to the concepts of professionalism and level of practice in the United States. Further, the course helps students prepare for PT 515.

PT 518 **Medical Screening Across the Lifespan** (2 credits)

This course is designed to advance the knowledge and skills necessary to identify the need for medical referral in a variety of settings, with an emphasis on medical conditions that mimic musculoskeletal dysfunction across the lifespan. Imaging guidelines and drug side effects also are discussed as they apply to the physical therapist's role in collaborative practice.

Portfolio Review Criteria for PT 518:

- Successful completion of a course in medical screening at the graduate level within the past seven years. The course must include the life span.
- Publication of a text, chapter in a text or article in a peer-reviewed journal covering the application of medical screening to physical therapy practice.

Readiness to Practice Physical Therapy at Arcadia University

- Evidence of preparation for and participation in teaching of a clinical or graduate or post-graduate level course covering the knowledge and application of medical screening across the lifespan to physical patient care. Examples of evidence include:
 - Course syllabus or brochure outlining course content
 - Evidence of participant enrollment and completion of the course
 - Teaching evaluations

PT 528

Health Care Systems

(2 credits)

This course is an introduction to the American health system, examining four major components: resources, delivery systems, planning and regulatory structure, and consumers. Emphasis is on the interactions among the identified components of the system, as well as the roles and responsibilities of physical therapists as professionals in the system. Potential changes in the system and in the role of physical therapy as a profession also are discussed.

PT 547

Health Promotion

(2 credits)

Prevention, risk reduction and health promotion are activities included in the Guide to Physical Therapist Practice, and although physical therapists have performed these activities with individual patients and clients, participation in broader programs for communities or groups of people is an area of significant need and opportunity. Health promotion and wellness theory are presented in this course to prepare physical therapists to integrate these concepts into their current practice and/or to expand their practices and consultative skills in the prevention arena. Students also are introduced to a variety of techniques commonly used in the strategic planning process and use those techniques to develop a plan for the introduction of a health-promotion program relevant to their own practice settings or worksites. After the introduction and discussion of key concepts, including assessment and program planning, students complete a project and develop a health-promotion program using the health-promotion approach and strategic planning processes.

PT 555

Pharmacology

(2 credits)

Individuals involved in health care recognize that drugs can influence patients' response to physical rehabilitation. Medication can provide beneficial effects that act synergistically with physical therapy treatments, or they can generate side effects that may adversely affect rehabilitation goals. This course presents some of the basic drug classes and the physiologic basis of their action. Drugs are grouped according to their general effects and the type of disorders for which they are routinely used to treat. Special emphasis is placed on drugs that are commonly used to treat disorders seen in patients receiving physical therapy and how drug therapy interacts with rehabilitation.

Portfolio Review Criteria for PT 555:

- Successful completion of a course in pharmacology at the graduate level within the past seven years.
- Publication of a text, chapter in a text or article in a peer-reviewed journal covering the application of pharmacology to physical therapy practice.
- Evidence of preparation for and participation in teaching of a clinical or graduate or post-graduate level course covering the knowledge and application of pharmacology to physical patient care. Examples of evidence include
 - Course syllabus or brochure outlining course content
 - Evidence of participant enrollment and completion of the course
 - Teaching evaluations

PT 556

Diagnostic Imaging

(2 credits)

This course is an overview of the various types of diagnostic imaging procedures such as radiography, computerized tomography, magnetic resonance imaging and nuclear imaging. General principles related to indications, strengths and limitations of each method are discussed. Specific procedures related to various anatomic regions and pathologies also are covered. Case study presentations are used to emphasize the decision making related to diagnostic imaging studies and what relevant information can be provided. Clinical decision making in the context of evidence-based practice guides the discussion of each case.

Portfolio Review Criteria for PT 556:

Readiness to Practice Physical Therapy at Arcadia University

- Successful completion of a course in radiology or diagnostic imaging at the graduate level within the past seven years.
- Publication of a text, chapter in a text or article in a peer-reviewed journal covering the application of diagnostic imaging principles and knowledge to physical therapy practice.
- Evidence of preparation for and participation in teaching of a clinical or graduate or post-graduate level course covering the knowledge and application of diagnostic imaging principles to physical therapy practice. Examples of evidence include:
 - Course syllabus or brochure outlining course content
 - Evidence of participant enrollment and completion of the course
 - Teaching evaluations

PT 656

Neuromuscular Tissues

(2 credits)

This course material is covered via guided independent study. Using assigned readings and personal searches of the literature, students review the basic structure and function of various tissues within the neuromusculoskeletal system and integrate the information with clinical practice. For the musculoskeletal tissue component, new information relevant to skeletal muscle and various connective tissues such as tendon, ligament, cartilage and bone is examined. Case scenarios require the student to explore the effects of altered patterns of use with appropriate clinical application. The neural control of multi-joint limb movement is explored using current literature on motor control, cognition and motor learning. Case scenarios are used to describe the relevance of recent research on clinical practice. Traditional and contemporary theories are contrasted to assist in developing direct intervention strategies using skill-acquisition theories. Emphasis is placed on reading and applying current basic science literature to justify and guide the practice of physical therapy.

705/706/707

Clinical Practice Series

(only 1 course required) (2 credits)

The Clinical Practice Series spans three separate 2-credit courses, each emphasizing recent advances in a particular specialty area of physical therapy practice. Transitional D.P.T.

students are required to choose one based upon their area of practice. These courses are meant to provide the most recent evidence-based information related to clinical practice. The content in these courses reinforces and reflects principles taught in the clinical decision-making courses; however, emphasis is placed on specific recommendations for clinical management (i.e. content rather than process). Each course emphasizes a clinical reasoning process, use of appropriate tests and measures, use of appropriate interventions, and the most relevant outcome measures.

Portfolio Review Criteria for PT 705, 706, 707:

- Successful completion of a course in Orthopedic PT, Neurologic PT or Cardiopulmonary PT at the graduate level within the past seven years.
- Publication of a text, chapter in a text or article in a peer-reviewed journal covering the specific area of physical therapy practice.
- Evidence of preparation for and participation in teaching of a clinical or graduate or post-graduate level course covering the knowledge and application of Orthopedic PT, Neurologic PT or Cardiopulmonary PT to physical patient care. Examples of evidence include:
 - Course syllabus or brochure outlining course content
 - Evidence of participant enrollment and completion of the course
 - Teaching evaluations
- APTA Clinical Specialist Certification

PT 705

Orthopedic Physical Therapy

(2 credits)

This course is an examination, evaluation, and management of common orthopedic conditions related to the extremities and spine including non-surgical and post-operative problems.

PT 706

Neurologic Physical Therapy

(2 credits)

This course is an examination, evaluation, and management of hemiplegia, traumatic brain injury, spinal cord injury, and common pediatric conditions such as cerebral palsy.

PT 707

Cardiopulmonary Physical Therapy

Readiness to Practice Physical Therapy at Arcadia University

(2 credits)

This course is an examination, evaluation, and management of patients with chronic obstructive pulmonary disease and other respiratory illnesses, and those patients following myocardial infarction or thoracic surgery including coronary artery bypass.

PT 708

Integumentary Physical Therapy

(2 credits)

This course is an examination, evaluation, and management of patients with skin disorders and lesions, including acute and chronic wounds, vascular and pressure wounds, and infections.

Portfolio Review Criteria for PT 708

- Successful completion of a course in Integumentary PT at the graduate level within the past seven years.
- Publication of a text, chapter in a text or article in a peer-reviewed journal covering the specific area of physical therapy practice.
- Evidence of preparation for and participation in teaching of a clinical or graduate or post-graduate level course covering the knowledge and application of Integumentary PT to physical patient care. Examples of evidence include:
 - Course syllabus or brochure outlining course content
 - Evidence of participant enrollment and completion of the course
 - Teaching evaluations
- Wound Specialist Certification

Reading Education at Arcadia University

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

Coordinators

Ellen Skilton-Sylvester, Ph.D.
Kathy Wirth, Ed.D

Master's Degree and Teacher Certification

Master of Education

Certification

Reading Specialist K–12 (Instructional)
Dual Certificate: Reading Specialist K–12
and ESL Program Specialist
Supervisory Certificate: Supervisor,
Reading

About the Reading Education Program

The reading program is designed for professionals in education or related fields to

- Improve literacy teaching practices for all of their students.
- Increase understanding of reading processes and their connections to writing processes and learning across the curriculum.
- Develop a complex understanding of the social, cultural, psychological and political dimensions of literacy policies and practices for diverse learners, schools and communities.
- Increase knowledge of literacy research, theory, and practice in ways that can provide leadership in local schools and school districts.
- Obtain certification as a reading specialist. The degree is not required for certification and certification requirements may vary based on previous academic experience.

Master of Education Degree Requirements (M.Ed.)

(a minimum of 36 credits)

Prerequisites

ED 580 Introductions to Inclusive Education

ED 601 Literacy Foundations

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

ED 509 Psychological Foundations of Education

ED 505 Cultural Foundations of Education

OR

ED 625 Languages, Diversity & Schooling

2. Concentration (21 credits)

ED 563 Reading Specialist Professional Seminar

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 and Youth

ED 622 Multilingual and Multicultural Literacies

ED 623 Multilingual and Multicultural Assessments

ED 699 Assessments, Analysis and Instruction in Reading & Writing

ED 605 Writing to Improve Literacy

ED 609 Literacy Acquisitions

ED 610 Seminar in Children's Literature

ED 616 Young Adult Literatures

Reading Education at Arcadia University

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.

Certification

Reading K-12

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

Prerequisites

ED 580	Introductions to Inclusive Education
ED 601	Literacy Foundations

Required Courses

ED 563	Professional Seminars
ED 606	Strategic Instruction for Emergent and Content Literacy (K-6)
ED 607	Strategic Instructions for Adolescent Readers and Writers (7-12)
ED 608	Literatures for Children and Youth
ED 622	Multilingual and Multicultural Literacies
ED 623	Multilingual and Multicultural Assessments
ED 699	Assessments, Analysis and Instruction in Reading and Writing
ED 595	Literacy Seminar/Language and Literacy Project (LLP) (6 credits)

Additional Certification Requirements

1. Completion of all subject area coursework required to meet the general and specific certification standards of the Pennsylvania Department of Education. This will be determined by the program Coordinator.
2. A grade of "**B**" or better in the Graduate Student Teaching Practicum
3. Completion of all Praxis examinations is required prior to enrolling for the Student Teaching Practicum.

Praxis II

Fundamental Subjects: Content Knowledge (0511)
Qualifying Score: 150

Reading Specialist (0301)
Qualifying Score: 570

Science Education

at Arcadia University

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

Coordinator

Jerry Weiner, Ed.D.

Master's Degree

Master of Education

The program in Science Education is designed for elementary or secondary teachers.

Master of Education Degree Requirements (M.Ed.)

(a minimum of 30 credits)

Science Education Concentration

1. Foundation Courses (6 credits) chosen in consultation with the adviser from the following:
ED 501–510
2. Concentration Courses (15–18 credits) chosen with the adviser from the following:

ED 552	Issues and Methods in Elementary School Science
ED 553	Issues in Science for Secondary Teachers
ED 554	Contemporary Science for Elementary Teachers
ED 555	Instructional Materials for Teaching Science
ED 556	Strategies and Curriculum in Environmental Education
ED 557	Mathematical Applications in the Natural Sciences
ED 558A	Seminar for Science Educators
ED 566	Workshop in Classroom-based Scientific Research
ED 565C	Computers and Technology in the Science Curriculum
3. Electives (6–9 credits) chosen with the adviser.
4. Culminating Activity ED 596 – 3 credits
Arranged in consultation with the adviser at the time of completing the Degree Candidacy Application.

Social Studies Education

at Arcadia University

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

Coordinator

Kira Baker Doyle.Ph.D.

Master's Degree and Teacher Certification

Master of Education with a Concentration in Secondary Education

Certifications
Instructional
Supervisory

Master of Education Degree Requirements (M.Ed.)

(a minimum of 30 credits)

Secondary Education Concentration

1. Foundation Courses (6 credits) chosen with the adviser from the following:

ED 503 General Foundations of Education in the United States

One additional foundation chosen from ED 501–510

2. Concentration Courses (15–18 credits) chosen with the adviser. The student and advisor will create a program of study to meet student goals and plans. Some courses may include:

ED 513 Meeting the Needs of Diverse Learners
ED 514 Assessment in the Classroom
ED 517 Human Development: The School Years, K–12
ED 523 The Teacher and the Classroom, Secondary
ED 580 Introduction to Inclusive Education
ED 607 Strategic Instruction for Adolescent Readers and Writers

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

4. Ed 596 Curriculum Development 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.

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 i 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)

Social Studies Education at Arcadia University

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

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 social studies certification. This will be determined by the Program Coordinator during an initial advising meeting.
2. A grade of “**B**” or better in the Graduate Student Teaching Practicum
3. Completion and passing of all Praxis examinations is required prior to enrolling for the Student Teaching Practicum.

Praxis II

Social Studies Content Knowledge
(10081)
Qualifying Score: 157

Special Education at Arcadia University

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

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

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

Coordinators

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

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

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

Master's and Doctoral Degrees and Teacher Certifications

Doctor of Education in Special Education

Master of Education with a Concentration in Special Education

Certifications

Instructional

Early Elementary/Special Education

PreK-8 Special Education Certification

7-12 Special Education Certification

Supervisory

Administrative

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

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

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

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

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

Special Education at Arcadia University

- Research-based practices

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

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

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

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

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

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

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

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

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

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

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

Special Education at Arcadia University

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

Essential Background Courses (12 credits mandatory)

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

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

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

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

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

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

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

Expenses

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

Special Education at Arcadia University

Educational Leadership for expenses for those programs.)

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

Academic Policies and Procedures

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

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

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

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

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

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

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

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

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

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

Special Education at Arcadia University

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

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

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

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

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

Chapter 5: Conclusions.

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

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

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

First Year (18 credits)

Fall (6 credits)

ED 701	Disabilities Studies
ED 750	Practitioner Research I

Spring (6 credits)

ED 703	Positive Behavior Support
ED 751	Practitioner Research II

Summer (6 credits)

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

Second Year (18 credits)

Fall (6 credits)

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

Spring (6 credits)

ED 801	Qualitative Research I
ED 761	Special Education Leadership

Summer (6 credits)

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

Third Year (12 credits)

Fall (6 credits)

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

Special Education at Arcadia University

Spring (6 credits)

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

Leadership Certification

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

Requirements for Supervisory Certificate in Special Education

Prerequisites

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

Required:

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

Requirements for Principal Certification

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

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

Coordinator
Clare Papay, Ph.D.

The Master's Degree

The Special Education program is designed around four major themes:

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

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

Master of Education Degree Requirements

(a minimum of 30 credits)

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

Special Education—Inclusive Practices Concentration K–12

1. Foundation Courses (6 credits)

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

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

ED 591	The Profession of Special Education
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Special Education at Arcadia University

Expenses

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

Fees:

Deferred Payment : \$40 (non-refundable)

Audit: \$695 per course

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

Teacher Certification

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

Special Education PreK–8

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

Pre-requisites

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

ED 606 Strategic Instruction for Content Literacy

Ed 517 Human Development

Ed 622 ESL: Multilingual and Multicultural Literacies

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

ED 583A

Fieldwork (3 credits; credits not applicable to the master's degree)

Special Education 7-12

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

Pre-requisites

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

ED 606 Strategic Instruction for Content Literacy

Ed 517 Human Development

Ed 622 ESL: Multilingual and Multicultural Literacies

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

ED 583A

Fieldwork (3 credits; credits not applicable to the master's degree)

Additional Certification Requirements

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

Special Education at Arcadia University

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

Early Elementary/Special Education

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

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

Special Education Requirements

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

Early Elementary Education Requirements

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

Additional Certification Requirements

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

PECT PreK-4
Qualifying score: 220 per module

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

Theater Arts Education

at Arcadia University

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

Director

Mark Wade, M.F.A.

Master's Degree

**Master of Arts in Education with a
Concentration in Theater Arts**

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

(a minimum of 30 credits)

This degree is designed for certification of elementary, middle and secondary teachers. The program also will benefit those interested in the performing arts. This program is individualized and planned with the Director.

1. Foundation Courses (6 credits)
ED 501 through ED 510 chosen in
consultation with adviser
2. Concentration Courses (15 credits)
3. Electives in Education (9 credits) chosen
with the adviser.
4. Culminating Activity (0–3 credits)

The foundation courses (ED 501–510) provide knowledge basic to all aspects of education. A minimum of 15 credits of the degree program must be taken in Theater Arts; the remaining credits must be in Education.

Transitional Doctor of Physical Therapy

at Arcadia University

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

Faculty

Program Coordinator

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

Janet Bezner, PT, Ph.D., Deputy Executive Director, American Physical Therapy Association

William G. Boissonnault, PT, H.H.Sc., FAAMOPT, Professor at University of Wisconsin

Charles D. Ciccone, PT, Ph.D., FAPTA, Professor at Ithaca College

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

Martha E. Eastlack, PT, Ph.D., Assistant Professor of Physical Therapy and Director of Entry-Level Physical Therapy Admissions

Laurita M. Hack, PT, D.P.T., M.B.A., Ph.D., FAPTA, Professor Emeritus, Department of Physical Therapy at Temple University; Vice Speaker and member of the Board of Directors, American Physical Therapy Association

Dan Malone, PT, Ph.D., Assistant Professor at University of Colorado

Kathleen Kline Mangione, PT, Ph.D., G.C.S., Professor of Physical Therapy

Kerstin Palombaro, PT, Ph.D., CAPS, Assistant Professor, Community Engagement Coordinator, Widener University

Scott Stackhouse, PT, Ph.D., Associate Professor of Physical Therapy

Kristin von Nieda, PT, M.Ed., D.P.T., Associate Professor of Physical Therapy

Doctoral Degrees

Doctor of Physical Therapy

(See separate catalog section.)

Transitional Doctor of Physical Therapy

About the Transitional Physical Therapy Degree Program

- Arcadia's Physical Therapy program is ranked 14th among the 210 accredited programs in the nation by *U.S. News & World Report*.
- All post-professional D.P.T. courses are 2-credit, fully online courses.
- The program can be completed in one to three years.
- Pricing schedule makes the program affordable and competitively priced.
- Students can start any semester, and there is no required course sequence.
- Course waivers based on experience are possible for up to 6 credits.
- Students network and connect with nationally recognized faculty and peers.
- Students can take two courses before formal application and matriculation.
- Interested students can participate in international experiences through service learning projects.

The profession and practice of physical therapy is rapidly changing. The demands imposed upon a physical therapist today are very different from those of even five or 10 years ago. These demands often go beyond the formal education provided in more traditional entry-level programs. Therapists increasingly are required to justify their practice patterns based on research evidence, to take on consulting and supervisory roles, and to provide administrative expertise and leadership.

Offered completely online, this program gives practicing clinicians easy access to make their formal education congruent with students graduating from entry-level D.P.T. programs. The program's goal is to educate clinicians who achieve practice consistent with the American Physical Therapy Association (APTA) Vision 2020. Graduates will function with a high degree of professionalism and possess the requisite knowledge, skills and behaviors to practice physical therapy in a truly

Transitional Doctor of Physical Therapy at Arcadia University

scientific manner (i.e., using evidence-based practice).

Graduates will demonstrate the ability to do the following:

- Solve clinical problems based on evidence.
- Critically evaluate current literature and popular theories.
- Communicate professionally through scientific writing.
- Function as an effective teacher at multiple levels—with patients, students, peers, and the public.
- Lead others and advocate effectively (serve as a consultant or manager).
- Use skills required to be an independent and lifelong learner.

This is a program for practicing professionals who want to interact with nationally recognized faculty and network with exceptional peers. The program is highly interactive and capitalizes on the wealth of knowledge clinicians bring with them.

Admission to the Transitional Doctor of Physical Therapy Degree Program

Students can take two courses before formal application and matriculation. Acceptance into a course does not guarantee admission.

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

1. Proof of graduation (transcript) from a physical therapist degree program accredited by an agency approved by the U.S. Department of Education (currently CAPTE) with a GPA of 2.75 or better
2. Current state professional license
3. Three written recommendations (professional or academic)
4. Brief essay articulating goals for D.P.T. study
5. Basic computer skills including Internet and e-mail
6. Computer system requirements that can be found at http://student.arcadia.edu/online/require_all.htm

Expenses

- Tuition: \$788 per credit

Registration

- [Register for a Course](#)—Students can take two courses before formal application and matriculation. Acceptance into a course does not guarantee admission.
- [Apply for Admission](#)—Use this link to formally apply to the program.

Transitional D.P.T. Course Schedule

Fall 2012

- PT556 Diagnostic Imaging, Aug. 27 – Oct. 12, 2012
- PT555 Pharmacology, Oct. 22 – Dec. 7, 2012
- Additional Course Offerings
- PT656 Neuromuscular Tissues and Teaching Methods – *Offered every semester*
- PT702 Case Analysis – *Offered every semester*

Transitional Doctor of Physical Therapy Degree Requirements

(12-18 credits)

The program curriculum is 12-18 credits. A minimum of 12 credits are needed. Credit waivers are available for up to 6 of these credits (3 courses) based upon a student's prior professional experiences and coursework as demonstrated in a portfolio. (A portfolio review charge of \$200 will be applied to review material submitted for consideration of course waivers.)

Students can start any semester, and there is no required course sequence except that PT 702 Case Analysis must be taken last. (PT 505 is recommended as a first course.)

Students are only required to take one course per semester but may take more as they are able. Therefore, most students will take two years to complete the program, but it may be

Transitional Doctor of Physical Therapy at Arcadia University

completed in one to three years depending on student preference and experience.

The curriculum emphasizes evidence-based practice and addresses core competencies to enrich the practice of physical therapy. All courses are held online, both synchronously and asynchronously.

Core Courses (2 credits each)

PT 505	Clinical Decision Making
PT 508	Medical Screening
PT 547	Health Promotion and Wellness
PT 555	Pharmacology
PT 556	Diagnostic Imaging
PT 702	Case Analysis

Courses for which a waiver is possible

PT 504	Physical Therapist Teaching Methods*
PT 656	Neuromuscular Tissues and Motor Control*
PT 705	Orthopedic Physical Therapy* or PT 706 Neurological Physical Therapy or PT 707 Cardiopulmonary Physical Therapy (Students can select from PT 705, 706 or 707 in the Clinical Practice Series.)

Course Waiver Criteria

Course waiver requests are evaluated on the following detailed criteria via portfolio review:

A waiver for **PT 504 Physical Therapist Teaching Methods** requires Portfolio Elements that provide evidence of the following:

- The ability to write educational objectives
- The ability to develop physical therapy-related course content
- The ability to use PowerPoint or equivalent presentation technology
- Peer or student evaluations of teaching effectiveness

- The ability to write test questions related to the content or some equivalent assessment of learning

A waiver for **PT 656 Neuromuscular Tissues and Motor Control** requires that prior coursework must be at the graduate level, and the student must submit the following:

- Course description
- Course syllabus
- Written documentation of content

A waiver for a course in the **Clinical Practice Series (PT 705 Orthopedic Physical Therapy; PT 706 Neurologic Physical Therapy; PT 707 Cardiopulmonary Physical Therapy)** requires APTA Clinical Specialist Certification or prior post- professional coursework that may either be university-based or continuing education and total at least 42 contact hours in a particular specialty area. The student must submit the following:

- Course description
- Course syllabus
- Written documentation of content

Transitional Doctor of Physical Therapy Courses (PT)

505

Clinical Decision Making

(2 credits)

Physical therapists, like all other healthcare providers, routinely make decisions affecting patients in daily care. Such decisions may be based on a variety of sources, including experience, intuition, testimonials from teachers or colleagues, and findings from literature. This course is designed to provide a framework for making future and evaluating past clinical decisions based on the best available evidence. This course assists the student in developing the tools needed to provide evidence-based physical therapy practice. The course includes projects and online discussions relevant to each student's clinical practice and ensures that the student applies the theories and tools to everyday situations.

508

Medical Screening

(2 credits)

This course helps to prepare the physical therapist to assume the role of an independent practitioner working within a collaborative medical

Transitional Doctor of Physical Therapy at Arcadia University

model. Inherent in this role is the ability to recognize clinical manifestations that suggest physician or other healthcare provider contact is warranted regarding a patient's health status. Students apply the concept of threshold detection to identify impairments or "red flags" in medical screening that warrant referral to other professionals. An examination scheme is designed to promote efficient and effective collection of patient data to provide the structure for discussions. Patient cases are presented to illustrate important medical screening principles. Professional communication with patients and physicians is also a central theme.

547

Health Promotion

(2 credits)

Prevention, risk reduction and health promotion are activities included in the Guide to Physical Therapist Practice, and although physical therapists have performed these activities with individual patients and clients, participation in broader programs for communities or groups of people is an area of significant need and opportunity. Health promotion and wellness theory are presented in this course to prepare physical therapists to integrate these concepts into their current practice and/or to expand their practices and consultative skills in the prevention arena. Students also are introduced to a variety of techniques commonly used in the strategic planning process and use those techniques to develop a plan for the introduction of a health promotion program relevant to their own practice settings or worksites. After the introduction and discussion of key concepts, including assessment and program planning, students complete a project and develop a health promotion program using the health promotion approach and strategic planning processes.

555

Pharmacology

(2 credits)

Individuals involved in healthcare recognize that drugs can influence patients' response to physical rehabilitation. Medication can provide beneficial effects that act synergistically with physical therapy treatments, or they can generate side effects that may adversely affect rehabilitation goals. This course presents some of the basic drug classes and the physiologic basis of their action. Drugs are grouped according to their general effects and the type of disorders for which they are routinely used to treat. Special emphasis is placed on drugs that are commonly used to treat disorders seen in patients receiving physical therapy and how drug therapy interacts with rehabilitation.

556

Diagnostic Imaging

(2 credits)

This course is an overview of the various types of diagnostic imaging procedures such as radiography, computerized tomography, magnetic resonance imaging and nuclear imaging. General principles related to indications, strengths and limitations of each method are discussed. Specific procedures related to various anatomic regions and pathologies also are covered. Case study presentations are used to emphasize the decision making related to diagnostic imaging studies and what relevant information can be provided. Clinical decision making in the context of evidence-based practice guides the discussion of each case.

702

Case Analysis

(2 credits)

Students develop a comprehensive case presentation based on a selected patient or client in their practice setting. The case analysis demonstrates the clinical decision-making process used to guide patient and client management throughout the episode of care, including the examination, evaluation, prognosis and planned interventions. Students address the use of specific diagnostic tests and imaging studies related to the case, the implications of the pharmacologic management of the patient and specific outcomes measures as they relate to decision-making and effective interventions.

504

Teaching Methods*

(2 credits)

Physical therapists assume the role of teachers in a variety of situations with a diverse group of learners. This course explores theories and methods related to effective teaching, student learning, and assessment strategies across multiple settings including clinic, classroom, laboratory, home setting and community. The role of educational technology in teaching and learning activities is emphasized. Examination of individual and social factors that influence health and wellness are discussed, and key concepts from behavioral theories are applied to patient education in clinical practice situations. There is an introduction to educational assessment strategies for community-based health programs.

656

Neuromuscular Tissues*

(2 credits)

This course material is covered via guided independent study or as a seven-week online course. Using assigned readings and personal searches of the literature, students review the basic structure and function of various tissues

Transitional Doctor of Physical Therapy at Arcadia University

within the neuromusculoskeletal system and integrate the information with clinical practice. For the musculoskeletal tissue component, new information relevant to skeletal muscle and various connective tissues such as tendon, ligament, cartilage and bone is examined. Case scenarios require the student to explore the effects of altered patterns of use with appropriate clinical application. The neural control of multi-joint limb movement is explored using current literature on motor control, cognition and motor learning. Case scenarios are used to describe the relevance of recent research on clinical practice. Traditional and contemporary theories are contrasted to assist in developing direct intervention strategies using skill acquisition theories. Emphasis is placed on reading and applying current basic science literature to justify and guide the practice of physical therapy.

myocardial infarction or thoracic surgery including coronary artery bypass.

**Courses that may be waived based on Portfolio Assessment*

705/706/707

Clinical Practice Series*

(only 1 required) (2 credits)

The Clinical Practice Series spans three separate 2-credit courses, each emphasizing recent advances in a particular specialty area of physical therapy practice. Transitional D.P.T. students are required to choose one based upon their area of practice. These courses are meant to provide the most recent evidence-based information related to clinical practice. The content in these courses reinforces and reflects principles taught in the clinical decision making courses; however, emphasis is placed on specific recommendations for clinical management (i.e. content rather than process). Each course emphasizes a clinical reasoning process, use of appropriate tests and measures, use of appropriate interventions, and the most relevant outcome measures.

705

Orthopedic Physical Therapy*

(2 credits)

Management of common orthopedic conditions related to the extremities and spine including non-surgical and post-operative problems.

706

Neurologic Physical Therapy*

(2 credits)

Management of hemiplegia, traumatic brain injury, spinal cord injury, and common pediatric conditions such as cerebral palsy.

707

Cardiopulmonary Physical Therapy*

(2 credits)

Management of patients with chronic obstructive pulmonary disease and other respiratory illnesses and as well as patients following

Written Communication

at Arcadia University

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

Coordinator

Richard A. Wertime, Ph.D.

Master's Degree

Master of Arts in Education with a Concentration in Written Communication

The Written Communication program is designed for certified elementary, middle and secondary teachers, and for those seeking certification as secondary English teachers. The program also will benefit those who want to expand their knowledge and skills in the teaching of writing and literature.

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

(a minimum of 30 credits)

Written Communication Concentration

1. Foundation Courses (6 credits)
Chosen in consultation with the adviser
from the following:
ED 501–510
2. Concentration Courses (21 credits)

EN 434	Introduction to Linguistics and Language History
EN 510	Theories of Writing

Three additional English courses.

Two of the following special studies
courses:

EN 542	Teaching the Writing of Fiction
EN 543	The History and Teaching of Rhetoric
EN 546	Teaching Writing
3. Elective (3 credits) chosen with the adviser.
4. Culminating Activity (0–9 credits)
Arranged in consultation with the adviser at
the time of completing the Degree
Candidacy Application.