Important Things You Need to Know

• Students are responsible for familiarizing themselves with the policies and requirements as described in the Undergraduate Catalog. The 2015-16 Undergraduate Catalog may accessed online at www.arcadia.edu/catalog.

• The 2015-16 Graduate Catalog is also accessible online at www.arcadia.edu/catalog.

• The Student Handbook is located at www.arcadia.edu/studenthandbook.

• Course Schedules and Registration Instructions are located at www.arcadia.edu/courses. Courses also can be accessed in Self-Service at selfservice.arcadia.edu.

• New courses may not be added after the first week of classes (7 calendar days) without the approval of the instructor and department chair for the course.
<table>
<thead>
<tr>
<th>Event</th>
<th>Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall semester class dates</td>
<td>Sept. 2 – Dec. 14</td>
</tr>
<tr>
<td>Labor Day—All Classes Canceled</td>
<td>Sept. 5 – Sept. 7</td>
</tr>
<tr>
<td>Course changes-drop/add*</td>
<td>Sept. 2 – Sept. 15</td>
</tr>
<tr>
<td>Undergraduate course withdrawal with adviser's approval</td>
<td>Sept. 16 – Oct. 27</td>
</tr>
<tr>
<td>Graduate course withdrawal (w)</td>
<td>Sept. 16 – Oct. 27</td>
</tr>
<tr>
<td>Undergraduate pass/fail course request</td>
<td>Sept. 22</td>
</tr>
<tr>
<td>Undergraduate sixth week evaluations due</td>
<td>Oct. 7</td>
</tr>
<tr>
<td>Mid-semester</td>
<td>Oct. 13</td>
</tr>
<tr>
<td>Undergraduate course withdrawal with dean's approval</td>
<td>Oct. 28 – Nov. 24</td>
</tr>
<tr>
<td>Graduate course withdrawal with adviser/instructor approval (wp/wf)</td>
<td>Oct. 22 – Nov. 24</td>
</tr>
<tr>
<td>Deadline for removal of pass/fail option</td>
<td>Oct. 27</td>
</tr>
<tr>
<td>Priority Registration for Spring 2015</td>
<td>Nov. 2 – 13</td>
</tr>
<tr>
<td>Thanksgiving vacation</td>
<td>Nov. 25 – 29</td>
</tr>
<tr>
<td>Undergraduate course withdrawal not permitted</td>
<td>Dec. 1 – Dec. 22</td>
</tr>
<tr>
<td>Graduate course withdrawal not permitted</td>
<td>Dec. 1 – Dec. 22</td>
</tr>
<tr>
<td>Summer 2016 Registration opens to all students</td>
<td>Dec. 14</td>
</tr>
<tr>
<td>Reading day (8:30 a.m. – 4 p.m.) No classes or final examinations.</td>
<td>Dec. 15</td>
</tr>
<tr>
<td>Final Examinations</td>
<td>Dec. 15 (4 p.m.) – Dec. 22 (4 p.m.)</td>
</tr>
</tbody>
</table>
### Spring Semester 2016

<table>
<thead>
<tr>
<th>Event / Deadline</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Martin Luther King, Jr. Day - All classes canceled</td>
<td>Jan. 18</td>
</tr>
<tr>
<td>Spring semester class dates</td>
<td>Jan. 19 – May 2</td>
</tr>
<tr>
<td>Course changes-drop/add*</td>
<td>Jan. 19 – Feb. 1</td>
</tr>
<tr>
<td>Undergraduate course withdrawal with adviser's approval (w)</td>
<td>Feb. 2 – Mar. 21</td>
</tr>
<tr>
<td>Graduate course withdrawal (w)</td>
<td>Feb. 2 – Mar. 21</td>
</tr>
<tr>
<td>Undergraduate pass/fail course request deadline</td>
<td>Feb. 8</td>
</tr>
<tr>
<td>Undergraduate sixth week evaluations due</td>
<td>Feb. 29</td>
</tr>
<tr>
<td>Mid-semester</td>
<td>Mar. 15</td>
</tr>
<tr>
<td>Spring vacation/Preview</td>
<td>Mar. 5 – 13</td>
</tr>
<tr>
<td>Deadline for removal of pass/fail option</td>
<td>Mar. 21</td>
</tr>
<tr>
<td>Undergraduate course withdrawal with dean's approval (wp/wf)</td>
<td>Mar. 22 – Apr. 18</td>
</tr>
<tr>
<td>Graduate course withdrawal with adviser/instructor approval (wp/wf)</td>
<td>Mar. 22 – Apr. 18</td>
</tr>
<tr>
<td>Honors Convocation</td>
<td>Mar. 19</td>
</tr>
<tr>
<td>Priority registration for Fall 2015</td>
<td>Mar. 30 – Apr. 10</td>
</tr>
<tr>
<td>Undergraduate course withdrawal not permitted</td>
<td>Apr. 4 – 15</td>
</tr>
<tr>
<td>Graduate course withdrawal not permitted</td>
<td>Apr. 4 – 15</td>
</tr>
<tr>
<td>Thesis day—Reserved for thesis presentations; no undergraduate instruction scheduled.</td>
<td>Apr. 29</td>
</tr>
<tr>
<td>Reading day (8:30 a.m. – 4 p.m.) No classes or final examinations.</td>
<td>May 3</td>
</tr>
<tr>
<td>Final Examinations</td>
<td>May 3 (4 p.m.) – May 10 (4 p.m.)</td>
</tr>
<tr>
<td>Graduate Commencement</td>
<td>May 19</td>
</tr>
<tr>
<td>Undergraduate Commencement</td>
<td>May 20</td>
</tr>
</tbody>
</table>
**Summer 2016 Sessions**

<table>
<thead>
<tr>
<th>Session</th>
<th>Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undergraduate Session I</td>
<td>May 23 – Jun. 29</td>
</tr>
<tr>
<td>Undergraduate Science I</td>
<td>May 31 – Jun. 30</td>
</tr>
<tr>
<td>Undergraduate Session II</td>
<td>Jul. 5 – Aug. 10</td>
</tr>
<tr>
<td>Undergraduate Science II</td>
<td>Jul. 5 – Aug. 3</td>
</tr>
<tr>
<td>Graduate Session I</td>
<td>May 23 – Jun. 29</td>
</tr>
<tr>
<td>Graduate Session II</td>
<td>Jul. 5 – Aug. 3</td>
</tr>
<tr>
<td>Graduate Session III</td>
<td>Aug. 1 – Aug. 19</td>
</tr>
</tbody>
</table>

* New courses may not be added after the first week of classes (7 calendar days) without the approval of the instructor or department chair for the course.
Introduction

Students are responsible for familiarizing themselves with the policies and requirements as described in the Undergraduate Catalog.

The Academic Year

The academic year is divided into two semesters, fall and spring. The fall semester typically begins in late August and ends in late December. The spring semester begins in mid-January and ends in May. There are also summer sessions, which begin during May and continue through early August.

A semester course during the day usually meets two or three periods each week with additional time for laboratory or studio work; those at night generally meet once a week. At the discretion of the instructor, individual study, group projects, or other relevant activities may be substituted occasionally for scheduled class meetings.

Course Numbering

100-199 Introductory undergraduate courses Open to first-year and sophomores. Juniors and seniors may schedule a maximum of two 100-199 courses in any one semester.

200-299 Intermediate undergraduate courses Open to sophomores, juniors and seniors. Open to first-year students with approval of advisor and instructor.

300-399 Advanced undergraduate courses Open to juniors and seniors. With permission of the advisor and instructor, sophomores also may enroll.

400-499 Graduate/advanced undergraduate courses Open to graduate students and senior undergraduate students.

500-699 Graduate courses Open to graduate students. Undergraduate seniors who are within a few credits of meeting the requirements for the bachelor's degree may, with the permission of the Graduate Dean, enroll in a limited number of 500-level graduate courses. Credit may be awarded either toward the bachelor's degree or the master's, but not both.

700-799 Graduate courses Open to graduate students admitted to a doctoral degree program.

The University reserves the right to cancel any course for insufficient enrollment, to discontinue any major program of study for the same reason, to alter semesters or times indicated, and to vary course content from that described herein.

Course/Credit Load/Overload Petition

Students may enroll on either a full-time (12 or more credits) or a part-time (0 to 11 credits) basis. Full-time students take 12 to 18 credits during each regular semester. Students who want to carry more than 18 credits must submit a Petition for Overload form and it must be approved to do so, unless they have

(1) a cumulative grade point average (GPA) of at least 3.0;
(2) a 3.0 (or higher) average for the two preceding semesters; or
(3) full status in the Honors Program, (except for FYSAE and first-semester students). The maximum number of credits permitted for one semester is 20. Any student who wishes to carry more than 20 credits must submit a Petition for Overload Form.

Class Year Defined by Credits for Financial Aid

A student’s grade level classification for financial aid is determined according to the number of credits he/she completes. Such classification is based on the following:

<table>
<thead>
<tr>
<th>Credits</th>
<th>Classification</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-26</td>
<td>first-year (freshman)</td>
</tr>
<tr>
<td>27-56</td>
<td>sophomore</td>
</tr>
<tr>
<td>57-86</td>
<td>junior</td>
</tr>
<tr>
<td>87+</td>
<td>senior</td>
</tr>
</tbody>
</table>

However, day program students with normal progress typically will need to complete the following number of credits to complete a four-year program within that time frame:

<table>
<thead>
<tr>
<th>Year</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>End of first year</td>
<td>32 credits</td>
</tr>
<tr>
<td>End of second year</td>
<td>64 credits</td>
</tr>
<tr>
<td>End of third year</td>
<td>96 credits</td>
</tr>
</tbody>
</table>

Successful completion of a total of 128 credits is required for graduation in day programs and 120 credits for evening.
Part-time students seeking financial aid on the federal or state levels must take a minimum of 6 credits in each semester. For the summer sessions, a total of at least 6 credits must be taken over the course of one or all summer sessions in order to maintain financial aid eligibility.

Registration for Courses
Each student plans course selection in consultation with an adviser who is a member of the teaching faculty. The adviser outlines the various programs and opportunities available within the objectives and interests of the student and must approve the final selection of courses each semester.

A student must be registered for a course by the end of the drop/add period in order to attend the class.

Current students register in April and November for the succeeding semester. Students in the Honors Program, or any student receiving Veteran’s Administration education benefits, as well as any student who self-identifies as a veteran or any student majoring in any of Arcadia’s 2+2, 3+2, 3+3 or three-year degree programs are allowed to register for courses on the first day of priority registration.

New full-time students entering the University in the fall term are expected to attend a summer placement and registration day as well as the Orientation program. Full-time students entering in the middle of the year are invited to an Orientation program a few days before classes start. The placement inventories are given in English, Modern Languages and Mathematics. A Physical Science placement inventory is given to those students who are majoring in a discipline or interested in a pre-professional area that requires chemistry.

New and transferring, part-time students entering the University at any point during the academic year are expected to meet with the Assistant Director of Undergraduate Studies. The Assistant Director will oversee all necessary placement inventories, as well as the registration process. An overview of the campus and general student information also will be provided to all part-time students.

Online Courses While Studying Abroad
Arcadia students must take a minimum of 12 credits each semester in the study abroad country and can take between 2 to 6 credits online. The approval of the Academic Dean of the College of Global Studies (TCGS) is required for additional online credits of more than two credits, if the study abroad program is offered by TCGS.

Online Courses for Residential Students
First semester first-year students cannot take any courses online.

Second semester first-year residential students and sophomores may take a maximum of one online course per semester, not including the two-credit Global Connections and Reflection course.

Residential juniors and seniors may take a maximum of two online courses per semester, not including the 2-credit Global Connections and Reflection course, with no more than half of the total number of courses taken in a semester being online.

Policies for Non-Traditional Courses
All courses, 12 to 15 weeks, regardless of delivery modality will follow the policies that are currently in place.

Seven-Week Classes (Regardless of delivery modality)

1. Withdraw/Add—Students may withdraw and add courses during the first week of class. Adding a course requires the permission of the instructor.
2. For Undergraduates, student evaluations will occur during the third week of the course.
3. Students may withdraw during week four of the class and receive a W.
4. Students may withdraw during week five of the course and receive either a WP or WF.
5. Students will not have the opportunity to choose a Pass/Fail option for accelerated courses. Additionally, students do not have the option to audit an accelerated course.
6. Students may not withdraw from a course during week six or seven;
however, students have the right to petition the appropriate Dean.

7. Course Abandonment—Course inactivity, non-attendance, or failure to make or complete payment does not constitute a course drop or withdrawal. Students remain financially responsible for a course registration unless the student notifies the Registrar’s Office in writing to drop or withdraw from the course. Fees are assessed according to the current refund policy. Neglecting to drop or withdraw officially will result in a failing grade on the transcript.

One-Week Intensive Classes and Institute Courses

- Withdraw/Add—Students may only drop or add a course prior to the beginning of the course.
- After the beginning of one-week intensive courses and Institute courses, there will be no refund.
- Students have the right to petition the appropriate Dean.

Incompletes—Follow the current policy for all courses. (i.e. student in an accelerated course would have three weeks after the end of the semester to complete required work).

Undergraduate Enrollment in Graduate Courses

Arcadia University undergraduate students who are within a few credits of meeting the requirements for the bachelor’s degree may, with the permission of the Department Chair, faculty adviser and Dean of Graduate Studies, enroll in a limited number of graduate courses (500-level courses). Credit may be awarded either toward the bachelor’s or the master’s degree, but not both.

Southeastern Pennsylvania Consortium for Higher Education (SEPCH)

Cross Registration Available: Arcadia University full-time undergraduate matriculated students paying full-time tuition can register for up to two undergraduate courses a year at any other SEPCH member institution. (www.sepche.org)

The cross-registration program is designed to provide increased educational access to all eight-member institutions for students at any member school. Through this program, students can take courses that might not be available to them at their home campus and experience the varied and diverse resources on member campuses across the Delaware Valley.

A student must have completed at least one year as a full-time student at his or her home campus before taking courses through the cross-registration program. Courses may not be taken at a member institution if that course or its equivalent is given at the home institution in the same semester. No tuition or fees will be charged by the host institution, except for special or extra fees that are part of courses taken, such as lab fees or international travel costs. Credits earned count toward graduation requirements on the home campus. The cross-registration program does not apply to accelerated courses, independent study, tutorials, internships, practicum field experience, student teaching, or private music lessons. However, short-term courses (with one to four weeks overseas travel) listed as spring or fall courses at any SEPCH institution are included in the courses that are eligible for cross registration.

For course listings and more information, check the SEPCH Web site at www.sepche.org.

Attendance at Classes

A student must be registered for a course by the end of the drop/add period in order to attend the class.

The academic program at Arcadia University is organized mainly around classroom experiences. Thus, attendance is important. Arcadia University students accept the responsibility for attending scheduled meetings of their classes and completing their assignments on time. Each instructor has the responsibility of making clear to students his or her expectations concerning class attendance. Students are expected to attend all classes at the regularly scheduled hours immediately before and after vacations.
Academic Policies and Regulations at Arcadia University

In cases of prolonged absences because of illness or other unavoidable circumstance, the likelihood of the student’s being able to make up the work missed will be determined through consultation between the Dean of Graduate and Undergraduate Studies and the instructors concerned. It is the student’s responsibility to report extended absences to the Associate Dean of Undergraduate Studies.

Arcadia University recognizes individual student choice in observing religious holidays that occur during regularly scheduled classes. Students should make arrangements with their instructors to make up work missed as a result of a religious observance, and instructors should make every reasonable effort to accommodate such requests.

Course Schedule Changes
Changes in course registrations may be made during the first two weeks of classes provided that a drop/add form signed by the student’s adviser is filed with the Registrar. Students may add classes during the first week of a Fall or Spring semester, and they may drop classes during the first two weeks. During summer sessions, students may add classes before the session begins; they must drop no later than the first class meeting. Students may withdraw from a course without GPA penalty before the end of the eighth week of each semester and will be assigned a grade of W on the transcript. To withdraw from a course after the eighth week, but before the last four weeks of the semester, the student must obtain approval for withdrawal from the professor of the course, from the department chair in which the course is offered, from the student’s adviser, and from the Dean of Graduate and Undergraduate Studies (using the Petition for Exception to Academic Policy). If the approval is granted, the transcript will indicate that the student withdrew with a passing grade (WP) or withdrew with a failing grade (WF).

Withdrawals during the last four weeks of the semester are not allowed except in extraordinary circumstances beyond the control of the student. The Dean of Graduate and Undergraduate Studies, in consultation with appropriate faculty, must approve the withdrawal in addition to the approvals listed above. (WP/WF remains in effect.) All requests for withdrawals must be filed by the dates listed in the academic calendar. Withdrawals from summer courses are governed by the same guidelines, using the dates of mid-term and three-quarters through the term.

The Major Programs
Some specialization is a desirable part of undergraduate liberal arts education as a foundation for graduate study, a profession, or the student’s own personal satisfaction. Study toward mastery of a subject in depth is essential to intellectual growth, and competence in a chosen field is important to a sense of identity.

The major programs at Arcadia University are broadly conceived within the discipline and related to the student’s general education.

Students are asked to finalize their selection of a major during the fall of the sophomore year. Changes are possible, especially between disciplines that are closely related, but in order to complete the degree program on time, student should make a final decision before the beginning of the junior year. Students who decide to switch majors late in their college career might find that they need to take additional coursework.

The number of courses required for a major varies from department to department. Courses in closely related disciplines may be required or recommended. To ensure that each student’s total course of study will have breadth as well as depth, no more than 52 credits in any one discipline may be counted toward graduation. For the Bachelor of Fine Arts, 84 credits may be taken in the discipline.

Second Major
Students may pursue a second major within the same degree (i.e., B.A., B.S. or B.F.A.) for sound academic reasons. A student wishing to pursue a second major must complete the Declaration of Second Major form, which includes the courses to be double counted and a proposal detailing how the student will complete the requirements for each senior thesis project.
This form requires the approval of the student's academic adviser and the chair of both departments. This form must be completed by the beginning of the student's junior year. Between two and six courses can count toward two different majors. The final transcript will record the completion of both majors. Two separate degrees will not be granted to students who complete a second major (also see Second Degree below).

**Second Degree**

Undergraduates who want to earn two different degrees from Arcadia University must complete 160 credits for day programs or 150 credits for evening programs. Students who hold a bachelor's degree from an accredited academic institution, with coursework applicable to a liberal arts program, may complete a second bachelor's degree at Arcadia University with a minimum of 32 credits in a day program or 30 credits in an evening program. The student must satisfy all departmental requirements but is exempt from all other Undergraduate Curricular requirements.

**Academic Policies and Regulations for Independent Study**

At Arcadia University, independent study is generally an individual project under the direction of a faculty member in an area in which the student has had prior education or experience. An independent study is expected to be planned well in advance of the semester in which it is to be conducted, and the instructor must approve the plan prior to registration. A committee (composed of the instructor, at least one other member of the department and one member from another department) is appointed by the department at the beginning of the semester. The members of the committee are to be involved as appropriate, particularly with the evaluation of the final paper or project. At the completion of the course, the student files with the Registrar a brief title and an abstract or description of the project. Students may enroll in only one independent study per semester.

**Individualized Major**

When a student's goals cannot be satisfied by existing departmental or interdepartmental major programs, the student may, in consultation with faculty advisers, design an individualized major by combining appropriate courses, typically from two or more departments. Advisers from each academic department represented in the individualized major should be involved in the design and implementation of the major. Approval of the Coordinator of Individualized Majors and the Chair of the Undergraduate Academic Programs Committee is required. Criteria for acceptance include the coherence of the program and its purpose, such as a career goal or plans for graduate study in an interdisciplinary area. Faculty and students should obtain approval for an individualized major by the end of the first semester of the student's junior year.

**Minors**

A student may elect a minor outside the major field. Minors are specified groups of at least five courses offered in various disciplines and may include cognates to the student's major. A 2.00 GPA must be maintained in the courses required for the minor. A maximum of two courses can double count toward a minor and a major.

**Individualized Minor**

When a student's goals cannot be satisfied by existing departmental or interdepartmental major or minor programs, the student may, in consultation with faculty advisers, design an individualized minor by combining appropriate courses, typically from two or more departments. Advisers from each department represented in the individualized minor should be involved in the design and implementation of the minor. In general, five courses should be included in the minor, for a total of 20 credits. Criteria for acceptance include the coherence of the program and its purpose, such as a career goal or plans for graduate study in an interdisciplinary area. Approval by the Assistant Director of Undergraduate Studies and the Chair of the Undergraduate Academic Programs Committee is required. Faculty and students should obtain approval for an individualized
Academic Policies and Regulations at Arcadia University

minor by the end of the first semester of the student’s junior year.

Post-Baccalaureate Certificates

The number of credits for Post-Baccalaureate Certificates varies. Students must achieve a cumulative GPA of 2.0 and a 2.0 average in the courses required for the certificate.

Auditing

Full-time students can audit courses with the approval of the faculty adviser and permission of the instructor. Courses audited are recorded on the student’s permanent record and receive a final grade of “AU”. Part-time students may request to audit one or two courses during regular semesters for a fee. Persons 60 and older may audit courses for a fee. Alumni may be eligible for a special audit rate. Contact Alumni Relations for more information.

Auditing is on a non-participating basis unless other arrangements are made between the student and the instructor.

Examinations

The semester does not officially end until the last examination is completed. Examinations must be taken as scheduled except in cases of illness or other unavoidable reasons. Final critiques in art are considered examinations and are scheduled during examination week. Exceptions may be made only by petition to the Committee on Academic Standing and Petitions no later than the Wednesday after mid-semester. Unexcused absence from an examination or critique results in failure of the examination.

Sixth Week Evaluations

All students are sent an e-mail explaining how to access their evaluations. The purpose of the evaluations is to give a student a sense of how he/she is doing from the instructor’s perspective. The following key explains all of the possible grades and comments on the sixth week evaluations:

Grades:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Q</td>
<td>Quality, above average</td>
</tr>
<tr>
<td>M</td>
<td>Making satisfactory progress, average</td>
</tr>
<tr>
<td>J</td>
<td>Jeopardy of failure, below average</td>
</tr>
<tr>
<td>N</td>
<td>No grade (due to insufficient information)</td>
</tr>
</tbody>
</table>

Comments:

- 01 Good exam/quiz grades
- 02 Actively participates in class
- 03 Enthusiasm for the subject
- 04 Poor exam grades
- 05 Incomplete coursework
- 06 Lack of participation in class
- 07 Difficulty with the English language
- 08 Excessive tardiness
- 09 Various difficulties with written assignments
- 10 Excessive absences

Grades

Reports of grades are issued to students at the end of each semester. Most courses at Arcadia University are graded by the conventional letter system: A designates excellent quality of performance; B, good; C, satisfactory; D, poor but passing; F, failure. The addition of a plus or minus for each of the passing grades gives opportunity to differentiate performance within each of the stated grades.

In the case of an incomplete, the instructor determines the date for completion of the work, but this date may not be later than three weeks into the semester following the one in which the Incomplete was given. If the work is not completed at that time, the student or the instructor may petition for an extension of time.

A student can register for a maximum of 12 credits when entering a semester with an incomplete from the previous semester. If the work is not completed and an extension not granted, a grade will be assigned that reflects the work completed. Students should expect that this would usually be an F.

Other grading symbols are used in some courses. Departments have the option of grading the senior seminar or practicum S (satisfactory) or U (unsatisfactory). S carries credit. The U is equivalent to F.

With the approval of the adviser, the department and, when relevant, the chair of the department in which the course is
taught, students who have received a grade of "C–" or below in a course can repeat the course without additional credit if it is essential to their major or career goal. Both grades are entered into the GPA computation. A course can be repeated only once. Repeating examinations or completing additional work may not raise a permanent course grade. All final grades, including Fs, remain a permanent part of the student’s record.

Pass-Fail Option

Students may elect to take a limited number of courses on a pass-fail basis in place of traditional grading. Under the pass-fail option, students are graded P (passing) or F (failing). The P is calculated into the semester and overall GPA.

Full-time sophomores, juniors and seniors in satisfactory academic standing may take one elective course pass-fail each semester. Part-time students who have completed a minimum of 30 credits may take one elective course pass-fail for each additional set of 15 credits of Arcadia University coursework. Requests for pass-fail grading must be made no later than the end of the third week of classes. Such a request may be withdrawn by students at any time prior to one week after the mid-semester date. The following may not be taken pass-fail: courses in the major or minor field, other courses required for the major or minor program, courses selected to meet Undergraduate Curriculum requirements and courses in the prerequisite areas for admission into the doctorate-level Physical Therapy or master’s-level Physician Assistant programs.

Grade Point Average (GPA)

Grade points earned for a course are determined by multiplying the number of academic credit hours by the grade point value of the grade received. Grade point values are as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4.0</td>
</tr>
<tr>
<td>A–</td>
<td>3.7</td>
</tr>
<tr>
<td>B+</td>
<td>3.3</td>
</tr>
<tr>
<td>B</td>
<td>3.0</td>
</tr>
<tr>
<td>B–</td>
<td>2.7</td>
</tr>
<tr>
<td>C+</td>
<td>2.3</td>
</tr>
<tr>
<td>C</td>
<td>2.0</td>
</tr>
<tr>
<td>A–</td>
<td>1.7</td>
</tr>
<tr>
<td>D+</td>
<td>1.3</td>
</tr>
<tr>
<td>D</td>
<td>1.0</td>
</tr>
<tr>
<td>D–</td>
<td>0.7</td>
</tr>
<tr>
<td>F</td>
<td>0.0</td>
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</tbody>
</table>

The grade-point average (GPA) is determined by dividing the total grade points by the total number of course credits for which the student has been enrolled. A minimum 2.0 cumulative and major GPA is required to graduate from the University. A+ grades may be recorded on student transcripts but are calculated into the GPA as 4.0. Courses graded S and those taken under the pass-fail option are not computed in the GPA. Thus, a student receiving one S and three Cs, or one P and three Cs, would have a GPA of 2.0. Grades earned in courses taken at other schools also are not computed in the GPA. As an exception, however, courses taken through SEPCHE agreements and through The College of Global Studies at Arcadia University are computed in the GPA.

The Code of Academic Responsibility

Each student accepts the responsibility of maintaining high standards of integrity in his or her academic performance. It is the responsibility of all students to uphold the code through the procedures set forth by the University as outlined in the Student Handbook. (www.arcadia.edu/handbook)

Academic Honors

The Dean’s Distinguished Honor List and Dean’s Honor List recognize students who have attained high GPAs during the previous term. “Term” is defined as a semester for full-time students (12 earned credits or more) and the previous 12-month period (including summer) for part-time students. Part-time students must have earned a minimum of 12 credits during the previous 12-month period to qualify for either Honor List. Students are placed on the Dean’s Distinguished Honor List with a term GPA of 3.90 to 4.0. The Dean’s Honor
Academic Policies and Regulations at Arcadia University

List consists of students with a term GPA of 3.67 to 3.89.

Seniors with a 3.60 average in courses in their major and a 3.00 cumulative average are eligible to be considered for departmental honors. Those with outstanding records are graduated *cum laude* (3.67 cumulative average), *magna cum laude* (3.78) and *summa cum laude* (3.90). All undergraduate Arcadia University coursework is included in consideration for graduation honors. All transfer students with 60 or more Arcadia University credits are eligible for honors.

**Academic Standing**

To have satisfactory academic standing, students must have a cumulative GPA of 2.0 and a GPA of 2.0 for the previous semester’s work. Students who fall below these averages will be placed on academic warning, placed on academic probation, or academically dismissed from the University by the Committee on Academic Standing and Petitions, using criteria listed below.

In order for a student to participate in varsity sports, be an officer of a student organization, be a class officer or be a senator, a student must be in good academic standing with the University.

Although students on probation are given the opportunity to achieve satisfactory standing, they are on notice that they could become academically dismissed from the University. Students may be continued on warning or probation for a subsequent semester, but they must show progress or they may be academically dismissed from the University. A student is academically dismissed to return only after thorough study, with careful attention given to the likelihood that the student can fulfill the graduation requirement of a 2.0 cumulative GPA and a 2.0 GPA in the major.

Academic standing is determined at the end of each semester, with the criteria applied to both the semester and cumulative GPAs.

**First-Year Students (1-26 credits)**

- Are placed on Warning when either GPA is between and including 1.75 to 1.99.

Parents of dependent students who are on warning or probation or are academically dismissed will be sent a letter concerning the academic status of the student.
In addition to GPA, students also must be making adequate progress toward the degree to have satisfactory academic standing. Therefore, students who have an excessive number of course withdrawals for two consecutive semesters will have their records reviewed by the Committee on Academic Standing and Petition. Excessive number of course withdrawals is defined as 50% or greater of the student’s course load. After review, a student may be dismissed from the University if it is determined that they are not making adequate progress. Students with excessive withdrawals who would like to remain or become resident students must appeal to the Director of Residence Life for permission to do so.

**Academic Bankruptcy**

A student whose cumulative GPA is below that required for satisfactory academic standing may petition the Committee on Academic Standing not to count one semester’s work in the cumulative GPA. The grades and courses taken during that semester would remain on the transcript. No credits earned during the discounted semester would apply toward the number of credits required for graduation. The student has to repeat the semester, either at summer sessions elsewhere or on campus. A student would be able to “declare bankruptcy” only once in his/her career at Arcadia.

**Acceleration/Early Graduation**

Students with strong academic records who want to accelerate completion of the degree program should work closely with the adviser and begin planning early in their college career. Acceleration may be accomplished in the following ways or combinations of them: admission with advanced placement credit, credit by examination, summer courses, or course overloads during the regular semester.

**Fulfillment of Graduation Requirements**

Faculty advisers and the Registrar are available to assist students in planning their programs; however, the ultimate responsibility of meeting all requirements for the degree or certificate rests with the individual student. The student must notify the Registrar’s Office in writing of his or her intention to complete the degree or certificate requirements during the semester before the one in which the degree or certificate is to be completed.

**Participation in Graduation Ceremonies**

Students are permitted to participate fully in graduation ceremonies (Commencement) if they have met all academic requirements and obligations to the University. Students who are within one course (four or fewer credits) of meeting all academic requirements and have earned at least a 2.00 cumulative and major GPA at the time of the graduation program printing deadline may petition to participate in the graduation ceremony. The student completes the Petition for Exception to Academic Policy and submits it to the Dean of Undergraduate Studies. For the petition to be granted, there must be evidence that it is possible for the student to complete the remaining course no later than December of the year of the graduation ceremony. If the petition is granted, the student is permitted to participate fully in the graduation ceremonies. However, the student’s name is listed in the graduation program with parentheses indicating that all degree requirements have not yet been satisfied.

**Credit Hour Policy**

**Background:** The U.S. Department of Education uses the “credit hour” as a measure of ensuring consistency both within and between institutions of higher education. This is necessary for ensuring the transferability of a “credit hour” and demonstrating that a course maintains sufficient academic rigor, content, and depth. Each institution is required to establish and enforce a definition of “credit hour” as a requirement for eligibility for federal funding. The current “Credit Hour Policy” recognizes the inherent differences of teaching and learning formats and/or delivery modality.

**Definition:** The U.S. Department of Education defines “credit hour” as: “...An amount of work representing in intended learning outcomes and verified by evidence of student achievement that is an
institutionally established equivalency that reasonably approximates not less than:

(1) One hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work for approximately fifteen weeks for one semester or trimester hour of credit, or ten to twelve weeks for one quarter hour of credit, or the equivalent amount of work over a different amount of time; or,

(2) At least an equivalent amount of work as required in paragraph (1) of this definition for other academic activities as established by the institution, including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours."

**Policy:** Arcadia University has adopted a variant of the traditional “Carnegie Unit” as a measure of the academic experience associated with a “credit hour.” The Registrar’s Office utilizes this policy in the scheduling of courses each semester.

**I. Traditional face-to-face lecture sessions:**

a. A credit hour is associated with a minimum of 50 minutes per credit hour each week over a 14-week semester, plus a 15th week consisting of a final examination or project presentation.

b. This is applied in the scheduling of courses such that: A 3-credit course should meet no less than 2100 minutes during the course of the semester, and a 4-credit course should meet no less than 2800 minutes during the course of the semester. In addition, it is assumed that there are 2 minutes of work performed in preparation of, or as the direct result of, each minute in the class. In a broader context, for every hour in the class, there are two hours of outside student work associated with it. Outside work is typically categorized as reading, studying, problem solving, writing, or preparation.

**II. Supervised group activities (such as laboratory, studio):**

a. Laboratory or studio are associated with a minimum seat time of 100 minutes per credit or imputed credit (since laboratory and studio sessions generally carry no direct credit) each week over a 14 week semester. In addition, it is assumed that for every 2 hours of directed instruction in the laboratory or studio, the students perform an additional 1 hour of outside work on their own.

**III. Supervised individual activities:**

a. Practicum, clinical internships, and student teaching represent a minimum of 30 contact hours for each credit hour.

b. Thesis/Dissertation and Independent study represents a minimum of three hours of student work per week over the semester per credit hour.

**IV. Variations:**

Courses that utilize different pedagogical approaches may seek variations from the standard credit hour definitions. The expectation is that quality, quantity, and rigor of learning and academic work associated with a “credit hour” will be consistent regardless of location, teaching mode, or class duration. Variations to the standard credit hour policy are considered for approval by the Undergraduate Academic Programs Committee or the
Graduate Academic Programs Committee.

a. **Web-facilitated face-to-face courses** use online content delivery for less than 30% of the course and blended courses use online content delivery for 30 – 79% of content delivery. These courses may have a proportional decrease in scheduled "seat time" associated with a credit hour with the expectation that the additional activities correspond directly to the reduced seat time.

b. **Online courses** use online content delivery for greater than 79% of the course and may meet infrequently or not at all in a face-to-face session during a semester.

c. **Upper-level courses**: Some four credit 300-level and 400-level undergraduate courses are scheduled for less than the 2800 minutes of seat time because of an expectation of more than 2 hours of "outside time" for every 1 hour in class. Graduate level courses meet or exceed 700 minutes of seat time per credit.

d. **Non-standard course duration**: Credit hours awarded for learning and academic work completed in short sessions (summer session, half-semester courses, etc.) will be comparable to the standard 14+1 week semester but distributed over a shorter period of time.

**Transfer Students**

Transfer credit is granted for college-level work completed at another accredited institution if the course content is comparable to that offered at Arcadia University or appropriate for the degree program. The following policies govern the transfer of undergraduate credits:

- Credit will not be granted for courses in which grades below "C-" are earned. A maximum of 90 credits may be transferred from a four-year institution, or 75 credits from a two-year institution.

- To qualify for a degree, students transferring from another college or university must fulfill the Arcadia University Curriculum and departmental requirements, either by transfer credit or by courses completed at Arcadia University. Students are required to complete at least half the credits for their major and concentration at Arcadia University, although more may be required for certain majors or concentrations. Students also are required to complete at least half the courses for a minor at Arcadia University, although more may be required for certain minors. Transfer students presenting more than half the credits for a major or concentration should see the department chair to identify appropriate courses.

- The Enrollment Management staff provides credit evaluations for transfer students to help facilitate the transition to Arcadia University, but final approval of transfer credits rests with the Registrar and the department chairs of relevant academic programs.

- Assignment or exemption for English composition is determined by performance on the Arcadia University Writing Inventory or by a transfer credit evaluation. Assignment or exemption in Mathematics and Modern Language is determined by performance on a placement examination administered by the University or by a transfer credit evaluation.
• Ordinarily, undergraduate students must be enrolled in the University for the final three full semesters (or the equivalent) of their program and complete at least the upper half of credits for their major or concentration at Arcadia University. Certain majors may require more. For day programs, it is 48 credit hours, while for degree completion programs, it is 45 credit hours. With departmental approval, students transferring to the University may complete requirements for the degree with fewer credits, but a minimum of 32 credit hours are required for day programs and 30 credit hours are required for degree completion programs; these 32 or 30 credit hours, respectively, represent actual course completions in the upper half of the major and may not include credit by examination, credit for prior learning, waiver, or transfer credit.

• Arcadia University degree candidates who enroll for courses at other accredited institutions may transfer credit provided that prior approval for the specific course or courses has been secured from the faculty adviser and the Registrar. To be granted transfer credit, students must earn a grade of “C–” or above. No more than one semester hour of credit may be transferred to Arcadia University for each week of summer school attended.

• To qualify for a Post-Baccalaureate Certificate, students must fulfill the departmental requirements for the certificate. Generally, at least half the courses required by the department must be completed at Arcadia University

Articulation Agreements
Core-to-core agreements and/or Program-to-program agreements exist with several community colleges and a variety of undergraduate majors, including:

• Bucks County Community College (www.bucks.edu)
• Burlington County College (www.bcc.edu)
• Cecil Community College (www.cecil.edu)
• Community College of Philadelphia (www.ccp.edu)
• Delaware County Community College (www.dccc.edu)
• Lehigh Carbon Community College (www.lccc.edu)
• Montgomery County Community College (www.mc3.edu)
• Northampton Community College (www.northampton.edu)

New schools and programs are periodically added to this list. For more information, call 1-877-ARCADIA (1-877-272-2342) or e-mail the Transfer Coordinator.

Residence Requirement
Generally, students must complete the equivalent of the final three semesters of coursework at Arcadia University for the bachelor’s degree. For day programs, it is 48 credit hours, while for degree completion programs, it is 45 credit hours.

Withdrawal or Dismissal from the University
Notification of withdrawal from the University must be given in writing. Forms for this purpose are available in the Registrar’s Office. Full-time and part-time students withdrawing from the University should meet with the Associate Dean of Undergraduate Studies before completing the withdrawal form.

The University may, on recommendation of the University physician, request a student to withdraw for reasons of health. The University reserves the right to dismiss at any time a student whose academic performance is unsatisfactory or whose conduct is detrimental to the welfare of other students.
Academic Policies and Regulations at Arcadia University

Leave of Absence Policy
A full-time or part-time undergraduate student in good academic standing (2.0 cumulative GPA for upperclassmen, 1.75 cumulative GPA for freshmen) who encounters unforeseen emergency circumstances, such as illness or death in the immediate family, may apply for a leave of absence during the current semester, provided the leave period is 30 days or less. Applications for leave must be obtained directly from the Registrar and will be reviewed by the Dean of Undergraduate Studies, the Associate Vice President for Student Affairs and Dean of Students. Students granted a leave of absence continue to be charged the regular tuition rate and any financial aid, as originally allocated, also will remain the same. Should the student not return within the specified period indicated on the approved request, he or she will be required to officially withdraw from the University and should immediately contact the Registrar’s Office to complete a withdrawal form. In cases of withdrawal, tuition charges and applied aid will be determined according to the University’s regular refund policy for withdrawing students. Please note that meeting individually with professors and completing missed coursework due to a leave of absence is solely the responsibility of the student.

Readmission
Application forms for readmission are obtained from and submitted to the Registrar. Students who were in good academic and social standing at the time of withdrawal or who have achieved satisfactory academic records since that time, will be readmitted. Any Arcadia University course that is more than 10 years old shall be treated as transfer credit at the time of readmission. Students who were on academic probation, warning, or who were dismissed from the University must meet with the Dean of Undergraduate Studies to discuss readmission. The Dean of Undergraduate Studies will establish criteria for the student’s readmission. Students who have attended another college must submit an official transcript of coursework taken. In cases of withdrawal for reasons of health, a full report from the physician(s) who treated the full-time student must be sent to the Student Health Center.

Credit for Coursework at Other Institutions
Arcadia University degree candidates who enroll for courses at other accredited institutions may transfer credit provided that prior approval for the specific course or courses has been secured from the faculty adviser and the Registrar. To be granted transfer credit, students must earn a grade of “C-” or above. No more than one semester hour of credit may be transferred to Arcadia University for each week of summer school attended. A maximum of 90 credits may be transferred from a four-year college or university, or a maximum of 75 credits from a two-year college.

Credit from Summer Study Abroad
Following the approval of the Office of International Affairs for study abroad in summer, the Registrar must approve credit toward graduation for courses taken abroad in summer programs. Approval will be granted only for courses in which students fulfill formal conditions of attendance and

Refund Information: 7-Week Accelerated Courses

<table>
<thead>
<tr>
<th>Withdrawal</th>
<th>Tuition Charge</th>
<th>Refund</th>
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</thead>
<tbody>
<tr>
<td>Within the 1st week of classes</td>
<td>15%</td>
<td>85%</td>
</tr>
<tr>
<td>After the 1st week and before the end of the 2nd week</td>
<td>30%</td>
<td>70%</td>
</tr>
<tr>
<td>After the 2nd week and before the end of the 3rd week</td>
<td>45%</td>
<td>55%</td>
</tr>
<tr>
<td>After the 3rd week and before the end of the 4th week</td>
<td>60%</td>
<td>40%</td>
</tr>
<tr>
<td>After the 4th week and before the end of the 5th week</td>
<td>100%</td>
<td>0%</td>
</tr>
</tbody>
</table>

Tuition refunds for students remaining enrolled but withdrawing from a specific course will not be made after the fourth week of the semester.
Evaluation. Requests for approval should be presented to the Registrar no later than May 1 for courses to be taken during the ensuing summer.

**Grades Earned through The College of Global Studies at Arcadia University**

The grade earned by an Arcadia University student in any course offered through The College of Global Studies at Arcadia will count in the Arcadia University GPA. A student must petition the Dean for Graduate and Undergraduate Studies to count grades from non-College of Global Studies programs, following approval from the Office of International Affairs. The grades will be translated to the American equivalent.

**Grades Earned through a Study Away Experience**

The grades earned by an Arcadia University student in any course offered through an approved domestic study away program will count in the Arcadia University GPA. A student must petition the Dean of Graduate and Undergraduate Studies and have a recommendation letter from the Director of Global Connections to count grades from domestic study away programs not formally approved by the University. The grades will be translated to the Arcadia equivalent.

**Credit by Examination**

Arcadia University students, at the discretion of the department concerned, may be exempted from or earn credit for any course in the curriculum by successful performance on an examination administered by the department. Students should apply to the chair of the department giving the course. Fees are charged for administration of the exams and for transcripting of credit. The total number of credits earned by examination may not exceed 64 credits of a daytime program, or 60 credits of an evening program. Students will be charged a fee of $620 per course, which includes the examination, review and processing of course transcript.

**Education Records/FERPA**

The Family Educational Rights and Privacy Act (FERPA) of 1974 is a federal law that provides that an educational institution covered by this law will maintain the confidentiality of students' records. In accordance with the Act, no one outside Arcadia University shall have access to, nor will the University disclose any information from, students' education records without the written consent of students—except to personnel (school official) within the institution, other institutions in which students seek to enroll, persons or organizations providing financial aid to students, accrediting agencies carrying out their accreditation function, organizations conducting studies to improve instruction in compliance with a judicial order, and in an emergency to protect the health or safety of students or other persons. Institutions must disclose education records to federal and state representatives of agencies listed in the act.

A school official is a person employed by the university in an administrative, supervisory, academic or research, or support staff position (including law enforcement unit personnel and health staff); a person or company with whom the university has contracted as its agent to provide a service instead of using university employees or officials (such as an attorney, auditor or collection agent, OCICU); a person serving on the board of trustees; or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing tasks. A complete statement of the University's policy in this regard is available on the University's Web site ([www.arcadia.edu/registrar](http://www.arcadia.edu/registrar) under Privacy and Accuracy).

**Directory Information**

Currently, directory information is considered name, graduation date, degree granted, enrollment status (current students), dates of attendance and major.

Students may direct Arcadia University, in a written document containing a date and original signature, to withhold directory information. Arcadia University will comply with an eligible request within a reasonable period of time, but not more than 45 days after it has received the request. The written directive to withhold directory information will remain in effect until the student directs Arcadia University, in a written document containing a date and original signature, that directory information may once again be released.
Financial Aid Policies at Arcadia University

Arcadia University Financial Aid

For institutional (Arcadia-funded) scholarships and grants, a student must complete a minimum of 24 credits in an academic year (September to August) to show progress toward a degree, and remain in good academic standing (minimum 2.0 cumulative GPA for upperclassmen, 1.75 cumulative GPA for first-year students).

If a student drops below full-time, there is a possibility that this can adversely affect their financial aid for the current semester and/or future semesters. Students may go to either the Financial Aid Office (Castle) or to the One-Stop Shop (Taylor Hall, Room 100) to discuss possible repercussions. Students must be taking at least 12 credits a semester in order to receive Arcadia Grant and/or merit scholarships. These forms of institutional aid are only offered during the fall and spring semesters.

PHEAA State Grant Aid

PHEAA, Pennsylvania Higher Education Assistance Agency, requires that schools perform Academic Progress checks annually for students who have received a part-time or full-time PHEAA grant in the two (2) prior semesters. This PHEAA Grant academic progress check will be completed late August and requires that part-time students successfully (no F grades) complete 12 credits total and full-time students successfully complete 24 credits total for each two semesters of state grant aid they received (credits from one summer term can be counted toward this). Students who fail to meet progress will be notified and will be ineligible for future PHEAA Grants until the deficit in credits is made up.

Title IV (Federal) Financial Aid

A student can only receive federal financial aid for courses required for completion of his/her degree. Students cannot receive federal aid for a timeframe greater than 150% of the standard required time it typically takes to complete the degree (i.e.-for a 4-year bachelor’s degree, this maximum timeframe would be 12 semesters as a full-time student). Arcadia University is required by federal regulation to monitor a student's progression toward completion of his/her degree. This Satisfactory Academic Progress Standard includes both a quantitative and qualitative measure of progress. The quantitative measure states that a student must complete a specific percentage of attempted credits in order to maintain satisfactory progress for Title IV (federal) aid purposes. The qualitative measure requires the student to maintain a cumulative GPA that meets the minimum standard for Academic Good Standing according to University policy. This determination of progress must be made at least once a year and before the Financial Aid Office disburses any Title IV (federal) funds for the subsequent semester or year. Title IV (federal) funds include: Federal Direct Stafford, PLUS and GradPLUS Loans, Perkins Loans, Pell Grants, SEOG, TEACH Grants and Federal Work Study.

Quantitative Standard

To be eligible for continued receipt of Title IV (federal) financial aid, students must satisfactorily complete at least 70% of all attempted credits as measured on an academic year basis. Withdrawals/Dropped courses, transfer credits, Pass/Fail courses and remedial courses are counted as attempted credits. (Note: Credits from the preceding summer can count toward this percentage, provided they did not count toward progress for the prior academic year).

Example: If a student attempts 30 credits total in an academic year, he/she must minimally successfully complete (no F grades) 21 credits for that given semester.

Qualitative Standard

To be eligible for continued receipt of financial aid, students must achieve the following cumulative grade point average (GPA):

- Less than 27 credits toward graduation: 1.75 cumulative GPA
- 27 and above cumulative credits toward graduation: 2.0 cumulative GPA
FINANCIAL AID POLICIES at Arcadia University

When Minimum Standards of Academic Progress Are Not Achieved

Students who fail to meet either the quantitative or qualitative standard will be notified in writing by the Financial Aid Office after information on academic progress becomes available at the end of the academic year (typically in late June) and will be given the opportunity to submit an appeal (see below). Students who fail to meet either the quantitative or qualitative standard will not be eligible for Title IV (federal) financial aid until all requirements have been met. This academic progress determination will supersede any financial aid package for the upcoming year which may have been offered to the student at that point. Under no circumstances will financial aid be awarded retroactively to the semester(s) in which the requirements were not met.

Students who fail to meet these requirements have the opportunity to make up the hours and grade point requirements needed during the summer sessions (at their own expense). Keep in mind, credits completed at another college/university are not counted toward one’s Arcadia GPA. Once the summer course work is posted by the Registrar’s Office, the student will be considered for financial aid for the next semester if the requirements are met. It is the student's responsibility to ensure official transcripts reflecting the grades and credits completed have been properly submitted to the Registrar’s Office. Additionally, it is the student’s responsibility to notify the Financial Aid Office once this has occurred so his/her eligibility can be re-reviewed. Note: If the courses are taken outside of Arcadia, an Approval for Non-Arcadia course form (available at www.arcadia.edu/registrar, under Forms), must be submitted prior to enrolling in the course.

Academic Progress Appeal Process

If a student feels that there were extenuating circumstances which prevented him/her from making satisfactory academic progress (i.e. the death of a relative, a serious personal illness/injury, or other extenuating circumstance), and can demonstrate that the illness/injury or extenuating circumstance had a direct impact on his/her academic performance, he/she will be notified accordingly and may submit a Financial Aid Academic Progress Appeal Form to the Executive Director of Federal Aid Programs. Information submitted by way of an Academic Progress Appeal will remain confidential. If the Financial Aid Academic Progress Appeals Committee feels that there are mitigating circumstances that had a direct bearing on the student's academic performance, then the student can receive Title IV (Federal financial aid) during a probationary period for one semester. If a student fails to meet both standards of academic progress for Title IV aid purposes at the end of the probationary period (semester), then the student becomes ineligible for Title IV aid until he/she meets the appropriate progress standard(s).

Please note: The mere passage of time will not automatically restore Title IV aid eligibility to a student who has lost eligibility for failure to make satisfactory progress. Also, students who have been academically dismissed from the university but who are subsequently given permission to re-enroll are not automatically eligible to continue to receive Title IV aid. Academic Standing Committee decisions and Registrar re-admission decisions are completely separate from Title IV financial aid determinations.

Important Academic Progress Reminders:

- **As expressed in years:** students are normally expected to complete an undergraduate degree by the end of 4 years of full-time study. Therefore, students will forfeit their eligibility to participate in Title IV (federal) financial aid programs after 6 years of full time enrollment (4 x 150% = 6).
- **Withdrawals:** Grades of W are counted as courses attempted and count toward the maximum time frame.
- **Audited Courses:** Students do not earn any academic credits for audited courses. They do not count in the calculation of "attempted credits."
- **Pass/Fail Courses:** These credits do count in the calculation of "attempted credits" and "earned credits."
- **Transfer credits** accepted for the student's academic degree or certificate program are counted when measuring the maximum time frame to complete the degree or certificate. Visit
FINANCIAL AID POLICIES at Arcadia University

https://www.arcadia.edu/admissions/undergraduate/transfer-applicants for more information on the Transfer Credit Policy. Transfer credits are not counted toward the Arcadia cumulative GPA.

- **Double Majors and/or Minors**: Students who are pursuing a double major or minor will normally be expected to complete all degree requirements before reaching 192 attempted hours.
- **Change in Majors**: Students who change their majors will normally be expected to complete all degree requirements before reaching 192 attempted hours.
- **Attempted credits** are those hours for which students were still officially registered at the conclusion of each semester's Add/Drop period. Withdrawals are counted as "attempted credits" when reviewing student's satisfactory academic progress.

Student Refund Information and Policies

Students who withdraw from the University, or change their status from full-time to part-time, after the semester begins must complete the appropriate forms in the Registrar's Office. The date of notification and the date the room is vacated are used in the calculation of tuition and board refunds. The amount of refund is determined in accordance with the schedule below. *Fees, room charges and audited courses are not refundable.* Students who receive federally funded financial aid will have their refunds determined according to the guidelines issued by the U.S. Department of Education.

Students considering withdrawal before the conclusion of a semester are encouraged to contact the One-Stop Shop and the Office of Enrollment Management in order to obtain a detailed estimate of the financial implication of their withdrawal.

**Refund Information: Fall and Spring Semesters**

<table>
<thead>
<tr>
<th>Withdrawal</th>
<th>Tuition Charge</th>
<th>Refund</th>
<th>Board Charge</th>
<th>Refund</th>
</tr>
</thead>
<tbody>
<tr>
<td>Within the 1st week of classes</td>
<td>10%</td>
<td>90%</td>
<td>10%</td>
<td>90%</td>
</tr>
<tr>
<td>After the 1st week and before the end of the 2nd week</td>
<td>20%</td>
<td>80%</td>
<td>15%</td>
<td>85%</td>
</tr>
<tr>
<td>After the 2nd week and before the end of the 3rd week</td>
<td>40%</td>
<td>60%</td>
<td>20%</td>
<td>80%</td>
</tr>
<tr>
<td>After the 3rd week and before the end of the 4th week</td>
<td>60%</td>
<td>40%</td>
<td>25%</td>
<td>75%</td>
</tr>
<tr>
<td>After the 4th week and before the end of the 5th week</td>
<td>80%</td>
<td>20%</td>
<td>30%</td>
<td>70%</td>
</tr>
</tbody>
</table>

Tuition refunds for students remaining enrolled but withdrawing from a specific course will not be made after the fifth week of the semester.

**Refund Information: 7-Week Accelerated Courses**

<table>
<thead>
<tr>
<th>Withdrawal</th>
<th>Tuition Charge</th>
<th>Refund</th>
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<tbody>
<tr>
<td>Within the 1st week of classes</td>
<td>15%</td>
<td>85%</td>
</tr>
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<td>30%</td>
<td>70%</td>
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<tr>
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<td>45%</td>
<td>55%</td>
</tr>
<tr>
<td>After the 3rd week and before the end of the 4th week</td>
<td>60%</td>
<td>40%</td>
</tr>
<tr>
<td>After the 4th week and before the end of the 5th week</td>
<td>100%</td>
<td>0%</td>
</tr>
</tbody>
</table>

Tuition refunds for students remaining enrolled but withdrawing from a specific course will not be made after the fourth week of the semester.

**Undergraduate Summer Sessions**

Students who officially withdraw from a summer course before the end of the first week of class are entitled to a refund of 50 percent of the tuition. No refunds will be given after the first week.

**Graduate Summer Sessions**

For Summer Session I, a refund of 50 percent is allowed for withdrawal within the first week of class. For Summer II, III and workshops, the refund allowed is 50 percent before the third class meeting.

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Recalculating Federal Financial Aid Eligibility

The Financial Aid Office is required by federal statute to recalculate federal financial aid eligibility for students who withdraw, drop out, are dismissed, or take a leave of absence prior to completing 60 percent of a payment period or term. The federal Title IV financial aid programs must be recalculated in these situations.

If a student leaves the institution prior to completing 60 percent of a payment period or term, the Office of Enrollment Management recalculates eligibility for Title IV funds. Changes in enrollment status for those who remain enrolled may also necessitate recalculation of federal Title IV aid previously awarded. For students who withdraw or stop out, recalculation is based on the percentage of earned aid using the following Federal Return of Title IV funds formula: Percentage of payment period or term completed equals the number of days completed up to the withdrawal date divided by the total days in the payment period or term. (Any break of five days or more is not counted as part of the days in the term.) This percentage is also the percentage of earned aid.

Funds are returned to the appropriate federal program based on the percentage of unearned aid using the following formula: Aid to be returned equals (100 percent of the aid that could be disbursed minus the percentage of earned aid) multiplied by the total amount of aid that could have been disbursed during the payment period or term.

If a student earned less than was disbursed, the institution (Arcadia University) would be required to return a portion of the funds, and the student would be required to return a portion of the funds. Keep in mind that when Title IV funds are returned the student borrower may owe a debt balance to the institution (Arcadia University).

If a student earned more aid than was disbursed to him or her, the institution (Arcadia University) would owe the student a post-withdrawal disbursement that must be paid within 120 days of the student's withdrawal.

Refunds are allocated in the following order:

- Unsubsidized Federal Stafford Loans
- Subsidized Federal Stafford Loans
- Unsubsidized Direct Stafford Loans (other than PLUS loans)
- Subsidized Direct Stafford Loans
- Federal Perkins Loans
- Federal Parent PLUS Loans
- Federal Graduate PLUS Loans
- Direct PLUS Loans
- Federal Pell Grants for which a Return of Funds is required
- Federal Supplemental Opportunity Grants for which a Return of Funds is required
- Other assistance under this Title for which a Return of Funds is required (e.g., LEAP, TEACH)
Undergraduate Curriculum
at Arcadia University

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

Arcadia’s Undergraduate Curriculum provides a distinctively global, integrative and personal learning experience that prepares you to contribute and prosper in a diverse and dynamic world. The Undergraduate Curriculum is designed to ensure that all Arcadia students:

**Explore the Globe.**
Experience other cultures in addition to reading about them. Arcadia provides you the opportunities to study around the world, the nation, and the region. You go where you want to go.

**Design Your Own Path.**
Arcadia’s flexible curriculum allows you and your adviser to design an academic path specially tailored to your interests and enthusiasms.

**Make Intellectual Connections.**
At Arcadia your courses and academic experiences make the connections—across disciplines and cultures, between theory and practical applications, between the classroom and the community—that help you understand how the world works.

**Develop an Expertise.**
Choose a major from over 45 fields of study and work with Arcadia’s acclaimed teaching faculty to become an expert in your field.

**Undergraduate Curriculum Requirements for First-Year Students**
To graduate from Arcadia University, undergraduates who enter as traditional first-year students must do three things:

1) Complete a total of 128 credits.
2) Complete the requirements of their chosen major.
3) Complete the Undergraduate Curriculum Requirements as follows:

(Note: Undergraduate Curriculum requirements are defined by courses rather than credits. Numbers in parentheses indicate the number of courses.)

**Integrative Learning Experiences**
- **First-Year Seminar/Learning Community** – Usually taken during the first semester. In most cases, if a student does not successfully complete the First-Year Seminar, a third Integrative Learning Experience will be required.
- **Global Connections Experience and Reflection** – Participate in this Global Connections Experience and a simultaneous Global Connections Reflection at any point during your Arcadia career. A Global Connections Experience is a sustained, semester-long, cross-cultural experience. Typical ways of fulfilling the Global Connections Experience include: study abroad; taking a Global Connections Experience-designated course in Glenside; study away at a pre-approved domestic exchange institution.
- **Two additional Integrative Learning Experiences** – These two Integrative Learning Experiences are in addition to the First-Year Seminar and Global Connections Experience. Typical ways of fulfilling this requirement include: taking University Seminars (All University Seminars carry the Integrative Learning designation.); participating in additional Global Connections Experiences beyond the required one; completing 4-credit ID381 travel courses.
- **Senior Capstone Project** – Complete this project in the final year as a part of the chosen major.

**Areas of Inquiry**
Students take courses that allow them to explore these four theme-based Areas of Inquiry:

- **Creative Expressions** (1)
- **Cultural Legacies** (2)
- **Natural and Physical World** (2, at least 1 of which must have a laboratory component)
- **Self and Society** (2)

**Intellectual Practices**
Students sometimes develop Intellectual Practices in standalone courses dedicated solely to these practices. More often they are developed in courses throughout the University that concentrate on the given Intellectual Practice in the context of other subject matter.
Undergraduate Curriculum at Arcadia University

- **Crossing Boundaries (2)** – Take two Crossing Boundaries-designated courses from those offered in various departments. Students may not fulfill both of their Crossing Boundaries requirements while off campus for a study abroad or study away semester.

- **Modern Language** – Complete the introductory (102) level of a modern language. Students who place into the 200 level (or above) of a language are waived from the Modern Language requirement.

- **Quantitative Reasoning (2)** – Take one Mathematics course beyond MA 100 and also take one additional Quantitative Reasoning-designated course from those offered in various departments or a second Mathematics course beyond MA100.

- **Visual Literacy (1)** – Take one Visual Literacy-designated course from those offered in various departments.

- **Writing (4)** – Complete English 101 (Thought and Expression) in the first year and complete a Research Writing-designated (RW) course by the end of the second year from those offered either in the major or the English Department. In addition, complete two additional Writing-designated (W) courses from those offered in various departments. Many capstone courses carry the W designation.

Students entering Arcadia University in the following programs who remain in good academic standing in these programs shall satisfy the Undergraduate Curriculum requirements of the 57+ Credits Transfer Student Category plus one First-Year Seminar:

- Engineering 3+2 with Columbia University, University of Pittsburgh, and the Washington University.
- Pre-Optometry 3+4 with Salus University
- Bachelor of Fine Arts / Art Education (BFA with a concentration and certification in Art Education from Arcadia)

Should an Engineering 3+2 or Pre-Optometry 3+4 student be withdrawn from their accelerated program for whatever reason such that the student is completing all 128 undergraduate credits at Arcadia, then the student will be required to fulfill all Undergraduate Curriculum requirements as if the student entered as a typical First Year student. Similarly, should a BFA with a concentration and certification in Art Education switch out of the program then the student will be required to fulfill all Undergraduate Curriculum requirements as if the student entered as a typical First Year student.

**Undergraduate Curriculum Requirements for Transfer Students**

To graduate from Arcadia University, undergraduates who enter as transfer students must do three things:

1) Complete a total of 128 credits.
2) Complete the requirements of their chosen major.
3) Complete the Undergraduate Curriculum Requirements for transfer students, which depend upon the number of credits initially transferred. as follows: All students must complete EN101 if they do not have an equivalent course with a “B” or better.

(Note: Undergraduate Curriculum requirements are defined by courses rather than credits. Numbers in parentheses indicate the number of courses.)

**For Transfer Students who entered beginning Fall 2013 with:**

18 credits or fewer (not including AP exam credits and dual enrollment college credits):

- Treated as First-Year Students. Need to complete all Integrative Learning Experiences, Areas of Inquiry, and Intellectual Practices.

More than 18 and fewer than 57 credits:

- 1 Global Connections Experience & Reflection
- 2 additional Integrative Learning requirements
- 1 Senior Capstone
- **Areas of Inquiry** – 1 of each
  - Creative Expression
  - Cultural Legacies
  - Self & Society
  - Natural & Physical World with lab
- **Intellectual Practices**
  - Completion of the 102-level of a Modern Language
  - 1 Quantitative Reasoning Mathematics (Math beyond MA100)
  - 2 Writing-designated courses
Undergraduate Curriculum at Arcadia University

57 or more credits:
- 1 Global Connections Experience & Reflection
- 1 additional Integrative Learning requirement
- 1 Senior Capstone
- **Areas of Inquiry** – 1 of each
  - Creative Expressions
  - Cultural Legacies
  - Self & Society
  - Natural & Physical World with lab
- **Intellectual Practices**
  - 1 Quantitative Reasoning Mathematics (Math beyond 100)
  - 1 Writing-designated course

Core-to-Core Transfer students:
- 1 Global Connections Experience & Reflection
- 1 Senior Capstone

**For Transfer Students who entered prior to Fall 2013 with:**

Fewer Than 15 Credits
Same as first-year students. Need to complete all Curricular Experiences, Areas of Inquiry and Intellectual Practices.

More than 16 and fewer than 45 Credits
- **University Seminars** (2) – Take two University Seminars after the completion of the First-Year Seminar and before Senior Capstone.
- **Global Connections Experience and Reflection** – Participate in this experience and at the same time in a reflection at any point in your Arcadia career.
- **Senior Capstone Project** – Complete this project in the final year as a part of your chosen major.

More Than 46 Credits
- **University Seminars** (1) – Take one University Seminar after the completion of the First-Year Seminar and before Senior Capstone.
- **Global Connections Experience and Reflection** – Participate in this experience and at the same time in a separate reflection at any point in your Arcadia career.
- **Senior Capstone Project** – Complete this project in the final year as a part of your chosen major.

How the Undergraduate Curriculum Works
Most Arcadia Undergraduate Curriculum requirements focus on educational ends rather than particular means to those ends (e.g., specific courses). As a result, students have significant flexibility in determining how and with what courses these requirements may be satisfied. Some courses students complete within their chosen majors also will satisfy Undergraduate Curriculum requirements. In addition, courses taken within one’s major and elsewhere throughout the University may, when appropriate, fulfill multiple Undergraduate Curriculum requirements simultaneously.

Undergraduate Curriculum Requirements and Students’ Chosen Majors
Students’ chosen majors are their primary pathways through the rest of Arcadia’s Undergraduate Curriculum since courses taken to fulfill a chosen major also fulfill some of the required Integrative Learning Experiences, Areas of Inquiry, and Intellectual Practices. However, which Undergraduate Curriculum requirements are fulfilled by major courses differs by major. Therefore, each student works with his or her academic adviser – who is a faculty member from the student’s major department – to determine which Undergraduate Curriculum requirements the student will fulfill in major courses and which requirements he or she will fulfill in courses outside the major.

How Courses Can Fulfill Multiple Undergraduate Curriculum Requirements
Courses both within and outside students’ chosen majors sometimes fulfill multiple Undergraduate Curriculum requirements simultaneously. For example, it is fairly common for courses around the University to satisfy both an Area of Inquiry and an Intellectual Practice. Similarly, the First-Year Seminars (which is a required Integrative...
Undergraduate Curriculum at Arcadia University

Learning Experience) also satisfy at least one Area of Inquiry. Similarly, all University Seminars (which all satisfy one of the required additional Integrative Learning Experiences) also satisfy at least one Area of Inquiry and at least one Intellectual Practice.

Understanding Courses and Credits
Undergraduates need a total of 128 credits to graduate from Arcadia University – the equivalent of eight semesters of 16 credits each. However, Undergraduate Curriculum requirements are defined by courses rather than credits. Most courses that fulfill Undergraduate Curriculum requirements carry 4 credits. For example, most courses that fulfill an Area of Inquiry or Intellectual Practice requirement carry 4 credits. However, there are some exceptions. The Global Connections Experience is often fulfilled through a semester abroad or through a semester-long domestic exchange with a partner university. When done away from campus (either internationally or domestically), the “experience” is connected to the semester as a whole that one is away from campus, rather than connected to a specific course. The Global Connections Reflection is often fulfilled by completing a specific 2-credit Reflection course during one’s Global Connections Experience. In addition, 3-credit courses also sometimes may fulfill Undergraduate Curriculum requirements when appropriate.

Courses Taken at Other Institutions
Students also can fulfill curricular requirements through courses taken through study abroad/study away, Advanced Placement, college courses completed during high school, International Baccalaureate or summer courses at other institutions. These courses carry the same designations as their equivalents within the Arcadia University system when available. If not available, students may petition to have a course count for a particular designation.

Additional Information on Components of the Undergraduate Curriculum

Integrative Learning Experiences
Arcadia's Undergraduate Curriculum provides an integrative and global experience for all Arcadia University undergraduate students throughout their academic careers. All students participate in three types of required Curricular Experiences -- First-Year Experience; Global Connections Experience and Reflection; Senior Capstone Project. In addition, most students take one or more University Seminars, which count toward the additional Integrative Learning requirements.

First-Year Experience
The First-Year Experience begins at Orientation in late August. Fellow students, faculty and staff help you to get comfortably settled in on campus. Here you begin learning about the academic, co-curricular and personal opportunities available to you at Arcadia. And you are provided all the information, support, and resources needed to make a successful transition to college life.

The academic core of the First-Year Experience revolves around the First-Year Seminar—a small, interactive class where you explore special topics that interest you. Choose from dozens of different First-Year Seminars, all of them—along with a required first-semester Thought and Expression writing course—designed to spark intellectual curiosity and to begin developing the academic tools and habits you need to thrive in the Arcadia classroom.

That first semester you also participate in a Learning Community with the instructor and the other students in your First-Year Seminar. Together you take advantage of academic and cultural opportunities on Arcadia’s campus and around the Philadelphia metropolitan area. In your Learning Community, you make friends with fellow first-year students who share your interests and you learn about and contribute to the wider Arcadia community.

In the spring semester, most first-year students travel during spring break in March with Arcadia faculty and staff mentors to one of more than a dozen international sites for Spring Preview. The Spring Preview trip is part of a 2-credit course in which students get academic grounding in the place and thematic subject of the course in Glenside in addition to the one-week travel component. Spring Preview is open to any first-year student who enters the University with fewer than 32 credits. In order to participate in Spring previews students must earn a minimum of 1.75 GPA during the fall semester and may not be on academic or disciplinary probation.
Global Connections Experience and Reflection

The Global Connections Experience and Reflection provide all Arcadia students the opportunity to explore new places and cultures. In a sustained cross-cultural experience, you meet people and learn about a society different from that in which you have lived previously. In addition, during your Global Connections Experience you participate in a supervised reflection—typically by compiling an electronic portfolio—in which you document and analyze your experiences.

Where you go for your Global Connections Experience is up to you.

You might choose to go to a foreign country. Every major provides a pathway to study abroad that suggest places and times in which foreign travel particularly enhances your academic development, and Arcadia’s College of Global Studies puts 122 programs in 22 countries on six continents around the world easily at your fingertips. Arcadia students often study abroad for a semester, but others study abroad for an year.

Your Global Connections Experience also might occur in the United States. Domestic study away programs offer the opportunity to spend a semester at universities such as Whittier College in Los Angeles, Butler University outside of Indianapolis, Drury University in Missouri, North Central College in Chicago, and Wagner College in New York City.

Many students also fulfill their Global Connections Experience by taking a Global Connections Experience-designated course in Glenside. A variety of Arcadia courses that engage in extensive service learning as well as other local experiences, such as student teaching and internships, also carry the Global Connections designation when they occur in approved cross-cultural settings. It is also possible to design an individualized Global Connections Experience in consultation with the Director of Global Connections.

Students complete the Global Connections Reflection simultaneously to the Global Connections Experience. When students are completing their Global Connections Experience away from Glenside they typically take a 2-credit online course (GCR101) that assists students in reflecting on the interconnections, interdependence, and inequality they encounter during the experience. When students are completing their Global Connections Experience as part of a Glenside-based course, the Global Connections Reflection is usually embedded within that course.

University Seminars

University Seminars are a showcase of integrative learning at Arcadia, designed to make intellectual connections among academic disciplines and between scholarly ideas and the world beyond the classroom. A wide range of University Seminars are offered each semester, and all University Seminars count toward the additional Integrative Learning requirements.

Many University Seminars are interdisciplinary courses where your Arcadia professors explore a dynamic world of ideas with you. University Seminars also take you out of the classroom and into the culturally and intellectually rich Philadelphia region. Taking University Seminars also helps you to work toward fulfilling other Arcadia Undergraduate Curriculum requirements. All University Seminars fulfill at least one Area of Inquiry and at least one Intellectual Practice.

Senior Capstone Project

The Senior Capstone Project is the opportunity for you to bring four years of coursework and academic and personal experiences together by engaging in an extended project in your major. What you do for your Senior Capstone Project depends on both your chosen field of study and your own personal interests. Each major department designs the parameters of the project to help you develop an expertise and synthesize the learning you’ve done at Arcadia. And you select the focus of your research, scholarly or creative activities. Then when you’ve completed your Senior Capstone Project at the conclusion of your final year, you tell the world about your work during our campus-wide celebration of senior projects. Faculty members, family, and friends come out to learn about and enjoy the product of your academic labors. Art and Design majors host an exciting group exhibit. Majors in some departments give oral presentations describing their research and engage in lively discussion sessions. And those in other departments create visual displays of their work for interactive public poster fairs.
Areas of Inquiry

Arcadia students take courses exploring four theme-based Areas of Inquiry that ensure you develop a broad, well-rounded education. Most courses at Arcadia satisfy one Area of Inquiry requirement. Some interdisciplinary First-Year Seminars and University Seminars satisfy more than one. The four Areas of Inquiry are Creative Expressions, Cultural Legacies, Natural and Physical World, and Self and Society.

Creative Expressions

Students participate in the creative process through the expression and application of their original ideas and imagination. These project-based courses—typically in the fields of fine arts, performing arts, and creative writing—explore and develop ideas by means of production, review, revision and presentation.

Cultural Legacies

Students study human experience and expression through the exploration of the history and interpretation of past cultures and cultural texts. By examining aspects of past cultures such as their politics, religions, ethical systems, and literary and artistic production, students engage in asking and answering questions about understanding the past.

Natural and Physical World

Students learn about and participate in answering questions about the natural and physical world. This includes applying observation and experimentation based on physical events that are predictable and quantifiable. These courses explore both the process and outcome of scientific inquiries.

Self and Society

Students explore the multiple forces that create, shape and sustain the development of self-identity, and they examine how individuals and groups live together, form societies, and distribute resources and power. Students focus on understanding the mechanisms and processes that shape who we are and what we can become and analyze how and why societies and social institutions function, evolve, and include and exclude.

Intellectual Practices

Arcadia students develop five Intellectual Practices that provide the tools to understand, interpret and communicate in a complex, global society. Intellectual Practices are sometimes developed in stand-alone courses dedicated solely to these practices. But more often they are developed in courses throughout the University—some in your major, others outside of it—that concentrate on the given Intellectual Practice in the context of other subject matter. The five Intellectual Practices are Crossing Boundaries, Modern Languages, Quantitative Reasoning, Visual Literacy and Writing.

Crossing Boundaries

Students examine issues related to interconnectedness, interdependence, and inequity within and among nation-states of the world. Crossing Boundaries-designated courses also explore issues of social justice, social welfare, and economic rights across national and social boundaries.

Modern Languages

Students complete the introductory level of a language other than English, which may require up to two courses depending on your prior experience.

Quantitative Reasoning

Students develop the ability to ask and act on questions related to the analysis of data, the application of mathematical models, or the cultural and political roles of mathematical thinking.

Visual Literacy

Students focus on the viewing and interpretation of visual information and images from a variety of sources as well as the expression of meaning through visual means.

Writing

By emphasizing how expression enhances learning, understanding, and communication, students focus on the craft and process of written presentation through revisions based on critical commentary.

Global Connections, Experience, Reflection

There are many ways to fulfill the Global Connections Experience – as close by as the Won Buddhist Temple in Glenside or as far away as Capetown, South Africa. In each case, students are engaged in a sustained, semester-long cross-cultural experience and are involved in ongoing reflection during the
experience (typically through enrolling in GCR 101).

Although many students fulfill the Global Connections Experience by studying abroad, there are several domestic exchange options that also fulfill this requirement: For each of the exchange options listed below, students continue to pay Arcadia tuition and fees during the semester they are away rather than paying the institution they are visiting.

**Whittier College Exchange**

Spend a semester outside Los Angeles exploring this multicultural and multilingual campus and community (Fall and Spring)

**Butler University Exchange**

Participate in the Center for Urban Ecology, learning about local/global sustainability issues as part of the NACU Consortium. Located a mere 5 miles from downtown Indianapolis, Butler offers a residential campus in the midst of the 14th largest city in the United States.

**Drury University Exchange**

Experience Drury’s unique location, cosmopolitan but nestled in and tied by their mission to the natural beauty of the Missouri Ozarks. As part of the NACU Consortium, have an unequalled living/learning experience if you are interested in environmental sciences and advocacy by participating in the Ozarks Center for Sustainable Solutions, a home for applied environmental research and policy

**North Central College Exchange**

Participate in a Chicago Term, exploring the social, historical and cultural dimensions of this great American city as part of the NACU consortium (Fall only).

**Wagner College Exchange**

Participate in a New York Semester, exploring the social, historical, and cultural dimensions of this great American city as part of the NACU consortium. (Spring only)

**The Washington Semester**

Participate in a Washington, DC Semester. The Washington semester emphasizes the integration of academic and experiential learning and civic engagement as part of the NACU Consortium. This program is administered by the Arcadia University Political Sciences Department.

In addition to these domestic exchange possibilities, students can participate in Glenside-based courses that have an experiential component in order to fulfill the Global Connections Experience. If a student participates in a course-based experience, he or she is expected to complete 15 additional experiential hours either in the same community as the course-based experience or in a context or organization that addresses the same issue or topic the student is exploring. Some of the courses currently available that include this experiential component include:

- CJ325: Inside/Out (with sections focusing on Criminal Justice, Creative Writing, Yoga, or Acting)
- ED301: Contemporary Issues in Education
- ID226: Teen Uprise Mentoring Experience
- ID227: RUE: Raise, Understand & Express your Voice
- ID228: Shakespeare with Seniors
- ID325: The Artist in the Community
- RE114: Living Religions of the World
- SO150: Contemporary Social Problems
- SO320: Homes, Housing and Homelessness
- SP270: Hispanic Experience in Philadelphia

**Individualized Experience**

It is also possible to design an individualized Global Connections Experience in consultation with the Director of Global Connections. The University is in the process of designing opportunities that combine short-term study away with a local or online sustained experience.

**GCR101 Global Connections Reflection**

(2 credits)

This course is the companion course to the Global Connections Experience. This is a key Curricular Experience in Arcadia’s Undergraduate Curriculum. All students complete this course while engaging in an experience in a cultural context different from the one in which they grew up (locally, nationally or internationally). This course assists students in reflecting on the interconnections, interdependence, and inequality they encounter during the experience in working to understand the world and their place in it.

**Co-requisites:** While taking this course, students must be involved in an approved Global Connections Experience. There are no prerequisites.
University Seminar Program

at Arcadia University

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

University Seminars are a showcase of integrative learning at Arcadia designed to make intellectual connections among academic disciplines and between scholarly ideas and the world beyond the classroom. A wide range of University Seminars are offered each semester, and all University Seminars carry the Integrative Learning designation and help students fulfill their additional Integrative Learning Experience requirements. Many University Seminars are interdisciplinary courses where your Arcadia professors explore a dynamic world of ideas with you. University Seminars also take you out of the classroom and into the culturally and intellectually rich Philadelphia region. Taking University Seminars also helps you work toward fulfilling other Arcadia curriculum requirements. In addition to the Integrative Learning designation, all University Seminars fulfill at least one Area of Inquiry and at least one Intellectual Practice.

US202

Envisioning Sustainability: Contemporary Art & Environmental Science

This course serves to explore the relationship between contemporary art and environmental science using sustainability (global interdependence) as a conceptual nucleus. The course is based on the lecture and lab structure. The ‘lecture’ will be the scientific analysis of data and information and the ‘lab’ will be the corresponding creative process (to include long and short-term experimental projects). The class does not unfold in a linear fashion; rather the scientific content forms a framework for the artistic work. The studio art component serves as a lens through which to view issues of sustainability. Public exhibitions of the work developed throughout the course serve to link art and science and visually represent the scientific data and other findings of the course content. Consider the saying ‘think globally act locally’: The scientific analysis component is the GLOBAL and the experiential creative work (i.e. the collection of personal data and material) is the LOCAL. Students make a tangible connection between local choices and their corresponding global effects.

US203

Songwriting: A Blend of Poetry and Music

This course will be directed toward students who consider themselves poets and are interested in adding music, and/or musicians looking to write lyrics and investigate poetry, and/or for students that just want to write songs and be a part of a songwriting team. Either way, this interdisciplinary class is designed to teach students to make beautiful, memorable (maybe even sellable) songs. It will give them an understanding of some of the best songs ever written and how/why they became so good. In this class students will be poets, musicians, critics, and scholars.

US204

Buddhism and the Beats: Dharma Bums, Zen Lunatics and Crazy Wisdom

The writers and artists who are identified as “beat” collided in San Francisco, New York City, Boulder CO and “on the road” smack in the middle of the twentieth century. In early fifties America, these budding writers were attracted to Buddhism as an alternative to the era’s prevalent social and religious values epitomized by the likes of religious leader Billy Graham and President Dwight D. Eisenhower. For Beat writers, Jack Kerouac, Gary Snyder, Joanne Kyger, Allen Ginsberg and Diane DiPrima, Buddhism was an antidote to what they saw as the spiritual and cultural stagnation of a society corrupted by Cold War politics and rampant consumerism. An overarching goal of this University Seminar will be to make connections between the Buddhist sources and the voices and visions of the Beat generation. Students will read selected works of these writers alongside the Beats’ favorite Buddhists scriptures and texts. Students will engage in close reading, intertextuality, discussions and inquiry-based learning. Through responsive, reflective and creative writing students will explore how the Beats incorporated Buddhist thought and philosophy into their fiction and poetry.

US 205

Philadelphia Then & Now

This course explores metropolitan Philadelphia's past and present in order to examine how history shapes the places in which we currently live, work, and play. The course uses a historical lens through which to view a range of contemporary subjects including: wealth and poverty; suburban sprawl; architecture and space; local literature and visual art; watersheds and other environmental resources; urban politics; regional mass media. Students explore
aspects of urban Philadelphia as well as of Philadelphia-area suburbs and "vacationlands." In addition to doing weekly assigned readings, students also take individual and group trips to locations around the region and conduct research designed to provide them a more complex understanding of and deeper relationship to the Philadelphia region.

**NOTE:** US205 can count toward the History major and minor.

**US206**  
**Power of Play: Improvisation and Learning**  
This course investigates the intersection between Improvisation and Education and is relevant for students preparing for careers as teachers in elementary or secondary education, or as teaching artists in professional theaters, schools and communities. In this course we will investigate how the theater process (improvisation-rehearsal-performance) can be an inquiry-based model for teachers as well as how theater games and exercises can be adapted to explore a non-arts curriculum.  

No previous theater courses are necessary but most of our learning will be by doing, so students must be willing to participate in all improvisations and be prepared to act in a final project presented for children.  

**NOTE:** US206 can count toward the Education and Theater Arts majors and minors.

**US207**  
**Global Citizenship: Who in the World Are We?**  
What does it mean to be a citizen of the world? This course will explore this question from a historical, political, cultural and personal perspective.  

Students will develop a clearer understanding of what citizenship is, a clearer understanding of the ways citizenship is changing as a result of globalization, and a strategy to enact change in an era of globalization.  

The class will explore the question of where ones identities come from. The class will look at global issues, such as climate change, crimes against humanity, and global poverty. What role have global citizens played in addressing these issues in the past? What will the emerging role of "global citizens" be in the future? Students will ultimately be required to take a perspective on what citizenship in a global era means for each of them. What are the rights and responsibilities associated with being a global citizen?

Finally, we will raise questions about social change. Historically, how have definitions of citizenship been used to bring about social change? How is this different in light of globalization? How can global citizens have a positive influence on global issues? What are the change mechanisms through which they can act?

**US208**  
**Great Trials in History**  
This University Seminar explores a dozen famous trials chosen to represent conflicts in different areas of intellectual and cultural/social history including philosophy, religion, science, art, and literature. Subjects include Socrates, Galileo, the Salem Witch Trials, John Brown, Oscar Wilde, the Scopes Monkey Trial, Nuremberg, and Robert Mapplethorpe. Texts include books, films, articles, and websites.  

**NOTE:** US 208 can count toward the Criminal Justice, History and Philosophy majors and minors.

**US209**  
**Social Action and Social Change**  
This University Seminar presents students with an opportunity to learn about and participate in issues related to inequity, social justice, and social action. Using concepts grounded in the social sciences as an analytical framework, the course begins with an examination of the ways in which the development of individual and group identity is structured within social systems and institutions that also exercise power over these individuals. This power is exerted differentially across societal groups leading to inequity and structural violence. Using this framework, members of the class will then read, study, and learn about the ways in which grassroots movements around the world have used social action at the local level to bring about social change. Moving out of the classroom, students and faculty members will explore social change groups in the Philadelphia area and connect electronically with similar groups in other countries.

**US211**  
**From Hippies to Hipsters: The Legacies of Counter Culture**  
What exactly is a counterculture? Do they still exist? Didn’t they disappear with the Hippies? How do they benefit society? This seminar will answer these questions (and many more) as students examine how the 1960s counterculture represented a major departure from mainstream ideology – one where the
youth began to question the idealized American way of life. Yet, counterculture isn’t just a singular decade. Instead, we’ll explore (through literature, art, film, and discussion) how counterculture extends beyond the 60s and into the contemporary moment where hegemonic resistance and American bohemia is alive, well, and redefining the way all of us live.

Topics such as civil rights, gender, race relations, sexuality, war, drug culture, environmental issues, politics, and more will be on the table. Not only will students think critically in class, but they will also literally extend beyond the boundaries of our classroom as they interact, interview, and experience first-hand the work of an individual whom they deem to be a countercultural agent of change. Ultimately, throughout the course, students will be inspired to reexamine their own weighted identities and enact tangible change in their own society.

US212
Baseball & Beisbol: The Evolution of Race & Ethnicity in the Major Leagues
This University Seminar examines the evolution of racial and ethnic relations in U.S. Major League Baseball from the early 20th century to the present. Such topics as early mixed-race barnstorming teams, the Negro Leagues, the Caribbean winter leagues, and the emerging dominance of Latino players in the major leagues are examined and placed into historical and sociological context. Case studies of individual players such as Victor (Pellot) Power are undertaken, as is a team case study exploring the contemporary Philadelphia Phillies.

NOTE: US212 can count toward the History major and minor.

US214
Evolution: Conflicts from Darwin to Intelligent Design
This course examines the conflicts raised by the theory of evolution, from the reception of Origin of Species in the 1860s, to the Scopes Trial in the 1920s, the legal struggle over scientific creationism in the 1980s, and the appearance of intelligent design in the 2000s. The course surveys evidence from paleontology (the fossil record) and genetics and explores scientific objections and difficulties such as the blending inheritance problem, rudimentary organs problem, the “missing link,” and others. In addition, the course considers the origin of American fundamentalism in connection with the Scopes trial, the rise of Social Darwinism and the spread of eugenic ideas.

NOTE: US214 can count toward the Philosophy major and minor and the Religion minor.

US215
Truth and Beauty: Mathematics in Literature
Throughout history, mathematics has been an inspiration to poets and writers. Math itself is one of the major expressions of the mysteries, beauty, and truth of our universe, and literature about math enhances this expression. Just as science has led to science fiction (and creative non-fiction), so math has led to something analogous. From Flatland: A Romance in Many Dimensions (Edward A. Abbott) to Adventure of the Final Problem (a Sherlock Holmes adventure by Sir. Arthur Conan Doyle) to the stories of Aldous Huxley, Martin Gradner, Ian McEwan, Greg Egar, and others, to the poetry anthology Against Infinity (ed., Jet Foncannon and Marian Robson) to the poetry collection My Dance Is Mathematics (JoAnne Growney) and Crossing the Equal Sign (Marion Cohen), writings involving math have taken their place among humanity’s body of literature. This course explores some of the mathematical writings through the ages, as well as the math that inspired them.

Prerequisites: MA100 and EN101

US216
Social and Ethical Issues in Sports
There’s a lot more to sports than what takes place on the field or the court. Just read the sports page on any particular day - there are stories of steroid abuse, recruiting violations, academic eligibility, playing hurt, gambling, paying college athletes, diversity and gender issues, violence, hazing, graduation rates of student athletes, youth sports, moral and religious issues, issues related to the Olympics and politics, and the media’s relationship to sports. In this seminar, students will read, view and discuss texts that delve into these and other issues. Learning will occur through course readings, class discussion, lecture and writing assignments. Class trips are planned to Citizens Bank Park, Wachovia Center, Temple University and Comcast SportsNet studios.
US217
Democracy, Education and the 21st Century
In this course you participate in field work in an actual student led civic action or advocacy organization in your university community and you produce a record and critique of this service learning in the medium of digital storytelling. Course readings and work examine the history of civic participation and democratic action in the United States as well as contemporary issues in civic education. In this University Seminar other class sessions will develop competencies in using new media communication tools and participatory learning in the twenty-first century. An interest in producing digital media and digital social networking is required, and it is suggested that students have access to a smartphone or tablet computer. The course is open to undergraduates of all majors and years. Required reading and outside of class time is significant and only recommended for highly engaged students.
Prerequisite: Students who are engaged and interested in community and civic participation are encouraged to enroll. An interest in digital media tools and communication is required.

US218
God Onstage
This course tackles the long-standing and complex transactions between the theater arts and theology. These two fields engage with two of the most important questions a person can ask: “What does it mean to be human?” and “Does human existence mean anything?” God Onstage tracks the intriguing and, at times, surprising relationship between these two fields: Although largely alienated from each other in Western culture today, this seminar’s investigation will uncover an intimate rapport between these two fields that not only stretches way back in history, but is also widespread in most people groups globally today.

US219
Forging Truth: How We Use Story to Make and Know Reality
Forging Truth is a class devoted to understanding how stories—both real and imagined—shape the way that we see the world. Some questions that the class will investigate are as follows: Is there really a difference between fiction and non-fiction? Can the story elements in sitcoms, advertisements and video games actually affect the way we think about things in the real world? In what ways can we or can’t we trust the stories that journalists tell us? How have stories shaped us into the people who we are today? Through dedicated reading, writing and discussion on and about a diversified assortment of texts that incite these questions, students will learn to better understand the narrative forces that seek to influence their lives daily.

US220
Education Stories: Films about Schools and What They Teach Us
Films depicting exemplary teachers and principals and their successful students have long provided many Americans their sense of how quality educational environments are created. But how much can one really learn about education from these cinematic treatments? This University Seminar includes screening and discussion of numerous films to probe them for their major themes relating to innovative teaching techniques, genuine concern and respect for students, and students’ responses in the form of high achievement and improved personal behavior. And the University Seminar compares and contrasts these films with the latest scholarly research investigating the factors and influences that correlate with successful schools and students and review and critique key educational and psychological theories of education. Written assignments, participation in classroom discussions, and small groups oral classroom reporting help students to develop written and oral communication skills.
NOTE: US 220 can count toward the Psychology major and minor.

US221
We Inquire We Design
This course introduces students to the fundamental principles of physical science that provides the foundation for understanding of energy and engineering design. Students work in teams to engage in science and engineering design practices of asking questions, developing and using models, planning and conducting investigations, analyzing data, revising models, using mathematics and computational thinking, and engaging in argumentation based on evidence.
US222  
**Everything & Nothing: Visualizing Math, Philosophy & Culture**  
Everything (the universe, infinity, oneness, completeness) and Nothing (vacuums, emptiness, zero, absence) are usually taken as opposites but are often ironically synonyms for each other. This University Seminar provides an investigation of these concepts in mathematics, religion, philosophy, science, and literature, taking students into intriguing but also possibly scary territory.

US223  
**Community Action & Change in John Sayles Films**  
This University Seminar examines historical and cultural conflict and community-building themes through the camera lens of John Sayles. This director’s films made between 1980-2012 provide moving stories and deep commentary on the struggles of multicultural communities and family stability, in search of the American Dream amidst cultural dislocation and violence. Students will learn to analyze film aesthetics and images representing social conflict in this Visual Literacy course; and to study and understand the deep cultural interconnections and interdependence among communities from differing racial, national, ethnic, and class backgrounds that make up American society.

US224  
**The World Made Modern**  
This is a multi-disciplinary approach to the cultural and intellectual history of the development of the modern world. We will begin from the point of view of Western European civilization, but in each unit we will look at the issue of its interactions with the rest of the world. We will draw on the following disciplines: art history, literature, political science, and the history of science. Our aim will be to study the development of the world we live in without assumptions of Western cultural superiority and with an appreciation of cultural difference as well. The key term will be "modernization": what do we mean when we talk about living in a modern world, or when China undertakes a campaign for "the four modernizations"; how did the idea and practice of modernization develop?

US225  
**Outcasts, Rebels and Other Normal People**  
This University Seminar focuses on compelling stories of individual and collective struggles and transformations in the midst of social oppression. Topics explored include identity, conformity, prejudice, rebellion, personal and societal transformation, pluralism, social reform, human rights and freedom. Authors include James Baldwin, Simone de Beauvoir, Frederick Douglass, Mohandas Gandhi, Khaled Hosseini, Martin Luther King Jr., Peter Matthiessen, Arthur Miller, and Walt Whitman.

US226  
**Shakespeare on Stage, Page and Screen in 21st Century**  
This University Seminar asks the questions: Why do we still read and perform Shakespeare? How can these centuries-old play texts, written in a style of English that we no longer speak, still be meaningful for us today? This course seeks to answer these questions by approaching Shakespeare from three distinct perspectives: Shakespeare in performance, Shakespeare as literature, and Shakespeare on film. Using a combination of methodologies and approaches, this course fosters a fuller appreciation for how Shakespearean texts written for an Early Modern audience might resonate with present-day American cultural sensibilities. Students examine how aspects of performance, cinematic imagination and literary analysis can work together to create urgent and relevant meanings for modern audiences. Particular attention is paid to the study of visual imagery associated with Shakespeare—including the examination of visual evidence from Elizabethan/Jacobean England, and the analysis of how scenic, lighting and costuming choices can communicate meaning in contemporary film and performance contexts. Students also work actively with the play texts in class, "on our feet," to acquire a physical and kinesthetic sense of how live performance helps condition and contributes toward our understanding of a dramatic text.

US227  
**Insects and Human Society**  
This course will bridge a gap between discrete areas of inquiry, namely sub-disciplines of biology (entomology) and anthropology. The primary emphasis will be the significance of insects in the lives of humans, both their negative impacts and the positive ones that are so frequently overlooked. In addition to learning about the biology of insects, this course will address the nature of our competition with insects for food and natural materials, the extent and severity of insect-
borne diseases, insects as pollinators and subjects of scientific study, and how insects have influenced art, economics, etc. Writing will be a central component of this seminar. Writing assignments and activities will supplement course content and provide opportunities for students to improve their writing via practice and feedback, to learn how to provide effective peer critiques, and to learn how to edit one’s own work.

US228  
**Science in Visual Arts**  
Art and Science may seem to be polar opposites, however, they are inseparable disciplines in many ways. They share the same desire to understand and investigate the world by organizing our perception. The main content of this course examines the question “Why we see what we see?” We address this question by looking at visual arts through the lens of science. Understanding how we visually perceive artworks and how our brain processes that information enables both art and science students to not only enrich their knowledge but also gain interdisciplinary perspectives. As a result, students create informed artworks and innovatively approach scientific research.

US229  
**3-Dimensional Programming and Storytelling with Alice**  
This course is designed to introduce students to computer programming through the use of the "Alice" programming language. "Alice" is a very simple introductory language which students will almost immediately be able to use to create animations.

US230  
**International Computer Ethics**  
This University Seminar examines the ethical consequences of the expansion of computer usage in our society and internationally. The course aims to give students a solid grounding in ethics in general and the ethical dilemmas that are unique to computer applications.  
**NOTE:** US 230 can count toward the Computer Science or Computing Technology majors and minors or the Philosophy major and minor. Non-major students who want an introduction to computer programming might consider US229: Programming and Storytelling with Alice.

US232  
**Mock Trial Workshop**  
This University Seminar provides students the opportunity to participate in and explore the principles behind the American litigation process. Organized around a single employment discrimination case, students take on the principal legal roles such as plaintiff, defendant and witnesses, and they examine all the steps of a lawsuit – investigating the case; interviewing the client; preparing the pleadings; taking discovery; preparing for trial. Working on their own and in groups, students learn specific legal principles relevant to the case such the particulars of torts and contracts. The course also explores the broader interdisciplinary basis of the American legal system, making connections between such fields as business, psychology, political science, and history.  
**NOTE:** US232 can count toward the Pre-Law minor.

US233  
**Copy!-Right? Creativity and Copyright**  
Copy!-Right? focuses on the relationship between creative expression and intellectual property law, specifically, copyrights and trademarks. The course will provide an overview of how copyright and trademark law have developed in the United States, and the implications it has for artists, musicians, designers, teachers, and anyone else engaged in the cultural creative discourse. It explores how intellectual property law both protects and hinders creative expression by discussing issues related to fair use, cultural preservation, and the “moral” rights of the artist. Students will have the opportunity to create several transformative works of art as a basis for considering the different issues in actual practice.

US234  
**Representations of the Spanish Civil War**  
This University Seminar examines perceptions of the Spanish Civil War (1936-1939) and their international implications. Topics discussed include the significance of the war, the political and social background of Spanish events and society, and how the conflict was seen by Spanish, American, Canadian, English, and French writers and philosophers. Texts include journalistic perspectives as well as autobiographical accounts and poetic responses. Spanish and international films and documentaries are screened covering topics such as women’s participation in the
war and the origins of global responses to the war. This course is a bilingual course and is taught in both Spanish and English. Readings are in both Spanish and English.

**NOTE:** US234.1 can count toward the History, International Studies & Spanish majors and minors.

**Prerequisite:** SP102

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**US235**

**Born Digital: Voice of the Net Generation**

This University Seminar investigates how digital natives—a term used to describe a generation of youth born after 1982 that has grown up with computers, video games, cell phones and digital music players—process, relate to and create information differently than their predecessors. What kind of world are digital natives creating? In essence, students in this course examine their own behavior and attitudes regarding the use and effects of digital technology tools in their lives and in the lives of their peers. Assignments consist of readings, individual and team-based ethnographic research, creation of online content and field trips in real and virtual space. Students will be expected to contribute to discussions in class and online using such tools as discussion forums, blogs, wikis, YouTube videos and data mashups.

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**US236**

**Christian, Jewish and Muslim Spain: From Eden to Exile**

This course will examine the coexistence of the three principal religions: Christianity (Catholicism), Islam, and Judaism during the middle Ages. Tenets and beliefs of each religion will be examined in detail. Art and architecture reflecting the three religions will be analyzed and will include such national treasures as the synagogues in Toledo, The mosque in Córdoba, The Alhambra in Granada and the cathedrals of Santiago de Compostela and Seville. Topics discussed will include the Spanish Inquisition, The Catholic kings, the reconquest, and medieval life in Europe at that time. The historical time period will cover roughly from 700-1492. Readings will include various poems written by writers of the three religions, El Cid, La Celestina and historical documents of the epoch. Teaching the coexistence of the three religions exposes students to different ideological discourses embodied in cultural fields of the time. The class will also examine the three religions and their role in Spanish society today. This course is a bilingual course and will be taught in both Spanish and English. Readings will be in both Spanish and English.

**Prerequisites:** EN 101 and SP 202

**NOTE:** US 236 can count toward the History, International Studies and Spanish majors and minors

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**US237**

**The Impacts of Music, Film & Digital Media on Social Movements**

This University Seminar will analyze the affect of music, film and digital media on the process of social movements. Social change is the transformation of culture and social organizations over time. Social movements are a type of group action that brings about change in existing cultural and political beliefs, mores and ultimately, laws. This course will focus particular attention on the last half of the 20th century, when the world witnessed unprecedented change in the areas of civil, women’s, and gay rights, as well as an explosion of technology for personal and political expression.

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**US238**

**Rethinking Children’s Animated Films**

This course asks students to look beyond the marketing strategies that position classic children’s films as “innocent”, “magical”, and “fun for the whole family” in order to consider more carefully and objectively what lies beneath large media companies very successful, synergistic product promotion. In particular, the course would focus on the following: the evolution of media industries into an oligopoly where six or seven media conglomerates own most of the media in the US; the justification for media corporations promoting and protecting corporate images and marketing plans for classical animated films in particular; the appropriation and changing of original storylines to serve many purposes and ideas of not only the writers and producers; an exploration of the appeal for children of all ages as audience(s); film analyzes to reveal subtexts embedded in the films (e.g. racial stereotypes, gender roles, consumerism); a study of how these subtexts have the power to impact our understanding of self and society; and, a look at the reception of children’s films by critics and consumers both at home and abroad in an increasingly global market. Particular emphasis will be placed on the Disney corporation as well as Dreamworks SKG, Nickelodeon, Paramount Pictures and Hanna-Barbera Productions.
Art, Activist, Deep-Sea Diver: The Role of the Poet in Society

Plato and Aristotle argued that poets come nearer to documenting vital truth than history does. Is this possible? What do poets contribute to society? This is a seminar with a workshop component, designed for students with or without experience in poetry writing, who have a genuine interest in poetry. Students begin as detectives, researching and examining various roles poets have played throughout history. As ethnographers, we attend Philadelphia-area poetry readings to witness these roles in action and personally connect with the artists. We also host an Arcadia Poets Symposium on campus, where published poets among Arcadia's staff, faculty and student body share and discuss their work. Students choose one of these poets as the focus of a written, journalistic profile. As creative writers, students consider their own roles, crafting poems inspired by poets we read and see perform. Finally, as editors and publishers, we contribute to a web-based Arcadia literary journal focused on exploring the craft and capacity of poetry. This course has a Writing Designation and requires 4 papers as well as a portfolio of revised, polished poems.

Invisible Women: An Exploration of Female Entrepreneurship

This course introduces students to the psychological, sociological and economic dimensions of entrepreneurship as they review extant research on female entrepreneurs. Students will develop their understanding of the female entrepreneur’s (psychological) motivations for starting and owning a business, the (sociological) network of relationships she establishes to support and sustain her business and the (economic) resources that her business uses and creates.

Place, Space and the Global World: Exploring Immigrants and Identity

In this University seminar, the lens of place is used to explore issues of immigration, migration, and ethnic identity. Immigrants and migrants have arrived, settled, built communities, laid down roots and moved on, with others arriving after them leaving layers of material traces that give significance to the present, document the past, and point to the future. They have left material traces and maintained connections with home villages in previous centuries of immigration as well as in contemporary times. Forms can be aesthetic expressions, hold memories and give meaning to everyday lives, and are symbolic of who we are in an increasingly globalized world. Students learn how different disciplines use place as an interpretive mode to understanding the relationship of ethnicity to place(s), how difference (ethnicity, gender, race) is delineated in space, the politics of public space, issues of memory and place (including transnational connections), and globalization and place. A diverse range of reading assignments, images, video, and four field trips to Philadelphia will augment class discussion. The class visits a Puerto Rican urban garden and casita, a Palestinian mosque and deli, the 9th Street Market, and Chestnut Hill. The students hear first hand from the people who work and live in these places their significance for them and the connections or disconnections of meaning they hold. An interdisciplinary approach is also reflected in the kinds of assignments required of students. In introducing students to the topic of diversity and difference, the concept of worldview and how it varies cross-culturally and over time is discussed. An ethnographic fieldwork project is required in which students must interview at least one person. During the course of the semester, through in-class exercises and take-home assignments, students are guided step-by-step in the methodology of conducting original research.

Ear Cleaning: Form, Pattern, Experience

An experimental music course focusing on composition and exploration of sound and space. No previous musical background is required. Students incorporate experiments with shape, form, pattern and experience to perform original compositions for found and low-tech musical instruments.

Music & Story Telling

This seminar offers the student the opportunity to study the performing arts, literature and music. The student response to the works read and viewed will be in the form of discussions and written assignments that vary from character analysis to formal research on a particular writer/composer/work. The uniqueness of the course lies in studying the connection between music and storytelling, in
ballet, in plays and novels made into film and in Opera and modern dance.

US246
**Investigating Fusion Forms in Performing Arts**
The purpose of this University Seminar is to provide students with an opportunity to observe and analyze examples of the fusion of performance forms and styles; and eventually create a theatrical piece with text and music that reflects their ideas, beliefs, and also shows how they would like others to understand their point of view. Using the notion that "Art Imitates Life", this course will draw subject material from important personal and community ideas, and extend out to global issues that affect us all. This course will explore the vast resource of pre-existing works including: drama and literature in all forms, opera, films and film score music, musicals, and instrumental music of all types and from many time periods. Individual ideas will be shared and collaboration will be encouraged. Students will be expected to produce their own work, either original or adapted from existing literature or musical scores, using the University as their stage.

US247
**Montessori: Her World, Work & Wisdom**
This University Seminar focuses on the life and work of Maria Montessori in order to make connections among the fields of education, psychology, sociology, and history. Exploring the development and application of Montessori's educational ideas, students integrate the history and social movements of late 19th and early 20th century Italy and the United States, emphasizing changes in educational philosophy and practice. Students compare and contrast her theories with the psychological theories of Freud, Erikson, Piaget, and Vygotsky. And the course includes empirical evidence investigating basic Montessori practice and the incorporation of Montessori's concepts into contemporary education and parenting.

**NOTE:** US 247 can count toward the Psychology major and minor.

US248
**Flying Solo: The Art of Solo Performance**
The "Solo Actor" has evolved from the ancient Greek and Roman mimes through the historic portrayals of presidents (GIVE "EM HELL HARRY) and literary greats (MARK TRAIN TONIGHT and THE BELL OF AMHERST) to the provocative rants of "everyman/woman" in productions like Eve Ensler's THE VAGINA MONOLOGUES and Anna Deavere Smith's LET ME DOWN EASY. Shows can include satires, impersonations, anthologies, adaptations, and recitals, but can also be classified as more personal autobiographical performance pieces. Hybrids combine a variety of performance types including mime, dance, music and poetry. What they have in common is that they are performed by one artist whose purpose is to tell a story to an audience.

US249
**Princesses and Super Heroes: How Media Shape Children's Gender and Sexuality**
This media literacy course asks students to critically examine the varied kinds of media children and youth consume, and the messages media sells. Students learn to identify, explore, understand, critique and articulate the ways in which media shapes children’s understanding and attitudes towards their gender and sexuality development. Through a variety of classroom experiences, students explore how Disney and superhero movies and marketing sell narrow images of femininity and masculinity. At the end of the course, students create a media product used to educate others about media literacy, as an invitation to take action against passive consumption of media products, and falling in the trap of marketing.

US250
**Exploring Art in Philadelphia**
Exploring Art in Philadelphia is a class that utilizes integrative learning to investigate the variety of artistic venues available in Philadelphia and surrounding region. This sophomore level seminar course meets twice a week: once a week on the Arcadia Glenside campus and once a week at the scheduled arts venue in the Philadelphia/ Glenside area. The meetings on campus introduce, explore and investigate the organizing principles governing Art and Design, explore content and concept in contemporary art and practice that students will experience at venues off campus. Student presentations and focused art projects will illustrate specific ideas we will see in class.

Exploring Art in Philadelphia serves as a way for students to connect what they are learning in the classroom to the variety of venues and experiences in the cultural artistic landscape around them. The course offers a working
definition, through varied examples, of the artistic zeitgeist in the Philadelphia region.

US251
The Hero Culture: A Quest for Truth
The main purpose of this course is to provide each student with an opportunity to develop their own answers to the question, "What makes a person extraordinary?" Students will begin the course by examining established "heroes", both real and imaginary, and compiling a list of the traits they possess and actions that they perform that the students deem worthy of the word "heroic.” Students will then be presented with lesser-known real-life individuals and fictional characters, those they normally might not connect with the word "hero", and asked to examine them as potential repositories of excellence. They will be called on to ask themselves: What elements of this person or character are constructive or even potentially destructive to our ideas of self and the society we live in? What can I learn from their behavior? What of them do I see in myself, and what qualities do I value more than others? What does the word "heroic" really mean – to others and to me? Should I reexamine, change or expand my personal definition of heroism? How can I become more heroic in my daily life? By pursuing their individual responses, students will move away from traditionally accepted views of the “heroic” to formulate a more personalized vision of greatness. By making inter-connections with fundamental sociological issues, students will be encouraged to integrate their heroic visions into their own philosophies of human existence.

US252
Laughing Matters
Why do we laugh? What is laughter? What makes something funny? How do we laugh? In this University Seminar, we will learn about the science, elements, theories, and effects of laughter and humor. Through the study of Gelotology, the science of laughter, physiological and psychological processes about the brain and laughing will be investigated. The social, physical, and mental benefits will be experienced and analyzed through laughter yoga, stand up performance, physical comedy, and improvisation. Through the exploration of mass media (digital, print, broadcast, and outdoor media), students will develop a comedic eye while discussing observations of various sociological and political perspectives. The educational competencies of laughter and humor in learning and education will be applied and implemented through fieldwork within a community school as part of a culminating project.

US253
Science Fiction and Social Reality
This University Seminar will explore a few, select portions of the genre of contemporary science fiction focusing on several key themes that address the world outside the classroom primarily by reading several novels, and watching and discussing television and movie videos. We will examine how science fiction - at once entertaining, inspiring, serious, instructive, and funny - reflects and shapes our current and future culture, beliefs, behavior and selves. Students will read and watch texts in thematic units to gain an understanding of how science fiction frames questions about social issues and change. Students will also do research on a contemporary social issue and have a chance to create and present their own work of science and speculative fiction that addresses how they would like to reflect and/or shape the conversation and the world of their own future with regards to that social issue.

US254
Coming Out: Claiming Our True Identities
This University Seminar uses the intellectual practice of Visual Literacy to explore the idea of coming out; what it has meant historically and what it means in society today as it is applied to undocumented workers, the illiterate, addicts, LGBTQ people, and others. Through the use of pictures, videos, personal and professional artwork, and texts, coming out is pondered from many directions in multiple social and political contexts.

US255
Grand Constructions; Stonehenge to Skyscrapers
This seminar will chronologically examine the development of architecture within the context of the social, cultural and religious influences that shaped its form and function. Beginning with the early examples of the Druids and Egyptians, with their monolithic and circle structures, to medieval castle fortifications to present day skyscrapers - art and architecture are meant to evoke an emotional response in the viewer and to reflect the importance of specific societal unification. By looking back
through the lens of history we can begin to make comparisons between ancient architecture and its relevance to modern architecture. We can trace the transformation of architecture from public space to private space and how even the concept of space has changed. The rise and fall of empires, war, famine, and advances in technology are all reflected in the architecture of a civilization. What does architecture say about us as a society and what, if any, are its limits?

US256
Lying Maps (& Other Spatial Fictions)
This is a geohumanities course in learning how to see hidden realities in the everyday world, and in learning to identify the values that are buried beneath seemingly ordinary surface of our daily lives. Specifically, we will be making an interdisciplinary investigation into how the spatio-visual world is understood in the fields of cultural geography, art history, urban studies, and cartography. Our starting premise will be that if you stand on a hilltop and survey the environment as it spreads out in front of you, what you see is emphatically not what you get. To unpack this conundrum we will explore landscapes, cityscapes, and maps while asking questions like: what does it mean to decode a landscape? How can you "read" a cityscape as you walk down the street? What can we learn about a culture's values by examining its built form? How is examining built forms different from interpreting or reading a map? How do maps and other visual representations actually help re-shape the physical world, rather than just report on what already exists? In what ways do maps lie? What contradictions exist between how places are represented and what they actually are?

US257
Chinese Film: A Window on China
This course uses film to introduce students to China's rich culture, values, and history. We consider the question of whether there is a uniquely Chinese style of filmmaking and how that might differ in style, aesthetic, and financing from the Hollywood model. Class time is spent watching recent films from China, Taiwan and Hong Kong, as well as discussing the relevance of the themes raised in these films both for Chinese and American audiences.

US258
African American Religious History: From Slavery-Free
This course surveys the religious history of African American slaves. The course examines the origins of Black religion in America, the aspects of African religion that were retained by the slaves, how African slaves were evangelized and converted to Christianity, the nature of the Christianity to which the slaves were converted and what was distinctive about religion in the slave quarters. The course will build your writing, analytical and research skills through completion of writing assignments, online discussions, readings, study of the Library of Congress' narratives of former slaves and a research paper.

US259
Japanese Cinema and Anime
(4 credits)
This course seeks to provide a broad introduction to Japanese Cinema Studies, examining the social and historical context of various film movements throughout Japan's unique century plus history of work within the film medium. This course will approach the history of Modern Japan from a film historic perspective, examining the greater societal context that allowed film movements such as 'Daikaiju' (giant monster), Anime, satirical 'splatter films', and politically motivated softcore pornography to thrive in the Japanese market.

US261
Representations of the Holocaust
This course will examine perceptions of the Holocaust, the systematic state-sponsored persecution of Jews, Gypsies, gays, communists, and people with disabilities by the Nazi Regime and its collaborators. We will analyze the international implications, repercussions, and genocide. Topics discussed will include the significance of the Holocaust, the political and historical events preceding it, philosophical debates about good and evil, theories of violence and authority, memory and survival, gender and holocaust representation, and the concept of a willing perpetrator. Readings will include various accounts of the Holocaust, both fictional and autobiographical and we will study their effects on the reader. We will also examine visual culture and the Holocaust such as photos, movies, and comics and how popular culture shapes public memory.
Undergraduate Curriculum at Arcadia University

**US262**

**Sex, Sin & Kin: The Genesis, Evolution and Future of Gender**

The ways in which whole sets of ideologies and practices function to define, direct and limit gender and gendered activities differ markedly according to time, place and culture. The purpose of this course is to explore key issues and debates in the history of women and men, in cross-cultural perspective, within the framework of the relationship between gender and change. The main focus of the course is the gendered experiences of women in the modern world, specifically the West, North and Sub-Saharan Africa, the Middle East and Far East, with selected references to historical antecedents in the pre-modern world. Students examine the variety of ways in which women have reflected upon and reacted to the gendered conditions of their lives. We explore representations and self-representations of women within and external to specific cultures. This includes understanding how the categorization as male and female determines so many aspects of individual lives and personal power, the power of groups, and the larger systems of power they confront. The course also raises the question of the future direction of gender, social responsibility and change. Assignments consist of readings in anthropology, history, gender theory, literature, and memoirs. We explore thematic topics through primary and secondary sources. Writing assignments include journaling, reflective essays, the generation of an interview protocol and an oral history project. Students also analyze film, art and communication media and possibly a theatre production. Students are assessed on individual and team based research and reflection, culminating in the creation of a collective oral history and film project.

**NOTE:** US262 can count toward the History and International Studies majors and minors.

**US263**

**Postcolonialism on Screen**

This course is primarily interested in how colonial and postcolonial subjects and identities have been constructed, negotiated, contested, and resisted. Thus, a fundamental question asked here is: How has the colonial experience restructured thinking about race, culture, class, economy, politics, and sexuality? To explore these key issues and questions, this course will examine how films have represented different themes in postcolonial studies. Students will read key texts in postcolonial studies and then attempt to understand how issues raised in these texts are represented in film.

**NOTE:** US 263 can count toward the International Studies major and minor.

**US264**

**Humor in Black & White: Multicultural Responses to Social Issues**

A pie in the face makes everyone laugh. But if a joke is racist, sexist or homophobic, is it still funny? How far is too far in humor, and how much does that standard depend on your place in society? Humor isn't just black & white, it's all shades in between, and in the class we will laugh a lot as we explore how people of all backgrounds use humor to discuss social problems, taboos, and complications. We will study humor and comedy from Ben Franklin to Kevin Hart through various genres including literature, cinema, live stand-up performances, and web-based media. Students will be asked to research both the social issue and the humorous response through historical, psychological, and cultural lenses. Topics will include sexism, classism, substance abuse, gender identification, physical disabilities, international relations and homophobia.

**US265**

**Jewish Humor**

This course is taught from a historical perspective from the shtetls of Eastern Europe, to Jewish life in the U.S. between 1880 and 1924, to the Catskills of the 1940s (known as the Borscht Belt Comics), Lenny Bruce in the 1950s, Woody Allen and Jackie Mason in the 1960s and 70s, and including contemporary Jewish humorists such as Joan Rivers, Jerry Seinfeld, Larry David, Adam Sandler, Sacha Baron Cohen, Chelsea Handler, and Sarah Silverman. We will analyze Jewish humor and its origins as a defense against suffering and persecution. We will watch films such as “Annie Hall,” and “Borat” as well as clips of Seinfeld episodes and stand-up comedians and analyzing the humor from a visual perspective such as the use of props, shticks etc. We will examine Jewish humor, which originally started as a response to oppression, hardship, and terror and what happens when that oppression disappears. Focus is on importance of
Undergraduate Curriculum at Arcadia University

comedy in Jewish culture and in the immigration and assimilation of Jewish people.

US266
Understanding the Age of Genocide
This course takes an interdisciplinary approach to the study and understanding of genocide from several theoretical foundations and perspectives, including political science, international law, peace and conflict resolution, sociology, anthropology, psychology, and history. The course will harness different perspectives on the formation of genocide in modern and historical settings, while highlighting the potential avenues for preventing future genocidal acts. Subjects covered will include the underpinnings of the concept of crimes against humanity, the psychology of group violence, historical revisionism, transitional justice, reconstruction, reconciliation, trauma healing, the responsibility to protect and humanitarian intervention, and conflict prevention and resolution. These main themes will be highlighted through numerous genocide case studies from each continent, as well as exploring lesser known or contested historical cases. The course will also feature guest lectures from genocide survivors, opportunities for research and reflection, and a simulation on humanitarian intervention in a contemporary genocide case.

NOTE: US 266 can count toward the International Studies major and minor.

US267
Evil and its Controversies
The traditional problem of evil is how the existence of evil can be compatible with the belief in an all-good, all-powerful God. Modern approaches focus instead on describing and explaining evil. Do monsters exist? If so, what explains them? Psychosis, brain disorders, or something else. How is it that ordinary people can turn to evil when their situation encourages it? Texts will include philosophical, theological, psychology, anthropological, neurological, literary fiction, and films, both documentary and fictional.

US268
Utopia/Dystopia
In this course students examine the development of utopian thought from several disciplinary angles—philosophical, political, literary, religious, and architectural. In doing so students will also explore the myriad ways in which utopian longings have manifested themselves, from philosophical treatises and novels, to experimental living on communes and urban planning. As students examine a number of different utopian ideas-ranging from Plato’s Republic to the modern development of Disney’s private town, Celebration—they will ask the following questions: what motivates people to try to construct a perfect world? Whose definition of utopia is used to construct these alternate societies? Can one person’s utopia be another person’s dystopia? What do utopian and dystopian expressions tell us about a society’s values? In pursuit of answers to these questions students will write short critical responses to weekly readings, compose two formal papers, and work collaboratively with a group to develop the contours of an original utopian community.

US269
Steampunk Difference Engines
This course examines the multifaceted genre/subculture that is ‘Steampunk.’ From its literary roots in the Sf/Fantasy genre, to its current expressions in aesthetics, literature, fashion and artwork, the class will seek to understand what the term means, what work it encompasses, and what issues it seeks to address. Most visibly characterized by its romanticizing of the Victorian era, its fashions, manners, and its technologies. Steampunk also grapples with historic tensions, and tries to address the inequalities that resulted from colonialism and the gender/sexual/social inequality of Victorian society. By examining critical essays, fiction, and created art, the course enables students to engage with these issues, and come to see how Steampunk’s re-imagining of our past becomes an engine that allows us to explore how society accepts and grapples with difference, an issue that still troubles us today.

US270
First Amendment Abridged
This class will focus on First Amendment rights. It is the foundation upon which we chose to build this country, and, yet, it is arguably the most debated and morphing of all rights. Why? We will look at precedent setting court cases that deal with First Amendment issues such as book banning, hate speech, obscenity, restriction during war time, etc. We will examine moments in time and the cultural climate that provides the rationale for our legal and moral attitudes about freedom of speech and expression and censorship. You will come to understand what you consider to be
your guaranteed right to freedom of expression and when and how you are willing to have those rights abridged (if at all).

US271
Great Cases in International Law
This course introduces students to international affairs through some major cases of international law, discussing their political and historical circumstances, the process and the outcome, with a conclusion on the impact on contemporary international affairs. Through the cases, the students examine some core principles of international law, including international human rights law, international criminal law, and the law of armed conflict, and discuss their parallel with rules of the domestic legal systems. The course also introduces students to the relevance of international law in domestic legal system and the complexity of issues of international affairs. The course offers an overview of the most unique, pervasive, and influential international law cases with, in some instances, a particular interest for the United States.

US272
Getting It Off Your Chest
In this course, students will gain insight into researching, writing, and marketing Editorials and Op-Eds. We will discuss the importance of Editorial Page in newspapers. We will learn how to conceptualize, formulate, and write various forms of Editorials and Op-Eds. We will discuss the structure and functions of the newspaper editorial board. Students will be exposed to various research and writing techniques essential to Editorial writing and will be encouraged to market their Op-Eds to newspapers for publication.

US273
Visual Propaganda of Armed Conflict
Armed conflicts have occurred in the historical record for thousands of years and the use of propaganda to support such endeavors has occurred nearly as long. While the development of new weapon technology and combat tactics has evolved over centuries, the use of propaganda has been present to justify the conflict, recruit participants, raise national awareness, or to present images of war to the population. Some of these images have become the most iconic of our time. From the early photography used during the U.S. Civil War, propaganda posters of the World Wars, the televised images of Vietnam, to the images of today, the use of propaganda in armed conflict has impacted the way individuals perceive armed conflicts around the globe. In this class, students will explore the complex dynamics of conflict with a focus on evaluating the impact of propaganda. Utilizing primary and secondary sources, the students will gather information on the strategic use of propaganda and examine its psychological, artistic, and nationalistic elements.

US274
Study Abroad in Global Philadelphia
This course is designed for students who have already had and returned from the opportunity to study abroad. It focuses on students’ experiences abroad in the context of their personal reflections on living in another country, their shifting perspectives on the world and their role in it, and the ways that their interactions abroad have had an impact on their understandings of the U.S. and what it means to be American and live in the U.S. In addition to focusing on the study abroad experience and potential shifts in students’ points-of-view, the course also assists students in thinking about their cross-cultural study abroad experiences in relation to living on the Glenside campus and in the Philadelphia region. The course embraces global learning in focusing on U.S. perspectives on the world and international perspectives on the U.S. as well as on the ways that food, water, oil and carbon cross national boundaries and illustrate the interconnectedness, interdependence, and inequality located wherever they have been abroad, in Philadelphia and in the world at large.
Prerequisite: Assumes students have studied abroad prior to taking this course.

US 275
Scientific Ethics
This course examines the different types of ethical systems as the foundation for decision-making. Topics include consideration of contemporary value conflicts associated with the impact that science and technology have on society, such as stem cell technology, gene therapy, and drilling for oil in Alaska's Arctic National Wildlife Refuge. Each topic is critically examined from the scientific, ethical and legal viewpoints. Assignments incorporate readings, discussions, position papers and debates.
US276  
**The Secret Symbols of Pop Culture**  
This course provides an in-depth exploration of the way we are constantly manipulated in movies, television shows, art, and advertisements through the use of mystic and religious symbols, names, and even colors. In this seminar, students are given a survey of the following topics: heroes' journeys, heroines' journeys, alchemy, ring composition, morality plays, mythology, Christian symbolism, and the symbolism used by the Mormon, Buddhist, and Jewish traditions. The class combines lecture, and discussion of each topic. Students are tested each week with an example of pop culture that they must analyze, parsing out each piece of symbolism embedded in the work. The class is progressive and the pieces used in turn become more complex so that students may see multiple layers of symbolism. Additionally, students keep a journal, collecting images associated with each week's topic. At the end of the course, they use their knowledge to create an original work, layering multiple levels of symbolism into the work.

US277  
**Pop Psychology and Pseudoscience: What is Credible?**  
This course will explore some of the most popular beliefs in psychology and science and arm students with the tools needed to evaluate claims to determine if enough evidence exists to support belief. For example, is going to bed angry really a bad thing? Can a positive attitude cure illnesses? Do repressed memories exist? We will also explore new age therapies, claims of ESP, alien abduction, and natural remedies for illnesses. Through reflections, writing assignments, and class discussion, we will explore the origins of these and other psychological and pseudoscientific beliefs, why they persist, and what is real.

US280  
**Exploring Entrepreneurship in the Arts**  
This University Seminar explores the relationship between art making and entrepreneurship with an active focus on self-actualization. The course is organized to include three units: History (3 weeks), Philosophy (5 weeks), Personal Practice (6 weeks). Each unit consists of a seminar (Monday) and a seminar/practicum (Wednesday), that incorporates group projects, field trips for observations, films, and guest lecturers. Seminar lectures/discussions reference both traditional/historical art making (i.e. "the Classics") in relation to the current DIY art culture (i.e. "the Cutting-Edge"). Each unit works toward experiential, integrative learning through case studies & presentations, that manifest course concepts and examined innovations. Each unit also addresses qualities of entrepreneurship (i.e. stagnant/impossible vs. active/appropriate ventures). Unit I includes a historical survey of entrepreneurship in the arts through an investigation of questions such as "what is art?" and "what is business/entrepreneurship?" and "what is a commodity?". Along with discussions of profiles of artists/entrepreneurs from the Renaissance to today, real world guests, online resources, and videos. In Unit II, students explore a deeper philosophical inquiry of the questions and concepts raised in the process of combining art with commodity. In Unit III, students investigate a personal practical application of course concepts via entrepreneurial business plan development in the arts.

US281  
**Drawing Connections: The History and Practice of Drawing**  
This seminar explores connections between the history and studio practice of drawing in the Western tradition. Students will examine the historical development of perspectival systems, nature drawing, the role of underdrawings and sketches, changes in techniques and materials, and developments in paper conservation. They will then investigate these concepts more profoundly through the exploration of technique in the studio. Visits to drawing collections at the Philadelphia Museum of Art, Metropolitan Museum of Art, and National Gallery of Art will allow students to analyze relevant concepts in the work of draftsmen, such as Leonardo, Raphael, Rembrandt, and others. The course will begin with the development of drawing practice from the fifteenth through seventeenth centuries, and will continue to a discussion of modern works. As an integrated learning experience, the course structure will allow students the unique opportunity to gain practical experience in the historical techniques learned in lecture, giving them a broader perspective in the development of the discipline.
US282  
**Silence**

Our culture values sound, voice, music and noise. Unaware of our own senses in the midst of modern life, we have lost the meaning of silence. Silence is always defined in negative terms, as absence of sound, as a void and as a gap to be filled. We are not comfortable with silence. This course examines the philosophical meaning of silence across cultural and religious traditions. We will ask a number of questions: What is silence? How other cultures understand silence? What is the place of silence in Buddhism, Hinduism, Zoroastrianism, Christianity and Islam? Are paintings silent? Are images silent? Is there a place for silence in architecture? Can/Must we travel far away in search of silence? Is it possible to find/seek silence? How do we understand silence on its own terms? Did sound technology destroy silence? Is silence an environmental issue? Is Death an experience of silence? How did modernism change our understanding and experience of silence?  
**Prerequisite:** Sophomore standing or higher.

US284  
**Arts & Culture Leadership and Management**

This seminar explores topics related to arts and culture leadership and management. Course content focuses on practical skills necessary for careers as professional artists, curators, administrators, and leaders of arts and culture organizations. This includes administrative principles, program development, practical applications, and trends in the current arts and cultural environment. Topics will also include: principles of nonprofit management and structures, concise business writing, grant writing, demographics research, fundraising, arts education, ethical practice in community-based arts programs, marketing, communications, and leadership styles. The course will include established and emerging arts leaders as key guest speakers.

US324  
**Understanding Language Learning: Using Two Languages To Engage with the World**

Of particular interest to bilingual students, Modern Language majors, those who may study abroad in a context where another language is spoken and Education majors who may want to teach ESL in the future, University Seminar addresses the processes of language learning from a variety of disciplinary perspectives – in particular sociocultural and cognitive perspectives – and engages students in an understanding of the structure and sound systems of English in relation to other languages and in relation to a variety of teaching/learning strategies. By focusing both on a comparison of language structures and sound systems as well as theories of second language acquisition and development, this seminar allows students to learn about differences between learning a first and a second language and the influences of these processes on instructional principles and strategies. This seminar includes a language learning component that provides students the opportunity to reflect on their own learning processes in relation to language learning theories and to compare English to another language.  
**Prerequisite:** SP101  
**NOTE:** US324 can count toward the ESL requirement in the Education major.

US 333  
**Rites of Passage**

This course explores maturity and learning about life, with a particular focus on wisdom and how we can be guided by it. Topics explored are: attitudes, expectations, identity, maturity, virtue and the search for meaning, purpose, love, friendship, and direction. The focus is on each main character's rite of passage and the challenges that come at particular age junctures. Authors include Jane Austen, James Baldwin, Ian McEwan, Arthur Miller, Per Petterson, and Oscar Wilde. Wisdom texts include: the Daodejing, The Holy Bible, and Aristotle’s Nicomachean Ethics.  
**NOTE:** US 333 can count toward the Religion minor.
Three-Year Degrees
at Arcadia University

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

Coordinator
Helene Klein, Director of Honors and Accelerated Programs

Degrees
Bachelor of Arts in International Business and Culture
Bachelor of Arts in International Studies
Bachelor of Arts in Business Administration
Bachelor of Arts in Communications
  Corporate Communications
  Print Communications
  Video Communications
Bachelor of Arts in Psychology

About the Three-Year Degree Programs

• Three years, two optional summers
• Study abroad
• Summer experiences, which could include service learning or internships abroad or away
• Arcadia’s distinctive global perspective
• Accelerated track to job market
• Faster path to grad school at reduced college costs

The three-year degree format provides an accelerated degree program path for students who are able and willing to complete their degree programs within a shorter time. The three-year degree format lightens the financial burden on students and parents who are seeking ways to reduce college costs.

Students in this program will have high academic ability and will engage with faculty members and/or administrators in special activities and events. Students are from four different areas: Psychology, International Studies, Business, and Communications. As such, the activities and events planned are integrative in nature, cutting across areas of study. And, finally, students are encouraged to study away during their three years at Arcadia, most likely during the summers. In these ways, this program reflects the three facets of the Arcadia Promise: Students receive personalized attention, are presented with integrative learning experiences, and participate in cross-cultural learning experiences with global perspectives.

What’s different about the three-year degree program?

Two summer experiences, which can include study abroad, internships or service learning: The two optional summer experiences are distinctively Arcadia. For example, students may choose a service project away the summer after their first year and a major-related internship away the second summer taking advantage of Arcadia’s status as a leader in study abroad and international education.

GPA Requirements: Once enrolled in the program, a student needs to maintain a minimum GPA of a 3.00 overall to remain in good standing within the program and be allowed to take a course overload without petitioning for an exception to academic policy.

Saving Time: Students earning a three-year degree can enter the job market or attend graduate school a year earlier.

Summer Experiences
Students not transferring in any Advanced Placement (AP), International Baccalaureate (IB) or College Level Examination Program (CLEP) or Excelsior College Examinations credit (questions about these credits should be addressed to the Arcadia University Registrar at 215-572-2100), will need to enroll in a total of twelve (12) credits during the summer sessions to graduate in three years. These credits can be achieved through a study abroad experience, classes, internships or service learning projects. (Students will need to check the requirements in their major as certain three year programs may require specific experiences.)

Typical Examples of Summer Experiences for a Three-Year Student

Summer One:
During the first summer, students could participate in a service-learning project in a community different from the one
Three Year Degrees at Arcadia University

in which they were reared. There is a vast range of possibilities including: working with an NGO (non-governmental organization) in another country that is providing medical or educational services; volunteering at a clinic or school enrichment program in a low-income neighborhood in Philadelphia; or working with an environmental group on issues of pollution and sustainability. In their reflections on their experiences, students focus on issues related to their majors. For example, a communications major volunteering in a school enrichment program in North Philadelphia would address issues relevant to the field of communications such as how could the program management let the public at large know about the good work they are doing.

Summer Two:

In the second summer, students could participate in an internship experience away from the Arcadia campus. Like the first summer experience, there is a reflection component in which students are asked to examine how the work they are doing in this experience is related to their major. Possible sites include a psychology research laboratory for a psychology major, working with an NGO (non-governmental organization) in another country for international studies major, or working with a media organization in the Philadelphia.

These experiences will be set up individually by each student working with his or her departmental and three-year program advisers. They will consult with staff from The College of Global Studies and with the Director of Global Connections in order to take advantage of the numerous settings and programs already in place, both within the United States and abroad.

In order to continue working as a group, students and the director of the three year degree program will communicate through a social networking website during the summer months. This will allow all involved to know what others are doing, as well as providing an opportunity for the students to reflect on what they are experiencing and to tie it back to their studies at Arcadia.

Co-curricular Activities

Given the intensity of the three-year program and the range of majors and interests of the students, three-year program students are invited to participate in co-curricular and extra-curricular activities to provide a sense of community among their cohorts.

Admissions to Three-Year Degree Programs

Due to the pressure and intensity of fitting all requirements into three years, this program is intended for students with high academic ability. Admissions criteria are the same as for the Honors Program. Incoming first-year students who score 1900 or better on the SAT or 29 or better on the ACT and are ranked in the top 10 percent of their high school class (if their school ranks students) will be considered for admission into the program.

Course Requirements

Except for the two summer experiences listed above, the course requirements for each of the majors is the same as for the four-year program in that major. For specific course requirements, see the section in the catalog for the major. Students must maintain a 3.0 cumulative GPA to stay in the program.
Actuarial Science
at Arcadia University
Global Perspectives…Personal Attention…Real-World Integrative Learning Experiences

Faculty
Professors
Dr. Louis M. Friedler, ASA (Chair & Program Director)
Dr. Carlos E. Ortiz
Dr. Edward F. Wolff

Assistant Professor
Dr. Zaneta Chapman

Degrees
Bachelor of Science in Actuarial Science

Pathways to Study Abroad in Actuarial Science
Majors in the Actuarial Science are strongly encouraged to take full advantage of the study abroad opportunities that Arcadia University offers. In recent years, students from the Department of Computer Science and Mathematics have studied at universities in England, Ireland, Scotland, Australia, and Italy. All benefited greatly from their experiences.

Students who plan to study abroad should meet with their advisers as soon as possible to discuss their options. Several courses are part of sequences, and students are advised to take those entire sequences at Arcadia.

Many majors elect not to take any actuarial science courses during the semester abroad, instead choosing humanities and social science courses that fulfill Undergraduate Curriculum requirements. These latter courses are more apt to help students gain a rich knowledge and appreciation of the culture of the country in which they are studying.

Since it is important that students plan ahead for study abroad, they should consult with their advisers as soon as possible and make their intentions known to the Program Director and the Associate Dean of International Affairs.

About the B.S. in Actuarial Science

- A flexible program which prepares students for the first two exams of the Society of Actuaries and Casualty Actuarial Society
- Experienced faculty with both academic and professional credentials
- An external professional advisory board of local actuaries
- Assistance finding internships and preparing for actuarial careers.
- Validation by Educational Experience (VEE) credit for all three required courses
- Opportunities to study abroad at some of the top universities around the world

Since September 2013, Arcadia University has offered a major in actuarial science. While the major is fairly new, Arcadia has a long history of a concentration in actuarial science as part of its mathematics major. Our program has many graduates in local and regional insurance companies, consulting firms, and government agencies. Our major is administered by Dr. Louis Friedler, an Associate of the Society of Actuaries. Other faculty includes Dr. Edward Wolff, a statistician with many years of experience preparing students for actuarial careers, Dr Carlos Ortiz, whose publications include several in mathematical finance, and Dr Zaneta Chapman, who has a doctorate in Risk Management and several years’ experience as an actuary.

Actuaries are the highly paid business professionals who use probability and mathematical finance to quantitatively assess risk. To advance within the field of actuarial science, individuals must pass a series of exams administered by the Society of Actuaries or the Casualty Actuarial Society. These exams reflect the importance of both mathematics and business to this career; our major combines these two areas of actuarial science. Our major offers courses covering the material for the first two of these exams.

Exam 1 / Exam P: Probability
Exam 2 / Exam FM: Financial Mathematics
Actuarial Science at Arcadia University

Our major also offers Validation by Education Experience (VEE) actuarial credit in Applied Statistics, Finance, and Economics in cooperation with Arcadia’s School of Global Business. Details are available on the Department’s Web page.

One of the strengths of our program is the individual attention we give students. We work with students to prepare them for the exams, to assist in writing resumes and applying for positions, and to offer advice on interviewing.

Our Advisory Board includes Andrew Martin, Fellow of the Society of Actuaries and Associate Vice President of Penn Mutual Insurance Co. and Jeff Fratantaro, Vice President and Actuary for the Ace Group. Both are graduates of Beaver College/Arcadia University.

We are pleased that the Actuaries Club of Philadelphia supports our program with financial help to partially reimburse students for the expense of taking actuarial exams.

Requirements for the B.S in Actuarial Science
(72 credits as listed below, with Undergraduate Curriculum requirements and electives to total 128 credits)

1. Required mathematics courses
   - MA 201, 202, 203 Calculus I, II, III
   - MA 221 Linear Algebra
   - MA 225 Writing Mathematics
   - MA 341 Probability
   - MA 342 Mathematical Statistics I
   - MA 343 Mathematical Statistics II
   - MA 361 The Mathematical Theory of Interest
   - MA 362 Derivatives Markets
   - MA 388 Actuarial Seminar
   - MA 490 Capstone

2. Required business courses
   - BA 201 Financial Accounting
   - BA 380 Principles of Finance
   - BA 382 Investments
   - EC 210 Principles of Macroeconomics
   - EC 211 Principles of Microeconomics

3. Recommended course
   - CS 201 Problem-Solving with Algorithms and Programming I
African Studies
The College of Global Studies, Arcadia University

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

Arcadia University, The College of Global Studies

Program Director
Dr. Alison LaLonde Wyant

Resident Directors
Dr. Peter Leuner, Regional Director of Great Britain and Ireland
Dr. Alan Jansen, Resident Director, South Africa
Dr. Eileen Servidio, President, American Graduate School, Paris

Degree/Concentrations
Certificate of African Studies

Related Fields of Study at Arcadia
International Studies, Sociology

About the Certificate in African Studies

- Specialized study abroad in South Africa, Great Britain, France
- Two options: (1) two semesters, or one semester and a summer; (2) one semester
- Interdisciplinary studies in the humanities, social sciences and sciences
- Concentrations ranging from area studies to law and political science
- 20-credit certificate from Arcadia University

The African Studies certificate program is offered through The College of Global Studies. Drawing on the extensive course offerings and resources of the College’s overseas programs in South Africa, Great Britain and France, the program is designed for students who want to focus part of their undergraduate experience on African Studies. Students participate in one or two Arcadia study abroad programs.

This undergraduate academic certificate program offers an innovative way to learn about this very important region of the world. The African Studies certificate program fulfills Arcadia’s mission “to prepare students for life in a rapidly changing global society.”

Program Structure: Students in the African Studies certificate program have the opportunity to engage in a wide range of learning experiences, including courses, research, and co- and extra-curricular activities. The program is interdisciplinary and global, centered on studies in the humanities, social sciences and sciences. Students also have the option of concentrating in specific areas ranging from area studies to law and political science.

There are two program options:

1. Students study in two different programs (two semesters, or a semester and a summer) of The College of Global Studies, and one must be in South Africa. Students are required to complete a minimum of 20 semester-hour credits, including the capstone research project.

2. Students study at the College’s program in South Africa for at least one semester. Students are required to complete a minimum of 20 semester-hour credits, including the capstone research project. A total of 4 semester hours’ credit of coursework in African Studies may be transferred into the certificate from the student’s home institution.

Study Abroad locations: Students are encouraged to participate in programs at one or two of the following Arcadia centers – one of which must be in South Africa:

South Africa—Arcadia Center for South African Studies

- University of Cape Town
- University of Stellenbosch
- University of the Western Cape
- Community Development Program (summer)
- Cape Town Summer Internship Program (summer)
- Nation-building and Development: Challenges for South Africa (summer)
- University of KwaZulu Natal
AFRICAN STUDIES at Arcadia University

Great Britain—Arcadia London Center

- Arcadia London Now/City University
- School of Oriental and African Studies, University of London
- King’s College, University of London
- London School of Economics and Political Science, University of London
- London Now (Summer)

France—American Graduate School of International Relations and Diplomacy

- Arcadia in Paris
- Intensive French and Politics: Economics, Diplomacy, and the European Union (summer)

Admission Requirements: Any student who qualifies to study on a program through The College of Global Studies at Arcadia University is eligible to apply for the Certificate in African Studies. Application for the certificate is made to The College of Global Studies.

The African Studies undergraduate certificate is intended primarily for non-Arcadia University students from universities and colleges in the United States who participate in programs through The College of Global Studies. Arcadia University undergraduate students who participate in The College of Global Studies programs are eligible to receive the African Studies certificate, but they also might pursue the Arcadia University minor in International Studies.

Academic Advising: In consultation with the Program Manager, Center Director and Academic Dean of The College of Global Studies, students begin to design their academic programs during the application process for study abroad on The College of Global Studies programs. They complete the process in-country with an academic adviser from each of the two institutions where they study.

Transcript: Students receive an Arcadia University transcript for study on The College of Global Studies’ programs. Credit from the program may be applied independently or transferred to the student’s home institution according to the policy and procedures of that institution.

Requirements for the Certificate in African Studies

Students earn an Arcadia University Certificate in African Studies by completing the following requirements:

- Study through The College of Global Studies’ programs in South Africa, Great Britain or France—either one to two semesters or a semester and summer program, one of which must be taken in South Africa.
- Coursework of least 20 semester hours of credit in interdisciplinary African Studies in humanities, social sciences and sciences. Credit must be earned on an Arcadia study abroad program.
- A cumulative 2.0 GPA or higher in courses and academic experiences.
- A capstone research project (a 5,000-6,000 word paper or presentation of equivalent work) on African Studies, for 4 semester hours of credit. The research project is supervised by a faculty member from The College of Global Studies program and by the Academic Dean.
Art and Design
at Arcadia University

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

Faculty

Professors
Robert Mauro
Scott Rawlins

Associate Professors
Betsey Batchelor
David Copestakes
Carole Loeffler, (Chair)
Karen Misher
Gregg Moore

Assistant Professors
Michael DeLuca
Elizabeth Ferrell
June Yong Lee
Jill Pederson
Abigail Ryan

Adjunct Professors
Jill Allen
Christine Bomberowich
Matthew Borgen
John Bayne Brush
Mark Dean
Michelle Dean
Maria DiMauro
Robin Fickle
Lara Fiordimondo
Adam Hess
Johanna Kane
Chalikias Konstantinos
Justin Staller
Richard Torchia
Thomas Walton
Tamsen Wojtanowski
Maryann Worrell

Degree/Concentrations

Bachelor of Fine Arts
Interior Design

Bachelor of Fine Arts in Studio Art
Ceramics
Graphic Design
Metals and Jewelry
Painting
Photography
Printmaking

Options in Combination with a BFA in Studio Art
Art Education Certification
Pre-Art Therapy

Bachelor of Arts in Art
Pre-Art Therapy
Studio Art

Bachelor of Arts in Art History

Bachelor of Arts in Scientific Illustration
(See separate catalog section.)

Minors
Arts Entrepreneurship and Curatorial Studies
Art History
Studio Art

Related Graduate Study
at Arcadia University

Master of Arts in Humanities
Master of Education in Art Education

Pathways to Study Abroad in Art and Design

The Art and Design Department strongly encourages students to take full advantage of the study abroad opportunities that Arcadia University offers. Art and Design majors traditionally have spent a semester or more abroad. Opportunities exist in many countries including England, Ireland, Scotland, Australia and Italy.

Art and Design majors need to meet with their advisers as freshmen to plan study abroad options. Almost all concentrations in Art and Design have sequenced courses, which are taken in a specific order. Certain concentrations only permit study abroad during a specific semester. Careful planning is essential to avoid having to take an extra semester or year to complete the degree.

Visit the University’s website for more information. Since it is important that students plan ahead for study abroad, they should consult with their advisers as soon as possible and make their intentions known to the Department Chair and the Associate Dean of International Affairs.

Below are some but not all of the schools at which Art and Design majors can study. In addition to formal classes, there are internship programs in England, Ireland, Scotland and Australia.
Art and Design at Arcadia University

Specific Art Programs Abroad
The Burren College of Art (Ireland)
The Glasgow School of Art (Scotland)
The Slade School of Fine Arts (England)
The Queensland College of Art (Australia)
Victorian College of Art (Australia)

Studio Art/Design Courses Abroad
Westminster University (United Kingdom)
Lancaster University (United Kingdom)
Manchester University (United Kingdom)
Australian National University (Australia)
James Cook University (Australia)
Queensland University of Technology (Australia)
University of Queensland (Australia)
Victoria University (New Zealand)
Goldsmiths College (United Kingdom)
Middlesex University (United Kingdom)
University of New South Wales (Australia)
Wollongong University (Australia)
Monash University (Australia)
The Accademia Italiana in Florence (Italy)
The Umbra Institute in Perugia (Italy)

About the B.F.A. and B.A. degrees
• Preparation for professional careers in graphic design, interior design, art therapy
• Preparation for teaching
• Preparation for graduate study
• Specialty in Scientific Illustration
• Traditional studio arts preparation
• Internationally recognized Art Gallery plus experimental and white cube student galleries
• Internships, fieldwork and other real-world experiential learning
• Opportunities to study abroad at some of the top universities around the world

Arcadia University Art and Design: Where Well-Rounded Artists Take Shape
Small, interactive art classes. Practical, hands-on internships. Exciting study abroad opportunities...They all come together at Arcadia to give you the tools you need to think creatively and make the most of whatever career path you choose. With so many different professional options to explore, the art world is more multi-faceted now than ever before. In Arcadia’s supportive liberal arts setting, you’ll acquire the diverse skills and experience you need to thrive as an artist and a person.

Arcadia University’s NASAD-accredited* Art and Design program combines the intimacy and individual attention of a small school with the depth and diversity of ambitious study abroad opportunities, offering a unique and rewarding college experience. Home to an internationally known Art Gallery, Arcadia offers 12 different art concentrations, as well as a comprehensive liberal arts curriculum. Located just a short drive from Philadelphia, Arcadia provides exciting opportunities for real-world art exploration and hands-on internships. At Arcadia, students enjoy a strong sense of community with peers and faculty, and develop lifelong creative skills to support a variety of career pursuits.

Arcadia’s nationally recognized program in Art and Design, in combination with a liberal arts environment, provides students with a unique atmosphere to grow creatively and intellectually. The Department believes that the art and imagery of the past and present together shape an individual’s self and cultural identity, and it educates students to become artists who will develop keen powers of observation, communication and inquiry, technical and formal excellence, and a creative spirit.

Accreditation: The Department is fully accredited by the National Association of Schools of Art and Design. Programs prepare students for professions in graphic design, interior design, scientific illustration, art therapy, art education and the traditional studio arts. The program also prepares students for graduate study. Numerous Macintosh and PC computers are available for desktop publishing, computer imaging and CAD. All Art and Design students are encouraged to become familiar with computer graphics, either through supplementary work or in workshops.

Fieldtrips/Internships: In addition to offering a wide range of academic and studio courses, the Art and Design Department schedules annual fieldtrips to area museums, including New York and Washington, D.C. Each trip relates exhibits to studio and historical concerns. Internships at museums and other businesses and organizations provide students with important professional experiences.

Scientific Illustration: The Scientific Illustration program combines study in Biology...
Art and Design at Arcadia University

and Art and Design. Two emphases exist—Scientific Illustration and Pre-Medical
Illustration. The former prepares students for careers in biological illustration, graphic design
or laboratory research. The latter prepares students for graduate study in medical
illustration.

Art Gallery: With a focus on traditional and contemporary art, the Arcadia University Art
Gallery offers exhibits throughout the year, including works of faculty, alumni, students
and nationally and internationally known guest artists. The Gallery serves as a recognized
regional base of excellence in the visual arts for the general public and the entire University
community.

Student Galleries: The Arcadia Commons
Gallery is a student gallery supporting a variety
of exhibitions including the juried student art
exhibition, alumni exhibitions and student-
curated exhibitions.

The Judith Taylor Student Gallery is a “white
cube” space suited for student-curated group
shows and class projects. Individual
submissions by students will be considered.
The gallery is named in honor of Judith Taylor,
Professor of Photography from 1995 to 2010.

Art and Design Philosophy
The Department of Art and Design believes it
is essential to cultivate an environment that
encourages aesthetic awareness, historical
consciousness, critical analysis, and an
appreciation for the role of art in a
comprehensive education.

Art and Design Mission Statement
The mission of the Department of Art and
Design is to maintain an educational setting
that fosters creativity, analytical thinking,
critical discourse and innovation through a
commitment to the following:

• Technical and conceptual proficiency
in the chosen area of concentration
within the Department
• Technical and conceptual knowledge
in the various areas of concentration
within the Department
• An emphasis on critical thinking and
creative production through the
continued development of analytical,
formal, and conceptual skills
• An understanding of the creation,
production, and interpretation of art
across cultural and historical contexts

This mission is realized within the context of a
comprehensive liberal arts university.

The Arcadia University Art Gallery
Mission Statement
The Arcadia University Art Gallery is a
nationally recognized showcase for
contemporary art located 12 miles north of
Center City Philadelphia. Within the hybrid
context defined by an Art History concentration
within a liberal arts college and an active
regional community of working artists and arts
professionals, the Gallery’s mission is to:

• Provide a cultural resource that
encourages dialogue about visual art
among artists, the public, educators
and students.
• Support artistic excellence and
diversity on both a national and a local
level and define and clarify issues
pertinent to contemporary practice.
• Seek to foster greater accessibility
and understanding of the art of our
time and to have a voice in the
dialogue concerning its socio-cultural
relevance.

Art and Design Overall Goals,
Objectives, and Practices
Our goal is to provide a learning environment
in each of our classes that will:

• Cultivate critical inquiry, analysis and
reflection.
• Embrace and integrate liberal arts
education.
• Foster self-motivation.
• Encourage each student’s sense of
his or her individual vision and
potential.
• Develop effective visual, oral, and
written communication skills.
• Develop a working understanding of
and competency with materials and
techniques.
• Acquire a foundation in art history and
its methodologies.
• Provide professional, safe, clean, and
accessible facilities.
• Provide initiatives and opportunities
for professional practices.
• Provide a network for students, faculty
and alumni to engage in continuing
dialogue.

Under most circumstances, Art History and
studio courses are open to all students.
However, for students not majoring in Art and

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Design, FA 102 Studio Art Foundations I, or FA 103 Studio Art Foundations II or FA 104 Drawing I, and either AH 111 Renaissance to Modern Art or AH 112 Egyptian to Medieval Art are prerequisites for advanced work, unless the student receives permission from the instructor. Certain 200-level studio courses fulfill non-major Undergraduate Curriculum requirements. No prerequisites are required for these courses.

Portfolio Requirements
The Art and Design Department requires a portfolio review as part of the admissions process. Each student applying to the University as an Art and Design major in a B.A. or B.F.A. degree program must submit a portfolio of work before acceptance into the program is granted. Typically, portfolio reviews are conducted during the University’s Fall Open House programs, Spring Portfolio Review Day in March, Countdown to Arcadia University in April (for students admitted to the University), select National Portfolio Review Days each fall, and select days during the summer. Specific dates and Instructions for Scheduling a Portfolio Review are listed on the website. (Contact the Office of Enrollment Management for more information.)

In the portfolio review, faculty look for both an interest in and commitment to art. This is important since students will be contemplating a professional career in art if they pursue the B.F.A. degree.

The type of work that could constitute a portfolio might include the following:

- Design and color studies
- Drawings from observation (still-life, landscape, figure, etc.)
- Self-portrait (any medium)
- Prints (blockprints, screenprints, etchings, etc.)
- Paintings
- Reproductions, or examples of any designs or illustrations done for high school publications or other organizations
- Architectural renderings or drawings
- Photographs
- Slides of sculpture
- Examples or slides of ceramics or metals and jewelry

It is not necessary to have all the items listed above in a portfolio, but students should include those that best represent their abilities and talents. All art programs look for evidence and skill in drawing from observation, a sense of color and design, and evidence of other creative abilities and creative thinking.

When works are small and can fit into a portfolio, then the originals are desirable. Matted works are acceptable without acetate coverings. Large, fragile, or complex works can be presented digitally.

Online Portfolio Submissions
The Art & Design Department uses SlideRoom for online portfolio submissions. The web portal address is: https://arcadia.slideroom.com.

Application without a Portfolio
A student who does not have a portfolio or have a limited portfolio still can apply to Arcadia University. If accepted to the University, the student can enroll as an undeclared major. During the 10th week of the second semester, the student must submit a portfolio to the Art and Design Department for evaluation and consideration for entry into the program. In addition, students must take the three Art and Design foundation courses: FA 102 Studio Art Foundations I, FA 103 Studio Art Foundations II, and FA 104 Drawing I. A student must meet with his or her Art and Design adviser to receive guidance on how to build a portfolio. It is the student’s responsibility to submit the portfolio at the designated time. A student who fails to submit a portfolio by the required date will be denied admission to the Art and Design program.

Transfer Students
A student transferring into the University as an Art and Design major is required to submit a portfolio. The contents of the portfolio should be selected to reflect the student’s abilities in the proposed area of concentration but also should contain work representing the student’s overall abilities. A transfer student without a portfolio should follow the guidelines for “Application without a Portfolio.”

Change of Major within the University
A student who wants to change his or her major to Art and Design is required to submit a portfolio as part of the change of major process. A student who does not have a portfolio is required to submit a portfolio at the completion of the three Art and Design foundation courses: FA 102 and FA 103 Studio Foundations, and FA 104 Drawing I. A
Art and Design at Arcadia University

student must meet with his or her Art and Design Department adviser to receive guidance on how to build a portfolio. The student is responsible for submitting the portfolio to the Art and Design Department at the completion of the foundation courses for consideration for entry into the program. A student who fails to submit a portfolio by the required date will be denied admission to the Art and Design program.

Bachelor of Fine Arts

The Bachelor of Fine Arts degree programs combine a liberal arts education with professional preparation for careers in art or design. Through courses in the humanities and sciences, students gain an understanding of the nature of art, humankind and society, which is essential to developing creative potential. Special attention is given to the major visual disciplines as a foundation for art specializations.

Students are prepared for graduate study in studio art; entry-level positions in numerous art occupations connected with business and industry, government and social agencies; and future possibilities for careers as exhibiting artists.

During the freshman and sophomore years, all B.F.A. students take a major in Art and a common set of courses in the basic art disciplines, including Art History. In the junior and senior years, students select one of the studio concentrations described below, with the permission of their advisers. Internships are strongly recommended and are required for some concentrations.

Interior Design: This concentration prepares students for careers as professional interior designers, with an emphasis on contemporary commercial interior design. It synthesizes fundamental principles of design, with an emphasis on the element of space related to specific design problems. Students develop awareness of the importance of scale, space, form, color, materials and light; the foundation on which interiors are built. The concentration emphasizes the ability to design architectural space and to develop creative solutions to problems of interior architecture. It introduces the principles and skills of digital drawing technology, and it encourages students to participate in local professional design organizations and regional design competitions. This concentration may not be combined with the option for Art Education certification.

The Concentrations in Studio Art

Ceramics: As a metaphorical vehicle, ceramics can express a wide range of views and concepts, from high technological development to expressive personal statements. Clay is a material with implications and manifestations as plastic as its own unique characteristics. Ceramic history is implicitly tied to technology, labor, art, utility, culture, and human survival. In an age when contemporary art can no longer be constrained by traditional media-specific categorizations, the Ceramics curriculum is considered in the broader context of contemporary art. A diversity of approaches is encouraged, and an experimental approach is essential.

Graphic Design: This concentration prepares students to enter the rapidly changing field of visual communication through exposure to historical and contemporary technical and theoretical issues. Coursework emphasizes the analysis, discussion and understanding of idiosyncratic student needs balanced with the dual obligations to message and receiver. Students are offered exposure to extracurricular opportunities ranging from participation in the AIGA Student Chapter, a national organization of visual communication, to various applied projects for the University and the greater community. Students gain exposure through open critiques and public exhibitions designed to reinforce their identities as communicators who are responsible to and involved with an audience.

Metals and Jewelry: This concentration provides creative opportunities to discover the possibilities available in working with metal and reinforces understanding of 3-D design, drawing and related studio work. Students can develop skills leading to the production of professional work. The program incorporates the history of art and craft with experience in the media. The studios are well equipped and provide an excellent opportunity for experimentation in a variety of areas.

Painting: Building on a foundation of perceptual work, students develop a working understanding of the material and painting as visual language. Students examine the nature of seeing and consider painting as a vehicle for both visual and personal inquiry. Students grow to explore expressive possibilities through increased personal involvement and
critical and theoretical awareness. For the senior thesis, a student works independently to produce a cohesive body of work borne from personal experimentation along with historical and theoretical understanding.

Photography: This concentration emphasizes the exploration of the medium of photography. Courses integrate the examination of art historical precedent, contemporary criticism, technical process, commercial application, and the development of individual style. Individual responsibility increases as students advance. The senior thesis provides the opportunity to define and refine essential characteristics of the creative self.

Printmaking: This concentration provides a thorough knowledge of major printmaking techniques (intaglio, silk screen and relief) and emphasizes aesthetics and use of the medium to express personal style and image. Seniors work with considerable independence at a highly sophisticated technical and aesthetic level.

Each B.F.A., B.A. studio, and Scientific Illustration student is required to complete a senior thesis, including an exhibition and written thesis, in his or her major area. An exceptional student, with permission of the Department Chair, may complete a thesis in two major areas.

Bachelor of Arts

The Bachelor of Arts degree programs are designed either for students who want a background in art but prefer to take more courses outside the Department than a B.F.A. degree would allow or for students who want to focus on Art History as their major area in the liberal arts. Students can choose one of the following.

B.A. in Art History

This major prepares students for graduate study in art history or for entry-level positions in a number of art-related areas, including gallery and museum work. Special attention is given to the relationship of art to other humanistic disciplines, as well as to a deeper understanding of art itself and the role it plays in communities and personal lives. Studio courses are included as sound preparation in creative procedures. Courses related to the historic, philosophic, religious and social backgrounds for art are recommended, along with a strong command of one or more foreign languages. Students are strongly encouraged to obtain a museum internship from one of the many museums in the Philadelphia area.

B.A. in Art

Pre-Art Therapy: This concentration prepares students for further graduate study in art therapy. The program develops studio skills and includes pre-professional studies in the behavioral and social sciences. The program meets the requirements of the American Art Therapy Association for graduate school entrance prerequisites.

Studio Art: This concentration prepares students for graduate study in either studio or art history, or for a number of career areas in art-related fields, depending on the courses selected and individual interests. Students interested in two major areas—such as art and English, or art and languages—might elect a dual major or take a broad spectrum of courses in both areas.

Options in Combination with a B.F.A. in Studio Art

Art Education Certification: This program prepares students for careers as art educators, with a foundation in 2-D and 3-D design, drawing, painting, printmaking, ceramics, metals and jewelry, computer imaging, graphic design, and art history. Teaching and professional competencies are accomplished through courses in Psychology, Education, Art Education, and student teaching. Courses provide students with an analysis of teaching and the culture of the school through observation and tutoring and through examination of current issues and topics influencing contemporary education.

Students in a B.F.A. studio degree program (with the exception of Interior Design majors) can earn certification in Art Education. This certification provides a skilled background in the technical and historical aspects of art education as a prerequisite to teaching art in grades kindergarten through 12. The program emphasizes all arts as a means of arriving at aesthetic experiences.

Since students are required to take additional courses in liberal arts in order to meet the education certification requirements, up to one additional year may be required to earn certification. (See separate Education section in the Undergraduate Catalog.) Graduates who are recommended by the Chairs of the
Education and Art and Design departments can receive the Instructional I Specialist (K–12) certificate to teach art in Pennsylvania.

**Pre-Art Therapy:** Students in a B.F.A. Studio degree program can combine it with a concentration in Pre-Art Therapy. In addition to the requirement for the B.F.A. Studio degree, students are required to take the Psychology, Sociology, Anthropology and Art Therapy courses listed under the requirements for Pre-Art Therapy. Students should meet with the Chair of the Department or their advisers to discuss the additional credits.

**Minor in Art History**

The minor in Art History introduces students to the field and gives a broad survey from ancient to modern art. The minor is designed for students who want to combine Art History with another major area. With this background, students may be eligible to apply for graduate work in art history. Familiarity with a modern language is strongly recommended.

**Minor in Studio Art**

The minor in Studio Art introduces students to the techniques and methods of art and provides an understanding of the creative process. These studio courses, in combination with an Art History course, give students a greater familiarity with cultural background in art. Since the program encompasses the basic courses, students can elect to explore art in advanced courses.

**Minor in Arts Entrepreneurship and Curatorial Studies**

The Minor offers students hands-on, practical, field experience to propel them toward careers as professional artists, curators, members of non-profit arts organizations, or creative enterprise commercial business owners. The minor explores the current hybrid nature of arts-related careers (e.g. careers as curators, artists, business owners, administrators, etc.) and support the values and realities behind the impulse to address the professional synthesis of arts administration, exhibition making, scholarship, production and marketing.

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**Requirements for the B.F.A. in Studio Art**

(84 credits as listed, with Undergraduate Curriculum requirements and electives to total 128 credits)

Students are required to take 72 credits in studio courses and 12 credits in Art History for the B.F.A. degree.

**Common Curriculum for All Concentrations**

(52 credits as listed below)

1. Four courses in Art and Design
   - FA 102 Studio Art Foundations I
   - FA 103 Studio Art Foundations II
   - FA 104 Drawing I
   - FA 105 Drawing II

2. Three courses in Art History (taken before senior year)
   - AH 111 Renaissance to Modern Art
     or AH 112 Egyptian to Medieval Art
   - AH 221 History of Modern Architecture (required for students with Interior Design concentration)
     or AH 222 Renaissance Art
     or AH 224 Baroque Art
     or AH 225 19th Century Art
     or LH 344 19th Century European Art (study abroad)
   - AH 326 Seminar: 1900 to 1950
     or AH 328 Seminar: Contemporary Art
     or LH 354 20th Century Art (study abroad)

3. Two studio courses from the following (excluding those in the chosen area of concentration):
   - FA 200 Painting I
   - FA 203 Printmaking I
   - FA 204 Ceramics I
   - or FA 205 Metals and Jewelry I
   - or FA 208 Photography I

4. Remaining studio courses in elective areas.

**Additional Requirements for B.F.A. Concentrations**

In addition to the Common Curriculum, students must select one of the following studio concentrations. Permission of the Department adviser is required before
Art and Design at Arcadia University

students are allowed to continue in an area of concentration.

Ceramics
FA 204 Ceramics I
FA 230 Ceramics II
FA 231 Ceramics III
FA 332 Ceramics IV
At least one studio course in Metals and Jewelry

Photo: 201 Color and Design
FA 210 Painting II
FA 211 Painting III
FA 310 Painting IV
FA 300 Advanced Drawing
FA 304 Figure Drawing

Graphic Design
FA 206 Introduction to Graphic Design
FA 250 Graphic Design I (Typography)
FA 251 Graphic Design II (Interactive Design)
FA 350 Graphic Design III (Logo Systems)
FA 351 Graphic Design IV (Advanced Issues in Visual Communication)
FA 270 Digital Imaging I

Interior Design
AH 221 History of Modern Architecture
FA 260 Interior I (Planning and Presentation)
FA 261 Interior II (Materials and Methods)
FA 262 Digital Drawing for Interior Design
FA 263 Interior Design Principles and Practices
FA 265 Graphic Presentation for Interior Design
FA 360 Interior Design III (Intermediate)
FA 361 Interior Design IV (Advanced)
FA 362 Advanced CAD for Interior Design

Metals and Jewelry
FA 205 Metals and Jewelry I
FA 240 Metals and Jewelry II
FA 241 Metals and Jewelry III
FA 342 Metals and Jewelry IV
At least one studio course in Ceramics

Photography
FA 208 Photography I,
FA 280 Photography II,
FA 370 Digital and Color Photography
FA 381 Photography III,
FA 382 Photography IV,
FA 270 Digital Imaging I
or FA 220 Printmaking II (Screen Printing)

Printmaking
FA 203 Printmaking I
FA 220 Printmaking II (Screen Printing)
FA 222 Printmaking III (New Forms)
FA 318 Printmaking IV
FA 200 Painting I
FA 208 Photography I
FA 300 Advanced Drawing

Thesis Requirements
FA 383 Senior Studio
FA 484 Senior Thesis Research Seminar
FA 490 Senior Thesis (in area of concentration)

Requirements for the B.A. in Art History

(55–56 credits as listed below, with Undergraduate Curriculum requirements and electives to total 128 credits)

1. Ten courses in Art History
   AH 111 Renaissance to Modern Art
   AH 112 Egyptian to Medieval Art
   AH 221 History of Modern Architecture
   AH 222 Renaissance Art
   AH 224 Baroque Art
   AH 225 19th Century Art
   AH 326 Seminar: 1900–1950
   AH 328 Seminar: Contemporary Art
   AH 385 Studies in the History of Art
   or AH 387 Internship in Art History
   AH 490 Senior Thesis

2. Two courses in Art and Design
   FA 102 Studio Art Foundations
   or FA 104 Drawing I
   FA 103 Studio Art Foundations II

3. Three Studio courses, covering at least two areas, from the following:
   Ceramics
   Graphic Design
Art and Design at Arcadia University

- Interior Design
- Metals and Jewelry
- Painting
- Photography
- Printing

4. Recommended Courses:
   - CM 150 Introduction to Film
   - HS 101 Ancient Civilization
   - HS 102 Medieval Civilization

Requirements for the B.A. in Art with a Concentration in Studio Art

(52 credits, plus Undergraduate Curriculum requirements and electives to total 128 credits)

1. Two courses in Art and Design from the following:
   - FA 102 Studio Art Foundations I
     or FA 103 Studio Art Foundations II
   - FA 104 Drawing I
   - FA 105 Drawing II

2. Two courses in Art History from the following:
   - AH 111 Renaissance to Modern Art
     or AH 112 Egyptian to Medieval Art
   - AH 221 History of Modern Architecture
   - AH 222 Renaissance Art
   - AH 224 Baroque Art
   - AH 225 19th Century Art

3. Senior Capstone Experience
   - FA 383 Senior Studio
   - FA 484 Senior Thesis Research Seminar
   - FA 490 Senior Thesis

4. 26 additional credits in studio art, which would include three advanced studios in a concentration. NOTE: Students in this program may be accepted into Interior Design courses only with permission of the coordinator.

Requirements for a B.F.A. in Studio Art with Art Education Certification

Adviser
Maryann Worrell

Students in the B.F.A. program earn certification in Art Education by completing the B.F.A. degree with a studio concentration. Completing requirements for a B.F.A. and Art Education Certification requires an extra 20 credits. This may take longer than four years. However, some areas of competency covered by the courses listed below can be fulfilled by experiences outside the formal class structure, thus reducing the number of credits required. Since requirements for certification are subject to change, students must consult the Department Chair.

NOTE: Students must receive approval of satisfactory fulfillment of all Education courses and internship from the Education Department Chair and approval of satisfactory performance in art, including reaching thesis-level quality in a particular art discipline, from the Art and Design Department Chair before receiving certification. It is understood that fulfillment of graduation requirements on a degree program and all coursework shall not in itself guarantee certification.

1. The following courses, 56 credits in Art and Design and Art History, must be selected to meet certification requirements. Students also must fulfill requirements to complete a concentration within the B.F.A. (See requirements for the studio major under the B.F.A.) Studio coursework necessary for certification will count toward fulfilling B.F.A. requirements.

   - FA 102 Studio Art Foundations I
   - FA 103 Studio Art Foundations II
   - FA 104 Drawing I
   - FA 105 Drawing II
   - FA 206 Introduction to Graphic Design
     or FA 226 Illustration I
     or FA 300 Advanced Drawing
     or FA 214 Figure Modeling
   - FA 200 Painting I
   - FA 203 Printmaking I
   - FA 204 Ceramics I
   - FA 205 Metals and Jewelry I
   - FA 208 Photography I
   - FA 270 Digital Imaging I
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FA 383 Senior Studio
FA 484 Senior Thesis Research Seminar
FA 490 Senior Thesis
Three advanced Studio electives in a specific Studio discipline.
Additional recommended (not required) studio courses.
CM275 Video Production I
FA220 Printmaking II Screen Printing
FA280 Photography II (Digital)

2. Minimum of 12 credits from the following:
   AH 111 Renaissance to Modern Art
   or AH 112 Egyptian to Medieval Art
   AH 221 History of Modern Architecture
   or AH 222 Renaissance Art
   or AH 224 Baroque Art
   or AH 225 19th Century Art
   or LH 344 19th Century European Art (study abroad)
   AH 326 Seminar: 1900 to 1950
   or AH 328 Seminar: Contemporary Art
   or LH 354 20th Century Art (study abroad)

3. The following 20 credits in Art Education must be completed to meet the art certification requirements:
   AE 300 + Lab The Uses of Theory in Art Education
   AE 308 + Lab Curriculum Design in Art Education
   AE/ED 419 Undergraduate Student Teaching Practicum, Art Education, K-12
   (Art Education courses may be included within the course selection of studio electives.)

In addition to meeting the B.F.A. and Art Education course requirements, students must complete the following courses

1. Six courses in Education (additional 16 credits beyond B.F.A.)
   ED 110 Teaching for Learning
   ED 212 +Lab Child and Youth Development
   ED 306 Strategies for Emergent and Content Literacy;
   ED 315 + Lab Differentiated and Individualized Instruction: Teaching and Reaching All Learners
   ED 375 +Lab Managing an Inclusive Classroom

US 324 Understanding Language Learning: Using Two Languages Engage with the World

3. Two of the following courses in Mathematics (additional 8 credits beyond B.F.A.)
   MA 110 Pre-Calculus Mathematics
   MA 117 Mathematical Concepts I
   MA 118 Mathematical Concepts II
   MA 141 Elementary Statistics

4. One course in American Literature (additional 3 or 4 credits beyond B.F.A.)
   EN 229 Voices of America

5. Arcadia University Curriculum requirements for BFA Art Education majors:
   • 1 Global Connections Experience & Reflection
   • 1 additional Integrative Learning requirement
   • 1 Senior Capstone
   • Areas of Inquiry – 1 of each
   • Creative Expressions
   • Cultural Legacies
   • Self & Society
   • Natural & Physical World with lab
   • Intellectual Practices
   • 1 Quantitative Reasoning
   • Mathematics (Math beyond 100)
   • 1 Writing-designated course

6. Non-credit requirements:
   Familiarity with the areas of photography, film, television and related techniques.
   Experience with theater.

Requirements for the B.A. in Art with a Concentration in Pre-Art Therapy

Advisers
   Professor Robert Mauro
   Adjunct Professor Mark Dean

The Art Therapy emphasis can be elected under either the B.A. in Studio Art or the B.F.A. in Studio Art. Art Therapy students who also choose to obtain the B.F.A. will need to earn a minimum of 20 credits above the usual 128 credits needed for graduation in order to fulfill requirements for both the B.F.A. and the Art
Art and Design at Arcadia University

Therapy concentration. NOTE: There is no minor in pre-art therapy.

1. While fulfilling the requirements for the B.A. or B.F.A., students must take courses in ceramics, metals and jewelry, painting and printmaking.

2. Four courses in Psychology
   - PY 111 Introduction to Psychology
   - PY 205 Adult Psychopathology
   - Two courses from the following:
     - PY 212 Developmental Psychology
     - ED 214 Introduction to Inclusive Education
     - PY 238 Adolescence

3. Four courses in Art Therapy
   - AT 200 Introduction to Art Therapy
   - AT 210 Intermediate Art Therapy
   - AT 310 Art Therapy Application Techniques
   - AT 365 Internship in Art Therapy

4. Two courses in Sociology and Anthropology
   - SO 101 Introductory Sociology
   - AN 120 Cultural Anthropology

Requirements for the Minor in Art History

1. Five courses in Art History
   - AH 111 Renaissance Art
   - or AH 112 Egyptian to Medieval Art
   - AH 326 Seminar: 1900–1950
   - or AH 328 Seminar: Contemporary Art
   - or LH 354 20th Century Art (study abroad)

   Three Art History electives.

Requirements for the Minor in Studio Art

1. Three of four courses in Art and Design (9 Credits)
   - FA 102 Studio Art Foundations I
   - FA 103 Studio Art Foundations II
   - FA 104 Drawing I
   - FA 105 Drawing II

2. Three studio courses. In one of the concentrations, students must take two courses, an introductory level course and an advanced level course. The remaining course can be in another area. (Minimum of 10 credits)
   - Ceramics
   - Graphic Design
   - Metals and Jewelry
   - Painting
   - Photography
   - Printmaking

3. One course in Art History (4 credits)
   - AH 111 Renaissance to Modern Art
   - or AH 112 Egyptian to Medieval Art

Requirements for the Minor in Arts Entrepreneurship and Curatorial Studies (23 Credits)

Students who want to minor in Studio Art should consult with the Department Chair. BFA and BA art & design majors can only double count 2 courses when completing this minor. The remainder of the requirements for the minor must be completed in addition to the requirements for the normal BA or BFA degrees in studio art, art history, scientific illustration and art therapy.

1. One (1) of the following Art History courses (4 credits)
   - AH111 Renaissance to Modern Art
   - AH112 Egyptian to Medieval Art

2. One (1) of the following Studio Art courses (3 credits)
   - FA102 Studio Art Foundations I
   - FA103 Studio Art Foundations II
   - FA104 Drawing I

3. Three (3) of the following courses (12 credits)
   - Prerequisites: One of the following: AH111 or AH112; and one of the following: FA102
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Curriculum Design in Art Education
This course examines stages of development and how artistic learning occurs. Students study curriculum theory, construct models for actual teaching situations, and develop strategies for classroom management and evaluation procedures. Appropriate field experience is provided.
Prerequisites: AE 300, senior standing and admission to internship.

419
Undergraduate Student Teaching Practicum, Art Education, K-12
(12 credits; Fall, Spring)
The student teaching practicum is to include 14 weeks of full-time teaching in an accredited school and attendance at nine on-campus seminars. It includes supervision by an Arcadia University faculty member. Students must provide transportation to the school. Applications are due at the beginning of the semester prior to student teaching. Deadline dates are Oct. 1 for the Spring semester and Feb. 1 for the Fall semester.
Prerequisites: AE 300, 308, and senior standing.

Art History Courses (AH)

111
Renaissance to Modern Art
This course is a chronological survey of art from the Renaissance to the Modern world, spanning a period from 1300 to the 20th century. Selected works in architecture, sculpture and painting are studied as examples of the way in which the natural and social environment, together with ethical and religious beliefs, determine the forms and images of a culture’s art.

112
Egyptian to Medieval Art
This course is a chronological survey of art from ancient Egypt to the medieval period, spanning a period from 3000 BCE to 1300 CE. Selected works in architecture, sculpture and painting are studied as examples of the way in which the natural and social environment, together with ethical and religious beliefs, determine the forms and images of a culture’s art.

221
History of Modern Architecture
The course is intended as an introduction to and a thorough study of the architecture of the 19th and 20th centuries. Beginning with an overview of the 18th century, the course traces architecture’s evolution through the present day, including postmodernism. Study is visually intensive with slides shown during class and a walking tour of Philadelphia architecture.
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Required for all students with Interior Design concentration. Offered in even years.
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222 Renaissance Art
This course explores Renaissance art in Western Europe from the 14th to 16th centuries, with a focus on the revival of the classical past, changes in artistic status, gender roles, and the advent of the Protestant Reformation. Artists may include Giotto, Masaccio, Donatello, Botticelli, Leonardo da Vinci, and Michelangelo. Fieldtrips to the Philadelphia Museum of Art to study the Renaissance collections are included. Offered in even years.

224 Baroque Art
This course focuses on art and architecture of the 17th century in the European artistic centers of Rome, Paris, Madrid, and Amsterdam. Themes include the impact of the Counter Reformation, relationships between art and power, and the development of portraiture, genre and landscape painting. Artists may include Caravaggio, Bernini, Poussin, Velázquez, Rembrandt, and Vermeer. Fieldtrips to the Philadelphia Museum of Art to study the Baroque collection are included. Offered in odd years.

225 19th Century Art
This survey of Rococo, Neo-Classicism, the Romantic and Realist revolt, Impressionism and Post-Impressionism focuses on the relationship of art to the breakup of fixed values, the rise in influence of the middle class, new concepts of philosophy and religion, and increased individualism. It considers the new role in society for the artist manifest in the stylistic changes of the century.

226 History of Photography
This course examines the invention and evolution of the medium of photography from the camera obscura through technical, social, and aesthetic evolutions to the present day. This investigation includes a chronological exploration of broad purposes and genres that have been employed by major photographers. Discussions include critical analysis of both photographs and aesthetic movements in photography. Study includes visits to local exhibitions and museums. Prerequisites: AH 111, AH 112, FA 102, or FA 103.

227 History of Modern Craft and Design: 1915-Present
This class explores the movements and styles that developed during the 20th centuries in American and European decorative arts, craft and design. Some of these are Bauhaus, Art Deco, Streamline, International Style, and Contemporary Craft. The social, political and artistic causes as well as the innovators and practitioners of these styles are studied as well. The impact of technological developments and social change on the art are studied. Prerequisites: AH 111 or AH 112 are recommended.

228 Leonard and Michelangelo: High Renaissance Art
This course focuses on the painting, sculpture, and architecture of Leonardo da Vinci, Michelangelo Buonarroti and their contemporaries in sixteenth-century Italy. Emphasis will be upon the form and content of each work, with particular attention given to the role of creativity and the notion of artistic genius. We will also consider the revival of antiquity and its relationship to vernacular culture, as well as the changing role of the artist over time.

323 Contemporary Curatorial Practices
This seminar provides students with a broad overview of mid-to-late 20th century and contemporary art through the lens of exhibition making. Organized around a comprehensive proposal for a thematic group exhibition, topics include evolution of gallery and exhibition contexts, installation design, the rhetorical impact of artworks on each other, the role of the given physical site and layout on the works displayed, and the exhibition as mode of interpretation and research. Students are introduced to a wide variety of contemporary artists and how their work is contextualized by the exhibition format. Projects include an oral presentation on a postwar artist (or movement), curating a hypothetical group exhibition, and six 2-to-3-page papers. Fieldtrips to regional exhibition spaces and guest speakers reinforce the course material.

326 Seminar: 1900 to 1950
This advanced seminar on Fauvism, Cubism, Dadaism, Futurism, Surrealism, Expressionism and other movements of the first half of the century focuses on their developments in the '40s and '50s in Europe and America. It requires individual research and discussion on a selected period. Prerequisites: AH 111 or AH 112 and one of the following: AH 222, 224 or 225. Open to juniors and seniors.

328 Seminar: Contemporary Art
This advanced seminar on current art and its background in the '60s and '70s includes methods and problems in modern art criticism. It requires papers on various concepts for discussion and critiques of art shows in Philadelphia and New York. Prerequisites: AH 111 or AH 112 and
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one of the following: AH 222, 224 or 225. Open to juniors and seniors.

378
**Art History/Curatorial Apprenticeship**
(2 or 4 credits)
Student apprentices gain practical working experience in the major art historical area or related curatorial field. Working with an apprenticeship mentor, students combine apprentice work with their academic studies to gain hands-on-experience to advance their individual educational and career objectives. Possibilities include placements with art historians, curators, or with individuals involved in galleries, museums, art institutions, art collectives, and art publications. It is the student’s responsibility to arrange for the apprenticeship and faculty support. Requires 100 hours for 2 credits, 200 hours for 4 credits. A maximum of 8 credits permitted.
**Prerequisites:** Permission of the major adviser and applicable apprenticeship coordinator, and course work for the particular field of study must be completed prior to signing up for apprenticeship.

385, 386
**Studies in the History of Art**
This course is special studies in the history of art. It requires an individual project under the guidance of one instructor. Possibilities include an in-depth study of an artist or works from a Philadelphia museum.
**Prerequisite:** Permission of the Chair and instructor.

387
**Special Topics in History of Art Museums**
This course is intended for students who want to learn the fundamentals about museums, their history and changing philosophies, and the economic, social and political context within which they exist. Fieldtrips are to a variety of museums (anthropology, art, natural history and science).

490
**Senior Thesis**
Students complete a semi-independent study in a problem of art history chosen in consultation with the faculty adviser and thesis committee. It includes individual and group conferences to examine research methods and procedures. Required of all Art History majors.

**Art Therapy Courses (AT)**

200
**Introduction to Art Therapy**
This basic survey of the history of art therapy includes a review of contemporary theory and practice.

210
**Intermediate Art Therapy**
This course is an introduction to theoretical models of psychology most commonly utilized within the practice of art therapy. Psychodynamic, Cognitive/Behavioral, Self-Psychology, Jungian and Gestalt perspectives are integrated with art therapy techniques and practice. Developmental theories of Freud, Piaget, Mahler and Erickson are correlated with art processes and art productions. It includes class discussions, readings, experiential and exams.
**Prerequisite:** AT 200

310
**Art Therapy: Applications and Techniques**
This studio and didactic course fosters empathic responsiveness and increased awareness through exploration of a wide variety of media choices and applications within an experiential framework. Students work individually and in group settings to develop and integrate approaches to the use of art therapy media applications.
**Prerequisites:** AT 200, AT 210, FA 103, FA 102 and at least two additional Art and Design courses, PY 111 and two of the following: PY 212, ED 214, PY 238.

365
**Internship in Art Therapy**
This course is an opportunity to get firsthand experience in the field of art therapy by working as a volunteer in an agency or hospital. It requires 100 hours for 2 credits, 200 hours for 4 credits. A maximum of 8 credits permitted.
**Prerequisites:** AT 200 and AT 210, junior or senior standing and permission of the instructor and Chair.

**Fine Arts Courses (FA)**

102
**Studio Art Foundations I**
(3 credits)
Studio Art Foundations is a course that consists of a studio and a weekly lecture component. The studio component meets twice a week for four hours and covers thematic ideas of Identity, Language and Environment. Students will be exposed to a variety of materials, processes and ways of working. They will also be exposed to art historical examples pertaining to the themes they are exploring. Through this, students will gain knowledge of both hands-on and conceptual skills relating to making art in the world today. Successful students will analyze the material offered to them and synthesize the information into their own work and evaluate their work in
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comparison to their peers. The lecture covers a variety of topics applicable to what students are learning about in the studio component of this course. Lecture time will be used for community based discussions and interactions. There will also be in-class group projects, film screenings, group critiques and student presentations.

The course meets for 6 studio and lecture hours weekly, with at least as many hours of independent work outside of class. This course is required for art majors but may be taken by non-art majors interested in art. This course counts as a Visual Literacy designation in the Arcadia University Curriculum.

103 Studio Art Foundations II
(3 credits)
FA 103 has the same course structure as FA 102 with different course content. The thematic ideas covered in the Spring semester are Desire, Ritual and Technology. This course can be taken as a continuation of 102 or may be taken as a stand-alone class. This course counts as a Visual Literacy designation in the Arcadia University Curriculum.

104 Drawing I
(3 credits)
This course includes a wide range of experiences that focus on developing the student's ability to perceive space, light and form and to express them two-dimensionally. Drawing I places particular emphasis on line. The course is designed to give students a thorough grounding in the conceptual, formal and expressive nature of drawing, along with attention to process. Six studio hours weekly and independent work.

105 Drawing II
(3 credits)
Building on the language developed in Drawing I, this course focuses on space, light and form as expressed primarily through tone. Both perceptual and conceptual applications are explored, and a range of media is used. Six studio hours weekly and independent work.

Prerequisite: Open to students with no previous art course, although FA 103 or 104 is recommended.

200 Painting I
(3 credits)
An introduction to the inherent qualities of the medium, this course examines the formal qualities of color, light, space, form, composition and point of view, and the role they play in expressive intent. The course emphasizes developing perceptual vision. Six studio hours weekly and independent work.

Prerequisite: FA 104 and 105

201 Color and Design
(4 credits)
This studio course is designed to help the student to better understand the behavior and the power of color and to consider the diverse applications of this understanding. Study includes the properties of color—chroma, value, intensity, hue and temperature—as well as study of the interaction of colors and the underlying principles that govern their behavior. Theoretical understanding is applied to exercises as well as more formally executed designs.

Prerequisite: FA 103.

US202 Envisioning Sustainability: Contemporary Art and Environmental Science
This course serves to explore the relationship between contemporary art and environmental science using sustainability (global interdependence) as a conceptual nucleus. The course is based on the lecture and lab structure. The 'lecture' will be the scientific analysis of data and information and the 'lab' will be the corresponding creative process (to include long and short-term experimental projects). The class does not unfold in a linear fashion; rather the scientific content forms a framework for the artistic work. The studio art component serves as a lens through which to view issues of sustainability. Public exhibitions of the work developed throughout the course serve to link art and science and visually represent the scientific data and other findings of the course content. Consider the saying 'think globally act locally': The scientific analysis component is the GLOBAL and the experiential creative work (i.e. the collection of personal data and material) is the LOCAL. Students make a tangible connection between local choices and their corresponding global effects.

NOTE: US202 can count as an Art & Design studio elective.

203 Printmaking I
(3 credits)
This course is a comprehensive introduction to the basic printmaking disciplines (intaglio, relief) through traditional and contemporary techniques. It emphasizes the creative process, experimentation and exploration to encourage the development of style and image. It includes lectures on print history, group and individual critiques, and fieldtrips to the Philadelphia Print
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Club and area galleries. It requires an additional studio fee. Six hours weekly and independent work.

**Prerequisite:** FA 103 or 104.

204 Ceramics I
(3 credits)
This course introduces and develops fundamental skills employed in the ceramic hand-building process, including coil, pinch, slab building, and more. The focus of this class is on the development of skills of craftsmanship and construction as well as other formal and technical aspects of making ceramic art. Students develop the skills needed to transform abstract ideas into tangible objects and build a vocabulary to facilitate informed discussion of ceramic art. The course includes visual presentations that focus on historical and contemporary ceramics. Six studio hours weekly and independent work.

**Prerequisite:** FA 103 or 104. FA 102 is recommended. Non-art majors do not need FA 103 or 104.

205 Metals and Jewelry I
(3 credits)
This course is an introduction to the basic processes of metal working as they relate to making jewelry, objects of use such as vases and boxes, and small three-dimensional designs. It encourages exploration of a wide range of projects to discover areas of special interest for creative development. It includes soldering, bending, casting and stone-setting techniques. Six studio hours weekly and independent work.

**Prerequisite:** FA 103 or 104. FA 102 is recommended.

206 Introduction to Graphic Design
This course is an introduction to techniques and process associated with the graphic design industry. Students develop traditional hand techniques as well as computer skills, including the use of Adobe Illustrator, InDesign and Photoshop to form the necessary technical skills needed in the production process. This course is intended to provide a firm base of technical skill that may be augmented later through the development of applied theoretical interests. Six studio hours weekly and independent work.

**Prerequisite:** FA 103 or 104 and recommended FA 270.

208 Photography I
(3 credits)
This course is an introduction to the medium of photography covering the materials, processes, history and aesthetics of black and white photography. It emphasizes the essentials of 35mm camera operation, meter reading, film processing, paper development and portfolio preparation. It introduces the photographic image as a means of personal expression through the use of the camera, light sensitive material, technical expertise and mind’s eye. Six critique, lecture and studio hours weekly, plus independent work. This course is a prerequisite for all upper-level photography courses.

209 Photo-Journalism
This course is an exploration of the aesthetics and the methodology of photojournalism as an expressive and persuasive form of communication. Concentration is on the building of a coherent set of images revealing the photographer’s stance toward the world, whether political, psychological or aesthetic. It includes assignments in black and white (film), color negative film with digital output, digital capture, portfolio reviews, slide presentations and readings. It develops the aesthetic and practical skills needed to prepare for, approach and complete a documentary project. Six critique, lecture and studio hours weekly, plus independent work.

**Prerequisite:** FA 208

210 Painting II
Studio work emphasizes continued development of perceptual vision. Subjects include still life, landscape and the figure. Emphasis is placed on individual solutions to problems posed by the instructor or developed by the student. Three-critique and lecture hours weekly plus independent work.

**Prerequisite:** FA 200.

211 Painting III
This course emphasizes the further understanding of theoretical aspects of painting. Students explore in theory and in practice different attitudes in painting, which include abstraction, as well as idea, concept and thematic approaches. This course is the bridge that is designed to help students to make the transition to a more personal and individual way of working. Three-critique and lecture hours weekly plus independent work.

**Prerequisite:** FA 210.

213 Figure Painting
The course is designed to introduce students to the practice of Figure Painting. Students work strictly from observation of the live model. Emphasis is placed on working quickly and with authority as a means to encourage risk taking and experimentation as a path to quality.
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Students work from the premise of "vague to vivid."
Prerequisites: FA 304 and FA 200.

220
Printmaking II (Screen Printing)
This course is an exploration of screen processes—tusche, cut film and photographic—and other printmaking techniques. It provides a historical focus for 20th century printmaking. It emphasizes the development of style and image in the context of the screen medium. It encourages the manipulation of color formally and expressively. It includes fieldtrips to the Philadelphia Museum of Art, the Print Club and area galleries. Six critique, lecture and studio hours weekly, plus independent work.
Prerequisite: FA 103; or permission of the instructor.

222
Printmaking III (New Forms)
This course is an exploration of innovative and multifaceted directions in printmaking, combining print media with other creative forms. It presents a wide range of methods and processes for exploration, including papermaking and casting, three-dimensional and constructed prints, color Xerox, multi-plate collagraph and monoprint. It combines extensive review of contemporary directions with trips to the Print Club, the Philadelphia Museum of Art and area galleries. Six critique and studio hours weekly plus independent work.
Prerequisite: FA 102 or 103; or permission of the instructor.

226
Illustration I
An introduction to art in a commercial context, this course explores various techniques and materials used historically by applied artists as well as by contemporary illustrators. The development of concepts and design through the use of both black and white and color is emphasized. Six-critique and studio hours weekly plus independent work. Offered in odd years.
Prerequisites: FA 103, FA 104, and FA 105.

228
Children’s Book Illustration
Combining academic and studio elements, this course encourages students to focus on the processes through which children’s books are created, including examining age-group characteristics, generating ideas and developing style. The history of children’s books and their illustrations are analyzed. Studio and/or written assignments involve following an illustrated book from concept to publication. Classroom activities are supplemented by fieldtrips and presentation by guest artists. Offered in even years.
Prerequisites: FA 103, 104, and 105.

229
The Artist and the Exhibition: Gallery Practicum
Distinc from the creation of works of art, the logistics of presenting art—from proper construction techniques to the safe conveyance and handling of work and final presentation in an exhibition space—present their own inherent challenges and opportunities for creative problem solving. In this class, students experience these challenges firsthand by mounting actual shows. Using the two recently inaugurated student exhibition spaces, the Judith Taylor Student Gallery in Landman Library, and the Turret Project Space in Murphy Hall, students receive instruction in a workshop format on the construction, preparation, transportation, and exhibition of various two-dimensional and three-dimensional artworks. Additionally, students investigate, through class trips, readings and discussions, the transformation of the meaning and theoretical constructs that have surrounded the exhibition space throughout history to understand how these concepts can affect the meaning of work within a gallery and the choices made in how it is displayed.
Prerequisites: FA 102, FA 103, at least one 100- or 200-level studio art course.

230
Ceramics II
This course explores a wide variety of clays, glazes, firing processes, and construction techniques, including mold making and wheel throwing. It incorporates the exploration and formulation of glaze for use in a variety of kiln environments including low-fire, high-fire, and salt glazing. Clay bodies include earthenware, stoneware, porcelain, and others. The course emphasizes research into historical ceramics. It includes visual presentations that focus on historical and contemporary ceramics. Six studio hours weekly and independent work.
Prerequisite: FA 204.

231
Ceramics III
Continuation of FA 230. This course is designed to foster greater independence and further develop a personal approach to the medium. Assignments are devised to allow for the greatest possible variation in interpretation. Through readings dealing with contemporary art and ceramics art criticism, the course emphasizes the development of a contextual base for the creative process. It includes visual presentations that focus on contemporary ceramics, sculpture, and installation. Six studio hours weekly and independent work.
Prerequisite: FA 230.
240  
**Metals and Jewelry II**  
Development of the creative use of metals through advanced techniques in the production of jewelry, singly and in quantity, this course emphasizes enrichment of aesthetic possibilities. It includes methods of surface embellishment and combination of materials. Six studio hours weekly and independent work.  
**Prerequisite:** FA 205.

241  
**Metals and Jewelry III**  
Continuation of FA 240. This course provides opportunity for semi-independent work on metals and jewelry projects of special interest. It covers experience in shop management, production techniques, and business and market practices. It includes portfolio preparation. Six studio hours weekly and independent work.  
**Prerequisites:** FA 260 and FA 262.

250  
**Graphic Design I (Typography)**  
An introduction to typography and typographic principles through applied and experimental projects, this course is a wide-ranging exploration of type and communication intended to provide an historical, sociopolitical and aesthetic base for the practice of typography and further studies in graphic design.  
**Prerequisite:** FA 206 and FA 270, or permission of the instructor.

251  
**Graphic Design II (Interactive Design)**  
An introduction into Web-based and interactive design, the course focuses on communication skills by exploring the various modes and techniques of interactive media such as web sites, interface design, and tablet and portable device interfaces. Software and languages include Adobe Dreamweaver, HTML, CSS, JavaScript and jQuery. Six studio hours weekly and independent work.  
**Prerequisites:** FA 260, FA250 and FA 270 or permission of instructor.

260  
**Interior I (Planning and Presentation)**  
Beginning with a residential design problem, study the ways to approach, evaluate, analyze and synthesize information to solve a given design problem. This course emphasizes the development of solutions within the framework of plans, elevations, sections and models. It introduces graphic techniques and includes field trips to design resource centers. Six studio hours weekly and independent work.  
**Prerequisites:** FA 263 and FA 265.

261  
**Interior II (Materials and Methods)**  
Continuation of FA 260. This course studies the properties and application of building materials and finishes in relation to interior space, together with interpretations of architectural drawings. It emphasizes the manipulation of space and form. It introduces commercial office space planning, as well as hospitality design. Professionals in the field are invited to lecture as well as jury final presentations. Six studio hours weekly and independent work.  
**Prerequisites:** FA 260 and FA 262.

262  
**Digital Drawing for Interior Design**  
This course is an exploration of the latest technology in computer-aided design and drafting specifically for the fields of interior design and architecture. The course covers fundamental skills necessary to create computer-generated drawings using 2 and 3D software packages. This course works in tandem with FA 260.  
**Prerequisite:** FA 263 or equivalent interior design or digital drawing experience.

263  
**Interior Design Principles and Practices**  
This course is an introduction to the Interior Design discipline, with emphasis on understanding professional terminology and design techniques. It provides an introduction to design concepts development and model construction in order to study 3-dimensional space. Field trip to professional design showrooms.  
**Prerequisites:** FA 102, 103, 104, 105.

265  
**Graphic Presentation for Interior Design**  
This course emphasizes exploratory design drawing as a means of creating new ideas and more detailed rendering in order to improve skills in perspective, drafting and presentation techniques of interior designs. It focuses on effective presentations in a variety of media in both monotone and color.  
**Prerequisites:** FA 102, 103, 104, 105 or permission of the adviser.

270  
**Digital Imaging I**  
An introductory course in the use of Macintosh graphic workstations, this course emphasizes the new aesthetic of computer graphics and its potential for expanding creativity and enhancing creative concepts. Applications in Art and Design and illustration are explored through the systems comprehensive color, drawings, layout and input/output capabilities; including flatbed and slide scanners, graphics, tablets, and CD-Rom production. Comprehensive experience in MAC OS, hardware and software components.
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**Prerequisite:** FA 103 or 104. Non-art majors require permission of instructor.

271 Digital Imaging II
Digital Imaging II is an in-depth exploration of Fine Art Digital Printmaking. The class encourages personal investigation, use of hybrid techniques and non-traditional printing surfaces. It approaches digital media art making through a focus on visual ideas and concepts and understanding of contemporary digital technologies as artistic media through the creative completion of specific assignments.

**Prerequisite:** FA 270

276 Digital Fabrication
This course introduces students to the technology surrounding computer-aided-design/computer-aided-manufacturing (CAD/CAM) and its creative applications within art practices. The CAD/CAM process is particularly well-suited for certain tasks, including the creation of multiples, for fabrication of functional/kinetic components, iterative prototyping of complex structures, scalable design, construction of large structures from repeated simple components, and more.

280 Photography II
This course covers intermediate camera and darkroom techniques and controls. It introduces advanced exposure and metering systems, professional darkroom controls, archival processing systems and various format cameras. It integrates the development of personal work with an examination of historical precedents and contemporary thought. It emphasizes the relation of processes and techniques to expressive purpose. Six critique, lecture and studio hours weekly, plus independent work.

**Prerequisite:** FA 208; or permission of the instructor.

291 Sculpture I
Students will identify, examine and implement contemporary methods and processes of sculpture. This course explores sculpture (all 3d forms) as a mode of communication. Students further develop their artistic voice by creating at least five major works in the semester. The course content is communicated in a variety of ways through material demonstrations, slide lectures and discussions. This course is about experimenting with materials and learning hands-on skills. Students spend time experimenting with new processes and developing works. This course counts as a Visual Literacy designation in the Arcadia University Curriculum.

300 Advanced Drawing
What is Drawing as a medium when not intended to represent the appearance of the world? This course introduces students to contemporary issue in drawing, building a bridge from work done in Drawing I and II. Figure/Ground, mark making, mapping, erasure, fragment, illusion/non-illusion, memory, as well as the use of non-traditional materials are topics for exploration. Studio work is supported by slides lectures, discussions and critiques. Six studio hours weekly and independent work.

**Prerequisites:** FA 104, 105, 200, or 203; or permission of the instructor.

304 Figure Drawing
This advanced course in drawing from the figure is directed toward a clearer perceptual understanding of the human form. It emphasizes surface anatomy and the figure in art.

**Prerequisites:** FA 104, 105, AH 111 or AH 112.

306 Figure Drawing
(2 credits; Fall)
This course is a 2-credit version of FA 304 designed to provide students with supplemental study of the human figure. See description under FA 304.

310 Painting IV
Students develop and explore individual problems in painting, working toward the development of a more personal means of expression. Six studio hours weekly plus independent work.

**Prerequisite:** FA 211 or permission of the adviser.

311 Painting V
This course is independent work in painting with increased individual responsibility. The students work to bring focus and clarity to their ideas and through that distillation bring greater intensity to the work. Six studio and critique hours weekly plus independent work.

**Prerequisite:** FA 211; or permission of the adviser.

318 Printmaking IV
This course investigates advanced printmaking processes and techniques, including multi-plate, viscosity color printing, photo-etching, color posterization, stone and plate lithography. The course emphasizes the expansion of printmaking images to achieve a strong creative and individual direction, and it encourages the aesthetic considerations of form and expression.
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It provides historical investigation of print as the means for expressing attitudes toward the world. Marketing and business practices are introduced, as well as techniques for operating a print studio. Three critique and lecture hours weekly plus intensive independent work.

**Prerequisites:** FA 203 and junior standing.

332

**Ceramics IV**
Continuation of FA 231. This course provides students with an opportunity to execute advanced projects in ceramics, encourages greater self-determination, and prepares students for independent study in ceramics. The course further develops students’ abilities to be self-directed in their artistic pursuits. It includes individual and group critiques and specific readings related to students’ personal interests and goals. Six studio hours weekly and independent work.

**Prerequisites:** FA 231.

342

**Metals and Jewelry IV**
Continuation of FA 241. This course provides an opportunity for advanced projects in metals and jewelry. Six studio hours weekly and independent work.

**Prerequisites:** FA 241 and permission of the adviser.

350

**Graphic Design III (Branding and Identity Systems)**
This course is an introduction to and exploration of branding and logo systems in Graphic Design. How are questions of identity explored visually and conceptually? What characteristics should be conveyed versus aspired to? A semester long exploration of the logo in its various forms. Six studio hours weekly and independent work.

**Prerequisites:** FA 250 and FA 251, or permission from the instructor.

351

**Graphic Design IV (Advanced Design in Visual Communication)**
Within this course, students utilize their skilled learned in the preceding semesters and develop more advanced projects in publication, packaging, and brand identity. Coursework revolves around presentations and problems designed to develop a design portfolio and prepare them for the real world. Six studio hours weekly and independent work.

**Prerequisite:** FA 350 or permission of the adviser.

360

**Interior Design III (Intermediate)**
Continuation of FA 261. This course examines the development of interior spaces from a given single area to designing a series of interrelated spaces. It emphasizes interior construction and detailing of custom designs. It includes the development of details, the construction of scale models for three-dimensional study as well as for presentation and the fine-tuning of drawing skills. Field trips allow students to view interior architectural installations. Six studio hours weekly and independent work.

**Prerequisite:** FA 261 or permission of the adviser. Juniors and seniors only.

361

**Interior Design IV (Advanced)**
Continuation of FA 360. This course presents advanced problems in interior design with concentration on space planning as related to complex interior architectural problems. It focuses on the principles of lighting design and environmental concerns, as related to interiors. Guest critics supplement course study. Six studio hours weekly and independent work.

**Prerequisite:** FA 360 or permission of the adviser. Seniors only.

362

**Advanced CAD for Interior Design**
Expanding upon a basic understanding of CAD, this course explores advanced computer aided design techniques for interior designers. The course is focused on three main areas of study: Photorealistic rendering, advanced 3D modeling, and animation. Issues involving design, visualization and presentation are investigated during each of these areas of study.

**Prerequisite:** FA262

370

**Digital and Color Photography**
An advanced studio course in the mediums of photography and digital imaging, this course introduces color photography via both digital and traditional cameras as well as other methods of image acquisition and digital photographic printmaking. It emphasizes individual work and criticism. Art making is at the core of this class, which focuses on technical requirements and contemporary practice relevant to individual work. Studio work is supported with lectures, discussion, readings, and critiques.

**Prerequisites:** FA 280 and FA 270 are recommended.

378

**Entrepreneurship/Gallery Apprenticeship**
(2 or 4 credits)
Student apprentices gain practical working experience in the major studio area or related gallery field. Working with an apprenticeship mentor, students combine apprentice work with their academic studies to gain hands-on experience to advance their individual educational and career objectives. Possibilities
include placement with artists or with individuals involved in galleries, museums, art institutions, art collectives, design firms. It is the student’s responsibility to arrange for the apprenticeship and faculty support. Requires 100 hours for 2 credits, 200 hours for 4 credits. A maximum of 8 credit hours permitted.

**Prerequisites:** Permission of the major adviser and applicable apprenticeship coordinator, and course work for the particular field of study must be completed prior to signing up for the apprenticeship.

381 **Photography III**
Continuation of FA 280. This course integrates the examination of stylistic trends and contemporary ideas with the development of a more individualized method of working. The development of a more personal imagery along with a broader base of technical as well as conceptual expertise is explored with increased individual responsibility. Studio work is supported with lectures, demonstrations, discussion, readings and critiques. Six critique, lecture and studio hours weekly, plus independent work.

**Prerequisite:** FA 280 or permission of the instructor with portfolio review.

382 **Photography IV**
Continuation of FA 381. This course emphasizes individual work and criticism in preparation for production of thesis work. It focuses on technical requirements, historical precedents and contemporary practice and creative growth relevant to students’ selected areas of investigation. It includes lectures, discussion, critiques and readings. Six critique, lecture and studio hours weekly, plus independent work.

**Prerequisite:** FA 381.

383 **Senior Studio**
(2 credits)
Senior studio focuses on both studio and academic aspects of the senior thesis, helping to prepare students for the practicalities of art making and paper writing. It includes discussions of professional practices associated with specific art concentrations and research related to the thesis paper. Primarily for B.F.A. students, Senior Studio is one of three components of the Art & Design Capstone experience. The other two are Senior Seminar (FA 484) and Senior Thesis (FA 490).

385, 386 **Special Studies in Art**
(2, 3 or 4 credits)
Special studies in art involving a project are carried through under the guidance of one instructor. Possible projects include continuing experience in three-dimensional design, representational drawing, or other studio area. Interior or graphic design majors might arrange for a workshop experience in their field.

**Prerequisite:** Permission of the Chair, major adviser and special studies coordinator.

387 **Internship**
(2 or 4 credits)
An internship is working experience in the major studio area. Possibilities include placements with interior design and graphic design firms or with individuals involved in jewelry making, etc. It is the student’s responsibility to arrange for the internship and faculty support. The internship requires 100 hours for 2 credits, 200 hours for 4 credits. A maximum of 8 credit hours permitted.

**Prerequisites:** Permission of the major adviser and internship coordinator.

484 **Senior Thesis Research Seminar**
(3 credits)
This advanced seminar is designed to enrich the senior thesis experience by offering a dialogue grounded in theory, research and practice. It allows the student time for thorough investigation of his or her concentration before embarking on the preparation of a major body of work for exhibition. It includes writing the research component of the senior thesis paper. One and a half seminar hours weekly plus independent research.

**Prerequisite:** Senior status.

484 **Senior Seminar**
(3 credits)
Senior Seminar is a class taught only in the fall semester and should be taken by students intending to complete their culminating thesis project in the spring of the same academic year. The course is made up of three thematic workshops exploring professional practices, presentation skills and philosophical approaches in the creative fields. Students will rotate through each area (and 3 different professors). This course meets once a week for an hour and a half.

490 **Senior Thesis**
The senior thesis is supervised preparation of a culminating visual work or set of works in the major studio area for criticism and exhibition. It includes individual and group conferences to examine advanced aspects of the major studio area. It requires a written thesis and is required of all B.F.A. and B.A. seniors.
Biology
at Arcadia University
Global Perspectives...Personal Attention...Real-World Integrative Learning Experiences

Faculty

Professor
Dr. Lauretta M. Bushar (chair)

Associate Professor
Dr. Christopher Binckley
Dr. Chad Hoefler
Dr. Naomi Phillips
Dr. Wesley Rose
Dr. Sheryl Smith

Assistant Professors
Dr. John Daley
Dr. Ginnene DiStefano
Dr. Lauren Howard
Dr. Tobias Landberg
Dr. Brie Paddock
Dr. Christina Swanson
Dr. Megan Wright

Instructor
Ms. Sarah J. Cooper
Ms. Marie Duke Murphy

Visiting Assistant Professor
Dr. Kurt Ahrens

Degree and Certificates

Bachelor of Arts and Bachelor of Science in Biology
- Biomedical Conservation
- Molecular Biology and Biochemistry

Post-Baccalaureate Certificate in the Health Professions

Post-Baccalaureate Certificate in the Sciences
Option
- Secondary Education Certification
- 3+2 in Biology (B.A.) and Forensic Science (M.S.F.S.)
- 3+D.P.T. in Biology (B.A.) and Physical Therapy (D.P.T.)

Minor
- Biology

Related Fields of Study
- Scientific Illustration

Related Graduate Study at Arcadia
- Forensic Science (3+2 Accelerated and 4+2 Assured Admission)
- Physician Assistant (4+2 Assured Admission)
- Physical Therapy (3+D.P.T. Accelerated and 4+D.P.T. Assured Admission)
- Genetic Counseling
- Public Health

Pathways to Study Abroad in Biology

Many exciting opportunities are available for studying abroad. Sophomore year and fall semester of the junior year are the most convenient times for students to study abroad. Fall semester of the senior year also is possible.

Arcadia has more than 122 programs around the world. Biology majors have taken a range of Biology courses toward major requirements in Great Britain, Australia, New Zealand, and other countries. In addition, students have completed Undergraduate Curriculum requirements while studying abroad.

Students also have the opportunity to complete internships or independent research projects at a number of internationally recognized institutions such as the London Zoo and the Academy of Natural Sciences of Philadelphia.

Since it is important that students plan ahead for study abroad, they should consult with their advisers as soon as possible and make their intentions known to their academic advisers, the Department Chair, and the Associate Dean of International Affairs.

About the Bachelor of Arts in Biology

- Preparation for graduate school
- Preparation for careers in medicine, teaching, industry, business, and research
- Opportunities to conduct research and co-publish results with faculty
- Internships
BIOLOGY at Arcadia University

- Opportunity to work closely with a faculty adviser to develop an individualized academic plan
- Opportunities to study abroad at some of the top universities in the world
- Senior Capstone projects

Experiential Learning in a Class All Its Own
As a Biology major at Arcadia, you won't just dabble in research. You'll play an active role. You won't just read other people's studies. You'll have the opportunity to carry out and co-author studies of your own in fields including neurobiology, bioinformatics, behavior, evolution, ecology, cell and molecular biology, immunology, and more. And you won't just know your teachers from class. You'll be able to work with them one-on-one outside of the classroom.

To excel in today's competitive environment, it's important to stand out. At Arcadia, it's hard to stand anywhere else.

Students in Arcadia's Biology program become part of a close-knit scientific community that prepares undergraduates for careers in health care, research, education, and other science-related disciplines. A diverse and distinguished faculty, including several recipients of the Lindback Award for Excellence in Teaching, fosters interactive dialogue and discovery both in and out of the classroom. Arcadia Biology majors enjoy exceptional opportunities to engage in research, co-author and present published studies, and explore internships and other cultures through study abroad. Pre-med students receive thorough and timely MCAT preparation. Assured admission is offered for Arcadia's nationally recognized graduate programs in Forensic Science, Physician Assistant and Physical Therapy.

Biology majors are encouraged to participate in research and co-publish results with the assistance of faculty members who have well-established reputations in their fields. Students also may do internships with some of the best-known and most-respected pharmaceutical companies and research institutions located in this region.

Majoring in Biology provides an understanding of modern biological principles and the groundwork for careers in medicine, dentistry, physical therapy, veterinary medicine, forensic science, genetic counseling, conservation, scientific and medical research, secondary school teaching, graduate study, and applied biology positions in government or industry.

Bachelor of Arts in Biology
The Bachelor of Arts in Biology prepares students in the major areas of the life sciences as well as in the cognate areas of Chemistry, Mathematics and/or Physics.

Faculty advisers work closely with each student to plan a series of required and elective courses based on individual interests and career goals.

A core of basic science courses includes general biology, evolution and population biology, research methods, comparative anatomy and physiology, genetics, and plant biology or ecology. A range of electives covers animal behavior, aquatic biology, biochemistry, bioinformatics, cell biology, conservation biology, developmental biology, histology, human genetics and development, immunobiology, microbiology, molecular biology, pathophysiology, and neurobiology.

Laboratory sections generally have smaller enrollments than lecture and thus are especially good for interaction and integrative, collaborative and inquiry-based learning.

It is the policy of the Biology Department that General Biology I and II must be taken in the Biology Department at Arcadia or transferred in from an accredited four- or two-year college. Credits earned through an Advanced Placement Exam or International Baccalaureate do not substitute for General Biology I or II.

Study of Biology can be combined with another field, such as Chemistry, Art, Communications or Business.

The Bachelor of Arts in Biology has the greatest degree of overlap with the Pre-Physical Therapy program requirements and the Pre-Physician Assistant program requirements of any major in the University. (See assured admission requirements for these programs.)
3+D.P.T. Accelerated B.A. in Biology leading to Doctor of Physical Therapy

This is an accelerated program for students interested in earning a B.A. in Biology and a D.P.T. In their fourth year, students in the 3+3 program begin their studies in the D.P.T. program. Two undergraduate-level courses, BI 475 and BI 476 (Biomedical Foundations I and II), are taken in this fourth year and are only available to students in the 3+3 program. These courses are equivalent to PT 675 and 676 taken by the other D.P.T. students.

Qualified applicants will be contacted by Enrollment Management for review. Highly selective admissions criteria will be used to select academically talented students capable of handling the accelerated schedule. Matriculated students will not be accepted into the 3+D.P.T. program. Students who do not meet eligibility requirements of this accelerated program or who want more flexibility in their undergraduate program may follow the 4+D.P.T. program leading to the B.A. in Biology and the D.P.T. Please refer to the Pre-Physical Therapy link on the website.

4+D.P.T. Assured Admission Program

This is a 4+D.P.T. pathway leading to the Doctor of Physical Therapy (D.P.T.) degree from Arcadia University. Students frequently pursue an undergraduate major in a discipline such as Biology, Chemistry, Psychology, Sociology, Business or Health Administration, but students can choose any major that captures their interest and that enables them to complete the prerequisite courses.

Interested students must apply for admission to this accelerated program when they apply for admission to Arcadia University. Currently enrolled undergraduates at Arcadia University may not apply for this program. Students who do not meet eligibility requirements of this accelerated program or who want more flexibility in their undergraduate program may take both degrees, the B.A. in Biology and the M.S.F.S., in the normal sequence.

3+2 M.S. in Forensic Science (M.S.F.S.) with a B.A. in Biology (Accelerated)

Arcadia is one of only a select few master’s programs in Forensic Science accredited by the Forensic Science Education Programs Accreditation Commission (FEPAC). Forensic science is the application of science to the purposes of law. It is highly interdisciplinary by nature and has become a vital part of the judicial and regulatory system in America. Practicing forensic scientists, law enforcement personnel, and criminal justice professionals all recognize the growing need for highly qualified specialists who can execute established and appropriate techniques in the collection, preservation, analysis, and presentation of forensic evidence.

This program provides an accelerated pathway through the Undergraduate Curriculum into Arcadia’s master's degree program in Forensic Science. During the first three years of study, a student takes prerequisite Biology and Chemistry coursework and Undergraduate Curriculum requirements. In the third year, students have the option of taking FS515 (Research Methods). They must speak with the program director if they are interested in this option. In the fall of their third year, students must notify the director of the Forensic Science Program that they are planning on enrolling in the Forensic Science Program the following year.

In the fourth year of study, the student completes the Senior Seminar and Capstone requirements for the undergraduate degree and begins graduate coursework, which is completed in the fifth year. In five years, students earn both the Bachelor of Arts (B.A.) in Biology and the Master of Science in Forensic Science (M.S.F.S.).

Interested students must apply for admission to this accelerated program when they apply for admission to Arcadia University. Currently enrolled undergraduates at Arcadia University may not apply for this program. Students who do not meet eligibility requirements of this accelerated program or who want more flexibility in their undergraduate program may take both degrees, the B.A. in Biology and the M.S.F.S., in the normal sequence.

4+2 M.S. in Forensic Science Assured Admission Program

This program entails four years of study leading to a bachelor's degree plus two years of graduate study leading to the Master of Science in Forensic Science degree from Arcadia University. Students choosing the 4+2 option must pursue an undergraduate major in Biology or Chemistry. This program will ensure that students meet all required prerequisite and recommended coursework for the master's program in Forensic Science. In the fourth year, students have the option of taking FS515 (Research Methods) with approval of the Director of the Forensic Science program and the Chair of the Biology Department. Assured admission into Arcadia’s master’s program in forensic science is available for
select qualified students from the 4+2 program each year. See the catalog section on Forensic Science for additional information.

4+M.M.S. in Physician Assistant
This is a 4+M.S. pathway leading to the M.M.S. in Physician Assistant degree from Arcadia University. Students typically pursue an undergraduate major in a discipline such as Biology or Chemistry, but students can choose any major that captures their interest and that enables them to complete the prerequisite courses. See the catalog section on Pre-Physician Assistant for additional information.

Minor in Biology
The minor in Biology provides students who have a major interest in another science, business, or humanities with the opportunity to explore the field of biology for their own satisfaction or application to a career goal.

Requirements for the B.A. and B.S. in Biology
Core Curriculum
1. Eight courses in Biology
   BI 101, 102 General Biology I, II
   BI 201 Evolution and Population Biology
   BI 204 Genetics
   BI 211 Comparative Anatomy and Physiology
   BI 242 Biological Research Methods
   BI 290 Junior Seminar in Biology (2 credits)
   BI 490 Senior Seminar in Biology (4 credits)

2. Two courses in Chemistry
   CH 101, 102 Modern Chemical Concepts I, II
   or
   CH 111, 112 Conceptual Chemistry I, II

3. Two cognate courses in Mathematics (MA 141, 201, 202, or 203), or Chemistry (CH 201 or higher), or Physics (PH 201, 202, 211, or 212). For some career goals, students may need to take more than two cognate courses.

4. Four Biology electives at the 300 level, at least one of which is a lecture course with a laboratory that has a plant component (currently BI322, BI329 or BI331 at Arcadia or an approved study abroad course). For some career goals, additional electives may be necessary.

5. Students who want certain career paths can choose to specialize in one of the following concentrations. For some career goals, additional coursework may be required.

6. Practical experience in the form of a BI 370-level Internship or BI 398-level Independent Research is encouraged, but cannot be used to meet the requirements for four 300 level elective courses.

Additional Requirements for the B.S. in Biology
1. CH 201, 202 Organic Chemistry I, II
2. PH 201, 202 Fundamental Concepts of Physics I, II
   or
   PH 211, 212 Conceptual Physics I, II
3. Both MA201 and MA141

Note that transfer students may not be able to complete the B.S. without additional years of study.

Recommendations for concentrations

Biomedical Concentration
1. Cognate courses
   PH 201, 202 Fundamental Concepts of Physics I, II
   or
   CH 201, 202 Organic Chemistry I, II
2. Biology electives chosen to fulfill interests and career goals
3. Additional recommendations: Students entering biomedical graduate programs should complete both CH 201, CH 202 and PH 201, PH 202.

Conservation Biology Concentration
1. Cognate courses
   MA 141 Elementary Statistics
   CH 201 Organic Chemistry I
2. Biology electives
   BI 322 Plant Biology
BIOLOGY at Arcadia University

or
BI 331 Aquatic Biology
or
BI 332 Animal Behavior
BI 329 Ecology
BI 330 Conservation Biology

3. Additional recommendations
FA 208 Photography I
EC 330 Natural Resource Economics
PS 225 Politics of the Developing World

Molecular Biology and Biochemistry Concentration
1. Cognate courses
   CH201, 202 Organic Chemistry I, II

2. Two Biology electives
   BI 333 Molecular Biology
   BI 340 Biochemistry

3. Third Biology elective depending on career interests
   BI 323 Microbiology
   BI 325 Cell Biology

4. Additional recommendations
   PH 201, 202 Fundamental Concepts of Physics I, II
   or
   PH 211, 212 Conceptual Physics I, II

Requirements for the Minor in Biology
(28 credits as listed below)

Students who want to minor in Biology should consult a departmental adviser.

1. Four courses in Biology
   BI 101, 102 General Biology I, II
   BI 201 Evolution and Population Biology
   or
   BI 204 Genetics
   BI 211 Comparative Anatomy and Physiology

2. At least three additional Biology electives at the 300 level, one of which is a lecture course with a laboratory that has a plant component (currently BI322, BI329 or BI331 at Arcadia or an approved study abroad course), to be selected with permission of the Biology adviser

Requirements for Secondary Certification in Biology

Biology majors seeking certification for secondary teaching in biology must notify their advisers and the Director of the Secondary Education. State certification requirements are very specific, so the earlier students plan for this option, the easier it is to develop appropriate programs.

Completion of the requirements for the major in Biology, which must include the following courses:

1. Cognate courses
   CH 201 Organic Chemistry I:
   PH 201 Fundamental Concepts of Physics I

2. Biology electives
   BI 325 Cell Biology
   BI 329 Ecology
   BI 333 Molecular Biology

3. Additional recommendations for certification with approval of the Education Department
   Two Math courses (MA 110 or higher)
   PH 223 Essentials of Physical Geology
   or ES 505 Earth Science

Biology Courses (BI)

101 General Biology I
This course is an Introduction to the science of living organisms, with emphasis on molecular and cellular aspects of energy processing, cell reproduction and genetics. Three class hours and three laboratory hours weekly. The lecture portion of the course may be offered on-line in the summer, but labs and exams are on campus.

102 General Biology II
This an organismal-rich course, with an overview of current organismal classification and an emphasis on the structure and function of plants and animals as well as consideration of population biology and ecology. Three class hours and three laboratory hours weekly. The lecture portion of the course may be offered on-line in the summer, but labs and lecture exams are on campus.

Prerequisites: BI 101; or written permission of the instructor and Department Chair.
110
**Human Biology**
In this course students will learn about the biology of the human organism. This course encompasses the form and function of the human, from the cellular to the environmental level. It is organized around two unifying themes: (1) the relationships between structure and function of body parts and (2) the body’s mechanisms of internal regulations and problems that occur (illness) when these mechanisms are disrupted. Critical thinking and the scientific method are emphasized. This course is appropriate for students majoring in all disciplines except biology. It contains a weekly three hour laboratory section.

Students that wish to take upper level biology courses (200 level and above) must have met one of the following two criteria:

The average of the student's grades in BI101 and BI102 must be greater than or equal to a C- (1.7).

OR

The student must have received transfer credit for BI101 and BI102.

205
**Human Anatomy**
This course is a study of the structure of the human body at cellular, tissue, organ and system levels with emphasis on the primary structural components of the skeletal, muscular, circulatory and nervous systems. Laboratory exercises include a detailed dissection of the cat as a representative organism for the study of mammalian musculature and vasculature. Three class hours and three laboratory hours weekly. **Prerequisites:** BI 101 and 102; or written permission of the instructor and Department Chair.

206
**Human Physiology**
This course is a study of the functioning systems of the human organism. It emphasizes mechanisms governing the function of each tissue type as part of the whole organ, and it examines various systems in the laboratory using a variety of experimental techniques. Three class hours and three laboratory hours weekly. **Prerequisites:** BI 101 and 102; or written permission of the instructor and Department Chair.

211
**Comparative Anatomy and Physiology**
In this comparative study of the structure and function of vertebrate and invertebrate organisms, lecture emphasizes evolutionary adaptation leading to solutions of environmental challenges. Laboratory exercises include observation and dissection of representative animal examples to highlight structural adaptations that determine function. Three class hours and three laboratory hours weekly. This course must be completed prior to enrollment in BI 490. **Prerequisites:** BI 101 and 102; or written permission of the instructor and Department Chair.

215
**Principles of Nutrition**
This course provides an introduction to the fundamental concepts of nutrition in human health and disease and is designed for both majors and non-majors. Particular attention is given to the physiological requirements, function, classification and sources of nutrients involved in basic metabolism. Consideration is given to informed evaluation of areas of controversy, as well as influence of socioeconomic and culture on nutritional practices.
242
**Biological Research Methods**
This course is a study of the range of modern scientific methods used in experimentation, with a focus on the use of primary scientific literature to examine scientific design, limitations of experimental methods and analysis of results. Selected laboratory exercises introduce students to various techniques used in modern biological experimentation and research writing skills. Three class hours and three laboratory hours weekly.

**Prerequisites:** BI 101 and 102; or written permission of the instructor and Department Chair.

260
**Biology Journal Club: Neuroscience**
(1 credit)
The principal goals of the Journal Club are to enhance students’ understanding of current literature through reading and critiquing peer-reviewed research articles in specific sub-disciplines of biology. In each bi-weekly session, students will evaluate and present findings on selected research articles including relevant background information, theory, experimental methods, and key findings. All enrolled students are expected to present one oral presentation on a selected article during the semester. Students must have completed BI101, BI102, and BI242 or equivalent and have instructor’s approval in order to enroll. This course may be repeated for credit.

290
**Junior Seminar in Biology**
(2 credits)
This seminar examines original literature on selected topics. Students complete database searches, readings of primary literature, oral presentations, an overview of career options, and career preparation assignments designed to meet individual goals. Students participate in weekly two-hour seminar. This course is most useful when taken in spring of junior year; the fall section is for students who will be studying abroad in spring of their Junior year or who have other conflicts which would make it difficult to take this course in the spring.

**Prerequisites:** At least two 200-level Biology courses and junior standing in Biology; or written permission of the instructor and Department Chair.

317
**Developmental Biology**
This course is a study of the basic processes of differentiation and morphogenesis in plants and animals. It includes consideration of basic underlying genetic mechanisms. Three class hours and three laboratory hours weekly.

**Prerequisites:** BI 204 and 242; or written permission of the instructor and Department Chair.

321
**Human Genetics and Development**
This course is a study of human heredity and embryological development with emphasis on underlying molecular and cellular mechanisms, with consideration of current advances in understanding the human genome, gene expression in development, and major human genetic and developmental syndromes. Three class hours and special projects (no laboratory).

**Prerequisite:** BI 204 and 242; or written permission of the instructor and Department Chair.

322
**Plant Biology**
This survey of the plant kingdom including algae, bryophytes, ferns, gymnosperms and angiosperms emphasizes evolutionary relationships. It explores structural and functional adaptations to life on land among higher plants: plant anatomy, growth patterns, physiology of photosynthesis, growth responses to environmental stimuli and hormonal controls. Three class hours and three laboratory hours weekly. Some field trips.

**Prerequisites:** BI 101, 102, and 242; or permission of the instructor.

323
**Microbiology**
This course is a study of microorganisms in their structure, function and relationship to their environment, both physical and human; immunology; genetic engineering. Three class hours and three laboratory hours weekly.

**Prerequisites:** BI 204 and 242; or written permission of the instructor and Department Chair.

325
**Cell Biology**
This course is a study of cell structure and function at the molecular level: enzymes, membranes, respiration, photosynthesis, protein targeting, intracellular trafficking, information transfer and storage. The laboratory emphasizes modern biochemical and molecular technique. Three class hours and three laboratory hours weekly.

**Prerequisites:** BI 204 and 242, CH 101/111 and 102/112 (may be taken concurrently); or written permission of the instructor and Department Chair.
327

**Histology**
This course is a biomedical study of the structure and functions of mammalian cells, tissues and organs at the microscopic level. Laboratory session involves an extensive microscopic analysis and identification of the cells, tissues and organs. Three class hours and three laboratory hours weekly.

**Prerequisites:** BI 101, 102 and 242; or written permission of the instructor and Department Chair.

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329

**Ecology**
This course investigates the factors that determine the distribution and abundance of organisms, including evolution of adaptations, behavior, and niches, population growth and population regulation, competition, predation, plant community succession, and ecosystem nutrient cycling. The course will introduce students to concepts using both plant and animal examples from the scientific literature, and model those concepts mathematically. Three class hours and three laboratory hours weekly; field trips.

**Prerequisites:** BI 101, 102 and 242; or written permission of the instructor and Department Chair.

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330

**Conservation Biology**
Conservation biology is an emerging field of biology that documents the loss of worldwide biodiversity, seeks to understand the genetic and ecological characteristics of declining populations, and devises strategies to prevent further losses. Topics explored include conservation ethics, taxonomic definitions, global patterns of biodiversity, genetic diversity within species, demographic processes, species interactions, extinctions and invasions, habitat fragmentation, conservation reserves and ecological restoration. Lecture, weekly discussion of primary literature, and field trips.

**Prerequisites:** BI 101, 102 and 242; or written permission of the instructor and Department Chair.

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331

**Aquatic Biology**
(4 credits)
This course examines the structure and ecology of freshwater ecosystems. Students study lentic (standing water) communities, from small mosquito breeding sites up to the world’s largest lakes, lotic (running water), from headwater streams up to our largest rivers, and estuaries, where fresh and saltwater mix. Students further study the political, social and economic aspects of aquatic resources management. This course is geared toward upper-level Biology majors (juniors and seniors), and instruction follows a standard lecture approach augmented with frequent outdoor lectures on Arcadia’s campus and numerous field trips to local water bodies where students measure both physical and biological parameters of the site to be analyzed in the laboratory.

**Prerequisites:** BI 101, 102 and 242 or written permission of the instructor and Department Chair.

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332

**Animal Behavior**
This is an upper-level course focused on animal behavior from an evolutionary perspective. The course explores how animals process and respond to environmental stimuli, including treatments of physiology, learning, memory, hormonal behavior, fixed action patterns, communication, and the ontogeny of behavior. In addition, this course examines the ecology of behavior, stressing the links between environmental factors, behavior, and resultant patterns of organismal distribution and abundance, including discussions of group formation, territoriality, dispersion, colonial breeding, and reproductive ecology. During the last part of the course, topics such as sexual selection, mating system evolution, parental care, kin selection, eusocial behavior, and human sociobiology are addressed. Laboratory work emphasizes hypothesis testing and the development of an independent project.

**Prerequisites:** BI 201, and 242; or written permission of the instructor and Department Chair.

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333

**Molecular Biology**
(4 credits)
This study of the molecular structure and functioning of the gene includes in-depth investigation of current areas of molecular research in biological fields such as medicine, development, population biology, and evolution. Laboratory involves techniques of molecular biology including DNA purification and analysis, cloning, and the polymerase chain reaction. Three class hours and three laboratory hours weekly.

**Prerequisites:** BI204 and 242; CH101/111 and 102/112; or written permission of the instructor and Department Chair.
**BIOLOGY at Arcadia University**

335  
**Neurobiology**  
A study at the molecular, cellular, and systems level to examine the mechanisms through which the nervous system mediates behavior, this course emphasizes current and historical experimental evidence used to define the underlying principles of the nervous system. Discussions of nervous system disorders and treatments are integrated throughout the course. Topics include development, physiology, pharmacology and neuroanatomy. The laboratory sessions involve a range of models, fixed specimens, computer simulations; invertebrate, vertebrate and human experiments to examine nervous system structure and function. Three class hours and three laboratory hours weekly.  
**Prerequisites:** BI 101, 102 and 242; CH 101/111, 102/112; or written permission of the instructor and Department Chair.

336  
**Pathophysiology**  
This course is a study of the physiological factors that underlie human disease states. It analyzes the relationship between normal physiological processes and alterations that occur in specific organ systems as a result of disease and abnormal physiological conditions. Particular emphasis is placed on the mechanisms responsible for disease etiology, pathogenesis, and clinical manifestations.  
**Pre-requisites:** BI101, 102, and BI206 or instructor approval

337  
**Immunobiology**  
This course is a study of the cellular and molecular components involved in specific and nonspecific immune responses and regulation. In-depth discussion of experimental evidence is used to establish our present interpretations of immune mechanisms. Topics include hematopoiesis, lymphocyte maturation and activation, somatic recombination, isotype switching, hypersensitivity, transplantation, autoimmunity, AIDS and immunological techniques. Oral presentations and critical analyses of research articles are included. Three class hours weekly and special projects (no laboratory).  
**Prerequisites:** BI 204 and 242; CH 101/111 and 102/112; or written permission of the instructor and Department Chair. BI 325 is recommended.

338  
**Bioinformatics (Also listed as CS338)**  
This introductory course in Bioinformatics is focused on genomics and concepts related to gene structure and function. Students gain knowledge in the utilization of genome databases/browsers and bioinformatic tools employed for gene model prediction (annotation), and use those tools to annotate sequences from various eukaryotic genomes. Students are given instruction on algorithm design based on pattern-matching and gain hands-on experience in the use of algorithms to help predict gene models and to test those models for accuracy within the context of the programming language Perl. Collaboration between students trained in different disciplines (math, computer science, biology) is encouraged in order to address issues in genomics and to reflect the interdisciplinary nature of the field.  
**Prerequisites:** BI101, 102, and 242 or CS201/202 or written permission of the instructor and Department Chair.

340  
**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.  
**Prerequisites:** BI 101, 102 and 242; CH 101/111 and 102/112; or written permission of the instructor and Department Chair. CH201, 202 are recommended.

360  
**Topics in Biology**  
This course is an In-depth exploration of a selected topic in the biological sciences. Topics are determined by instructor. Current research and methodology are emphasized.  
**Prerequisite:** Written permission of the instructor.

370  
**Internship in Biology**  
This internship in a supervised professional setting involves a significant biological research component for a minimum of eight hours per week. It includes meetings with other interns and the instructor to analyze and discuss the work experience. It requires a journal or laboratory notebook, a written report, and a student evaluation of the internship. It is usually not acceptable as an elective in place of a 300-level course.  
**Prerequisites:** Junior or senior standing in Biology and written permission of the major adviser and Chair. Interested students must submit a written proposal for an internship before registering for the course. Students also must carry at least 8 additional credits at Arcadia University while enrolled in the internship, unless regularly attending on a part-time basis.
Faculty Sponsored Research (2 credits)
This course is a 2-credit laboratory or field research experience that can be taken repeatedly for elective credit with approval of the sponsoring professor and Department Chair. Students read and synthesize literature relevant to their research project and develop a research proposal under the guidance of their faculty research adviser. They then carry out this research project, analyze the data, and write a final research report. Because of the highly specialized nature of this course, students must obtain written approval by the faculty research adviser in order to register for the course, and students must register for the course at least one month prior to the first day of classes. This course cannot be counted as one of the 300-level Biology classes required of all Biology majors. **Prerequisite:** BI 242 or permission of the instructor.

Independent Study
Independent, faculty-supervised laboratory or library research project is conducted at on- or off-campus facilities and summarized in a paper of appropriate length, style and format. Not usually acceptable as an elective in place of a 300-level course. **Prerequisites:** Four courses in Biology, junior or senior standing in Biology, approval of the Department and a written proposal.

Biomedical Foundation Science I (cross listed with PT675)
This course will include traditional biological sciences of microscopic anatomy, physiology of exercise, and neuroscience. In addition, there will be a survey of various medical and surgical conditions and their underlying pathological processes. Pharmacology and imaging techniques will also be included. Gross anatomy objectives are included although students are responsible for self-directed study in this topic. This biology course is only available to students in the 3+DPT program who have been accepted into the DPT program and have successfully completed the first three years of the 3+DPT program.

Senior Seminar in Biology
This Capstone course involves the completion of a faculty-supervised laboratory, field or library research project in Biology, including a paper in appropriate style and format; participation in a weekly two-hour seminar; and formal presentation and defense of a poster. **Prerequisites:** BI 201, 204, 211, 242, 290 and senior standing in Biology.

Biomedical Foundations Science II (cross listed with PT676)
This course is a continuation of PT675, Biomedical Foundation Science I, and includes traditional biological sciences of microscopic anatomy, physiology of exercise, and neuroscience. It also presents a survey of various medical and surgical conditions and their underlying pathological processes. Basic concepts in pharmacology and imaging techniques are also presented. Gross anatomy objectives are included although students are responsible for self-directed study in this topic. This biology course is only available to students in the 3+DPT program who have been accepted into the DPT program and have successfully completed the first three years of the 3+DPT program.
Business Administration
Accounting
at Arcadia University – School of Global Business

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

Dean
Alla L. Wilson, Ph.D., MBA

Faculty

Full-time Faculty
Theresa Barry, Ph.D., MHA, Associate Professor of Healthcare Administration
Thomas M. Brinker Jr., LL.M., CPA, CFE, ChFC, PFS, AEP, Professor of Accounting
Annette L. Halpin, Ph.D., MBA, Assistant Professor of Business Administration
Robert Kieserman, MBA, MLIS, Instructor
Jun Woo Kim, Ph.D., M.S., Assistant Professor of Sport Management
Raghu Kurthakoti, Ph.D., M.S., Assistant Professor of Marketing
Wayne A. Morra, Ph.D., Professor of Economics
Meg Nolan, M.S., Instructor of Management
Cynthia Planita, CPA, M.S., Assistant Professor of Accounting
Michelle Washington, Ph.D., MBA, Assistant Professor of Business Administration
Ata Yesilyaprak, Ph.D., MBA, M.A., Associate Professor of Finance

Part-time Faculty
Christopher Cerski, J.D.
Charles Corace, MBA
Glenn Cronin, CFPIM
Michael deLhery, MBA
Joseph Falzone, Ph.D.
Steve Finestone, MBA
John Fusco, CPA, M.S.
John J. Gerace, Ph.D., P.E.
Katie Harris, M.S., CPA
Jeanine Kingeter, M.S.
Raymond V. Lamorgese, MBA
Karen Lawson, Ph.D.
Emma LeSaint, MBA, CPA
Anna McAleer, MBA
Eric McCloy, MBA
Luis Rivera, Ph.D.
Beatrice Rollard, DBA, CPA
Frank Schwartz, Ph.D.
Colleen Scott, M.A.
Mary L. Sims, J.D.
Karen Squarrell-Shablin, MHSA
Christina Taylor, MPH
Arly L. Wurtzel, Ph.D., M.A.
Gregory M. Yerkes, MBA

Degrees and Certificate

Bachelor of Arts and Bachelor of Science in Accounting

Bachelor of Arts and Bachelor of Science in Business Administration

Concentration options:
Economics
Finance
Management
Marketing

Bachelor of Arts in Healthcare Administration (See separate listing)

 Bachelor of Arts in International Business and Culture (See separate listing.)

Bachelor of Arts and Bachelor of Science in Sports Management (See separate listing)

Three-year Degree Option for Academically Talented Students

Professional Business Program (See separate listing).

Minors
Accounting
Business Administration
Economics
Healthcare Administration
Pre-M.B.A.

Related Fields of Study
Computer Science
Corporate Communications
International Studies
Psychology

Related Graduate Study at Arcadia University

Master of Business Administration (M.B.A.) with a Global Perspective (See Graduate Catalog.)
Accreditation and Memberships

The following Arcadia School of Global Business programs are accredited by the Accreditation Council for Business Schools and Programs (ACBSP): Accounting, Business Administration, International Business & Culture, and M.B.A.

Arcadia is a member of the Association to Advance Collegiate Schools of Business (AACSB International) and the Middle Atlantic Association of Colleges of Business Administration (MAACBA).

Real-world Management Skills for a Global Marketplace

- Preparation for careers in business and not-for-profits
- Preparation for graduate programs in law, business, public administration or economics
- Computer simulations throughout the business curriculum
- Experiential, integrative learning through case studies
- Real-world experience through internships and co-ops
- Opportunities to spend a semester or a year abroad, or to do an internship abroad at some of the top universities around the world
- Preparation for professional certification examinations

Today's businesses operate in a global environment. They need socially responsible leaders who can think critically and communicate effectively. Companies require professionals with domestic and international awareness of intercultural issues and the ability to utilize new technologies and adapt to new situations. Imagine yourself participating as a member of a corporate board of directors, establishing a successful entrepreneurial enterprise or working for a multinational firm, Arcadia University's School of Global Business will give you the skills to become a leader in your field. Combining solid liberal arts studies with hands-on learning experiences inside and outside of the classroom, a business degree from Arcadia will prepare you to enter the working world a competent business professional and individual.

Core Competencies include: Communication, Critical Thinking, Ethical Behavior, Global/Cultural Awareness and Information Literacy.

Business programs utilize experiential learning techniques for active involvement in the learning process. These techniques facilitate understanding the external and internal conditions facing organizations and the concepts, tools and techniques that can be used to deal with various conditions.

Pathways to Study Abroad in Business

Students in the School of Global Business are strongly encouraged to build study abroad into their educational experiences. Since most required business courses are offered in Fall and Spring semesters, study abroad is all about planning. Students can schedule study abroad in any semester, except spring of the senior year, which is when the Capstone course is taken. It is possible to schedule consecutive or non-consecutive semesters abroad and still graduate on time. It is also possible to do an internship abroad in the Fall, Spring or Summer. If you are unable to do a long-term study abroad, there are numerous one-week study opportunities that can be done in any semester. With prior approval, courses taken at foreign universities can be transferred to Arcadia to fulfill undergraduate curriculum, including major, requirements.

About the B.A. and B.S. in Accounting and Business Administration

Preparation for careers in business, industry and not-for-profits

Banking, government, insurance, advertising, sales, healthcare, manufacturing, service, every organization needs qualified employees in order to operate smoothly and effectively. Business Administration is a comprehensive major that can lead to rewarding careers in small, medium or large for-profit or not-for-profit organizations.

Arcadia’s School of Global Business courses are designed to:
• Provide the student with an understanding of external forces, including the technological, legal, political, cultural and economic conditions that influence organizations and managerial decision making.
• Expose the student to each of the major internal functions (accounting and finance, marketing and operations) that organizations must perform to succeed.
• Develop the student’s interpersonal, communication, team-management, quantitative and writing skills.
• Encourage the student to develop an organizational point of view and integrate what he or she has learned.
• Offer the student an international perspective through both coursework and travel opportunities.

**Simulations:** Courses such as Principles of Marketing and senior-level Business Policy provide students opportunities to compete against each other as they run their own simulated companies. These simulations actively involve students in decision-making processes that managers go through daily, as well as those that require the formulation, implementation and evaluation of long-term strategies.

**Case Studies and Experiential Exercises:** Case studies and experiential exercises are used in many classes to engage the learner in active problem-solving situations in business environments. These activities expose students to different situations facing industries, firms and individuals.

**Student Consulting Group:** Students may choose to participate in consulting opportunities. Businesses and organizations contact the School of Global Business seeking assistance with their business issues. A group of undergraduate students works directly with the organizations to develop their marketing, management and business development skills.

**Internships:** The internship experience provides the opportunity to apply knowledge as well as to learn from the experience itself. Students have a number of options, including an internship abroad, to complete the requirements for the internship depending upon their education and career goals.

**Presentations:** To provide students with opportunities to develop presentation skills, most courses require written, oral and visual presentations. Recognizing that organizational decisions are not always based on individual analyses, much of the business coursework involves group projects.

**Study Abroad:** A particularly attractive option within the School of Global Business is the opportunity to spend a semester or even a year studying abroad. In most cases, it is even possible to do the internship abroad. The University also offers one-week, two-week, short-term and summer study abroad opportunities.

**Senior Capstone Experience:** All majors at Arcadia University complete a senior Capstone experience that involves integrating prior knowledge learned through the program with preparing written documents, and making a public presentation. For majors in Accounting and Business Administration, this Capstone requirement is satisfied by successful completion of BA 470 or BA 471 Internship and BA 495 Policy Formulation and Administration, both of which are required courses for these majors.

**Graduate School Preparation:** Arcadia’s Business programs are designed to prepare students to pursue further study at the graduate level. Arcadia offers a Master of Business Administration (M.B.A.) with a Global Perspective. The program, which couples academic coursework with leading industry technology, includes two international experiences. It is recommended that students have two years of work experience to take part in the program. Students with exceptional undergraduate records with less work experience may be considered. Arcadia alumni are invited to enter this degree program once they have gained experience in the field. (See Graduate Catalog.)

**Minors:** The School of Global Business provides the opportunity to complete a minor. Minors in Accounting and Business Administration are for students from outside the School of Global Business and are not open to students majoring in the School of Global Business. The minors in Healthcare Administration and Economics are available to Accounting and Business Administration majors as well as majors from other disciplines.
Bachelor of Arts Degrees

Degrees: The Bachelor of Arts provides a solid background in core business areas as well as in liberal arts. The Bachelor of Arts degree is offered in:

- Accounting
- Business Administration
- Healthcare Administration
- International Business and Culture
- Sports Management

Concentrations: Students pursuing the Bachelor of Arts in Business Administration are encouraged to acquire greater depth in a particular business area and should complete a concentration in the following:

- Economics
- Finance
- Management
- Marketing

Bachelor of Science Degrees

Degrees: The Bachelor of Science provides a solid background in core business areas as well as in liberal arts. The Bachelor of Science degree is offered in the following:

- Accounting
- Business Administration
- Sports Management

Concentration: Students pursuing the Bachelor of Science in Business Administration are required to complete an area of concentration in one of the following:

- Economics
- Finance
- Management
- Marketing

Economics
The concentration in Economics provides training in the application of microeconomics and macroeconomics to problems of business decision making and the effect of governmental policies on the business environment.

Finance
This concentration provides in-depth background in finance for students interested in working in economic and financial institutions or finance departments of corporations.

Management
This concentration prepares students for supervisory roles in a variety of industries or for entry into corporate management training programs.

Marketing
This concentration provides background appropriate for positions in the marketing divisions of corporations and more specialized marketing firms such as advertising agencies and market research organizations.

Bachelor of Arts and Bachelor of Science in Accounting

The B.A. and the B.S. degrees in Accounting provide detailed insight into accounting principles, theory and specialties such as tax, cost and auditing. Students are prepared for positions in business, government and other organizations. These degrees provide all the courses required for students to sit for the Certified Public Accountant (CPA) examination in Pennsylvania and some other states, as well as the Certified Management Accountant (CMA) examination. In order to sit for the CPA examination in Pennsylvania, students must hold a bachelor's degree with at least 24 credits in accounting-related courses. CPA candidates in Pennsylvania are permitted to sit for the CPA exam with less than 150 credit hours, but will be required to complete all 150 credit hours and satisfy the work experience requirement prior to CPA licensure.

Minor in Accounting

The minor in Accounting is designed to provide non-business majors with in-depth training in the accounting field. Students who complete the minor by taking the appropriate six Accounting courses will meet most, but not all of the requirements to sit for the CPA examination in Pennsylvania and other states.

In order to sit for the CPA examination in Pennsylvania, students must hold a bachelor's degree with at least 24 credits in accounting-related courses. CPA candidates in Pennsylvania are permitted to sit for the CPA exam with less than 150 credit hours, but will be required to complete all 150 credit hours and satisfy the work experience requirement prior to CPA licensure.
Minor in Business Administration and Pre-M.B.A. Minor

The minor in Business Administration is designed to provide non-business majors with an overview of business organizational functions. This background is useful for students who will be working in organizational settings, regardless of their majors. The Pre-M.B.A. minor is designed to meet first-year M.B.A. requirements at many leading graduate schools, permitting the M.B.A. to be completed in one year of full-time study.

Minor in Economics

The minor in Economics is designed to provide majors in the School of Global Business as well as non-Business majors with a general background in economics and specific training in rigorous analytical thinking. It builds a strong foundation for graduate study in economics and public administration, business administration and other areas. Students majoring in Business Administration who complete six courses in Economics (see the Requirements for the Minor in Economics) satisfy the requirements for a minor in Economics.

Requirements for the B.A. or B.S. in Accounting and

Requirements for the B.A. or B.S. in Business Administration

(Credits as listed below, with Undergraduate Curriculum requirements and credit requirements.)

1. Ten courses in Business Administration (40 credits)
   - BA 201 Financial Accounting
   - BA 202 Managerial Accounting
   - BA 230 Legal Environment of Business
   - BA 340 Principles of Marketing
   - BA 360 Principles of Management
   - BA 363 International Organizational Behavior
   - BA 367 Operations Management
   - BA 380 Principles of Finance
   - BA 470 Internship in Business Administration
   - BA 495 Policy Formulation and Administration

2. Two courses in Economics (8 credits)
   - EC 210 Principles of Macroeconomics
   - EC 211 Principles of Microeconomics

3. One upper level Business or Economics elective (4 credits)

4. Two courses in Mathematics (8 credits)
   - MA 141 Elementary Statistics
   - MA 143 Business Math or MA 201/207 Calculus I/Applied Calculus I

5. One course in English (4 credits)
   - EN 218 Business Writing

Additional Requirements for the Degree in Accounting

(28 credits as listed below)

- BA 222 Intermediate Accounting I
- BA 223 Intermediate Accounting II
- BA 225 Cost Accounting
- BA 285 Special Topics in Business Administration
- BA 326 Federal Tax Accounting
- BA 327 Auditing
- BA 328 Advanced Accounting

Additional Requirements for Concentration within Business Administration

Economics Concentration (12 credits)
   - EC 216 Intermediate Microeconomics
   - Two additional advanced Economics courses selected with the adviser

Finance Concentration (12 credits)
   - BA 381 Advanced Financial Analysis
   - BA 382 Investments
   - One additional advanced course from the list below selected with your adviser
   - MA 361 Theory of Interest
   - MA 362 Derivatives Markets
   - EC 212 Money & Banking

Management Concentration (12 credits)
BA 362    Human Resources Administration
BA 363    International Organizational Behavior
BA 369    Management Information Systems

Marketing Concentration (12 credits)
BA 341    Advertising and Sales Promotion
BA 344    International Marketing
BA 348    Marketing Research

Additional Requirements for the Bachelor of Science

Three courses in Mathematics (12 credits)
MA 201/207  Calculus I/Applied Calculus I
MA 202/208  Calculus II/Applied Calculus II
MA 242    Intermediate Methods in Statistics

Note that MA201/207 is in place of MA143.

Requirements for the Minor in Accounting
(24 credits as listed below)

1. Six courses in Business Administration
BA 201    Financial Accounting
BA 202    Managerial Accounting
BA 222    Intermediate Accounting I
BA 223    Intermediate Accounting II
BA 326    Federal Tax Accounting
BA 327    Auditing or
BA 328    Advanced Accounting

2. Two additional courses in Business Administration generally from the following, although some tailoring is possible:
BA 340    Principles of Marketing
BA 360    Principles of Management
BA 362    Human Resources Administration
BA 363    International Organizational Behavior
BA 367    Operations Management
BA 380    Principles of Finance

3. Two courses in Economics
EC 210    Principles of Macroeconomics
EC 211    Principles of Microeconomics

Requirements for the Pre-M.B.A. Minor
(36 credits as listed below)

1. Five courses in Business Administration
BA 201    Financial Accounting
BA 202    Managerial Accounting
BA 340    Principles of Marketing
BA 360    Principles of Management
BA 380    Principles of Finance

2. Two courses in Economics
EC 210    Principles of Macroeconomics
EC 211    Principles of Microeconomics

3. Two courses in Mathematics
MA 141    Elementary Statistics
MA 201/207  Calculus I/Applied Calculus I

Requirements for the Minor in Economics
(24 credits as listed below)

1. Six courses in Economics
EC 210    Principles of Macroeconomics
EC 211    Principles of Microeconomics
EC 212    Money and Banking
EC 216    Intermediate Microeconomics

Two Economic electives chosen in consultation with the adviser
BUSINESS ADMINISTRATION • ACCOUNTING
at Arcadia University – School of Global Business

Business Administration Courses (BA)

101 International Business
This course is a basic survey of the fundamentals of business administration, looking at both external and internal factors that influence organizational decisions. External factors include the political, economic and legal systems as well as culture. Internal factors include marketing, management, accounting, human resources, and finance. Considering the above, students examine the role of the organizational decision-maker operating in the global marketplace.
Prerequisite: Mathematics proficiency at least at the level of MA 100.

201 Financial Accounting
This course is designed to provide students with fundamental exposure to the steps in the accounting cycle leading up to the preparation and analysis of financial statements. The focus of the course is on how accounting provides information to users so they can then make more informed decisions. Specific topics include asset and equity measurement, income determination, cash flow and working capital.
Prerequisite: Facility in working with quantitative material is required for this course. Such facility may be demonstrated by appropriate mathematics courses. Students who need review in mathematics will need to take MA 100 prior to BA 201.

202 Managerial Accounting
This course is a continuation of BA 201 and an introduction to the use of accounting information for managerial decision making. Topics include cost accounting systems, budgeting, decision-making information and performance reporting.
Prerequisite: BA 201 or equivalent.

222 Intermediate Accounting I
This course is an extensive examination of accounting theory, the accounting process, and problems associated with presenting fairly the financial position and operating results of business entities. It includes in-depth study of current and non-current assets and current liabilities. Offered in day in even years and evening in odd years.
Prerequisite: BA 202.

223 Intermediate Accounting II
Continuation of BA 222. This course examines generally accepted accounting principles and problems associated with presenting fairly the operating results, financial position and changes in financial position of business entities. It includes detailed consideration of shareholders’ equity, earnings per share, tax allocation, pensions, leases and price level changes. It introduces preparation, analysis and interpretation of financial statements. Offered in day in odd years and evening in even years.
Prerequisite: BA 222.

225 Cost Accounting
This course is a detailed examination of principles and practices of industrial and commercial cost accounting. It includes cost planning and budgeting, cost controls, job order and process costing systems, standard costing and variance analysis, variable/direct costing, performance reports and relevant costs in management decision making. Offered in day in even years and evening in odd years.
Prerequisite: BA 202.

230 Legal Environment of Business
This first-level course surveys the business legal environment and legal subjects of practical utility to business. It emphasizes basic contractual concepts including formation, operation and discharge. It provides an introduction to governmental control of business.

232 International Environmental and Legal Issues for Business
This course covers the international legal environment that influences business decisions. It includes international treaties, sources of international laws, environmental laws, contracts, tariffs and trade, licensing, agency and employment, and regulatory issues. Particular emphasis is given to the European Economic Community and the North American Free Trade Agreement (NAFTA) and the effect they have on the multinational enterprise.

283 Introduction to Risk Management
This course aims to equip the student with an understanding of the principles which will aid in their understanding of the evolving nature of risk management and insurance and how these concepts will continue to impact firms and individuals.

285 Selected Topics in Business Administration
Not regularly scheduled.

326 Federal Tax Accounting
This course is introductory exposure to federal income tax legislation, rules and regulations applicable to tax determination for individuals,
corporations and partnerships. It emphasizes the relationships among tax theory, tax preparation and tax planning. Offered in day in even years and evening in odd years.

**Prerequisite:** BA 202.

**327 Auditing**
This course is a survey of auditing theory, objectives, and practices related primarily to the responsibilities of the independent professional accountant. It includes an overview of professional ethics, generally accepted auditing standards and internal control procedures. It examines data processing, statistical and sampling methods and report writing. Offered in day in odd years and evening in even years.

**Prerequisite:** BA 223.

**328 Advanced Accounting**
This course is a detailed examination of the problems associated with business combinations and consolidations, inter-company profit transactions, complex affiliation transactions, branch operations, foreign operations and transactions, and state and local government fund accounting.

**Prerequisite:** BA 223; or permission of the Dean if taken concurrently with BA 223.

**340 Principles of Marketing**
This course is an examination and analysis of marketing management in the modern organization. Basic marketing concepts, including a target market and the four Ps—product, price, place and promotion—are covered. It evaluates the marketing manager’s task in relation to the strategic and economic goals of the organization and in terms of environmental factors, including the international milieu.

**Prerequisites:** EC 211 and junior standing.

**341 Advertising and Sales Promotion**
This course is a study of the communication-promotion decision process of organizations. It examines the effects of source, message, and media variables on audience, response to communication campaigns, and the interactions among these variables. It emphasizes the promotion model consisting of the roles of personal selling, sales, promotion, publicity and advertising.

**Prerequisite:** BA 340.

**344 International Marketing**
This course is an examination of potential international market entry strategies. It includes exporting, the use of agents and licensing. It also studies the historical and theoretical background of foreign trade, world marketing environment and patterns, and international marketing organization and management.

**Prerequisite:** BA 340.

**347 Sport Marketing**
This is an upper-level marketing course focused on theories and issues related to marketing sport. Grounded in marketing theory, it focuses on the application of the marketing mix (product, price, place, and promotion) to a sport environment. The context of the material studied here is the sport arena and includes such topics as fan involvement, sponsorship, team identification, revenue sources (concessions, merchandise, amenities, etc.), and sport as entertainment. The course content is consistent with expectations set forth by COSMA (Commission on Sport Management Accreditation).

**348 Marketing Research**
This course is a consideration of marketing research that involves the gathering and analysis of information to assist management in making marketing decisions. It examines the application of the research process, methods and technique as an integral part of strategic decision-making in marketing management.

**Prerequisites:** BA 340, MA 141.

**349 Marketing: An International Experience**
This course explores international marketing with respect to Europe in an experiential fashion. Students study on the Arcadia University campus for two weeks then engage in two weeks of study in England, returning to Arcadia University for two final weeks. Specific topics covered include the European Economic Community, product planning, U.S. brands in the British marketplace, British advertising and promotion techniques, and comparisons of the U.S. and British markets.

**Prerequisite:** BA 340.

**360 Principles of Management**
This course explores the four management functions of planning, organizing, leading and controlling to create competitive and sustainable organizations in a global environment. Key course concepts include strategic planning, decision making, organizational structures, managing change and innovation, human resources, ethics, corporate social responsibility, leadership, motivation, team-building, and quality control. 

**Prerequisites:** BA201 and BA202.
Human Resources Administration
This course is a study of the functions performed by the personnel department in an organization, including human resource planning, recruitment, selection, performance appraisal, training and development, wage and salary administration, employee benefits, safety and health and employee management relations. It includes discussion of the various theories, concepts, approaches, tools and techniques appropriate for each function.
Prerequisite: Junior standing.

International Organizational Behavior
This course is an application of psychological principles to human relationships within an enterprise. It studies the dynamics of intrapersonal and interpersonal relationships, emphasizing the manager’s leadership role in utilizing and developing human resources. It includes motivation, interpersonal communications, leadership and influence, socialization, organizational development and career development.
Prerequisite: Junior standing.

Operations Management
This course is a study of the selection, design, control and updating of systems concerned with providing goods or services. It emphasizes quantitative tools and techniques for dealing with system problems. It includes program management, statistical quality control, inventory control, process optimization, global supply chain, queuing theory, material requirements planning, and enterprise resource planning.
Prerequisites: Junior standing, MA 141, and either MA 143 or 201/207.

Management Information Systems
This course is an analysis and design of computer-based information systems for business applications. It studies relationships between various categories of information system architectures and organizational strategic and management requirements.
Prerequisites: Junior standing and CS 104 or MA 143 or familiarity with computer software such as Excel and Access.

Principles of Finance
An introduction to corporate finance stressing the management approach as it applies to asset management and capital structure, this course emphasizes capital budgeting, capital structure and working capital management, and sources of funds. It illustrates basic principles through a problem-solving approach.

Prerequisites: BA 202 and junior standing May not be taken by students who have completed HA 301.

Advanced Financial Analysis
This course is an introduction to corporate finance stressing the financial operations of publicly held corporations. The concepts of time value of money, risk, rates of return, capital budgeting, and securities valuation are presented in theory as well as practice. It illustrates basic principles through a problem-solving approach.
Prerequisite: BA 380.

Investments
This course is an examination of investment principles and methods: business condition analysis, portfolio management, and evaluation of other investment opportunities. It focuses on analysis of corporate securities and issues of governmental bodies as investment vehicles.
Prerequisite: BA 380.

Seminar in Business Administration
This seminar course in business administration, focusing on current problems and issues in business administration, requires a research paper as a major component of the course.
Prerequisites: BA 340, 369, 380 and senior standing in Business Administration.

Internship in Business Administration

International Internship in Business Administration
The international internship is done as part of study abroad or in the international unit of a domestic corporation. The domestic Internship course is designed to allow the student to complete 80 hours of out-of-class work experience. The full-time student has the following options.

1) Traditional: In consultation with the employer and the instructor, the student identifies an internship site and undertakes a project in an area of business administration.

2) Administrative Rotation: The student shadows professionals in a business setting, observing and experiencing the interaction of people and tasks within the organization.

3) Arcadia University Student Business Consulting Group – (AUSBCG): The student works with the AUSBCG as a student consultant, providing assistance to an AUSBCG client as assigned.
4) **Personal Business Plan:** The student researches an industry and creates a business plan for an entrepreneurial venture of his or her own choosing in consultation with one or more mentors. 

**Prerequisites:** BA 340, 360, 380; at least junior standing in the School of Business or permission of the School of Business Dean.

495 **Policy Formulation and Administration**

This integration course in policy making and administration from the point of view of top management develops a total organization approach to problem solving through readings, case studies, and a general management simulation. 

**Prerequisites:** BA 340, 369, 380 and senior standing in Business Administration. BA 367 is recommended but can be taken concurrently.

### Economics Courses (EC)

210 **Principles of Macroeconomics**

This course surveys the concepts of supply and demand, national income accounting, fiscal and monetary policy, theory of income determination, and the problems of inflation, unemployment and economic development. Topics covered include the meaning and measurement of gross domestic product, the role of government expenditures and taxation in maintaining economic stability, the role of money in domestic and international economies, international trade, the determination of exchange rates and the balance of payments. The course concludes by evaluating the performance of governments in financing their public debt and the resultant effect on financial markets and the trade deficit.

**Prerequisite:** Facility in working with quantitative material is required for this course. Such facility may be demonstrated by appropriate mathematics courses. Students who need review in mathematics will need to take MA 100 prior to EC 211.

212 **Money and Banking**

This course studies the role of money, interest rates and financial intermediation in the operation of the U.S. economy. The intent of the course is to give students an overview of the U.S. financial system and its global ramifications. This course includes the organization, administration, and regulation and deregulation of commercial banks and financial markets. It includes a detailed examination of the role of central banking authorities in influencing the macro-economy.

**Prerequisite:** EC 210, EC211.

216 **Intermediate Microeconomics**

This course is a detailed study of price determination and resource allocation under conditions of perfect and imperfect markets. In addition to supply and demand analysis, key economic concepts such as diminishing marginal utility, elasticity, production and cost, optimization theory, producer and consumer surplus, dead weight loss and firm behavior under alternative market structures are explored.

**Prerequisites:** EC 210, EC211.

285 **Selected Topics in Economics**

(Not regularly scheduled.)

300 **Seminar in Economics**

(Not regularly scheduled.)

322 **Health Care Economics**

This course illustrates how economic principles can be used to analyze health care issues and explain the behavior of patients, medical care providers, third-party payers, and employers in health care markets. The course explores the causes and policy remedies of three important health care issues: Medical care spending, medical care access, and medical care outcomes. **Prerequisite:** EC 210, EC 211.

330 **Natural Resource Economics**

The aim of this course is to introduce students to the principles and practice of applying economic methods of analysis to issues relating to natural resources and the environment. Concepts of sustainability and the discounting of future costs and benefits are studied in depth, and these techniques are then applied to the use of non-renewable and also renewable resources.

**Prerequisite:** EC210, EC 211 or permission of the instructor.
International Economics
Analytical treatment of theories and empirical findings in the explanation of trade flows, foreign exchange markets, balance of payment, international liquidity, and world economic institutions.
Prerequisites: EC 210, EC 211.
Celtic Connections
In The College of Global Studies, Arcadia University
Global Perspectives...Personal Attention...Real-World Integrative Learning Experiences

Arcadia University, The College of Global Studies

Program Director
Dr. Alison LaLonde Wyant

Resident Directors
Dr. Tom Kelley, Resident Director, Ireland
Dr. Peter Leuner, Regional Director of Great Britain and Ireland

Degree/Concentrations
Celtic Connections Certificate

Related Fields of Study at Arcadia
International Studies, Sociology

About the Certificate in Celtic Connections

- Specialized study abroad in Ireland, England, Scotland or Wales
- Two options: (1) two semesters, or one semester and a summer; (2) one semester
- Interdisciplinary studies in the humanities, social sciences and sciences
- Concentrations ranging from area studies to language and political science
- 18-20 credit certificate from Arcadia University

The Celtic Connections Certificate program is offered through The College of Global Studies. Drawing on the extensive course offerings and resources of the College’s overseas programs in Ireland, England, Scotland and Wales the program is designed for students who want to focus part of their undergraduate experience on Celtic Studies. Students participate in one or two Arcadia study abroad programs.

This undergraduate academic certificate program is designed for students studying in regions with a Celtic heritage to learn of the Irish, Scottish, and Welsh sense of identity, to understand their current connections to each other, to the United Kingdom, to the larger European Union, and to the globalized world generally.

The Celtic Connections certificate program fulfills Arcadia’s mission “to prepare students for life in a rapidly changing global society.”

Program Structure: Students in the Celtic Connections certificate program will have the opportunity to engage in a wide range of learning experiences, including courses, research, and co- and extra-curricular activities. The program is interdisciplinary, and students can create a certificate based on their specific field of interest, for example: current politics and/or history of Scotland, Wales or Ireland, social sciences for these same regions, European integration and the regions, post-colonial studies, literature in English from these regions, literature in translation from the Celtic languages, study of a Celtic language (modern or medieval), archaeology, folklore, or music of England, Scotland, Wales or Ireland.

There are two program options:

1. Students choose from a list of selected programs and study in two different programs (two semesters, or a semester and a summer) of The College of Global Studies, in Ireland, England, Scotland or Wales. Students are required to complete a minimum of 18-20 semester hour credits, including the capstone research project.

2. Students study at The College’s programs in Ireland, England, Scotland or Wales for one semester. Students are required to complete a minimum of 18-20 semester hour credits, including the capstone research project. A total of 4 semester hours’ credit of coursework in Celtic Studies may be transferred into the Certificate from the student’s home institution.

Study Abroad locations: Students are encouraged to participate in programs at one or two of the following Arcadia centers – one of which must be in Ireland, England, Scotland, or Wales.
Republic of Ireland
- University College Cork
- National University of Ireland, Galway
- University of Limerick
- National University of Ireland, Maynooth
- Trinity College, Dublin
- University College Dublin
- Contemporary Irish Studies, Dublin Summer
- Dublin Parliamentary Internship Program

Northern Ireland
- Queen's University, Belfast
- University of Ulster

England
- University of York
- Durham University

Scotland
- University of Aberdeen
- University of Edinburgh
- University of Glasgow
- University of St Andrews
- Stirling University
- Scottish Parliamentary Program

Wales
- Bangor University
- Swansea University
- Welsh Assembly Internship

Academic Advising: In consultation with the Arcadia Center’s Program Managers and Dean of Studies, students begin to design their academic program during the application process for study abroad on The College of Global Studies programs. They complete the process in-country with an academic adviser from each of the two institutions where they study.

Transcript: Students receive an Arcadia University transcript for study on The College of Global Studies’ programs. Credit from the program may be applied independently or transferred to the student’s home institution according to the policy and procedures of that institution.

Requirements for the Celtic Connections Certificate

Students earn an Arcadia University Celtic Connections Certificate by completing the following requirements:

- Study through The College of Global Studies’ programs in Ireland, England, Scotland or Wales — either one to two semesters or a semester and summer program, one of which must be taken in Ireland, England, Scotland or Wales.
- Coursework of least 18-20 semester hours of credit in interdisciplinary Celtic Studies in Humanities, Social Sciences and Sciences. Credit must be earned on an Arcadia study abroad program.
- A cumulative 2.0 GPA or higher in courses and academic experiences.

A capstone research project (a 5,000-6,000 word paper or presentation of equivalent work) on Celtic Studies, for 4 semester hours of credit. The research project is supervised by a faculty member from The College of Global Studies program and by the Dean of Studies.
Faculty

Professors
Dr. Emanuele Curotto
Dr. Chester M. Mikulski
Dr. Linda M. Mascavage

Associate Professors
Dr. Peter Campbell
Dr. Karen Scott

Assistant Professor
Dr. Tatjana Milenkovitch

Adjunct Professors
Dr. Elizabeth Billmers
Dr. Yibai Chen
Dr. James Hagarman
Dr. George Heck
Dr. Sherri Kacinko
Dr. Christine Krewson
Mr. Thomas Lever
Mr. Jonathan Orr
Mr. Gregory Pierce
Dr. Kim Quandt
Dr. Lev Sapozhnikov
Ms. Kim Small
Dr. Michael Wilson (Chair)

Related Graduate Study
at Arcadia University

Master of Science in Forensic Science

Master of Education with a Concentration in Secondary Education and Chemistry Certification

Master of Medical Science (Physician Assistant)

Doctor of Physical Therapy

Pathways to Study Abroad in Chemistry

Many exciting opportunities are available for study abroad.

Arcadia University’s College of Global Studies has special arrangements with universities in England, Scotland, Wales and Northern Ireland, Spain, Ireland, Australia, and New Zealand. Credits for courses taken at these universities transfer to Arcadia to fulfill Undergraduate Curriculum requirements. Visit the University’s website for more information. Arcadia has more than 122 programs around the world.

Since it is important that students plan ahead for study abroad, they should consult with their advisers as soon as possible and make their intentions known to the Department Chair and the Associate Dean of International Affairs.

About the B.A. and B.S. in Chemistry

These degrees prepare students for

- Direct entry into the chemical professions, including research careers
- Entry into graduate school in chemistry or related physical or biological
- Further training in the health professions, including medicine
- Entry into a special 3+2 or 4+2 combined program in Forensic Science, Engineering or Optometry
- Secondary education including certification

Degrees and Certificate

Bachelor of Arts in Chemistry
Chemical Professions
Health Professions
Forensic Science

Bachelor of Science in Chemistry
Biochemistry

Options
3+2 Accelerated and
4+2 Assured Admissions programs in Forensic Science
(See separate listing.)
3+4 Combined program in Optometry
(See Separate listing.)
Secondary Education Certification in Chemistry or General Science

Post-Baccalaureate Certificate in the Sciences

Minors
Chemistry
Physics
CHEMISTRY AND PHYSICS at Arcadia University

- Internship opportunities
- Opportunities to study abroad at some of the top universities around the world

Proven Formula for Inspired Learning
Sometimes our greatest power lies in the questions we ask rather than the answers we already know. As a Chemistry or Physics student at Arcadia, you’ll tap into this scientific curiosity and enjoy unique opportunities to:

- Engage in publishable research.
- Perform customized lab work where you’ll play a central role.
- Combine your science studies with other academic paths.
- Present your research at local and national scientific meetings.

As you take your first college step toward a professional career, it’s important to be challenged but also to know that your professors are by your side. You’ll find this at Arcadia and discover the true scientist in yourself.

Arcadia’s Chemistry programs provide a working knowledge of the concepts that underlie chemical and physical phenomena. Each course develops the ability to solve real scientific problems quantitatively using structural models, mechanisms and the integrated application of physicochemical principles. Technological and cultural scientific problems—such as environmental pollution, energy resources and conservation of natural resources—are explored, along with material in astronomy, geology, chemistry and physics.

Bachelor of Arts in Chemistry

Students who receive the Bachelor of Arts degree select one of three areas of concentration.

- Chemical Professions Concentration: For students who expect to qualify for entry positions in chemistry, allied professions such as information science, or secondary education. This concentration is most often chosen by students in the combined Engineering program who elect a chemistry major.

- Health Professions Concentration: For students interested in medicine, dentistry, veterinary medicine, pharmacy, podiatry, optometry and the paramedical professions.

- Forensic Science Concentration: For students who intend to pursue graduate study in Forensic Science, either at Arcadia or elsewhere.

- Pre-Optometry Option: A combined program (3+4) with Salus University (formerly the Pennsylvania College of Optometry).

Bachelor of Science in Chemistry

Bachelor of Science recipients are certified by the American Chemical Society as having met that society’s high standards for an undergraduate degree in chemistry.

- Biochemistry Concentration: Tailored to students who want to pursue advanced training in the health professions, this program is often chosen by pre-medical students.

Minor in Chemistry

Directed toward students in Biology, Mathematics, Computer Science, or Engineering, who wish to develop a stronger background in the chemical sciences but not necessarily pursue a chemical career.

Minor in Physics

Appropriate for students in Biology, Chemistry, Mathematics, Computer Science, or Engineering, either to develop a stronger background in the physical sciences or to prepare for advanced training in disciplines such as applied mathematics, engineering or theoretical chemistry.

Requirements for Secondary Education Certification in Chemistry or General Science

Chemistry majors seeking certification for secondary teaching should consult the Director of Secondary Education. Requirements are specific and vary among states.
Requirements for the B.A. in Chemistry

(65-69 credits as listed below, with Undergraduate Curriculum requirements and electives to total 128 credits)

Common Curriculum for All Concentrations

1. Nine courses in Chemistry
   - CH 111, 112 Conceptual Chemistry I, II
     (CH 101, 102 may be substituted in unusual circumstances with permission of the chair.)
   - CH 201, 202 Organic Chemistry I, II:
   - CH 203 Equilibrium and Analysis
   - CH 290 Junior Seminar
   - CH 391, 392 Faculty Sponsored Research
   - CH 490 Chemistry Capstone

2. Two courses in Physics
   - Either PH 201, 202 Fundamental Concepts of Physics I, II
   - or PH 211, 212 Conceptual Physics I, II

3. One course in Mathematics
   - MA 201 Calculus I

Additional Requirements

Depending on the concentration selected students must complete one of the following set of requirements:

Chemical Professions (24 additional credits)
1. Three additional Chemistry courses
2. A minimum of two electives in other science fields

Health Professions (28 additional credits)
1. Six courses in Biology
2. One additional Chemistry course

Forensic Science (28 additional credits)
1. Six courses in Biology (BI 101, BI 102, BI 204, BI 321, BI 325, and BI 333)
2. One additional Chemistry course chosen from CH 303, CH 304, or CH 307

Requirements for the B.S. in Chemistry

(67 credits as listed below, with Undergraduate Curriculum requirements and electives to total 128)

1. Fourteen courses in Chemistry
   - CH 111, 112 Conceptual Chemistry I, II
     (CH 101, 102 may be substituted in unusual circumstances with permission of the chair.)
   - CH 201, 202 Organic Chemistry I, II:
   - CH 203 Equilibrium and Analysis
   - CH 290 Junior Seminar
   - CH 301, 302 Physical Chemistry I, II
   - CH 303 Biochemistry
   - CH 304 Instrumental Methods of Analysis I
   - CH 305 Inorganic Chemistry
   - CH 391, 392 Faculty Sponsored Research
   - CH 490 Chemistry Capstone

2. Two courses in Physics
   - PH 211, 212 Conceptual Physics I, II

3. Two courses in Mathematics
   - MA 201, 202 Calculus I, II

Biochemistry Concentration: (in addition to the above requirements in Chemistry, Physics, and Mathematics)

Five courses in Biology
- BI 101, 102 General Biology I, II
- BI 204 Genetics
- BI 325 Cell Biology
- BI 333 Molecular Biology

Requirements for the Minor in Chemistry

(24 credits as listed below)

1. Six courses in Chemistry
   - either
     - CH 111, 112 Conceptual Chemistry I, II
     - or
     - CH 101, 102 General Chemistry I, II
   - CH 201, 202 Organic Chemistry I, II:
   - CH 203 Equilibrium and Analysis

2. One Chemistry elective at the 300 level
   (excluding CH 391 & CH 392)
Requirements for the Minor in Physics
(20 credits as listed below)

1. Five courses in Physics
   - PH 201, 202 Fundamental Concepts of Physics I, II
   - or
   - PH 211, 212 Conceptual Physics I, II
   - PH 324 Quantum Physics

2. Two other Physics courses at the 300 level

Chemistry Courses (CH)

100 Language of Science
   (2 credits)
   Basic quantitative problem solving methods for introductory science courses. Includes scientific notation, dimensional analysis in the SI and US customary systems, elementary error analysis, simultaneous equations, and graphical and transcendental analysis.
   Prerequisite: MA 100.

101 General Chemistry I
   An introduction to stoichiometry, atomic and molecular structure and geometry, and their relation to the chemical and physical properties of inorganic and organic substances. The historical development, methodology, and philosophy of current understanding of transformations of matter and energy are presented from an experimental viewpoint. Three class hours and three laboratory hours weekly.
   Prerequisite: CH 100 or placement.

102 General Chemistry II
   Continuation of CH 101. Introduction to chemical energetics, chemical equilibrium, chemical kinetics, reaction mechanisms, electrochemistry, and radiation chemistry, and their application to chemical reactions from a quantitative experimental point of view. Three class hours and three laboratory hours weekly.
   Prerequisite: CH 101 or CH 111.

111 Conceptual Chemistry I
   Covers the topics of CH 101 with a greater emphasis on modern quantum theory. Designed for majors in the physical sciences and mathematics, it emphasizes mathematical analysis, including elementary calculus. Three class hours and three laboratory hours weekly.
   Prerequisite: Placement.

112 Conceptual Chemistry II
   Continuation of CH 111. Covers the topics of CH 102 with a greater emphasis on modern quantum theory. Designed for majors in the physical sciences and mathematics, it emphasizes mathematical analysis, including elementary calculus. Three class hours and three laboratory hours weekly.
   Prerequisite: CH 111. CH 101 may serve as prerequisite with permission of the chair.

201 Organic Chemistry I:
   A study of the correlation of acid-base theory, reaction mechanisms, molecular structure, chemical energetics, stereochemistry, and spectroscopy, applied to organic functional groups, specifically alkanes, alkenes, alkyne, alkyhalides, alcohols and ethers. Laboratory work stresses the synthesis, separation, identification and analysis of selected organic compounds using both micro- and macro-scale techniques. 1H-NMR spectra are run routinely acquired and analyzed. Three class hours and three laboratory hours weekly.
   Prerequisite: CH102 or CH112.

202 Organic Chemistry II:
   Continuation of CH 201. Survey of the properties of organic functional groups: organometallics, conjugated systems, aromatics, aldehydes, ketones, carboxylic acids and their derivatives, amines, and carbohydrates. Mass, infrared, ultraviolet and visible spectroscopy. Laboratory work stresses the synthesis, separation, identification, and analysis of selected organic compounds using both micro- and macro-scale techniques. 1H-NMR spectra are run routinely acquired and analyzed. Three class hours and three laboratory hours weekly.
   Prerequisite: CH 201.

203 Equilibrium and Analysis
   Examination of the principles and theory of chemical equilibrium in the context of quantitative chemical analysis. Selected traditional analytical laboratory techniques are frequently applied to analyses of systems of biological and environmental interest. Instrumental techniques of analysis are introduced. Three class hours and three laboratory hours weekly.
   Prerequisite: CH 202 or CH112.

290 Junior Seminar
   (3 credits)
   Career guidance, examination of the primary literature, database searches, development of research writing skills. A library research paper and oral presentation of it are required. Selections of a mentor and research project
prepare the student for Faculty Directed Research and Chemistry Capstone. Three seminar hours weekly.

**Pre-requisites:** Junior standing, CH 202, CH 203.

301 Physical Chemistry I
Study of the limitations of the degree of completion of chemical and physical processes by natural law. Thermodynamics is applied to the gaseous, liquid, and solid states. Homogeneous chemical equilibria and phase equilibria are treated from both experimental and conceptual viewpoints. Three class hours and three laboratory hours weekly.

**Pre-requisites:** CH 203, PH 202 or 212, MA 202.

302 Physical Chemistry II
Continuation of CH 301. Considers the limitations on the rate of chemical and physical processes by natural law. Solutions, heterogeneous equilibria, electrochemistry, chemical kinetics, quantum mechanics, and surface phenomena. Three class hours and three laboratory hours weekly.

**Pre-requisite:** CH 301.

303 Biochemistry
Principles of weak chemical interactions applied to the structure and function of macromolecules, especially proteins. Non-covalent binding of substrates and enzymatic catalysis are treated both conceptually and quantitatively. Mechanisms of metabolic control, including allosterism and covalent modification, are related to protein structure. Three class hours and four laboratory hours weekly.

**Pre- or co-requisite:** CH 202.

304 Instrumental Methods of Analysis I
Spectrophotometric, chromatographic and mass spectral methods as tools for the separation, identification and analysis of chemical substances. Three class hours and four laboratory hours weekly.

**Pre-requisite:** CH 203.

305 Inorganic Chemistry
Survey of the representative and transition elements in the context of atomic and molecular structure. Organometallic and solid-state principles are introduced as the foundation of coordination theory and the biochemistry of inorganic cations. Laboratory work emphasizes the preparation, properties and characterization of selected inorganic and bioinorganic compounds. Low and high temperature and vacuum techniques are applied to both aqueous and non-aqueous systems. Three class hours and three laboratory hours weekly.

**Pre-requisites:** CH 202, CH203. CH 301, CH302 highly recommended.

306 Advanced Organic Chemistry
Selected topics not covered in the introductory course: Hückel molecular orbital theory; correlation of structure and activity by linear free energy relationships; acidity functions and Brønsted catalysis law; symmetry and stereochemistry; pericyclic, electrocyclic, and sigmatropic reactions; kinetics and kinetic isotope effects; application of spectroscopic techniques. Laboratory work involves individual multi-step syntheses and molecular modeling projects. Three class hours and three laboratory hours weekly.

**Pre-requisites:** CH 202, CH 203. CH 301, CH 302 highly recommended.

307 Polymers and Biopolymers
Introduction to polymer chemistry, including contemporary polymer technology. The nature and synthesis of polymers; biological polymers and their reactions; thermodynamics and kinetics of polymerization; physical characterization, fabrication, testing, and use of both natural and synthetic polymeric materials. Three class hours weekly. **Pre-requisite:** CH 202.

333 Statistical Thermodynamics
(Also listed as PH333)
Principles of thermodynamics investigated from a modern statistical point of view, based upon ensemble theory. Maxwell-Boltzmann, Fermi-Dirac and Bose-Einstein statistics, transport phenomena, thermal interactions, kinetic theory, and their applications to a variety of molecular systems. Three class hours weekly.

**Pre-requisites:** PH 212, CH 302. CH 302 may be taken concurrently with permission of the chair.

345 Topics in Modern Chemistry
Topics vary according to the needs and interests of students and faculty. Past topics have included medicinal chemistry, practical spectroscopy and the history of chemistry. Credits and time requirements by arrangement.

**Pre-requisites:** CH202, CH203.

351 Chemical Physics (Also listed as PH 351)
The foundations of quantum chemistry and its applications to chemical systems. The Schrödinger wave equation is applied to the harmonic oscillator and the hydrogen atom. Introduction to matrix mechanics. Group theory and its application to spectroscopy. Three class hours weekly.
Prerequisites: PH 212, CH 302. MA 452 recommended. CH302 may be taken concurrently with permission of the chair.

370 Career Internship in Chemistry
This part-time placement introduces the commercial or industrial aspects of the chemical profession, and develops practical knowledge of a functioning chemical or pharmaceutical business. Credits and time requirements by arrangement.
Prerequisites: Senior standing, permission of the chair.

389 Independent Study
An independent, faculty supervised library research project is summarized in a paper of appropriate length, style and format. Credits and time requirements by arrangement.
Prerequisites: CH 202, CH 203, approval by the department of a written proposal.

391 Faculty Sponsored Research
(2 credits)
Training in the acquisition of new knowledge under the supervision of one or more faculty members. Research may be conducted on campus or in off-campus research facilities. At least eight laboratory hours weekly.
Prerequisite: Senior standing or permission of the chair.

392 Faculty Sponsored Research
(2 credits)
Continuation of CH 391. The aim is to achieve publishable results, though a peer-reviewed publication is not necessary to complete the course, nor does its absence affect the grade a student receives. At least eight laboratory hours weekly.
Prerequisite: CH 391.

490 Chemistry Capstone
(2 credits in the fall and 2 credits in the spring)
The results of a faculty sponsored research project are presented orally, by written thesis, and in poster format. The career guidance introduced in CH 290 is continued. Students must pass the standardized comprehensive undergraduate examination of the American Chemical Society. Three seminar hours weekly.
Prerequisites: Senior standing, a GPA of 2.0 or higher in courses required for the major.

Physics Courses (PH)

201 Fundamental Concepts of Physics I
Introduction to the principles of classical mechanics. The historical development, methodology, and philosophy of our current understanding of the physical universe are presented from an experimental point of view. Three class hours and three laboratory hours weekly.
Prerequisite: MA 100.

202 Fundamental Concepts of Physics II
Continuation of PH 201. Introduction to the principles of sound, heat, electricity, magnetism and optics. Three class hours and three laboratory hours weekly.
Prerequisite: PH 201 or PH 211.

211 Conceptual Physics I
Calculus-based introduction to the principles of classical mechanics, designed for majors in mathematics, the physical sciences, computer science, and engineering. 4 credits; three class hours and three laboratory hours weekly. Offered in the Fall.
Prerequisite: MA 202.

212 Conceptual Physics II
Continuation of PH 211. Waves, sound, electricity, magnetism, elementary electrodynamics and optics. Three class hours and three laboratory hours weekly.
Prerequisite: PH 211.

223 Essentials of Physical Geology
Basic concepts of physical geology, emphasizing on the dynamic nature of the earth and its land-forming processes and cycles., which are constantly altering our environment. Intended for non-science majors, including those preparing for the teaching profession. 4 credits; three class hours and three laboratory hours weekly. Offered in the Spring.
Prerequisite: MA 100, placement into MA 110, or permission of the instructor.

224 Frontiers in Astronomy
Fundamentals, history, and frontiers of astronomy. Planets, exobiology, structure and dynamics of stars, galaxies, the universe, and cosmology. Three class hours and three laboratory hours weekly.
Prerequisite: MA 100.
Science of Sound
The physical nature of sound is explored to provide a scientific understanding of sound from its creation to its perception. Waves, sound propagation, the human voice and hearing, musical instruments, harmonics, and acoustics. No musical skills required, but basic math skills are necessary. Three class hours and three laboratory hours weekly.  
Prerequisite: MA100.

Quantum Physics
Basic principles of modern physics, especially atomic, quantum, nuclear, and particle physics. Three class hours and three laboratory hours weekly.  
Prerequisites: MA 202, PH 202 or PH 212.

Mathematical Physics (also listed as MA325)
Introduction to the principal computational tools, techniques, and methods used in contemporary physics, including programming skills as well as theory and mathematical methods of analysis. Three class hours weekly.  
Prerequisites: MA202, PH211, CS201.

Engineering Mechanics
Principles of mechanics with engineering applications. Vector treatment of forces, statics, centroids, moments of inertia, friction, dynamics of a particle, system of particles and rigid bodies.  
Prerequisite: PH 211.

Statistical Thermodynamics
(Also listed as CH333) Principles of thermodynamics investigated from a modern statistical point of view, based upon ensemble theory, Maxwell-Boltzmann, Fermi-Dirac and Bose-Einstein statistics, transport phenomena, thermal interactions, kinetic theory, and their applications to a variety of molecular systems. Three class hours weekly.  
Prerequisites: PH 212, CH 302. CH 302 may be taken concurrently with permission of the chair.

Electronic Circuit Analysis I
Basic concepts of electronic circuits, designed for majors in sciences and engineering. Emphasizes analog electronic systems design and organization, data acquisition, and signal transmission. Three class hours weekly.  
Prerequisite: PH 212

Electronic Circuit Analysis II
Continuation of PH341. Emphasizes digital electronic systems design and organization, data acquisition, and signal transmission. Three class hours weekly.  
Prerequisite: PH 341

Topics in Modern Physics
Topics vary according to the needs and interests of students and faculty. Past topics have included relativistic quantum mechanics, quantum electrodynamics, quantum field theories, high energy physics, elementary particle physics, cosmology, astrophysics, solid state physics, and mathematical physics. Credits and time requirements by arrangement.  
Prerequisite: PH 212

Chemical Physics (Also listed as CH3511)
The foundations of quantum chemistry and its applications to chemical systems. The Schrödinger wave equation is applied to the harmonic oscillator and the hydrogen atom. Introduction to matrix mechanics. Group theory and its application to spectroscopy. Three class hours weekly.  
Prerequisites: PH 212, CH 302. MA 452 recommended. CH302 may be taken concurrently with permission of the chair.

Physics Research
Individualized study is tailored to suit the needs or interests of qualified juniors and seniors. Each student works under the guidance of a faculty adviser approved by the Department Chair. Suggested topics include quantum mechanics; nuclear, atomic and chemical physics; electrodynamics; advanced optics; mathematical physics; astrophysics; participation in ongoing research projects with faculty.  
Prerequisite: Permission of the Chair.

Faculty Sponsored Research
(2 credits) Training in the acquisition of new knowledge under the supervision of one or more faculty members. Research may be conducted on campus or in off-campus research facilities. At least eight laboratory hours weekly.  
Prerequisite: Senior standing or permission of the chair.

Faculty Sponsored Research
(2 credits) Continuation of PH 391. The aim is to achieve publishable results, though a peer-reviewed publication is not necessary to complete the course, nor does its absence affect the grade a student receives. At least eight laboratory hours weekly.  
Prerequisite: PH 391
Communication at Arcadia University

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

Faculty

Professor
Dr. Shekhar A. Deshpande

Associate Professors
Dr. Lisa B. Holdeman (Chair)
Alan W. Powell

Assistant Professor
Dr. Michael Dwyer (Director of Undergraduate Studies)

Instructor
Christine Mullin

Degrees/Concentrations

Bachelor of Arts in Communication
Corporate Communication (with three-year accelerated degree option)
Print Communication
Video Communication
Individualized Concentration in Communication

Minors
Cinema Studies
Communication
World Cinema

Related Majors Abroad Program (MAP) at Arcadia

Bachelor of Arts in Global Media with a concentration in:

- Cultural Studies
- Digital Gaming Studies
- Digital Media
- Fashion Studies
- Film Production
- Media Industries
- Media Production
- New Media Journalism
- Sound and Music
- Visual Cultures
- Visual Journalism
- World Cinema

Pathways to Study Abroad in Communication

Communication majors are encouraged to spend a semester or a year studying abroad.

Exciting opportunities are available and are relatively easy to arrange through Arcadia’s College of Global Studies. Communication is a global field and concern. Studying in a different environment and learning about the communication processes in a wider context are essential to a student in communication. Undoubtedly, this opportunity enhances the career training and understanding of Communication majors.

Communication majors who plan to study abroad must do so during the sophomore or junior years only. With prior approval, students may take courses to fulfill any University-wide requirement. Students must plan study abroad programs at least a year in advance to ensure finding appropriate courses that will transfer to their requirements. See more about internships abroad on the next page.

Visit the University’s website for Pathways to Study Abroad (www.arcadia.edu/pathways) and suggested course sequences. Since it is important that students plan ahead for study abroad, they should consult with their advisers as soon as possible and make their intentions known to the Department Chair and the Associate Dean of International Affairs.

About the Bachelor of Arts in Communication

- Three-year accelerated degree option
- Opportunities for specialization in corporate, print or video
- Professional internships—here or abroad
- Preparation for careers in business, news and magazine writing, editing, technical writing, creative writing, video production and visual communication
- Student-run newspaper, radio station, and TV channels
- Opportunities to study abroad at some of the top universities around the world

Communication offers diverse job opportunities in the expanding field of media and information technology. Arcadia’s program balances theory with practice, providing a critical understanding of the communication process along with skills for specific careers.
Students majoring in Communication specialize in one of the following areas:

- **Corporate Communication** concentrates on the communication channels and processes at work in businesses and organizations.

- **Print Communication** stresses the conventions of writing for the various media and provides skills in news and magazine writing, editing, technical writing and creative writing.

- **Video Communication** provides training in the fundamentals of all phases of video production, along with a conceptual frame in film studies and in visual communication.

- **An Individualized Concentration** develops a special combination of interdisciplinary courses to meet specific interests of individual students. (Approval by the Director of the program is required.)

**Internships:** Students in Communication complete a closely supervised, professional internship in their senior year. They can choose from among 400 media organizations in the greater Philadelphia area, utilizing their acquired knowledge within the challenges of the workplace. Recent internship sites have included: ABC Sports, the Academy of Natural Sciences, WYSP (radio), the Philadelphia Eagles, the Philadelphia Flyers, the Arthritis Foundation, and Philadelphia Magazine.

**Facilities:** Murphy Hall houses the Communication studio, which includes three separate editing rooms. Students work with the most current software, Adobe Creative Cloud, and Intel Mac Pro computers and high-definition camcorders. In addition, they may utilize the audio recording facility, with Pro Tools and other software programs in PC and Mac platforms. Their work in various forms of video, documentary, narrative, experimental or animation is supported by expert guidance from the professionals and open access to the facilities. A campus-based television facility provides opportunities to work on individual and group projects. Student clubs produce a campus newspaper (The Tower), cable TV programming on AUTV, student-run online LOCO magazine, and a Web-based radio station, the ARC.

**Double majors:** Students may have an option to declare a double major. (Please see the Academic Policies and Procedures for total number of credits for double majors.) If Communication is one of the majors a student has chosen, no more than two courses may count in both major areas. The Director of the program must approve all double majors.

**Requirements for the B.A. in Communication**

(81–86 credits as listed below, with Undergraduate Curriculum and credit requirements.)

The following requirements are for all of the Communication programs. Some required courses are offered evenings only.

1. **Common Curriculum** for all concentrations Nine courses in Communication: (36 credits)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>CM 101</td>
<td>Introduction to Media Studies</td>
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<tr>
<td>CM 110</td>
<td>Speech Communication</td>
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<tr>
<td>CM 235</td>
<td>Organizational Cultures</td>
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<tr>
<td>CM 250</td>
<td>Visual Cultures</td>
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<td>CM 268</td>
<td>Visual Media and the Web</td>
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<td>CM 325</td>
<td>Media Studies</td>
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<tr>
<td>CM 460</td>
<td>Senior Seminar I</td>
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<tr>
<td>CM 471</td>
<td>Internship in Communication</td>
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<tr>
<td>CM 490</td>
<td>Senior Seminar II</td>
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2. **Requirements for concentration** (32 credits) In addition to the common curriculum, students must select one of the following concentrations. All concentrations must be approved by the Director of the program.

**Corporate Communication**

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<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>CM 235</td>
<td>Organizational Cultures</td>
</tr>
<tr>
<td>CM 317</td>
<td>Public Relations</td>
</tr>
<tr>
<td>BA 101</td>
<td>International Business</td>
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<tr>
<td>BA 201</td>
<td>Financial Accounting</td>
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<tr>
<td>EC 210</td>
<td>Principles of Macroeconomics</td>
</tr>
<tr>
<td>EC 211</td>
<td>Principles of Microeconomics</td>
</tr>
<tr>
<td>PL 165</td>
<td>Occupational Ethics</td>
</tr>
</tbody>
</table>

One elective in Business Administration/Economics at the 300 level.
Note: MA143 is not required but recommended as a math course for the Corporate Communication major.

Students interested in declaring a minor in Business Administration must take three Business courses beyond those required for the major in Corporate Communication. Students should consult with their advisers and obtain the permission of the School of Global Business Dean by completing the declaration of minor form.

Print Communication (32 credits)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>EN 199</td>
<td>Interpreting Literature</td>
</tr>
<tr>
<td>EN 217</td>
<td>Journalism I</td>
</tr>
<tr>
<td>EN 318</td>
<td>Journalism II</td>
</tr>
<tr>
<td>CM 319</td>
<td>Writing for Television</td>
</tr>
</tbody>
</table>

Four additional English courses are required, including at least two in literature with one literature course at the 300 level. These courses satisfy the literature requirement: EN 219, 220, 224, 225, 226, 227, 229, 230, 231, 233, 329, 335, 336, 342, 344, 346, 350, 351, 352, 353, 355, 359, 360, 361, 362, 363, 364, 381.

Video Communication

Any 8 of the following courses:

<table>
<thead>
<tr>
<th>Course Code</th>
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</tr>
</thead>
<tbody>
<tr>
<td>CM 150</td>
<td>Introduction to Film</td>
</tr>
<tr>
<td>CM 215</td>
<td>Public Speaking for Business</td>
</tr>
<tr>
<td>EN 217</td>
<td>Journalism I</td>
</tr>
<tr>
<td>EN 218</td>
<td>Business Writing</td>
</tr>
<tr>
<td>CM 235</td>
<td>Organizational Cultures</td>
</tr>
<tr>
<td>CM 275</td>
<td>Video Production I</td>
</tr>
<tr>
<td>EN 315</td>
<td>Technical Writing</td>
</tr>
<tr>
<td>CM 317</td>
<td>Public Relations</td>
</tr>
<tr>
<td>EN 318</td>
<td>Journalism II</td>
</tr>
<tr>
<td>CM 319</td>
<td>Writing for Television</td>
</tr>
<tr>
<td>CM 340</td>
<td>Special Studies in Communication</td>
</tr>
<tr>
<td>CM 350</td>
<td>Video Production II</td>
</tr>
<tr>
<td>CM 389</td>
<td>Independent Study in Communications</td>
</tr>
<tr>
<td>FA 208</td>
<td>Photography I</td>
</tr>
<tr>
<td>FA 209</td>
<td>Photo Journalism</td>
</tr>
<tr>
<td>FA 250</td>
<td>Graphic Design I (Typography)</td>
</tr>
<tr>
<td>FA 381</td>
<td>Photography III</td>
</tr>
<tr>
<td>CM 352</td>
<td>Film and TV After 9/11</td>
</tr>
<tr>
<td>CM 354</td>
<td>Popular Film</td>
</tr>
<tr>
<td>CM 356</td>
<td>World of Work in Popular Film</td>
</tr>
<tr>
<td>CM 358</td>
<td>World Cinema</td>
</tr>
<tr>
<td>CM 359</td>
<td>Short Film</td>
</tr>
<tr>
<td>CM 408</td>
<td>Screenwriting</td>
</tr>
<tr>
<td>CM 411</td>
<td>Crisis Communication</td>
</tr>
</tbody>
</table>

4. Minor in humanities and social sciences (20 credits). Recommended is a minor in Political Science, Sociology, Anthropology, Psychology, Theater Arts, Modern Languages, or International Studies, or a concentration in Contemporary Cultures to be designed in consultation with the adviser. A minor in the sciences may be permitted as well. Minors must be approved by both the Director of the program and adviser in the area of the minor.

Requirements for the Minor in Communication

Recommended for all students for increased understanding of communication processes and the interdisciplinary nature of the sciences, social sciences and the humanities.

1. A minimum of five courses in Communication and related areas:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>CM 101</td>
<td>Introduction to Media Studies</td>
</tr>
<tr>
<td>CM 213</td>
<td>Writing and Communication</td>
</tr>
<tr>
<td>CM 250</td>
<td>Visual Cultures</td>
</tr>
</tbody>
</table>
COMMUNICATIONS at Arcadia University

2. One course in Communication at the 300 level.

3. One course chosen from the following:
   - CM 319 Writing for Television
   - EN 212 Writing Poetry and Fiction I
   - EN 215 Writing for Careers
   - EN 216 Writing Workshop
   - EN 217 Journalism I
   - EN 218 Business Writing
   - EN 315 Technical Writing
   - CM 408 Screenwriting

Communication Courses (CM)

103
**Introduction to Media Studies**  
(3 credits)  
See description under CM101

110
**Speech Communication**  
In this foundational course in fundamentals of speech, persuasion, articulation and techniques of delivering an effective speech presentation, students develop skills and understanding of what makes a good public speaker, along with practical exercises for various speech situations. The development of speaker's strategies, research, writing skills and oral skills in speaking and presentation are emphasized. Practical exercises focus on four modes of speech communication (interpersonal, interview, informative, and persuasive speaking). Students acquire greater ease and confidence in public speaking and presentation. The course includes theory as well as practice of successful speech communication.

111
**Speech Communication**  
(3 credits)  
See description under CM110

120
**Applied Communication**  
(2 credits)  
Practical applications of media technology in a collaborative and hands-on classroom context. Recommended for communication majors, but open to all students interested in various forms of media practice. Course may be offered on special topics, but is most often run as a practicum in magazine, radio, television, or newspaper production.

150
**Introduction to Film**  
This course provides a broad introduction to the art of watching, analyzing and writing about cinema. With a focus on developing analytical skills required for engagement with the medium, the course covers various styles of film, from the United States and around the world. Through a sustained exposure to the diversity and complexity of the art form, students develop their own critical approaches to film viewing and analysis. Readings in film studies and forms of writing in film are included. Emphasis is on writing exercises, group symposia and classroom participation. Film screening sessions are required either in class or outside the classroom.
213
Writing and Communication
This is an intermediate-level writing course emphasizing skills necessary for coursework and careers in communications, bridging the gap between freshmen composition and professional writing. It covers rhetoric, audience and voice; mastering the print code; organization and message; techniques of persuasion and argumentation; writing cultural reviews; and library research in communications. It features collaborative learning and peer-group editing.
215
Public Speaking for Business
This course is intensive training in speech delivery and oral presentation techniques, with skills in rhetoric or presentation as well as persuasion in group, community and corporate settings. It offers workshops in various techniques of elocution. Exercises include writing presentations, using visual aids, techniques of persuasion and personal presentation.
Prerequisite: CM 110; or permission of the instructor.

235
Organizational Cultures
This course is a survey of the communication practices and cultures in a variety of organizational settings. It is a study of constitution of processes of cultures in group and institutional dynamics of organizations, with special emphasis on diversity in workplace democracy, corporate contexts, structural and linguistics practices. Case studies are of organizational cultures, use of observation, interpretation and analysis in reading and working with organizations. The course is a balanced consideration of various methodologies in the study of cultures to study organizations. Individual and group work is emphasized.
Prerequisite: CM 101.

250
Visual Cultures
This introductory study of contemporary visual cultures examines our assumptions about visual imagery, modes of visual thinking and reflecting and analysis of images in social and cultural contexts. Emphasis is on methodical reading of critical texts and exercises in analyzing images as well perspectives on visual cultures, with strong consideration of social history of mechanical inventions (camera, cinematograph, television, computer, virtual machines). Explorations are of alternative forms of visual imagery and their cultural significance.
Prerequisites: CM 101 and Advanced sophomore standing.

268
Visual Media and the Web
This course is an exploration of methods of Web design using HTML, XHTML, JavaScript and multi-media software tools such as Photoshop, Image ready, Dreamweaver and FrontPage. The course is designed to give the student a solid foundation in HTML scripting, JavaScript code, FTP file transfers, image preparation for the Web. Students develop skills to communicate and design effectively their messages in a local and global context. Students create and maintain their own websites, as well as develop Web pages and sites for community organizations and school functions. Prerequisites: CM 101 or permission of the instructor.

270
Practicum in Communication
(2-4 credits)
In this course on experiential projects in communications, students may make arrangements for work experience in the communications field, with a minimum of six hours per week. Supervision is by an adviser and workplace supervisor. Evaluation includes proficiency tests in practical areas and a report on the utilization of communications skills/technology. It does not replace internship requirements. May be taken twice with the permission of the adviser. Prerequisite: CM 101; or permission of the instructor.

275
Video Production I
This introductory course is for students to learn about all phases of video production. Students acquire skills in conceptualizing ideas, planning for production, preparing storyboards and shooting scripts, camera operation, lighting and editing. Emphasis is on independent thinking, rigorous planning, purposeful and reflective ideas and collaborative group work. It prepares students who have little or no background in video production for further training and practice in the art form, with greater complexity in using technologies as well as themes and styles. It requires practice in studio and field recording as well as editing and group work.

317
Public Relations
This study of principles and practices of public relations and the rhetorical concerns of oral and written communication surveys strategies, “packaging,” layout and evaluation for various audiences. It emphasizes writing in every stage and provides introductory preparation for public relations careers as well as general background in communications. It includes guest lectures, frequent short writing assignments and an individual project. Prerequisite: Junior standing.

319
Writing for Television
Practice and principles of writing for television. General and specific principles of writing for different formats with consideration of audiences, scope of the medium and creative freedom in the production process. Course will compare and analyze different TV genre and their formats, as well as produced television scripts and their final products on the small screen. The course is designed to be an all encompassing simulation of what a typical television writer will encounter when hired on a real working, weekly television show. Prerequisite: Permission of instructor.
COMMUNICATIONS at Arcadia University

325  
**Media Studies**  
A specialized course in reading and analyzing critical perspectives on mass media from a cultural studies perspective, this course introduces students to canonical works in critical theory, cultural studies and other contemporary models of analysis. It includes perspectives of simulation and simulacra, public sphere, gender roles, politics of identity, cultural perspectives on everyday life, creative industries and multiple aspects of globalization. It includes research, position papers, analytical papers and presentations.  
**Prerequisite:** CM 250 or permission of the instructor.

340  
**Special Studies in Communication**  
This is advanced course on special topics such as media criticism, issues in cultural studies, theories of communications and interdisciplinary perspectives in communications, with in-depth study of specific issues. Topics vary according to the interests of students and faculty. Recent topics include: "The Body in Film," TV and Culture," "Culture and Communication," "Postmodernism: the Visual Arts," "Internet Culture," and "Women’s Cinema."

350  
**Video Production II**  
This course covers all phases of video production (pre-planning, scriptwriting, preparing storyboards, shooting, editing, sound mixing and master-tape preparation). Each student produces a (two-track sound) documentary/video essay on a social topic. Students work on a collaborative basis, creating responsible crews among themselves. The course emphasizes the ethics, principles and practice of independent video production. All-round training is in production techniques, organizational ability to work in groups, and qualities of independent thinking embedded in awareness of the social and historical potential of the medium. Lab time required.

352  
**Film and TV After 9/11**  
This course is a thorough study of how the events of Sept. 11, 2001, influenced the aesthetics, the politics and narrative structure of film and television. Phenomenon. Films include: 11'09'01-September 11 (2002), Paradise Now (2005), The Great New Wonderful (2005), World Trade Center (2006), Flight 93 (2006), and Kandahar (2001). Also included are TV shows 24 (six seasons) and Sleeper Cell (two seasons). Also included are the so-called classics of terrorism and film: The Battle of Algiers (1966), The Lost Honor of Katharina Blum (1975) and Born in Flames (1983). Close viewing, critical reviews of films, readings on terrorism and film/media and class participation are required.  
**Prerequisites:** CM101 and recommend CM150.

354  
**Popular Cinema**  
This course reviews critically popular films of recent times from the perspective of major issues in contemporary culture, with a broad survey of key themes such as the dominance of remakes, diversity and multiculturalism, violence, technological visions and revisions of history in widely accepted films. It requires close viewing of films, class participation, writing critical reviews and analytical papers on key themes, films and filmmakers of the past decade and a half. Readings in cultural and media studies also required.  
**Prerequisites:** CM101 and recommend CM150.

356  
**World of Work in Popular Film**  
In this course, students develop critical insights into the complexities of the film industry by examining popular Hollywood films from the 1930s through the new millennium that are set in the business world. Students analyze films such as Citizen Kane, 9 to 5, Wall Street, and Disclosure by considering the social, cultural, political, and economic conditions in which they were produced. The course examines the social significance of these films, including such factors as the presentation of myths such as the American Dream, narratives of capitalism and social mobility, and images of race, class, and gender.  
**Prerequisites:** CM 150, junior standing, or the permission of the instructor.

357  
**Media Movies**  
Not regularly scheduled.

358  
**World Cinema**  
This course provides an introduction to the versatility of world cinema. Film remains the richest medium around the world, as each culture and each country develops for itself a unique mode of expression in cinema. Several directors have brought to film an ingenuity that is distinctly cinematic and on par with the greatest achievements of other art forms. Even in the wake of the worst effects of globalization and the dominance of Hollywood form, its industry, its marketing and financial power, cinema around the world claims the distinction of new heights of brilliance, vast depths of its talents and a historic as well as cultural character that is unlike any other form.  
**Prerequisites:** CM101 and recommend CM150.
Short Film
Short film is an undefined but highly ubiquitous category in world cinema. It is often measured for its length but also for its brevity as well as for its expansive and flexible reach. This course is a thorough examination of this art form as old cinema itself, and as expansive as cinema around the globe. This broad survey includes some classic works, the Academy Award winning films, achievements of European cinema, various new formats within short film (anthology film, DVD compilations, etc.), and the forceful re-emergence of this art form on the Internet. The course includes extensive viewing, comprehensive journal entries, research and writing on films.
**Prerequisites:** CM101 and recommend CM150.

Creative Video
This advanced course in various phases of video production utilizes students’ understanding of the relationships between concepts/theories of culture and identity to independent production. Students develop their own projects in narrative, dramatic, experimental, and documentary or other formats of video production. The course develops particular emphasis on understanding of space, time, and construction of narrative elements and centrality of form to this visual medium. Students work in individual and group projects. It is a challenging course for students to explore relationships between personal and the political and formal and conceptual worlds in race, gender and sexuality.
**Prerequisites:** CM275 and permission of the instructor.

Screenwriting
A sustained and complete project on writing a feature film screenplay. The emphasis will be on writing visually, as well as introducing tools of critical analysis through critique of student’s original screenplays. Students will learn every aspect of the screenwriting process from story and structure, to outline, to screenplay, to rewriting, to protecting and selling a finished script. The course is designed to be an all encompassing simulation of what a typical screenwriter will encounter when his/her idea is sold to a Hollywood studio, and developed into a completed screenplay ready for production.
**Prerequisite:** Permission of the instructor

Crisis Communication
Introduce students to crisis communication theory. Learn to apply theory by analyzing and critiquing famous crisis communication case studies. Theoretical lessons will be reinforced through the addition of practical elements like basic media training, mock press conference, environmental scanning and issue management for a real organization. Students will further synthesize their learning by developing a crisis communication plan that will apply the strategies and tactics covered during the semester.
**Prerequisite:** CM317: Public Relations

Senior Seminar I
This course is an overview of the methods and principles of systematic inquiry in the field of communications. It develops a discrete model of the disciplines as a humanistic field by examining communications as a human science (consisting of hermeneutics, phenomenology, structuralism, ethnography, rhetoric and dramaturgy). It shows how communications employs such social science research methods as content analysis, survey research, field research and experimental research to establish critical contextualization. Besides introductory readings, it includes critiques of published studies. The course prepares the way for the required Capstone course, CM 490. **Prerequisite:** CM 325.

Internship in Communication
This internship in a supervised professional setting for a minimum of eight hours per week includes seminar meetings with other interns to discuss the work experience as it relates to theories of communication. It requires a written project based on the internship. Students in the evening program must consult with the adviser regarding course load during internship and other internship requirements.
**Prerequisites:** Senior standing in Communication or Global Media and approval of the faculty in the Communications program. Students also must carry at least eight additional credits at Arcadia University while enrolled in the internship unless regularly attending on a part-time basis.

Independent Study in Communication
This course is in-depth research on an individually defined scholarly project. It should address specific interests of students in analytical, critical, academic study of a topic. A final paper of high quality is required. It may be taken for substantive production exercise in video with emphasis in analytical presentation. It is designed to enlarge a student’s learning experience. Only one Independent Study is allowed during study at Arcadia. Some of the topics covered in the past: “Organizations as Cultural Systems,” “Semiotics of Photography” and a documentary on the Immigrant Experience of the Vietnamese. **Prerequisites:** CM 325, 3.0 cumulative GPA and permission of the instructor and faculty in the Communications program.
COMMUNICATIONS at Arcadia University

490
**Senior Seminar II**
This advanced course in communications studies is designed to serve as the culminating academic challenge to Communications majors. It includes readings in communications studies; requires integration of the internship experience and of the cumulative course work in undergraduate studies; and demands presentation of the portfolio and a final research project in the student's area of interest. Readings emphasize a survey of contemporary analytical, critical and theoretical issues in the area of communications studies in particular, and the liberal arts and the humanities in general. The final project is to be presented to the University community during the Senior Thesis Week.
**Prerequisite:** CM 325 and CM 460.
Computer Science
at Arcadia University

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

Faculty

Professors
Dr. Louis M. Friedler (Chair)
Dr. Carlos E. Ortiz
Dr. Edward F. Wolff
Dr. Xizhong Zheng

Associate Professor
Dr. Zaneta Chapman
Dr. Yanxia Jia (Computer Science Program Director)

Assistant Professors
Dr. Richard J. Arras
Dr. Kathy Macropol

Adjunct Professors
Michael Engel
Richard Garvin
Barbara Kulp
Tyler Mitchell
Robert Spencer
Ora Elysiani

Degrees and Certificate

Bachelor of Arts in Computer Science
Bachelor of Science in Computer Science
Post-Baccalaureate Certificate in Computer Science

Minor
Computer Science
(The minor in Computer Science is not open to those majoring in Computing Technology.)

Related Fields of Study
Computing Technology

Pathways to Study Abroad in Computer Science

Majors in the Computer Science and Mathematics Department are strongly encouraged to take full advantage of the study abroad opportunities that Arcadia University offers. In recent years, students have studied at universities in England, Ireland, Scotland, Australia, and Italy. All benefited greatly from their experiences.

Students who plan to study abroad should meet with their advisers as soon as possible to discuss their options. This is especially true given that several of the Department’s upper-level courses are taught on an alternating-year basis. Therefore, the best semesters to study abroad might differ from year to year. Several courses are part of sequences, and students are advised to take those entire sequences at Arcadia.

Many majors elect not to take any math or computing courses during their semester abroad, instead choosing courses that fulfill other Undergraduate Curriculum requirements. These latter courses are more apt to help students to gain a rich knowledge and appreciation of the culture of the country in which they are studying.

Visit the University’s website for more information and for suggested course sequences. Since it is important that students plan ahead for study abroad, they should consult with their advisers as soon as possible and make their intentions known to the Department Chair and the Associate Dean of International Affairs.

About the B.A. and B.S. in Computer Science

• Internships that provide real-world experience
• Senior Capstone project for a real client
• Preparation for careers in business, industry or government
• Courses in mobile phone programming and bioinformatics
• Opportunities for research in wireless networks and theoretical computer science
• Preparation for graduate school
• Opportunities to study abroad at some of the top universities around the world

Arcadia University’s programs in Computer Science provide a broadly based liberal arts background combined with specific computer science...
science skills to equip students with the fundamental education needed to follow new trends in the computing profession. Throughout the courses, habits of systematic and accurate thinking are cultivated, and the flexibility needed to enter the constantly changing field of computing is emphasized.

Internships: The Department encourages students to participate in internships in order to integrate their classroom work with real-world experience.

Senior Capstone Project: A highlight of the curriculum is the Capstone course sequence. In it, students design and implement a real project for an actual client. An alternate Capstone experience in research in computer science may be available to students with faculty approval.

The primary programming language used is currently Java. The Department also offers SAS, Python and C++ as electives.

Bachelor of Arts in Computer Science

The Bachelor of Arts (B.A.) degree program provides students with the specific skills necessary to qualify for entry-level computing positions in business, private industry, or government.

Bachelor of Science in Computer Science

The Bachelor of Science (B.S.) degree program provides a more in-depth study of computer science through additional courses in Mathematics and Computer Science beyond the Bachelor of Arts requirements.

Post-Baccalaureate Certificate in Computer Science

The Post-Baccalaureate Certificate is designed for students who already have a bachelor’s degree in another field and now want to acquire a background in computer science. Students can use this program to enter the computer employment market, to learn computing skills for use in their present field, or to satisfy prerequisites for graduate study in computer science. The following two levels of certification are offered:

Minor Certificate: Includes 6 courses in Computer Science.

Major Certificate: Includes 13 courses in Computer Science

Arcadia offers a Master of Arts in Education with a concentration in the teaching of Computer Science, part of which includes the Post-Baccalaureate Certificate. Students who might be interested in this Master of Arts program should be alerted that the Post-Baccalaureate courses carry only undergraduate credit, which is not transferable into the graduate program. Contact the College of Graduate Studies for more information.

Minor in Computer Science

The minor in Computer Science is designed to give students the computing background needed to use computer science as a tool in their primary fields of specialization.

Requirements for the B.A. and B.S. in Computer Science

Note that some required courses are offered evenings only. Department policy does not allow 100-level courses to be challenged for credit. At least half of required courses must be completed at Arcadia.

Common Curriculum for Both Degree Programs

(34–37 credits as listed below, with Undergraduate Curriculum requirements)

1. Ten courses in Computer Science

   CS 201  Problem-Solving with Algorithms and Programming I
   CS 202  Problem-Solving with Algorithms and Programming II
   CS 203  Data Structures and Algorithm Analysis
   CS 225  Research Writing for Computer Science
   CS 341  Computer Ethics
   or US 230  International Computer Ethics
   CS 354  Database Management Systems Design
   CS 358  Operating Systems
   CS 362  Computer Organization and Architecture
   CS 490, 491  Capstone Course I, II

   Minor Certificate: Includes 6 courses in Computer Science.

   Major Certificate: Includes 13 courses in Computer Science
2. One course in Mathematics
   MA 230 Discrete Structures

Additional Requirements for the Bachelor of Arts (B.A.)
(6–8) additional credits

1. Two Computer Science electives, one of which must be at the 300 level and the other at the 200 or 300 level. CS317: Design and Analysis of Algorithms is strongly recommended.

Additional Requirements for the Bachelor of Science (B.S.)
(18–20 additional credits)

1. One Computer Science course:
   CS 317 Design and Analysis of Algorithms

2. Three Computer Science electives, one of which must be at the 300 level and the other two at the 200 or 300 level. CS315: Theory of Computations is strongly recommended.

3. Two courses in Mathematics
   MA 201/207 Calculus I/Applied Calculus I
   MA 202/208 Calculus II/Applied Calculus II

Requirements for the Minor in Computer Science
(18–21 credits. Students who want to complete a minor in Computer Science should consult the Department Chair.)

1. Three courses in Computer Science
   CS 201 Problem-Solving with Algorithms and Programming I
   CS 202 Problem-Solving with Algorithms and Programming II
   CS 203 Data Structures and Algorithm Analysis

2. Three Computer Science electives, including at least one at the 300 level

Requirements for the Post-Baccalaureate Certificate in Computer Science
(18–43 credits as listed below)

Adviser
Dr. Louis Friedler (Chair)

The Post-Baccalaureate Certificate is designed for students who already have a degree in another field and want to acquire a background in computer science. Students interested in this certificate might also consider a second degree in Computer Science. Students can use this program to enter the computer employment market, to learn computing skills for use in their present field, or to satisfy prerequisites for graduate study in computer science. Candidates for the Post-Baccalaureate Certificate must complete at least four of the courses needed for the minor certificate and at least seven of the courses needed for the major certificate at Arcadia University.

Minor Certificate
(18–21 credits. Substitutions can be made with the permission of the Department Chair.)

1. Three courses in Computer Science
   CS 201 Problem-Solving with Algorithms and Programming I
   CS 202 Problem-Solving with Algorithms and Programming II
   CS 203 Data Structures and Algorithm Analysis

2. Three Computer Science electives at the 200 or 300 level, at least one of which must be at the 300 level.

Major Certificate
(39–42 credits. Substitutions can be made with the permission of the Department Chair.)

1. Six courses in Computer Science required for the minor certificate as listed above.

2. Six additional courses in Computer Science
   CS 341 Computer Ethics
   or US230 International Computer Ethics
COMPUTER SCIENCE at Arcadia University

CS 354 Database Management Systems Design
CS 358 Operating Systems
CS 362 Computer Organization and Architecture
CS 490, 491 Capstone Course I, II

3. One course in Mathematics
   MA 230 Discrete Structures

Computer Science Courses (CS)

104 The Computer as a Tool
This course is an introduction to the computer as an information processing tool. It surveys general purpose programs: word processing, spreadsheets, database management and presentation graphics. It presents fundamental computer concepts: hardware, software and introduction to programming. It analyzes specialized uses of the computer in the arts, education, humanities and sciences and considers the role of the computer in society. **Prerequisite:** Completion of MA 095; or placement into MA 100 or higher.

105 Computers and Technology in Education
Not regularly scheduled.

107 Website Development
This course examines the principles of Web page development from a technical standpoint. It is not a course in design, although it does touch on that area. After considering the relationship between design and function, students begin to write and demonstrate Web pages. Web pages will be implemented using both raw HTML and a code generator such as Dreamweaver. If time permits, Java Script will be introduced. **Prerequisite:** CS 104 or the equivalent.

128G Modern Programming Languages: SAS

202 Problem-Solving with Algorithms and Programming I
A continuation of CS201. Topics considered in this course include recursion, dynamic memory allocation (linked lists) and an introduction to professional programming techniques. **Prerequisite:** CS 201 with a grade of at least C-.

203 Data Structures and Algorithm Analysis
This is an advanced course in the application of analysis and design techniques to algorithms that act on data structures. **Prerequisite:** CS 202 with a grade of at least C-. **Co-requisite:** MA 230; or permission from the Department.

225 Research Writing for Computer Science
This course is intended for second-semester sophomores, it focuses on helping students gain facility with the following major types of computer science writing: instructions/manuals/code documentations, literature reviews, critiques, data presentations, research proposals and system-improving proposals. Exposure to these various types of writing will serve students well in future courses and their career. **Prerequisites:** EN101, CS201 and MA230

227 Computer Networking Fundamentals
This course is an introductory study of current computing networking technologies, systems, equipment, and management/configuration software. It includes hands-on lab sessions and course projects.

228 Modern Programming Languages
This course is an introduction to contemporary computer languages such as 228A: Python; 228C PROLOG; 228D LISP; 228E Visual Basic; 228G SAS; 228H C++; 228K SASII. Content and credit hours vary depending on the interests of students and instructor. It may be repeated for credit with permission of the adviser. **Prerequisites:** CS 202 or CS128.

228A Modern Programming Languages: Python

228H Modern Programming Languages: C++

228K Modern Programming Languages: SAS II

US229 3-Dimentional Programming and Storytelling with Alice
This course is designed to introduce students to computer programming through the use of the
“Alice” programming language. “Alice” is a very simple introductory language which students will almost immediately be able to use to create. Non-computer science or computing technology majors who want an introduction to computer programming might consider US229.

US230
International Computer Ethics
This University Seminar examines the ethical consequences of the expansion of computer usage in our society and internationally. The course aims to give students a solid grounding in ethics in general and the ethical dilemmas that are unique to computer applications.

Note: US 230 can count toward the Computer Science or Computing Technology majors and minors or the Philosophy major and minor.

233 Mobile Phone Programming
This course is an intensive study of fundamental concepts, design strategies, tools and APIs (Application Programming Interface) to create mobile phone applications on the open Android platform. Topics include the mobile software development process, design of mobile user interfaces, data storage, networking, location and mapping, multimedia and graphics. The intended student audience is sophomore computer science students.

Prerequisite: CS202 or instructor’s approval.

242 Introduction to Network Security
This course will present the theory, methodology and hands on labs necessary for students to acquire fundamental knowledge of Information Security. Topics covered will include Attacks and Malicious Software, Email Security, Remote Access, Web Security, Wireless Security, Cryptography, Infrastructure Security, Intrusion Detection Systems, and Security Baselines. This is a technical course that is designed to provide students with practical knowledge in the field of Information Security.

Prerequisite: CS227 and a fundamental understanding of computer concepts including file management in Windows environment.

277 Introduction to Data Mining
This course provides an introduction to the key concepts, tasks, and techniques of data mining. It focuses on providing students with the knowledge needed to manipulate and extract new information from large amounts of data. Topics will include data preprocessing and feature selection, decision trees, cluster analysis, classification, machine learning, evaluation and validation, as well as scalability. The course will illustrate these issues and techniques through the use of practical applications and examples taken from various domains, including biology, computer science, sociology, and economics.

Prerequisite: MA100

306 Building Web Applications
This course is an intensive study of client/server technology and the methods, languages and tools for developing multi-tier distributed applications on the Internet. It includes Web-based programming projects.

Prerequisite: CS 107 and CS 202 or permission of the instructor.

308 Introduction to Computer Gaming
This introduction to computer game development is designed for students with a background in programming. The focus of the course is on game play, design process, and programming for a two-dimensional environment.

Prerequisite: CS 202 or permission of the instructor.

315 Theory of Computation
In this introduction to the theoretical basis of computing, topics include a review of graph theory; network models; grammar, languages and automata; Turing machines; computability. Offered on request.

Prerequisites: CS 201 and either MA 230, MA 322, or MA 302.

317 Design and Analysis of Algorithms
The course is the study of the design and analysis of algorithms, with emphasis on efficiency.

Prerequisites: CS 203 and either MA 230 or MA 330.

338 Bioinformatics (Also listed as BI338)
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.

Prerequisite: BI101/102 or CS201/202
Computer Ethics
This course examines the ethical consequences of the expansion of computer usage in our society and aims to give Computer Science majors a solid grounding in ethics in general and the ethical dilemmas that are unique to computer applications. As computer applications expand into nearly every aspect of our daily lives, it has become vital that computer professionals are well-acquainted with the ethical problems unique to computers.

Database Management Systems Design
This detailed study of design and implementation of a database management system includes file security and some form of query into the system. **Prerequisite:** CS 202.

Operating Systems
This course is a study of the major concept areas of computer operating systems principles; the architecture of computer systems at the register; transfer and programming levels of system description; and the inter-relationships between the operating system and the architecture of computer systems. **Prerequisites:** CS 202, 203.

Computer Organization and Architecture
This advanced course in computer system organization includes logic design, data representation and transfer, digital arithmetic, digital storage and accessing, control and input/output reliability. **Prerequisites:** CS 202, 203.

Computer Graphics
This introduction to the theory and methodology of computer graphics develops underlying principles for the representation of objects and surfaces with computers, including translation, rotation, scaling motion, parallel and perspective projection, and hidden lines and surfaces. Class usage of the computer is an integral part of the course. Not regularly offered. **Prerequisite:** CS 201.

Data Communications I
This study of the aspects of developing and designing data communication networks includes identifying and defining the design of the proposed system, analyzing the type of message, determining the total traffic, developing alternative configurations, calculating the network cost, implementation, and follow-up evaluation. **Prerequisite:** CS 202, MA 230, CS 227 or permission of the instructor.

Data Communications II
This is the second course in data communications. It concentrates on both theoretical and practical aspects of the TCP/IP and ATM network protocols. Students design, build and troubleshoot networks. **Prerequisite:** CS 372.

Organization of Programming Languages
This course is a study of programming languages specification and analysis, comparing their features and limitations. Not regularly offered. **Prerequisites:** CS 202, 203.

Artificial Intelligence
This introduction to basic concepts and techniques of intelligent systems includes insights into active research areas and applications, strategies for choosing representations, notational systems and structures, natural languages, vision systems, search strategies and control. Not regularly offered. **Prerequisites:** CS 202.

Special Topics in Computer Science
(1-4 credits)
In this seminar in advanced topics of computer science, content and credit hours vary depending on interests of instructor and students. May be repeated for credit. **Prerequisites:** CS 202, 203.

Independent Study
Independent study is directed research or a project in an advanced area of computer science. Credit may vary. **Prerequisites:** Junior standing and permission of the Chair and the instructor concerned.

Capstone Course I
Study of system analysis and design leads to a significant computer project to be implemented in CS 491. **Prerequisite:** CS 354; or permission of the Chair.

Capstone Course II
Continuation of CS 490. Focuses on application of state-of-the-art techniques in software design and development. Includes implementation of senior project designed in CS 490. **Prerequisite:** CS 490.

Computing Technology Capstone I
This is the first course of a two-semester Computing Technology Capstone courses.
fall semester is designed to prepare the student for the design, implementation, management, and upgrade of medium- to large-scale computer technology solutions. Through in-depth labs in the areas of wired and wireless networking, core services like DNS/DHCP, computer operating systems Windows, Mac, and Linux, and iOS and Android devices, students will review and refine technical skills. We will also cover critical nontechnical skills such as project management, presentation and technical solution documentation. Finally, in the fall semester, students will write a 4 to 6 page paper researching the design, and implementation of a large scale technical solution, i.e. how did Facebook build their server infrastructure, or how a school district in their area upgraded their computer labs and network.

**Prerequisite:** CS372.

493 **Computing Technology Capstone II**
This is the second course of two-semester Computing Technology capstone courses. In this course, students will engage with a real world client to solve a computing technology problem involving wired and/or wireless network.

**Prerequisite:** CS492.
Computer Technology
at Arcadia University

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

Faculty

Professors
Dr. Louis M. Friedler (Chair)
Dr. Carlos E. Ortiz
Dr. Edward F. Wolff
Dr. Xizhong Zheng

Associate Professor
Dr. Zaneta Chapman
Dr. Yanxia Jia (Computer Science Program Director)

Assistant Professors
Dr. Richard J. Arras
Dr. Kathy Macropol

Adjunct Professors
Michael Engel
Richard Garvin
Barbara Kulp
Tyler Mitchell
Robert Spencer
Ora Elysiani

Degree
Bachelor of Arts in Computing Technology
Design Option
Technical Option

Related Fields of Study
Computer Science

Pathways to Study Abroad in Computer Technology

Majors in the Computer Science and Mathematics Department are strongly encouraged to take full advantage of the study abroad opportunities that Arcadia University offers. In recent years, students have studied at universities in England, Ireland, Scotland, Australia, and Italy. All benefited greatly from their experiences.

Students who plan to study abroad should meet with their advisers as soon as possible to discuss their options. This is especially true given that several of the Department's upper-level courses are taught on an alternating-year basis. Therefore, the best semesters to study abroad might differ from year to year. Several courses are part of sequences, and students are advised to take those entire sequences at Arcadia.

Many majors elect not to take any math or computing courses during their semester abroad, instead choosing humanities and social science courses that fulfill other Undergraduate Curriculum requirements. These latter courses are more apt to help students gain a rich knowledge and appreciation of the culture of the country in which they are studying.

Visit the University’s website for more information and for suggested course sequences. Since it is important that students plan ahead for study abroad, they should consult with their advisers as soon as possible and make their intentions known to the Department Chair and the Associate Dean of International Affairs.

About the B.A. in Computing Technology

• Preparation for careers in information technology
• Preparation for careers in website design
• Preparation for careers in network design and administration
• Technical option and Design option
• Senior Capstone project for a real client
• Opportunities to study abroad at some of the top universities around the world

The Bachelor of Arts in Computing Technology is designed for the student who is more interested in networking and in infrastructure support (the Technical option) or Web design and implementation (the Design option) than in programming.

Housed in the Computer Science and Mathematics Department, this program combines a strong foundation in computing with either information technology management or fine arts skills.

This program shares many courses, including Capstone, with other Computer Science
degree programs, but offers a wider scope. Students may not major in both options in Computing Technology nor in both Computer Science and Computer Technology.

Internships: The Department encourages students to participate in internships in order to integrate their classroom work with real-world experience.

Senior Capstone Project: A highlight of the curriculum is the Capstone course sequence. In it, students design and implement a real project for an actual client. An alternate Capstone experience in research in computer science may be available to students with faculty approval.

Requirements for the Bachelor of Arts in Computing Technology

Note that some required courses may be offered evenings only or day only in certain semesters. Students should pay particular attention to the prerequisites for courses found in the course descriptions. Courses are often considered a series and must be taken in a specific order.

Common Curriculum for Both Option Programs

(32–36 credits as listed below, plus Undergraduate Curriculum and credit requirements.)

1. Eight courses in Computer Science
   CS 107 Website Development I
   CS 201 Problem-Solving with Algorithms and Programming I
   CS 202 Problem-Solving with Algorithms and Programming II
   CS 225 Research Writing for Computer Science
   CS 341 or US 230 Computer Ethics
   CS 354 Database Management Systems Design
   CS 490 Capstone Course I
   CS 491 Capstone Course II

2. One course in Mathematics
   MA 230 Discrete Structures

3. One course in Computer Science
   CS 306 Building Web Applications

Additional Requirements for the Design Option

(15-19 additional credits)

1. Two courses in Fine Arts
   FA 102 Studio Art: Foundations I
   or
   FA 103 Studio Art: Foundations II
   FA 270 Digital Imaging I

2. Two of the following:
   FA 206 Introduction to Graphic Design
   FA 250 Graphic Design I (Typography)
   FA 251 Graphic Design II (Interactive Design)
   FA 271 Digital Imaging II
   CM 268 Visual Media and the Web

3. One course in Computer Science
   CS 306 Building Web Applications

Requirements for the Technical Option

(18–20 additional credits)

1. Three courses in Computer Science
   CS227 Computer Networking Fundamentals
   CS 242 Introduction to Network Security
   CS 372 Data Communications I

2. Two of the following four courses in Business:
   BA 201 Financial Accounting
   BA 202 Managerial Accounting
   BA 363 International Organizational Behavior
   BA 369 Management Information Systems

3. Recommended:
   CS 203 Data Structures and Algorithm Analysis
Criminal Justice
at Arcadia University

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

Faculty

Associate Professors
  Dr. Jonathan Church
  Dr. Ana Maria Garcia (Chair)
  Dr. John Noakes (Director)
  Dr. Dina Pinsky

Assistant Professors
  Dr. Anne Lee
  Dr. Favian Martin

Adjunct Professors
  Paul Hetznecker
  Joe Michaels
  Allen Stewart
  Mitch Roth

Degree/Concentrations

Bachelor of Arts in Criminal Justice

Minors
  Anthropology
  Criminal Justice
  Gender and Women’s Studies
  Sociology

Options
  Minors in other areas, such as Business Administration, Psychology, and Modern Languages

Pathways to Study Abroad in Criminal Justice

A semester abroad can easily be incorporated into the Criminal Justice program and is strongly encouraged. Students are encouraged to explore study abroad options during the sophomore year or fall of the junior year.

A study abroad experience is invaluable for both the foundational focus on liberal arts as well as the major studies in Criminal Justice. Thinking comparatively and globally about criminal justice issues is essential for students who plan on working in the field.

University-sponsored study abroad programs are available in England, Scotland, Wales, Northern Ireland, Australia, France, Ireland, Greece, New Zealand, Spain and China.

Visit the University’s website for more information. Since it is important that students plan ahead for study abroad, they should consult with their advisers as soon as possible and make their intentions known to the Department Chair and the Associate Dean of International Services.

About the B.A. in Criminal Justice

• Preparation for careers in the criminal justice system
• Preparation for careers in social policy
• Preparation for teaching with secondary education certification in social studies
• Preparation for graduate school
• Internships
• Ability to design an individualized concentration
• Opportunities to study abroad at some of the top universities in the world

The Criminal Justice program provides students with the conceptual and research knowledge necessary to think critically about issues in criminal justice, such as corrections, juvenile justice, social policy, criminal behavior and the criminal justice system. The program creates and instills a set of values respecting human individuality and dignity that will guide the manner in which criminal justice tasks and responsibilities are performed.

Both of these goals build a base of knowledge and construct a process of evaluation and critical inquiry that prepares students for criminal justice professional training or graduate-level education.

The major program of study is committed to a solid sociological examination of the nature of crime and justice issues while introducing students to criminal justice terms, procedures, concepts, and issues. Specifically, students develop an understanding of the relationship between the criminal justice system and other social institutions, examine the roles created by such a system in American society, and

www.arcadia.edu/catalog
think comparatively about international issues in criminal justice.

Students are encouraged to engage in one of several opportunities to learn outside the classroom, including studying abroad, internships, and participating in an “Inside/Out” course (which takes place in a Philadelphia County prison).

Required courses in Sociology provide students with the ability to think analytically and scientifically about issues within a social science framework. Included in this understanding is an awareness of the social and political implications of crime, mechanisms of control, and social and public policy.

Bachelor of Arts in Criminal Justice

The Bachelor of Arts in Criminal Justice fosters an awareness of the various schools of thought and social theories on the origins, nature and extent of criminal behavior, criminal justice and the justice system. Courses stress the relationship between issues of criminal behavior and criminal justice and sociological factors such as class, gender, race and other demographic characteristics.

Requirements for the B.A. in Criminal Justice

(55-60 credits as listed below, with Undergraduate Curriculum requirements and electives as listed below)

Common Curriculum

(36 credits as listed below)

1. Eight courses in Sociology/Criminal Justice
   CJ 160 Crime and Punishment
   CJ 375 Theories of Deviance and Criminality
   SO 101 Introductory Sociology
   SO 201 Writing for Social Science
   SO 265 Social Inequalities
   SO 330 Research Methods
   SO 490 Senior Seminar I
   SO 491 Senior Seminar II

2. One required course in Mathematics
   MA 141 Elementary Statistics

3. Additional Requirements (24 credits)
   In addition to the core courses, students will select six of the following courses:

   AN 272 Cultures, Conflict and Power
   CJ 215 Organized Crime
   CJ 220 Special Topics
   CJ 225 Criminal Investigation
   CJ 226 Crime Scene Investigation and Reconstruction
   CJ 230 Drugs and Society
   CJ 240 Rehabilitative Practices and Policies
   CJ 248 Women and Crime
   CJ 250 Policing and Society
   CJ 260 Prisons and Corrections
   CJ 273 Criminal Minds, Criminal Roles
   CJ 275 Comparative Criminal Justice Systems
   CJ 290 Surveillance
   CJ 310 Civil Rights, Civil Liberties and the Law
   CJ 340 Juvenile Justice
   CJ 377 Domestic Violence
   ID 330 Inside/Out
   PS 110 Law and the Legal Process
   PS 220 American Constitutional Law
   PS 243 Introduction to Peace and Conflict Resolution
   PS/PL 245 Political Thought
   PY 153 Social Psychology
   PY 270 Forensic Psychology
   SO 363 Internship in Sociology

With approval of the Director of the Criminal Justice major, students may be able to count other courses taken at Arcadia or elsewhere as electives toward completion of the major.

Requirements for the Minor in Criminal Justice

(24 credits as listed below)

1. Four courses in Criminal Justice
   CJ 160 Crime and Punishment
   CJ 375 Theories of Deviance and Criminality
   SO 101 Introductory Sociology
   SO 265 Social Inequalities

2. Two electives in Criminal Justice chosen in consultation with the Department and based on the individual’s interests and needs.
Criminal Justice Courses (CJ)

100  
Crime and Punishment  
(3 credits)  
See description under CJ160

160  
Crime and Punishment  
This introduction to various aspects of the criminal justice system includes law enforcement, the judicial process, and corrections and punishment. It also surveys sociological understanding of deviant and criminal behavior and of the historical changes in why and how we punish those who violate the law.

US208  
Great Trials in History  
This University Seminar explores a dozen famous trials chosen to represent conflicts in different areas of intellectual and cultural/social history, including philosophy, religion, science, art, and literature. Subjects include Socrates, Galileo, the Salem Witch Trials, John Brown, Oscar Wilde, the Scopes Monkey Trial, Nuremberg, and Robert Mapplethorpe. Texts include books, films, articles, and websites.  
Note: US 208 can count toward the Criminal Justice, History, and Philosophy majors and minors.

215  
Organized Crime  
This course introduces students to organized crime, covering the history and development of American organized crime, characteristics, definitions, types and theoretical paradigms of organized crime, criminal activity associated with organized crime and domestic and international efforts to combat both American and transnational organized crime. It examines the evolution of organized crime and its impact on investigative strategies and law enforcement. The course will look at a variety of national and transnational organized crime groups.

220  
Special Topics  
This course provides in-depth analysis, from a criminal justice perspective, of a substantive social issue confronting the criminal justice system. Topics vary from year-to-year. May be repeated for credit.

225  
Criminal Investigation  
This course covers the legal, scientific, behavioral, and investigative aspects of criminal investigations. Topics include investigative theory and processes, collection and preservation of evidence, sources of information, interview and interrogation, uses of physical evidence and forensic science, specific types of criminal investigations including death, homicide, sexual assault, robbery, burglary, arson, explosives, computer and white collar investigations, and case and trial preparation.

226  
Crime Scene Investigation and Reconstruction  
This is an undergraduate-level course designed to provide the student with a foundation in crime scene investigation. The course is a complete and comprehensive look at processing a crime scene from the initial call to reconstruction of the crime scene for court presentation.

230  
Drugs and Society  
This course addresses the different explanations of drug use and abuse and the impact of drugs on the body and on brain functioning. It examines the connection between drugs and crime, covering drug-related policies in the United States and abroad, including the war on drugs. It examines alternative drug policies, including a discussion regarding how other countries view drug misuse and how they approach the problem in terms of programs and policies. Students are asked to critically examine drug policies and programs.

240  
Rehabilitative Practices and Policies  
This course examines the formal interventions intended to change the behavior of those convicted of crimes. In the past 30 years, the American criminal justice system has de-emphasized rehabilitation in favor of more expressive punishments aimed at retribution rather than rehabilitation. This course examines what rehabilitative practices work and the philosophy underlying rehabilitation as a goal of punishment.

248  
Women and Crime  
This course provides students with a perspective on the role of gender in crime and punishment. There are patterned differences in the roles males and females perform in the criminal justice system, in the crimes men and women commit, and in the crimes that victimize men and women. This course examines these questions from a historical and contemporary perspective,
analyzing the changing legal status of women and the institutional response to women and victims and criminals.

250  
Policing and Society  
Police officers are the public face of the criminal justice system. This course examines the organization and administration of the police in the context of social and political changes. Attention also is paid to the social and social psychological dimensions of policing, the culture of police officers, the impact of policing in communities, and policies governing the work of police officers and officials. 
**Prerequisite:** CJ 160.

255  
Courts and Justice  
This course examines the structures and function of courts, the role of the courtroom workgroup, and the range of criminal sanctions. Students also identify and analyze issues of justice concerned with court-related policies and practices.

260  
Prisons and Corrections  
The United States imprisons more people per capita than nearly all developed nations, and incarceration rates increased dramatically in the final quarter of the 20th century. This course examines the history of the prison as a means of punishment, the purpose and functions of prisons in modern society, and the successes and failures of the corrections system in the United States. In addition, the course considers shifts in the demographic profile of prisoners and the effects of increased incarceration on the home community of the incarcerated and the broader U.S. society.

273  
Criminal Minds, Criminal Roles  
This course investigates the use of structural, cultural and social psychological theory in explaining criminal behavior. One focus of the course is examining criminal behavior from a life-course perspective to examine why much violent crime is committed during adolescence, why some people become career criminals while others “age out” of crime, and the manner by which race, class and gender affect criminality, given this manner by which suburban American culture impacts youth delinquency.

275  
Comparative Criminal Justice Systems  
This course is structured around comparisons of how crime and punishment are dealt with in other cultures and nations. The goal is to provide insight into other cultures, help illuminate underlying aspects of geopolitical conflict, and place the U.S. criminal justice system in sharper relief. Comparisons are drawn on what constitutes a crime, the judicial processes for determining guilt, and theories and practices of punishment.

280  
Crimes of Power and Privilege  
This course provides a broad overview on white collar crime (i.e. definitions, theories, and characteristics). Additionally, the course will expose students to the various forms of white collar crime including but not limited to occupational crime, government crime, state-corporate crime, and state crime. Students will also examine national and international responses to these crimes.

290  
Surveillance  
The increased intensity and extensiveness of surveillance is one of the defining characteristics of contemporary society. This course examines the role of surveillance in society, with special emphasis placed on surveillance as a means of criminal detection and social control. It considers a range of surveillance techniques, from hierarchical observation to CCTV monitoring of public space to the collection and sorting of personal data. Students are asked to consider these techniques in terms of sociological theories of power and social control.

300  
Race, Crime and Justice  
This course examines historical and contemporary criminological theories and research on nexus between race and crime. In addition, this course will also provide an overview of the contemporary responses to race and crime in the United States as well as abroad. To understand the connection between race and crime, this course will draw on both scholarly research and popular culture to develop a critical understanding of social inequality with respect to minority involvement in the criminal justice system.

310  
Civil Rights, Civil Liberties and the Law  
In this course students will explore the origins, the history and struggle for civil rights. We will cover the impact that important social and political movements have had on changes in the law. In addition to the assigned texts, students will become familiar with Supreme Court decisions that have defined our constitutional rights in the modern era. The
first part of the course will focus on civil rights movement of the 1950's and 1960's. The second half of the course students will study key provisions of the Bill of Rights, as well as Supreme Court decisions that have shaped these crucial protections against the power of the state.

340 Juvenile Justice
This course addresses a variety of issues related to juvenile justice. It examines the juvenile justice system and all its components including the police, juvenile courts and juvenile sanctions. In it students discuss the benefits and drawbacks of various programs and policies aimed at reducing juvenile delinquency, including D.A.R.E., and trying juveniles as adults. Students also will examine the various theories about why juveniles engage in delinquency.

350 Communities and Crime
Why do some communities have so much more crime than others? What social conditions increase crime and violence in some neighborhoods while others are relatively free from such problems? What roles do race, class, and gender inequality play with respect to differences in crime? How do criminal justice institutions (such as the police and prisons) help or hinder the crime problems faced by local communities? This course addresses these and other related questions to examine the ways in which crime and violence are connected with various aspects of the communities within which they take place. This course will examine ecological theories, structural theories, and theories of disorder to explain differences in crime rates between communities. Finally, this course asks students to seek out solutions to improving community structures and relationships.
Prerequisite: CJ160 is recommended

375 Theories of Deviance and Criminality
Why people engage in deviant behavior, including criminal activity, has long been the subject of sociological inquiry. In this course, a variety of theoretical perspectives are considered, including functionalist, radical, social psychological and structural theories. Among the questions to be asked are: Why do people commit deviant and criminal acts? What acts are defined as deviant and criminal, and why? Who has the power to define acts as deviant and criminal? Students will be expected to understand the various theories and their implications, as well as to develop an understanding of their own theory of deviance and criminality.
Prerequisite: CJ 160.

377 Domestic Violence
This course focuses on the causes and impact of domestic violence, as well as strategies for its prevention, and treatment for both those who have been abused, and for abusers. Each week students focus on a different aspect of family violence including partner abuse, child abuse, sibling violence, and elder abuse. This course examines how the criminal justice system responds to domestic violence as well, and how that response has changed over time.
Cultural Anthropology
at Arcadia University

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

Faculty

Associate Professor
Dr. Jonathan Church (Director)
Dr. Jennifer Riggan (International Studies)

Assistant Professor
Alex Otieno

Adjunct Professors
Dr. Jeffrey Ratcliffe
Dr. Joan Severino

Degrees/Concentrations

Bachelor of Arts in Cultural Anthropology

Minors
Anthropology
Criminal Justice
Sociology
Gender and Women’s Studies

Options
Minor in French, Linguistics, Spanish, German or Italian
Minor in International Studies
Minor in Religion
Minors in other departments, such as Business Administration

Pathways to Study Abroad in Cultural Anthropology

Cultural Anthropology majors are strongly encouraged to study abroad, and many opportunities can complement studies in Anthropology. Because of the flexibility and breadth in the Cultural Anthropology program, study abroad can fit into the program and the Undergraduate Curriculum requirements.

Drawing upon the strength of Arcadia’s College of Global Studies, Cultural Anthropology majors have the opportunity to study at universities around the world, including in Australia, China, Great Britain, Greece, Ireland, Italy, New Zealand, South Africa, and Spain, as well as other locations. A study abroad experience is invaluable for Cultural Anthropology majors as they become ethnographically immersed in a different cultural situation, and benefit from taking courses that reflect different perspectives on anthropology from their host university. Many students use their study abroad courses to explore ethnographic perspectives on cultural issues that are particular to that area of the world resulting in their senior theses projects.

Students are encouraged to meet with their advisers to discuss their career interests and goals. It is important to have this discussion and formulate a plan early so that the international program is integrated with required and elective courses for the major. Cultural Anthropology majors typically study abroad during their sophomore or junior years because of the senior-year focus on research and thesis. Depending on whether a student studies abroad for a year or a semester, he or she will select a course that substitutes for major requirements and electives. Studying abroad can provide students with the opportunity to take a course that is not available at Arcadia University.

Visit the University’s website for more information. Since it is important that students plan ahead for study abroad, they should consult with their advisers as soon as possible and make their intentions known to the Program Director and the Associate Dean of International Affairs.

About the B.A. in Cultural Anthropology

- Preparation for graduate school
- Preparation for careers in government, international organizations, international business, law, and non-profit agencies
- Ability to design an individualized ethnographic concentration
- Senior research project
- Opportunities to study abroad at some of the top universities in the world

Cultural anthropology is the study of the different cultural groups, identities and practices found within the contemporary world. As the contemporary world becomes one more marked by flows of people, ideas, money and images, cultural anthropology has rigorously attempted to research how the local becomes
globalized, and the global becomes localized. The detailed lens of ethnographic thick description of peoples' local life-worlds is a mainstay for cultural anthropology, but this ethnographic sensitivity to context and detail is nuanced by a sophisticated and theoretically informed vision of how both are affected by structural issues, especially political and economic at a global level.

The major in Cultural Anthropology provides students with an opportunity for study and experience away, either domestically or abroad, and is designed to leverage these experiences by providing a theoretically and methodologically sophisticated standing ground from which to explore, reflect upon, and share those various experiences during a two-semester capstone sequence during the senior year.

For those students who are unable to study away, the goal of the on-campus major is to provide rigorous training in ethnographic methods and anthropological theory so that graduate level training can take place. While the goal of the undergraduate program in cultural anthropology is to provide an excellent foundation for advanced study, the goal is not to be paraprofessional.

An undergraduate education in Cultural Anthropology provides a series of skills in qualitative data analysis and research design, quantitative reasoning, a stress on critical inquiry, experiential education regarding ethnocentrism, and cultural relativity. This training assists in application to other forms of graduate study such as law, economics, political science, peace and conflict resolution, social work, and public health. Students majoring in Cultural Anthropology also have found this course of study helpful in pursuing occupations in government services, non-governmental organizations (NGOs), international organizations and international business.

Requirements for the B.A. in Cultural Anthropology

(52 credits as listed below, plus University-wide requirements and electives to total 128)

Common Curriculum

(32 credits as listed below). Either AN120 or AN150 serve as the entering required course for the major. All other courses listed, or approved substitutes from study abroad, are required for the major.

1. The following seven courses:
   AN 120 Cultural Anthropology
   or AN 150 The Family
   AN 230 Reading Ethnography
   AN 250 Ethnographic Methods
   AN 370 Anthropological Theory
   SO 385 Social Theory
   SO 490 Senior Seminar I
   SO 491 Senior Seminar II

2. One course in Mathematics
   MA 141 Elementary Statistics

3. Additional Requirements (20 credits).
   In addition to the common curriculum, students select three electives from courses in Cultural Anthropology, one elective from courses in development and human rights, and one elective in a history or culture of a specific area. Approved substitutes from study abroad can fill these requirements.

Three electives in Cultural Anthropology from the following:

   AN 220 Social Issues (special topics vary)
   AN 240 Ethnographic Film
   AN 262 Myth, Magic and Religion
   AN 272 Culture, Conflict and Power
   AN 285 Aesthetics
   AN 320 Ritual to Theater
   AN 361 Social Change: Globalization and Culture
   IS 430 The Social Life of War: Political, Culture and Identity Process in Global Conflict

One elective in development and human rights from the following:

   PS 225 Politics of the Developing World
   SO 286 Health and Human Rights
   IS 320 Global Poverty and Inequality

One elective in history or culture of a specific geographic area from the following (all electives in modern languages have language prerequisites of 201):
Cultural Anthropology at Arcadia University

FR 202 Intermediate French Language and Culture
GA 202 Intermediate German Language and Culture
HS/IS 130 The Modern Mediterranean
HS 211/PS 212 The Modern Middle East
HS 216 Modern East Africa
HS 218 Modern Africa/South Africa
HS 228 America as Empire
IT 202 Intermediate Italian Language and Culture
JA 202 Intermediate Japanese Language and Culture
SP 305 Spanish Culture & Civilization
SP 306 Latin American Culture & Civilization
AN 285 Aesthetics
AN 320 Ritual to Theater
AN 361 Social Change: Globalization and Culture
IS 320 Global Poverty and Inequality
PS 225 Politics of the Developing World
SO 286 Health and Human Rights

Anthropology Courses (AN)

120 Cultural Anthropology
Systematic study of the customs, social organization, environmental adaptation and belief systems of primitive and contemporary societies. Considers cultural variations in technology, economy, language, families, government and religion, with a special emphasis on social and cultural change and global relations. Non-majors may substitute this course as prerequisite for other courses in the Department of Sociology, Anthropology and Criminal Justice.

150 The Family
Analysis of the family as a basic social institution in both Western and non-Western cultures. Exploration of various marriage arrangements, kinship, family life cycle, and issues and problems relating to societal change as it affects kinship and family structure.

220 Social Issues
In-depth analysis, from a social science perspective, of a substantive social issue confronting modern societies. Emphasizes pertinent social structure, values and attitudes, and the effects on the individual. Topics vary from year to year. May be repeated for credit.

230 Reading Ethnography
This course presents students with an exploration of the genre of data presentation unique to cultural anthropology, the ethnographic monograph. Students explore the difficulty of translating 'emic' perspectives to 'etic' analysis, as well as becoming knowledgeable with the tropes of contemporary ethnographic writing. Also, students will become familiar with the ways that cultural anthropologists use contemporary social and anthropological theory to frame questions and provide analysis. Finally, the course explores the ethical dilemmas usually encountered and recounted within ethnographic monographs.

Requirements for the Minor in Anthropology
(20 credits as listed below)

Students will be required to take (12 credits) AN120 Cultural Anthropology or AN 150 The Family as an introductory level course. Then students are required to take AN230 Reading Ethnography and AN370 Anthropological Theory to complete the minor core curriculum. Furthermore students must choose at least two Anthropology topic courses among those listed.

No more than two courses can jointly fulfill the requirements for the Sociology major or minor and the Anthropology minor. A minimum of eight courses must be taken to receive a double minor in Sociology and Anthropology.

Common Curriculum
The following courses are required:
AN 120 Cultural Anthropology
or AN 150 The Family
AN 230 Reading Ethnography
AN 370 Anthropological Theory

Electives

Topics
At least two of the following (8 credits)
AN 220 Social Issues
AN 240 Ethnographic Film
AN 250 Ethnographic Methods
AN 262 Myth, Magic and Religion
AN 272 Cultures, Conflict and Power

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240 **Ethnographic Film**
Ethnographic film explores the history and impact of documentary films made by anthropologists and the issues and ethical dilemmas involved in this type of storytelling. Classes consist of lectures, readings, screenings and discussions concerning the style and content of the major ethnographic films, and anthropological and documentary film theory.

250 **Ethnographic Methods**
This course introduces students to ethnographic methods, strategies of participant observation, interviewing techniques, the writing of field notes, qualitative research design and analysis. One of the foci of the course is on auto ethnography so that the student may trace his or her own human journey from an ethnographic perspective.

262 **Myth, Magic and Religion**
This course studies human belief systems in their varied forms, the nature of religious understanding and the interplay between religious forms of life, and political structures using anthropological concepts. Consideration includes the resurgence of religious belief in modern culture. This course assumes a basic familiarity with Anthropology.

272 **Cultures, Conflict and Power**
This course examines how systems of power are established through the imposition and contestation of symbolic practices both within and between cultural groups. Beginning with an examination of how the powerless have historically used deception and feigning deference as a political strategy to confront a sovereign state, central emphasis of the course is on understanding “symbolic violence,” the establishment of a sense of the “natural” to cultural constructions of identity and practice. Utilizing this notion of symbolic violence, the course investigates how the historical formulations of racial, gender and class hierarchies were developed as modern classificatory schemas of identity within the colonial context. The course ends with an ethnographic examination of power within a contemporary ethnographic situation of cultural conflict.

285 **Aesthetics**
Through the intersection of the disciplines of Anthropology and Theatre, performance research, this course examines the dramatic aesthetic and cultural shifts that have occurred with the advent of what Jameson has called “late advanced capitalism.” This course charts the explosion of particular cultural aesthetics into worlds of entertainment, economics and politics. A significant concern of the course is for students to understand the degree to which everyday life has become a mediated reality with the concerns of marketing, hype and profitability being central to that reality.

320 **Ritual to Theatre**
This course begins by examining the place of ritualization as part of our biological heritage, and then explores the cultural uses of ritual, performance and ceremony in both informal and formal interaction from a cross-cultural vantage point. Finally, the course examines a number of avenues by which traditions of performance may be integrated into the artistic investigation of self and society.

361 **Social Change: Globalization and Culture**
Designed for the advanced Anthropology student or International Business and Culture major, this course examines the recent re-territorialization of the world known as “globalization.” Using a critical anthropological perspective that addresses the cultural dimensions of globalization, the course examines the organized and disjunctive social processes by which local and transnational identity have emerged.

**Prerequisite:** AN 120 or SO 261. Majors in International Business and Culture should have more than 90 credits.

370 **Anthropological Theory**
This seminar explores the historic and contemporary ways that anthropologists have used key theoretical ideas and explored complex conceptual debates in their research and writing as attempts to understand humankind. These ideas and debates are explored both as historically changing, often confrontational, clashes between different schools of anthropological thought around central disciplinary questions like the definition of culture, the relationship of structure to agency, the question and place of relativism, the relationship between power and knowledge, and the contemporary ethnographic location of culture and identity in a world marked by scalar processes of neoliberal globalization. While these ideas and debates express central disciplinary concerns, the course also contextualizes how these debates are often marked by and directly address broader social and historical contexts of which they are a part. A thematic emphasis of the course is on how anthropological writing is a practice of knowledge making, as well as knowledge dissemination. Through both textual analysis and their own written production, students investigates how subtle shifts in the
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anthropological style and voice results in different forms of anthropological knowledge.
**Prerequisite:** AN 120 or AN 150

389
**Independent Study**
Individual research or directed in-depth reading at an advanced level devoted to specific topics in anthropology.
**Prerequisites:** Approval of the Director and instructor concerned.
Education
at Arcadia University
Global Perspectives...Personal Attention...Real-World Integrative Learning Experiences

Founding Dean
Dr. Graciela Slesaransky-Poe (Professor)

Faculty
Christina L. Ager, Ph.D., Professor
Peter Appelbaum, Ed.D., Professor
Kira Baker-Doyle, Ph.D., Assistant Professor, Director of Masters and Certificate Programs
Foram Bhukhanwala, Ph.D., Assistant Professor, Director of Early Childhood/Elementary Education
Jodi Bornstein, Ph.D., Associate Professor, Chair of Teacher Education
Marc Brasof, Ph.D., Assistant Professor, Director of Secondary English and Social Studies Education
Bruce Campbell, Ph.D., Assistant Professor, Director of Educational Leadership
Kimberly Dean, Ph.D., Assistant Professor, Academic Adviser
Steven P. Gulkus, Ph.D., Associate Professor
Peggy Hickman, P.D., Associate Professor, Director of Doctoral Programs
Augusto Macalalag, Ph.D., Assistant Professor, Director of Secondary Math and Science Education and Director of STEM Programs
Kerri Mesner, Ph.D., Assistant Professor
Clare K. Papay, Ph.D., Assistant Professor, Director of Inclusive Special Education and Executive Director of REAL Certificate Program
Sonia Rosen, Ph.D., Assistant Professor, Director of Undergraduate and Graduate Educational Studies Minor/Major
Tanya Santangelo, Ph.D., Associate Professor
Jeffrey Shultz, Ph.D., Professor
Lesley Siegel, Ph.D., Assistant Professor
Ellen Skilton-Sylvester, Ph.D., Professor, Director of TESOL and Faculty Mentor
Kathy A. Trainor, Ed.D., Instructor, Coordinator of Early Childhood Education
Kathy Wirth, Ed.D., Instructor, Director Reading Certification Program and Director of the Arcadia Community Learning Center (ACLC)

Degrees and Concentrations
Bachelor of Arts in Education
Students entering as first-semester freshmen will pursue the Pennsylvania Department of Education certification categories—see options below—approved by the Commonwealth of Pennsylvania, Chapter 49.

B.A in Education: Certification in PreK-4
B.A. in Education: Dual Certification in PreK-4 and PreK-8 Special Education

Bachelor of Arts with Five-Year (3+2) program options (includes B.A. in Education and Master of Education) Fifth-year concentrations in the following areas:

Literacy Education in Reading (Reading Specialist Certification)
Literacy Education in Reading plus ESL (includes certification in both areas)
Literacy Education in TESOL (Teachers of English to Speakers of Other Languages) (includes multiple pathways)

Secondary Education (English, Mathematics, Social Studies, Science)
Special Education with certification (PreK-8 or 7-12)
Special Education without certification (with certificate options in Autism, Applied Behavior Analysis, and Transition to Post Secondary Life)

Secondary Education (B.A. or B.S. in Secondary Disciplinary Area with minor track in Secondary Education leading to certification)

Biology (7-12)
Chemistry (7-12)
English (7-12)
General Science (7-12)
Mathematics (7-12)
Social Studies (7-12)
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Dual Certification in Secondary Education with Special Education (B.A. or B.S. in Secondary Disciplinary Area with Minor in Secondary Education and certification in 7-12 content area and 7-12 Special Education)

Mathematics (7-12) and Special Education (7-12)

English (7-12) and Special Education (7-12)

Art Education K-12 (B.F.A. in Fine Arts with minor track in Art Education leading to certification)

Minors in Education
Education Studies
Secondary Education
Elementary Mathematics Education
(See Mathematics in Undergraduate Catalog)

Related Graduate Study at Arcadia University
(See Graduate Catalog)

Arcadia offers a wide range of graduate options in a number of subject areas that can help students attain Arcadia certificates, State Certifications, M.Ed, M.A.Ed, and an Ed.D.

Graduate students can pursue one or more of these advanced degrees:

Certification: Early Childhood / Elementary (Pre K-4); Middle School (Grade 4-8); Secondary (Grade 7-12); Dual Certification (PreK-8/Special Ed, 4-8/Special Ed, 7-12/Special Ed), Reading Certification, TESOL, Art Education


Doctorate in Education with concentration in Leadership


Graduate students could create an individualized Modular Masters program by combining two or more Arcadia Certificates as a part of their program of study.

Pathways to Study Abroad in Education

Education majors are urged to consider spending a semester abroad. Students who study abroad strengthen their teaching skills through field experiences in schools in another country and enhance their knowledge of the field of education through the courses they take while abroad.

Depending on the program, sophomore or junior year are the most convenient time for Education majors to plan to study abroad. Students are encouraged to make these decisions early in their program in order to adequately plan for appropriate course selection, and in the case of student teaching, to adequately prepare, plan and place students abroad.

Visit the University’s Web site for Pathways to Study Abroad (www.arcadia.edu/pathways). Since it is important that students plan ahead for study abroad, they should consult with their advisers as soon as possible and make their intentions known to the Chair of their department and the Associate Dean of International Affairs.

About the Education Program at Arcadia University

In order to develop into a great first-year teacher, pre-service teachers must become ignited by the idea of teaching and learning, be involved in a deep practice of the craft and science of teaching, and be carefully coached and mentored in that practice. Arcadia University’s School of Education programs are guided by this belief and the research that supports it. Our professors are dedicated to designing meaningful and rich courses that are connected to essential fieldwork which is mentored by classroom teachers, professors, and supervisors.

Arcadia University Education students will:
- Hone their teaching skills through guided practice,
- Enjoy camaraderie, idea sharing, and collaboration with other students and...
EDUCATION at Arcadia University

- Faculty in Arcadia’s close-knit undergraduate programs, and
- Have an opportunity to explore global learning and teaching experiences through Arcadia’s accessible and acclaimed travel abroad program.

At the end of undergraduate studies, pre-service teachers will have the skills needed to design meaningful and rich learning opportunities for prek-12 students and have a sophisticated understanding of 21st Century teaching and learning.

Other highlights of Arcadia University’s School of Education Programs:

- More than 20 certification programs at the graduate and undergraduate levels approved by the Pennsylvania Department of Education (PDE)
- Extensive fieldwork and student teaching partnerships with urban and suburban schools
- Opportunities to study abroad
- Institutional grants to collaborate with faculty on research and opportunities to present at regional, national, and international conferences
- Membership opportunities in honorary societies such as Kappa Delta Pi International Education Honorary Society in Education and Phi Kappa Phi Arcadia University Honor Society
- Student memberships in state and local professional education organizations such as the Pennsylvania State Education Association

Leadership and recognition: Arcadia University has been awarded state grants from the Pennsylvania Department of Education’s Division of Special Education to train teachers statewide in inclusive practices at the Arcadia Annual Inclusion Institute and in Positive Behavior Supports for schools. The Pennsylvania Department of Education and the National Science Foundation awarded Arcadia major funding to train special educators and secondary English, social studies, science, and mathematics educators. Arcadia has been recognized and funded for its work in developing Professional Development Schools through the Lawrence J. and Anne Rubenstein Foundation and the Philadelphia Education Fund. The Autism Certificate Program is endorsed by the Commonwealth of PA, and the Applied Behavior Analysis Certificate leads to National Board certification with successful completion of an internship and passing the national Board exam. The School of Education was also awarded a state grant from the Pennsylvania Department of Education to develop an undergraduate dual certification program in Secondary Education and Special Education.

Our graduates have received regional and statewide recognition for the work they do after graduation. Graduates of Arcadia’s Education program are currently employed or have been employed across the nation and in international locations.

Bachelor of Arts in Education

The current Bachelor of Arts programs in Education provide the necessary training for students interested in teaching at the PreK-4 and Special Education PreK-8 levels.

All Education programs are fully approved by the Pennsylvania Department of Education (PDE). Graduates are recommended by the University Certification Officer after meeting all requirements for the Instructional I Certificate as mandated by PDE. Arcadia University makes every effort to help students prepare to meet certification requirements in other states. Reciprocity among many states currently exists allowing out of state students receiving certification in Pennsylvania to apply to their respective state departments of education for full certification status.

Requirements for the Major in Pre K-4 Education with Certification

A major in Pre K-4 is designed to provide certification in Early Elementary Education from birth to grade 4. The program embeds interdisciplinary and experiential learning through a variety of service learning projects and flexibility to study abroad. This program also offers the opportunity to explore a range of electives and earn a comprehensive education. Students develop a broad-based understanding across disciplines through the other elements of Arcadia’s Undergraduate Curriculum (www.arcadia.edu/curriculum).
EDUCATION at Arcadia University

Credit Count (128 credits)
1. Professional Education Requirements (69 credits; Core in PreK-4 Education)
2. Additional Undergraduate Curriculum requirements (24 credits)
3. Electives (25 credits)

Certification in Early Elementary Education (Pre K-4)
The Professional Education requirements are based on Pennsylvania Code, Chapter 354 and 49 requirements.

Professional Core in the PreK-4 Education program totals 87 credit hours, including field experiences and student teaching. Twelve of these credits, and embedded content and experiences in other courses, address adaptations, accommodations, and cognitive development of diverse students in an inclusive setting (PDE Chapter 49 requirements). Three credits, and embedded content and experiences in other courses, address content requirements regarding the needs of English language learners (PDE PA Code, Chapter 49 requirements).

1. Professional Education Core Courses and Fieldwork (44 credits)
   *ED 110 Teaching for Learning (3 credits; meets Self and Society requirement)
   *ED 201 Teachers as Researchers and Writers (3 credits; meets RW requirement)
   ED 211 Assessment and Intervention in Infancy and Toddlerhood (3 credits)
   *ED 212 Child and Youth Development (3 credits; meets Self and Society requirement)
   ED 216 Teaching Literacy in the 21st Century (3 credits)
   ED 220 Profession of Teaching (2 credits)
   *ED 221 Critical Conversations and Fieldwork in Elementary Education (3 credits, meets Crossing boundaries and Reflection requirements)
   ED 222 Instructional Techniques in Early Childhood (3 credits)
   ED 306 Strategies for Emergent and Content Literacy (3 credits)
   *ED 317 The Literacies of Social Studies, Science and Language Arts (3 credits, meets AUC W requirement)

ED 318 Developing Mathematicians: Thinking Teaching and Learning in Elementary Mathematics (3 credits)
ED 319 Social Studies Methods K-6 (3 credits)
ED 323 Early Intervention (3 credits)
*ED 324 Elementary Science Methods (3 credits; meets Natural and Physical World requirement)
ED 387 Pre-Student Teaching (3 credits)

2. Special Education And English Language Learners Requirements (22 credits)
   *ED 214 Introduction to Inclusive Education (3 credits; meets Self and Society requirement)
   ED 282 Special Education: Professional Skills for Effective Services (3 credits)
   ED 315 Differentiated Instruction in the Inclusive Classroom (3 credits)
   *US 324 Understanding Language Learning: Using Two Languages to Engage with the World (4 credits; meets designated Writing and Crossing Boundaries requirement)
   ED 375 Managing an Inclusive Classroom (3 credits)
   ED 394 Supporting students with low-incidence disabilities (3 credits)
   *ED 423 Multi lingual and Multicultural Assessment (3 credits; meets designated Crossing Boundaries requirement)

3. Student Teaching (18 credits)
   *ED 416 Student Teaching: Early/Special Education (12 credits; meets Senior Capstone Seminar)
   ED 459 Student teaching practicum in Special Education (6 credits)

4. Content area courses required under PA Code, Chapter 354 (24 credits)
a. At least one course in Written Communication
   *EN 101 Thought and Expression I (4 credits; meets Writing requirement)
b. One course in American/English Literature
   *EN 229 Voices of America (4 credits; meets Cultural Legacy requirement)


**EDUCATION** at Arcadia University

c. Two courses in Mathematics
   *MA 117 Mathematical Concepts I (4 credits; meets Quantitative Reasoning requirement)
   *MA 118 Mathematical Concepts II (4 credits; meets Quantitative Reasoning requirement)

   ID 101 OR another lab science course (4 credits, meets Natural/Physical World requirement)

d. An American History course (HS117 recommended, 4 credits)

*Courses that also meet another Undergraduate Curriculum requirement

### Requirements for the Major in PreK-4 and Special Education PreK-8 Dual Certification

Arcadia University prepares students for a world of increasing interdependence and complexity. Students become familiar with their discipline (Education) as well as develop skill and knowledge necessary to be active citizens in a digital, global, and interconnected world. Students focus on acquiring knowledge and skills in their major discipline through the Professional Education Coursework and experiences as part of the Undergraduate Curriculum. In addition, students develop a broad-based understanding across disciplines through the other elements of Arcadia’s Undergraduate Curriculum (www.arcadia.edu/curriculum). This curriculum emphasizes the need for students to see themselves within a global context and to be prepared to approach the world’s diversity and complexity with a spirit of respect, cooperation and justice.

**Credit Count** (130 credits)

1. Professional Education Requirements (84 credits; Core in PreK-4 Education and PreK-8 Special Education. Some major courses also fulfill other curriculum requirements).  
2. Additional Undergraduate Curriculum requirements (46 credits)

### Professional Education Requirements (84 credits)

   Dual Certification in PreK-4 and Special Education (PreK-8).

The Professional Education requirements are based on Pennsylvania Code, Chapter 354 and 49 requirements.

Professional Core in the Dual PreK-4 and PreK-8 Special Education program totals 84 credit hours, including field experiences and student teaching. Twelve of these credits, and embedded content and experiences in other courses, address adaptations, accommodations, and cognitive development of diverse students in an inclusive setting (PDE Chapter 49 requirements). Three credits, and embedded content and experiences in other courses, address content requirements regarding the needs of English language learners (PDE PA Code, Chapter 49 requirements).

1. **Professional Education Core Courses and Fieldwork (44 credits)**
   
   *ED 110 Teaching for Learning (3 credits; meets Self and Society requirement)
   *ED 201 Teachers as Researchers and Writers (3 credits; meets RW requirement)
   ED 211 Assessment and Intervention in Infancy and Toddlerhood (3 credits)
   *ED 212 Child and Youth Development (3 credits; meets Self and Society requirement)
   ED 216 Teaching Literacy in the 21st Century (3 credits)
   ED 220 Teacher as Professional (2 credits)
   ED 222 Instructional Techniques in Early Childhood (3 credits)
   *ED 221 Critical Conversations and Fieldwork in Elementary Education (3 credits, meets Crossing boundaries and Reflection requirements)
   ED 306 Strategies for Emergent and Content Literacy (3 credits)
   *ED 317 The Literacies of Social Studies, Science and Language Arts (3 credits, meets W requirement)
   ED 318 Developing Mathematicians: Thinking Teaching and Learning in Elementary Mathematics (3 credits)
   ED 319 Social Studies Methods K-6 (3 credits)
   ED 323 Early Intervention (3 credits)
   *ED 324 Elementary Science Methods (3 credits; meets Natural and Physical World requirement)
EDUCATION at Arcadia University

2. Special Education and English Language Learners Requirements (22 credits)
   *ED 214 Introduction to Inclusive Education (3 credits; meets Self and Society requirement)
   ED 282 Special Education: Professional Skills for Effective Services (3 credits)
   ED 315 Differentiated Instruction in the Inclusive Classroom for All Learners (3 credits)
   ED 375 Managing an Inclusive Classroom (3 credits)
   ED 394 Supporting Students with Low-Incidence Disabilities (3 credits)
   *ED 423 Multilingual and Multicultural Assessment (3 credits, meets designated Crossing Boundaries requirement)
   *US 324 Understanding Language Learning: Using Two Languages To Engage with the World (4 credits; meets designated Writing and Crossing Boundaries requirement)

3. Student Teaching (18 credits)
   *ED 416 Student Teaching: Early/Special Education (12 credits; meets Senior Capstone Seminar)
   ED 459 Professional Seminar and Practicum in Special Education (6 credits)

4. Content area courses required under PA Code, Chapter 354 (16 credits)
   a) At least one course in Written Communication
      *EN 101 Thought and Expression I (4 credits; meets Writing requirement)
   b) One course in American/English Literature
      *EN 229 Voices of America (4 credits; meets Cultural Legacy requirement)
   c) Two courses in Mathematics
      *MA 117 Mathematical Concepts I (4 credits; meets Quantitative Reasoning requirement)
      *MA 118 Mathematical Concepts II (4 credits; meets Quantitative Reasoning requirement)
   d) ID 101 or another lab science course (4 credits; meets Natural/Physical World requirement)

Many of the following courses will meet both the state certification requirements and Undergraduate Curriculum requirements. Courses taken in one area also can count toward a requirement in another area. Students will have free choice to select a course from a respective area in cases where no overlaps exist. In addition to these requirements, all students have the opportunity to participate in a Preview experience (ID181, 2 credits) in Spring of their first year.

Five-Year Program Requirements for Combined Bachelor of Arts and Master of Education Concentrations

Students choosing this option graduate after four years of undergraduate study with a Bachelor of Arts in Education degree and complete their graduate program requirements as a graduate student in their fifth year. Upon completion of the fifth-year requirements, students graduate with a Master of Education degree in a selected area of concentration with the possibility of an additional certification.

In order to complete this program in five years, students may begin to take graduate courses during the fourth year of their undergraduate program. Additionally, they are required to enroll in courses during the summer between the fourth and fifth years of the program. Courses will be chosen in consultation with the student’s adviser.

Requirements for admission to the five-year program are as follows:

1. Obtain admission to the School of Education.
2. Maintain a GPA of 3.0 in all Education courses.
3. Obtain two recommendations from School of Education faculty.
4. Show evidence of personal and intellectual maturity.
5. Apply for admission into the Five-Year program in Fall of the Junior year.
6. Once accepted, apply for admission to the School of Education.
Five-Year Programs are available in the following areas:

- **Literacy Education in Reading**
- **Literacy Education in Reading plus ESL** (includes certification in both areas)
- **Literacy Education in TESOL (Teachers of English to Speakers of Other Languages)** (includes multiple pathways)
- **Secondary Education (English, Mathematics, Social Studies, Science)**
- **Special Education with certification** (PreK-8 or 7-12)
- **Special Education without certification** (with certificate options in Autism, Applied Behavior Analysis, or Transition to Post-Secondary Life)

### Requirements for Secondary Education Certification (Grades 7-12)

Arcadia University is approved by the Pennsylvania Department of Education to certify students in the following six secondary education areas: Biology, Chemistry, General Science, English, Mathematics, and Social Studies. Prospective secondary education teachers must complete requirements in their respective disciplinary major—Biology, Chemistry, English, Mathematics or Social Studies (History, Political Science, Psychology and Sociology majors).

In addition, candidates for certification complete coursework in the Professional Education Core designed to prepare students to teach in grades 7-12. This constitutes a minor in Secondary Education. Advisers in the respective liberal arts and sciences departments will guide the student in the selection of disciplinary content courses, while secondary education faculty guide the student through the certification and Professional Education Core requirements. It is essential that all students pursuing certification in Secondary Education declare Secondary Education as a minor. Forms to declare a minor can be found on the Registrar's Office website.

Students interested in secondary certification should consult with their disciplinary adviser and their education adviser as early as possible, preferably freshman year. All Arcadia undergraduates seeking certification apply into the certification program during the spring semester of their sophomore year. See the section outlining the application process for all certification candidates.

The following Professional Education courses are required for Secondary Education certification. Courses with an asterisk (*) are courses that apply to the Arcadia University Undergraduate Curriculum requirements:

1. **Eight courses (25 credits)**
   - *ED 110* Teaching for Learning (also meets Self and Society requirement)
   - *ED 201* Teachers and Researchers and Writers (meets Research Writing requirement)
   - ED 226 Curriculum, Instruction and Assessment
   - ED 306 Strategic Instruction for Emergent and Content Literacy
   - ED 315 Differentiated Instruction in Inclusive Classrooms
   - ED 375 Managing an Inclusive Classroom
   - ED 411 Designing Learning Environments
   - *US 324* Understanding Language Learning: Using Two Languages to Engage with the World (4 credits; also meets Writing, Self and Society and Crossing Boundaries designated requirements)

2. **Choose only one methodology course appropriate to your area of certification.** (3 credits)
   - ED 412a Curriculum and Methodology for Grades 7-12: English
   - ED 412b Curriculum and Methodology for Grades 7-12: Social Studies
   - ED 412c Curriculum and Methodology for Grades 7-12: Mathematics
   - ED 412d Curriculum and Methodology for Grades 7-12: Science

3. **Student Teaching**
   - *ED 417* Student Teaching Secondary Education (12 credits)

4. **Additional courses required by PDE** (PA Code, Chapter 354)
   - a) At least one course in Written Communication
      - *EN 101* Thought and Expression I (4 credits)
   - b) One course in American/English Literature
      - *EN 229* Voices of America (Recommended) (4 credits)
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also meets Cultural Legacies requirement)
c) *Any two courses in Mathematics above MA 100. Students not majoring in mathematics or science can take MA 117 Mathematics Concepts I and MA 118 Mathematics Concepts II (also meets Quantitative Reasoning requirement).
d) Complete a full day field pre-student teaching experience the semester prior to student teaching.

*Courses that also meet Undergraduate Curriculum requirements

Suggested Course Sequence
The following courses should be taken in the following sequence. Required Professional Education courses that also meet the Arcadia University Undergraduate Curriculum requirements are noted with an asterisk (*).

Freshman Year
Fall
*EN 101 Thought and Expression I
Spring
*ED 110 Teaching for Learning

Sophomore Year
Fall
ED 201 Teachers as Researchers and Writers
ED 226 Curriculum, Instruction and Assessment
*ED 306 Strategic Instruction for Emergent & Content Literacy K-12
*One course in Mathematics: MA 110, MA 117, MA 118, or MA 141 are recommended for majors who do not have a mathematics requirement.

Spring
*A second course in Mathematics: MA 110, MA 117, MA 118, or MA 141 are recommended for major who do not have a mathematics requirement.
*EN229: Voices of America (American Literature)

NOTE: Certification program candidates also should complete the PAPA tests by the end of the sophomore year and submit passing scores when applying into the School of Education teacher certification program (GPA of 3.0 required).

Junior Year
Fall
ED 315 Differentiated Instruction in Inclusive Classrooms
ED 416 Designing Learning Environments

Spring
ED 375 Managing an Inclusive Classroom (Note: ED375 has a required lab: ED375L)
US 324 Understanding Language Learning: Using Two Languages to Engage with the World

NOTE: In the spring semester, candidates for certification must do the following:
Obtain Student Teaching Information from the Office of Student Teaching.

Senior Year First Semester:
Fall
1. Choose only one course appropriate to your area of certification from the following:
   ED 412a Curriculum and Methodology for Grades 7-12: English
   ED 412b Curriculum and Methodology for Grades 7-12: Social Studies
   ED 412c Curriculum and Methodology for Grades 7-12: Mathematics
   ED 412d Curriculum and Methodology for Grades 7-12: Science

   2. Complete Pre-Student teaching Full day field Experience (Fieldwork one school day a week)

   NOTE: In the fall semester, candidates for certification must do the following:
   • Complete Student Teaching application and submit by early September.
   • Make sure all clearances are current and valid.

Spring
ED 417 Student Teaching: Secondary (14 weeks full-time teaching)

Different Pathways to Secondary Education Certification

Three different pathways can be taken that will ultimately lead to certification in a secondary education area. Students should choose the option that best suits their needs. The decision should be made in consultation with their School of Education adviser and should be determined as early as possible, preferably in the freshman year.

Option 1: Complete all course requirements and student teaching during the four years of undergraduate study, earning a bachelor’s
degree and teacher certification at the same time. (Some courses may be taken during the summer or online.)

Option 2: Complete the requirements for a major in an appropriate field and a minor in Education Studies during the four years of undergraduate study, earning a bachelor’s degree and eligibility for a Graduate Intern Certification (requires passing scores on the PAPA and Praxis II examinations). This allows recipients to teach full-time in a public school classroom while continuing to take courses to fulfill the teacher certification Instructional I requirements during the next three calendar years. These courses could be taken through Arcadia University’s graduate program and would be credited toward a master’s degree.

Option 3: Complete the requirements for a major in an appropriate field during the four years of undergraduate study, earning a bachelor’s degree. Then take all the required Education courses for teacher certification at the graduate level.

Requirements for Dual Certification in Secondary Math or English and 7-12 Special Education

Arcadia University also offers the option for students to obtain dual certification in a secondary content area (Mathematics or English) and 7-12 special education. Students in this program major in the content area (Mathematics or English) and complete a Minor in Secondary Education. This program was submitted to the Pennsylvania Department of Education for approval in February 2013.

Students interested in dual secondary and special education certification should consult with their disciplinary adviser and their respective education adviser as early as possible, preferably freshman year. This program requires intensive fieldwork and coursework in order to gain the experiences necessary to be a teacher in both of these areas. All Arcadia undergraduates seeking certification, except those who transfer to the University in their junior year, apply into the certification program during the spring semester of their sophomore year. See the section outlining the application process for all certification candidates.

The following Professional Education courses are required for Dual Secondary Education and 7-12 Special Education Certification. Courses with an asterisk (*) are courses that apply to the Arcadia University Undergraduate Curriculum requirements. Students should meet with an education adviser for guidance on the recommended sequence of coursework and fieldwork:

1. Secondary Education courses (19 credits):
   *ED 110  Teaching for Learning (also meets Self and Society requirement)
   *ED 201  Teachers as Researchers and Writers (also meets Research Writing requirement)
   ED 226  Curriculum, Instruction and Assessment
   ED 411  Designing Learning Environments (also meets Self and Society requirement)
   ED 412  Writing to Improve Literacy
   *US 324  Understanding Language Learning: Using Two Languages to Engage with the World (4 credits, also meets IL, SS, CB, W, GE pending approval)

2. Special Education courses (21 credits):
   ED 214  Introduction to Inclusive Education (also meets Self and Society requirement)
   ED 306  Strategies for Content and Emergent Literacy
   ED 375  Managing an Inclusive Classroom
   ED 315  Differentiated and Individualized Instruction
   ED 374  Academic Assessment and Intervention
   ED 376  Secondary Transition (also meets Crossing Boundaries requirement)

3. Fieldwork and student teaching (15 credits):
   ED 387  Pre-student teaching
   ED 417  Student teaching (12 credits)

4a. For students majoring in English and seeking secondary English certification (4 credits each, 40 credits):
   EN 101  Thought and Expression
   EN 199  Interpreting Literature
   EN 230  Survey of African American Literature
   EN 2XX  (200 Level Literature course of student’s choice)
EDUCATION at Arcadia University

EN 299 Interpreting Literature II (also meets Cultural Legacies requirement)
EN 320 Studies in Classic and Medieval Europe
EN 321 Renaissance and Enlightenment Literature
EN 322 Modern British Literature
EN 323 Modern American Literature
EN 490 The Text, the Critic, and the World

Additional undergraduate requirements for English students (42 credits):
- First year seminar (FYE) (4 credits)
- MA 117 Mathematical Concepts (4 credits, meets Quantitative Reasoning requirement)
- MA 118 Mathematical Concepts II (4 credits, meets Quantitative Reasoning requirement)
- Modern Language I (4 credits)
- Modern Language II (4 credits)
- Preview (2 credits)
- ID101 + lab (4 credits, meets NPL requirement)
- Course to meet NP (4 credits)
- Course to meet IL and CE (4 credits)
- GCR 101 Crossing Boundaries Reflection (2 credits)

Total credits (including Arcadia Undergraduate Curriculum requirements) for English = 134 credits

4b. For students majoring in Math and seeking secondary Math certification (4 credits each, 49 credits):
- MA 201 Calculus I
- MA 202 Calculus II
- CS 201 Problem-Solving with Algorithms/Prog I
- MA 203 Calculus III
- MA 221 Linear Algebra
- MA 225 Transition to Higher Math
- MA 331 Modern College Geometry
- MA 341 Probability
- PH 201 + lab Fundamental Concepts of Physics

Additional undergraduate requirements for Math students (32 credits):
- First year seminar (FYE) (4 credits)
- EN 101 Thought and Expression (4 credits, meets Writing requirement)
- Modern Language I (4 credits)
- Modern Language II (4 credits)
- Preview (2 credits)
- EN 229 Voices of America (4 credits, meets Cultural Legacies requirement)
- Course to meet NP (4 credits)
- Course to meet IL and CE (4 credits)
- GCR 101 Crossing Boundaries Reflection (2 credits)

Total credits (including Arcadia Undergraduate Curriculum requirements) for Math = 133 credits

*Courses that also meet Undergraduate Curriculum requirements

Requirements for Art Education Certification

Students in the Bachelor of Fine Arts (BFA) Studio degree program (with the exception of Interior Design majors) can earn certification in Art Education. This certification provides a skilled background in the technical and historical aspects of art education as a prerequisite to teaching art in grades K-12. The program emphasizes all arts as a means of arriving at aesthetic experiences. Since students are required to take additional courses in liberal arts in order to meet the Education certification requirements, additional time may be required to earn certification. Graduates who are recommended by the chairs of the Education and Art and Design departments can receive the Instructional Specialist (K-12) certification to teach art in Pennsylvania.

Required Coursework Beyond the BFA requirements:

1. PA Code, Chapter 354 content area coursework required for admission into certification program (16 credits)
   - *EN 101 Thought and Expression I
   - *Two Courses in Mathematics beyond the remedial level (MA 110, MA 117, MA 118, or MA 141) (meets Quantitative Reasoning requirement)
   - *EN 229 Voices of America (or an equivalent American or English literature course) (meets Cultural Legacies requirement)
2. The following Education courses:
   *ED 110 Teaching for Learning (Complete before applying into teacher certification program; meets Self and Society requirement)
   *ED 212+Lab Child and Youth Development (meets Self and Society requirement)
   ED 306 Strategies for Emergent and Content Literacy
   ED 315+Lab Differentiated and Individualized Instruction: Teaching and Reaching All Learners
   *US 324 Understanding Language Learning: Using Two Languages to Engage with the World (4 credits; meets Writing designated requirement)
   *ED 375+Lab Managing an Inclusive Classroom

3. The following Art Education courses:
   AE 300+Lab The Uses of Theory in Art Education
   AE 308+Lab Curriculum Design in Art Education
   (Art Education courses may be included within the course selection of studio electives.)

4. Pre-student teaching (one day a week in a K-12 art classroom)

5. Student Teaching
   AE/ED 419 Undergraduate Student Teaching Practicum, Art Education, K-12 (8 credits)

All Art Education students must meet the same admission requirements for all candidates seeking certification.

Requirements for the Minor in Education Studies (without certification)
(Minimum, 18 credits)

The minor in Education Studies provides an introductory background to the field of education, and working with children and their families in diverse settings. A Minor in Education Studies partially prepares students for entry into a master’s in education program (with or without certification) upon graduation.

A minor in Education Studies consists of at least 18 approved credits and includes field experiences and a capstone project. Students who want to minor in Education Studies should contact Dr. Sonia Rosen to discuss and construct an appropriate course of study that meets the student's needs and interests.

Admission Requirements for All Certification Program Candidates

The Pennsylvania Department of Education requires that all candidates interested in obtaining teacher certification must meet certain prerequisite requirements before they can enter a program leading to teacher certification. All students who are seeking Pennsylvania teacher certification in PreK-4 Special Education, Middle School Education, Secondary Education, or Art Education must formally apply into the teacher certification program through the School of Education and must meet the following prerequisite requirements.

Admission decisions are based on the Pennsylvania Department of Education state certification requirements (PA Code, Chapter 354). The following are required:
   • 48 credits outside of Education
   • An overall GPA of 3.0 or higher
   • Two college-level Mathematics courses
   • Courses in English Composition and a course in American Literature
   • Current PA Criminal Background and Child Abuse Clearances, FBI Background Clearance and negative TB test results.

In addition to the above requirements, students must do the following:
   • Take at least one Education course
   • Have only one grade of “C” in an Education course
   • Obtain qualifying scores on the Pre-service Academic Performance Assessment (PAPA) Reading, Writing and Mathematics modules
   • Submit an electronic portfolio (PreK-4 and Special Education majors only)

NOTE: All Arcadia undergraduates seeking certification should apply during the spring semester of their sophomore year.

A student who thinks his or her GPA might be below 3.0 and/or has not met all the
prerequisite requirements may request to be conditionally admitted. Students completing the conditional requirements within a designated timeframe will be fully admitted into the teacher certification program. Those students who do not meet the requirements may continue in the Education Program but will not be able to pursue certification. Students also may choose to pursue an alternative major.

Students denied admission to the School will be advised to pursue an alternative major or seek a path that may combine Education with another major.

**Transfer Students Admission**

All transfer students above the level of a first-semester sophomore must apply for admission to the certification program immediately after their first semester as a full-time student or after two semesters as a part-time student. At the end of that semester, their Arcadia University GPA (3.0 or higher) along with their transfer GPA will be used to determine whether they will be admitted to the School. Transfer students are not required to submit an electronic portfolio until they apply for student teaching. They are required to meet all admission standards required by the Pennsylvania Department of Education.

**Student Teaching Practicum (for all majors)**

Students who have completed their entire coursework will student teach as their culminating experience during the fall or spring semester of the senior year, depending on their program. Applications for student teaching must be submitted with all required materials the semester prior to student teaching. The deadlines are early September for a spring practicum and early February for a fall practicum. Applications are available through the Office of School and Community Collaborations or by visiting the School of Education website. Admission for student teaching requires: A 3.0 overall GPA; or PRAXIS testing requirements; valid and updated clearances; good standing as a senior; and permission of the Director of Office of School and Community Collaborations.

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

All candidates applying for Pennsylvania State Certification in PreK-4/ Special Education (PreK-8 or 7-12), Middle School Education (4-8), Secondary Education (7-12) and Art Education (K-12) need to obtain qualifying scores on Pennsylvania Educator Certification Tests (PECT) or PRAXIS / PAPA state teacher examinations in order to receive an Instructional I certificate from the Pennsylvania Department of Education. Before applying into the School of Education, all undergraduate students are required to obtain qualifying scores on the following tests: PAPA (Pre-service Academic Performance Assessment) 3 Modules: Reading, Mathematics, and Writing.

**Important Note:** Please check with your adviser before registering for certification tests. Advisers will have the most up-to-date information regarding PAPA, PECT, and PRAXIS tests.

**Testing Requirements for PreK-4/Special Education**

- Pre-service Academic Performance Assessment (PAPA)
- PreK-4 (PECT)
- Special Education PreK-8 (PECT)

**Testing Requirements for Secondary Education (7-12)**

- Pre-service Academic Performance Assessment (PAPA)
- Secondary Education (7-12) (PRAXIS)

**Testing Requirements for Art Education (K-12)**

- Pre-service Academic Performance Assessment (PAPA)
- Art Education (K-12) (PRAXIS)

STUDENTS WITH A SAT SCORE OF 1550 (no individual section score less than 500) are not required to take PAPA

All individuals seeking dual certification will be required to be examined in both areas of specialization. Information is available at (http://www.arcadia.edu/edudept) or the School of Education Main Office (Taylor Hall,
EDUCATION at Arcadia University

Room 200). Please be aware that certification testing requirements may change. Regularly check the School of Education website and Arcadia email for updates.

The total PRAXIS pass rate for students completing teacher certification programs at Arcadia University exceeds the statewide total pass rate. Results aggregated by area are available in the Graduate Studies Office. Current information is subject to change without notification.

CLEARANCES Information
The PA Department of Education requires Arcadia University to have a copy of current clearances for all students completing field experiences and Student Teaching. PDE states that students must demonstrate the professional behavior of acquiring and maintaining appropriate clearances.

It is your responsibility to obtain ALL required clearances to file with the Arcadia University School of Education by day one of the semester. It is your responsibility to update annually the PA Child Abuse, PA Criminal Record Check, Arrest/Conviction form and the TB test in May/June. Not doing so will jeopardize your field placement and, therefore, your course completion. This will, as well, affect negatively the evaluation of your professional behavior.

It is your responsibility to retain the original clearances in a safe place and to make copies available to fieldwork sites on your first visit.

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

Exit Requirements for All Certification Program Candidates

1. Satisfactory completion of all coursework for the bachelor’s degree and GPA requirement specified by the Pennsylvania Department of Education (3.0 GPA).
2. Satisfactory completion of a pre-student teaching experience.
3. Satisfactory completion of University requirements as identified elsewhere in this catalog.
4. Satisfactory completion of student teaching ("B" or better) in the area of certification and the PDE 430 performance-based assessment rating form. (Note that all practicum prerequisites must be met and the adviser’s approval received before enrolling in the student teaching.)
5. Obtain qualifying scores on the PAPA Series qualifying tests and the appropriate PECT/PRAXIS required tests (Note: in order for students to receive an Instructional I certificate from the PA Dept. of Education they will be need to obtain qualifying scores on all required PECT/PRAXIS tests. Students may retake tests if their scores do not meet the state required cutoff scores.
6. Updated clearance documentation: PA Criminal Background Check, PA Child Abuse background check and FBI background check.
7. Completion of Pennsylvania Instructional I certification forms (available in the College of Graduate Studies Office) required by the University and the Pennsylvania Department of Education.
8. Meeting of all the Pennsylvania State Standards for the Preparation of Teachers.
9. Completion of a professional electronic portfolio for all PreK-4/Special Education and Middle School Education certification students.

Education Courses (ED)

110 Teaching for Learning
(3 credits)
This course is designed about six key themes: 1) How to create a caring learning community, 2) The role of personal histories in learning and teaching journeys, 3) The importance of listening thoughtfully to children and youth, 4) Focusing on thinking dispositions and their connection to learning, 5) The importance of creating cultures of thinking in learning environments, and 6) Unpacking the idea of schools as contested terrain. Throughout the semester we will think deeply about how listening, observing, and thinking are at the heart of creating vibrant learning environments.
201
Teachers as Researchers and Writers
(3 credits)
This is a research writing course designed to give students an experience of what conducting research as a teacher looks and feels like from the inside out. The units for this course are divided into four according to the four main analytic papers that students will be working on over the semester: Educational Autobiography, Teacher-Researcher Portrait, Research Essay, and This I believe: Teacher Manifesto.
Prerequisite: EN101, ED110

US206
The Power of Play: Improvisation and Learning
(4 credits)
This is a course that investigates the intersection between Improvisation and Education. It is relevant for students preparing for careers as teachers in elementary, middle, or secondary education, or as teaching artists in professional theaters, schools and communities. In this course we investigate how the theater process (improvisation-rehearsal-performance) can be an inquiry-based model for teachers as well as how theater games and exercises can be adapted to explore non-arts curriculum. No previous theater courses are necessary but most of our learning is by doing so students must be willing to participate in all improvisations and be prepared to act in a final project presented for children.
NOTE: US 206 can count toward the Education and Theater majors and minors.

211
Assessment and Intervention in Infancy and Toddlerhood
(3 credits)
Intensive study of children, birth to 3, enabling the student to have an in-depth understanding of the physical, social, emotional, and cognitive development of a child. Includes required field experience focusing on an understanding of developmentally appropriate curriculum and environmental management skills, and understanding of the significance of play. Assessment and intervention of children developing both typically and atypically are addressed. Requires fieldwork.
Prerequisite: ED110

212
Child and Youth Development
(3 credits)
Study of socio-cultural perspectives to understand development from infancy through pubescence. Includes individual and environmental factors affecting cognitive, emotional, physical and social development. Requires field experience.
Prerequisite: ED110

214
Introduction to Inclusive Education
(3 credits)
Introduction to the etiology and developmental manifestations of exceptionality in children and youth. This course provides an overview of special education systems including models, theories, laws, policies, and current issues in addition to an overview of the specifics and issues pertaining to the development of students with disabilities and their families. Requires fieldwork.
Prerequisite: ED110

216
Teaching Literacy in the 21st Century
(3 credits)
The purpose of this course is to explore the teaching of literacy skills and differentiating instruction in the 21st Century Pre-K to 8th grade classroom. Pre-service teachers will gain an understanding of cutting-edge literacy practices and instructional trends and the inclusive reading process and strategies and assessments used in diverse classrooms. Some of the topics included are: phonemic awareness, phonics, vocabulary, comprehension, fluency, and differentiating instruction for the English language learner and students with special needs.

220
Profession of Teaching
(2 credits)
The course provides a scheduled opportunity to complete common fieldwork that bridge content specific courses including ED 222 and ED 282.
Prerequisites: ED 110*, ED 211, ED 212, ED 214
*ED110 may be taken concurrently.
221  
Critical Conversations and Fieldwork in Elementary Education  
(3 credits)  
This course addresses key digital literacies integral to college learning as well as learning to be an effective teacher. The course assists students in defining who they are as educators in relation to fieldwork, course content, and provocative theoretical texts.  
Prerequisites: ED110*, ED 212, ED 214  
*ED110 may be taken concurrently

222  
Instructional Techniques in Early Childhood  
(3 credits; Spring)  
This course is designed to guide the student in the understanding of developmentally appropriate and culturally responsive practices and their application in inclusive early childhood and early elementary settings. The role of the early childhood educator as a facilitator in the planning, presentation and guidance of integrated early childhood activities is emphasized. Learning through play, family partnerships, cultural and linguistic diversity, and inclusive instructional strategies are highlighted. Includes field experience.  
Prerequisites: ED 110*, ED 211, ED212, ED214.  
*ED110 may be taken concurrently

226  
Curriculum, Instruction and Assessment  
(3 credits)  
Why do we teach? Who do we teach? What do we teach? How do we teach? Curriculum, Instruction and Assessment in Education (CIA), will provide future educators with a strong pedagogical foundation necessary to design and implement instruction for middle and secondary classrooms. Through coursework and fieldwork classroom observations, students will engage in critical inquiry, practice, and reflection. By the end of the course, the students will develop a teaching philosophy, a unit of study and assessment, and write and deliver a lesson plan. In addition, students will develop and practice research-based educational strategies.  
*ED110 may be taken concurrently

282  
Special Education: Professional Skills for Effective Services  
(3 credits)  
This course introduces pre-service Special Education teachers to the demands of the role in the field. Through content and fieldwork, participants in this course focus on the role of the special education teacher in facilitating effective services across settings through the use of research, assessment, progress monitoring, and collaboration across varies special education service models. The critical role of quality IEP development is the framework for much of this course. Emphasis is placed on the learner with disabilities in grades 4-8.  
Prerequisite: ED110*, ED214  
*ED110 may be taken concurrently

301  
Contemporary Issues in Education  
(3 credits)  
Survey of contemporary issues in education. Topics include cultural pluralism, desegregation and race, and bilingualism. Presents readings in anthropological, sociological, linguistic and folkloristic aspects of education.

306, 306S  
Strategies for Emergent and Content Literacy  
(3 credits)  
This course addresses research-based instructional strategies for teaching literacy (including language development, reading, writing, and speaking) to learners of all instructional and grade levels, as well as practical and effective modifications for diverse learners (including struggling readers, English language learners, and students with disabilities in reading). Strategic literacy instruction through the content areas of social studies and science, particularly in relation to post-elementary learners, will also be emphasized. Formative and summative assessments of emergent and content literacy, including components of literacy (phonological awareness, word analysis, comprehension, vocabulary, fluency) will also be addressed, with an emphasis on assessments and progress monitoring that communicate the student’s progress most clearly to parents, teachers, and the students themselves. ED306S is designed for students in a Secondary Education certification program.  
Prerequisites: ED110, ED 212, ED 214
Assessment of Teaching and Learning (3 credits)
Survey of assessment procedures. Focuses on current issues and improved competency in devising assessment procedures. Prepares secondary school teachers to develop a balanced program of evaluation which will increase instructional effectiveness and assess student learning. A self-paced, individualized course. **Prerequisites:** ED 110

Differentiated Instruction in the Inclusive Classroom (3 credits)
This course is designed to help future teachers develop a basic understanding of principles and practices related to effectively addressing academic diversity in contemporary classrooms. The guiding framework for the semester is designed to reinforce the idea that defensible differentiation requires thoughtful and consistent attention to multiple aspects of curriculum, instruction, assessment, and learning environment. **Prerequisite:** ED 110, ED 214, ED 282

The Literacies of Social Studies, Science and Language Arts (3 credits)
This course explores literacy through learning to teach writing across different disciplines (science, social studies, and language arts) and different contexts (home, community, workplace, and school). Through an integrated fieldwork experience, students will work with elementary aged children to write together as historians, scientists, and poets, honing skills to be able to identify these ways of knowing. **Prerequisites:** ED 110, ED 201

Developing Mathematicians: Thinking Teaching and Learning in Elementary Mathematics (3 credits)
Through class investigations, field applications and common assignments with other co-requisite education courses and field work in area schools, students will develop a working conception of mathematics as an evolving literacy. Students will learn how to integrate mathematics with other subjects in the school curriculum, and develop effective strategies and assessments for the K-8 inclusive classroom. Taken in conjunction with ED 317 and ED 387. **Prerequisites:** ED 110, ED 201

Social Studies Methods (K-6) (3 credits)
Students will gain skills in planning, implementing, and assessing social studies curriculum in K-6 classrooms. Using the Pennsylvania Academic Standards in Social Studies as a guide students will thematically thread social studies concepts through multiple subject areas. **Prerequisites:** ED 110, ED 212, ED 315, ED 375

Early Intervention (3 credits)
This course provides an overview of evidence-based best practices in program development and implementation of inclusive services for young children with disabilities, including philosophical, historical, and legal foundations. Inclusive, integrative, collaborative, family-focused and activity-based models of service delivery are emphasized with an overview of family-centered issues and trends in early intervention. **Prerequisites:** ED 221, ED 222, ED 315, ED 324

Elementary Science Methods (3 credits)
Students will work as scientists, curriculum developers, and teachers of science, through an inquiry-based approach. Students will experience scientific inquiry first-hand, then design an inquiry investigation for children, and finally, they will guide children in their field placement through a scientific inquiry investigation. **Prerequisites:** ED 110, ED 212, ED 214

Understanding Language Learning (4 credits)
Of particular interest to bilingual students, Modern Language majors, those who may study abroad in a context where another language is spoken and Education majors who may want to teach ESL in the future, University Seminar addresses the processes of language learning from a variety of disciplinary perspectives – in particular sociocultural and cognitive perspectives – and engages students in an understanding of the structure and sound
systems of English in relation to other languages and in relation to a variety of teaching/learning strategies. By focusing both on a comparison of language structures and sound systems as well as theories of second language acquisition and development, this seminar allows students to learn about differences between learning a first and a second language and the influences of these processes on instructional principles and strategies. This seminar includes a language learning component that provides students the opportunity to reflect on their own learning processes in relation to language learning theories and to compare English to another language.

**Prerequisite:** SP101

**NOTE:** US324 can count toward the ELL requirement in the Education major.

**337 Developmental Content Area Reading**

(4 credits)

For Secondary Certification and Art Education majors. Examination of reading and learning from texts as processes. Analysis of strategies for teaching reading and writing in content areas, selecting texts and study strategies.

**Prerequisites:** ED 110, ED 212

**375 Managing an Inclusive Classroom**

(3 credits)

This course is designed to teach future teachers to manage their classrooms and challenging behaviors including noncompliance, disruption, inattention and aggression. Proactive strategies from the basic (routines, rules, attention, consistency) to the instructional (chunking work, grouping, marking corrects) are taught. Students learn to use a problem-solving approach with an emphasis on using observations, interactions, progress monitoring, and teaching social skills. The basics of pre-referral intervention, instructional support teams, Individualized Education Plans (IEPs) and the use of paraprofessionals in the classroom for behavior management are covered. Fieldwork required.

**Prerequisites:** Early Elementary/Sp. Ed majors: ED110, ED214; ED 282 Secondary Education majors: ED 110,

**387 Pre-Student Teaching**

(3 credits)

Undergraduate education students work one day per week in the school that preferably will become their next semester student teaching placement. Students work in their host teacher’s classroom with a main focus on getting to know the students, the teacher, the school, and the larger community. Students complete three curriculum development cycles. An overarching goal for this experience is that Arcadia pre-student teachers become full participants in the life of their placement school and gain valuable experience working in the classroom and school where they will aim to complete their student teaching during the next academic semester.

Each student is supervised by an Arcadia University faculty member. Students meet regularly in small groups on site at their school and as a whole group over the course of the semester. The seminars provide a forum for open discussion and problem solving based on pre-student teaching classroom experience. This course is taken the semester preceding student teaching. Grade of “B” or better must be earned to move into student teaching.

**Requirement:** A GPA of 3.0 or more, and is accepted into the certification program.

**Prerequisites:** Ed 110, 212, 214, 216, 220, 315, 323, 324, 375.

**389 Independent Study**

Individualized study tailored to suit the needs and interests of a limited number of juniors or seniors. Encourages limited experimental research activities. Each student works under the guidance of a faculty member assigned by the Chair of Teaching and Learning.

**Prerequisite:** permission of the Chair of Teaching and Learning.

**394 Supporting Students with Low-Incidence Disabilities**

(3 credits)

The purpose of this course is to prepare students in problem solving strategies, teaching techniques, itinerant services, and use of assistive technologies critical to effectively serving students with disabilities that fall under the designation "Low Incidence" and who require more intensive supports. We will learn what constitutes a low-incidence disability and issues surrounding the provision of effective education to these students. Students will explore the ramifications, language, and specific goals and objectives included with creating an IEP for these students. Students will discuss the appropriateness of various academic
environments as children with low-incidence disabilities progress from early intervention to elementary to secondary education. General issues surrounding the topic of inclusion and the least restrictive environment will be addressed. Planning for transition across the life-span will be explored. A holistic approach to educating students with significant disabilities, with an emphasis on social, emotional, behavioral, transition and life skills, will be addressed. We will explore services through the lens of “quality of life” to help us consider critical issues. Students will participate in a fieldwork experience. This time will be used to guide instruction and to provide a context for all assignments. Fieldwork requirements include 15 hours of Stage 2 fieldwork and 20 hours of Stage 3 fieldwork. **Prerequisite:** ED 110, ED 214 and ED 282

411 **Designing Learning Environments**
(3 Credits)
The course is focused on both an exploration of the significance of the social curriculum in middle and high school contexts and also the ways in which the design of space impacts teaching and learning. The course offers a blend of theory and practice. **Prerequisites:** ED306 and ED315

412a **Curriculum and Methodology for Grades 7-12: English**
(3 credits)
Examination of instructional strategies and techniques for teachers of English, grades 7-12. **Prerequisite:** ED 411

412b **Curriculum and Methodology for Grades 7-12: Social Studies**
(3 credits)
Examination of instructional strategies and techniques for teachers of Social Studies, grades 7-12. **Prerequisite:** ED 411

412c **Curriculum and Methodology for Grades 7-12: Mathematics**
(3 credits)
Examination of instructional strategies and techniques for teachers of Mathematics, grades 7-12. **Prerequisite:** ED 411

412d **Curriculum and Methodology for Grades 7-12: Science**
(3 credits)
Examination of instructional strategies and techniques for teachers of Science, grades 7-12. **Prerequisite:** ED 411

416 **Student Teaching: Early Elementary/ Special Education**
(12 credits)
Full-time teaching for a minimum of 14 weeks in an accredited day care center or school under the direction and guidance of an experienced mentor teacher and an Arcadia University supervisor. Requires attendance at weekly seminars with the supervisor. Students must provide transportation to the school. **Prerequisite:** GPA of 3.0 or higher, senior standing and permission of the Director of School and Community Collaborations. Applications must be submitted early in the spring semester of the junior year for placements in the fall of the senior year.

417 **Student Teaching: Secondary**
(12 credits)
Full-time teaching for a minimum of 14 weeks in an accredited middle and secondary school under the direction and guidance of an experienced mentor teacher and an Arcadia University supervisor. Requires attendance at weekly seminars with the supervisor. Students must provide transportation to the school. **Prerequisite:** GPA of 3.0 or higher, completion of all Praxis series certification tests, senior standing and permission of the Director of School and Community Collaborations. Applications must be submitted early in the fall semester of the senior year for placements in the spring of the senior year. Students planning to student teach in the fall semester must apply in the spring semester prior to student teaching.

418 **Human Development: School Years K-12**
(3 credits)
Examination of cognitive, social, emotional and physiological development during childhood and adolescence.
419
**Undergraduate Student Teaching Practicum, Art Ed, K-12**
(8 credits)
Student teaching practicum to include 14 weeks of full-time teaching in an accredited school and attendance at nine on-campus seminars. Includes supervision by an Arcadia University faculty member. Students must provide transportation to the school. Applications are due at the beginning of the semester prior to student teaching. Deadline dates are Oct. 1 for the spring semester and Feb. 1 for the fall semester.
**Prerequisites:** AE 300, 308, and senior standing. GPA of 3.0 or higher, completion of all Praxis series certification tests, senior standing and permission of the Director of School and Community Collaborations.
**NOTE:** Applications must be submitted early in the fall semester of the senior year for placements in the spring of the senior year.

423
**Multilingual and Multicultural Assessment**
(3 credits)
This course focuses specifically on the academic language needed for English language learners (ELLs) to be successful in U.S. schools. Students utilize a “pedagogy of multiliteracies” and the “continua of biliteracy” perspective to imagine curricula and pedagogy for their students. The course also emphasizes the connections between in-school and out-of-school literacies. In addition, students spend time investigating reading and writing standards and curricula and the ways that materials might be adapted for ELLs and ELLs with disabilities. Students either tutor ELLs or demonstrate a literacy activity for classmates.
**Prerequisite:** ED416

ED459
**Professional Seminar & Practicum in Special Education**
(6 credits)
This is a 6-credit practicum in special education and professional seminar for students in the dual PreK-4 and Special Education PreK-8 certification program. This course is designed to prepare students for a teaching career in special education and/or teaching students with disabilities in inclusive educational environments. The practicum will involve two full days in the field across the semester, with opportunities to practice and improve teaching skills. Students will attend a series of professional seminars that will prepare, reinforce, and supplement their field experiences.
**Prerequisite:** A grade of B or better in ED416.
English Language Institute
at Arcadia University
Global Perspective...Personal Attention...Real-World Integrative Learning Experiences

Faculty
Mark A. Ouellette, Ph.D., Director
Annie Fox Merritt, M.S. TESOL, Assistant Director

About the Intensive English Program
The English Language Institute (ELI) offers full-time and part-time intensive English as a Second Language (ESL) instruction. Full-time students attend classes 18-20 hours a week.

At the two Beginning levels (095 and 096), students learn speaking, listening, reading and writing, and grammar in an integrated skills environment. They engage in conversations, read for everyday purposes, and write sentences and brief, descriptive paragraphs.

The three Intermediate levels (097, 098, and 099) address both social and academic uses of English. Students learn to communicate in the classroom and in the community while developing reading and listening strategies, increasing vocabulary, developing grammatical knowledge, and learning about life in the United States. They participate in social conversations and college-level classroom discussions, read popular and academic materials, give oral presentations, and write personal and academic essays.

The advanced level (100) is for students who are preparing to attend colleges in the U.S. Students learn to write essays, listen to and engage in formal and informal conversations on academic content, read academic content critically, and give oral presentations. Students taking advanced level courses may receive undergraduate University credit. Students at this level may also be eligible to pay for and take an Arcadia course in their fields of study at the University credit-hour rate.

At all levels, language workshops (090C) are available to full-time students. These elective sessions vary by semester and provide more focused practice in such skills areas as pronunciation, grammar, reading and study skills, idioms and vocabulary, TOEFL preparation, business English, or other language-related topics of student interest.

Outside the classroom environment, students also have numerous opportunities to practice English and experience the culture through the Conversation Partners Program and through trips and social activities sponsored by the ELI.

Conditional Admissions Program
Students who apply to other departmental programs at Arcadia University with TOEFL scores below University standards for admissions (undergraduate: 71 iBT; graduate: 80 iBT) may be required to successfully complete classes within the intensive English program before taking classes at the university. Students who successfully complete the program with passing grades and who pass a final qualifying examination are then eligible for full admissions to Arcadia University.

Bridge Programs
Students who are planning to apply to graduate and undergraduate programs (Bridge 1) or who have already been admitted into such programs (Bridge 2) may require continued English language support. These students take one or two classes at the ELI that focus on specific academic language skills such as academic writing, oral presentations, or academic reading.

Special Programs
The ELI offers specially designed, short-term programs (usually in the summer) that are tailored to specific student needs and interests. Local or overseas institutions, companies, and organizations that have an agreement with Arcadia University usually sponsor these students.

Admissions to the ELI
Applications are accepted at all times of the year. Semester courses begin in August, January, May, and July. Availability of specific courses is based upon demand. Students
**English Language Institute** at Arcadia University

must be 17 or older to study at the English Language Institute.

**Semesters**

Fall Semester (15 weeks): August-December  
Spring Semester (15 weeks): January-May  
Summer Semester A (6 weeks): May-June  
Summer Semester B (6 weeks) July-August

**Placement Testing**

Students take three short placement tests when they first arrive on campus to ensure that they are placed in classes appropriate to their proficiency level at that time. These placement tests include a standardized multiple-choice test (with a Reading section, a Grammar section, and a Listening section), a Test of Written English, and an oral interview.

**Level Advancement**

At the beginning and intermediate levels (levels 95-98), students must receive an average grade of C (73%) or higher for all ELI courses (with no individual course grade less than a C- or 70%) to advance to the next level.

Additionally, level 99 and level 100 students who receive an average grade of C (73%) or higher for all ELI courses (with no individual course grade less than a C- or 70%) AND who pass a qualifying examination will advance to the next level or complete the intensive program, depending on their qualifying scores.

If a student does not meet the criteria for level advancement or program completion, he or she may take the same class one more time at the maximum.

**Intensive English Course Descriptions**

At the beginning and intermediate levels (096-099), students take a set of three integrated skills-courses as part of the core curriculum. These three courses include the following: Writing and Reading; Speaking and Listening; and English Grammar.

Students at the advanced level (level 100) may take the following integrated skills courses that address academic content areas.

**ESL 090C**

**Culture & Communication**

This course focuses on formal and informal conversation in various social settings. The class addresses how people use language to communicate clearly and effectively with others. Class topics include communicative functions such as apologizing, requesting, and agreeing/disagreeing in social context as well as the use of communicative strategies to make oneself understood by others.

**ESL 101**

**Advanced English: Academic Reading and Writing**

This course is for students who are preparing to study at the university level. The course emphasizes reading strategies, vocabulary...
development, and writing reports and academic essays using source materials. Students have the opportunity to take a selected Arcadia University course with tutorial support.

ESL 102
Advanced Oral Communication
This course focuses on the development of listening and speaking skills used in academic settings. Students learn to take notes from lectures, use English to solve problems and work in groups, give oral presentations, and communicate effectively on campus.

ESL 103
Advanced Academic Writing
This course focuses on students writing various types of essays for academic purposes. Class topics include essay organization and development, coherence in writing, and the accurate use of grammar, punctuation, and mechanics.

ESL 104
Advanced Academic Reading
This course prepares students to read academic texts more effectively and to discuss them with others in a university classroom. Class topics include effective note taking, summarizing skills, responding critically, and posing/addressing discussion questions.

Bridge Course Descriptions

Undergraduate Bridge:

ESL 102, 103, and 104 can serve as bridge courses for undergraduate students, depending on their individual language learning needs.

Graduate Bridge:

ID 561
International Graduate Student Seminar
ID 561 is a required course for incoming international graduate students who do not have a previous degree from a U.S. university. This class focuses on tasks and skills required in university and professional settings: working in groups, giving presentations, participating in class discussion, taking notes from lectures, and writing academic reports and essays. Students must pass the course with a B- (80%) or higher.
Engineering (3+2 or 4+2) at Arcadia University

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

This is a Combined Program with Columbia University in New York, University of Pittsburgh and Washington University in Saint Louis.

Adviser
Adjunct Professor
Mr. Jonathan Orr

Degrees
Bachelor of Arts or Science in Mathematics, Computer Science, or Chemistry from Arcadia University, and Bachelor of Science in Engineering or Applied Science from Columbia University, University of Pittsburgh or Washington University

About the Combined Engineering Program
• Three or four years at Arcadia University
• Two years at Columbia University, University of Pittsburgh, or Washington University
• Opportunities to study abroad at some of the top universities around the world

Arcadia University offers a combined five-year (3+2) Engineering program in affiliation with Columbia University in New York, University of Pittsburgh, and Washington University in Saint Louis. These programs blend a strong foundation in the liberal arts and sciences with an intensive engineering curriculum. Students are prepared for careers in industry, or for graduate work in engineering, mathematics, or the physical sciences. At the conclusion of the program students may take the licensure examination for professional engineers.

Students spend either three or four years at Arcadia University, taking basic courses in mathematics and the physical sciences. Upon recommendation of the program adviser, students then apply to their chosen college(s) of engineering for two years of engineering study.

Upon completion of their first year of study at their chosen college of engineering, students are awarded the Bachelor of Arts or Bachelor of Science degree from Arcadia University. After an additional year they receive the Bachelor of Science degree in Engineering or Applied Science from the college of engineering of the university.

Under the combined plan, a student may elect to pursue any one of the following programs:

At Columbia University:
• Applied Mathematics
• Applied Physics
• Biomedical Engineering
• Chemical Engineering
• Civil Engineering
• Computer Engineering
• Computer Science
• Earth and Environmental Engineering
• Electrical Engineering
• Engineering Mechanics
• Engineering and Management Systems
• Industrial Engineering and Operations Research
• Materials Science and Engineering
• Mechanical Engineering

At University of Pittsburgh
• Bioengineering
• Chemical Engineering
• Civil & Environmental Engineering
• Computer Engineering
• Electrical Engineering
• Engineering Science - Nanotechnology
• Industrial Engineering
• Materials Science & Engineering
• Mechanical Engineering

At Washington University:
• Biochemical Engineering
• Chemical Engineering
• Computer Engineering
• Computer Science
• Electrical Engineering
• Mechanical Engineering
• Systems Science and Engineering
Options

Spending three years at Arcadia and two years at a college of engineering offers the fastest path to engineering qualification. Students accepted into an engineering program after three years at Arcadia are also exempted from some of the Undergraduate Curriculum requirements (see below).

Some students prefer to spend a fourth year at Arcadia in order to fulfill major requirements at a more leisurely pace. Depending on entering credentials and on the major chosen, this option generally allows students to avoid overloads or summer study. Because this path entails additional Undergraduate Curriculum requirements, students considering this option should consult with the engineering adviser to construct an academic plan with distributes both major and Undergraduate Curriculum requirements over the four years.

It is generally possible, by spending three years at the chosen college of engineering, to earn a Master’s Degree in Engineering. Such students thus earn three degrees in six years: a bachelor’s degree from Arcadia as well as both bachelor’s and master’s degrees from the engineering college.

Requirements for the Combined Program in Engineering

1. Five courses in Mathematics
   - MA 201 Calculus I
   - MA 202 Calculus II
   - MA 203 Calculus III
   - MA 221 Linear Algebra
   - MA 352 Differential Equations

2. Two courses in Chemistry
   - CH 101/111 Conceptual Chemistry I
   - CH 102/112 Conceptual Chemistry II*
   *required by PITT, highly recommended otherwise

3. Two courses in Physics
   - PH 211 Conceptual Physics I
   - PH 212 Conceptual Physics II

4. One course in Computer Science
   - CS 201 Problem Solving with Algorithms and Programming I (Java)

5. One course in Economics:
   - EC 210 Principles of Macroeconomics

6. 28 non-technical credit hours (includes humanities and social sciences). These courses should include 3 different academic disciplines, two courses from the same department, and at least one should be a non-introductory course.

7. All students must satisfy the requirements for a major (typically Mathematics, Computer Science, or Chemistry) at Arcadia University, as well as those of the Undergraduate Curriculum. However, students accepted into an engineering program after three years need fulfill only those parts of the Undergraduate Curriculum required for transfer students entering with 57 or more credits (detailed elsewhere in this catalog).

Additional Requirements

For Columbia University:

1. Applied Mathematics or Applied Physics
   - PH 324 Quantum Physics
   Plus one of the following:
   - PH 325 Mathematical Physics
   - PH 331 Engineering Mechanics
   - PH 341 Advanced Circuits

2. Biomedical Engineering
   - PH 324 Quantum Physics
   - CH 102/112 Conceptual Chemistry I
   - ELEN E1201 Intro to Electrical Engineering*
   *taken while at Columbia

3. Chemical Engineering
   - CH 102/112 Conceptual Chemistry II
   - CH 201 Organic Chemistry I
   - CH 202 Organic Chemistry II*
   *highly recommended

4. Civil and Engineering Mechanics
   - PH 331 Engineering Mechanics

5. Computer Engineering
   - MA 230 Discrete Mathematics
   - ELEN 1201 Into Electrical Engineering*
   *taken while at Columbia

6. Computer Science
   - CS 203 Data Structures
   - MA 230 Discrete Mathematics
7. Environmental Engineering
   CH 102/112 Conceptual Chemistry I
   Plus one of the following:
   BI 101 General Biology I
   CH 201 Organic Chemistry I
   PH 324 Quantum Physics

8. Electrical Engineering
   PH 324 Quantum Physics
   ELEN 1201 Into Electrical Engineering*
   *taken while at Columbia
   CS 202 Problem Solving with Algorithms and Programming II

   MA 341 Probability
   MA 342 Mathematical Statistics I
   CS 203 Data Structures

10. Materials Science and Engineering
   CH 102/112 Conceptual Chemistry II
    PH 324 Quantum Physics

11. Mechanical Engineering
    PH 331 Engineering Mechanics
    PH 324 Quantum Physics

For University of Pittsburgh
For all students seeking admission to the University of Pittsburgh, ENGR 0011 – Engineering Analysis will be required to be taken after transfer.

1. Bioengineering
   BI 101 General Biology I
   BI 206 Human Physiology
   CH 201 Organic Chemistry I
   CH 202 Organic Chemistry II
   MA 341 Probability
   MA 342 Mathematical Statistics I
   PH 331 Engineering Mechanics
   Plus two elective courses in advanced life science, computer science, or mathematics.

2. Chemical Engineering
   CH 201 Organic Chemistry I
   CH 202 Organic Chemistry II
   CH 203 Equilibrium and Analysis
   CH 301 Physical Chemistry I
   CH 302 Physical Chemistry II
   MA 341 Probability
   MA 342 Mathematical Statistics I
   PH 331 Engineering Mechanics

3. Civil and Environmental Engineering
   MA 341 Probability
   MA 342 Mathematical Statistics I
   PH 325 Mathematical Physics
   PH 331 Engineering Mechanics
   PH 341 Advanced Circuits
   ENGR 0131, 0141, 0151*
   *taken while at PITT
   Plus one of the following:
   BI 101 General Biology I
   PH223 Geology

4. Computer Engineering
   EN201 Research Writing
   Plus two elective courses in advanced life science, computer science, or mathematics
   Plus two elective courses in the arts and humanities

5. Electrical Engineering
   MA 341 Probability
   MA 342 Mathematical Statistics I
   EN201 Research Writing
   Plus three elective courses in advanced life science, computer science, or mathematics
   Plus one elective course in the arts and humanities

6. Engineering Science – Nanotechnology
   MATH 1560 Complex Variable*
   ENGR 0020 Materials Structures*
   *taken while at PITT
   Plus three of the following:
   CH 201 Organic Chemistry I
   CH 202 Organic Chemistry II
   CH 301 Physical Chemistry I
   CH 302 Physical Chemistry II
   CH 303 Biochemistry
   CH 305 Inorganic Chemistry

7. Industrial Engineering
   MA 341 Probability
   MA 342 Mathematical Statistics I
   PH 341 Advanced Circuits
   Plus one course in public speaking, communications, or discussion
   Plus two elective courses in advanced life science, computer science, or mathematics
ENGLISHING

8. Materials Science and Engineering
   MA 341 Probability
   MA 342 Mathematical Statistics I
   PH 341 Advanced Circuits
   PL 175 Ethics
   ENGR 0131,0141*
   *taken while at PITT
   Plus one course in public speaking, communications, or discussion

9. Mechanical Engineering
   PH 331 Engineering Mechanics
   PH 341 Advanced Circuits
   PL 175 Ethics
   ENGR 0131,0141, MEMS 1015*
   *taken while at PITT
   Plus one course in public speaking, communications, or discussion

For Washington University
1. Biomedical Engineering
   BI 101 General Biology I
   BI 102 General Biology II
   CH 102/112 Conceptual Chemistry II

2. Chemical Engineering
   BI 101 General Biology I
   CH 102/112 Conceptual Chemistry II
   CH 201 Organic Chemistry I

3. Computer Science and Computer Engineering
   CS 202 Problem Solving with Algorithms and Programming II

Additional Requirements for Guaranteed Admission

To Columbia University
1. A grade point average of 3.30 or higher in both the pre-requisite GPA and Overall GPA.

2. Each course in the common required curriculum must be taken at Arcadia University, and a grade of B or higher received the first time the course is taken.

3. Three letters of recommendation: one each from the program adviser, a mathematics professor, and a science professor, the two professors having taught the student in his second year or later.

To University of Pittsburgh
1. A grade point average of 3.00 or higher in both the pre-requisite GPA and Overall GPA. (3.50 GPA for Bioengineering)

2. Only grades of C or better will be eligible for transfer.

3. At least two years of full-time study at Arcadia University.

4. A favorable recommendation from the program adviser.

To Washington University
1. A grade point average of 3.25 or higher in both the pre-requisite GPA and Overall GPA.

2. Only grades of C or better will be eligible for transfer.

3. At least two years of full time study at Arcadia University.

4. Two letters of recommendation, including one from the program adviser.
English
at Arcadia University

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

Faculty

Professor Emeritus
Dr. Hugh Grady

Professors
Dr. Pradyumna S. Chauhan
Dr. Richard A. Wertime

Associate Professors
Dr. Kalenda Eaton
Dr. Thomas Hemmeter
Dr. Elizabeth Vogel
Dr. Jo Ann Weiner (Chair)

Assistant Professors
Dr. Jim Casey
Dr. Matthew Heitzman
Joshua Isard
Tracey Levine
Dr. Jennifer Matisoff

Adjunct Professors
Clare Quigley-Brown
Dr. Rachel Collins
Laura J. Fitzwater
Gretchen A. Haertsch
Jeffrey Ingram
Dr. Anne Kaier
Helene Klein
Sue Pierce
Daniel Schall (Director, Writing Center)
Bernard Wilson

Degree

Bachelor of Arts in English
Bachelor of Arts in English with a Concentration in Creative Writing

Option
Secondary Education Certification

Minors
Creative Writing
English
Professional Writing

Related Graduate Study at Arcadia University
Master of Arts in Education with a Concentration in Written Communication
Master of Arts in English
Master of Arts in Humanities
Master of Education with a Concentration in Secondary Education with English Certification
Master of Fine Arts in Creative Writing

Pathways to Study Abroad in English

The English Department actively encourages its majors to take advantage of Arcadia’s outstanding study abroad opportunities, primarily in England, Scotland, Wales, Ireland, Australia and New Zealand. Generally, the junior year is the most convenient time for English majors to study abroad for either one semester, one summer or an entire academic year. With prior approval, students can take courses to fulfill many Undergraduate Curriculum requirements. Many required major courses can be taken abroad. The Capstone Seminar, EN 490, however, must be taken in Glenside.

Visit the University’s Website for Pathways to Study Abroad (www.arcadia.edu/pathways) and suggested course sequences. Since it is important that students plan ahead for study abroad, they should consult with their advisers as soon as possible and make their intentions known to the Department Chair and the Associate Dean of International Affairs.

Bachelor of Arts in English

The Bachelor of Arts in English program offers courses in literature, creative writing and professional writing. The literature courses approach texts from thematic, biographical, formal, historical and socio-cultural perspectives. Literature is explored in its relation to the past and its relevance to people’s lives in the present. All courses stress critical thinking and problem-solving as essential aspects of the composing and interpreting process. In the senior year, every student takes the Capstone course and writes a culminating paper presented on Thesis Day.

The English major has been recognized nationally as preparation for a wide variety of careers and for graduate study in several fields. Our curriculum’s emphasis on critical
English at Arcadia University

thinking, effective writing and oral communication prepares students for many paths after graduation listed here.

- Graduate school in English literature, law, library science, creative writing and journalism.
- Careers in research, communications, government, publishing, editing, public relations and business, and teaching.
- Teaching at the secondary level (with Secondary Education Certification for public schools) and at the college level (with a graduate degree).

All English majors do either a Career Internship or Student Teaching for Certification. Both are well supported by Arcadia’s close proximity to Philadelphia.

Bachelor of Arts in English with a Concentration in Creative Writing

The English Department’s Concentration in Creative Writing bridges the traditions of the English Department with the innovations needed in today’s creative market place. Students take a strong core of literature to meet their individual interests and career goals. Part of the program is a tiered system of Creative Writing Workshops, one at the entry level that will include both poetry and fiction, and one at the intermediate level in either poetry or fiction that the student will choose. Students also select workshop courses Children’s Literature, Young Adult Writing, Script and Playwriting, and Spoken Word Poetry in which they work one-on-one with faculty members who are professional, published writers. The Concentration requires an internship program with opportunities to work with local presses, publishing companies and creative arts organizations.

Minor in English

The minor in English prepares students to read critically and write clearly. It includes courses in literary interpretation and professional writing and/or creative writing.

Minor in Professional Writing

The minor in Professional Writing prepares students for specialized writing in many professions including business, law and journalism.

Minor in Creative Writing

The minor in Creative Writing gives students an opportunity to write poetry, fiction and creative non-fiction and to engage in peer critique of their work.

Requirements for the B.A. in English

(60 credits as listed below, with Undergraduate Curriculum requirements and electives to total a minimum of 128 credits)

1. Nine courses in English
   - EN 199 Interpreting Literature I
   - EN 202 Research Writing for English Majors
   - EN 230 Survey of African American Literature
   - EN 299 Interpreting Literature II
   - EN 320 Classical and Medieval European Literature
   - EN 321 European Renaissance and Enlightenment Literature
   - EN 322 Modern British Literature
   - EN 323 Modern American Literature
   - EN 490 The Text, the Critic and the World

2. Three English electives, at least one of which must be in literature at the 200 level and at least two in literature at the 300 level. These courses satisfy the literature electives requirement: EN 219, 220, 223, 224, 225, 226, 227, 229, 231, 233, 237, 238, 239, 244, 245, 246, 249, 250, 351, 352, 353, 355, 359, 360, 361, 362, 363, 364, 365, 366, 381, 382, 383, 384

3. One course in writing from this list:
   - CM 213 Writing and Communications
   - CM 317 Public Relations
   - CM 319 Writing for Television
   - EN 211 Creative Non-Fiction Workshop
   - EN 212 Writing Poetry and Fiction I
   - EN 215 Writing for Careers
   - EN 217 Journalism I
   - EN 218 Business Writing
English at Arcadia University

EN 240 Intermediate Fiction Writing
EN 241 Intermediate Poetry Writing
EN 267 Introductory Fiction and Poetry Workshop
EN 314 Writing for Magazines
EN 315 Technical Writing
EN 316 Writing for the Health Industry
EN 334 Writing for Children
EN 368 Tell It Slant: Memoir Writing Workshop
EN 369 Young Adult and Children’s Writing Workshop
EN 372 Special Studies in Writing
EN 373 Writing for the Law
EN 374 Grant Writing for Non-Profits
EN 376 Writing for the Web and New Media
EN 378 Poetry Writing Workshop
TH 350 Playwriting

3. One course in oral performance from this list:
CM 110 Speech Communications
CM 215 Public Speaking for Business
TH 141 Role Play and Improvisation

4. Career Internship
EN 371 Career Internship in English

5. Recommended: Courses in modern language and literature, history, religion, philosophy, art and music, as well as electives appropriate to specific professional objectives, such as a career in business, law, radio or television.

Requirements for the B.A. in English with a Concentration in Creative Writing

(60 credits as listed below, with Undergraduate Curriculum requirements and electives to total a minimum of 128 credits)

1. Nine courses in English
EN 199 Interpreting Literature
EN 202 Research Writing for English Majors
EN 299 Interpreting Literature II

2. Three creative writing workshops
EN 212 Writing Poetry and Fiction I
EN 224 Intermediate Fiction Writing
EN 225 Intermediate Poetry Writing
EN 240 Creative Non-Fiction Workshop
EN 241 Intermediate Poetry Writing

3. One course in oral performance from this list:
CM 110 Speech Communications
CM 215 Public Speaking for Business
TH 141 Role Play and Improvisation
TH 241 Acting: Scene Study

4. Career Internship
EN 371 Career Internship in English

5. EN 488 Creative Writing Culminating Manuscript

At least two courses from this list: EN320, EN321, EN322, EN323

EN 490 The Text, the Critic and the World

Requirements for the Secondary Education Certification

1. Completion of the certification requirements listed in the Education section of the Undergraduate Catalog.

2. Two additional courses in English
   - EN 334 Introduction to Linguistics and Language History
   - EN 546 Teaching Writing (See Graduate Catalog)
   - Or ED 605 Writing to Improve Literacy

3. One course in Theater or Communications from this list:
   - TH 131 Theater Dares You
   - TH 140 Fundamentals of Acting
   - CM 150 Introduction to Film

Requirements for the Minor in Creative Writing

A minimum of five courses (20 credits) in various kinds of creative writing. At least two of the courses must be at the 300 level.

1. Two courses in writing
   - EN 211 Creative Non-Fiction Workshop
   - EN 212 Writing Poetry and Fiction I
   - EN 240 Intermediate Fiction Writing Workshop
   - EN 241 Intermediate Poetry Writing Workshop

2. Choose any three courses from this list:
   - EN 314 Writing for Magazines
   - EN 343 Writing for Children
   - EN 368 Tell It Slant: Memoir Writing Workshop
   - EN 375 Fiction Writing Workshop
   - EN 378 Poetry Writing Workshop
   - TH 350 Playwriting

Requirements for the Minor in English

A minimum of five courses, or 20 credits, in English above EN 202, including two literature courses and two writing courses. At least one of these courses must be at the 300 level.

Requirements for the Minor in Professional Writing

A minimum of five courses, or 20 credits, in English and/or Communications with a focus on professional writing. At least two of the courses must be at the 300 level.

1. Choose from this list:
   - EN 211 Creative Non-Fiction Workshop
   - CM 213 Writing and Communications
   - EN 215 Writing for Careers
   - EN 217 Journalism I
   - EN 218 Business Writing
   - CM 235 Organizational Communications
   - EN 314 Writing for Magazines
   - EN 315 Technical Writing
   - EN 316 Writing for the Health Industry
   - CM 317 Public Relations
   - EN 318 Journalism II
   - CM 319 Writing for Television
   - EN 373 Writing for the Law
   - EN 374 Grant Writing for Non-Profits

English Courses (EN)

100
Basic College Writing
This course in the process of writing and reading addresses student needs and problems on an individual basis. It is required of all first-year students whose writing inventories indicate the need for special attention. For these students, this course is a prerequisite for EN 101.

101
Thought and Expression I
Practice in writing for various academic aims and audiences, this course includes a supervised process of invention strategies, drafting, final editing, and at least one assignment in library research and proper forms of documentation. It encourages peer reviews, small-group problem-solving activities and in-class discussions of interdisciplinary readings. It is required of all first-year students.
Prerequisite: For some first-year students EN 100 or EN 103.

103
English for International Students
This special program of study is for international students whose mastery of English is not sufficient to meet the entrance requirements for EN 101.
104 Writing for the Academic Conversation
This is a five-week course designed to introduce Gateway and ACT 101 students to the fundamentals of writing at the university level. This course is designed to help students understand and embody the basic habits of a scholarly life of inquiry and to help students find a way to contribute to the academic conversation. Students write two formal papers, maintain a journal, read and discuss assigned readings, peer review each other’s writing, and represent their growth as readers, writers and thinkers in an end-of-session portfolio. Students also are required to meet with the professor twice for one-on-one conferences on their papers and to participate in twice-weekly, one-hour writing sessions in a computer lab facilitated by two graduate-level writing consultants.
Prerequisite: Acceptance into the summer Gateway program.

107 Human Dilemmas: A Literary Perspective
This is an exploration of genres of poetry, short story, drama and film as ways of representing and working through human problems. The course focuses on a core issue, problem, or theme chosen by the instructor. Class discussions include students’ analyses of personal experiences as a means of understanding the thematic focus of the course.

113 Popular Literary Classics
This course analyzes modern literary works that were both popular and critical successes, exploring the thematic and rhetorical features that led to their wide appeal. Texts include American and British works of fiction, autobiography, poetry and drama as well as pertinent critical essays and book reviews offering insight into the nature of commercial and critical reception of literature. Classes involve discussion of themes, styles, milieu and place in literary history.

115 The Business World in American Literature
The course surveys American novels, stories and plays about the world of business, especially its effect on a personal sense of success and self-worth.

199 Interpreting Literature
This introductory course develops the student’s ability to read and write critically about literature and analyzes the relationship of literary form to thematic and rhetorical function through examination of poetry, drama and prose fiction. It includes some use of research material in the field. Required of English majors.

200 Critical Reading/Writing Workshop
This workshop focuses on composing, analyzing and revising drafts, especially in the peer-review process. It includes readings in the theory and practice of peer-reviewing, motivation and resistance, role-playing and other group activities, and examination of student papers. It is open to all sophomores, juniors and seniors. (Pass or no credit.)

201 Thought and Expression II
Taken after EN 101, this course follows the same basic format. Focuses on interdisciplinary reading and writing assignments with greater emphasis on library research. Required of all students who do not take a Research Writing-designated course in another department.
Prerequisite: EN 101.

202 Research Writing for English Majors
In this course, students begin to learn how to do discipline-specific research and use that research in different writing tasks designed to foster critical thinking and literary analysis.
Prerequisite: EN 101.

203 Literacy Tutoring for Adult Learners
This is an introduction to methods of literacy tutoring for adult learners, including intensive preparation in methods of tutoring, the nature of cross-cultural communication, and the nature of literacy learning. It includes a service-learning experience providing classroom preparation followed by field experience tutoring adults in the area, with ongoing guidance through seminar discussions.

211 Creative Non-Fiction Workshop
This intermediate-level writing course emphasizes the principles, processes and skills that are fundamental to both academic and professional writing, with attention to analysis, argument, exposition and critique. It includes formal instruction in grammar, punctuation and mechanics, with frequent writing assignments plus an independent project.

212 Writing Poetry and Fiction I
Practice in poetry and fiction writing skills, this course includes regular submission of written work for peer and instructor critique, with analysis of published poems and short fiction for style, interpretation and techniques in relation to subject and intention.
English at Arcadia University

215
Writing for Careers
This intensive study of the writing demands in business, industry and government includes manuals, reports, correspondence, carefully designed visuals, job application letters, resumes and other projects. The course emphasizes writing that is practical, rhetorically and stylistically effective, and authentic. It focuses on the writing process and small-group problem solving. It requires oral presentations.

216
Writing Workshop
Practice in writing essays, with attention to individual needs, this course includes frequent assignments in various types of expository prose, ranging from feature articles and persuasive essays to reviews of plays and films. It emphasizes clear, interesting writing and the adjustment of style to subject matter and audience. It provides experience in revising and editing one's own work in response to peer and instructor commentary.
Prerequisite: EN 101.

217
Journalism I
This introduction to the basic elements of journalism includes newspaper and magazine writing, investigative reporting, editing, layout and the ethics of journalism. It covers all aspects of print journalism.
Prerequisite: Sophomore standing.

218
Business Writing
This course offers practical experience in writing for business with rhetorical sophistication, grammatical competence and a strong sense of what is and is not good English prose style. It emphasizes typical business and industrial reports and correspondence.
Prerequisite: EN 101.

219
Literary Themes and Forms
This intensive study of a selected genre or theme occurs in an informal lecture-discussion format. Possible topics: Humankind’s Relation to Nature, Love through the Ages, the Sonnet. It may be taken more than once for credit when topics vary.

220
Selected Authors
This critical reading of texts by one or more major dramatists, fiction writers, or poets focuses on the stylistic, structural and thematic developments in each writer's work. It may be taken more than once for credit when topics vary.

222
Lewis & Tolkien
This course focuses on the interconnections in the writings of these two popular fantasy authors and their social philosophies. Students will develop literary research skills to support critical literary investigations.

223
Contemporary Short Fiction
This course introduces students to a variety of contemporary (written in the last 25 years or so) short stories, with emphasis on the comic, the bizarre and the outrageous. Authors may include Atwood, Marquez, Alexie, Erdrich, Barth, O'Brien, Sontag, Tan, Amis, Gordimer, Kureishi, Galeano, Rushdie and others.

224
Native American Fiction
Introducing students to some of the most significant contemporary short stories, novels and poetry by Native American writers since the mid-1960s, this course includes works by Momaday, Silko, Ortiz, Dorris, Alexie, Erdrich and others. Students examine the Native American "experience" in contemporary society.

225
Introduction to Gay and Lesbian Fiction
This course is an introduction to gay and lesbian literature from the beginning of the 20th century to the present. Authors include Forster, Baldwin and Highsmith among others. Assignments and discussion topics consider the literature and its relationship to and impact upon the history, society and culture of the day.
Prerequisite: EN 101.

226
Detective Fiction
This is a survey of different forms and sub-genres of suspenseful fiction, including texts that range from short, classic mysteries to hardboiled novels to police procedurals. It includes exploration of, among other concepts, justice and law and the difference between the two. Texts from different nations and different historical periods reflect and/or create shifts in cultural, social and literary values. The course includes online discussion boards, short analytical papers and a longer final project that incorporates background research.
Prerequisite: EN 101.

227
Philadelphia in Literary and Cultural Context
This exploration of the rich array of expressions about Philadelphia focuses on diverse writers from different periods, including William Penn, Elizabeth Drinker, Philip Freneau, Edgar Allan Poe, George Lippard, and Frank Webb. Students interpret literary, historical, and cultural texts.
English at Arcadia University

through interdisciplinary methods, read archival materials about the city, and engage in weekend fieldwork by visiting sites such as the National Constitution Center, the Edgar Allan Poe House, and Eastern State Penitentiary. The course culminates at semester’s end with a researched project that examines some of the area’s metropolitan heritage.

**Prerequisite:** Sophomore standing or above.

229 *Voices of America*
Study of diverse voices that comprise American literary heritage. This course explores the relationship of the texts to the intellectual, historical and social conditions that produced them. Sample authors include Sherwood Anderson, Toni Morrison, Sherman Alexie, Edwidge Danticat, Alison Bechdel, Sandra Cisneros and many others.

**Prerequisite:** Sophomore standing or above.

230 *Survey of African American Literature*
This course functions as a survey focusing on the experiences, literature, critical theories, philosophies, and histories attributed to African Americans as represented by African American writers. The course explores the diversity of themes that comprise the literary canon through the examination of oral narratives, poetry, fiction, and drama. The primary goals of the course are strengthening preexisting analytical and critical thinking skills, preparation for upper-level literature courses, and the introduction of major texts and themes.

**Prerequisite:** Sophomore standing or above.

231 *African American Short Story*
This is a survey of short stories that reflect different historical moments in the African American community as both it and the nation evolved. Beginning with African and African American folk tales, the course includes classic stories by such writers as Charles Chesnutt, Jean Toomer, Zora Neale Hurston, and Richard Wright and also contemporary practitioners such as Edward P. Jones and Alice Walker.

**Prerequisite:** EN 101.

232 *Louise Erdrich*
Critical reading of and writing about major novels, short stories, nonfiction, and poetry of Louise Erdrich. Focuses on the stylistic, structural, and thematic developments of Erdrich’s work.

233 *Shakespeare*
This study of selected comedies, tragedies, histories and romances by William Shakespeare emphasizes systematic literary and dramatic criticism.

240 *Intermediate Fiction Writing*
A workshop designed to immerse students in the practice of writing, revising and workshopping their original fiction works at an intermediate level. Students will read and critique the work of their peers while reading works of short and long fiction and also texts about creative writing. Readings include two novels, seven to ten short stories, and a creative writing instructional text; Course requirements include a minimum of two analytical essays exploring fiction writing as a craft and demonstrating expert understanding of particular craft elements.

**Prerequisite:** EN 212 is highly recommended.

241 *Intermediate Poetry Writing*
A workshop designed to facilitate and encourage the student's own style and voice in writing poetry. The course has three components: weekly readings, weekly writing prompts, and peer review workshops. Authors include Williams, Ashbery, Schuyler, Whalen, Armantrout, Hoagland, Smith, Scalapino, Lin, Berssenbrugge and others.

**Prerequisite:** EN 212 is highly recommended.

267 *Introductory Fiction and Poetry Workshop*
This course for beginning creative writers is designed to help students develop writing skills over four weeks through online discussions and workshops and also through personal feedback from peers and the instructor during both the weekend on campus and the four weeks of online workshops. Assignments include writing and revising original fiction and poetry, extensive reading of literature and writings on craft and technique, and a final portfolio of the student's best work.

272 *Poetry for Page and Stage*
One-half writing workshop, one-half performance, this workshop looks at how we can translate our own written work into a stage performance. It begins with a traditional poetry workshop centered on students' writing. It explores vocal and theatrical techniques to bring the written word to life. Readings include works of O’Hara, Sanchez, Williams, Shange and current performance artists. The course ends with a final public performance.
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299
Interpreting Literature II
An intermediate-level investigation and practice of strategies of interpreting literary texts. Topics include multiple vs. single interpretations; the problem of political and psychological subtexts; and the relation among history, society and the author. Readings are drawn from fiction, poetry, drama and essays on critical theory. Required for English majors.
Prerequisite: EN 199 or its equivalent.

311
Writing Center Issues
This course helps Arcadia University Writing Center consultants to develop the skills and understanding of Writing Center issues necessary to be effective tutors. Every semester addresses a different theoretical perspective or issue, including writing across the curriculum, effective structures of consultations, the rhetoric of student papers and tutoring, conversation models, research writing, and cultural issues in tutoring.
Prerequisite: Students must be employed at the Arcadia University Writing Center as writing consultants.

314
Writing 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 full-time or freelance careers as magazine writers or editors. 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 provides an understanding of the basic structure of magazines, the different types of stories that magazines publish, and the economic forces driving magazine publishing today.
Prerequisite: Junior standing or above.

315
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 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.
Prerequisite: Junior standing or above.

316
Writing for the Health Industry
An intensive writing workshop offering 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.
Prerequisites: Junior standing or above.

318
Journalism II
Learn the set-up 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 and substance.
Prerequisite: EN 217 or another course in journalism, or experience in public relations/advanced writing; or permission of the instructor.

320
Classical and Medieval European Literature
This 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 are drawn from the plays and epics of ancient Greece; great Roman authors such as Virgil, Augustine, and Boethius; and such medieval works, genres and authors as Beowulf, the Arthurian romances, Dante and Chaucer.
Prerequisite: Junior standing or above.

321
European Renaissance and Enlightenment Literature
This 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 More, Montaigne, Bacon and Cervantes; Elizabethan and Jacobean dramatists such as Jonson, Shakespeare and Webster; English lyric poets such as Wyatt, Sidney, Spenser, Shakespeare, Donne and Marvell; major works from later 17th century and Restoration authors.
such as Milton, Dryden and Congreve; and major figures from the 18th century such as Pope, Swift, Voltaire, Defoe, Fielding and Sterne.

**Prerequisite:** Junior standing or above.

**322 Modern British Literature**
This is a critical reading of major British works of the 19th, 20th and 21st centuries in the context of cultural history. Readings include works by such writers as Wordsworth, Coleridge, Shelley, Keats, Bronte, Browning, Tennyson, George Eliot, Conrad, Woolf, Beckett and others.

**Prerequisite:** Junior standing or above.

**323 Modern American Literature**
This is a critical reading of major American works of the 18th, 19th, 20th and 21st centuries, approaching the texts as products of a specific place and historical experience. Authors include Emerson, Thoreau, Hawthorne, Melville, Douglass, Twain, Dickinson, James, Faulkner, Frost, Hughes, Baldwin, Miller, Morrison and others.

**Prerequisite:** Junior standing or above.

**327 The Discovery of Adulthood in British and American Fiction**
This course explores, through novels and short stories, the cognitive, moral, social and psychological complexities of adolescent and early adult experience. It also deals with the literary problems involved in portraying these stages of human development. The aim both of the readings and of the class activities is to enhance awareness of the magnitude of change implied in the term “growing up.” While the overall focus is thematic in nature, the specific day-to-day focus is primarily literary, although there will be some brief side-excursions into related fields, especially that of psychology.

**Prerequisite:** Junior standing or above.

**328 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, we look at his presentation of themes such as race, slavery, family and the natural world. This is an advanced course for students with experience in reading and writing literary criticism.

**Prerequisite:** EN199 or equivalent; Junior standing or above.

**329 Narrative Form in Fiction and Film**
This is a study of narrative forms and structures in film and fiction. Close reading of texts, reviews and conventional and experimental narrative forms are guided by narrative theory. Opportunities exist for critical and creative responses.

**Prerequisite:** Junior standing or above.

**330 Black Cinema**
This course examines the cinematic productions by Black filmmakers, representing Africa, North America, the Caribbean and Europe. Sample topics include early “race films,” independent cinema, documentary, women in film, 90s urban drama, “message cinema,” “Nollywood” (Nigerian film industry), the politics of production and distribution, film representing global cultural and social movements, and the role of the Black film maker, globally. Filmmakers include Ousmane Sembene, Julie Dash, Kasi Lemmons, Melvin Van Peebles, Spike Lee, Haile Gerima, Ana DuVernay, and others.

**Prerequisite:** Junior standing or above.

**332 Literature and the Law**
What is the right relation between people and the laws they enact? Strict obedience? Civil disobedience? Conscientious objection? Violent rebellion? Silent subversion? This question and the responses it’s drawn through centuries of human history are the subject matter of this course. Fiction, drama, essays and films have explored how people have grappled with the complex issues arising from the imperfect relationship between an individual and the law. We’ll view films and read fiction and drama that present the theme. Also, students will read essays by literary critics, philosophers, lawyers, judges and psychologists who write about the shared interpretive strategies of literature and law.

**Prerequisite:** Junior standing or above.

**333 Teaching English as a Second Language**
This introduction to ESL teaching methods provides background in lesson planning, cross-cultural communication, selecting English-as-a-Second-Language materials, and conducting lessons. It includes field tutoring experience in practicum with adult literacy learners or second-language students.

**334 Introduction to Linguistics and Language History**
This examination of the historical development of the English language and the various approaches
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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. It does not count as a literature course.

**Prerequisite:** Junior standing or above.

335  
**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.

**Prerequisite:** Junior standing or above.

336  
**Asian Literature**  
This is a historical introduction to the cultural and literary modes of India, China and Japan through the study and discussion of ancient and modern works of Indian, Chinese and Japanese literature, supplemented by some religious and philosophical texts. It includes such works and writers as the Ramayana, the Gita, Gandhi, Tagore; Confucius, Lao-Tse and recent Chinese poetry and fiction; Noh plays, haiku and *The Snow Country*.

**Prerequisite:** Junior standing or above.

337  
**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, and 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*.

**Prerequisite:** Junior standing or above.

341  
**The Slave Narrative**  
This course will explore the structures and literary themes present in autobiographical narratives of former slaves (African and Black American) of the 17-19th centuries, as well as the revision of these narratives in the work of contemporary writers of the African Diaspora (late 20th and 21st centuries). We will discuss the global impact of slavery and the literary methods used to address the institution. In addition to archival sources from the Library of Congress and other slave narrative projects, possible authors include Olaudah Equiano, Harriet Jacobs, Venture Smith, Toni Morrison, and Yvette Christianë. This course may be taught in a traditional classroom format or fully online.

**Prerequisite:** Junior standing or above.

342  
**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.

**Prerequisites:** Junior standing or above.

343  
**Writing for Children**  
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 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. It does not count as a literature course.

**Prerequisite:** Junior standing or above.

344  
**Special Studies Seminar**  
This seminar on advanced topics in literature provides an opportunity for intensive study in areas of special interest. Topics vary. Possibilities include: Modern and Contemporary Fiction; American Women Writers; Cinema of Science Fiction; Women’s Cinema.

**Prerequisite:** Junior standing or above. May be taken more than once for credit when topics vary.

346  
**Russian Fiction**  
This is a survey of Russian fiction, of its themes and narrative techniques, with special emphasis on select works of Pushkin, Gogol, Dostoevsky, Tolstoy, Turgeniev, Babel, Pasternak and Solzhenitsyn. It covers Russian history in outline, from the founding of the Kievan State to the emergence of new Russia. The course
approaches individual works as cultural products of their times.

**Prerequisite:** Junior standing or above.

### 349 The Short Novel
A study of several small masterpieces of fiction. Authors may include Austen, Melville, James, Faulkner, Pynchon, Morrison, Barker and/or others. Advanced course for juniors, seniors and graduate students.

**Prerequisite:** EN199 or an intermediate level literature course.

### 350 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 work.

**Prerequisite:** Junior standing or above. May be taken more than once when topics vary.

### 351 Jane Austen
A study of Austen’s six major novels with attention to the culture of Regency England, the course examines 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.

**Prerequisites:** Junior standing or above.

### 352 Alfred Hitchcock’s American Films
An intensive study of the major film works of one of the best 20th century studio directors focuses on the cinema produced in his American period, 1943-63. 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 American culture of mid-century America.

**Prerequisites:** Junior standing or above.

### 353 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.

**Prerequisite:** Junior standing or above.

### 355 Southern Fiction
This exploration of the fiction of the American South focuses on recurring themes in Southern literature. Authors may include Mark Twain, Faulkner, O’Connor, Lee, Warren, Hurston, Wright, Styron, Welty and Jones.

**Prerequisite:** Junior standing or above.

### 359 Literature after War
This course focuses on literature that expresses the mood of the community in response to war. Most of the texts look at the community in the wake of war, not during it. Thus, the course is not a typical “war literature” course in that it is less focused on what happens on the battlefield than on what happens after the battles are over.

**Prerequisites:** Junior standing or above.

### 360 Contemporary American Autobiography
Introducing students to the important genre of the memoir, this course 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.

**Prerequisite:** Junior standing or above.

### 361 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.

### 362 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. Possible authors include Austen, James, Eliot, Joyce, Woolf, Faulkner, Ellison, Pynchon, Morrison and Byatt.

**Prerequisite:** Junior standing or above.

### 363 Seminar: Modernism and Postmodernism
This 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 such poets as
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W. C. Williams, R. Lowell, Plath, Levertov and Rich; film directors Fellini, Resnais, W. Allen and essays by Altieri, Fish and Barthes. **Prerequisite:** Junior standing or above.

364 **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 analytical papers and poetry. **Prerequisite:** Junior standing or above.

365 **The Contemporary Moment**
This course seeks to give a student a fresh experience of the literature being produced in our culture here and now. The majority of the texts have appeared in the world very, very recently—texts by living writers who, as creative personalities, make a just claim on both our time and our attention. A number of these writers, among them Jean Valentine, C.K. Williams, Robert Pinsky, and T.C. Boyle, are well-established writers whose reputations are secure. Others are emerging or established writers about whom a student will know little, if indeed anything, at the beginning of the course, but who will afford the student experiences that will be richly worthwhile. **Prerequisite:** Junior standing or above.

366 **Kerouac and His Sources**
This 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 *M exico City Blues*. Influences include others in the Beat Movement such as Allen Ginsberg, Cary Snyder, Diana di Prima; American predecessors such as 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. **Prerequisite:** Junior standing or above.

368 **Tell It Slant: Memoir Writing Workshop**
The word “memoir” literally means to remember in French, but it has morphed into one of the most popular literary genres today. The course primarily is concerned with carefully crafted literary memoirs. Some questions that will be considered are: What is the difference between memoir and autobiography? What are the ethics involved with writing memoir? What elements (dialogue, scene, description) go into crafting a memoir? How truthful is memoir? How do experienced writers render their memoirs? **Prerequisite:** Junior standing or above.

369 **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 as well as on distinct characteristics of the genre. **Prerequisites:** EN 343/443: Writing for Children, or the equivalent from another institution, or permission from the instructor. Junior standing or above.

371 **Career Internship in English**
The internship is in a supervised professional setting for a minimum of eight hours per week. It includes meetings with other interns and the instructor to analyze and discuss the work experience. It requires a written log and a paper analyzing some aspect of the internship experience as it relates to personal career plans. Interested students must submit a written proposal for an internship before registering for the course. Students also must carry at least 8 additional credits at Arcadia University while enrolled in the internship unless regularly attending on a part-time basis.

372 **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. **Prerequisite:** Junior standing or above.

373 **Writing for the Law**
This course focuses on writing forms and style used in legal settings and law school. Reports, forms and briefs, as well as research techniques and information gathering using legal resources, are discussed in full. **Prerequisite:** Junior standing or above.

374 **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 integrates an understanding of the philosophy and practice of philanthropy in the United States. Instructional formats include lecture, group work, writing practice, guest speakers, media analysis, online discussion, and field experience.

**Prerequisites:** Must have at least EN 101 and a research writing-designated (WR) course. Junior standing or above.

375
**Fiction Writing Workshop**
This workshop is limited to undergraduate students of junior and senior standing who wish to further their skills, which must be already well-developed, as writers of fiction. Students critique one another’s works-in-progress, consider works of fiction by professional writers, and participate in intensive, cumulative workshops 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 in the course.

**Prerequisites:** EN 212 or the equivalent; or permission of the instructor, which is based on the submission of a portfolio of stories that gives clear evidence of solid training in fiction writing. Students with no prior formal training in fiction writing are not likely to be admitted. Junior standing or above.

376
**Writing for the Web and New Media**
In the rapidly changing world of business and industry, one thing hasn’t changed—the high demand for professionals who can deliver high quality, strategic copy for a variety of new media formats, including company websites, intranets, and other digital media. This course, which draws on current usability research, 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.

**Prerequisite:** Junior standing or above.

377
**Advanced Editing Workshop**
The course 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.

**Prerequisites:** Junior or senior standing.

378
**Poetry Writing Workshop**
This course equips students with the fundamental tools needed to write effective poetry and to read poetry intelligently. It emphasizes the craft of poetry in a workshop setting where students’ poems are critiqued, and it includes a careful consideration of the works of accomplished poets, poetic theory, and the rules of prosody.

**Prerequisite:** Junior standing or above.

381
**Modern British Literature and Culture**
The seminar begins on the Arcadia campus with study of the historical and philosophic backgrounds and the formal features of select modern English texts. Participants then travel to London, with visits to museums, libraries, cathedrals and the English locales of works.

**Prerequisite:** Permission of the instructor. Junior standing or above.

382
**Medieval Women**
Explores the facets of women’s connections to text during the Middle Ages through the lens of feminist literary theory. Women of the Middle Ages were the subject of many writers’ platitudes and chastisements and secular, religious and pedagogical texts. This course will challenge the modern notion of medieval women as silent and docile and explore the multi-faceted relationship of women and text during the period.

**Prerequisite:** Junior standing or above.

383
**Geoffrey Chaucer**
Geoffrey Chaucer has for decades been known as “The Father of English Literature.” We come to know him through his memorable characters such as the Wife of Bath, and through his comic tales, such as the Miller’s Tale. But Chaucer was a far more prolific and varied writer than most are aware: his works include tales, ecclesiastical handbooks, technical documents, romances, fabliaux, and what scholars have dubbed the first novel. This course will explore both the cultural and theoretical contexts of Chaucer’s many works, including many Canterbury Tales, The Legend of Good Women, and his pinnacle work, Troilus and Criseyde.

**Prerequisite:** Junior standing or above.
384  
**Graphic Fiction Adaptations from Literature and Life**
A study of graphic fiction as a hybrid narrative medium through a deep analysis of its synthesis of the narrative approaches of literary fiction, drama, journalism, and visual arts; and its distinctive blend of visual and verbal languages to produce graphic adaptations of print literature (as well as narrative media like film and television). Introduces fundamental narrative and dramatic devices of the two languages and various media; provides a critical vocabulary for interpreting graphic fiction; guides careful textual analysis of important graphic fictions together with their narrative sources. Offers regular opportunities to discuss and interpret fiction in class and in writing, including the creation of graphic fiction works.  
**Prerequisite:** Junior standing or above.

385  
**Humanities Colloquium**
In this collaborative study of a specific topic from one of the humanities disciplines, topics vary from year to year, alternating among the three areas of concentration within the humanities program. It may be repeated for credit on a different topic.

386  
**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.  
**Prerequisite:** EN212 or equivalent. Junior standing or above.

389  
**Independent Study**
This is an in-depth study and research on an individual author, genre, or theme, culminating in a substantial paper or project in creative writing.  
**Prerequisites:** Junior standing or above, a minimum GPA of 3.0, and permission of the Chair.

488  
**Creative Writing Culminating Manuscript**
This is the culminating course for seniors enrolled in the Creative Writing Concentration. The student will work on a manuscript that may or not be inspired by a work produced in another course over the student’s four years of study. The manuscript will be about 50 pages in length and can be a work of fiction, non-fiction or poetry. This course will be team taught by professors who specialize in the possible genres. The course will meet three hours once a week and include lectures on elements of craft and form, whole class discussions of elements of craft based on assigned readings, development and peer review sessions, lab time when a student can work on revising his or her manuscript, ask questions immediately and get advice from a professor or a peer. Each student will produce and revise his or her manuscript throughout the semester and will also critique other students’ work-in-progress. By the end of the course, the student will have completed the manuscript and will read from his/her work at a senior reading event.

490  
**The Text, the Critic and the World**
This Capstone course for senior English majors explores contemporary literary theory and cultural criticism. It is in seminar format, with student reports and an individual term project.  
**Prerequisites:** Senior standing or permission of the instructor.
Forensic Science (3+2 leading to master’s degree) at Arcadia University

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

Faculty
Karen Scott, Ph.D., Director and Associate Professor of the Forensic Science Program
Lauretta Bushar, Ph.D., Professor and Chair of the Department of Biology
Emanuele Curotto, Ph.D., Professor and Chair of the Department of Chemistry and Physics

Degrees
Bachelor of Arts in Biology or Bachelor of Arts in Chemistry
Bachelor of Science in Forensic Science

About the 3+2 Accelerated Forensic Science Program

- Highly selective program for academically talented students
- Bachelor’s degree and master’s degree in Forensic Science in five years
- Rigorous scientific foundation for a career in forensic science
- One of the first FEPAC-accredited programs in Forensic Science
- Guaranteed internship with nation’s premier forensic scientists
- Arcadia University-sponsored student participation in professional meetings
- State-of-the-art laboratory facilities
- Personal attention from faculty advisors
- Active research programs in various forensic science disciplines
- Opportunity to attend autopsies and consult on cold case investigations
- Curriculum aligned with guidelines from the DNA Advisory Board (DAB), Scientific Working Group for the Analysis of Seized Drugs (SWGDRUG) and the American Board of Forensic Toxicology (ABFT)

This program provides an accelerated pathway through the Undergraduate Curriculum into Arcadia’s master’s degree program in Forensic Science.

During the first three years of study, a student takes prerequisite coursework and Undergraduate Curriculum requirements. In the fourth year of study, the student completes the Senior Seminar and Capstone requirements for the undergraduate degree and begins graduate coursework, which is completed in the fifth year.

In addition to courses in chemistry and biology, graduate courses concern both general and specific topics in forensic science. The fifth year of the accelerated program includes certain common courses as well as specialization in chemical, biological, and toxicological coursework. Students also complete an internship and independent research project. The University sponsors student participation in professional meetings in the final year of the program.

This pathway allows a student to fulfill all of the Undergraduate Curriculum and major requirements (including completing 128 undergraduate credits) and the requirements of the Master of Science in Forensic Science (38 to 70 credits) in five years. The 3+2 program provides a pathway to ensure that the undergraduate coursework taken by the student meets the expected prerequisites and required background knowledge for the master’s program in Forensic Science at Arcadia University.

Arcadia’s FEPAC-Accredited Master’s Program in Forensic Science

Forensic science is the application of science to the purposes of law. It is highly interdisciplinary by nature and has become a vital part of the judicial and regulatory system in America. Practicing forensic scientists, law enforcement personnel, and criminal justice professionals all recognize the growing need for highly qualified specialists who can execute established and appropriate techniques in the collection, preservation, analysis, and presentation of forensic evidence.

The Arcadia University Master of Science in Forensic Science (M.S.F.S.) program is

www.arcadia.edu/catalog
Forensic Science 3+2 leading to master’s degree at Arcadia University

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

The Master of Science in Forensic Science (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. This alliance provides a source of adjunct instructors, a forensic library, invaluable links to the forensic science community and guaranteed internships with some of the nation’s premier forensic scientists. State-of-the-art laboratory equipment and facilities are provided in nearby Willow Grove, Pa.

Advising: Each student admitted into the program is assigned a faculty adviser in either the Biology or Chemistry department. The adviser is involved in helping the student to take the prescribed coursework for admission into the master’s program while completing the Undergraduate Curriculum and major requirements necessary for completion of the bachelor’s degree. The Director of the Forensic Science program also assists each student with questions and advises him or her.

Expert graduate seminars: The fourth year features 1-credit seminars in which forensic experts address key issues in their fields.

Summer project/internship: After the fourth year, students engage in a summer research project mentored by a faculty member affiliated with the University or its partners. At this time, students may also participate in a summer internship experience with one of the University’s affiliated laboratories. This is in addition to the guaranteed internship offered in the Spring semester of the fifth year.

Admission to the 3+2 Accelerated Program

Students must apply for admission into the 3+2 program directly from high school. Highly selective admissions criteria are used to select academically talented students capable of handling the accelerated schedule.

Applicants must submit an essay of approximately 500 words that answers the following two questions:

1. What interests you in the field of forensic science?
2. Why do you want to be a forensic practitioner?

Before writing the essay, students are strongly encouraged to familiarize themselves with the field of forensic science by exploring the American Academy of Forensic Sciences Web site (www.aafs.org).

Matriculated students will not be accepted into the 3+2 program. (Note: Matriculated students can follow the 4+2 Forensic Science program, which prepares students for admission into Arcadia’s master’s program and offers assured admission for select qualified students.)

The profile of the typical successful candidate includes the following:

- High school laboratory science courses in biology, chemistry and physics; Advanced Placement courses if available
- A college-prep math course in each year of high school
- Combined SAT scores of at least 1800, with no individual score below 600
- Students need a 3.0 cumulative GPA or better to be considered

At the completion of each semester of undergraduate study, students will be evaluated to ensure that they meet the qualifications to continue on in the accelerated degree program. These criteria include:

- Maintained a cumulative GPA of 3.25 or better and a GPA of 3.0 in the major.
- Have received no less than a “B-” in any of the science or math courses in the prerequisite major. If a C or C+ is earned in a required course, it may be repeated one time only with the Forensic Science Director’s permission. No additional Cs will be permitted in required coursework.

At the completion of the third year of undergraduate study, students will be
Forensic Science 3+2 leading to master's degree at Arcadia University

evaluated to ensure that they meet the qualifications to begin graduate coursework. At this point the students must have met the following additional criteria:

- Completed all major and Undergraduate Curriculum requirements (with the exception of the following courses: BI 340, CH 404, BI 490 and CH 490).
- Earned at least 112 semester hours by the end of the third year.

Students who meet these requirements are permitted to begin graduate coursework in their fourth year of study and enter into the Master of Science in Forensic Science program without having to take the GRE exam.

Students who do not meet these requirements can continue on with their undergraduate education in their fourth year and then apply to the M.S.F.S. program upon completion of their undergraduate degree following standard application requirements.

Structure of the B.A./B.S. in Chemistry and the M.S. in Forensic Science

Students completing the 3+2 B.A./B.S. in Chemistry and the M.S. in Forensic Science will complete all degree requirements in five years. In years one to four, students complete all Undergraduate Curriculum requirements and major requirements, including senior thesis/capstone project. In year four, students also commence graduate study and after successful completion of this year, will receive a bachelor’s degree. In year five, students will complete the remaining Forensic Science coursework. Students must work closely with an academic advisor to ensure all undergraduate requirements are met by the end of year four.

4+2 Program: Since the 3+2 program is highly accelerated, students who choose to participate at the traditional pace may transfer to the 4+2 program, completing the undergraduate degree in four years while completing requirements for admission in the master’s program. Assured admission into the master’s program is available for select qualified 4+2 students.

Structure of the B.A. in Biology and the M.S. in Forensic Science

Students completing the 3+2 B.A. in Biology and the M.S. in Forensic Science will complete all degree requirements in five years. In years one to four, students complete all Undergraduate Curriculum requirements and major requirements, including senior thesis/capstone project. In year four, students also commence graduate study and after successful completion of this year, will receive a bachelor’s degree. In year five, students will complete the remaining Forensic Science coursework. Students must work closely with an academic advisor to ensure all of the undergraduate requirements are met by the end of year four.
Forensic Science (4+2 leading to master’s degree)
at Arcadia University

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

Faculty
Karen Scott, Ph.D., Associate Professor and Director, Forensic Science Program
Lauretta Bushar, Ph.D., Professor and Chair of the Department of Biology
Michael Wilson, Ph.D., Chair of the Department of Chemistry and Physics

About the 4+2 Forensic Science Assured Admission Program

- Bachelor's degree and master's degree in Forensic Science in six years
- Rigorous scientific foundation for a career in forensic science
- One of the first FEPAC-accredited program in Forensic Science
- Guaranteed internship with nation's premier forensic scientists
- Arcadia University-sponsored student participation in professional meetings
- State-of-the-art laboratory facilities
- Personal attention from faculty advisers
- Active research programs in various forensic science disciplines
- Top scores on national Forensic Science Assessment Test
- Opportunity to attend autopsies and consult on cold case investigations
- Opportunity to become recognized by the American Board of Criminalistics (ABC) by taking the Forensic Science Assessment Test (FSAT) prior to graduation
- Curriculum aligned with guidelines from the DNA Advisory Board (DAB), Scientific Working Group for the Analysis of Seized Drugs (SWGDRUG) and the American Board of Forensic Toxicology (ABFT)

This program provides four years of study leading to a bachelor's degree plus two years of graduate study leading to the Master of Science in Forensic Science degree from Arcadia University. Students following the 4+2 program must pursue an undergraduate major in either Biology or Chemistry. Following the compulsory program of courses will ensure that students meet all required prerequisite and recommended coursework for Arcadia's master's program in Forensic Science. In the fourth year, students have the option of taking FS515 (Research Methods) with the approval of the Director of the Forensic Science program and the Chair of their undergraduate major department. Assured admission into Arcadia's master's program in forensic science is available for select qualified students from the 4+2 program each year.

Forensic science is an applied field and the greatest indicators for a successful career are a thorough grounding in the natural sciences and a high level of comfort with basic principles in biology, chemistry and physical sciences. The 4+2 program offered by Arcadia University provides that foundation and prepares students for success in the Master's program through carefully selected undergraduate courses. The 4+2 program helps ensure students graduate with the basic knowledge that is so important to employers as well as the unique insight into forensic science practice that gives our graduates the edge in selecting their profession. Students who complete the program graduate with career options in the forensic sciences in a variety of settings, in other laboratory based science careers, in education or as researchers.

Arcadia’s FEPAC-Accredited Master’s Program in Forensic Science

Forensic science is 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. Practicing forensic scientists, law enforcement personnel, and criminal justice professionals all recognize the growing need for highly qualified specialists who can execute established and appropriate techniques in the collection, preservation, analysis, and presentation of forensic evidence.
The Arcadia University Master of Science in Forensic Science (M.S.F.S.) program is nationally accredited by the Forensic Science Education Programs Accreditation Commission (FEPAC) of the American Academy of Forensic Sciences (AAFS). Arcadia University is one of only a select few institutions to hold this accreditation, which recognizes the high-quality graduate forensic science education offered through this program.

The 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. This alliance provides a source of adjunct instructors, a forensic library, invaluable links to the forensic science community and guaranteed internships with some of the nation’s premier forensic scientists. State-of-the-art laboratory equipment and facilities are provided in nearby Willow Grove, Pa.

Arcadia’s curriculum is unique in that it covers a variety of specialties, unlike other graduate programs that require a commitment to a single field of study, making for more well-rounded forensic practitioners. The curriculum involves classroom and laboratory exposure to the fields of forensic biology, forensic chemistry, forensic toxicology and trace analysis. 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.

The Forensic Science program offers a variety of core and elective courses. In their first year of study, students are given the opportunity to take advanced courses in the fields of biology and chemistry. This provides students with a strong scientific foundation, which is 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.

**Minimum Requirements for Admission to the Master of Science in Forensic Science**

Students who begin their undergraduate education at Arcadia University must complete the following prerequisites:

- **Biological Sciences**: four lab/lecture courses, which include General Biology I and II, General Genetics, and Molecular Biology. (Anatomy and Physiology are highly recommended.)
- **Chemistry**: five lab/lecture courses, which include General, Organic Chemistry, and at least one semester of Analytical/Instrumental Chemistry. (Quantitative Chemical Analysis is highly recommended.)
- **Biochemistry** is required.
- **Mathematics**: one course in Statistics
- **Related coursework**: A course in Criminal Justice is highly recommended. A Criminal Justice course is also recommended.
- **Earn a bachelor’s degree in Biology or Chemistry from Arcadia University.**
- **Achieve a minimum 3.2 GPA overall and a 3.2 in prerequisite courses taken at Arcadia University and elsewhere. A grade of “C” or better must be earned in each prerequisite course. (A “C-” is unacceptable for prerequisite credit.)** All courses in the various designated areas are included when calculating the prerequisite GPA.
- **Take the Graduate Record Examination (GRE) and achieve a minimum total score of 300 on the combined verbal and quantitative portions with a minimum of 145 on the verbal portion and a minimum of 150 on the quantitative portion, and score a 3.5 or higher on the analytic portion. The test may be taken in the junior year (preferably) and/or in the fall of senior year.**
- **Work or volunteer related experience**: Knowledge of the profession through internships or research experience is preferred but not required.
- **A recommendation from the undergraduate Biology or Chemistry Department Chair.**
Forensic Science 4+2 leading to master's degree at Arcadia University

- Students desiring assured admission must submit their completed application electronically by November 1 of the academic year of graduation from Arcadia University.
- **Note:** The number of allotted assured admissions from the supplying Department will be determined by the Admissions Committee of the Arcadia University Forensic Science program on an annual basis. If the supplying Department exceeds the allotted number of assured admissions, the supplying Department will prioritize the list of applicants.
- Selected students must undergo an interview with the faculty of the Forensic Science program at Arcadia University for final approval.

Students who transfer to Arcadia University must meet the aforementioned criteria as well as the following:

- Complete a minimum of 15 earned credits per semester—and no fewer than 60 credits over the last four semesters of work at Arcadia University, excluding summers.
- Earn a bachelor’s degree in Biology or Chemistry from Arcadia University.
- Successfully complete four of the prerequisite science courses at Arcadia University.
Interdisciplinary Programs and Courses at Arcadia University

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

Global Field Study Programs

Direction
Warren Haffar, Dean of International Affairs
Scott Terry, International Program Coordinator for Preview Courses
Alayne Wood, International Program Coordinator for Global Field Study Courses

Faculty
The faculty who lead Global Field Study programs come from a variety of academic disciplines.

Overview of Programs

Preview Courses
Preview is a full semester course for first-year and new transfer students. The 2-credit course is offered in the Spring semester and integrates a week-long overseas field study during spring break as part of the curriculum. Application is required for enrollment, and a fee of $595 is required in addition to course tuition.

Global Field Study Courses
Global Field Study (GFS) courses are semester-long courses taken on the Glenside campus that include an additional off-campus field study, typically lasting between 1-2 weeks. GFS courses are open to Juniors and Seniors, with some open to graduate students. Courses may be offered in fall, spring, or summer session. Field study travel typically occurs in the middle or at the end of the course. Application is required for enrollment, and a special travel fee (variable by program) is required in addition to course tuition.

Global Brigades
Through Global Brigades Organization, students have the opportunity to participate in medical mission trips to developing countries, allowing them to gain a new understanding of clinical experience. In order to provide an enriched, academic experience for Global Brigades volunteers, Arcadia University and Global Brigades have partnered to offer a three-credit academic component for those students interested in receiving undergraduate credit for their experience at the special tuition rate of $500 for three credits, as well as a Certificate of Completion. The International Development Field Study course allows volunteers to connect with others through their in-country experience, explores the issues concerning the implications and impact of their service, and provides an opportunity for guided, academic reflection about their service-learning experience.

Global Field Study (GFS) Courses

181 International Experience (Preview)
(2 credits, Spring)
This course is an introduction to another culture through study of a particular topic. The majority of the semester will be spent on the Glenside campus, followed by a group field study to the country/region of focus. The culture studied and the thematic focus varies based on the faculty offering the course. *(Intended for first-year students, special travel fee applies.)*
**Prerequisite:** Application required.

281 International Research Experience
(1 credit for each week in the field, with a minimum of 2 credits and maximum of 4 credits)
This course is similar to an independent research project within specific disciplines. It is designed for students who participate in several of the University-sponsored international projects; such as the summer travel associated with the Heinz award. It is not limited, however, to such work. Any student who has developed a significant project and has a faculty sponsor is eligible for this course.
**Prerequisite:** Permission of the instructor (or faculty sponsor) only. Instructors are to review the guidelines with the student and approve the project prior to the research being undertaken. This is similar to the procedure for an independent study course; however, the form for ID 281 must be approved by the Dean of International Affairs.
Divided Cities in Cyprus

This course explores three themes related to the peace and conflict resolution on the divided island of Cyprus: Division, governance, and reconciliation. Together, we will explore the historical context of the conflict and the impact of its legacy on daily life, the various proposals to address the grievances of the different communities, including the various proposals from the UN and the EU to govern the Island. To counter the narrative of division, the course examines the various points that bring the different communities together out of the necessity of inhabiting “shared space,” visiting practitioner organizations on the ground that work toward peace and reconciliation through grassroots initiatives and public health outreach. (Special travel fee applies.)

Prerequisites: Minimum of junior standing, application required.

Spain’s Pilgrimage: The Camino

This course will undertake a portion of the pilgrimage route to Santiago de Compostela, Spain. We will be starting in the province of Lugo (Sarria) and walking 70 miles in 6 days which is the least amount of distance to still get official credit in Spain and a certificate for having walked the Road to Santiago. Students will be provided with a training schedule and a group trainer during the semester to make sure that they are in optimal physical shape to begin the endeavor. This pilgrimage was, and is, one of the holiest journeys dating from the Middle Ages. Current participants speak of the discovery of spirituality, the connection with nature, and a way to meet people from all over the world. We will end the journey at the Cathedral of Santiago de Compostela and spend two days discovering the wonder of this World Heritage Site. The total time of the trip will be 10 days. The academic portion of the course will focus on travel narratives, pilgrimages, and contemporary Spain. (Special travel fee applies.)

Prerequisites: Minimum of junior standing, application required.

Note: This course can count towards the Spanish major and/or minor.

Marine Biology and Cultural History of St. John Island

This is a short international course on the marine biology and cultural history of St. John Island. It has a weeklong field trip either over spring break (Sat to Sat) or after graduation in May. We will explore the marine biology and cultural history of St. John Island during our six class meeting and the field component at Viers marine Station in St. John Island. We will have four class meetings prior to the trip and two when we return. This is a global experience course with a global reflection option. St. John is about 20 square miles in size, is part of the US Virgin Islands and has one of the largest national park systems in the Caribbean. We will be staying at Viers, the University of the Virgin Islands marine station. This is a remote biology field station with eco-camp living quarters and full lab facilities including water tables and microscopes for sample processing. We will be taking daily trips to explore key marine habitats and cultural sites.
Interdisciplinary Programs and Courses – Global Field Study at Arcadia University

307 Social Justice in the African Diaspora (4 credits)
The course aims to investigate the contemporary social justice issues in American society, examine contemporary manifestations of past and present human exploitation, particularly institutionalized and internalized racism, sexism, and classism and deepen students' understanding of the ways human needs and social structures interact and influence intergroup behavior. Through interdisciplinary study and Intergroup Dialogue, a well-known and successful model for promoting democratic dialogue, action and civic engagement in the context of diversity, a local Global Reflections cultural experience in the African and African American communities in Philadelphia and study abroad in Ghana, West Africa. (Special travel fee applies)
Prerequisites: Minimum of junior standing, application required.

401 Conflict, Governance, and State Building: The Balkans (4 credits)
The course introduces students to key concepts of post-conflict governance and state building. It will concentrate on politics and political solutions to conflicts, including those stemming from improved domestic governance and international post-conflict governance. The students will attain better understanding of the state, institutional causes of ethnic conflict, the role of government in causing and resolving conflict, problems of post-conflict state building, key aspects of inclusive governance in multiethnic societies, power sharing, and minority accommodation and integration.

The course will explore key aspects of a case of a recent ethnic conflict in the Balkans: the roots and causes of the conflict, its history and consequences, the role of the international community, and post-conflict institution building. The course includes a field study to the Balkans visiting with leaders on both sides of the conflict: senior government officials, party leaders, local mayors, conflict resolution professionals, as well as U.S. and European diplomats. (Special travel fee applies)
Prerequisites: Background in Political Science, History, or related field; minimum of senior standing, application required.
Global Brigades (GB)

301
Global Brigades International Development Field Study
(3 credits)
This is a course that is overlaid on top of the Global Brigade service learning experiences in Ghana, Honduras, Nicaragua and Panama. It is offered to Arcadia and non-Arcadia students alike, delivered through a combination of Global Brigade chapter leaders, Global Brigade in-country staff, and Arcadia faculty. The course is designed with six weeks of pre-departure sessions; one week of in country service in any one of the 10 Global Brigade subject areas (Medical, Public Health, Micro-finance, Human Rights, Water, Environmental, Architecture, Dental, Engineering, and Business.). Students opting to add a credit option to their Global Brigades experience are assessed based on participation in the field and a culminating paper that links their experience in the field with theory and reflection.
Global Legal Studies (a Majors Abroad Program)
at Arcadia University

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

Department of Historical & Political Studies

Faculty

Global Legal Studies Program Director:
Dr. Amy Widestrom

Department of Historical & Political Studies Chairperson:
Dr. Peter Siskind

Associate Professors
Dr. Samer Abboud
Dr. Warren Haffar
Dr. Geoffrey Haywood
Dr. Angela Kachuyevski
Dr. Jennifer Riggan

Assistant Professors
Roland Adjovi
Dr. Amy Cox
Dr. Maryam Deloffre
Dr. Hilary Dick
Dr. Peter Siskind
Dr. Amy Widestrom

Adjunct Professor
The Honorable Chris Cerski, J.D. (Pre-Law Adviser)

Master of Education with a Concentration in Secondary Education with Certification in Social Studies

Pathways to Study Abroad

This Majors Abroad Program (MAP) requires at least two semesters of study abroad, normally in the junior year, at one location where law is offered as an undergraduate major and Arcadia students can take at least two law school classes plus two other courses widely recognized as good preparation for law school. A distinctive and challenging international experience is attractive to law school admissions committees.

Suggested study abroad locations: London School of Economics and Political Science, England; Queen Mary College, University of London, England; University of Essex, England; University of Aberdeen, Scotland; University of Glasgow, Scotland; University of Limerick, Ireland; Queens University in Belfast, Ireland; Australia National University, Australia; University of Wollongong, Australia; Bonn University, Australia; and Victoria University of Wellington, New Zealand. Visit www.arcadia.edu for more information and suggested course sequences.

About the B.A. in Global Legal Studies

• Preparation for law school or other graduate programs
• 4+2 with Arcadia’s International Peace and Conflict Resolution master’s program
• Preparation for careers in law, foreign service, government or other public service, education, management
• Preparation for secondary teaching
• Opportunities to travel with Model UN team
• Internships available in Pennsylvania, Washington, D.C., and British, Scottish, and Australian parliaments
• Senior Capstone seminar and thesis research project that integrate classroom learning with real-world experiences

Bachelor of Arts in Global Legal Studies

Related Fields of Study
Political Science
Pre-Law (minor)

Options
Secondary Education Certification (in Social Studies)
Minor in International Studies

Related Graduate Study at Arcadia University

Master of Arts in International Peace and Conflict Resolution

Master of Arts in International Relations and Diplomacy (American Graduate School of International Relations and Diplomacy in Paris, France)
Global Legal Studies at Arcadia University

- Opportunities to study at American Graduate School of International Relations and Diplomacy in Paris, France
- Opportunities to study abroad at some of the top universities around the world

The Global Legal Studies major focuses on developing skills useful in the study and practice of law, understanding substantive areas of law and legal reasoning, and exploring the place of law in both the United States and other societies.

Global Legal Studies is designed to provide undergraduate students with individual courses and study abroad experiences that will enable them to better understand both U.S. and world legal issues. It is designed for students who are interested in careers in law and/or international relations.

Students who major in Global Legal Studies can minor in any academic discipline, except Political Science or Pre-Law. Arcadia does not require that students have a minor to graduate, and no course considered to be part of a student's Global Legal Studies major may be counted again for that student's minor.

This Majors Abroad Program (MAP) requires at least two semesters of study abroad, usually in the junior year, at one location where law is offered as an undergraduate major, and Arcadia students can take at least two law school classes and other appropriate electives, as approved by the student's adviser. A distinctive and challenging international experience is attractive to law school admissions committees.

Students who are unable to study abroad for two semesters should realize that fact during their junior year and be able to graduate the following year with a Political Science major.

Suggested study abroad locations:
- London School of Economics and Political Science, England
- Queen Mary College, University of London, England
- University of Essex, England
- University of Aberdeen, Scotland
- University of Glasgow, Scotland
- University of Limerick, Ireland
- Queens University in Belfast, Ireland
- Australia National University, Australia
- University of Wollongong, Australia
- Bonn University, Australia
- Victoria University of Wellington, New Zealand.

This major requires successful completion of 12 courses, typically totaling 45-48 credits, of which eight will be taken on the Glenside, Pa., campus. The remaining four required courses include two law and two cognate courses taken abroad at an Arcadia University College of Global Studies program site. Other disciplines with required or elective courses in the Global Legal Studies major include: History, Philosophy, Economics, Business, Criminal Justice, International Studies, and Communications.

It is expected that students will complete required courses at the 100 level and at least one elective at the 100 or 200 level their first year, the required courses at the 200 level their second year, study abroad their third year, and the Senior Thesis and Capstone as well as any remaining required electives their final year. Students must be on campus their senior year to complete the Senior Thesis sequence.

Although not required for the major, Global Legal Studies seniors are encouraged to take the pre-law internship PS 324A and B (2 + 2 credits), either simultaneously or in sequence. Combining the study of law in another culture with working directly with legal professionals within the United States provides Arcadia students with solid preparation for law school.
## Requirements for the Bachelor of Arts in Global Legal Studies

(12 courses, typically 46-48 credits, as listed below, with Undergraduate Curriculum requirements and electives to total 128 credits)

1. Six required courses in Political Science
   - PS 150 Comparative Politics
   - PS 201 Political Science Research and Writing
   - PS 220 American Constitutional Law
   - PS 411 Introduction to International Law
   - PS 490 Senior Thesis Seminar
   - PS 491 Senior Thesis Seminar

2. Two courses in Law (to be taken abroad, subject to adviser approval)

3. Four electives, two of which must be taken abroad, subject to adviser approval, and two of which should be selected from the following. Upon adviser approval, additional courses may count toward this requirement.
   - BA 230 Legal Environment of Business
   - BA 232 International Environment and Legal Issues for Business
   - CJ 160 Crime and Punishment
   - CM 215 Public Speaking for Business
   - EC 210 Principles of Macroeconomics
   - HS 228 America as Empire
   - IS 340 Law, Disorder and Globalization
   - PL 155 Applied Logic
   - PL 175 Ethics
   - PS 110 Law and the Legal Process
   - PS 211 Terrorism and Counterterrorism
   - PS 218 Criminal Law and Procedures
   - PS 225 Politics and the Developing World
   - PS 240 United States Foreign Policy
   - PS 241 International Relations
   - PS 243 Introduction to Peace and Conflict Resolution
   - PS 260 F.D.R. to Obama
   - PS 270 Introduction to Security Studies
   - PS 330 American Political Thought
   - PS 335 Politics of Russia and Eastern Europe
   - PS 340 The Judiciary
   - PS 370 International Human Rights
   - PS 375 Constitutional Law II: The First Amendment
   - PS 420 International Security
   - PS 421 International Organizations
   - PS 422 Conflict Resolution in Deeply Divided Societies
   - US 232 Mock Trial Workshop
Global Media at Arcadia University

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

Faculty

Professor
Dr. Shekhar A. Deshpande

Associate Professors
Dr. Lisa B. Holdeman (Chair)
Alan W. Powell

Assistant Professor
Dr. Michael Dwyer (Director, Undergraduate Studies)

Instructor
Christine Mullin

Degrees

Bachelor of Arts in Global Media with a concentration in:

- Cultural Studies
- Digital Gaming Studies
- Digital Media
- Fashion Studies
- Film Production
- Media Industries
- Media Production
- New Media Journalism
- Sound and Music
- Visual Cultures
- Visual Journalism
- World Cinema

Related Study at Arcadia

Bachelor of Arts in Communication
Corporate Communication
Print Communication
Video Communication
Individualized Concentration in Communication

Minors
Cinema Studies
Communication
World Cinema

Pathways to Study Abroad

These Majors Abroad Programs (MAPs) require one year of study. Students need to work with their advisers and Chair of the Department to prepare a plan of studying abroad in one of the specialized areas to complete these degrees.

Study Abroad Locations:

- University of Westminster, London
- Goldsmith’s College, University of London, London
- City University, London
- Bond University, Gold Coast, Australia
- London Now Program, London College of Fashion
- University of St. Andrews, Scotland
- Griffith University, Gold Coast
- University of New South Wales, Sydney
- Queensland University of Technology (QUT), Brisbane

About the B.A. in Global Media

- Preparation for careers in media, entertainment, creative industries
- Professional internships—here or abroad
- Student-run newspaper, radio station, and TV channels
- Opportunities to study abroad at some of the top universities around the world

Communication offers a vast array of career opportunities in the fields of media, entertainment, and creative industries in the knowledge economy. Students have a multitude of options to develop their interests, skills and talents in a variety of areas. These Communication programs combine theory with practice, global learning with problem-solving and opportunities with challenges. Students think, reflect and produce creatively and analytically. The programs emphasize writing, visual thinking and speech communication/presentation. These programs also emphasize portfolio development, global perspectives in studying media, and personal attention in academic and career planning.

This program requires that students spend two full-time semesters abroad taking courses in their chosen concentrations with the approval of the Chair of the Department.

Students will have the option of spending each of the two semesters in two different
Global Media at Arcadia University

universities in the same country or in two different universities in two different countries, provided they have processed their applications through The College of Global Studies and the International Affairs Office on campus at Arcadia.

Concentrations for B.A. in Global Media
- New Media Journalism
- Film Production
- World Cinema
- Visual Journalism
- Media Production
- Digital Gaming Studies
- Cultural Studies
- Visual Cultures
- Digital Media
- Fashion Studies
- Media Industries
- Sound and Music

Requirements for the Bachelor of Arts in Global Media

(Credits as listed below, with Undergraduate Curriculum requirements and electives to total 128 credits)

These programs require one year of study abroad in one of the universities listed below. Students need to work with their advisers and the Chair of the Department to prepare a plan of studying abroad in one of the specialized areas to complete the Global Media degrees.

1. Communication core. The Core Requirements are the following courses (total of 20 credits):
   - CM 101 Introduction to Media Studies
   - CM 250 Visual Cultures
   - CM 460 Senior Seminar I
   - CM 471 Internship in Communication
   - CM 490 Senior Seminar II

2. Communication core electives. Students select 4 courses from the list below, related to their specific major within Global Media. (total of 16 credits)
   - AH 111 Renaissance to Modern Art
   - AN 361 Social Change: Globalization and Culture
   - CM 150 Introduction to Film
   - CM 275 Video Production I

CM 340 Special Studies in Communication
CM 350 Video Production II
CM 358 World Cinema
CM 359 Short Film
CM 362 Creative Video
FA 250 Graphic Design I (Typography)
FA 280 Photography I

3. Global Media students must maintain an overall minimum GPA of a 3.00 before leaving for study abroad. Students may request for a waiver for some universities and some programs, which must be approved by the Department Chair of Communications in consultation with the advisor.

4. The third set of courses are taken at one of the Universities listed below through the College of Global Studies. Based on the model of integrating the academic training with the demands and needs of professional and policy world, these programs offer courses in many of the exciting, and innovative programs, which transgress traditional boundaries between disciplines and offers programs that are challenging to students. Courses emphasize an integration of theory and practice and traditional and new technologies.

All courses adopt an approach that is essentially global, situating media in the issues of globalization as well those of the specific national media contexts. With their emphasis on creative industries, students will get practical experience as they immerse themselves in the culture of other students attending these universities.

The following courses are recommended for respective specializations in Global Media. Please note that the courses suggested here may not be available at the time for each of the student for the desired semester. The objective here is that the given set of courses from the host University’s offerings constitutes a specialization in B. A. in Global Media for a student from Arcadia University. If the following courses are not available, students may choose similar courses in consultation with the advisor and the Director of the
Global Media at Arcadia University

program so long as the scope of specialization remains the same.

For more information, see and www.arcadia.edu/abroad.

University of Westminster, London

New Media Journalism
GRA 404 Visual Representation
GRA 409 Digital Media
MED 632 Globalisation: Information, Communication & Culture
MED 645 Broadcasting and Society in the 20th Century
MED 631 Media Technology and Society
MED 428 Understanding News Media

Visual Journalism
MSJ 402 Multimedia Journalism
MED 642 Arts and Entertainment Journalism
MED 644 International Journalism
DFU 405 Design as Communication
DFU 403 Design Processes
CER 405 Visual Language

Media Production
MED 696 Media Production Skills
FTV 402 Aesthetics of television
FAS 406 Experimental design and modernity
AN 504 Practical Animation
PHO 545 Digital Imaging
GRA 404 Visual Representation

Media Industries
MED 625 Multiculturalism and the Media
MED 691 Comparative International Media Systems
2CLT 602 Identity, Culture and the Media
MED 424 Social Theory and the Media
MED 426 Media Institutions and Society
LAW 601 Media Law and Ethics

Goldsmith’s College, University of London, London

Cultural Studies
MC 2005B Culture, Society and the Individual
SO 53046A Global Development and

University of Westminster, London

New Media Journalism
GRA 404 Visual Representation
GRA 409 Digital Media
MED 632 Globalisation: Information, Communication & Culture
MED 645 Broadcasting and Society in the 20th Century
MED 631 Media Technology and Society
MED 428 Understanding News Media

Visual Journalism
MSJ 402 Multimedia Journalism
MED 642 Arts and Entertainment Journalism
MED 644 International Journalism
DFU 405 Design as Communication
DFU 403 Design Processes
CER 405 Visual Language

Media Production
MED 696 Media Production Skills
FTV 402 Aesthetics of television
FAS 406 Experimental design and modernity
AN 504 Practical Animation
PHO 545 Digital Imaging
GRA 404 Visual Representation

Media Industries
MED 625 Multiculturalism and the Media
MED 691 Comparative International Media Systems
2CLT 602 Identity, Culture and the Media
MED 424 Social Theory and the Media
MED 426 Media Institutions and Society
LAW 601 Media Law and Ethics

Goldsmith’s College, University of London, London

Cultural Studies
MC 2005B Culture, Society and the Individual
SO 53046A Global Development and

World Cinema
MC 3045A Cinema and Society
CU 5005A Surrealism in the Cinema
MC 50347A Chinese Cinemas
MC 50349A Screen Cultures
MC 50002A Introduction to Screen Drama Production
MC 50338A Music as Communication and Creative Practice
MC 50348A Media Rituals

Visual Journalisn
MC 50001A Media Production – Journalism
MC 50003A Writing for Film, TV and Radio (fiction)
MC 50338A Music as Communication and Creative Practice
MC 50348A Media Rituals
MC 50002A Media History and Politics
MC 50006A Key Debates in Media Studies

Visual Cultures
MC 2005B Culture, Society and the Individual
MC 50336A Contemporary Cultural Practice
MC 50339A Embodiment and Experience
MC 50346A Media, Law and Ethics
MC 2005B Culture, Society and the Individual
MC 50336A Contemporary Cultural Practice

City University, London

New Media Journalism
JO 1202 The British Media
SG 2004 New Media Challenges
SG 2003 Media, Culture and Society
SG 3003 World Media Industry
SG 1006 Contemporary Issues in Media Studies
Global Media at Arcadia University

Visual Journalism
JO2106/2208 Production: Print & Radio
JO2302 Web Creation & Design
SG3005 Approaches to Film: Issues, Ideology and Identity
JO3112 International News
JO1106 Politics and Current Affairs
JO2201 British Magazines

Film Production
FITV11-150 Producing 1: Film Industry
FITV12-202 Cinematography and Lighting
FITV12-201 Directing 1: Actors
FITV12-253 Producing 3: Finance and Marketing
FITV12-203 Editing 1
FITV11-100 Screen Production 1

London Now Program
London College of Fashion

Fashion Studies
LCOF COPR 100 Fashion PR
LCOF DEVVM 100 Visual Merchandising and Space Management
LCOF DEFA 290 Theoretical and Social Fashion Studies
LCOF HSEC 130 Historical and contemporary fashion research studies
LCOF SADP 110 Introduction to Digital Photography
LCOF JOFB 120 Fashion and Beauty Journalism
LCOF DEFA 100 Fashion Forecasting

University of St. Andrews, Scotland

World Cinema
FM4107 Cinema and Nation
FM4202 The Cinema in Eastern Europe
FM2001 Modern World Cinemas
FM4101 Time, National Identity and Cinema
FM4102 Film, Politics and Cultural Histories
FM4203 American Independent Cinema

Digital Gaming Studies
GAME12-200 Computer Game Culture and Audience
GAME12-300 Computer Game Form, Narrative and Style
COMN12-302 Digital Media and Society
COMN13-311 Computer Game Industry and Policy

Griffith University, Gold Coast

New Media Journalism
1503HUM News and Politics
1501HUM New Communication Tech
1001IBA International Relations
1209QCA Reading the Visual
1702HUM Styles & Genres of Journalism
1703HUM Effective Writing
1003LAL Communication: Ling Approach

Media Production
1502HUM Communication Performance
1501HUM New Communication Tech
1708GFS Editing
1705GFS Scriptwriting 1
1702GFS Multicam 1
1701GFS Intro to Screen Production

Bond University, Gold Coast, Australia

New Media Journalism
JOUR13-305 Photojournalism
JOUR13-318 Reporting Specialties: Sports, Travel, Fashion
JOUR12-250 Foreign Correspondence
ADVT11-140 Internet Advertising
COMN12-302 Digital Media and Society
ADVT13-308 Visuality: Understanding Visual Forms

Media Production
1211QCA Digital Visualisation
1802HUM Writing for the Web
1513QCA Computer Visual & Image
1703GFS Digital Production 1
1210QCA Creating the Image
1212QCA Visual Strategies
### Global Media at Arcadia University

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>1015HUM</td>
<td>Screen History and Research</td>
</tr>
<tr>
<td>1704GFS</td>
<td>Cinematography</td>
</tr>
<tr>
<td>1710GFS</td>
<td>Film &amp; TV: mid 20thC</td>
</tr>
<tr>
<td>1009HUM</td>
<td>Intro to Screen Analysis</td>
</tr>
<tr>
<td>2712GFS</td>
<td>Asia Pacific Film</td>
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</table>

### Sound and Music

<table>
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<tr>
<th>Course Code</th>
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<tbody>
<tr>
<td>1104QCM</td>
<td>Popular Music &amp; Cultural Context</td>
</tr>
<tr>
<td>1713QCM</td>
<td>Sound Principles</td>
</tr>
<tr>
<td>1066QCM</td>
<td>Intro to Music Prgrm &amp; Prdctn</td>
</tr>
<tr>
<td>1703GFS</td>
<td>Digital Production 1</td>
</tr>
<tr>
<td>2705GFS</td>
<td>Sound Design 1</td>
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### University of Technology, Sydney

#### Cultural Studies

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>58228</td>
<td>Culture, Science and Nature</td>
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<tr>
<td>58316</td>
<td>World Cities and Globalisations Requisite(s): <a href="#">58222</a> Global Politics from Above and Below.</td>
</tr>
<tr>
<td>58123</td>
<td>Society, Economy and Globalization</td>
</tr>
<tr>
<td>58120</td>
<td>Creativity and Culture Requisite(s): <a href="#">58119</a> Text and Context</td>
</tr>
<tr>
<td>58127</td>
<td>Information Cultures Requisite(s): <a href="#">58125</a> Creative Information Design</td>
</tr>
<tr>
<td>58317</td>
<td>Transnational Media Requisite(s): <a href="#">58222</a> Global Politics from Above and Below</td>
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#### New Media Journalism

<table>
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<th>Course Title</th>
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<tbody>
<tr>
<td>58111</td>
<td>Reporting with Sound and Image Requisite(s): <a href="#">58110</a> Introduction to Journalism</td>
</tr>
<tr>
<td>58112</td>
<td>Reporting and Editing for Print and Online Journalism Requisite(s): <a href="#">58110</a> Introduction to Journalism</td>
</tr>
<tr>
<td>50303</td>
<td>Online Journalism 1</td>
</tr>
<tr>
<td>50169</td>
<td>Writing and New Media</td>
</tr>
<tr>
<td>50129</td>
<td>News and Current Affairs</td>
</tr>
<tr>
<td>58214</td>
<td>Media Writing and Production</td>
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</table>

### Queensland University of Technology (QUT), Brisbane

#### Sound and Music

<table>
<thead>
<tr>
<th>Course Code</th>
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<tbody>
<tr>
<td>KM 002</td>
<td>Music and Spirituality</td>
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<tr>
<td>KMB 003</td>
<td>Sex, Drugs and Rock N Roll</td>
</tr>
<tr>
<td>KMB 004</td>
<td>World Music</td>
</tr>
<tr>
<td>KMB 105</td>
<td>Music and Sound Technology</td>
</tr>
<tr>
<td>KMB 107</td>
<td>Sound and Image</td>
</tr>
<tr>
<td>KMB 108</td>
<td>Sound Recording and Acoustics</td>
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</table>

#### Media Industries

<table>
<thead>
<tr>
<th>Course Code</th>
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<tbody>
<tr>
<td>KCB 101</td>
<td>Media in the New Economy</td>
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<tr>
<td>KCB 103</td>
<td>Strategic Speech Communication</td>
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<tr>
<td>KCB 203</td>
<td>Consumer Cultures</td>
</tr>
<tr>
<td>AMB 222</td>
<td>Media Planning</td>
</tr>
<tr>
<td>KCB 302</td>
<td>Political Communication</td>
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#### Digital Media

<table>
<thead>
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<th>Course Code</th>
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<tbody>
<tr>
<td>KCB 102</td>
<td>Media and Society</td>
</tr>
<tr>
<td>KCB 201</td>
<td>Virtual Cultures</td>
</tr>
<tr>
<td>KCB 202</td>
<td>New Media Technologies 1</td>
</tr>
<tr>
<td>KIB 103</td>
<td>Media Technologies 1</td>
</tr>
<tr>
<td>KCB 104</td>
<td>Media and Communication Industries</td>
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</table>

#### Fashion Studies

<table>
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<tr>
<th>Course Code</th>
<th>Course Title</th>
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</thead>
<tbody>
<tr>
<td>KFB 103</td>
<td>Introduction to Fashion Design</td>
</tr>
<tr>
<td>KFB 105</td>
<td>Fashion and Modernity</td>
</tr>
<tr>
<td>KFB 203</td>
<td>Fashion, Art and the Body</td>
</tr>
<tr>
<td>KGB 205</td>
<td>Fashion and Style Journalism</td>
</tr>
<tr>
<td>KVB 108</td>
<td>Contemporary Asian Visual Culture</td>
</tr>
</tbody>
</table>

### University of New South Wales, Sydney

#### Cultural Studies

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>INST3301</td>
<td>Economic Growth, Technology and Structural Change</td>
</tr>
<tr>
<td>ARTS1811</td>
<td>International Relations: Continuity &amp; Change</td>
</tr>
<tr>
<td>ARTS2846</td>
<td>Multiculturalism in Political Theory</td>
</tr>
<tr>
<td>INST3012</td>
<td>Theorizing International Political Economy</td>
</tr>
<tr>
<td>GLST3001</td>
<td>Globalization Studies Research Seminar</td>
</tr>
<tr>
<td>MDIA5007</td>
<td>Media, Ethics and Law</td>
</tr>
</tbody>
</table>

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Arcadia University Undergraduate Catalog 2015-2016
Global Public Health
at Arcadia University

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

Faculty Coordinators
Director
Dr. Andrea Crivelli-Kovach, Professor & Chair/Director of Community and Global Public Health
Faculty Advisor
Dr. Katie DiSantis, Assistant Professor

Program
Minor in Global Public Health

Related Study at Arcadia University
Bachelor of Arts in International Studies

Related Graduate Study at Arcadia University
Master of Public Health (M. P.H.) in Community Health (42 credits)
Master of Arts in International Peace and Conflict Resolution

Related Dual Degree Graduate Programs
Master of Public Health (M.P.H.) and Master of Medical Science (M.M.S.)
Master of Public Health (M.P.H.) and Master of Arts in International Peace and Conflict Resolution (M.A.IPCR)
Master of Public Health (M.P.H.) and Doctorate in Physical Therapy (D.P.T.)
Master of Public Health (M.P.H.) and Master of Arts in Counseling Psychology (M.A.C.P.)
(See Graduate Catalog.)

About the Minor in Global Public Health
The minor in Global Public Health provides students with the opportunity to learn about public health principles from a global perspective. Public health issues are explored from different perspectives, including the core disciplines of public health: epidemiology/biostatistics, social and behavioral sciences, health care management and policy and environmental health. Students examine analytic frameworks and methods to understand and address health inequities.

Interested students should meet with their major advisers and with the Director of the Community & Global Public Health Programs, Dr. Andrea Crivelli-Kovach. Participating students must declare their intent through the Registrar’s Office.

Requirements for the Minor in Global Public Health
(22-24 credits as listed below)
The Global Public Health minor consists of 6 courses.

1. Four core courses (14-16 credits)
   - PBH 110 Introduction to Public Health
   - PBH 120 Global Public Health
   - PBH 250 Epidemiology: The Science of Public Health
   - PBH 320 Health Policy, Law and Bioethics

2. Two elective courses chosen from a variety of PBH elective options offered each semester and selected approved courses from Sociology, Anthropology, and Psychology (including examples below):
   - AN 361 Social Change: Globalization and Culture
   - PBH 374 Sexual and Gender Minority Health Disparities
   - PBH 381 Nutrition: Concepts and Controversies
   - PBH 385 Contemporary Topics...including Public Health Approaches to Disease Prevention; & Sexual and Gender Minority Health Issues
   - PY 203 Health Psychology
   - SO 260 Sociology of Health Care
   - SO 280 The Sociology of AIDS and HIV
   - SO 286 Health and Human Rights

Arcadia University Undergraduate Catalog 2015-16

www.arcadia.edu/catalog
Healthcare Administration
at Arcadia University – School of Global Business
Global Perspective...Personal Attention...Real-World Integrative Learning Experiences

Dean
Alla L. Wilson, Ph.D., MBA

Faculty

Full-time Faculty
Robert Kieserman, MBA, MLIS, Program Director, Instructor
Theresa Barry, Ph.D., MHA, Associate Professor of Healthcare Administration
Thomas M. Brinker Jr., LL.M., CPA, CFE, ChFC, PFS, AEP, Professor of Accounting
Annette L. Halpin, Ph.D., MBA, Assistant Professor of Business Administration
Jun Woo Kim, Ph.D., M.S., Assistant Professor of Sport Management
Raghu Kurthakoti, Ph.D., M.S., Assistant Professor of Marketing
Wayne A. Morra, Ph.D., Professor of Economics
Meg Nolan, M.S., Instructor of Management
Cynthia Planita, CPA, M.S., Assistant Professor of Accounting
Michelle Washington, Ph.D., MBA, Assistant Professor of Business Administration
Ata Yesilyaprak, Ph.D., MBA, M.A., Associate Professor of Finance

Part-time Faculty
Christopher Cerski, J.D.
Charles Corace, MBA
Glenn Cronin, CFPIM
Michael deLhery, MBA
Joseph Falzone, Ph.D.
Steve Finestone, MBA
John Fusco, CPA, M.S.
John J. Gerace, Ph.D., P.E.
Katie Harris, M.S., CPA
Jeanine Kingeter, M.S.
Raymond V. Lamorgese, MBA
Karen Lawson, Ph.D.
Emma LeSaint, MBA, CPA
Anna McAleer, MBA
Eric McCloy, MBA
Luis Rivera, Ph.D.
Beatrice Rolland, DBA, CPA
Frank Schwartz, Ph.D.
Colleen Scott, M.A.
Mary L. Sims, J.D.
Karen Squarrella-Shablin, MHSA
Christina Taylor, MPH
Gregory M. Yerkes, MBA

Degree
Bachelor of Arts in Healthcare Administration

Minor
Healthcare Administration

Related Graduate Study at Arcadia University

Doctor of Physical Therapy
Master of Arts in Education with Concentration in Health Education
Master of Business Administration (M.B.A.) with a Global Perspective
Master of Medical Science (Physician Assistant)
Master of Public Health
Master of Science in Genetic Counseling
Master of Science in Health Education

Accreditation and Memberships

The following Arcadia School of Global Business programs are accredited by the Accreditation Council for Business Schools and Programs (ACBSP): Accounting, Business Administration, International Business & Culture, and M.B.A.

Arcadia is a member of the Association to Advance Collegiate Schools of Business (AACSB International) and the Middle Atlantic Association of Colleges of Business Administration (MAACBA).

About the B.A. in Healthcare Administration

- Preparation for clinical careers in healthcare
- Preparation for careers in healthcare management
- Preparation for Nursing Home Administrator's certification
- Ability to individualize with a minor

Arcadia University Undergraduate Catalog 2015-16
www.arcadia.edu/catalog
Pathways to Study Abroad in Healthcare Administration

Students in the School of Global Business are strongly encouraged to build study abroad into their educational experiences. Since most required business courses are offered in Fall and Spring semesters, study abroad is all about planning. Students can schedule study abroad in any semester, except spring of the senior year, which is when the Capstone course is taken. It is possible to schedule consecutive or non-consecutive semesters abroad and still graduate on time. It is also possible to do an internship abroad in the Fall, Spring or Summer. If you are unable to do a long-term study abroad, there are numerous one-week study opportunities that can be done in any semester. With prior approval, courses taken at foreign universities can be transferred to Arcadia to fulfill undergraduate curriculum, including major, requirements.

Requirements for the Bachelor of Arts in Healthcare Administration

(68 credits as listed below, with Undergraduate Curriculum and credit requirements)

1. Five courses in Health Administration
   - HA 150 Introduction to Healthcare Services
   - HA 320 Healthcare Planning and Policy
   - HA 385 Selected Topics in Healthcare Administration
   - HA 470 Internship in Healthcare Administration
   - HA 490 Seminar in Healthcare Administration

2. Eight courses in Business Administration
   - BA 201 Financial Accounting
   - BA 202 Managerial Accounting
   - BA 230 Legal Environment of Business
   - BA 340 Principles of Marketing
   - BA 360 Principles of Management
   - BA 362 Human Resources Administration

Senior Capstone Experience: All majors complete a senior thesis project that involves integrating prior knowledge, preparing written reports, and making a public presentation. For majors in the School of Global Business, this requirement is satisfied by successful completion of HA 470 Internship, HA 385, and HA 490 Seminar in Healthcare Administration, which are required courses for majors.
HEALTH ADMINISTRATION at Arcadia University – School of Global Business

BA 367 Operations Management
BA 380 Principles of Finance

3. Two courses in Economics
   EC 210 Principles of Macroeconomics
   EC 211 Principles of Microeconomics

4. Two courses in Mathematics
   MA 141 Elementary Statistics
   MA 143 Business Math or
   MA201/207 Calculus I/Applied Calculus I

5. One course in English
   EN 218 Business Writing

6. One course in Public Health
   PBH 110 Introduction to Public Health or
   PBH 250 Epidemiology: The Science of Public Health

7. Recommended courses taken as electives:
   PL 165 Occupational Ethics
   PS 230 Health Care and Environmental Policy
   SO 260 Sociology of Health Care
   SO 280 The Sociology of AIDS and HIV
   PBH 250 Epidemiology: The Science of Public Health
   PBH 320 Health Policy, Law, and Bioethics

1. Two courses in Health Administration
   HA 150 Introduction to Healthcare Services
   HA 320 Healthcare Planning and Policy

2. Two courses in Business Administration
   BA 201 Financial Accounting
   One Business course chosen in consultation with adviser

3. Two courses in Economics
   EC 210 Principles of Macroeconomics
   EC 211 Principles of Microeconomics

4. One course in Public Health:
   PBH 110 Introduction to Public Health

5. Computer proficiency with spreadsheet, word processing and databases is recommended. Students who lack this background should take CS 104 Computer as a Tool.

Healthcare Administration Courses (HA)

150 Introduction to Healthcare Services
This foundation course provides an overview of the current health delivery system, including healthcare institutions, long-term care, health manpower, financing and managed care. Students also are introduced to diverse topics such as quality care, healthcare planning/policy and ethics.

320 Healthcare Planning and Policy
This course covers the theoretical and historical foundations of health planning and policy development as well as current concepts and controversies provide the basis for this course. Case studies provide an opportunity for students to apply both healthcare strategic planning models and policy development skills.

Prerequisites: HA 150, BA 201, and junior standing.

Requirements for the Minor in Healthcare Administration

(28 credits as listed below)

The minor in Health Administration is designed to provide non-health administration majors with an overview of the health-care field.

Students majoring in Business Administration can minor in Health Administration by completing four courses that are not required for the Business Administration major. These include: HA 150 and HA 320, one course in Public Health (PBH), or an Independent Study in Health Care.
385
Selected Topics in Healthcare Administration
This senior-level course provides the Healthcare Administration major with up-to-date perspectives on current issues such as reimbursement, healthcare financial management compliance, healthcare marketing, healthcare laws, healthcare ethics, and healthcare systems design.

470
Internship in Healthcare Administration
The Internship course is designed to allow the student to complete 80 hours of out-of-class work experience in a healthcare environment. The full-time student has the following options:

1) Traditional: In consultation with the employer and the instructor, the student identifies an internship site and undertakes a project in an area of health administration.

2) Administrative Rotation: The student does an administrative rotation in a healthcare setting, observing and experiencing the interaction of people and tasks within the organization.

3) Arcadia University Student Business Consulting Group – AUSBCG The student works with the AUSBCG at Arcadia University as a student consultant, providing assistance to a AUSBCG client in the healthcare field.

4) Personal Business Plan: The student researches the healthcare industry and creates a business plan for an entrepreneurial venture in healthcare administration in consultation with one or more mentors.

Prerequisites: BA 340, 369, 380, HA 320, and at least junior standing or permission of the Program Director.

490
Seminar in Healthcare Administration
This Capstone course in Healthcare Administration requires students to see organizations from a total management point of view and to integrate their learning from prior courses. The students work in teams to generate a crisis management plan for an organization in the healthcare industry.

Prerequisites: BA 340, 369, 380, HA 320, senior standing or permission of the Program Director.
History
at Arcadia University
Global Perspective...Personal Attention...Real-World Integrative Learning Experiences

Department of Historical & Political Studies

Faculty

Department Chairperson
Dr. Peter Siskind

Associate Professors
Dr. Samer Abboud
Dr. Warren Haffar
Dr. Geoff Haywood
Dr. Angela Kachuyevski
Dr. Jennifer Riggan

Assistant Professors
Roland Adjovi
Dr. Amy Cox
Dr. Hilary Dick
Dr. Maryam Deloffre
Dr. Peter Siskind
Dr. Amy Widestrom

Adjunct Professors
Dr. Vance R. Kincade Jr.
Dr. James M. Paradis
Dr. Kathleen M. Pearle
Robert J. Wagner

Degree
Bachelor of Arts in History
Minor
History
Option
Secondary Education Certification in Social Studies

Related Graduate Study at Arcadia University

Master of Arts in Humanities with a Concentration in History (See Graduate Catalog.)
Master of Arts in International Peace and Conflict Resolution (See Graduate Catalog.)

Pathways to Study Abroad in History

History majors are strongly encouraged to study abroad for a variety of reasons, including directly experiencing societies being studied, making friendships and connections that can last a lifetime, and practicing foreign language skills. Above all, personal familiarity with foreign cultures is a mind-expanding experience that is extremely valuable in an ever more interconnected world.

History majors who plan to study abroad typically should do so during the summer, sophomore or junior years only. Senior year involves the completion of a yearlong research project, which requires the student to be on Arcadia campus.

Students studying abroad typically do so for one semester. However, some students choose to study abroad for an entire academic year or more. Ideally, students should choose study abroad courses that fit directly into their academic interests, prospective senior research project ideas, and/or future career goals.

If studying a foreign language or expertise in a foreign language serves future career needs, students are advised to study in a country where that language is used. This is by far the best way to develop foreign language proficiency quickly.

Visit the University’s website for Pathways to Study Abroad (www.arcadia.edu/pathways). Since it is important that students plan ahead for study abroad, they should consult with their adviser as soon as possible and make their intentions known to the Department Chair and the Associate Dean of International Affairs.

About the B.A. in History

• Preparation for teaching
• Preparation for careers in law and government
• Preparation for graduate school, research and writing
• Opportunities to study abroad at some of the top universities in the world

The program in History is designed to expand students’ comprehension of the past so that they can understand the present and prepare for the future. By fostering awareness of the multiple influences behind human action, the program aims to reject simplistic explanations of the past.
Stress is put on the global context and interconnectedness of historical events. Lectures, readings in original and secondary sources, group discussion and presentations, fieldwork, research projects and seminars provide a variety of techniques for understanding the world’s diverse civilizations and the key turning points in their development and interactions.

The program prepares students for careers in teaching, the law, private employment, government service, research and writing, for further study in history on the graduate level, and for responsible citizenship in the contemporary world.

Arcadia University History graduates have gone into management, museum work, marketing, investment counseling, travel and tourism, and many other fields, as well as graduate study in history, law and public administration.

Bachelor of Arts in History

The Bachelor of Arts degree program studies significant events and processes of the past and relates them to the present by examining the changing character of peoples’ values, interests, ambitions and critical problems.

Minor in History

The minor in History offers students majoring in other fields the opportunity to draw upon the past in order to broaden their understanding of the present and promotes the development of skills in research, analysis, and communication that are basic to success in any career.

Requirements for the B.A. in History

(12 courses; typically 46–48 credits as listed below, with Undergraduate Curriculum requirements and electives to total 128)

1. Three introductory-level (100-level) courses in History
2. HS 201 History Research Writing: to be taken by the end of a student's second year.
3. Three intermediate-level (200-level) courses in History in addition to HS201.
4. Three advanced-level (300-level) courses in History.

5. Senior Thesis Seminar courses
   HS 490 (fall); HS 491 (spring)

Requirements for the Minor in History

Five courses (typically 18–20 credits) in History, not more than two of which may be at the introductory (100) level and at least one of which must be at the advanced (300) level.

Requirements for Secondary Certification in Social Studies

History majors seeking certification for secondary teaching must notify their advisers and the Director of Secondary Education. State certification requirements are very specific, so the earlier students plan for this option, the easier it is to develop appropriate programs.

History Courses (HS)

101 Ancient Civilization
   This course is a survey of cultural changes in the Neolithic and Sumerian societies of the Near East, life in Pharaonic Egypt, the world of pre-classical and classical Greece, and the growth of Rome from village to Empire.

102 Medieval Civilization
   This study of the early historical foundations of present-day nations in Europe surveys the collapse of the western Roman Empire; Barbarian settlements in Europe; the Byzantine world and problems with the West; the expansion of the Arabic world; and the growth of England, France, Germany and the Papacy.

103 European Civilization: 1347 to 1789
   This survey of European history from the Black Death to the French Revolution focuses on a variety of topics, from the impact of the plague; the age of explorations; Renaissance; Reformation; through to the origins of the scientific; industrial; and French revolutions.

104 European Civilization, 1789 to Present
   In this study of the evolution of modern Europe from the French Revolution to the present, topics include: rise of nationalism; new political ideologies; imperialism; world wars; consumer and sexual revolutions; the Cold War; the fall of
communism; terrorism and the recent turmoil in West/non-West relations.

110 The West in the World, From the Great Voyages of Discovery to 9/11
This course typically examines the rise to global power of the West (primarily Europe and North America and their offshoots) after about 1500, its impact on the world, and the response of non-Western societies, until and including 9/11. Topics may include the Spanish conquest of central and south America; the trans-Atlantic slave trade; the Opium Wars against imperial China; the world wars; the decline of Europe’s overseas empires and the rise of the superpowers (the United States and the Soviet Union); the liberal transformation of the United States (1950s-1970s); U.S. foreign policy and the 9/11 attacks.

117 American History to 1865
This course is a summary of the colonial period, followed by more intensive study of the revolutionary, early national and middle periods. It includes lectures, readings and discussions on such topics as constitutional development; territorial expansion; foreign relations; political parties; social, economic and intellectual movements and the origins and course of the Civil War.

118 American History Since 1865
This study of the evolution of modern America from the Civil War considers the impact on American life of such developments as reconstruction, industrial growth, overseas expansion, social and political movements, economic depressions and the emergence of the United States as a world power.

130 Modern Mediterranean World
(also listed as IS130)
This course enables students to become knowledgeable about the geopolitically strategic as well as social-cultural importance of the Mediterranean region, both historically and in the modern era. Students learn about the strategic waterways, land, and air routes, the Suez Canal, and the nature of war and peace and how the conflicts in the region have affected global peace, stability and security. The course examines the Arab-Israeli conflict, the impact of immigration and migration into the European Union, trade patterns, and cultural, ethnic, religious, and linguistic identities and how they affect regional relations.

201 History Research Writing
This course provides students an intensive introduction to discipline-focused research and writing in History. Students are introduced to a variety of types of primary and secondary sources. They learn about how to search for and locate these different sources, how to evaluate them, and how to utilize the sources in their research-based writing. Students learn how to develop research projects from the initial topic of interest through to the final written product; this work includes the generation of research proposals, re-drafting of papers, and practice in formulating different kinds of arguments depending on audience, sources, and written form.

US 205 Philadelphia Then and Now
This course explores metropolitan Philadelphia's past and present in order to examine how history shapes the places in which we currently live, work, and play. The course uses a historical lens through which to view a range of contemporary subjects including: wealth and poverty; suburban sprawl; architecture and space; local literature and visual art; watersheds and other environmental resources; urban politics; regional mass media. Students explore aspects of urban Philadelphia as well as of Philadelphia-area suburbs and "vacationlands." In addition to doing weekly assigned readings, students also take individual and group trips to locations around the region and conduct research designed to provide them a more complex understanding of and deeper relationship to the Philadelphia region.

US 208 Great Trials in History
This University Seminar explores a dozen famous trials chosen to represent conflicts in different areas of intellectual and cultural and social history, including philosophy, religion, science, art, and literature. Subjects include Socrates, Galileo, the Salem Witch Trials, John Brown, Oscar Wilde, the Scopes Monkey Trial, Nuremberg, and Robert Mapplethorpe. Texts include books, films, articles, and websites.

211 The Modern Middle East
(also listed as PS 212)
This survey of the history, culture, religion and politics of the region in the modern era includes study of the growth of nationalism and creation of sovereign states, the Arab-Israeli conflict and the Palestinian problem, war, terrorism, and the impact of foreign powers.
US212
Baseball and Béisbol: The Evolution of Race and Ethnicity in the Major Leagues
This University Seminar examines the evolution of racial and ethnic relations in U.S. Major League Baseball from the early 20th century to the present. Such topics as early mixed-race barnstorming teams, the Negro Leagues, the Caribbean winter leagues, and the emerging dominance of Latino players in the major leagues are examined and placed into historical and sociological context. Case studies of individual players such as Victor (Pellot) Power are undertaken, as is a team case study exploring the contemporary Philadelphia Phillies.

216
Modern East Asia
This course examines the modern histories of China and Japan in the Age of Western Imperialism. It seeks to explain why China fell into turmoil and turned to communism while Japan embraced modernization to become an economic superpower. Focus may vary on Japan or China, but their interconnection is stressed, as is the impact on east Asia by the Western Great Powers, especially Britain and the United States. Also discussed is how Japan has become a global pop culture powerhouse and how China has begun its own march toward global economic power.

218
Modern Africa/South Africa
This course focuses on the nature of the European/African relationship in the modern era. Topics covered include the trans-Atlantic slave trade, European colonial takeover of Africa in the 19th century, Africa's recovery of independence in the 20th century, and contemporary problems of wars, ethnic conflict and HIV/AIDS. Also discussed is how and why European powers were able to take control of the continent and the impact this had on Africa and Africans. Special focus is on South Africa and the rise and fall of Apartheid as a case study.

225
World War II
This course surveys the rise of Fascism, Nazi Germany and Japanese expansionist policies leading to World War II; the course of the war; how and why Japan, Italy and Germany were defeated; the peace settlements; and the enduring legacy of the conflict.

228
America as Empire
This course examines the evolution of the United States' complex relationship with the rest of the world during the 20th and early 21st centuries – both how the United States impacted other nations and how other nations impacted the United States. This history of the United States' multi-dimensional international presence explores traditional political and military topics but also traces the flow of such things as money, people, ideas, armaments, consumer products, natural resources, and culture back and forth between the United States and the rest of the world.

230
Cultural History of Modern Africa
This cultural history of contemporary Africa explores how political and economic processes have historically influenced social structures, institutions and cultural patterns. We look at imperialism, colonialism, independence, international aid, economic globalization and various global conflicts all of which have shaped and been shaped by the history of the continent. The course focuses on three interrelated themes: cultural processes and social institutions just prior to European colonization of Africa, the ruptures of these cultural processes and social institutions caused by colonialism, and the legacy of the ruptures during the post-colonial era. We pay particular attention to the integration of Africa with other parts of the world and the centrality of Africa to global political, economic and social processes.

US234
Representations of the Spanish Civil War
This course examines perceptions of the Spanish Civil War (1936-39) and their international implications. Topics discussed include the significance of the war, the political and social background of Spanish events, Spanish society, the conflicts as seen by Spanish, American, Canadian, English, and French writers and philosophers. Special attention is paid to the international troops and the Abraham Lincoln Brigade. Readings include various accounts of the Spanish Civil War by writers who were not themselves Spanish. These texts contain journalistic perspectives as well as autobiographical accounts and poetic responses. Spanish and international films and documentaries are shown, covering topics such as women's participation in the war and different responses to the war both in Spain and on an international level. Teaching the war exposes students to different ideological discourses embodied in cultural fields of the time. This course is a bilingual course and is taught in both Spanish and English. Readings are in both Spanish and English. Prerequisites: SP102
234
**Modern Russia: Tsars to Stalin**
This study of Russia from the late 19th century to the death of Stalin emphasizes the decline of imperial Russia and the rise of the communist regime. The key questions of the course are: How and why did the Czarist regime fall into decline and fall? Why was there a communist revolution in 1917? How was communism able to consolidate its grip on Russia? How did Stalin rise to dominate the communist regime for so long? How did all this impact people’s lives? What have been Stalin’s impact and legacy?

US236
**Christian, Jewish, and Muslim Spain: From Eden to Exile**
This course examines the coexistence of the three principal religions: Christianity (Catholicism), Islam, and Judaism during the Middle Ages. Tenets and beliefs of each religion are examined in detail. Art and architecture reflecting the three religions are analyzed and include such national treasures as the synagogues in Toledo, the mosque in Cordoba, the Alhambra in Granada, and the cathedrals of Santiago de Compostela and Seville. Topics discussed include the Spanish Inquisition, the Catholic kings, the reconquest, and medieval life in Europe at that time. The historical time period covers roughly from 700-1492. Readings include various poems written by writers of the three religions, El Cid, La Celestina and historical documents of the epoch. Teaching the coexistence of the three religions exposes students to different ideological discourses embodied in cultural fields of the time. The class also examines the three religions and their role in Spanish society today. This course is a bilingual course and is taught in both Spanish and English. Readings are in both Spanish and English.

**Prerequisites:** EN 101 and SP 202

238
**Prejudice and Persecution in Western History**
This survey of prejudice and persecution in Western history focuses on the following: ancient Roman persecution of early Christians; the Great Witch Hunt in early modern Europe; Trans-Atlantic slave trade; Nazi holocaust against the Jews; and the destruction of Yugoslavia in the 1990s.

240
**Jacksonian America and Second American Party System**
From 1828 to 1861, dramatic changes came to the United States led by the uniquely American Andrew Jackson. The politics of the country were transformed forever, and many issues that are still debated today were born during this era. This course looks into the political changes and issues that brought about the Second American Party system and the causes of its demise by the Civil War. This course also looks at the reform movements of the period and in some cases those that continue to the present day.

242
**America in the 1960s**
This course examines the political, social and cultural history of America during the 1960s era from 1954 to 1974. It considers a range of topics including the civil rights movement, the Great Society, the rise of the New Rights, the debate over Vietnam, feminism and sexual liberation movements, black power, the counterculture, the urban crisis, and white backlash. The course emphasizes the transformation of liberalism, the revitalization of conservatism, and the many tensions that both shaped the social movements of the times and profoundly transformed the nation.

250
**Inequality in Modern America**
(also listed as PS250)
During the last three decades, American citizens have grown increasingly unequal in terms of income and wealth. Economic inequality is now greater than at any other point in American history except for the Gilded Age, and it continues to escalate. Far greater economic inequality exists in the United States today than in other western, industrialized nations. This new inequality began to emerge soon after the “rights revolution” had achieved the demise of formal, legal discrimination, but economic divisions now reinforce many of the old divisions of race, ethnicity, and gender, undermining the promise of greater equality. This course will examine inequality in modern America, focusing primarily on economic inequality. We will explore that state of inequality in the U.S. and the evolution of economic inequality over time. Further, we will investigate the relationship between economic inequality and political inequality, examining how economic inequality affects civic engagement and political participation. Finally, we will explore how and why participation matters for representative democracy, public policy, and governance.

260
**F.D.R. to Obama: US Politics and Reform**
(also listed as PS260)
This course explores American politics and domestic policy reforms from Presidents Franklin Roosevelt to Barack Obama by focusing on the evolution of American liberalisms and conservatisms. With a particular eye on understanding the contemporary political scene and how and why it emerged, students examine a range of eras including the New Deal, the Great Society and the tumultuous 1960s, the so-called “Reagan Revolution” of the 1980s and its consolidation under George W. Bush, as well as the meaning of Barack Obama’s presidency. Emphasis is given to the importance of and
interrelationship between the political leaders, ideas and institutions that shape what different groups of Americans have wanted from their government and what government has provided for whom.

US262
Sex, Sin & Kin: The Genesis, Evolution and Future of Gender
The ways in which whole sets of ideologies and practices function to define, direct and limit gender and gendered activities differ markedly according to time, place and culture. The purpose of this course is to explore key issues and debates in the history of women and men, in cross-cultural perspective, within the framework of the relationship between gender and change. The main focus of the course is the gendered experiences of women in the modern world, specifically the West, North and Sub-Saharan Africa, the Middle East and Far East, with selected references to historical antecedents in the pre-modern world. Students examine the variety of ways in which women have reflected upon and reacted to the gendered conditions of their lives. We explore representations and self-representations of women within and external to specific cultures. This includes understanding how the categorization as male and female determines so many aspects of individual lives and personal power, the power of groups, and the larger systems of power they confront. The course also raises the question of the future direction of gender, social responsibility and change. Assignments consist of readings in anthropology, history, gender theory, literature, and memoirs. We explore thematic topics through primary and secondary sources. Writing assignments include journaling, reflective essays, the generation of an interview protocol and an oral history project. Students also analyze film, art and communication media and possibly a theatre production. Students are assessed on individual and team based research and reflection, culminating in the creation of a collective oral history and film project.

285
Special Topics in History
(3 or 4 credits)
The content and prerequisites for this course vary on the nature of the topic covered.

322
Sports in America
Sports are a multibillion dollar part of American culture in the 21st century. Sports have been integral to this nation’s development. This course traces how sports developed from informal activities to the spectacle of today’s professional sports and how they have impacted society. All of the social movements of the 20th century find sports as an important aspect, from the Progressive Era through the fight for homosexual rights. Students also view sports movies to analyze how sports and history are portrayed on film.

325
European Fascism:
Fascist Italy and Nazi Germany
This course focuses on Fascist Italy and Nazi Germany. Origins, nature and demise of fascism are discussed. Particular attention is paid to the crisis that produced fascism; the nationalism and racism of the Italian and German movements; the nature and impact of each regime; the outbreak of World War II; the Nazi holocaust against the Jews; and the ongoing legacy of the era of fascism through to the present, in the form of neo-fascist and neo-Nazi movements.

326
Hitler and Stalin—Age of Dictators
A comparison of Nazi Germany and Stalinist Russia, and of their respective leaders, Hitler and Stalin, this course examines the roots of Nazism and Communism; the personality development of Hitler and Stalin; their rise to power; what they did with their power; their great showdown in World War II; and the legacies and significance of Nazism and Communism to the modern world.

329
American Political Thought
(also listed as PS330)
This is an examination of ways in which American political thinkers, leaders and contemporary commentators have dealt with the issues of power, equality, sovereignty and representation. It focuses on the relationship between abstract political concepts and practical politics in American political thinking.
Prerequisite: Junior standing; or permission of the instructor. PS 101 American Politics strongly recommended.

330
America from 1877-1945: Gilded Age to Global War
This seminar is on selected political, economic, social and foreign policy problems in American history from the Progressive Movement to the end of World War II. It includes supervised reading, research and group discussions.

331
Contemporary America, 1945 to Present
This intensive seminar examines the events and issues of the post-war era. Possible topics for research and discussion include the Cold War, the Fair Deal, McCarthyism, Vietnam, the New Left, Watergate, Reagan and the revival of conservatism, the end of the Cold War, and America’s new status as the world’s sole superpower.
335

**The Vietnam Wars**
This course examines the origins, experiences, and consequences of the Vietnam War. Readings, discussions and assignments focus on the political, social, and military forces that shaped the contours of the conflicts between 1945 and 1975. Central themes include the emergence and evolution of Vietnamese nationalism, the global Cold War, the American anti-war movement, and how tens of millions of Southeast Asian and American lives were transformed by the conflicts. In addition, significant attention also is paid to the ways that the war has continued to have an important impact in the years since the cessation of fighting – from Vietnam’s postwar economic development and lingering social and environmental scars to the United States’ Vietnam-influenced foreign policy, domestic politics and popular culture.

340

**Ancient Greece, Homer to Alexander the Great**
This course is an introduction to the culture and key personalities of the ancient Greek world. The focus is on the achievements of ancient Greek civilization until Alexander the Great. Topics include: the emergence of Greek civilization; Homeric literature; the rise of Athens and Sparta; the wars against Persia; the flowering of classical culture; the Peloponnesian War; everyday life; sexuality; the status of women; the rise of Alexander the Great and his imperial conquests.

341

**Ancient Rome: Rise and Fall**
This course discusses the rise and fall of Ancient Rome and the emergence of early Christianity. Topics include: Rome’s rise to empire; gladiators; slavery; everyday life and sexuality; persecution of early Christianity; the rise and triumph of the Christian Church; and the destruction of the Western Roman empire by German invasions.

342

**The Italian Renaissance**
What was the Italian Renaissance, and what kind of society produced it? This course ranges widely across this famous phenomenon, including art, politics, sex and religion. Topics include: the origins of the Renaissance: Florence, the leading city; Leonardo da Vinci; Michelangelo; the lives of women, and how and why the Renaissance came to an end.

345

**Urban and Suburban America**
This seminar explores the development of urban society in North America from colonial commercial towns to today’s troubled network of older metropolitan centers and suburbs. Topics for discussion may include the shaping of modern cities through growth, migration, and politics; cultures—ethnic, class, commercial, and otherwise—of the city; suburbanization and the “urban crisis;” and the future of urban America.

350

**Turning Points in Western History**
This course examines key turning points in Western History. It begins with Ancient Israel and its religious revolution, then discusses the rise and impact of ancient Greece, the triumph of Christianity in the Mediterranean world, the rise of the West to global dominance and the struggles of the colonized peoples for political independence, the global expansion of Western (especially American) popular culture after World War II, the impact of the new globalization and global mobility, and finally 9/11 and the current United States-led war on international terror.

355

**The World at War, 1914 to 1945**
This course examines the origins, nature, variety, impact and legacy of the multiple wars in the period from World War I to World War II. It focuses on: World War I; Soviet Russia and communist revolutionary class warfare; Spanish Civil War; Fascism /Nazism and war as empire-building; Japanese imperialism and Japan’s attempt to take control of Asia and the Pacific region; and World War II in Europe. Attention is paid to the elites who decide on war as well as the impact of war on the ordinary people called to fight and pay for war. Finally, the legacy of this period of global conflict to the world since 1945 is discussed.

356

**American Civil War**
This course is an intensive examination of the origins and course of the Civil War, Reconstruction, and the emergence of an industrial society on the verge of great power status.

360

**Modern Italy**
This course covers the dramatic history of modern Italy, including the wars of national unification, rise of fascism, disastrous defeat in World War II, rise of the mafia, surge of political terrorism in the sixties and seventies, recent economic prosperity, the current dilemmas caused by illegal immigration, and the sudden emergence of a multicultural society since the 1980s, all in international context.

366

**World in Turmoil: The Mediterranean World, from the Fall of Rome to the First Crusade**
The period from the fall of Rome and triumph of Christianity through the rise of the Arabs and Islam and thence the collision of the two faiths in the first crusade is of momentous historical significance. It saw: the shattering of a 600 year
old empire that had embraced the entire Mediterranean world; the replacement of a classical pagan civilization by a new otherworldly religious vision; a time of troubles plagued by mass migrations, wars and invasions; the rise of yet another monotheistic religion which, with the Arab invasions, would come to dominate huge swathes of the Mediterranean world; and the paradigmatic collision of the two rival exclusivist monotheisms in the era of the crusades.

By the end of the 11th century, the world that Rome had unified for six centuries had fragmented into Latin/Germanic kingdoms in the West, the Greek/Byzantine empire in the east, and the Arab empire in Iberia, north Africa, and the Middle East. Thus was set the fundamental juxtaposition of civilization in the Mediterranean world that endures through to the present. We will discuss this era of profound transformation through key episodes and turning points that illuminate the essence of the transformations that took place.

370 Race in America: Slavery to DuBois
This course includes a brief consideration of African roots, and examines the African American experience throughout American history from colonial days to the dawn of the twentieth century. Special emphasis is given to the periods of the Revolution, Civil War, Reconstruction, and Post-Reconstruction up to the conflict between Booker T. Washington and W. E. B. Du Bois.

377 Labor in American History
This course traces the history of labor in America and how economic, technological, and political changes have transformed the nature of work in America. The course readings explore industrialization, the origins and development of labor organizations, the decline of manufacturing, the rise of a service economy, and the impact of globalization on labor in America.

380 Dangerous Continent: Europe, 1945-2005
This course examines Europe’s main events and processes during the years from 1945 to 2005. Coming after a disastrous half-century of Great Depression, political extremism, and two world wars, Europe’s history after World War II is often seen as less momentous and essentially peaceful. In fact, this view is something of an illusion. True, there were no world wars or great economic disasters between 1945- and 2005; but Europe continued to be a key flashpoint for crucial, sometimes truly historic, developments— from the beginnings of the Cold War to the European powers’ loss of their vast overseas empires, from the fall of communism in the miraculous revolution of 1989-91 to the disastrous disintegration of Yugoslavia in the early 1990s, from the sudden, unexpected presence of a large Muslim minority and all the tensions and dilemmas this presented to the al-Qaeda attacks of 2004 and 2005 in Madrid and London.

385 Special Studies in History
The content and prerequisites for this course vary depending on the nature of the topic covered. Courses have included: The World at War, 1914 to 1945; Turning Points in Western History, Western History, from Ancient Israel to 9/11.

389 Independent Study
(4 credits)
Directed in-depth reading and research is devoted to specific topics or periods in history. Prerequisites: approval of the adviser and Chair.

490, 491 Senior Thesis Seminar
A two-semester capstone course, the first semester focuses on developing a research project. Thesis topics are chosen by students through discussion with the seminar professor. They may take the form of original research-based papers or discussions of the historical literature on an issue of interest and controversy. The second semester focuses on completing the research project, including in-class presentations of research findings, poster presentation, and the completion of the senior essay. Prerequisite: senior standing in history; or permission of the instructor.
Honors Program
at Arcadia University
Global Perspective...Personal Attention...Real-World Integrative Learning Experiences

Faculty
Program Directors
Helene Klein, Director of Honors and Accelerated Programs
The faculty members who offer courses in the Honors Program come from many different academic disciplines.

About the Honors Program
Arcadia’s Honors Program integrates the Honors students’ drive to succeed academically with their ability to create change through local, national and global leadership. Students in this integrative and dynamic program become a community of learners, doers and emerging professionals as they engage in a challenging, interdisciplinary curriculum that explores new avenues of inquiry and venues of learning while putting their talents to work in service-learning opportunities both at Arcadia and on a more global campus.

Specialized opportunities for professional-level scholarship, co-curricular experiences and presentations are provided to ready these students for their professional careers and maximize their marketability.

The goals of the Honors Program are:
• Establish a community of Honors students that fosters scholarly pursuits and leadership.
• Provide Honors courses that are academically inviting and challenging while encouraging students’ talents and broadening their knowledge base.
• Provide opportunities beyond normal campus activities to expand and encourage cultural, scientific, entrepreneurial and artistic appreciation.
• Encourage Honors students to actively participate in campus activities, assume leadership roles, and create new campus programs and events.
• Involve Honors students actively in the Honors Program through the Honors Council and by initiating Honors projects.

Honors Program Admission Policy
First-year students who score at least 1270 on the Critical Reading and Math sections of their SAT or 28 or better on the ACT Composite and are ranked in the top 10 percent of their high school class (if their school ranks students) will be considered for admission into the program.

Transfer students with a GPA of 3.35 or better will be reviewed. Also, current full-time Arcadia students can self-nominate for the program if they have a 3.35 GPA or higher.

Students who fall below these credentials, but would still like to be considered for Honors Program acceptance can apply to the program through this application: www.arcadia.edu/honorsapplication. These applications are rolling. Review of these applications will begin January 1st, so it is recommended that students get their applications in early as the program is competitive.

Credentials from all groups are reviewed for demonstrated excellence in academics, leadership, and service. There is no separate application for admission into the Honors Program. Final decisions are based on the credentials of the candidates and the availability of space within the program.

Some Benefits of the Honors Program:
1. Honors students are given priority registration for classes.
2. Honors students are permitted to take up to 20 credits per semester.
3. Honors students are entitled to participate in Spring Preview for free.
4. Honors students are members of the Honors Council, which organizes regular social, cultural and community service events.
5. Honors Students can participate in specialized leadership programming and opportunities.
6. Honors Student have an opportunity to gain valuable professional experiences outside the classroom running Arcadia’s online scholarly
journal and as campus leaders on the Honors Executive Board.
7. Honors Students can participate in the Alumni/Honors mentor program that pairs Honors Students with alumni for the duration of their college career.
8. Students can present at local and national Honors conferences.

Requirements for the Honors Program
The Honors Program offers five types of academic activities:

1. Honors sections of the first-year writing course, EN 101 Thought and Expression I. The Honors section of this course includes an intensive, integrated, multi-disciplinary project.
2. HN 201 Exploration in Leadership, an interdisciplinary course focusing on leadership theory and practice.
3. HN 202 Honors Project, an independent research project outside the student’s major area of study for 2 credits. All Honors Project students are given a mentor in the field of their desired project.
4. Upper-level courses within a student’s major adapted for honors credit.
5. HN 390 Honors Colloquia, which are investigative, interdisciplinary seminars addressing open-ended topics. These seminars are unique to the Honors Program and explore topics not normally covered in the standard curriculum. Every Honors Student will take a HN 390 Leadership class that exposes students to problem solving, leadership theory and an opportunity to do a serious service learning project or similar quality experience. The "L" designated classes all focus on teamwork, problem solving, experiential learning outside the classroom and reflective practice.

In addition, occasionally HN 390 courses are organized with a study abroad component which typically includes eight to 10 days spent studying abroad.

Students accepted into the Honors Program after the first year who have satisfied the English requirement (EN 101) will not be required to take this course. Honors Program students must maintain a grade point average of 3.35 to remain in good standing. They also may not go more than one academic year without fulfilling an Honors requirement.

Recommended Scheduling of Honors Classes

First Year
EN 101H Thought and Expression I (Honors)

Sophomore Year
HN 201 Exploration in Leadership
HN 390 Honors Colloquia
Or HN 202 Honors Project

Junior/Senior Years
Three courses
HN 390 Honors Colloquia (three HN 390s total before graduation, including one with a leadership designation.)

Alternatively, a student can adapt any one upper-level course in his or her major for Honors credit.

Students beginning the Honors Program in their junior year must take any four (4) Honors Courses to complete the program.

Students in three (3) year programs must take any four (4) Honors Courses to complete the program, but one of them must be HN 201 Exploration in Leadership.

Honors Courses (HN)

201 Exploration in Leadership
This course focuses on leadership theory, and exposes students to presentations by leaders in various fields, and provides opportunities to interview these leaders. Students also face weekly leadership mini-challenges/hypothetical situations that require ongoing leadership skill development and teamwork. A portfolio of metacognitive reflections is required to complete the class.

202 Honors Project
(2 credits)

With guidance from a teaching team, including one of the Honors Program advisers and a faculty mentor, a student selects and pursues an independent project outside his or her major area of study. Projects encourage students to explore
and develop their own various talents and interests.

390
Honors Colloquia
Honors Colloquia focus on interdisciplinary topics. These courses are designed specifically for Honors students. Topics vary across the disciplines. Some Honors HN 390 courses are specifically designed to have a leadership (L) focus. These classes typically include community partnership; intensive use of outside resources; focus on teamwork, problem solving and other skills needed to develop proficiency in leadership. 

Prerequisites: Juniors and seniors in the Honors Program and open to sophomores with prior approval of the Honors Program Directors.

Examples of typical HN 390 Honors Colloquia include:

391L
Music, Art and Memory
This is an Honors seminar examining the nature of memory and its role in forming our individual identities, focusing particularly on the role of art and music in making, retaining and retrieving memories. The central project of this course involves partnering with an elder in the beginning stages of memory loss at a local long-term care center. Through weekly visits including conversation, collaborative artwork, and musical exploration, students help elders relive some of their most treasured memories. Each student creates a personalized collection of music for their partner. Students also create visual projects that interpret some of their partner’s memories. Students share these music collections and visual projects in a public, end-of-semester show before presenting them to the elders. In addition to this final project, students write weekly reflective journal entries, responses to readings, and a longer final reflective paper.

392
Writing Nature in the 21st Century
Our main goal as a community of nature writers will be to develop a basic literacy of the natural world. Our vehicles for accomplishing this natural world literacy will consist of maintaining a nature journal and writing in the genres of poetry and narrative essays. Each of these different lenses affords us as writers unique opportunities to explore and express our relationship with nature. To support our writing we will read widely from the eco-literature canon, walk area watersheds, research a writer from the nature writing canon and make a presentation to our peers, and engage in conversations with local experts. Throughout all of our explorations, the key question guiding our inquiry will be: How might the written word deepen our connection to place and nature? And why does this connection matter?

Adaptation for Honors Credit
Students may adapt one upper-level course in their majors for Honors credit to fulfill one of their HN 390 requirements. Students should approach and ask the faculty member if the course may be taken for Honors credit. The student will fulfill all regular requirements of the course plus additional responsibilities decided on by the professor and student. These may include additional readings, research, papers and/or related projects. The student should then fill out the Adapted Course Form and return copies to the Honors Program directors and the Registrar.

Co-curricular and Extracurricular Opportunities
Students in the Honors Program are given access to a wide variety of co-curricular and extracurricular opportunities, and are encouraged to take a leadership role in planning and implementing these activities which range from creating academic exhibitions of scholarship on campus, running an online scholarly journal, presenting at conferences or planning a large variety of campus wide activities which often have a community service focus.
Interdisciplinary Programs and Courses at Arcadia University

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

Minor in Cinema Studies
Coordinator
Dr. Shekhar Deshpande, Professor

Requirements
1. One course in Communication
   CM 150 Introduction to Film
2. Any three of the following courses:
   CM 340 Special Studies in Communication:
   Independent Film in the U.S.; Bond and Beyond
   CM 352 Film and TV after 9/11
   CM 356 World of Work in Popular Film
   CM 357 Media Movies
   CM 359 Short Film
   EN 329 Narrative Form in Fiction and Film
   EN 330 Black Cinema
   EN 352 Alfred Hitchcock's American Films
   PL 275 Ethics in Film
   SO 240 African American Images in the Media
3. One additional film course to be chosen in consultation with the Coordinator of the minor.

Minor in World Cinema
Coordinator
Dr. Shekhar Deshpande, Professor

Requirements
1. The two following courses:
   CM 150 Introduction to Film
   CM 358 World Cinema
2. Any three of the following courses:
   CM 340 Special Studies in Communications: Bond and Beyond
   EN 342 Ireland in 20th Century Film and Literature
   FR 326 Advanced French through Film
   IT 226 Italian Language and Culture through Cinema
   SP 326 The Hispanic World Through Film

Minor in Gender and Women's Studies
Coordinator
Dr. Dina Pinsky, Assistant Professor

A minor in Gender and Women's Studies offers an in-depth study of gender, sexuality, and women's issues from the perspective of different disciplines. Informed by varied feminist paradigms, the minor provides the opportunity to analyze and integrate knowledge using gender as an analytic category. Along with core courses in the social sciences and humanities, students can concentrate on critical aspects of women's lives, such as the intersection of race, class and gender.

Requirements
Students are required to select five courses (20 credits) from those listed in conjunction with the Coordinator. Additional relevant courses may be counted toward the minor with the permission of the Coordinator. The interdisciplinary goal is achieved by taking courses that offer knowledge about aspects of gender and sexuality from the perspectives of different disciplines.

AN 150 The Family
AN/SO 220 Social Issues (Different offerings each semester)
CJ 377 Domestic Violence
EN 225 Introduction to Gay and Lesbian Fiction
EN 344 Special Studies Seminar (Women, Writing, and Rhetoric, Black Women Writers, and American Women Writers)
EN 350 Major Authors Seminar (Edith Wharton)
HS 336 Women in Western Society
PS 215 Gender Roles and Family Policy
PY 322 Psychology of Women
SO 229 Women in Society
SO 245 Gays and Lesbians in American Society
SO 250 Sex and Society
SO 310 Social Movements
Minor in Pan African Studies

Coordinator
Dr. Doreen Loury, Assistant Professor

A minor in Pan African Studies is designed to educate students about the multi-faceted dimensions of communities of African descent worldwide.

Requirements
(24 credits as listed below)
1. SO275: Introduction to Africana Studies
2. Additional relevant courses may be counted toward the minor with the permission of the Director.
3. Five courses from the list below with no more than two courses from each discipline/department:

English
EN 230 Survey of African-American Literature
EN 330 Black Cinema
EN 341 The Slave Narrative
EN 344 African American Literature Special Topics Courses
EN 355 Southern Fiction

Historical and Political Studies
HS 120 African American History
HS 218 Modern Africa/South Africa
HS 230 Cultural History of Modern Africa
HS 242 America in the 1960s
IS 320 Global Poverty and Inequality
IS 340 Law Disorder and Globalization
IS 430 The Social Life of War
PS 225 Politics in the Developing World
PS 370 International Human Rights

Sociology
SO 230 Racism: Myth & Reality
SO 240 African-American Images in the Media
SO 280 Sociology of AIDS and HIV
SO 310 Social Movements

Philosophy
PL 307 Black Thought & Philosophy

Psychology
PY 209 Developmental Psychology of the Black Child

University Seminars
US 212 Baseball and Béisbol: the Evolution Race and Ethnicity in the Major Leagues
US 242 Exploring Immigrants and Identity in the Global World
US 258 African American Religious History: From Slavery to Freedom

Relevant courses with short-term travel component Preview and GFS courses:
(GFS) Africa in the Americas: Language and Culture in Belize
(GFS) Postcolonial Ghanaian Literature
(GFS) Caribbean Literature: Jamaican Writers
(GFS) Social Justice in Ghana and the US
(GFS) Beyond Conflict in Sierra Leone
(GFS) Identity, Politics and Music in Cape Town, South Africa

Other Relevant Courses
FR 385 French Literary Movements
TH 253 African-American Drama
IS 430 The Social Life of War
PS 225 Politics in the Developing World
PS 370 International Human Rights Law
Interdisciplinary Courses

(ID)

Note: See Undergraduate Curriculum section for First-Year Seminars and University Seminars.

100A Becoming a Lifelong Learner
(1 credit)
This seminar is designed to assist incoming first-year students with transitional challenges related to university culture and its academic expectations. Students will critically examine themselves as lifelong learners looking at techniques and strategies to use as they adapt to the structures, routines and expectations of college life. Students examine their academic goals, personal strengths, and areas for development; become familiar with college resources and services through in-class presentations from campus staff and develop their communication and oral presentation skills. The course traverses theory and practice, by exploring theories of meta-cognition, reading and writing and applying these to the learning of college course material.
This course is required for all students admitted to the University who attend the Gateway to Success Summer program.

100B Becoming a Lifelong Learner
(1 credit)
This course is designed for students to examine their academic goals, personal strengths, and areas for development. Students will engage with college resources and services. In addition, students will review critical thinking strategies along with other learning strategies and also consider how other factors like health, wellness, and finances affect a student’s academic success and satisfaction in college. Student will convert their theoretical knowledge of learning strategies to practical application in the college classroom. Ultimately, the goals of this course are to help facilitate a smooth transition to college and lay the foundation for a successful college career.
This course is required for all students admitted to the University via the Gateway to Success program.

101 Science in Civilization I
In this course, students learn and apply basic concepts of physics and chemistry. The interrelationship among the fields of science is stressed, and concepts are reinforced throughout the semester. Basic problem-solving skills are emphasized in both lecture and laboratory. The goal of the course is to produce scientifically literate students who are able to make informed decisions in an increasingly technologically oriented world. It is a course for non-science majors, including those preparing for the teaching profession. Topics covered include the nature of science, the scientific method, motion, gravity, energy, laws of thermodynamics, electricity, magnetism, waves, light, chemical reactions and nuclear energy. Three class hours and three laboratory hours weekly.
Prerequisite: Satisfactory performance on the mathematics placement inventory or successful completion of MA 100 is required.

102 Science in Civilization II
In this course, students learn and apply basic concepts of astronomy, geology and biology. The interrelationship among the fields of science is stressed, and concepts are reinforced throughout the semester. Basic problem-solving skills are emphasized in both lecture and laboratory. The goal of the course is to produce scientifically literate students who are able to make informed decisions in an increasingly technologically oriented world. It is a course for non-science majors, including those preparing for the teaching profession. Topics covered include astronomy, the origin and evolution of life, the nature of living things, geology, weather, aquatic systems, human biology and genetics. Three class hours and three laboratory hours weekly. ID101 is not a prerequisite for this class.
Prerequisite: Satisfactory performance on the mathematics placement inventory or successful completion of MA 100 is required.

209 Ways of Knowing and Learning
(2 credits)
In this course, students become familiar with theories of knowledge and learning in addition to strategies and techniques for learning and thinking. The course covers insights from cognitive psychology, educational theory, and philosophy, various conceptions of learning styles, and critical thinking. Additionally, students engage in concrete ways to approach their studies in order to become actively involved in their own learning process. All students enrolled in the course will be assigned to work with a peer tutor; students must meet with their tutors at least six times through the course of the semester.
Prerequisite: Completed at least one semester at Arcadia.

226 Teen UpRise Mentoring Experience
This course will allow up to 15 Arcadia University students to have a Global Experience within 12 miles of Glenside. AU students will work with Teen UpRise, a non-profit organization that
Interdisciplinary Programs and Courses at Arcadia University

seeks to help low-income adolescents create better futures. These enthusiastic and lively teenagers will entertain and inspire AU students. TU members are eager to find young adult role models and will impact your lives as much as you impact theirs. This course will design and implement a short-term mentoring program for TU’s students. AU students will spend at least 15 hours of direct contact with TU members. This course will meet three hours a week for on-campus discussions and planning and will host five separate three-hour visits with Teen UpRise students at either Arcadia University or Teen UpRise in Roxborough.

227
Raise Your Voice, Understand Your Voice, Express Your Voice: An Opportunity to Mix Up, Speak Up and Record Your Own Ideas
This has been an historic decade globally in terms of people expressing their voices for many reasons. What about you? Do you have something to say? A rue is a type of stew. Let’s stir up notions of the voice!

VOICE is a 5 letter word that starts with V. The voice is one of the most powerful mediums that we possess as people. Why and how? Current studies indicate that despite the technological changes occurring in workplaces, skills in oral communication, written communication, public speaking, motivating and managing others, and effective group leadership are most crucial for effective career improvement and advancement. Public speaking and oration are still considered very important and valued skills that a person can possess. As such, public speaking and oration skills can be used for almost anything. Many great speakers have a natural ability to display those skills and effectiveness in a way that can engage and move an audience for any purpose. Through engagement with narratives and various media, students will engage in creative expression using written expression and their voices to explore the power of oration, in addition to its historical and contemporary social impact.

Language and rhetoric use are among two of the most imperative aspects of public speaking and interpersonal communication. Having knowledge and understanding of the use and purpose of oral communication will engage students to become more effective speakers as well as gain more innovative ways to communicate their messages as scholars and citizens.

This seminar explores the physical characteristics of the voice as well as historical orations from: Frederick Douglass, Shirley Chisholm, Adolph Hitler, Sukarno, Joseph Lowery, Jr., Thurgood Marshall, Dick Gregory, Booker T. Washington, Marcus Garvey, Mary McLeod Bethune, Dick Gregory, Ronald Regan, President Barack Obama, and other contemporary figures such as Lady Gaga. The course also explores and juxtaposes poetry, such as sonnets from Shakespeare, and students listen to recordings from the Last Poets and Nikki Giovanni to examine their voices. Students have an opportunity to research writings, create a work for oration, as well as visit a professional recording studio to make an individual and culminating group recording. These recordings are collaborated as a class CD project called “RUE,” which can be metaphorically referred to as a “voice stew project.”

228
Shakespeare on Stage with Seniors
The class offers students the opportunity to engage in a cross-cultural and cross-generational experience using a dramatic text as the initial point of contact. Students will study, analyze and discuss the text; learning skills necessary create and perform as the characters in the play. They will then go in to an established senior citizen community and share what they have learned. They will work with the residents' experiences and understanding to rehearse and perform scenes from the play with the residents reversing age appropriate roles. For example, with Romeo and Juliet, students will play the adult roles and the residents will play Romeo and Juliet. The purpose is to engage and connect with the members of that community and share what they have learned. They will work with the residents' experiences and understanding to rehearse and perform scenes from the play with the residents reversing age appropriate roles. For example, with Romeo and Juliet, students will play the adult roles and the residents will play Romeo and Juliet. The purpose is to engage and connect with the members of that community and understand their associations with character, circumstance and objectives and how these may differ from their own.

Prerequisite: EN101

260
Cooperative Education I
Full-time or part-time placement in business, industry, government, social services, or education in a position related to the major field. Integrates work methods, scientific techniques and instruments and other practical applications of classroom work with individual academic and career objectives. This course provides added experiences and responsibilities in successive work assignments, commensurate with academic and professional development. It offers opportunity to explore various career interests by taking work assignments in more than one field. It requires an evaluation to be completed by the student’s employer and an evaluation of the student’s employer and an evaluation and reflection to be completed by the student.

Prerequisites for ID 260: sophomore standing or above, completion of two courses in the major field, a cumulative GPA of 3.0 (may be waived by permission of the student’s major department), and permission of the instructor and the Office of Career Education.
Interdisciplinary Programs and Courses at Arcadia University

325

**Artist in the Community**

This course fulfills the Global Connections Experience requirement and has been designed with the criteria for those experiences in mind. It provides a sustained cross-cultural experience in conjunction with local schools and community organizations. Students engage in personal creative development through various hands on art projects within the first section of the course. Beginning in weeks five or six, the second section provides the opportunity for students to take that creative expression to the community in order to explore the power of art to bring people together, create connections across differences, and re-create community spaces. Community service hours in organizations occur primarily during class time. The course concludes with an art exhibit of student work to be shared with the Arcadia community, friends and family. Students from a variety of disciplines are invited to enroll and no particular prior background experiences in the arts are required. All students are required, however, to make a commitment to stretching beyond the familiar as they meet new people and engage in individual and community art making. Note: Background checks and child abuse clearances are required for some locations.

330

**Inside Out**

This unique, experiential course is affiliated with the International Inside Out Prison Exchange program. The class meetings take place at a Philadelphia County prison where students have the opportunity to learn about the criminal justice system in the United States. Half the students in the class are Arcadia students (outside), the other half are incarcerated individuals (inside). Inside and outside students meet once a week to discuss readings related to the course topic and to work on research projects. Course topics range from those in Social Sciences, Arts and Humanities. Students must be willing to abide by the rules and procedures of the prison and the Inside Out program. Enrollment in the course is by permission of the Arcadia program coordinator only. Note: An approved application and background checks are required for this course.

330A

**Inside Out: Art (Representational Drawings)**

Many advanced drawing classes focus on developing personal vision and style. In Representational Drawing, participants will review drawing basics – line, tone, perspective and composition, but the class will emphasize specific techniques required to render textures, surfaces, transparency, etc. – in fact, various ways to produce realistic still life subjects in graphite, charcoal and ink. Though the class is considered to be “advanced,” this label primarily reflects its discrete goal – i.e., the generation of accurate, realistic drawings. There are no prerequisites, though Drawing I (FA104) and Drawing II (FA015) are recommended.

**Goals:**

- To provide students with a comprehensive repertoire of techniques to generate representational images.
- To foster an environment for exchange of creative solutions and discussion related to the value of representational art.
- To encourage thought and discussion of the relevance of art-making in restrictive settings and attitudes toward art produced in such settings.
- To foster connections between participants on the inside and on the outside.
- To promote creative problem solving within the perceived limitations associated with representational drawing.

481

**International Mathematics Education**

Students attend a 10-day exchange program for teacher-students, working with new teachers from different countries, and share different perspectives on mathematics education. Students present a half-day workshop on mathematics education in the United States and attend an international conference on the didactics of mathematics education. The international component is led by professors from Italy and the Netherlands. Before traveling, students meet three times with an Arcadia professor to prepare for their experience; after their return, students develop an outreach project designed to share what they learned with the Arcadia community.

**Prerequisites:** Completion of at least two education courses.
Interdisciplinary Science at Arcadia University

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

Adviser
Professor
Dr. Chester M. Mikulski

Degree
Bachelor of Arts in Interdisciplinary Science

Related Study at Arcadia
Bachelor of Arts in Interdisciplinary Science from Arcadia University and Doctor of Optometry from Salus University (3+4 Program)

Engineering Combined Program with Columbia University and Washington University, five-year and six-year options

Pathways to Study Abroad
Interdisciplinary majors are encouraged to spend a semester or year studying overseas. Exciting opportunities are available through the University’s Center for Education Abroad and are relatively easy to arrange. With prior approval, courses taken at foreign universities can be transferred to Arcadia to fulfill Undergraduate Curriculum, including major, requirements. A list of interdisciplinary courses that transfer is available from the Chair of the Department.

Generally, the sophomore and junior years are the most convenient time for Arcadia students to study abroad, although the second semester of the first year and the first semester of the senior year also are possibilities.

Arcadia University has special arrangements with universities or runs its own programs in England, Scotland, Wales, and Northern Ireland, Australia, France, India, Greece, Ireland, France, Germany, New Zealand, Spain, South Africa and Tanzania.

Visit the University’s website for Pathways to Study Abroad (www.arcadia.edu/pathways). Since it is important that students plan ahead for study abroad, they should consult with their advisers as soon as possible and make their intentions known to the Department Chair and the Associate Dean of International Affairs.

About the B.A. in Interdisciplinary Science

- Preparation for Optometry and Engineering “combined” programs
- Preparation for graduate school
- Preparation for health-care professions
- Compatible for transfer students
- Opportunities to study abroad at some of the top universities around the world

The major in Interdisciplinary Science provides an opportunity to build a four-year program on a solid core of courses in Biology, Chemistry, Mathematics and Physics. While the major is specifically designed for the Optometry and Engineering combined programs, it also is particularly valuable for the following:

- Students interested in professional employment or graduate study in biochemistry, pharmacology, physiology, nutritional science, immunology, clinical chemistry, or pharmaceutical science.
- Students interested in preparing for professional careers in dentistry, medicine, osteopathy, veterinary medicine, or related medically allied fields.
- Transfer students who want to complete a science major within two years geared toward a variety of careers.

Requirements for the Major

(68 credits as listed below, with Undergraduate Curriculum requirements and electives to total 128.)

Course substitutions in keeping with a student’s intended career can be made with the approval of the program adviser.
1. **Four courses in Chemistry**
   - CH 111, 112 Conceptual Chemistry I, II
   - or CH101, CH 102 General Chemistry I, II
   - with permission of the chair
   - CH 201, 202 Organic Chemistry I, II:

2. **Three or four courses in Biology**
   - BI 101, 102 General Biology I, II
   - BI 205, 206 Human Anatomy, Human Physiology
   - or BI 211 Comparative Anatomy and Physiology

3. **Two courses in Physics**
   - PH 201, 202 Fundamental Concepts of Physics I, II
   - or PH 211, 212 Conceptual Physics I, II

4. **One of the following courses in Biology or Chemistry:**
   - BI 325 Cell Biology
   - or CH 203 Equilibrium and Analysis

5. A **minimum of four electives (or five courses if BI 211 is completed)** in Chemistry, Physics or Biology. Included must be either BI 490 or CH 490.

6. **Two courses in Mathematics or Computer Science**

7. **Recommended**
   - PL 160 Symbolic Logic
   - One year or more of a Modern Language.
   - Appropriate Mathematics electives.

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**Requirements for Secondary Certification in General Science**

Interdisciplinary Science majors seeking certification for secondary teaching must notify their advisers and the Director of Secondary Education. State certification requirements are very specific, so the earlier students plan for this option, the easier it is to develop appropriate programs.
International Business and Culture
at Arcadia University – School of Global Business

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

Dean
Alla L. Wilson, Ph.D., MBA

Faculty
Full-time Faculty
Theresa Barry, Ph.D., MHA, Associate Professor of Healthcare Administration
Thomas M. Brinker Jr., LL.M., CPA, CFE, ChFC, PFS, AEP, Professor of Accounting
Annette L. Halpin, Ph.D., MBA, Assistant Professor of Business Administration
Robert Kieserman, MBA, MLIS, Instructor
Jun Woo Kim, Ph.D., M.S., Assistant Professor of Sport Management
Raghu Kurthakoli, Ph.D., M.S., Assistant Professor of Marketing
Wayne A. Morra, Ph.D., Professor of Economics
Meg Nolan, M.S., Instructor of Management
Cynthia Planita, CPA, M.S., Assistant Professor of Accounting
Michelle Washington, Ph.D., MBA, Assistant Professor of Business Administration
Ata Yesilyaprak, Ph.D., MBA, M.A., Associate Professor of Finance

Part-time Faculty
Christopher Cerski, J.D.
Charles Corace, MBA
Glenn Cronin, CFPIM
Michael deLhery, MBA
Joseph Falzone, Ph.D.
Steve Finestone, MBA
John Fusco, M.S.
John J. Gerace, Ph.D., P.E.
Katie Harris, M.S., CPA
Jeanine Kingeter, M.S.
Raymond V. Lamorgese, MBA
Karen Lawson, Ph.D.
Emma LeSaint, MBA, CPA
Anna McAleer, MBA
Eric McCloy, MBA
Luis Rivera, Ph.D.
Beatrice Rolland, DBA, CPA
Frank Schwartz, Ph.D.
Colleen Scott, M.A.
Mary L. Sims, J.D.
Karen Squarrell-Shablin, MHSA
Christina Taylor, MPH
Ardy L. Wurtzel, Ph.D., M.A.
Gregory M. Yerkes, MBA

Degree
Bachelor of Arts in International Business and Culture

Related Fields of Study
Corporate Communications
Healthcare Administration
International Studies
Psychology

Related Graduate Study at Arcadia University (See Graduate Catalog.)
Master of Business Administration (M.B.A.) with a Global Perspective
Master of Arts in International Peace and Conflict Resolution

Accreditation and Memberships
The following Arcadia School of Global Business programs are accredited by the Accreditation Council for Business Schools and Programs (ACBSP): Accounting, Business Administration, International Business & Culture, and M.B.A.

Arcadia School of Global Business is a member of the Association to Advance Collegiate Schools of Business (AACSB International) and the Middle Atlantic Association of Colleges of Business Administration (MAACBA).

About the B.A. in International Business and Culture
• Preparation for careers in business and not-for profits
• Preparation for graduate programs in law, business, public administration or economics
• Experiential, hands-on integrative learning through case studies and computer simulations
• Real-world experience through internships
• Opportunities to study abroad at some of the top universities around the world
• Three-year degree program option
A major mission of the University is to prepare students to function effectively in an increasingly global environment. Even organizations that operate in a single country are influenced by international events and decisions made by companies based in other countries.

The Bachelor of Arts in International Business and Culture, offered through the School of Global Business, provides the necessary background for students to function effectively in both domestic and international organizations. The program combines liberal arts, business, language and international study to meet the following four goals:

• Provide students with an international perspective.
• Offer students functional business skills, knowledge and abilities to effectively operate in an international environment.
• Give students proficiency in a foreign language and an understanding of other cultures to facilitate their ability to adapt internationally.
• Combine these areas by having students participate in international activities through study abroad and international internship experiences.

The program requires a cumulative GPA of 2.80 or higher after the third semester. A transfer student with more than 30 credits in transfer will be accepted into the program if he or she has a cumulative transfer GPA of 2.80 or higher. To continue in the program, a transfer student would have to achieve a cumulative GPA of 2.80 or higher in his or her first 16 credits completed at Arcadia University.

Senior Capstone Experience
All majors complete a Senior Capstone project. This project involves integrating prior knowledge, preparing written reports, and making a public presentation. For majors in International Business and Culture, this requirement is satisfied by successful completion of BA 471 Internship and BA 495 Policy Formulation and Administration, both of which are required courses for the major.

Pathways to Study Abroad in International Business and Culture
The International Business and Culture degree expects students to spend a semester or year studying abroad. Exciting opportunities are relatively easy to arrange through the Arcadia University College of Global Studies. Arcadia’s IB&C students have studied on every continent except Antarctica. Students have found a variety of programs in a wide array of locations, such as St. Andrew’s School of Management, Universitat Pompeu Fabra in Barcelona or International Business in Shanghai.

Since most required School of Global Business courses are offered in Fall and Spring semesters, study abroad is all about planning. Students can schedule study abroad in any semester, except spring of the senior year, which is when the Capstone course is taken. It is possible to schedule consecutive or non-consecutive semesters abroad and still graduate on time. It is also possible to do an internship abroad in the Fall, Spring or Summer.

It is important that students plan ahead for study abroad; they should consult with their advisers as early as possible to make their intentions known to the School of Global Business and the Office of International Affairs.

Requirements for the B.A. in International Business and Culture
(Credits as listed below, with Undergraduate Curriculum and credit requirements as set forth.)

1. **International Perspective** (24 credits)
   - BA 101 International Business
   - BA 232 International Environmental and Legal Issues for Business
   - EC 350 International Economics
   - AN 361 Social Change: Globalization and Culture
   - BA 363 International Organizational Behavior
   - BA 344 International Marketing or
**International Business & Culture** at Arcadia University – School of Global Business

2. **Business Fundamentals** (20 credits)
   - **BA 201** Financial Accounting
   - **BA 202** Managerial Accounting
   - **BA 360** Principles of Management
   - **BA 367** Operations Management
   - **BA 380** Principles of Finance

3. **Two courses in Economics** (8 credits)
   - **EC 210** Principles of Macroeconomics
   - **EC 211** Principles of Microeconomics

4. **English** (4 credits)
   - **EN 218** Business Writing

5. **Language Proficiency** (0–28 credits)
   Advanced level proficiency in at least one modern language other than English, as measured by written or oral examination or completion of a minor in a Modern Language is required. Students who can demonstrate mastery of English and one additional language can waive this requirement.

6. **Study Abroad**
   Students are required to spend a semester or year abroad. Students with extenuating circumstances should do a summer internship abroad or a GFS381 International Experience course. If none of the aforementioned options are possible, the Dean of Global Business with recommendation from the Program Director may approve a domestic internship with a foreign-owned firm that does business in the United States or in an international division of a U.S. firm doing business internationally to satisfy this requirement.

7. **Two courses in Mathematics** (8 credits)
   - **MA 141** Elementary Statistics
   - **MA 143** Business Math or
   - or **MA 201/207** Calculus I/Applied Calculus I

8. **Capstone Experience** (8 credits)
   - **BA 471** Internship in Business Administration or
   - **ML 370** Career Internship in Modern Languages
   - **BA 495** Policy Formulation and Administration
International Studies
at Arcadia University

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

Department of Historical & Political Studies

Faculty

International Studies Program Director:
Dr. Hilary Dick

Department of Historical & Political Studies Chairperson:
Dr. Peter Siskind

Associate Professors
Dr. Samer Abboud
Dr. Warren Haffar
Dr. Geoff Haywood
Dr. Angela Kachuyevski
Dr. Jennifer Riggan

Assistant Professors
Roland Adjovi
Dr. Amy Cox
Dr. Maryam Deloffre
Dr. Hilary Dick
Dr. Peter Siskind
Dr. Amy Widestrom

Select Affiliated Faculty
Dr. Jonathan Church (Anthropology)
Dr. Ana Maria Garcia (Sociology)
Dr. Joanne Lucena (Modern Languages)
Dr. Wayne Morra (Economics)
Alex Otieno (Sociology)

Related Undergraduate Programs at Arcadia University

Minor in Pan African Studies
Minor in Global Public Health
Certificate in African Studies
Certificate in Celtic Studies
Certificate in Mediterranean Studies
Peace Corp Prep Program

Related Graduate Study at Arcadia University

Master of Arts in International Peace and Conflict Resolution (4+2 program; 5-year accelerated BA/MA program)

Masters of Arts in International Relations and Diplomacy (4+2 program; 5-year accelerated BA/MA program) – American Graduate School of International Relations and Diplomacy in Paris, France

Pathways to Study Abroad in International Studies

Study abroad is a required part of the International Studies major. All majors study abroad for one semester in a location related to their concentration, and many majors choose to study abroad more than once. Drawing upon the strength of Arcadia’s College of Global Studies, International Studies majors have the opportunity to study at universities around the world, including in Tanzania, China, India, Australia, Great Britain, Greece, Italy, South Africa, and Spain, as well as other locations.

Visit the University’s website for Pathways to Study Abroad (www.arcadia.edu/pathways).

Since it is important that students plan ahead for study abroad, they should consult as soon as possible with both their advisers and the Associate Dean of International Affairs.

Arcadia University Undergraduate Catalog 2015-16

www.arcadia.edu/catalog
INTERNATIONAL STUDIES at Arcadia University

About the B.A. in International Studies

- Preparation for careers in business, government, international development, social work, counseling, journalism, law, religion, non-profit management
- Preparation for graduate school
- Advanced study in the language and culture of another country
- Semester abroad requirement
- Opportunities to study abroad at some of the top universities in the world

One of the distinguishing characteristics of Arcadia University is its commitment to internationalization. Arcadia believes that students who learn firsthand about the interconnections among the peoples of the world will be truly prepared for life in a rapidly changing global society. An important component of Arcadia’s global perspective is the many international courses and experiences available through the International Studies major.

Global Experiences

The Bachelor of Arts in International Studies, which is housed within the Department of Historical and Political Studies, is an interdisciplinary major, focusing on global issues, including both regional and thematic concentrations. All International Studies majors study abroad for at least one semester as well as develop competence in a language other than English. Students are able to work in close contact with faculty with expertise in a number of different disciplines, including History, English, Sociology, Anthropology, Criminal Justice, Political Science, Economics, and Modern Languages.

Graduates may pursue careers in business, government, international development, social work, counseling, journalism, law, religion, community service and non-profit management. This program also prepares students for graduate school.

The International Studies program also offers a minor in International Studies.

The International Studies program also offers two different accelerated options for high-achieving students: a three-year accelerated program and a five-year accelerated (B.A./M.A.) program in conjunction with the International Peace and Conflict Resolution Program.

Requirements for the Bachelor of Arts in International Studies

International Studies majors take a total of 12 courses (typically 46-48 credits) consisting of a mix of four required major courses (IS101; IS201; IS490; IS491) and a total of eight electives spread among the introductory, intermediate and advanced levels. Students also choose a concentration from among six options: Europe and the Mediterranean; Africa and the Middle East; The Americas; The Social Life of Globalization; Sustainable Development; Global Health and Human Rights. Four of the eight electives courses must focus on this concentration, and one advanced-level elective must be a Writing-designated course. In addition, International Studies majors are required to study abroad at least one semester, and students must acquire intermediate-level proficiency in a modern language other than English (up to four courses, 0-16 credits, depending on prior knowledge).

Requirements for the Major

1. IS101 (Introduction to International Studies) and two additional introductory-level (100-level) major courses.
2. IS201 (International Studies Research Writing) and three additional intermediate-level (200-level) major courses.
3. Three advanced-level (300- or 400-level) major courses, not including IS490 and IS491, at least one of which must be a Writing-designated course.
4. IS490 and IS491 (International Studies Senior Seminar)
5. Four major courses not including IS101, IS201, IS490 and IS491 must focus on your chosen concentration. At least two of the concentration courses must be selected from the designated concentration course lists. It is also expected that students’ study abroad will enhance and support the concentration.
6. Study abroad for one semester.
7. Intermediate-level proficiency (through the 202-level) in a modern language other than English.
INTERNATIONAL STUDIES at Arcadia University

Requirements Details:
1. IS101 (Introduction to International Studies), and two additional introductory-level (100-level) major courses.

The following is a list of Glenside courses in this introductory category, but other courses – for instance, courses taken abroad during the First-Year Study Abroad Experience – also might fulfill these introductory-level course requirements as determined in consultation with a student’s adviser and the Director of the International Studies program.

- IS101 Introduction to International Studies
- IS120 Global Public Health
- IS130 Modern Mediterranean World
- AN120 Cultural Anthropology
- BA101 International Business
- HS110 The West in the World
- PBH110 Introduction to Public Health
- PS150 Comparative Politics

2. IS201 (Historical & Political Studies Research Writing), which must be taken after IS101 and no later than the end of the second year, and three additional intermediate-level (200-level) major courses.

The following is a list of Glenside courses in this intermediate category, but other courses – especially courses taken while studying abroad – also might fulfill these intermediate-level course requirements as determined in consultation with a student’s adviser and the Director of the International Studies program.

- IS201 IS Research Writing
- IS220 Global Environment
- IS225 Conflict & Inequality in Latin America
- AN230 Reading Ethnography
- AN240 Ethnographic Film
- AN262 Myth, Magic & Religion
- AN272 Cultures, Conflict & Power
- CJ275 Comparative Criminal Justice Systems
- EC210 Macroeconomics
- HS212 The Modern Middle East
- HS216 Modern East Asia
- HS218 Modern Africa/South Africa
- HS228 America as Empire
- HS230 Cultural History of Modern Africa
- PBH250 Epidemiology: The Science of Public Health
- PS225 Politics of the Developing World
- PS240 United States Foreign Policy
- PS241 International Relations
- PS243 Introduction to Peace and Conflict Resolution

3. Three advanced-level (300- or 400-level) major courses, not including IS490 and IS491, at least one of which must be a Writing-designated course. The following is a list of Glenside courses in this advanced category, but other courses – especially courses taken while studying abroad – also might fulfill these advanced-level course requirements as determined in consultation with a student’s adviser and the Director of the International Studies program.

- IS320 Global Poverty and Inequality
- IS340 Law, Disorder and Globalization
- IS425 Post Conflict Reconstruction
- IS430 The Social Life of War
- AN361 Social Change: Globalization & Culture
- EC330 Natural Resource Economics
- EC350 International Economics
- GFS381 Global Field Studies (various)
- HS325 European Fascism: Fascist Italy and Nazi Germany
- HS335 Vietnam Wars
- HS355 The World at War, 1914 to 1945
- HS360 Modern Italy
- PBH320 Health Policy, Law and Bioethics
- PS335 Politics of Russia & Eastern Europe
- PS370 International Human Rights
- PS411 Introduction to International Law
- PS421 International Organizations
- SO325 Women: Local & Global Connections
- SO385 Social Theory

4. IS 490 and IS 491 (International Studies Senior Thesis Seminars). This two-semester Senior Seminar is only offered in a fall (IS490)/spring (IS491) sequence. Students intending to finish their undergraduate coursework at the conclusion of a fall semester must take IS490 and IS491 the previous academic year.

5. Four major courses not including IS101, IS201, IS490 and IS491 must focus on your chosen concentration. At least two of the concentration courses must be Glenside-based courses. Requirements for the concentrations are detailed below.
INTERNATIONAL STUDIES at Arcadia University

6. Study abroad for one semester. All majors spend at least one semester abroad at a university in a country related to the concentration. Courses taken when studying abroad will be chosen with assistance of the student’s academic adviser.

7. Intermediate-level proficiency (through the 202-level) in a modern language other than English. Students who are taking a modern language for the first time must take four semesters (101, 102, 201, 202) of the language. Students who have previous knowledge will be placed according to the results of a placement inventory.

Concentration Requirements

Concentrations are intended to give students a regional or thematic focus for their studies. Students are required to take four courses in their chosen concentration and are encouraged to take more than four. Students choose one among the following six concentrations:

- Europe and the Mediterranean
- Africa and the Middle East
- The Americas
- The Social Life of Globalization
- Sustainable Development
- Global Health & Human Rights

It is expected that two or more of the courses for the concentration requirement should be selected from the following list of courses designated to each concentration. Additionally, students will work with their advisor to select a study abroad program that will support their concentration and to select appropriate additional courses for their concentration.

Europe and the Mediterranean
- HS 110 The West in the World
- HS/IS 130 Modern Mediterranean World
- HS 234 Modern Russia: Tsars to Stalin
- HS 325 European Fascism: Fascist Italy and Nazi Germany
- HS 355 World at War, 1914-1945
- HS 360 Modern Italy
- HS 380 Dangerous Continent: Europe 1945-2005
- GFS381 Divided Cities, Nicosia, Cyprus
- GFS381 Politics and Ethnic Conflict in Ukraine
- PS 335 Politics of Russia and East Europe
- US 234 Representations of the Spanish Civil War

Africa and the Middle East
- IS 320 Global Poverty and Inequality
- IS 425 Post Conflict Reconstruction
- IS 430 The Social Life of War: Political, Cultural and Identity Process in Global Conflict
- GFS381 Literature and Culture in Postcolonial Ghana
- HS 211/PS212 The Modern Middle East
- HS 218 Modern Africa/South Africa
- HS 230 Cultural History of Modern Africa
- PS 225 Politics of the Developing World
- SO 275 Introduction to Africana Studies
- US 263 Postcolonialism On Screen

The Americas
- IS 225 Conflict & Inequality in Latin America
- IS 340 Law, Disorder & Globalization
- HS 228 America as Empire
- HS 335 The Vietnam Wars
- GFS381 Language and Culture in Belize
- GFS381 Sustainable Development in Costa Rica
- PS 225 Politics of the Developing World
- PS 240 United States Foreign Policy

The Social Life of Globalization
- AN 272 Cultures, Conflict and Power
- AN 361 Social Change: Globalization and Culture
- IS 320 Global Poverty and Inequality
- IS 340 Law, Disorder and Globalization
- IS 430 Social Life of War: Political, Cultural and Identity Process in Global Conflict
- US 207 Global Citizenship: Who in the World Are We?

Sustainable Development
- IS 220 Global Environment
- IS 320 Global Poverty and Inequality
- AN 361 Social Change: Globalization and Culture
- EC 330 Natural Resource Economics
- GFS381 Sustainable Development in Costa Rica
- PS 225 Politics of the Developing World
- US 202 Envisioning Sustainability: Contemporary Art & Environmental Science
Health & Human Rights
- IS 220 Global Environment
- PBH 110 Introduction to Public Health
- PBH 250 Epidemiology: The Science of Public Health
- PBH 320 Health Policy, Law and Bioethics
- PS 370 International Human Rights
- SO 260 Sociology of Health Care
- SO 286 Health and Human Rights

Three-year Accelerated B.A. in International Studies

The three-year accelerated B.A. in International Studies requires that students complete all degree requirements listed above in three years. Students in the three-year accelerated program typically need to complete two credit-bearing summer experiences in order to complete all Undergraduate Curriculum requirements and major requirements within three years. Students meet with their major adviser in their first semester to develop an individualized plan for completion of all requirements.

Master of Arts in International Peace and Conflict Resolution (4+2 Admission program)

Master of Arts in International Peace and Conflict Resolution and Bachelor of Arts in International Studies (4+2 program)

Undergraduate students preparing for the Master of Arts in International Peace and Conflict Resolution normally pursue a liberal arts undergraduate major in the social sciences or humanities. They complete the prerequisite courses for the IPCR program, take several recommended courses, and study abroad for one or two semesters. During the senior year, interested students apply to the Office of Enrollment Management for entrance into the program. For more information on the 4+2 program, please see separate catalog section.

Five-Year Accelerated Programs in IPCR or International Relations & Diplomacy (3+2 programs)

Bachelor of Arts in International Studies and a Master of Arts in either International Peace and Conflict Resolution or International Relations and Diplomacy (3+2 program)

Students wishing to pursue the five-year accelerated B.A. in International Studies and M.A. in either International Peace and Conflict Resolution or International Relations and Diplomacy will complete all B.A. and M.A. requirements in five years.

In years one to three, students are expected complete all Undergraduate Curriculum requirements as well as most requirements for the International Studies major, including the majority of their coursework, study abroad, the language requirement, and Senior Thesis. In year four, they complete the IS major as well as all first-year requirements for the IPCR or IR&D degree. In year five, they complete their IPCR or IR&D requirements.

Arcadia University International Offerings in International Studies

Arcadia University’s College of Global Studies has affiliations with numerous overseas colleges and universities. More information is available at www.arcadia.edu/abroad. Students should contact the College for information on which overseas schools offer courses best suited to their interests.

Minor in International Studies

The International Study minor provides an interdisciplinary opportunity to explore a variety of international issues. Interested students should meet with their major advisers and with the Director of International Studies. Participating students must declare their intent through the Registrar’s Office.
Requirements for the Minor in International Studies
(typically 18–20 credits as listed below)

The International Studies minor consists of five courses totaling 18 to 20 credits. Courses for this minor may not include more than two at the 100 level. Students may count one course, but not more than one, toward both the major and the International Studies minor.

1. Two Introductory-level courses. (See major requirements above for a list of these courses.) It is expected that students will take IS 101.
2. Three Intermediate/Advanced-level courses. (See major requirements above for a list of these courses.)

If students study abroad, they can substitute up to two appropriate courses taken abroad with prior approval of the Director of International Studies.

Requirements for the Minor in Global Public Health

The minor in Global Public Health provides students the opportunity to learn about public health principles from a global perspective. Public health issues are explored from different disciplines and perspectives, including epidemiology, ethics, anthropology, sociology and politics. Students also examine global health analytic frameworks, international institutions, and methods to understand and address health inequities.

Interested students should meet with their major advisers and with the Coordinator of the Global Public Health minor, Dr. Andrea Crivelli-Kovach. Participating students must declare their intent through the Registrar’s Office.

Requirements for the Minor

The Global Public Health minor consists of 6 courses (typically 22-24 credits).

1. 4 core courses
   - PBH 110 Introduction to Public Health
   - PBH 120 Global Public Health

   2. 2 elective course chosen from a variety of PBH elective options from Sociology, Anthropology, and Psychology (see some examples below):
      - AN 361 Social Change: Globalization and Culture
      - PBH 381 Health Policy, Law and Bioethics
      - PY 203 Health Psychology
      - SO 260 Sociology of Health Care
      - SO 280 Sociology of AIDS and HIV
      - SO 286 Health and Human Rights

Certificate in Mediterranean Studies

Students pursuing a concentration in Modern Mediterranean World who intend to study abroad in a Mediterranean country also may want to pursue a certificate in Mediterranean Studies. For more information on the requirements for the Certificate in Mediterranean Studies, please see catalog section on the Certificate in Mediterranean Studies.

Certificate in African Studies

Students with an interest in African Studies who intend to study abroad in either South Africa or Tanzania also may want to pursue a certificate in African Studies. For more information on the requirements for the Certificate in African Studies, please see catalog section on Certificate in African Studies.

International Studies Courses (IS)

100 Introduction to International Studies
(3 credits) See description under IS101.

101 Introduction to International Studies
This course introduces students to the interdisciplinary field of International Studies. Key themes and issues focused on include globalization, development, poverty, and human rights. The course explores how political,
social and economic inequalities are produced and how they affect a variety of peoples and regions differently. Students examine the evolution of nation-state sovereignty and the inter-related impacts of other sub-national and supra-national actors, groups and forces such as those of global markets and non-governmental and inter-governmental organizations. In addition, students learn how the disciplines of history, anthropology, political science and economics engage the central topics of International Studies in distinct ways.

120 Global Public Health
This course introduces students to critical challenges in global health using multidisciplinary perspectives. Issues at the nexus between development and health are explored through millennium development goals, disease burden, environmental health and safe water, epidemiology and demography of disease, AIDS and HIV prevention, chronic diseases, nutritional challenges, social determinants of global health, harm reduction and behavioral modification, health professionals and capacity development, as well as human rights and bioethical issues in a global context.

130 Modern Mediterranean World
(also listed as HS130)
This course enables students to become knowledgeable about the geopolitically strategic as well as social-cultural importance of the Mediterranean region, both historically and in the modern era. Students learn about the strategic waterways, land, and air routes, the Suez Canal, and the nature of war and peace and how the conflicts in the region have affected global peace, stability and security. The course examines the Arab-Israeli conflict, the impact of immigration and migration into the European Union, trade patterns, and cultural, ethnic, religious, and linguistic identities and how they affect regional relations.

201 International Studies Research Writing
This course provides students an intensive introduction to discipline-focused research and writing in their International Studies field(s) of interest. Students are introduced to a variety of types of primary and secondary sources. They learn about how to search for and locate these different sources, how to evaluate them, and how to utilize the sources in their research-based writing. Students learn how to develop research projects from the initial topic of interest through to the final written product; this work includes the generation of research proposals, re-drafting of papers, and practice in formulating different kinds of arguments depending on audience, sources, and written form.

US207 Global Citizenship: Who in the World Are We?
What does it mean to be a citizen of the world? This course will explore this question from a historical, political, cultural and personal perspective. Students will develop a clearer understanding of what citizenship is, a clearer understanding of the ways citizenship is changing as a result of globalization, and a strategy to enact change in an era of globalization.

We will look personally at the question of where our identities come from. How do we know who we are? What shapes us socially? Where does "the world" fit into our identities? We will then look historically at the concept of citizenship in order to deepen our understanding of what it means to be a citizen. Where did the idea of citizenship come from? Who is a citizen and what does that mean? What are the rights, privileges, duties and responsibilities that come with citizenship? How have these understandings of citizenship changed historically? How are these understandings of citizenship changing as a result of globalization?

We will then look at global issues, such as climate change, crimes against humanity, and global poverty. What role have global citizens played in addressing these issues in the past? What will the emerging role of "global citizens" be in the future? Students will ultimately be required to take a perspective on what citizenship in a global era means for each of them. What are the rights and responsibilities associated with being a global citizen?

Finally, we will raise questions about social change. Historically, how have definitions of citizenship been used to bring about social change? How is this different in light of globalization? How can global citizens have a positive influence on global issues? What are the change mechanisms through which they can act?

Throughout the course, students will work on projects in which they select an issue of concern to them and design a strategy to address a global issue. Students will reflect on how their changing understanding of citizenship alters the way they understand their privileges, responsibilities and ability to enact change in a global era.

220 Global Environment
This course focuses on global interconnections and the consequences of humans’ use and frequent degradation of natural resources around the planet. All continents are explored. Readings, discussions, and written assignments examine such topics as the shifting demand for and
politics of resource extraction, trends in energy use (past, present and future), environmental health and justice, and how and the extent to which ecological balances have been imperiled by human economic and social development.

225 Conflict and Inequality in Latin America
This class presents an overview of Latin America by focusing on the historical processes and contemporary socio-political practices that produce conflict and inequality in the region. Why has a region so rich in resources been historically underdeveloped? What issues have recurred across contexts as causes of conflict and inequality in the region? And how have people mobilized to address these causes? Through an examination of several specific case studies, from the Zapatista rebellion in Mexico to community health care activism in Chile, we will explore the similarities and differences in the nature of conflict and inequality found in countries across Latin America. As part of this, we will consider the role the United States has played in shaping the political economy of the region.

US234 Representations of the Spanish Civil War
This University Seminar examines perceptions of the Spanish Civil War (1936-1939) and their international implications. Topics discussed include the significance of the war, the political and social background of Spanish events and society, and how the conflict was by Spanish, American, Canadian, English, and French writers and philosophers. Texts include journalistic perspectives as well as autobiographical accounts and poetic responses. Spanish and international films and documentaries are screened covering topics such as women’s participation in the war and the origins of global responses to the war. This course is a bilingual course and is taught in both Spanish and English. Readings are in both Spanish and English. 
Prerequisites: SP102

US236 Christian, Jewish, and Muslim Spain: From Eden to Exile
This course will examine the coexistence of the three principal religions: Christianity (Catholicism), Islam, and Judaism during the middle Ages. Tenets and beliefs of each religion will be examined in detail. Art and architecture reflecting the three religions will be analyzed and will include such national treasures as the synagogues in Toledo, The mosque in Córdoba, The Alhambra in Granada and the cathedrals of Santiago de Compostela and Seville. Topics discussed will include the Spanish Inquisition, The Catholic kings, the Reconquest, and medieval life in Europe at that time. The historical time period will cover roughly from 700-1492. Readings will include various poems written by writers of the three religions, El Cid, La Celestina and historical documents of the epoch. Teaching the coexistence of the three religions exposes students to different ideological discourses embodied in cultural fields of the time. The class will also examine the three religions and their role in Spanish society today.

This course is a bilingual course and will be taught in both Spanish and English. Readings will be in both Spanish and English. 
Pre-requisites: EN 101 and SP 202.

US262 Sex, Sin & Kin: The Genesis, Evolution and Future of Gender
The ways in which whole sets of ideologies and practices function to define, direct and limit gender and gendered activities differ markedly according to time, place and culture. The purpose of this course is to explore key issues and debates in the history of women and men, in cross-cultural perspective, within the framework of the relationship between gender and change. The main focus of the course is the gendered experiences of women in the modern world, specifically the West, North and Sub-Saharan Africa, the Middle East and Far East, with selected references to historical antecedents in the pre-modern world. Students examine the variety of ways in which women have reflected upon and reacted to the gendered conditions of their lives. We explore representations and self-representations of women within and external to specific cultures. This includes understanding how the categorization as male and female determines so many aspects of individual lives and personal power, the power of groups, and the larger systems of power they confront. The course also raises the question of the future direction of gender, social responsibility and change. Assignments consist of readings in anthropology, history, gender theory, literature, and memoirs. We explore thematic topics through primary and secondary sources. Writing assignments include journaling, reflective essays, the generation of an interview protocol and an oral history project. Students also analyze film, art and communication media and possibly a theatre production. Students are assessed on individual and team based research and reflection, culminating in the creation of a collective oral history and film project.

US263 Postcolonialism on Screen
This course is primarily interested in how colonial and postcolonial subjects and identities have been constructed, negotiated, contested, and resisted. Thus, a fundamental question asked here is: How has the colonial experience restructured thinking about race, culture, class, economy, politics, and sexuality? To explore these key issues and questions, this course will examine how films have represented different
themes in postcolonial studies. Students will be encouraged to read key texts in postcolonial studies and then attempt to understand how issues raised in these texts are represented in film.

US266 Understanding the Age of Genocide
This course takes an interdisciplinary approach to the study and understanding of genocide from several theoretical foundations and perspectives, including political science, international law, peace and conflict resolution, sociology, anthropology, psychology, and history. The course will harness different perspectives on the formation of genocide in modern and historical settings, while highlighting the potential avenues for preventing future genocidal acts. Subjects covered will include the underpinnings of the concept of crimes against humanity, the psychology of group violence, historical revisionism, transitional justice, reconstruction, reconciliation, trauma healing, the responsibility to protect and humanitarian intervention, and conflict prevention and resolution. These main themes will be highlighted through numerous genocide case studies from each continent, as well as exploring lesser known or contested historical cases. The course will also feature guest lectures from genocide survivors, opportunities for research and reflection, and a simulation on humanitarian intervention in a contemporary genocide case.

320 Global Poverty and Inequality
Debates that surround poverty and inequality are some of the most urgent in our time. This advanced seminar critically analyzes the causes of poverty and inequality and applies this analysis to new approaches to development around the world. Students explore historical efforts to address poverty as well as contemporary texts that offer cutting edge solutions to development challenges.

340 Law, Disorder and Globalization
In the late 20th century, there was a global turn towards criminalization and incarceration as responses to social problems-to "disorder." While justified by claims about increases in crime, this "penal turn" often precedes such increases, and so cannot be explained by crime rates alone. The politics of crime are a useful way to examine many social and political changes, such as the criminalization of poor and African-American youth and "urban decline" in U.S. inner cities. This course will examine how these politics help construct inequality in the U.S.; we will also consider how they shape international relationships between the U.S., Europe, and nation-states in Latin America and Africa. As part of this, we will examine how criminalization creates social hierarchies, in which some types of people and some nation-states are seen as inherently criminal and disorderly. We will discuss a range of specific cases that allow us to understand the factors that motivate the penal turn, exploring the ways the penal turn has material consequences that encourage future criminalization, such as for-profit prisons.

425 Post-Conflict Reconstruction
This course introduces students to the main issues in post conflict reconstruction and the multiple challenges facing societies emerging from conflict. The objective of the course is to highlight the various dilemmas and needs of reconstruction and how these are generated by the specific dynamics of conflict. To do so, we adopt a comparative political economy approach that addresses many of the key issues affecting post conflict reconstruction in different conflict spaces, including the role of international actors; the relationship between socio-political peace and economic stability; the financing of reconstruction; the challenges of reconstituting domestic political relations after conflict; governance and institutional development; and the importance of social policy in facilitating reconstruction. This course also places emphasis on the applied side of post conflict reconstruction by introducing some of the techniques, policies and needs assessment strategies employed by international organizations in advancing reconstruction policies and strategies.

430 Social Life of War: Political, Cultural and Identity Process in Global Conflict
This course explores war and violent conflict from a socio-cultural perspective. The course explores the ways in which war and violent conflict reshape social structures, create new cultural processes in reaction to altered reality, and reconstitute identities. Students read and discuss ethnographic accounts that show how war and violent conflict are experienced at the personal, cultural and social level. This course enhances and complicates understandings of what conflict is and what it means for people and social groups who are forced to endure it.

490, 491 International Studies Senior Thesis Seminars
(490 in fall only; 491 in spring only)
In this two-semester Capstone course, students explore research methods and develop and complete a substantial research project. Project topics are chosen by students in consultation with the seminar professor.
Public Health Courses (PBH)

110 **Introduction to Public Health**
This course provides an overview of public health globally, with an emphasis on the United States. The course focuses on the population health perspective, including the impact on the health care system and the environment and the specific needs of under-served populations. A history and background of public health are included to provide a framework for understanding how health and health care evolved globally and within the United States. This history is intricately connected to the discovery of the science of epidemiology, which also is discussed. The course provides an introduction to disease incidence and prevalence, and how the frequency, distribution, and determinants of disease affect how resources are allocated to target health conditions and health disparities. Methods used to detect diseases within populations are described along with educational interventions used to facilitate behavior change and disease prevention. Issues of health care delivery are included with a discussion of health care financing, reimbursement, cost containment and utilization. Finally, students are introduced to the concept of social determinants of health promotion and disease prevention, including health communication and informatics, so that they may gain an understanding of the health disparities that exist today and the factors that contribute to this inequity.

120 **Global Public Health**
This course introduces students to critical challenges in global health using multidisciplinary perspectives. Issues at the nexus between development and health are explored through: millennium development goals, disease burden, environmental health and safe water, epidemiology and demography of disease, AIDS and HIV prevention, chronic diseases, nutritional challenges, social determinants of global health, harm reduction and behavioral modification, health professionals and capacity development, as well as human rights and bioethical issues in a global context.

250 **Epidemiology: The Science of Public Health**
This course provides a basic understanding of the epidemiologic method of identifying disease-causing exposures and behavioral factors that place individuals at risk of other health-related events. It emphasizes the generation of hypotheses based on descriptive epidemiological data, the testing of hypotheses through analytic epidemiologic research, the determination of causality, and the value of epidemiologic research in developing and evaluating disease prevention strategies. The course is designed to enhance students’ ability to analyze problems systematically and to think collectively.

320 **Health Policy, Law and Bioethics**
This course is designed to integrate theories and principles addressed in public health, epidemiology and global health using a case study format. The focus is on how policies are made, who makes them, how they are enforced, and the impact of policies on the health of populations in general and vulnerable populations in particular, depending on the cultural context of the policy and the population it affects.

374 **Sexual and Gender Minority Health Disparities**
Historically, lesbian, gay, bisexual and transgender (LGBT) individuals have often been perceived in stereotyped, one-dimensional ways. Over the past few decades, public health practitioners have become increasingly aware that LGBT persons constitute sexual and gender minorities who have unique health care needs. Students will examine these needs at an individual, community, and societal level, and learn more about political, medical and social issues relevant to these communities, including issues specific to trans and gender-non-conforming communities.

381 **Nutrition: Concepts and Controversies**
This course is an introduction to the concepts and principles of nutrition. Throughout the semester, students will learn the basic components of foods--macro and micro-nutrients, their relationship to diet and metabolism and weight management. Nutritional needs through the lifecycle will be discussed along 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 will be discussed along with holistic approaches to food and healing.
Mathematics at Arcadia University
Global Perspectives...Personal Attention...Real-World Integrative Learning Experiences

Faculty

Professors
Dr. Louis M. Friedler (Chair)
Dr. Carlos E. Ortiz
Dr. Edward F. Wolff
Dr. Xizhong Zheng

Associate Professor
Dr. Zaneta Chapman
Dr. Yanxia Jia (Computer Science Program Director)

Assistant Professor
Dr. Richard J. Arras
Dr. Kathy Macropol

Adjunct Professors
Dr. Marion Cohen
Laura Ducray
William Gingrich
Lawrence Lee
Dr. Ethan Lewis
Thomas Lever
Robert Osifchin
Francis Prendergast
Madhu Puri
Elaine M. Rodgers
Jonathan Shina
Susan Tischler

Degrees
Bachelor of Arts in Mathematics
Bachelor of Science in Mathematics

Minors
Elementary Mathematics Education
Mathematics
Statistics

Option
Secondary Education Certification

Pathways to Study Abroad in Mathematics

Majors in the Computer Science and Mathematics Department are strongly encouraged to take full advantage of the study abroad opportunities that Arcadia University offers. In recent years, students have studied at universities in England, Ireland, Scotland, Australia, and Italy. All benefited greatly from their experiences.

Students who plan to study abroad should meet with their advisers as soon as possible to discuss their options. This is especially true given that several of the Department’s upper-level courses are taught on an alternating year basis. Therefore, the best semesters to study abroad might differ from year to year. Several courses are part of sequences, and students are advised to take those entire sequences at Arcadia.

Many majors elect not to take any math or computing courses during the semester abroad, instead choosing humanities and social science courses that fulfill Undergraduate Curriculum requirements. These latter courses are more apt to help students gain a rich knowledge and appreciation of the culture of the country in which they are studying.

Visit the University’s website for Pathways to Study Abroad (www.arcadia.edu/pathways). Since it is important that students plan ahead for study abroad, they should consult with their advisers as soon as possible and make their intentions known to the Department Chair and the Associate Dean of International Affairs.

About the B.A. and B.S. in Mathematics

- Preparation for positions in statistics, applied mathematics, and financial analysis in business, government, or industry
- Preparation for graduate school in mathematics, statistics, mathematics education, or risk management/actuarial science
- Preparation for secondary teaching
- Preparation for the first two exams of the Society of Actuaries and Casualty Actuarial Society (See separate section on Arcadia’s Actuarial Science major.)
- Opportunities to study abroad at some of the top universities around the world
Mathematics at Arcadia University

Arcadia University’s Mathematics programs are designed to help students to develop problem-solving skills as well as the theoretical insight needed both for applications and graduate study. Courses use state-of-the-art technology, including graphing calculators, computer algebra systems such as Maple, Geometer’s Sketchpad, and statistical software such as SAS and SPSS.

The curriculum allows students to specialize in Secondary Education or pure math. Arcadia also offers majors in Computer Science, Computing Technology, and Actuarial Science. Information on these majors is listed separately.

Recent graduates are actuaries, secondary teachers, biostatisticians, statistical programmers, financial analysts, and graduate students in mathematics, statistics, and engineering. They have found positions with companies such as Boeing, Ernst & Young, Towers Watson, and Aon Consulting. Students have continued their educations at universities such as Columbia, Wisconsin, Rutgers, George Mason, Delaware, and Villanova.

Bachelor of Arts in Mathematics

The Bachelor of Arts degree program prepares students for teaching mathematics at the elementary and secondary school level and for jobs in industry and business. It can serve as a second major for students specializing in other fields.

Bachelor of Science in Mathematics

The Bachelor of Science degree program involves a deeper investigation of both mathematics and applied sciences and prepares students for graduate study, teaching and work in programming and research. Career options include business, government, industry, teaching positions at all levels from elementary through university, and actuarial science positions.

Minor in Elementary Mathematics Education

The minor in Elementary Mathematics Education is designed for students majoring in Elementary Education who want to enhance their understanding of mathematics and so meet Pennsylvania certification requirements. This minor is not open to Mathematics majors.

Minor in Mathematics

The minor in Mathematics is designed to give students majoring in other fields the minimum number of Mathematics courses necessary to do fundamental mathematical analysis required for positions in the sciences and social sciences. This minor is not open to Actuarial Science majors.

Minor in Statistics

The minor in Statistics provides the necessary background to do statistical analysis in professional or academic settings involving the collection and study of data. This minor is not open to Mathematics or Actuarial Science majors.

Requirements for Secondary Certification in Mathematics

Mathematics majors seeking certification for secondary teaching must notify their advisers and the Director of Secondary Education. State certification requirements are very specific, so the earlier students plan for this option, the easier it is to develop appropriate programs.

Requirements for the B.A. and B.S. in Mathematics

(40-60 credits as listed below, with Undergraduate Curriculum requirements and electives to total 128 credits)

Common Curriculum for both degree programs

28 credits as listed below)

1. Five courses in Mathematics
   MA 201, 202, Calculus I, II, III
   203
   MA 221 Linear Algebra
   MA 225 Writing Mathematics: A Transition to Higher Mathematics

2. The following course:
   CS 201 Problem-Solving with Programming and Algorithms I

3. MA 490 Mathematics Capstone
**Mathematics at Arcadia University**

**Additional Requirements**

For the Bachelor of Arts (B.A.) in Mathematics
(20 credits as listed below)

1. Two courses in Mathematics chosen from the following:
   - MA 302 Introduction to Analysis
   - MA 322 Abstract Algebra I
   - MA 341 Probability

2. Two Mathematics elective at the 300 level

For the Bachelor of Science (B.S) in Mathematics
(28 credits as listed below)

1. Three courses in Mathematics
   - MA 302 Introduction to Analysis
   - MA 322 Abstract Algebra I
   - MA 341 Probability

2. Three Mathematics electives at the 300 level

3. PH 211 Conceptual Physics I

**Requirements for the Minor in Elementary Mathematics Education**
(20 credits as listed below)

Students who minor in Elementary Mathematics Education may not also minor in Mathematics or Statistics.

1. The following course:
   - MA 201 Calculus I

2. One of the following Education courses:
   - ED 318 Developing Mathematicians: Thinking Teaching and Learning in Elementary Mathematics
   - ED 412c Curriculum and Methodology for Grades 7-12: Mathematics
   - ED 527g Mathematics in the Middle School

3. At least three of the following courses:
   - MA 117 Mathematical Concepts I
   - MA 118 Mathematical Concepts II
   - MA 141 Elementary Statistics
   - MA 202 Calculus II
   - MA 203 Calculus III

**Requirements for the Minor in Mathematics**
(24 credits as listed below)

Students who minor in both Mathematics and Statistics can only apply MA 201, 202, 203 toward both minors.

1. Five courses in Mathematics:
   - MA 201, 202, 203 Calculus I, II, III
   - MA 221 Linear Algebra
   - MA 225 Transitions to Higher Mathematics

2. One 300 level Mathematics course:

**Requirements for the Minor in Statistics**
(24 credits as listed below)

Students who minor in both Mathematics and Statistics can only apply MA 201, 202, 203 toward both minors.

1. Three courses in Mathematics:
   - MA 201, 202, 203 Calculus I, II, III

2. Three courses in probability and statistics from the following:
   - MA 141 Elementary Statistics
   - MA 242 Intermediate Statistics
   - MA 341 Probability
   - MA 342 Mathematical Statistics I
   - MA 343 Mathematical Statistics II
Mathematics Courses (MA)

095 Pre-Algebra (Math Skills) (0 credits)
This course helps students to prepare for MA 100. This course is geared both to the individual needing a review of basic skills and those attempting to overcome math anxiety. Topics include operations on whole numbers, fractions, decimals, percents, ratios, proportions, signed numbers, areas of geometric figures, and an introduction to the solution of linear equations.

100 Elementary/Intermediate Algebra (2 credits)
This course is an introduction to the fundamental concepts and processes of Elementary and Intermediate Algebra, with an emphasis on problem-solving. This course is geared both to the individual needing a review of algebra and those attempting to overcome math anxiety. Topics include operations with signed numbers, solving and graphing equations and inequalities, operations with polynomials, factoring, radicals, exponents, and quadratic equations.
Prerequisite: MA 095 or placement exam.

110 Pre-Calculus Mathematics
This course is an introduction to basic mathematical ideas and techniques centered on the function concepts. Includes relations and functions in general, algebraic functions, trigonometric functions, exponential and logarithmic functions.
Prerequisite: MA 100 or placement exam.

117 Mathematical Concepts I
This course is an introduction to mathematical reasoning and problem solving. The course emphasizes writing, individual and group investigations, and the use of relevant technology. Content focuses on number theory, college geometry, and the concept of infinity.
Prerequisite: MA 100 or placement exam; open to all majors except Mathematics and Computer Science.

118 Mathematical Concepts II
This course is a continuation of MA 117. Further development of mathematical reasoning and problem solving. The course emphasizes writing, individual and group investigations, and the use of relevant technology. Content focuses on geometry, probability, and data analysis.
Prerequisite: MA 117.

141 Elementary Statistics
This course is an introduction to basic statistical techniques and their applications to the sciences, social sciences and business administration. It includes the collection and presentation of data, measures of central tendency and variability, probability, sampling distributions, confidence intervals, hypothesis testing, correlation and regression, and introduction to analysis of variance. Students learn to use common computer packages in statistics.
Prerequisite: MA 100 or placement exam.

143 Business Math
This course will provide an introduction to the mathematics necessary for a business student to pursue quantitatively oriented business courses including accounting, economics, marketing, finance and operations research. In addition this course will prepare a student for a business orientated calculus course. Topics will include: algebraic concepts, linear, quadratic, polynomial and rational functions; logarithm and exponential functions; limits and continuity and differentiation. Some of the specific applications include: fitting of curves, interest rate calculations, present and future values of annuities and marginal analysis.

This course will also require students to take the accompanying Excel lab, where business applications will be reinforced using MS Excel exercises. Students will complete Excel related exercises applying the course concepts. Weekly exercises and projects will be outlined in a lab book which is included in the course requirements.
Prerequisite: MA100 or placement exam.

201 Calculus I
This introduction to basic calculus presents limits, continuity, the derivative, the definite and indefinite integral, applications.
Prerequisite: MA 110 or placement exam.

202 Calculus II
This continuation of MA 201 investigates further techniques of one-variable calculus, including techniques of integration, and infinite series.
Prerequisite: MA 201.

203 Calculus III
This continuation of MA 202 includes multivariable calculus and applications.
Prerequisite: MA 202 with a grade of at least C-.

207 Applied Calculus I
(3 credits)
Not regularly offered.
Mathematics at Arcadia University

208
Applied Calculus II
(3 credits)
Not regularly offered.

221
Linear Algebra
This intensive study of linear algebra includes essentials of finite-dimensional vector-spaces, linear transformation, matrix algebra, systems of linear equations, and determinants.
Prerequisite: MA 201 or permission of the Chair.

225
Writing Mathematics: A Transition to Higher Mathematics
This is the Computer Science and Mathematics Department's research writing (RW) course. Intended for second-semester sophomores, it focuses on helping students gain facility with the two major types of mathematical writing: clear, concise proofs written for other mathematicians; and explanations of mathematics aimed at non-technical audiences. Writing mathematics is not easily separated from the process of doing mathematics, so while writing takes center stage throughout the course, there are a number of important mathematical concepts that also are covered. Exposure to these topics and the ability to express them clearly will serve students well in all future higher-level math coursework.
Prerequisites: EN101 and MA221.

226
Writing Mathematics: An Abbreviated Transition to Higher Mathematics
(2 credits)
MA226 is an abbreviated version of MA225. It is intended for second-semester sophomores and it focuses on helping students gain facility with the two major types of mathematical writing: clear, concise proofs written for other mathematicians; and explanations of mathematics aimed at non-technical audiences. Important mathematical concepts are also covered. Main difference with MA225: the number of mathematical concepts covered, which is less in MA226. Math majors must take MA225.
Prerequisites: EN101 and MA221.

230
Discrete Structures
(3 credits)
This introduction to discrete mathematical structures with applications in computer science includes basic set algebra, functions, Boolean algebra, propositional logic, graph theory and trees.
Prerequisite: MA 100 or placement exam.

242
Intermediate Statistics
This in-depth examination of statistical concepts includes multiple correlation and regression, analysis of variance, non-parametric statistics, and sampling designs. It provides experience in working with computer packages in statistics.
Prerequisites: MA 141 or permission of the instructor.

302
Introduction to Analysis
This course is an introduction to the language, fundamental concepts and standard theorems of real analysis.
Prerequisites: MA 203 and MA 225 with a grade of at least C-. Also, a 2.0 major GPA is required. However, a 2.20 major GPA is strongly recommended.

315
Theory of Computation
(3 credits)
In this introduction to the theoretical basis of computing, topics include: a review of graph theory; network models; grammars, languages and automata; Turing machines; computability.
Prerequisites: CS 201 and either MA 230 or MA 322 or MA 302.

322
Abstract Algebra I
This course focuses primarily on group theory but also includes an introduction to rings and fields.
Prerequisites: MA 221 and MA 225 with a grade of at least C- or permission of the instructor. Also, a 2.0 major GPA is required. However, a 2.20 major GPA is strongly recommended.

330
Graph Theory and Combinatorics
Graph theory topics include planar graphs, Euler and Hamiltonian circuits, graph coloring, trees, depth-first and breadth-first search, network algorithms. Combinatorial topics include arrangements and selections, generating functions, recurrence relations, pigeon-hole principle, and inclusion-exclusion. This course covers applications to computer science and business and also material of interest to mathematics/secondary education majors. MA 330 may be used to satisfy the Computer Science MA 230 requirement.
Prerequisite: MA 203 and MA 225 or permission of the instructor.
Modern College Geometry
This is an examination of selected topics from Euclidean and non-Euclidean geometry and projective geometry. It will introduce current software.
Prerequisite: MA 202; or permission of the instructor.

Topics in Geometry
Not regularly scheduled.
Prerequisite: MA 202; or permission of the instructor.

Probability
This is a study of combinatorics, discrete and continuous random variables of one and two dimensions, expectations, commonly used probability models, and normal approximation.
Co-requisite: MA 341.

Mathematical Statistics I
This is a study of sampling theory, sampling distribution, confidence intervals, hypothesis testing, linear regression and related topics.
Prerequisite: MA 342.

Mathematical Statistics II
This continuation of MA 342 includes regression models, time series, analysis of variance (ANOVA) and multivariate analysis of variance (MANOVA). It employs the SAS programming language.
Prerequisite: MA 342.

Differential Equations
This in-depth examination of theory and methods of solution of differential equations includes computer utilization and applications.
Prerequisite: MA 203.

Numerical Analysis
This course is a mathematical analysis of interpolation procedures, polynomial approximations, numerical differentiation and integration. It includes their applications to computers. Not regularly scheduled.
Prerequisites: MA 203 and CS 201.

The Mathematical Theory of Interest
This course uses a problem-solving approach to introduce students to the mathematical theory and practice of interest. Much of the class time is spent solving problems similar in scope and level of difficulty to those in the actuarial exam on Mathematical Finance. The course covers the measurement of interest; equations of value; annuities, yield rates, amortization schedules and sinking funds; bonds and other securities; and recent, practical applications.
Prerequisite: MA 202.

Derivatives Markets
(3-4 credits)
This is an introduction to the mathematics and finance necessary to understand financial derivatives.
Co-requisite: MA 361 Mathematical Theory of Interest.

Special Topics
A course in special topics will be offered periodically. Topics will vary.
Prerequisites: Will depend on the topic.

Actuarial Seminar
The purpose of this course is to develop knowledge of the fundamental tools for assessing risk. The application of these tools to problems encountered in actuarial science is emphasized. A thorough command of calculus and probability topics is assumed. Students learn the basics of risk management and risk theory. Students completing this course will be prepared for Exam P/Exam 1 of the Society of Actuaries/ Casualty Actuarial Society.
Prerequisites: MA 203 and MA 341.

Independent Study
In this individualized study in a selected area, suggested topics include real variable (construction of the real numbers, metric spaces, properties of Reimann and Lebesque integrals), topology (introduction to the theory of topological spaces), advanced topics in graph and theory.
Prerequisites: Senior standing and permission of the Chair.

Mathematics Capstone
In this course, students will develop their writing, research, and presentation skills, culminating in a substantial research project to satisfy Arcadia University’s Capstone requirement.
Prerequisites: Junior or senior standing is required or permission of the Department Chair. Also, a 2.0 major GPA is required, and a 2.2 major GPA is highly recommended.
Mediterranean Studies
in The College of Global Studies, Arcadia University

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

Arcadia University, The College of Global Studies

Program Director
Dr. Alison LaLonde Wyant

Resident Directors
Jan Motyka Sanders, Ph.D., Regional Director of Mediterranean Programs
Jaume J. Gelabert, Ph.D. Academic Director for Programs in Spain
Tina Rocchio, Resident Director, Rome, Italy and Mediterranean Center for Arts and Sciences
Alper Camci, Academic Director for Programs in Istanbul, Turkey

Degree/Concentrations
Certificate of Mediterranean Studies

Related Fields of Study at Arcadia
International Studies, Sociology, History, Humanities

About the Certificate in Mediterranean Studies

• Specialized study abroad in Spain, Greece, Turkey or Italy
• Two semesters, or a semester and a summer term
• Interdisciplinary studies in the humanities, social sciences and sciences
• Concentrations ranging from classical studies to environmental studies
• 20-credit certificate from Arcadia University

The Mediterranean Studies certificate program is offered through The College of Global Studies at Arcadia University. Drawing on the extensive course offerings and resources of The College’s overseas programs in Greece, Italy and Spain, the certificate program is designed for students who want to focus part of the undergraduate experience on Mediterranean Studies. Students participate in two Arcadia study abroad programs in that region and are encouraged to study in two different countries.

This undergraduate academic certificate program offers an innovative way to learn about this very important region of the world. The Mediterranean Studies certificate program contributes to Arcadia’s mission “to prepare students for life in a rapidly changing global society.”

Program Structure: Students in the Mediterranean Studies certificate program will have the opportunity to engage in a wide range of learning experiences, including courses, research, and co- and extra-curricular activities. The program is interdisciplinary and global, centered on studies in the Humanities, Social Sciences and Sciences. Students also have the option of concentrating in specific areas ranging from classical studies to environmental studies.

Study Abroad locations: Students are encouraged to participate in at least two of the following Arcadia centers—in two semester programs or a semester and summer program—to complete the Mediterranean Studies certificate requirements.

Greece
• The Arcadia Center for Hellenic, Mediterranean, and Balkan Studies, Athens

Italy
• Centro Linguistico dell’Ateneo and Università del Salento, Lecce
• Mediterranean Center for Arts and Sciences, Siracusa (Sicily)
• Umbria Institute, Perugia

Spain
• Arcadia Center for Catalán, Spanish & Mediterranean Studies, Barcelona
• Arcadia Center for Contemporary Studies in Spain, Granada
• Centro de Lenguas Modernas and the University of Granada, Granada

Turkey
• Kadir Has University, Istanbul

Admissions Requirements: Any student who qualifies to study on The College of Global Studies program is eligible to apply for the certificate program in Mediterranean Studies.
MEDITERRANEAN STUDIES at Arcadia University

Studies. The application for the certificate is made to The College of Global Studies.

The Mediterranean Studies Undergraduate Certificate is intended primarily for non-Arcadia University students from universities and colleges in the United States who participate in The College of Global Studies overseas programs. Arcadia University undergraduate students who participate in these are eligible to receive the Mediterranean Studies certificate but also might pursue the Arcadia University Minor in International Studies.

Academic Advising: In consultation with the Program Manager and Dean of Studies of The College of Global Studies, students begin to design their academic program during the application process for study abroad on programs of the College of Global Studies. They complete the process in-country with an academic adviser from each of the two institutions where they study.

Transcript
Students receive an Arcadia University transcript for study on the programs of The College of Global Studies. Credit from the program may be applied independently or transferred to the student’s home institution according to the policy and procedures of that institution.

Requirements for the Certificate in Mediterranean Studies

Students earn a Certificate in Mediterranean Studies by completing the following requirements:

- Study through The College of Global Studies in programs in Greece, Italy, Turkey or Spain—preferably two different programs—either two semesters or a semester and summer program.
- Coursework of least 20 semester hours of credit in interdisciplinary Mediterranean Studies in Humanities, Social Sciences and Sciences. Credit must be earned on an Arcadia study abroad program.
- A cumulative 2.0 GPA or higher in courses and academic experiences.
- A capstone research project (a 5,000-6,000 word paper or presentation of equivalent work) on Mediterranean Studies, for 3 semester hours of credit. The research project is supervised by a faculty member and the Dean of Studies of The College of Global Studies.
Modern Languages & Cultures
at Arcadia University

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

Faculty

Associate Professor
Dr. Jojo Lucena (Chair)

Assistant Professors
Dr. Kate Bonin
Dr. Aroline Seibert Hanson

Full-time Adjunct Professors
Dr. Giorgio Galbussera
Ms. Gabriela Segal

Adjunct Professors
Aura de Baki
Toshiko Bell
Elisa Clewis
Melanie R. Drolsbaugh
Dr. Stella Gevorgyan-Ninness
Shuchen Huang
Dr. Pilar L. Maravi
Sophie Rivara-Lipschutz
Li-Hsueh Tsa

Degree/Concentrations

Bachelor of Arts in French Studies
(a Majors Abroad Program)

Bachelor of Arts in Italian Studies
(a Majors Abroad Program)

Bachelor of Arts in Spanish

Bachelor of Arts in Spanish Cultural Studies
(a Majors Abroad Program)

Minors
French, Spanish, German, Italian, Linguistics

Options
Coursework in American Sign Language, Arabic, Chinese, Japanese, Hebrew, and Russian

Pathways to Study Abroad in Modern Languages

The Department of Modern Languages has a unique and vital role to play in preparing students to study abroad. The ability to speak the language and to appreciate the cultural life of another nation greatly enhances the experience. The Department actively encourages all students to plan to study abroad as part of their academic programs.

Academic year, semester and summer programs are available. Most language majors take advantage of study abroad to enhance their command of language and culture.

Students who plan to study abroad generally do so in the junior year, after completing their Undergraduate Curriculum requirements and acquiring basic knowledge of the foreign language they are studying. Students can stay for one or two semesters and take courses for their major. Any course completed abroad in the local language counts toward a major or minor, provided it is not a repetition of a course taken in Glenside. Locations for study include Toledo, Granada, Mallorca, Barcelona, Mexico, Chile, and Cuba for Spanish; Rome, Florence, Perugia, Syracuse, and Lecce for Italian, and Paris for French.

In addition to language courses, students can select courses from literature, culture, cinema, history, political science, economics, philosophy and other disciplines. Study in other countries also can be arranged. Visit the Arcadia University website for more information.

Since it is important that students plan ahead for study abroad, they should consult with their advisers as soon as possible and make their intentions known to the Department Chair and the Associate Dean of International Affairs.

About the B.A. in French Studies, Italian Studies, Spanish, and Spanish Cultural Studies

- Preparation for graduate study
- Preparation for teaching
- Preparation for careers in business, communications, social services, healthcare, education or government
- Minors in Spanish, French, Italian, German and linguistics
- Courses in American Sign Language, Arabic, Chinese, Japanese, Hebrew, and Russian
MODERN LANGUAGES at Arcadia University

- Internships in the Hispanic community in Philadelphia
- Opportunities to study abroad at some of the top universities around the world

Objectives
Proficiency in a language in addition to English is an increasingly important tool for a career in business, communications, social services, healthcare, education or government.

Modern Languages programs focus on the study of language, culture, literature and film within each international language group. Students who pursue a major in Spanish, Italian or French can take advantage of a wide range of courses in the language, culture and literature of Spain, Latin America, Italy, and France, respectively.

Modern Languages programs include a Bachelor of Arts in Spanish, Spanish Cultural Studies, Italian Studies, French Studies, and minors in Spanish, French, Italian, German and linguistics. Also available are courses at the beginning level in, Arabic, Chinese, American Sign Language and Russian. Intermediate courses are offered in Japanese and Chinese. Modern Language courses emphasize both language proficiency and cultural understanding. Fluency and accuracy of language are the basis for effective communication. At the same time, students can begin to relate to the cultural aspects of the language they are studying through authentic written materials. Classes are taught in the target language, and small-group activities involve students in active learning.

Critical thinking is encouraged from beginning courses through advanced film and literature courses. Students who intend to continue a language studied previously (in high school or elsewhere) take a placement test and enroll in the course designated by the Department. The completion of the 101-201 level sequence (or its equivalent) is required for all courses above 201.

The Department supports chapters of Sigma Delta Pi, the national Spanish honor society, and Pi Delta Phi, the national French honor society. And Gamma Kappa Alpha, the national Italian honor society. Students of Spanish, French, German, Italian and Japanese are involved in the multicultural community at Arcadia University in many ways.

B.A. in Spanish (Glenside)
The Bachelor of Arts in Spanish prepares students to communicate in Spanish through experience in Spanish classes as well as in a Spanish-speaking environment in a study abroad experience.

Students become familiar with the history and culture of Spain and Latin America and with issues facing Hispanics in the United States. Students will be qualified to enter a teacher certification program, graduate study, or to enter any profession for which a liberal arts degree is a prerequisite.

Requirements for the B.A. in Spanish
(44 credits total)
Students with no background in Spanish must complete the series Spanish 101/102/201 before entering the major. Students who have a previous knowledge of Spanish will be placed according to their performance on the Spanish placement inventory.

Students enrolled in Spanish as a major ordinarily complete 50 percent of the required courses at and beyond the 200 level at Arcadia University. The senior seminar and the thesis must be developed under the supervision of an Arcadia University faculty member.

Courses taken abroad as part of an international educational experience will be recognized and accepted for transfer credit provided they are not a repetition of similar courses taken at Arcadia University. Students must consult with their advisers before departing and engaging in courses abroad.

Students majoring in Spanish are advised to spend one full semester or at least one summer session in one of the programs organized and coordinated by Arcadia's College of Global Studies.

Up to two bilingual courses with a Spanish or Latin American content can be counted toward the Spanish major plus one departmental
course in linguistics taught in English. Only one can be counted toward the minor.

1. The following courses are required (34 credits):
   - One departmental class concerning Latin America
   - One departmental linguistics class taught in English
   - SP 202 Intermediate Spanish Language and Culture
   - SP 203 Spanish Conversation I or SP 204 Spanish Conversation II*
   - SP 233 Spanish Composition I
   - SP 305 Spanish Culture and Civilization
   - SP 490 Senior Thesis I (4 credits Fall)
   - SP 491 Senior Thesis II (2 credits Spring)

2. Elective Courses (10 credits)
   - ML 370 Career Internship in Modern Languages
   - SP 235 Spanish Through Translation
   - SP 240 Spanish for Medical Careers
   - SP 241 Spanish for Social Services
   - SP 242 Spanish for Business
   - SP 270 The Hispanic Experience in Philadelphia
   - SP 285 Selected Topics in Spanish
   - SP 314 Contemporary Spanish Literature
   - SP 315 Contemporary Latin American Literature
   - SP 324 Survey of Spanish Literature
   - SP 325 Survey of Latin American Literature
   - SP 326 The Hispanic World through Film
   - SP 333 Advanced Spanish Conversation and Composition II
   - SP 385 Special Topics in Spanish
   - SP 389 Independent Study: Spanish
   - US 234 Representations of the Spanish Civil War
   - US 236 Christian, Jewish, and Muslim Spain: from Eden to Exile

3. Requirements for the B.A. in Spanish Cultural Studies
   This major, Spanish Cultural Studies, requires one academic year or two semesters of residence in Spain, where students will take courses exclusively related to Spain in institutions that are part of Arcadia’s College of Global Studies.

   This major requires 44 credits, but 24 credits must be devoted exclusively to Spain-related study areas.

   The courses to be taken by a student as part of the major must cover at least four different areas from the following: Culture, Art History, History, Politics, Geography, Literature, Cinema, Music, and Economy.

   The 24 credits do not include language, conversation, and composition courses, areas in which the student should be proficient before entering the new major and/or traveling abroad.

   The Capstone or senior thesis must be focused or centered on themes or issues relating to Spain.

   The courses taken in Glenside in Spain-related areas, such as literature, cinema, and culture and civilization, will count toward the major. It is highly advisable that a student entering the major takes SP 305 Spanish Culture and Civilization before departing, in order to have a country background before entering the major.

The Program
   The ideal sequence of studies will be as follows.

1. Freshman and/or Sophomore Years in Glenside
   Completion of the following courses before departing:
   - SP 202 Intermediate Spanish Language and Culture
   - SP 203 Spanish Conversation I or SP 204 Spanish Conversation II*
   - SP 233 Spanish Composition I
   - SP 305 Spanish Culture and Civilization (highly advisable)

2. Junior Year—Study in Spain.
   Students have the possibility of studying at three places: Toledo, Granada, Barcelona, and For more information, visit studyabroad.arcadia.edu/find-a-program/programs-by-country/spain.

3. Senior Year
   Return to Glenside campus in order to complete:
   - SP 490 Senior Thesis I
   - SP 491 Senior Thesis II
Requirements for the B.A. in French Studies

This Majors Abroad Program (MAP) has an interdisciplinary focus on politics, history, international relations, and French language and culture.

Students with no background in French must complete the series French 101/102/201 before entering the major. Students who have a previous knowledge of French will be placed according to their performance on the French placement inventory.

The Major in French Studies requires the student to spend two semesters abroad in France, at the American Graduate School in Paris (AGS) and the Alliance Française or at Hollins University in Paris. For more information visit studyabroad.arcadia.edu/find-a-program/programs-by-country/france or www.hollins.edu/academics/beyond-the-classroom/study-abroad/study-abroad-in-paris/

If due to extenuating circumstances a student cannot study abroad for the required year to complete the MAP, a petition may be submitted for an Individualized Major, which would include only one semester abroad. This petition must be submitted by the beginning of the student’s junior year to the Academic Adviser for Individualized Majors in the Office of Graduate and Undergraduate Studies, for review by that Adviser and the UAPC Chair.

The Program

1. Glenside
Before departing, between the freshman and the sophomore years, five classes or 20 credits from the following courses in French:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>FR 202</td>
<td>Intermediate French Language and Culture</td>
</tr>
<tr>
<td>FR 203</td>
<td>French Conversation</td>
</tr>
<tr>
<td>FR 204</td>
<td>or</td>
</tr>
<tr>
<td>FR 314</td>
<td>Readings in French</td>
</tr>
<tr>
<td>FR 285</td>
<td>Topics in French</td>
</tr>
<tr>
<td>FR 326</td>
<td>Advanced French through Cinema</td>
</tr>
</tbody>
</table>

2. Paris – Two semesters. In order to study abroad students should have a minimum GPA of 3.0. Before departing, students must contact the adviser in French, in Glenside, to select courses.

3. Glenside, Senior Year
FR 490 French Senior Thesis I
FR 491 French Senior Thesis II

4. One departmental course in linguistics taught in English (4 credits).

Requirements for the Bachelor of Arts in Italian Studies

The major in Italian Studies requires students to spend one year in Italy and to complete 44 credits devoted exclusively to Italy-related study areas.

If due to extenuating circumstances a student cannot study abroad for the required year to complete the MAP, a petition may be submitted for an Individualized Major, which would include only one semester abroad. This petition must be submitted by the beginning of the student’s junior year to the Academic Adviser for Individualized Majors in the Office of Graduate and Undergraduate Studies, for review by that Adviser and the UAPC Chair.

The courses taken as part of the major must cover at least three different areas from the following: Culture, Art History, History, Politics, Literature, Cinema, Music, and Economy and one departmental course in linguistics taught in English.

In order to study abroad, students should have a minimum GPA of 2.7 or 3.0, depending on the site. Before departing, students must contact the adviser in Italian, in Glenside, to select courses.

The Program

1. Glenside: Requirement for Italian Studies Major

Before departing, between the freshman and the sophomore years:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>IT 201</td>
<td>Intermediate Italian I</td>
</tr>
<tr>
<td>IT 202</td>
<td>Intermediate Italian Language and Culture</td>
</tr>
<tr>
<td>IT 203</td>
<td>Italian Conversation and Diction I or II</td>
</tr>
</tbody>
</table>

One departmental course in linguistics taught in English.
2. **In Italy. Junior Year.** Students have the possibility of studying in five different places: Florence, Perugia, Rome, Lecce, and Syracuse. For more information visit studyabroad.arcadia.edu/find-a-program/programs-by-country/italy

3. **In Glenside. Senior Year.**

   IT 490 Italian Senior Thesis I
   IT 491 Italian Senior Thesis II

**Requirements for the Minor in French, German, Italian or Spanish**

(A total of 20 credits above the 102 level)

FR 102, GR 102, IT 102 or SP 102 may not be included in the total of 20. Students entering at a level higher than 102 should consult with the Department Chair concerning their course selection for the minor.

Up to one bilingual course with a cultural content related to the language being studied.

**Requirements for the Minor in Linguistics**

(A total of 20 credits)

1. The following four courses:
   - EN 334 Introduction to Linguistics and Language History
   - LING 101 Introduction to Linguistics
   - LING 2XX Phonology and Phonetics (pending approval)
   - LING 2XX Syntax and Morphology (pending approval)

2. One elective course from the following:
   - IS 2XX Migration, Politics in the Americas (pending approval)
   - LING 307 Second Language Acquisition
   - US 324 Understanding Language Learning: Using Two Languages To Engage with the World

**American Sign Language Courses (AS)**

101 Beginning American Sign Language I

Courses designed to guide students who have no knowledge of Sign Language to the point where they can function comfortably in a wide variety of situations in the Deaf community.

102 Beginning American Sign Language II

Building upon the proficiency of AS 101, this course is designed to guide students who have a one semester’s knowledge of Sign Language to the point where they can function comfortably in a wide variety of situations in the Deaf community.

**Prerequisite:** AS 101.

**Arabic Courses (AR)**

101 **Beginning Arabic I**

This course is designed to introduce students to basic Arabic and grammar. Upon completion of this course, students can expect to be able to introduce themselves, make questions, express feelings, as well as to engage in simple conversation on a range of everyday topics. This course uses materials from the Arab media as well as segments filed in Cairo, Egypt. Culture is discussed as the course progresses.

102 **Beginning Arabic II**

Building upon the proficiency of Arabic 101, students learn the use of present tense and acquire additional vocabulary that will allow them to discuss their classes, families, food, and eating at a restaurant, among others. Cultural points are introduced to familiarize students with Arabic beliefs and values. The four communication skills are developed as the course progresses.

**Prerequisite:** AR 101.

**Chinese Courses (CHI)**

101 **Beginning Chinese I**

CHI 101 is designed for students with no background in the Chinese language. The course introduces basic Chinese pronunciation, the writing system, numbering, and the necessary grammar components in order to perform the following basic communication functions: greetings, asking and answering questions; speaking about family, professions, time, dates, age, hobbies and pastimes. Chinese 101 will introduce the student to the knowledge and handling of approximately 150 Chinese characters.

102 **Beginning Chinese II**

CHI 102 will continue with the introduction of Chinese characters initiated in Chinese 101,
presenting 200 new characters for a total of 350. Grammar components are introduced in order to develop communication functions in a social setting, and the corresponding Chinese civilities: talking on the phone, Chinese phone numbers; making appointments, asking a favor, and time expressions; talking about school life, routine, habits, and performance in Chinese class; descriptive complements, and ordinal numbers. **Prerequisite:** CHI 101.

**201 Intermediate Chinese I**
Fully online course for students with two semesters of Chinese. Students are involved in weekly online activities, meeting online for conversation once a week, and other activities using Blackboard and Wimba/Skype for conversation. At the end of the course, students will read and write 700 Chinese characters. **Prerequisite:** CHI 102.

**202 Intermediate Chinese II**
Fully online course for students with two semesters of Chinese. Students are involved in weekly online activities, meeting online for conversation once a week, and other activities using Blackboard and Wimba/Skype for conversation. At the end of the course, students will read and write 850 Chinese characters. **Prerequisite:** CHI 201.

**French Courses (FR)**

**101 Beginning French I**
Courses introduce understanding, speaking, reading and writing skills. Basic vocabulary and grammatical structures are studied.

**102 Beginning French II**
Courses introduce understanding, speaking, reading and writing skills. Basic vocabulary and grammatical structures are studied. At the end of FR 102, students are expected to advance to an intermediate-low level by ACTFL standards. Computer-assisted practice using state-of-the-art digital laboratory. **Prerequisite:** French 101 or equivalent

**201 Intermediate French I**
Course continues practice in listening, conversation, reading and writing in French. At the end of FR 201, students are expected to advance to an intermediate-mid level by ACTFL standards. Computer-assisted practice using state-of-the-art digital laboratory. **Prerequisite:** FR 102 or equivalent.

**202 Intermediate French Language and Culture**
Course designed to further develop students' language proficiency. At the end of FR 202, students are expected to advance to an intermediate-high or advanced level by ACTFL standards. Cultural knowledge is advanced through more advanced reading, listening, speaking and writing exercises. Computer-assisted practice using state-of-the-art digital laboratory. **Prerequisite:** FR 201 or equivalent.

**203 French Conversation I**
Conversation in French for students who want to improve their communication skills in French. **Prerequisite:** FR 102 or equivalent.

**204 French Conversation II**
Conversation in French for students who want to improve their communication skills in French. **Prerequisite:** FR 102 or equivalent.

**285 Selected Topics in French**
(3 to 4 credits)
Exploration of selected topics such as French Civilization, history, geography, literature, art and culture. Topics vary according to student and faculty interests. May be elected for more than one topic. **Prerequisite:** FR 202, one FR 203/204.

**305 Contemporary France**
This course is to familiarize with all aspects of French political, sociological, technical, and artistic developments in France today. We will compare the French electoral system, and the educational system with those of the United States. All facets of family and working life will be discussed, such as the social security and health care system, the help given to women with child care and expenses. The technical advances that France has achieved such as the TGV, the fast trains, the Airbus, and the communication system, will be studied in great detail. Cinema is an important art in France, we will cover the history of cinema and its status today in the world. **Prerequisite:** FR 202.

**314 Readings in French**
Advanced readings in French and Francophone literature. Includes at least one full-length work of fiction or theatre. **Prerequisites:** FR 202.
MODERN LANGUAGES at Arcadia University

326
Advanced French Through Cinema
Course designed to further develop students’ language proficiency through the use of contemporary French films. Through watching and critical analysis of films, students will improve their listening, oral and writing skills while getting a sense of some of the important features that are particular to French culture.
Prerequisite: FR 202.

385
French Literary Movements
In-depth study of major figures, works and/or movements in French or French African literature or film, such as Avant-Garde French Fiction, L’Afrique Noire Contemporaine, Contemporary Poetry, French Feminist Writers or New French Cinema. Topics vary according to student and faculty interests. May be elected for more than one topic.
Prerequisite: FR 202, One FR 203/204, FR 214.

389
Independent Study: French
(2 to 4 credits)
In-depth study of an author, movement, genre, or theme.
Prerequisites: Senior standing with 30 credits already approved a minimum GPA of 3.0, consent from a faculty to direct the course, and authorization from the chair.

490
French Senior Thesis I
This is a Capstone project for senior French majors, exploring French cultural issues, both inside and outside of the United States. Seminar format, culminates in a project consisting of 20 to 25 pages written in French and a public presentation. The course develops along one year (Fall, 4 credits; Spring, 2 credits), and the theme must be approved by the instructor.
Prerequisite: All previous major courses requirements completed, and Senior Standing.

491
French Senior Thesis II
(2 credits)
This is a second semester course culminating in the conclusion of your thesis and final capstone presentation
Prerequisite: FR 490.

German Courses (GM)

101
Beginning German I
Introductory course in German. Provides training in understanding, speaking, reading and writing German through use of culturally oriented materials. At the end of GM 102, students are expected to advance to an intermediate-low level according to ACTFL standards. Computer-assisted practice using state-of-the-art digital laboratory.

102
Beginning German II
Introductory course in German. Provides training in understanding, speaking, reading and writing German through use of culturally oriented materials. At the end of GM 102, students are expected to advance to an intermediate-low level according to ACTFL standards. Computer-assisted practice using state-of-the-art digital laboratory.
Prerequisite: GM 101 or equivalent.

201
Intermediate German I
Continued practice in German conversation, reading and writing. Focuses on language and cultural understanding. At the end of GM 201 students are expected to advance to an intermediate-mid level according to ACTFL standards. Audio cassettes and videos complement program.
Prerequisite: GM 102 or equivalent.

202
Intermediate German Language and Culture I
Continuation of Intermediate German I with class discussions based on reading of contemporary material. Geared to increase cultural understanding and to work on troublesome language issues. Audio cassettes and videos included in program. At the end of GM 202, students are expected to advance to an intermediate-high level according to ACTFL standards. Audio CDs and videos included in program.
Prerequisite: GM 201 or equivalent.

203
German Conversation
Students will fine-tune their language skills by interpreting German films. Through film, the students will address some of the main challenges in German society today by discussing such topics as history, the individual, immigrant integration into society, and relations between East and west. We will also work on difficult aspects of German grammar. Learning vocabulary, especially the idiomatic use of German, will be emphasized.
Prerequisite: GM 201.

US261
Representations of the Holocaust
This course will examine perceptions of the Holocaust, the systematic state-sponsored persecution of Jews, Gypsies, gays, communists, and people with disabilities by the Nazi Regime.
and its collaborators. We will analyze the international implications, repercussions, and genocide. Topics discussed will include the significance of the Holocaust, the political and historical events preceding it, philosophical debates about good and evil, theories of violence and authority, memory and survival, gender and holocaust representation, and the concept of a willing perpetrator. Readings will include various accounts of the Holocaust, both fictional and autobiographical and we will study their effects on the reader. We will also examine visual culture and the Holocaust such as photos, movies, and comics and how popular culture shapes public memory. NOTE: US261 can count toward the minor in German.

Prerequisite: EN101.

285 Special Topics in German
(2 or 4 credits)
Exploration of selected topics such as German civilization: history, geography, literature, art and culture. Topics vary according to student and faculty interests.

Prerequisite: GM 202.

Hebrew Courses (HBR)

101 Beginning Hebrew I
Course introduces basic understanding, speaking, reading and writing skills of modern Hebrew. Basic vocabulary and grammatical structures are studied. There is no pre-requisite. Culture is discussed as the course progresses.

102 Beginning Hebrew II
Courses introduce understanding, speaking, reading, and writing skills through use of culturally oriented material. Basic vocabulary and grammatical structures are studied. Hebrew 2 is designed to continue modern conversational Hebrew. We will build on the Hebrew vocabulary learned in Hebrew 1. We will also continue to learn Hebrew grammar, modern idioms, word construction, and Hebrew conversation. Much of class time will be devoted to oral, individual, and interactive performance.

Prerequisite: HBR 101.

Italian Courses (IT)

101 Beginning Italian I
Courses introduce understanding, speaking, reading and writing skills. Basic vocabulary and grammatical structures are studied. At the end of IT102 students are expected to advance to an intermediate-low level by ACTFL standards. Computer assisted practice using state-of-the-art digital laboratory.

102 Beginning Italian II
Courses introduce understanding, speaking, reading and writing skills. Basic vocabulary and grammatical structures are studied. At the end of IT102 students are expected to advance to an intermediate-low level by ACTFL standards. Computer assisted practice using state-of-the-art digital laboratory.

Prerequisite: IT 101 or equivalent,

201 Intermediate Italian I
Course continues practice in listening, conversation, reading and writing in Italian while presenting advanced grammatical structures. At the end of IT 201, students are expected to advance to an intermediate-mid level by ACTFL standards. Computer-assisted practice using state-of-the-art digital laboratory.

Prerequisite: IT 102 or equivalent.

202 Intermediate Italian Language and Culture
Capstone course designed to further develop students' language proficiency. At the end of IT 202 students are expected to advance to an intermediate-high or advanced level by ACTFL standards. Cultural knowledge is advanced through more advanced reading, listening, speaking and writing exercises.

Prerequisite: IT 201 or equivalent.

203 Italian Conversation and Diction I
Conversation in Italian for students who want to improve their conversational Italian as well as expand their knowledge of Italian culture by analyzing current issues and situations of Italian society.

Prerequisite: IT 102 or equivalent.

204 Italian Conversation and Diction II
Conversation in Italian for students who want to improve their conversational Italian as well as expand their knowledge of Italian culture by analyzing current issues and situations of Italian society.

Prerequisite: IT 102 or equivalent.

216 Italian through Art
The course aims at expanding students' knowledge of the Italian language and culture through one of the most representative features of the Italian cultural tradition: Art. Throughout the semester students will develop the skills of...
reading, writing and speaking while analyzing some of the most famous Italian artists of all times and their major artworks. **Prerequisite:** IT201 or equivalent level or authorization from the instructor and/or the department.

226 **Italian Language and Culture through Cinema** A view of Italian language and culture through contemporary Italian films. Italian society as represented by the most prominent Italian directors in the cinema. Course is taught in English

231 **The Mafia and Beyond** The course examines the Sicilian mafia and other criminal organizations (camorra and ‘ndrangheta) in their historical and social context in Italian culture: their origins, development into powerful criminal syndicates with political ties, and expansion to North America. The course looks at organized crime through the lens of literature, film, and popular media, to examine how the mafiosi have been alternatively a target of civic indignation and an object of endless fascination in Italian (and Italian-American) popular culture.

285 **Special Topics in Italian** (3 to 4 credits) Exploration of selected topics such as Italian civilization: history, geography, literature, art and culture. Topics vary according to student and faculty interests. May be elected for more than one topic. **Prerequisite:** IT 202 or equivalent level.

314 **Introduction to Italian Literature** Introductory course in reading and interpreting Italian. The course provides students with the necessary knowledge to analyze narrative and poetry of the main movements of Italian literary tradition through selections of each genre. **Prerequisite:** IT 202 or equivalent level.

315 **La Divina Commedia: Inferno** Analysis of Dante’s masterpiece through discussion of philosophical concepts and historical facts of medieval Italy. The course will focus on the inferno and Dante’s journey in the realm of Lucifer. **Prerequisite:** IT 202 or equivalent level.

389 **Independent Study: Italian** (2 to 4 credits) In-depth study of an author, movement, genre—or a theme such as advanced grammar. **Prerequisites:** Senior standing with 30 credits already approved, a minimum GPA of 3.0, consent from a faculty to direct the course, and authorization from the chair.

490 **Italian Senior Thesis I** This is a Capstone project for senior Italian majors, exploring Italian cultural issues, both inside and outside of the United States. Seminar format, culminates in a project consisting of 20 to 25 pages written in Italian and a public presentation. The course develops along one year (Fall, 4 credits; Spring, 2 credits) and the theme must be approved by the instructor. **Prerequisite:** All previous major courses requirements completed, and Senior Standing.

491 **Italian Senior Thesis II** (2 credits) This is a second semester course culminating in the conclusion of your thesis and final capstone presentation. **Prerequisite:** IT 490.

**Japanese Courses (JA)**


102 **Beginning Japanese II** Conversation-based introduction to Japanese: grammar, comprehension, pronunciation and vocabulary. Includes individual work with CDs and audio cassettes and an introduction to the Japanese writing system. Computer-assisted practice for writing systems using state-of-the-art digital laboratory for writing system. Introduction of Japanese culture. **Prerequisite:** JA 101 or equivalent.

201 **Intermediate Japanese I** Intermediate Japanese following the same basic procedure as the two Japanese courses, JA 101 and JA 102. Continues work on formal patterns of Japanese and introduces informal patterns. Formally introduces Kanji borrowed from China and practices both reading and writing Japanese. Informal usages of verbs and adjectives are introduced and practiced in this course. Use
computer assisted practice using state-of-the-art digital laboratory.  
**Prerequisite:** JA 102 or equivalent.

**202 Intermediate Japanese Language and Culture**
Basic continuation of JA201. Increases informal/plain verbs and adjectives in spoken, reading and writing Japanese. Emphasizes a working knowledge of everyday business conversation with business etiquette. Includes lessons on current Japanese culture to promote an understanding of the new Japan. Discussions of culture, viewing of DVDs and video tapes both in Japanese and English, and self-researching using websites are included. Uses state-of-the-art digital laboratory is used.  
**Prerequisite:** JA 201 or equivalent.

**203 Japanese Conversation**
The course is designed for students who want to develop conversational skills in Japanese at a Mid-Beginner to Low-Intermediate level.  
**Prerequisite:** JA 102.

**205 Japanese Culture**
The course is designed for students who are interested in learning Japanese culture. The course is supported through bilingual readings in Japanese/English.  
**Prerequisite:** JA 202.

**215 Introduction to Japanese Literature**
This course is an introduction to Japanese literature, both in Japanese and in English, from the Meiji period to the present. Readings include selections from the course required texts (see below), which include various authors such as Mori Ogai, Natsume, Soseki Natsume, Higuchi Ichiyo, Enchi Fumiko, Hira bayashi Taiko, Banana Yoshimoto, Haruki Murakami, Sakai Junko, Kakuta Mitsuyo, Otsuichi, and others.  
**Prerequisite:** JA 202 or an approved equivalent or permission from the instructor and/or department. To take this course a student must be able to communicate with her or his instructor on a daily basis in Japanese and be able to use the three writing systems of Japanese in order to comprehend the reading materials.

**Linguistics (LING)**

**101 Introduction to Linguistics**
This course provides an overview of the study of language, its structures and its organization. This course introduces the student to the field of linguistics, including the subfields of morphology, phonology, syntax, and pragmatics. We will also address insights from linguistics that apply to first and second language acquisition, psycholinguistics, and language variation and change.

**300 Phonetics and Phonology**
This course provides a study of speech sounds and their patterns. In particular, we look at how human speech sounds are produced and how they function together as a system. We learn and use the International Phonetic Alphabet to describe and analyze speech sounds. We explore the sound systems of a wide range of languages and will make applications to speech pathology, dialectology, learning languages and linguistics theory. Classes will be a combination of lecture, discussion, and problem solving in groups.

**307 Second Language Acquisition**
This course introduces students to the field of second language acquisition (SLA) from various theoretical perspectives. We will discuss features of the second language (L2) learner (age, aptitude, memory abilities, motivation, etc.) and his/her environment (classroom, immersion, naturalistic setting, study abroad, etc.) and the L2 learning process including linguistic factors and processes and social dimensions that influence L2 learning. As we deal with these topics, we will also look at the implications of SLA findings for the teaching of second languages and discuss current classroom practices. Students will read scholarly articles and learn to conduct a small research project on an aspect of second language acquisition of their choice. This course counts toward the Spanish major and the Linguistics minor.  
**Prerequisite:** LING101.

**Modern Languages Courses (ML)**

**370 Career Internship in Modern Languages**
Placement that involves satisfactory completion of a semester-long, part-time internship appropriate to a career involving proficiency in at least one modern language. Requires a minimum of 120 hours of work. May serve as an elective toward the major or minor in Spanish, in French or in Italian. Also available abroad through The College of Global Studies. 
**Prerequisites:** Junior standing and permission of the Chair.
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Russian Courses (RU)

101
Beginning Russian I
The course is intended for beginners. It is designed to establish a solid foundation for speaking, reading, listening, and writing skills for non-native Russian speaking students.

102
Beginning Russian II
Students continue learning of Russian cases and verb system initiated in RUS101. Vocabulary extends to talk about home, family and hometown; shopping; asking for advise, going out.
Prerequisite: RUS101.

Spanish Courses (SP)

101
Beginning Spanish I
Courses introduce understanding, speaking, reading and writing skills. Basic vocabulary and grammatical structures are studied. At the end of SP 102, students are expected to advance to an intermediate-low level by ACTFL standards. Computer-assisted practice using state-of-the-art digital laboratory.

102
Beginning Spanish II
Courses introduce understanding, speaking, reading and writing skills. Basic vocabulary and grammatical structures are studied. At the end of SP102, students are expected to advance to an intermediate-low level by ACTFL standards. Computer-assisted practice using state-of-the-art digital laboratory.
Prerequisite: SP 101 or equivalent.

201
Intermediate Spanish I
Course continues practice in listening, conversation, reading and writing in Spanish while presenting advanced grammatical structures. At the end of SP 201, students are expected to advance to an intermediate-mid level by ACTFL standards. Computer-assisted practice using state-of-the-art digital laboratory.
Prerequisite: SP 102 or equivalent.

202
Intermediate Spanish Language and Culture
Capstone course designed to further develop students' language proficiency while reviewing all Spanish grammatical structure. At the end of SP 202, students are expected to advance to an intermediate-high or advanced level by ACTFL standards. Cultural knowledge is advanced through more advanced reading, listening, speaking and writing activities.
Prerequisite: SP 201 or equivalent.

203
Spanish Conversation I
In this course, students will develop their oral and listening skills through conversation practice and listening to videos and CDs on diverse topics. The course will combine oral presentations, conversations and class discussions with the use of audio visual materials and/or computer software.
Prerequisite: SP 102 or equivalent.

204
Spanish Conversation II
In this course, students will develop their oral and listening skills through conversation practice and listening to videos and CDs on diverse topics. The course will combine oral presentations, conversations and class discussions with the use of audio visual materials and/or computer software.
Prerequisite: SP 102 or equivalent.

233
Spanish Composition
The goals of this course are to provide advanced writing instruction and practice as students' knowledge of Spanish grows, to help students use writing to learn about Hispanic culture and language, to instruct students in developing their ideas through writing and revising their work in the genres of exposition, description, narrative, argumentation, and creative writing, and to advance thinking and intellectual development by guiding students' writing projects to make connections with differing audiences for different purposes. This course fulfills the (W) writing requirement.
Prerequisite: SP 202.

US234
Representations of the Spanish Civil War
This University Seminar examines perceptions of the Spanish Civil War (1936-1939) and their international implications. Topics discussed include the significance of the war, the political and social background of Spanish events and society, and how the conflict was been by Spanish, American, Canadian, English, and French writers and philosophers. Texts include journalistic perspectives as well as autobiographical accounts and poetic responses. Spanish and international films and documentaries are screened covering topics such as women's participation in the war and the origins of global responses to the war. This course is a bilingual course and is taught in both Spanish and English. NOTE: US234.1 can count
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toward the History, International Studies & Spanish majors and minors.
Prerequisite: SP102

235 Spanish through Translation
This course is centered in perfecting the handling of Spanish writing and grammar through translation from English into Spanish and vice versa. Students work with graded full sentences in both languages and articles from the media, which allow them to extend their basic knowledge of grammar into a higher level, and to improve reading comprehension.
Prerequisite: SP202 or permission from the instructor.

US236 Christian, Jewish, and Muslim Spain: From Eden to Exile
This course will examine the coexistence of the three principal religions: Christianity (Catholicism), Islam, and Judaism during the middle Ages. Tenets and beliefs of each religion will be examined in detail. Art and architecture reflecting the three religions will be analyzed and will include such national treasures as the synagogues in Toledo, The mosque in Córdoba, The Alhambra in Granada and the cathedrals of Santiago de Compostela and Seville. Topics discussed will include the Spanish Inquisition, The Catholic kings, the reconquest, and medieval life in Europe at that time. The historical time period will cover roughly from 700-1492. Readings will include various poems written by writers of the three religions, El Cid, La Celestina and historical documents of the epoch. Teaching the coexistence of the three religions exposes students to different ideological discourses embodied in cultural fields of the time. The class will also examine the three religions and their role in Spanish society today. This course is a bilingual course and will be taught in both Spanish and English. Readings will be in both Spanish and English. NOTE: US236 can count toward the History, International Studies and Spanish majors and minors
Prerequisites: SP 102.

240 Spanish for Medical Careers
This course focuses on the Spanish needed for clinical, administrative, and out-patient work in health care. Thematic vocabulary building, discussion of particular needs and expectations of the Hispanic community, and alternative medicine included. Role playing and practice in oral and written Spanish with recordings and computer programs.
Prerequisite: SP 201.

241 Spanish for Social Services
This course is designed to explore the social, sociological, and psychological issues relevant to Hispanic population through articles, film, and books. The course focuses on developing vocabulary and communicative skills.
Prerequisite: SP 201.

242 Spanish for Business
This course is designed to provide students with a foundation in business vocabulary and to orient the functional use of Spanish to the world of business from a Hispanic cultural perspective.
Prerequisite: SP 201.

270 The Hispanic Experience in Philadelphia
An insider view of the Hispanic community of Philadelphia. Through tutoring immigrants and subsequent journal/blog reflections in Spanish, students will understand the aspects that constitute a Latino community while consequently improving their language skills.
Prerequisite: SP 102.

285 Selected Topics in Spanish
(3 to 4 credits)
Exploration of selected topics such as Spanish or Latin American civilization: history, geography, literature, art and culture. Topics vary according to student and faculty interests. May be elected for more than one topic.
Prerequisite: SP202.

GFS 305 Spain’s Pilgrimage: The Camino
Students in this course will undertake a portion of the pilgrimage route to Santiago de Compostela, Spain. We will be starting in the province of Lugo (Sarria) and walking 70 miles in 6 days which is the least amount of distance to still get official credit in Spain and a certificate for having walked the Road to Santiago. Students will be provided with a training schedule and a group trainer during the semester to make sure that they are in optimal physical shape to begin the endeavor. This pilgrimage was, and is, one of the holiest journeys dating from the Middle Ages. Current participants speak of the discovery of spirituality, the connection with nature, and a way to meet people from all over the world. We will end the journey at the Cathedral of Santiago de Compostela and spend two days discovering the wonder of this World Heritage Site. The total time of the trip will be 10 days. The academic portion of the course will focus on travel narratives, pilgrimages, and contemporary Spain. There will also be much emphasis placed on the relationship between physical hardship, team
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building, and spirituality through observations of nature. This course can count towards the major or minor in Spanish.

305
Spanish Culture and Civilization
A survey of the history and culture of Spain, with focus on those elements that constitute the foundation of modern Spanish society.
Prerequisite: SP 202.

306
Latin American Culture and Civilization
A survey of the history and foundations of Latin American culture divided into Pre-Colombian, Colonial and Modern units.
Prerequisite: SP 202.

307
Spanish Pop Culture
An examination of the social, political and cultural aspects of Spain from the death of Dictator Francisco Franco in 1975 to the present. Students will study contemporary music, film, newspapers, television shows, magazines and cultural icons to understand current Spanish society and its transition to democracy.
Prerequisite: SP 202.

314
Contemporary Spanish Literature
Study of representative contemporary Spanish writers through selected works. Writers include Unamuno, Baroja, Machado, Valle Inclan, Ortega y Gasset, Garcia Lorca, Cela, Laforet and other laureate writers.

315
Contemporary Latin American Literature
Study of literary works by the most representative contemporary Latin American writers. Course includes authors such as Borges, Cortazar, Rulfo, Fuentes, Vargas Llosa, Garcia Marquez and others.

324
Survey of Spanish Literature
An introduction to Spanish narrative, drama, and poetry from their medieval multicultural origins and their Golden Age through their more experimental tendencies over the last three centuries.
Prerequisite: SP 202.

325
Survey of Latin American Literature
A survey of representative literature from the colonial period up to the present. Readings include selections from the periods of the Spanish chronicles and move through 19th and 20th century literature.
Prerequisite: SP 202.
Music
at Arcadia University
Global Perspective...Personal Attention...Real-World Integrative Learning Experiences

Faculty
Assistant Professor
Dr. Elizabeth A. Murphy, Program Director, Voice

Adjunct Professors
Dr. George Atanasiu, Cello
Dr. Alvin Byer, Accordion
Mr. Christopher Clark, Double Bass/Electric
Dr. Barbara DiToro, Voice
Mr. Edward Elkins, Woodwinds
Mr. Steven Gearhart, Choir
Mr. Brendan Hartz, Trombone/Tuba
Mr. Samuel Heifetz, Piano
Mr. Daniel Iatarola, Jazz Guitar
Mr. Matthew Kallend, Percussion
Mr. Stephen Kleiman, Guitar/All Fretted Instruments
Mr. Daniel Kujala, Music Business
Ms. Valerie Levicoff, Violin/Viola
Mr. Kevin Rodgers, Trumpet
Dr. Hoejin Sim, Voice
Ms. Stefanie Watson, Piano
Mr. Colton Weatherston Jr., Audio Engineering
Dr. Christopher Wickham, Oboe/Bassoon

Undergraduate Minor
Music (see Requirements)

Related Graduate Study
Master of Arts in Education with a Concentration in Music
Master of Arts in Humanities with a Concentration in Fine Arts, Theater and Music
(See Graduate Catalog.)

About the Minor in Music
Just because you’re away at college doesn’t mean you have to put your passion for music on hold. Arcadia’s Music Minor is the perfect complement to a liberal arts education—whether you’re an experienced musician or just getting started.

A flexible and inviting curriculum welcomes students from across all majors to take some music courses, join one of Arcadia’s music ensembles for course credit...even take up a new instrument (or voice) with a private or group music lesson. What better way to bring harmony to your college experience!

Arcadia’s Music program provides a highly interactive opportunity for students to enrich their liberal arts experience through a Minor in Music. The program features a variety of coursework, including opportunities to take courses abroad through Arcadia’s acclaimed study abroad program. Students also may enroll in private music lessons as well as perform for course credit in one of Arcadia’s seven ensembles: String Ensemble, Flute Ensemble, Guitar Ensemble, University Choir, Women’s Ensemble, Chamber Choir, and Jazz Ensemble. The program is distinguished by its strong sense of community and diverse, dedicated faculty, who have achieved numerous accolades through their many years of national and international experience in the music industry.

Students do NOT have to minor in music to participate in music courses.

A minor in Music can be a stimulating complement to a liberal arts education. Students can enhance their music experience by enrolling in music courses for credit and by becoming involved with student-run music organizations such as AU Exalted, Cabaret Club, Knightingales, and Pep Band.

The program provides a variety of coursework and performance study options to meet the needs of those considering a career in music or those planning to enter the profession. Students pursue the necessary skills and competencies through a carefully planned series of foundation and upper-level courses, tutorials and independent studies.

It is recommended that students take at least four semesters (or the equivalent) of Private Lesson MU159 (applied music) or Performance Study MU187 in a chosen area of performance. It is recommended that every student take private or group piano lessons.

Requirements
(24 credits as listed below)

1. Four courses in Music at the 100/200 level chosen from the following:
   MU 101 Introduction to Reading and Writing Music

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MU 102 Reading and Writing Music II
MU 151 The Enjoyment of Music
MU 205 Music in History I
MU 206 Music in History II
MU 240 Introduction to Music Business
MU 286 Audio Engineering Level I

Two semesters of a two-credit ensemble may count toward one of the four required 100/200 level courses. Other courses such as a University Seminar may also count toward the four required courses. Consult with the Program Direction concerning your options.

2. Four credits (or the equivalent) of private study in any instrument/voice, or two semesters of private study and one semester of group lessons are required.

3. One Music elective at the 300 level, which may include an Independent Study.

Music Courses (MU)

101 Introduction to Reading and Writing Music
An elementary course in the elements and fundamentals of music, stressing practical application of clefs, scales, keys, rhythms and meters, chords, and a functional knowledge of the general field of music. Includes the nature and organization of various kinds of performing groups, the business of music, and copyright and publishing aspects. No prior knowledge of music is necessary.

102 Reading and Writing Music II
Review of music fundamentals, stressing harmonic procedures from a practical and functional point of view. Emphasizes use of chords and chord progressions and includes creative work at individual levels of interest and competency.
Prerequisite: MU 101 or the equivalent with permission of the instructor.

151 The Enjoyment of Music
A study of masterworks in music and composers from the earliest times to the present day. Doctrines of taste and listening techniques are emphasized along with the background of social and political events of each historical period.

159 Private Lessons
(1 credit)
Applied music, private instruction, is offered for piano, voice, guitar, and all orchestral, band and jazz instruments. Students enrolled in music lessons for credit take a weekly one-hour lesson. Applied music also may be pursued during summer session, providing that the proper number of hours are completed. Students are billed a performance music fee above regular tuition cost. The fee is equal to the tuition for one undergraduate credit. This should be seen as a great value as private instruction outside the university is considerably higher.
May be taken more than once for credit. If the student does not own an instrument, they may rent one from www.musicandarts.com.
Performance Study Instruments: Voice, Piano, Guitar (all fretted string instruments), Electric Bass, Banjo, Electric Guitar, Mandolin, Ukulele, Violin, Viola, Cello, Upright String Bass (Jazz or Classical), Saxophone, Flute, Clarinet, Oboe, Bassoon, Trumpet, Trombone, Drums, Jazz Voice, Jazz Guitar, Jazz Piano, Synthesizer, Piano Accompanying and Accordion.
If your preferred instrument is not listed, contact the program director and it will be added.

160 University Choir - Director Steven Gearhart
(2 credits)
A performance course designed for students interested in singing in a variety of musical styles. Students will be given an opportunity to identify and perform classical, jazz, rock, pop, world and gospel music in a group setting. Students are instructed in sight-reading, blending as a group, musical styles and performance practices. There is no performance music fee for this course. May be taken more than once for credit.

161 Flute Ensemble/Woodwind Ensemble - Director Ed Etkins
(2 credits)
A performance course designed for students interested in playing their instruments in a variety of musical styles. As the instrumentation of the ensemble may vary, pieces are chosen which showcase the particular instruments present in a given semester. Students are instructed in sight-reading, blending as a group, musical styles and
performance practices. There is no performance music fee for this course. May be taken more than once for credit.

162  
Beginner Dance Swing and Latin Music  
(2 credits)  
This performing arts dance/music course focuses on the development of performance, musicality, technique, style, rhythm and creative collaboration as well as the presentation of the history and cultural impact of each dance modality inclusive of Swing (6 styles), Cha Cha, Mambo, Salsa and Merengue.

163  
Intermediate Dance Swing and Latin Music  
(2 credits)  
This performing arts dance/music course focuses on the development of intermediate-level performance, musicality, highly technical competence, improved personal style, rhythm and creative collaboration as well as the presentation of the history and cultural impact of each dance modality inclusive of Swing (6 styles), Cha Cha, Mambo and Salsa.

Prerequisites: MU 162

164 /OL1  
Beginning Class Guitar Online  
(2 credits)  
A simple and straightforward approach to preparing music and performing on guitar. Technique, theory, ear training, reading, repertoire, improvisation, musical idioms, composition, and interpretation will be included in practical application. A course designed to enhance the musical skills and perspective of the student. Creative and practical use of the materials necessary for performance on the guitar will be explored.

Prerequisite: None for MU164, but students must have the skill and knowledge of each preceding segment for entrance into the next level, or permission of the instructor.

165  
Intermediate Class Guitar  
(2 credits)

166  
Begining Class Piano  
(2 credits)  
A comprehensive approach to piano playing, to include technical studies, piano literature and chord symbols for accompanying.

Prerequisite: None for MU168, but students must have the skill and knowledge of each preceding segment for entrance into the next level, or permission of the instructor.

169  
Intermediate Class Piano  
(2 credits)

170  
Tap/Jazz Dance  
(2 credits)  
This performing arts dance/music course focuses on the development of performance, musicality, technique, style, rhythm and creative collaboration as well as the presentation of the history and cultural impact of tap and jazz dance.

171  
Class Voice  
(2 credits)  
This course is designed to introduce both non-music majors and non-voice majors to rudimentary skills in vocal performance. Included is a cursory investigation into vocal pedagogy, the International Phonetic Alphabet, and diverse vocal repertoire. Students will learn and perform a song of their choice, a folk-song, a musical theater song, an Italian art song and an English art song. This course places a great deal of emphasis on performance. To that end, students are expected to sing in front of their peers in group and solo situations. It is expected that each student will develop and grow in terms of technique, artistry, and overall confidence. As a class, this group of students will acquire skills to sing as a solo performance artist.

174  
Jazz Ensemble – Director Kevin Rodgers  
(2 credits)  
The objective of this course is to develop and improve students’ performance skills in jazz and to further an understanding of the musical arts. A further objective is to enhance the students’ perception of the aesthetic values of major jazz artists and significant repertoire through the rehearsal and performance of appropriate musical literature.

Prerequisite: Musical
MUSIC at Arcadia University

performance skill of a reasonably proficient level is necessary, previous concert or jazz band experience is highly desirable.

176 Guitar Ensemble – Director Colton Weatherston, Jr.
(2 credits)
Guitar Ensemble is a performance course designed for students interested in playing in a group of guitarists. Performers will study ensemble techniques and interpretation with a focus on contemporary repertoire from classical to popular genres. Students should bring their own instruments and have prior guitar experience with a basic knowledge of chords and strumming.
The repertoire is presented using a combination of chord diagrams, lead sheets, and rhythmic patterns for the beginner to intermediate levels. Experienced players may play the more challenging parts while the overall ensemble efforts are emphasized for all ability levels. There is no performance fee for this course. May be taken more than once for credit.

187 Performance Study Studio Workshop
MU187.1 & Performance Study
MU187.instrument number
(1 credit each)
This one hour, one credit class is required in addition to the weekly one-hour private lesson that is scheduled independently with the instructor. Students will become active participants and demonstrate their technique in a performance setting. By working with their instructors and observing other class members, they will grow and hone their performance skills.
Each student will perform a minimum of two times per semester in class.
Private lesson instruction is offered for piano, voice, guitar, and all orchestral, band and jazz instruments. Students interested in music lessons for credit must take a weekly one-hour lesson and a weekly one-hour studio workshop that consist of lectures, performance and master classes in music. The weekly private lesson is scheduled independently with the instructor. May be taken more than once for credit.

203 Symphonic Literature and Repertoire
(3 credits)
A comprehensive study of composers and masterworks in the orchestral idiom from the 18th century to the present, with special emphasis on style, structure and doctrines of taste. This course is intended to encourage an understanding of orchestral music in sufficient depth to permit individuals to pursue an interest in this field and to acquaint students with symphonic masterworks. Offered in odd years. (Students may not take both MU 203 and MU 204.)

204 The Symphony
Survey of the development of symphonic orchestral music from its origins to the present. Includes the study of significant composers, symphonies and various styles of music. Encourages perceptive listening to the standard repertoire and is designed to develop a lasting understanding of concert music. Offered in odd years. (Students may not take both MU 203 and MU 204.)

205 Music in History I
Survey of music in history from ancient times to the end of the 18th century. Emphasizes significant developments in music against the background of historical events having impact on the arts of the times. No prior knowledge of music is necessary.

206 Music in History II
A chronological study of developments in music from the 18th century to the present. Includes significant composer, masterworks, characteristics of style and important social, political and economic factors having an influence on music and the allied arts. No prior knowledge of music is necessary. Prerequisites: MU 205

215 Broadway Musicals
Survey course tracing the development of musicals from the early 20th century to the present. Studies include the evolution of various styles, important composers, librettists and lyricists, and common performance practices. Considering significant social trends as they impact on this art form enhances perspective. This course is designed to acquaint students with the elements of this kind of drama with music and to enhance aesthetic pleasure through enlightened observation and timely indulgence. No prior knowledge of music is necessary.
**240 Introduction to Music Business**  
(3 credits)  
An inside look at all aspects of the $100 billion music and entertainment industry. Topics covered include record production, record promotion and distribution, concert production, artist management, concert management, arts administration, songwriting, publishing, copyright law, as well as music in movies, radio, TV, theater and video games. This course also explores the many career options available and what is involved in starting your own business in this field.

**286 Audio Engineering Level I**  
Audio Engineering Level 1 is for students interested in learning to operate a digital audio workstation (DAW) to make sound recordings such as voice-over narrations, original songs, music soundtracks, podcasts, and audio content for the web. Students will produce, engineer, and mix their own recordings in both individual and group projects, covering fundamental audio skills including: MIDI sequencing, microphone recording, sampling, audio mixing, and project management. Students will gain valuable skills in audio production.

**287 Chamber Choir – Director Steven Gearhart**  
A performance course designed for students interested in singing in a variety of musical styles. Students will be given an opportunity to identify and perform classical, jazz, rock, pop, world and gospel music in a group setting. Students are instructed in blending as a group, musical styles and performance practices. There is no performance music fee for this course. May be taken more than once for credit.  
**NOTE:** This is a select choral ensemble for which auditions are held in University Choir. You must receive permission from the instructor before registering for this course.

**301 Music with Computers**  
An introductory course in the use of music software for arranging, composing, and recording music, stressing the skills of melodic, harmonic, and rhythmic functions in the practical applications of the basic theory aspects of creative writing.  
**Prerequisites:** MU 101 and 102 or the equivalent.

**307 Survey of Opera**  
A comprehensive study of the evolution of opera from its beginning to the present. This course is designed to enhance the study of dramatic music as a total art form and to acquaint students with the significance and intrinsic values of opera against the background of social change. Includes the detailed study of significant composers and operas; and the music, plots, characters and musical themes related to each.

**308 20th Century Music**  
Detailed study of the composers, trends, styles and techniques in music beginning with the breakaway from the Romanticism of the 19th century until the present. Special consideration is given to various philosophies, aesthetics and performance media. Fundamental concepts of music appreciation and listening technique are stressed, in order to further the understanding of contemporary music through a study of recent experiments and the social changes which have given rise to them.

**310 Survey of Music in America**  
A comprehensive survey of American music from primitive times until the present. Emphasizes contributions of American composers, performers, conductors and musicologists, through a wide variety of musical examples presented in perspective with social implications.

**341 Swing and the Big Bands**  
The comprehensive study of the Swing Era and the Big Bands from the roaring twenties, through the great depression and World War II. An emphasis is placed on the music and those who created it, against the background of the social economic and political aspects of the times, and the technological developments that contributed to the spread of the art form.

**360 String Ensemble – Director Valerie Levicoff**  
(2 credits)  
A performance course designed for students interested in playing in a string ensemble. Performers will study ensemble techniques and interpretation. Students should own their instruments (or rent one) and have prior string ensemble experience. There is no performance fee for this course.  
**Prerequisite:** Prior performance experience on a string instrument (violin, viola, cello, or bass) or enrollment in string performance study at Arcadia University. If any discrepancy exists, an audition may be required to assess performance level.
MUSIC at Arcadia University

374
Music in the Classical Period
The music of Mozart, Haydn, Beethoven and their contemporaries. A thorough study of 18th century styles and masterworks in every genre, with special emphasis on the lives and times of the composers. This course stresses techniques of listening and doctrines of taste unique to the music of the Age of Enlightenment and Revolution.

375
Modern Arranging Seminar I
The comprehensive study and practical application of existing and original materials for various kinds of professional and school-performing organizations. A course designed to acquaint students with the art of arranging in order to enhance their skills and perspective in the creative utilization of functional materials for practical use.

376
Seminar in Composition I
Seminar in creative work in the various techniques, devices, and methods of organization employed in the art of composition. A course designed to acquaint the students with the various organizational styles of composing music, with the general objective of having them develop choices of their own in order to establish unique compositional languages.

389
Independent Study
Individualized study guided by a member of the faculty and reviewed by two professors, one of whom must be from outside the discipline of music. Scholarly research, creativity and interdisciplinary subjects are encouraged. Frequent consultations and a final paper are required. A fundamental knowledge of music is presumed and departmental approval is prerequisite.
Peace Corps Certificate
at Arcadia University
Global Perspective...Personal Attention...Real-World Integrative Learning Experiences

About the Peace Corps Prep Certificate Program

- Preparation for service in international careers and volunteer work
- Interdisciplinary studies in the humanities, social sciences and sciences
- Concentrations ranging from area studies to business to public health

At Arcadia University, we see the advantage of the Peace Corps Prep Program for students in all majors, many of which already incorporate global service learning into their required curricula. The Prep Program Certificate prepares students for international careers and volunteer work, providing a global perspective along with disciplinary focus on international fieldwork and exploration.

Program Structure: Students in the Peace Corps Prep certificate program engage in a wide range of learning experiences, including courses, research, and co- and extra-curricular activities. The program is interdisciplinary and global, preparing students for future experiences in complex international settings. Students may use the credits earned to develop a minor in Education, Business, Public Health, International Studies, or Political Science.

Admission Requirements: Any student in any discipline is eligible to apply for the Peace Corps Prep certificate. Application for the certificate is made to the Office of International Affairs.

Please see www.arcadia.edu/peacecorps for full application materials.

Academic Advising: Students in the Peace Corps Prep certificate program will be advised by the Peace Corps Prep Program Coordinator.

Requirements for the Peace Corps Prep Certificate

Students will take:
- 4 semesters (or equivalent) of Modern Foreign Language;
- 2 courses (8 credits) in Area Studies/International/Cultural Studies;
- 2-3 courses (8-12 credits) in upper-level area studies and/or sector-specific coursework (300-level or higher).

Students will complete at least one of the following:
- Off campus study in an international program or in local urban education program;
- Volunteer service in a community development project;
- Management or accounting internship;
- Skilled trade work experience;
- Tutoring/teaching experience;
- Health care/health education experience.

1. Foreign Language Study (Spanish, French, Arabic, Chinese, Italian, German, Japanese, Russian

2. Area Studies/International/Cultural Studies
   Communications
   CM 358 International Film

Criminal Justice
   ID 330 Inside/Out

Cultural Anthropology
   AN 120 Cultural Anthropology
   AN 262 Myth, Magic and Religion
   AN 272 Cultures, Conflict and Power
   AN 361 Social Change: Globalization and Culture
   AN 370 Anthropological Theory

History
   HS 211 The Modern Middle East
   HS 216 Modern East Asia
   HS 218 Modern Africa/South Africa
AFRICAN STUDIES at Arcadia University

International Studies
IS 101  Introduction to International Studies
IS 130  Modern Mediterranean World
US 207  Global Citizenship: Who In The World Are We?
IS 220  Global Environment
IS 225  Conflict and Inequality in Latin America
US 263  Postcolonialism on the Screen
US 266  Understanding the Age of Genocide
IS 320  Global Poverty and Inequality
IS 340  Law, Disorder and Globalization
IS 430  Social Life of War: Political, Cultural and Identity Process in Global Conflict

Political Science
PS 225  Politics of the Developing World
PS 228  Latin American Politics
PS 241  International Relations
PS 243  Introduction to Peace and Conflict Resolution
PS 280  International Model United Nations
PS 370  International Human Rights
PS 403  Culture and Conflict
PS 421  International Organizations
PS 422  Conflict Resolution in Deeply Divided Societies
PS 433  Conflict Transformation

Sociology
SO 265  Social Inequalities
SO 275  Introduction to Africana Studies
SO 286  Health and Human Rights

3. Sector Specific Courses

Business
BA 101  International Business
BA 232  International Environmental and Legal Issues for Business
BA 344  International Marketing
BA 363  International Organizational Behavior
BA 471  International Internship in Business Administration

Economics
EC 350  International Economics

Education
ED 110  Teaching and Learning
ED 212  Childhood and Youth Development
ED 216  Teaching Literacy in the 21st Century
ED 222  Instructional techniques in Early Childhood
US 324  Understanding Language Learning
ED 423  Multilingual and Multicultural Assessment

Global Public Health
PBH 110  Introduction to Public Health
PBH 120  Global Public Health
PBH 250  Epidemiology: The Science of Public Health
PBH 320  Health Policy, Law and Bioethics

Additional courses (including ones transferred from other institutions or overseas programs) may be presented to the Peace Corps Prep Program Coordinator for possible approval.
Philosophy and Religion
at Arcadia University
*Global Perspective...Personal Attention...Real-World Integrative Learning Experiences*

**Faculty**

**Professor**
Dr. Finbarr O’Connor (Chair)

**Assistant Professor**
Dr. Richard Arras

**Adjunct Faculty**
Dr. John Luetzow
Dr. Karen Sawyer
Mr. Steven Tippet

**Degree**

Bachelor of Arts in Philosophy

**Minors**
Philosophy
Religion

**Related Graduate Study at Arcadia University**

Master of Arts in Humanities with
Concentrations in History, International Studies, Philosophy or Religion (See Graduate Catalog.)

**Pathways to Study Abroad**

Philosophy majors are expected to spend a semester or year studying overseas. Exciting opportunities are available through Arcadia’s College of Global Studies and are relatively easy to arrange. With prior approval, courses taken at foreign universities can be transferred to Arcadia to fulfill Undergraduate Curriculum requirements, including major requirements. A list of Philosophy and Religion courses that transfer is available from the Chair of the Department.

Generally, the sophomore and junior years are the most convenient time for Arcadia students to study abroad, although the second semester of the freshman year and the first semester of the senior year also are possibilities.

Arcadia University has special arrangements with universities or runs its own programs in China, England, Scotland, Wales, Northern Ireland, Australia, France, Greece, Italy, India, Ireland, South Africa, Spain, New Zealand and Tanzania.

Visit the University’s website for more information. Since it is important that students plan ahead for study abroad, they should consult with their advisers as soon as possible and make their intentions known to the Department Chair and the Associate Dean of International Affairs.

**About the B.A. in Philosophy**

- Preparation for graduate school
- Preparation for teaching
- Preparation for careers in law, journalism, and more
- Opportunities to study abroad at some of the top universities in the world

Philosophy—the pursuit of wisdom—traditionally has been a steppingstone to graduate school and teaching at the college level. A major in Philosophy is also an asset for graduate work in law, journalism, diplomacy, civil service and management.

Students study methods of philosophical inquiry, the nature of knowledge, theories of reality and human nature, freedom and determinism, and the status of values.

The Philosophy degree offers a balanced introduction to philosophy as both a theoretical and applied discipline. Effort is made to show the relationships of philosophical thought to art, education, history, literature, mathematics, religion, science, and current events.

**Minor in Religion**: A Religion minor offers an opportunity for academic study as well as personal exploration of religion. The minor is based on a widely accepted, two-fold definition of religion: “religion” as an organized belief, practice or institution, and “religion” as ultimate concern, which is the fundamental basis of all reality, giving meaning to life out of personal conviction and commitment.
Requirements for the Bachelor of Arts in Philosophy
(32 credits as listed below, plus Undergraduate Curriculum requirements and electives to total 128)

Eight courses in Philosophy
- PL 150 Introduction to Philosophy
- PL 155 Applied Logic
- or PL 160 Symbolic Logic
- PL 175 Ethics
- PL 308 The Greek Mind
- PL 310 20th Century Philosophy
- or PL 309 Modern Philosophy
- PL 499 Senior Project
Two Philosophy electives

Requirements for the Minor in Philosophy
(20 credits as listed below)

Five courses in Philosophy
- PL 150 Introduction to Philosophy
- PL 155 Applied Logic
Three Philosophy electives, chosen by the Department on the basis of individual interests and needs

Requirements for the Minor in Religion
(20 credits as listed below)

Introductory course
- RE 101 Exploring Religion (required of all minors)

Religion and Culture courses
- RE 322 Religion and Personality: The Psychology of Religion
- RE 328 The Future in Science and Religion

Religion and Literature courses
- RE 115 Understanding the Hebrew Bible
- RE 116 Jesus & His Contemporaries: Understanding the New Testament

World Religions course
- RE 114 Living Religions of the Global World

Philosophy Courses (PL)

150 Introduction to Philosophy
This course introduces the methods of philosophical inquiry. It includes the nature of knowledge, theories of reality and human nature, freedom and determinism, and the status of values. It incorporates lecture and discussion.

155 Applied Logic
This course is a Study of the principles and strategies of reasoning drawn from informal logic and problem-solving. This course includes methods of problem representation, tree diagrams and arguments, classical syllogistic logic, fallacies, argument construction and evaluation. It incorporates lecture, discussion and practice in techniques.

160 Symbolic Logic
This course studies symbolic logic from sentential logic to the logic of quantifiers and relations. It introduces truth tables, truth trees, natural deduction, elementary theorems of consistency and completeness. It includes lecture, discussion and extensive practice exercises in pertinent techniques.

165 Occupational Ethics
This consideration of the role of values and ethical principles in the workplace includes general issues of business practice (for example, corporate responsibility, truth in advertising, treatment of employees) and also issues raised by some specific professional practices, especially health-care professions (for example, regulation by codes, ideas of informed consent, allocation of scarce resources, confidentiality).

175 Ethics
This course is an examination of theories of the nature, function and ground of moral judgment is through the works of such philosophers as Aristotle, Hume, Mill and Kant. It includes contemporary value conflicts (e.g., capital punishment, abortion, truth telling) and incorporates lecture and discussion.

US 208 Great Trials in History
This University Seminar explores a dozen famous trials chosen to represent conflicts in different areas of intellectual and cultural/social history including philosophy, religion, science, art, and literature. Subjects include Socrates, Galileo, the Salem Witch Trials, John Brown, Oscar Wilde, the Scopes Monkey Trial, Nuremberg, and
Philosophy and Religion at Arcadia University

Robert Mapplethorpe. Texts include books, films, articles, and websites.

**NOTE:** US 208 can count toward the Criminal Justice, History, and Philosophy and Religion majors and minors.

**US 214 Evolution: Conflicts from Darwin to Intelligent Design**
This course examines the conflicts raised by the theory of evolution, from the reception of *Origin of Species* in the 1860s, to the Scopes Trial in the 1920s, the legal struggle over scientific creationism in the 1980s, and the appearance of intelligent design in the 2000s and the Dover, Pa., trial in 2005. The course surveys evidence from paleontology (the fossil record) and genetics and explores scientific objections and difficulties such as the blending inheritance problem, rudimentary organs problem, the “missing link,” and others. In addition, the course considers the origin of American fundamentalism in connection with the Scopes trial, the rise of Social Darwinism and the spread of eugenic ideas. **NOTE:** US214 can count toward the Philosophy major and minor and the Religion minor.

**223 Philosophy in Literature**
This is a study of basic philosophical issues such as the nature of aesthetic pleasure, differences between philosophical and literary writing, the “truth” of fiction, and others, as expressed in two significant movements: the ancient quarrel between philosophy and poetry in classical Athens (Plato vs. the tragedians) and existentialism in 20th century France (Camus, Sartre). Offered in odd years.

**Prerequisite:** Permission of the instructor.

**US 230 International Computer Ethics**
This University Seminar examines the ethical consequences of the expansion of computer usage in our society and internationally. The course aims to give students a solid grounding in ethics in general and the ethical dilemmas which are unique to computer applications.

**NOTE:** US 230 can count toward the Computer Science or Computing Technology majors and minors and the Philosophy major and minor. Non-major students who want an introduction to computer programming might consider US229: Programming and Storytelling with Alice.

**245 Political Thought** (Also listed as PS 245)
This survey of political theory is through the classic writings of Plato, Aristotle, Aquinas, Hobbes, Locke, Rousseau, Bentham, Marx, Mill, Rawls and others. Topics include law and rights, the public interest, social contract, liberty, equality, and justice. Offered in odd years.

**275 Ethics in Film**
An exploration of how all the basic ethical perspectives, such as egoism, relativism, utilitarianism, deontology, and virtue theory, can be found in and illustrated by films. Some specific ethical dilemma paradigms, such as truth versus loyalty, individual versus community, justice versus mercy, are examined. About 12 films are assigned, some to be viewed in class and some out of class. Students do a mid-term and a final exam, two formal papers and other informal writing. Offered in even years.

**305 Ethics of War**
Topics include arguments for and against pacifism, the development of just war theory from Augustine to Walzer, and conventions of international law as applied to certain issues of modern war (strategic bombing, weapons of mass destruction, declarations of war, terrorism, guerilla war, hostage taking, espionage, rights of prisoners of war, and methods of interrogation. For upper- level students and graduate students; reading, discussion, tests, presentations, and papers. Offered in odd years.

**307 Black Thought and Philosophy**
The black experience has been a complex one involving synchronized percussive movement, singing, speaking, chanting, and drama much like the dancing art of steppin’. From mutinies on slave ships to race riots in asphalt jungles, from following a women by moonlight through swamps and woods, to following a man in a suit by day through hostile crowds, blacks have been steppin’ to freedom. This course will examine this journey through the eyes of 22 black thinkers. The focus of our discussions will be the following question: According to the black thinkers we will meet, what is freedom and how can it be reached?

**308 The Greek Mind**
This course is an overview of the roots of Western philosophy from the pre-Socratic period through Socrates, Plato, Aristotle and leading Hellenistic thinkers. It incorporates lecture and discussion. Offered every third year.

**309 Modern Philosophy**
This survey of philosophy is from the 17th through the 19th centuries, from Bacon to Nietzsche. It includes the responses to the scientific revolution, the roots of rationalism and empiricism and the romantic reaction of the 19th century. Descartes, Hobbes, Locke, Berkeley, Hume, Spinoza, Kant, Hegel. Offered every third year.
Philosophy and Religion at Arcadia University

310
20th Century Philosophy
Not regularly scheduled.

320
Philosophy of Science
Not regularly scheduled.

330
Understanding Knowledge and the Mind
This course studies theories of knowledge (skepticism, rationalism, empiricism, pragmatism), and theories of mind (dualist, materialist, functionalist) and associated concepts such as action, thinking, representation and consciousness. It presents readings from both classic and contemporary sources. Offered every third year.
Prerequisite: Junior standing.

US 333
Rites of Passage
This course explores maturity and learning about life, with a particular focus on wisdom and how we can be guided by it. Topics explored are: attitudes, expectations, identity, maturity, virtue and the search for meaning, purpose, love, friendship, and direction. The focus is on each main character's rite of passage and the challenges that come at particular age junctures. Authors include Jane Austen, James Baldwin, Ian McEwan, Arthur Miller, Per Petterson, and Oscar Wilde. Wisdom texts include: the Daodejing, The Holy Bible, and Aristotle's Nicomachean Ethics.
Note: US 333 can count toward the Religion minor.

355
How Do We Know What We Know? Truth, Media, Politics
This course combines epistemology, philosophy of science, and the ethics of journalism. The focus is on the relationship between the problems philosophers discuss when they think of issues of truth and knowledge and the problems journalists have as they go about their profession. How do voters know what they are getting when they vote for a candidate—in an era of spin rooms, sophisticated, poll-driven ads, “gotcha” questions—and when the voting public is segmenting into ever narrower politically defined niches.

389
Independent Study
The course is a research project on a major philosopher selected according to individual interests and needs. It provides direction in critical, analytical, argumentative and creative approaches.
Prerequisites: Four courses in Philosophy and permission of the instructor.

499
Senior Project
Independent study of major works selected from classical and contemporary philosophies.

Religion Courses (RE)

101
Exploring Religion
This systematic approach to the diversity and significance of religion explores what religion is and how it is studied. It considers myth, ritual, belief, scripture, art and the spectrum of the world’s religions. It investigates issues such as the problem of God, death and last things, evil and suffering, paths to salvation, religion and group identity, and religion and technology.

113
Contemporary Religious Problems
Not Regularly Scheduled

114
Living Religions in a Global World
An introduction to the emerging religious landscape in today’s world. The course focuses on Hinduism, Buddhism, and Islam beginning with the origins and core beliefs of each religion to better understand their contemporary context in America and Asia specifically. The course considers the geographical migration of religious traditions and how this is increasing interconnectedness and pluralism in today’s societies. Through lecture, presentations, video, field visits, guest speakers and readings, students are expected to understand each tradition’s core beliefs and practices from a practitioner’s perspective. A research project compares and contrasts one’s own spiritual journey to one’s family’s geographical journey to America and how the two have influenced one another.

115
Understanding the Hebrew Bible
This is a study of the Hebrew Scriptures through assigned readings in the English translation. Class lectures and discussions emphasize understanding of the text in the context of the historical background as well as the genre of literature in which each individual book was written. A summary review of the content and basic intent of each book is considered as well as its placement in the whole collection of books traditionally accepted as the Old Testament.

116
Jesus and His Contemporaries: Understanding the New Testament
This course explores the birth of Christianity out of ancient Judaism against the background of Roman government and Hellenistic culture. The New Testament is viewed as a series of attempts to present the impact of Jesus of Nazareth in
terms of Greek rationality and the impact of Hebraic commitment to history as the matrix of meaning.

117
Essentials of Judaism: Major Beliefs and Practices
Not Regularly Scheduled

118
Judaism Through the Ages
Not regularly scheduled.

119
Understanding Islam
Not Regularly Scheduled

201
Altered States of Consciousness
The course explores the phenomenon of altered states of consciousness as it appears in cultures throughout the world. The journeys of shamans, the use of sacred teacher plants by indigenous people, the meditative states of Hindu yogis and Buddhist monks, lucid dreaming and dream yoga, the dance of Sufi whirling dervishes, the poetry of Rumi, Coleridge, and Poe, and the practice of soul possession in Voodoo are a sample of the topics to be covered. The approach is multi-disciplinary and includes cognitive neuroscience, ethno-botany, biological anthropology, musicology, and literary interpretation. Readings include Plants of the Gods by Richard Evans Shultes, One River by Wade Davis and the Three Stigmata of Palmer Eldridge by Philip K. Dick. Trips include the Morris Arboretum and the Penn Museum of Archeology and Anthropology.

202
Death, Dying & Beyond
Examines the practice of death and dying from a cross-cultural perspective. Studies archaeological evidence for funeral rites and beliefs of an afterlife from pre-history. Compares and contrasts the American "way of death" with diverse religions such as Hinduism and Tibetan Buddhism, exotic archaic cultures such as the Egyptian, Mesopotamian, and indigenous groups from North America, Africa, and Indonesia.

224
History of Christian Thought
Not Regularly Scheduled.

225
Contemporary Religious Thought
Not regularly scheduled.

317
Religion and Its Expression in Literature
Not regularly scheduled.

322
Religion and Personality: The Psychology of Religion
Is religion harmful or beneficial to personality development and mental health? Is religion based upon illusion or delusion or the extraordinary perception of a supernatural reality? Is religion a harmful social meme or does it provide moral balance to the individual and society? This course will focus on the nature of religion and its role in the development of the personality of the person. Classic figures in the field such as Sigmund Freud, Carl Jung, and William James will be studied. The course will explore issues such as the meaning of dreams, sexuality and the unconscious, the creative process and symbols, altered states of consciousness and spiritual practice, and faith and belief. New methodologies such as cognitive neuroscience and evolutionary psychology will provide the latest scientific research on the role of the brain in the practice of religion and the implications for the practice of religion today.

325
How Climate Change, Geography Shape Religion
The course explores the impact of climate change, geography, and technology on religion from 11,000 BCE to 200 BCE utilizing scientific methodologies such as climatology, ethnobotany, biological anthropology, archeology, evolutionary psychology, and cultural ecology. Issues include the global warming at the end of the ice age, the development of agriculture and subsequent population explosion, the emergence of religious elites, megaliths to honor the dead, and urban life. The course then examines the crisis of meaning that occurs in the age of empires and the emergence of the concept of individual salvation during the Axial Age. Finally, the course speculates, as we enter into the age of information and the potential of a new period of global warming, as to the impact of climate change, social media, and new technologies on the character of religion.
Prerequisite: It is recommended that one Religion course be taken or a course in Biology, Psychology, Sociology, or Anthropology.

326
The Dawn of Humanity and the Search for Religious Experience
The course embarks on a journey back through time in search for the earliest religious experiences. Along our way the class will recount the discovery of prehistory, explore cave paintings in France and Spain, decipher
Philosophy and Religion at Arcadia University

Venus Figurines, investigate archaic burial rites, and interpret the appearance of Homo sapiens. A key consideration is the cognitive evolution of the brain and the power of brain to harness its own spiritual energy and power as manifest in the first religious specialist, the shaman. The evidence is explored from a multidisciplinary approach including evolutionary psychology, biological anthropology, cognitive neuroscience, archeology, archeo-astronomy, and art history. The link between these early forms of religions experience and the later forms of religion such as those found today is discussed. Students undertake individual and group projects that analyze these first religious experiences.

328
Of God, Science, and the Universe
The class explores the influence of science on religion and culture in the modern and postmodern worlds. The course focuses on four themes of creation: the formation of the universe, the appearance of life, the origins of human consciousness, and the formation of nature and the earth. First, the class examines the sacred cosmology of Western Culture that is based upon the creation of narrative of Genesis and Greek philosophy. Then, the class examines the challenges of science to this cosmology focusing on the disciplines of astronomy, quantum physics, evolutionary biology, neuroscience, and ecology. Issues such as Galileo and the Inquisition, the theory of the Big Bank, evolution and intelligent design, human consciousness and religious experience, and ecology and global warming are examined. The course raises the question of whether or not it is possible to reconcile the belief in God with the practice of science.

356
Topics in Biblical Studies
Not regularly scheduled.

389
Independent Study
This course is individual research at an advanced level on a religious topic of special interest. It provides the opportunity to develop research methodology under the supervision of the instructor. It combines the collection and analysis of data, the summary and evaluation of results, and effective organization and presentation. Prerequisite: Permission of the instructor.
Political Science
at Arcadia University
*Global Perspectives...Personal Attention...Real-World Integrative Learning Experiences*

Department of Historical & Political Studies

**Faculty**

Political Science Program Director:
Dr. Amy Widestrom

Department of Historical & Political Studies Chairperson:
Dr. Peter Siskind

Associate Professors
Dr. Samer Abboud
Dr. Warren Haffar
Dr. Geoffrey Haywood
Dr. Angela Kachuyevski
Dr. Jennifer Riggan

Assistant Professors
Roland Adjovi
Dr. Amy Cox
Dr. Maryam Deloffre
Dr. Hilary Dick
Dr. Peter Siskind
Dr. Amy Widestrom

Adjunct Professors
Michael Archie, J.D.
The Honorable Christopher Cerski, J.D.

Affiliated Faculty
Dr. Finbarr O’Connor (Philosophy)

Degree/Concentrations

Bachelor of Arts in Political Science
International Relations
Pre-Law and Political Theory
U.S. Politics and Policy

Minors
Political Science
Pre-Law

Options
3+3 accelerated program with assured admission to Drexel University School of Law
International Studies Minor
Secondary Education Certification in Social Studies

Related Undergraduate Study
Bachelor of Arts in Global Legal Studies
Peace Corp Prep Program

Related Graduate Study at Arcadia

Master of Arts in International Peace and Conflict Resolution (4+2 program; accelerated 5-year BA/MA program)
Master of Arts in International Relations and Diplomacy (4+2 program; accelerated 5-year BA/MA program) – American Graduate School of International Relations and Diplomacy in Paris, France

Pathways to Study Abroad

Political Science majors are urged to study abroad for a year or a semester, or whatever time period works for them. For example, the Department of Historical and Political Studies has sponsored one-week overseas opportunities in Europe and Asia for Model UN conferences.

Political Science majors can plan to study abroad during any semester except senior year due to the required Senior Thesis Seminar course sequence.

Ideally, students should try to enroll in political science courses at an international university that are not offered on the Glenside campus, giving students a unique opportunity to interact with other students, faculty and public officials from another culture and political system.

Visit the University’s website for Pathways to Study Abroad ([www.arcadia.edu/pathways](http://www.arcadia.edu/pathways)). Since it is important that students plan ahead for study abroad, they should consult with their advisers as soon as possible and make their intentions known to the Director of the major and the Associate Dean for International Affairs.

About the B.A. in Political Science

- Preparation for graduate study in politics, peace and conflict resolution, international relations or law
- 4+2 with Arcadia’s International Peace and Conflict Resolution master’s program
Political Science at Arcadia University

- 3+3 accelerated program with Drexel University's School of Law
- Accelerated 3+2 with Arcadia's International Peace and Conflict Resolution master's program
- Accelerated 3+2 with the American Graduate School of International Relations and Diplomacy
- Preparation for careers in government, foreign service, non-governmental organizations, public service, education, or management
- Concentration in international relations
- Concentration in U.S. politics and policy
- Concentration in pre-law and political theory
- Opportunities to travel with Model UN team
- Internships available in Pennsylvania, Washington, D.C. and British, Scottish and Australian parliaments
- Senior Capstone courses that integrate classroom learning with real world experiences
- Opportunities to study at American Graduate School of International Relations and Diplomacy in Paris, France
- Opportunities to study at some of the top universities around the world

Political Science graduates have entered the fields of government, law, foreign service and international affairs, social service, urban planning, public service, education, human resources, international business, and sports management.

Class activities include debates, simulations, student presentations, guest speakers and field trips. The program sponsors an award-winning Model UN team, which participates in an international Model UN simulation.

Students also study abroad through Arcadia's College of Global Studies at sites in Europe, Asia, Africa, China and more. The Department helps students locate internships in foreign policy research, international affairs, victim assistance, legal research and writing, and political campaigning.

Exciting internship opportunities are available through the American University Washington Semester Program and the Washington Center.

Senior Capstone Experience: Political Science majors complete a two-semester Capstone course that challenges them to integrate their education, interests and career plans.

Bachelor of Arts in Political Science

The Bachelor of Arts degree program prepares students to pursue careers in law, politics, international affairs, foreign policy, public administration, urban planning, public relations, trade associations, teaching or private industry. Although the program does not limit students to specific tracks, three optional concentrations are available that each require experiential learning via study abroad or an internship.

Pre-Professional Concentrations

The Political Science major offers students flexibility with optional concentrations in International Relations, U.S. Politics and Policy, and Pre-Law and Political Theory.

Students who want to pursue graduate study in peace studies, foreign policy or international affairs should pursue a concentration in international relations and add an intermediate Modern Language course. The U.S. Politics and Policy concentration provides a foundation for graduate study in public policy, public
administration, urban planning and political science. The Pre-Law and Political Theory concentration offers preparation for paralegal positions and a foundation for law school. Political Science majors also can prepare to attend graduate programs in business administration, health administration, education or other fields by selecting appropriate courses in consultation with their adviser.

International Relations and Peace Studies

Students interested in international relations or peace studies should choose a Political Science major with the International Relations concentration. It is also possible to pursue the University’s 4+2 program, or an accelerated 3+2 option, to earn a Master of Arts in International Peace and Conflict Resolution.

There are many other ways to prepare to play a role in international affairs, but the most important prerequisite for a successful career is study abroad for a semester or a full year.

Legal and Paralegal

Students interested in law often choose to major in Political Science—including the 3+3 accelerated program with Drexel University’s School of Law. Courses recommended for pre-law students are listed in the Pre-Law and Political Theory concentration and under the Pre-law Minor. Study abroad also is highly recommended for pre-law students.

Internships

The Department of Historical and Political Studies offers two internship programs designed to be taken during the summer (off campus) or during either the Fall or Spring semester, in addition to other coursework. (Refer to PS 324 Pre-Law Intern Program and PS 380 Political Internship). International internships are available through Arcadia’s College of Global Studies.

Political Science majors are urged to do an internship during either the junior year or the first or second semester of the senior year. This experience will help them in PS 490/491 Senior Thesis Seminar. It also will assist them in deciding what career to pursue after graduation and provide them with valuable personal and professional references.

Arcadia University participates in the Washington Semester Program and the Washington Center Program. Each offers an off-campus experience of seminars and internship, utilizing the resources of the Washington political community. For more information contact Dr. Angela Kachuyevski.

Minor in Political Science

The minor in Political Science supplements many major programs, especially International Studies, Communications, Health Administration, and Business, by enabling students to understand how political processes operate and by strengthening oral and written communication skills. Pre-law students, regardless of major, can complete the Pre-Law minor and/or a minor in Political Science. Arcadia also offers a B.A. in Global Legal Studies that requires students to take two law courses abroad. This is a Majors Abroad Program (MAP). See a separate entry for this major.

Requirements for Secondary Certification in Social Studies

Political Science majors seeking certification for secondary teaching must notify their advisers and the Director of Secondary Education. State certification requirements are very specific, so the earlier students plan for this option, the easier it is to develop appropriate programs.

Requirements for the B.A. in Political Science

(44 credits as listed below, with Undergraduate Curriculum requirements and electives to total 128 credits)

1. Four core courses:
   - PS 101 American Politics
   - PS 150 Comparative Politics
   - PS 241 International Relations
   - PL/PS 245 Political Thought
   or PS 330 American Political Thought

2. Three research writing courses:
   - PS 201 PS Research and Writing
   - PS 490 Senior Thesis Seminar
   - PS 491 Senior Thesis Seminar

3. Four political science electives, at least two of which must be at the 300 level or above. PS 330 can count as either a core course
Political Science at Arcadia University

or a 300+-level elective, but not both. Internship courses (PS 324 and 380) count toward the major but do not count as 300+-level elective courses. Any of the political science courses that are offered through Arcadia’s College of Global Studies can be used as Political Science electives.

It is expected that students will complete the required 100-level courses in their first year, and the required 200-level courses in their second year. Students must be on campus for their senior year in order to complete the Senior Thesis sequence.

Students are strongly encouraged to take PL 155 (Applied Logic) and MA 141 (Elementary Statistics) before taking PS 490 (Senior Thesis Seminar).

Requirements for the Three Optional Concentrations

International Relations Concentration

(A minimum of 20 credits of the 44 credits required for the major from the list below or study abroad courses with prior approval)

- PS 150 Comparative Politics
- PS 211 Terrorism and Counterterrorism
- PS 225 Politics of the Developing World
- PS 240 United States Foreign Policy
- PS 241 International Relations
- PS 243 Introduction to Peace and Conflict Resolution
- PS 270 Introduction to Security Studies PS 311/411 Introduction to International Law
- PS 335 Politics of Russia and East Europe
- PS 370 International Human Rights
- PS 385 Special Studies in Political Science (by permission)
- PS 420 International Security
- PS 421 International Organizations
- PS 422 Conflict Resolution in Deeply Divided Societies
- PS 433 Conflict Transformation
- PS 443 Peace Perspectives of World Religion

Study Abroad (At least one course/experience recommended)
- GFS 381 Global Field Studies (various)
- PS 280 International Model United Nations

Pre-Law and Political Theory Concentration

(A minimum of 20 credits of the 44 credits required for the major from the list below or study abroad courses with prior approval)

- PS 110 Law and the Legal Process
- PS 218 Criminal Law and Procedures
- PS 220 American Constitutional Law
- US 232 Mock Trial Workshop
- PS/PL 245 Political Thought
- PS 311/411 Introduction to International Law
- PS 330 American Political Thought
- PS 340 The Judiciary
- PS 370 International Human Rights
- PS 375 Constitutional Law II: The First Amendment
- PS 324 Pre-Law Intern Program (recommended)

U.S. Politics and Policy Concentration

(A minimum of 20 credits of the 44 credits required for the major from the list below or study abroad courses with prior approval)

- PS 101 American Politics
- PS 215 Gender Roles and Family Policy
- PS 220 American Constitutional Law
- PS 240 United States Foreign Policy
- PS 340 The Judiciary
- PS 350 The Presidency
- PS 360 The Congress
- PS 380 Political Internship

Requirements for the Minor in Political Science

Five or more courses, typically totaling 18 to 20 credits, are required, including no more than two courses at the 100 level and at least one course at the 300 level.
Pre-Law Minor

Adviser
The Honorable Christopher Cerski, J.D.

Since the Association of American Law Schools stresses a broad liberal arts background as the most appropriate training for law school, most Pre-Law students choose to major in Political Science, History, English, Philosophy, or Sociology. The Pre-Law minor helps students to determine if they have an aptitude and interest in law and provides a background for law school coursework. There are no prerequisites for law school, and law schools do not prefer applicants with multiple courses labeled “pre-law.” The minor, however, will help students to build a strong liberal arts education with challenging courses that require them to analyze and evaluate conflicting ideas and to communicate effectively orally and in writing.

Requirements for the Minor in Pre-Law

(24 credits)

Study abroad is highly recommended for Pre-Law students because it provides them with a broader perspective on human society and distinguishes their applications from those of students who have not lived and studied in another culture. Students can count no more than two courses toward both their major and the minor in Pre-Law. Since a minor is not required for graduation, students can use courses for the Pre-Law minor to fulfill their Undergraduate Curriculum requirements as well.

Arcadia also offers a B.A. in Global Legal Studies that requires students to take two law courses abroad. This is a Majors Abroad Program (MAP). See a separate entry for this major.

1. Law and Government Requirements
   PS 150 Comparative Politics
   PS 220 American Constitutional Law

2. Four Minor Electives:
   BA 201 Financial Accounting
   BA 202 Managerial Accounting
   BA 230 Legal Environment of Business
   CJ 160 Crime and Punishment

   CM 215 Public Speaking for Business
   EC 210 Principles of Macroeconomics
   EC 211 Principles of Microeconomics
   EN 543 Rhetoric (a graduate course open to seniors with permission)
   HS 117 American History to 1865
   HS 118 American History Since 1865
   HS 330 America from 1877-1945: Gilded Age to Global War
   HS 331 Contemporary America, 1945 to Present
   LH 330 The English Legal System
      City University, London
   PL 150 Introduction to Philosophy
   PL 155 Applied Logic (highly recommended for LSAT preparation)
   PS 101 American Politics
   PS 110 Law and the Legal Process
   PS 218 Criminal Law and Procedures
   PS 243 Introduction to Peace and Conflict Resolution
   PL/PS 245 Political Thought
   PS 260 F.D.R. to Obama
   PS 311/411 Introduction to International Law
   PS 324 Pre-Law Intern Program
   PS 330 American Political Thought
   PS 340 The Judiciary
   PS 375 Constitutional Law II: The First Amendment
   US 232 Mock Trial Workshop

Other advanced humanities and social science courses are highly recommended, especially if taken during a semester or year studying abroad. Any course, regardless of field, that furthers the development of clear and systematic thinking, the command of the English language (both written and oral), and a broad understanding of society constitutes sound preparation for the study of law. A background of outstanding extracurricular activities supplements the academic record and serves to build and demonstrate communication and leadership skills.

The Pre-Law adviser is responsible for advising students interested in the Pre-Law minor and determining if courses taken abroad will count toward the minor. All students interested in legal careers should contact the Pre-Law adviser early in their University program. The adviser works with students to develop a program suitable to their interests,
including legal fields such as corporate, international, criminal, family, healthcare and the environment.

Political Science Courses (PS)

101 American Politics
This overview of the American political process as an experiment in self-government considers the nature and character of Americans and their democracy. It examines parties, elections, voting, the presidency, Congress and the courts through readings, films, lectures and discussions.

109 Law and the Legal Process
(3 credits)
See description under PS110

110 Law and the Legal Process
This introduction to criminal law, civil law, constitutional law and legal reasoning examines legal education, due process, courtroom participants and alternatives to trials in the framework of the pursuit of justice.

150 Comparative Politics
This comparison of the political culture and governmental structure of various nations with one another and with the United States examines the established and emerging democracies of Europe and the Americas, post-communist countries and the developing nations.

201 Political Science Research and Writing
This course provides students an intensive introduction to discipline-focused research and writing in Political Science. Students are introduced to a variety of types of primary and secondary sources. They learn about how to search for and locate these different sources, how to evaluate them, and how to utilize the sources in their research-based writing. Students learn how to develop research projects from the initial topic of interest through to the final written product; this work includes the generation of research proposals, re-drafting of papers, and practice in formulating different kinds of arguments depending on audience, sources, and written form.

211 Terrorism and Counterterrorism
This course is intended to provide students with an introduction to the contemporary context of terrorism and counterterrorism as phenomenon in the modern world. The first part of the course analyzes terrorism as a political tool. The second part of the course provides a transition into the study of counterterrorism. The course provides a solid foundation for the study of terrorism, focusing on the history, root causes, objectives and tactics of terrorist groups. Recognizing that the motivation of terror groups varies, this course addresses the "ideologies of terror" as well as the sociology, psychology and economics that inform the operational realities of the terrorism organizations. Topics in the second part of the course include preventing terrorism through identification of terrorists groups and the assessment of adequate law enforcement strategies and tactics, including intelligence gathering and analysis.

212 The Modern Middle East
(also listed as HS211)
This survey of the history, culture, religion and politics of the region in the modern era includes study of the growth of nationalism and creation of sovereign states, the Arab-Israeli conflict and the Palestinian problem, war, terrorism, and the impact of foreign powers.

215 Gender Roles and Family Policy
This course is an examination of civic obligations and gender differences in political participation, political candidacy and public service at the local, state and national levels. It introduces domestic family issues such as education, pregnancy, childcare, poverty and violence. It includes an experiential learning or community service component.

218 Criminal Law and Procedures
This course examines the prohibitive conduct and necessary intent of the most commonly charged criminal statutes. The course utilizes case law to interpret the elements of these criminal statutes and demonstrating the analytical framework necessary to prove the criminal charges. From a procedural standpoint, the course examines the general rules of law pertaining to: prohibitive/permitted search and seizure, the exclusionary rule, probable cause, right to counsel, and the fruit of the poisonous tree doctrine.

220 American Constitutional Law
This is an examination of the constitutional foundations and development of America's governmental institutions through analysis of leading Supreme Court cases. It studies the
Political Science at Arcadia University

principles of constitutionalism, federalism, separation of powers, civil liberties, civil rights and judicial review. Students read, brief and report on cases to the class.

225 Politics of the Developing World
This introduction to the major concepts, issues and challenges of politics in the Developing World examines the legacy of colonialism, regime types, civil-military relations, corruption, ethnicity, religion and culture, the debt crisis and economic development using examples from countries from Africa, Asia, Latin America and the Middle East.
Prerequisite: PS 150 or permission of the instructor.

US232 Mock Trial Workshop
This University Seminar provides students the opportunity to participate in and explore the principles behind the American litigation process. Organized around a single employment discrimination case, students take on the principal legal roles such as plaintiff, defendant and witnesses, and they examine all the steps of a lawsuit – investigating the case; interviewing the client; preparing the pleadings; taking discovery; preparing for trial. Working on their own and in groups, students learn specific legal principles relevant to the case such the particulars of torts and contracts. The course also explores the broader interdisciplinary basis of the American legal system, making connections between such fields as business, psychology, political science, and history.

240 United States Foreign Policy
This is a study of foreign policy components, such as the President, State and Defense Departments, Congress and the CIA and how they combine in foreign policy formulation. It analyzes current American foreign policy toward various global areas.

241 International Relations
This is a survey of the development and major characteristics of the state system; the elements of national power; the instruments of international relations; and their general application within the international community. It focuses on the major theories of the field as well as specific current policy challenges.

243 Introduction to Peace and Conflict Resolution
This course introduces the concepts and techniques of conflict resolution, beginning with interpersonal relationships, but focusing primarily on the international community. It provides an introduction to international organizations and international law. The class uses case studies of actual conflicts and simulates the United Nations.

245 Political Thought
(Also listed as PL 245)
This is a survey of political theory through the classic writings of Plato, Aristotle, Aquinas, Hobbes, Locke, Rousseau, Bentham, Marx, Rawls and others. It includes rights, the public interest, social contract, liberty, equality and justice.

250 Inequality in Modern America
(Also listed as HS250)
During the last three decades, American citizens have grown increasingly unequal in terms of income and wealth. Economic inequality is now greater than at any other point in American history except for the Gilded Age, and it continues to escalate. Far greater economic inequality exists in the United States today than in other western, industrialized nations. This new inequality began to emerge soon after the “rights revolution” had achieved the demise of formal, legal discrimination, but economic divisions now reinforce many of the old divisions of race, ethnicity, and gender, undermining the promise of greater equality. This course will examine inequality in modern America, focusing primarily on economic inequality. We will explore that state of inequality in the U.S. and the evolution of economic inequality over time. Further, we will investigate the relationship between economic inequality and political inequality, examining how economic inequality affects civic engagement and political participation. Finally, we will explore how and why participation matters for representative democracy, public policy, and governance.

260 F.D.R. to Obama: US Politics and Reform
(Also listed as HS260)
This course explores American politics and domestic policy reforms from Presidents Franklin Roosevelt to Barack Obama by focusing on the evolution of American liberalisms and conservatisms. With a particular eye on understanding the contemporary political scene and how and why it emerged, students examine a range of eras including the New Deal, the Great Society and the tumultuous 1960s, the so-called “Reagan
Political Science at Arcadia University

Introduction to Security Studies
The purpose of this course is to introduce students to the ideas, concepts and theories of security. What does it mean to be secure as a state? As a person? From war and terrorism, to crime and environmental threats, this course studies and analyzes the various issues that dominate security agendas in the 21st century.

International Model United Nations
This is a unique course with a travel component and an opportunity for the students to research and represent another nation’s perspective on controversial issues in a United Nations simulation, sponsored by Harvard University. In recent years, this course has traveled during spring semester for about a week to Belgium, China, Switzerland, Taiwan, The Netherlands, Canada and Mexico. Travel expenses vary. No more than 4 credits total can be earned for Model U.N. programs.

International Law
This course provides a comprehensive overview of the role and function of international law in the world system, emphasizing its history, structure, and ability to mitigate conflict. Participants examine the major components of international law, with particular emphasis on human rights and the law of armed conflict. Subjects covered include the use of force, arms control, detention and torture, terrorism, war crimes, and self-determination. This course utilizes reading, research, discussion and simulations, to assist participants in applying legal concepts to current international situations.

Prerequisite: For PS 411 senior standing is required.

Global Cities: Politics and Policy
This course critically examines the physical, social and political development of “global cities” in the developed and developing worlds. Drawing on theoretical framework from the field of urban politics, we will consider the historical origins of and contemporary institutional, political, and social arrangements within major metropolitan areas by examining and comparing the specific cases of Los Angeles, Shanghai, Sao Paulo, and Mumbai. Our primary focus will be the present-day dimensions of work, housing, migration, entertainment, planning and politics, as well as policy prescriptions for various urban challenges, within and across global city centers.

Pre-Law Intern Program
This central course of the Pre-Law program introduces the daily routine of the legal profession. It includes observation of courtroom proceedings and participation in legal research. It requires a minimum of five contact hours per week during a 10-week internship with a legal firm or other placement. A learning contract is required.

Prerequisite: Junior standing; or permission of the pre-law adviser.

American Political Thought
(also listed as HS329)
This is an examination of ways in which American political thinkers, leaders and contemporary commentators have dealt with the issues of power, equality, sovereignty and representation. It focuses on the relationship between abstract political concepts and practical politics in American political thinking.

Prerequisite: PS 101 American Politics strongly recommended.
Politics of Russia and East Europe
This course examines the disintegration and collapse of communism in the Soviet Union and East Europe from Stalin to Gorbachev and Yeltsin. It explores the fears, the frustrations and the hopes of the people of these emerging democracies as they face political, economic and social reconstructive tasks of enormous magnitude.

Prerequisite: PS 101 American Politics strongly recommended.

The Presidency
This analysis of the nature and role of the American presidency examines the contemporary institution of the presidency and its effectiveness. It discusses the sources of presidential power, the constitutional basis of the presidency, the role of the executive office and the White House staff, and the relationship between personality traits and the exercise of presidential power.

Prerequisite: PS 101 American Politics strongly recommended.

The Congress
This is a comparison of the styles of legislators under varying circumstances: winning election, retaining home voter support, adapting to Congress and legislative peers, relating to leadership, bargaining with interest groups and meeting the press. It evaluates the goals of legislators and their relationship to the executive and debates whether Congress deserves its poor public image.

Prerequisite: PS 101 American Politics strongly recommended.

International Human Rights
Since the end of the Cold War, one of the major challenges facing the international community has been the interrelated problems of defining human rights and protecting those rights. The rhetoric of humanitarian intentions, unfortunately, often has served as a cover for the actual neglect of human rights. This course examines the nature and evolution of human rights, the problems entailed in humanitarian action, and the potential for building a viable international human rights regime.

Constitutional Law II: The First Amendment
The U.S. Constitution through its First Amendment influences the expression of our citizenry and defines our most basic rights to freedom of speech, religion, press, and association. The U.S. Supreme Court continually defines the scope and extent of these rights. This course conducts an in-depth study of Supreme Court case law to provide students a learned understanding of their First Amendment rights. Topics covered include: defining speech, understanding the propriety of government suppression/regulation of speech, identifying the places available to exercise free speech, defining association, exploring the freedom of press, and understanding the religion clauses. The course provides particular benefit to a student interested in attending law school or graduate school for political science/government or a student interested in gaining a better understanding his or her rights.

Prerequisite: PS220

Political Internship
In this internship in Philadelphia or elsewhere, selected in consultation with faculty advisers according to special interests, placement possibilities include federal, state and local government agencies; community organizations; political campaigns; public and private institutions; and other agencies dealing with political concerns. A learning contract is required. Pass/Fail. Credit may vary depending upon the scope of the commitment and the provisions of the learning contract.

Prerequisite: Junior standing; or permission of the instructor.

Special Studies in Political Science
In this in-depth exploration of selected topics, such as Literary Perspectives on American Politics or a seminar on a specific nation or area, topics vary according to the mutual interests of students and faculty. May be elected for more than one topic.

Independent Study
This directed in-depth reading and research is devoted to specific topics in political science and government.

Prerequisites: Junior standing, 3.0 GPA in the major and overall, and permission of the chairperson and instructor concerned.
420  
**International Security**  
The purpose of this course is to advance a thorough and in-depth analysis of international security issues, themes, theories and cases. The course examines security from three levels of analysis: the international system, state- and domestic-level politics, and individual decision makers. Within each level of analysis, the course studies 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. It also looks at central themes in international security and a few cases where theories can be applied to help us understand crises, conflicts and instability. The course addresses questions such as: What are the main threats to international security? How are these threats addressed or not by state and international actors? Why do states have, or not, nuclear weapons, and what role do international organizations and non-state actors play in security?  
**Prerequisites:** Senior standing is required.

421  
**International Organizations**  
This course covers the role of international organizations in conflict management and resolution, including intergovernmental organizations, regional organizations and nongovernmental organizations.  
**Prerequisite:** Senior standing is required.

422  
**Conflict Resolution in Deeply Divided Societies**  
This course focuses on understanding the phenomenon of conflict and war in deeply divided societies and to differing paradigms for building peace. The course first lays a foundation for interpreting the diverse landscape that has increasingly 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.  
**Prerequisite:** Senior standing is required.

433  
**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 the 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.  
**Prerequisite:** Senior standing is required.
Accelerated Law Program
at Arcadia University

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

Faculty
Accelerated Law Program Adviser
Honorable Christopher Cerski

About the Accelerated Law Program
Arcadia University in partnership with Drexel University provides academically qualified students two options for assured admission to the Drexel University Thomas R. Kline School of Law.

Option #1
Accelerated BA/JD

This six-year (3+3) BA/JD option integrates undergraduate and graduate training. The accelerated degree option allows selected students to earn both a bachelor’s and juris doctor degree concurrently—thus eliminating one-year of undergraduate studies at Arcadia University. The student must meet the program's specified academic and law school admission criteria.

Currently eligible accelerated undergraduate majors include: Business Administration, Communications, International Business, International Studies, Political Science, and Psychology.

Option #2
Assured Admission

This seven-year (4+3) BA/JD option provides selected students assured admission to Drexel University School of Law provided the student meets the program’s specified academic and law school admission criteria.

All students admitted into the BA/JD Accelerated & Assured Admission Program receive admission into Option #1: 3+3 Accelerated BA/JD. Students may switch from Option #1 Accelerated BA/JD to Option #2 Assured Admission at any time.

Prospective Student Minimum Requirements
Students seeking admission into the BA/JD Accelerated & Assured Admissions Program must possess the following:

- Minimum combined SAT score of 1870 or ACT score of 28.
- Minimum 3.5 Grade Point Average and graduation in the top 10 percent of high school class. (If the school ranks students.)

Application Process

1. Complete and submit the Arcadia University undergraduate application for admission by January 15th.
2. Check the box indicating your interest in the 3+3 Prelaw BA/JD Accelerated/Assured Admission Program.
3. The Pre-Law Advisory Committee will review your academic qualifications and notify you concerning your admission to the BA/JD Accelerated & Assured Admission Program.

Arcadia University Academic Requirements
Students completing the program shall:

- Complete all major and Undergraduate Curriculum requirements.
- Earn a minimum of a 3.00 cumulative GPA after the first year of study.
- Earn a minimum of a 3.20 cumulative GPA after the second year of study.
- Earn a minimum of a 3.4 cumulative GPA at the end of the third year of study.
- Comply with all academic standards and expectations for student conduct established by Arcadia University.

Note: Arcadia students who do not meet these requirements or who are not admitted to the
BA/JD Assured Admission Program as first-year students (freshmen) may apply to Drexel’s School of Law, if interested, through normal admission channels.

Assured Admission Criteria to the Drexel University Thomas R. Kline School of Law

Students seeking law school admission through the BA/JD Accelerated or Assured Admission Program shall:

• Complete all major and Undergraduate Curriculum requirements at Arcadia University.

• Complete a minimum of 96 credits before enrolling in courses at the School of Law.

• Earn a 3.4 cumulative undergraduate GPA as calculated by the Law School Admission Council’s Credential Assembly Service.

• Meet the character and fitness requirements of School of Law.

• Comply with all application, seat deposit, and other deadlines established by School of Law.

• Take the Law School Admission Test (LSAT) no later than December of the third year of the program (3+3 accelerated students) or December of the fourth year of the program (4+3 assured admission students).

• Earn a LSAT score at least equal to the median LSAT score for Drexel’s 1L class in the year the student was admitted to Arcadia University.

Structure of the Six-Year Accelerated BA/JD Option (3+3)

Students completing the accelerated BA/JD option will complete all degree requirements in six years. In years one to three, students complete all Undergraduate Curriculum requirements and major requirements, including senior thesis/capstone project. In year four, students begin the Drexel University School of Law coursework. After successful completion of year four, students will receive their bachelor’s degree from Arcadia University. In years five and six, students complete their remaining law coursework as required by Drexel University School of Law.

Students completing the accelerated BA/JD program also have the option to complete all Arcadia degree requirements (128 credits minimum) within three years at Arcadia University. This accelerated bachelor’s degree allows the student assured admission to the Drexel University School of Law, but also allows students to apply to other law schools if the student chooses. In years four, five, and six, students complete the necessary juris doctorate degree requirements.

Structure of the Seven-Year Assured Admission BA/JD Option (4+3)

Students completing the 4+3 assured admission BA/JD option will complete all degree requirements in seven years. In years one to four, students complete all Undergraduate Curriculum requirements and major requirements, including senior thesis/capstone project. In year four, students will be granted assured admission to Drexel University School of Law provided the student satisfies the assured admission criteria specified above. Students may also apply to other law schools if the student chooses. In years five to seven, students complete the necessary juris doctorate degree requirements.

Pathways to Study Abroad

Students in the accelerated BA/JD are encouraged to study abroad while completing their degree requirements at Arcadia University. Students should work with their academic advisers to ensure they will meet all the requirements for the accelerated program.
International Peace and Conflict Resolution (3+2)
at Arcadia University

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

3+2 International Peace and Conflict Resolution Program

Leading to a B.A. in International Studies or Political Science and an M.A. in International Peace & Conflict Resolution from Arcadia University

Faculty

Department of Historical & Political Studies
Chairperson: Dr. Peter Siskind

International Peace & Conflict Resolution Program Director: Dr. Amy S. Cox

International Studies Program Director: Dr. Hilary Dick

Political Science Program Director: Dr. Amy Widestrom

Associate Professors
Dr. Samer Abboud
Dr. Geoff Haywood
Dr. Warren Haffar
Dr. Angela Kachuyevski
Dr. Jennifer Riggan

Assistant Professors
Roland Adjovi
Dr. Amy S. Cox
Dr. Maryam Deloffre
Dr. Hilary Parsons Dick
Dr. Peter Siskind
Dr. Amy Widestrom

Adjunct Faculty
The Honorable Christopher Cerski, J.D.
Alex N. Grigorev
Dr. Bill Jacobsen
Barbara Simmons

Select Affiliated Faculty
Dr. Jonathan Church (Anthropology)
Dr. Ana Maria Garcia (Sociology)
Dr. Joanne Lucena (Modern Languages)
Dr. Wayne Morra (Economics)
Alex Otieno (Sociology)
Dr. Finbarr O’Connor (Philosophy)

About the 3+2 Program

• Highly selective program for academically talented students
• Bachelor’s and master’s degrees in five years
• Political Science track
• International Studies track
• Opportunities to study abroad as an undergraduate and graduate student
• Problem-based learning and research models

This accelerated program integrates undergraduate and graduate training and provides comprehensive global learning opportunities. Arcadia’s undergraduate programs in Political Science and International Studies enrich the multidisciplinary perspectives inherent in the field of international peace and conflict resolution.

This accelerated program meets the needs of students who want to pursue accelerated training in IPCR, allowing for an intensive and rigorous five-year academic program that includes international experiences and practical fieldwork. This program allows talented students to pursue an accelerated option that is both more affordable and custom-designed to prepare them for a highly competitive job market.

About the M.A. in International Peace and Conflict Resolution

The interdisciplinary Master of Arts in International Peace and Conflict Resolution program is designed to produce graduates who are well-prepared for mid-level positions in a wide variety of governmental agencies and non-governmental organizations.

The graduate program typically includes an international study component, as well as an internship. This innovative M.A. program allows students to develop an area of concentration within peace and conflict resolution, build an international network of contacts, and gain practical field experience.
Admissions Criteria

Students must meet the minimum criteria for the Honors Program in order to be admitted to the accelerated program as a first-year student. To be eligible for the 3+2 accelerated program, entering first-year students should score 1870 or better on the SAT or 28 on the ACT and be ranked in the top 10 percent of their high school class. Students also may apply for entrance to the 3+2 program at the end of the first year.

For continuation on to the M.A. level in the fourth year, the following standards must be met:

- Completion of the appropriate required undergraduate courses in the major.
- The recommendation of at least one faculty member in the Department of Historical & Political Studies.
- The maintenance of a 3.5 GPA.

Program Structure

The specific course sequence for each track is available on request. Overall, a student will complete at least 128 hours toward the B.A. degree in either Political Science or International Studies and at least 36 hours toward the M.A. degree in International Peace and Conflict Resolution.

This is achievable in five years as some of the IPCR courses that students take in the fourth year will count toward the undergraduate degree. This allows five-year accelerated students to begin their graduate studies in the fourth year, together with all the incoming IPCR graduate students, while completing remaining undergraduate credit requirements. Students complete their undergraduate senior capstone project during their third year as the fourth year is spent on graduate methods training and preparation of the master’s Capstone proposal.

Five-Year Accelerated IPCR (3+2 program) with International Studies

Master of Arts in International Peace and Conflict Resolution and Bachelor of Arts in International Studies (3+2 program)

Students wishing to pursue the five-year accelerated B.A. in International Studies and M.A. in International Peace and Conflict Resolution will complete all requirements for the B.A. in International Studies and the M.A. in IPCR in five years.

In years one to three, students are expected to complete all Undergraduate Curriculum requirements as well as most requirements for the International Studies major, including the majority of their coursework, study abroad, the language requirement, and Senior Thesis, which is done in the third year. In year four, they complete the International Studies major as well as all first-year requirements for the IPCR degree. This is made possible through a number of courses that count for both the IS major and the IPCR degree. In year five, they complete their IPCR requirements, including the master’s Capstone.

Major Requirements for the International Studies Track

The International Studies major is highly flexible. It requires 12 courses in the major (typically 46-48 credits) plus the completion of the intermediate level (202-level) of a modern language other than English. In addition, International Studies majors must study abroad, and appropriate courses taken abroad count toward the major. Students must take three 100 level courses, IS Research Writing (IS 201), three additional 200-level courses, three 300-level courses, and the Senior Seminar sequence (IS 490 and 491). Four of these courses must be within the student’s concentration. Students choose among six concentrations: Africa and the Middle East; The Americas; Europe and the Mediterranean; Global Health and Human Rights; The Social Life of Globalization; Sustainable Development.
Five-Year Accelerated IPCR (3+2 program) with Political Science

Master of Arts in International Peace and Conflict Resolution and Bachelor of Arts in Political Science (3+2 program)

Students who want to pursue the accelerated B.A. in Political Science and M.A. in International Peace and Conflict Resolution will complete all degree requirements in five years.

In years one to three, students complete all Undergraduate Curriculum requirements as well as most of the requirements for the Political Science major, including the Senior Thesis, which is done in the third year. In year four, students complete all requirements for the Political Science major and begin coursework for the IPCR master’s program. This is made possible as a number of IPCR courses are cross-listed as Political Science courses and will be counted as undergraduate credits. In year five students complete their IPCR requirements, including the master’s Capstone.

Major Requirements for the Political Science Track

Most Political Science majors in the accelerated program will choose the International Relations concentration. To complete this concentration, of the 44 credits required by the Political Science major, 20 must be selected from approved international offerings. All Political Science majors must take PS 101 (American Politics), 150 (Comparative Politics), 241 (International Relations), 245 (Political Thought) or 330 (American Political Thought), and 490 and 491 (Senior Thesis Seminars). Additionally, Political Science majors must take four electives, at least two of which must be at the 300 level.
International Peace and Conflict Resolution (4+2) at Arcadia University

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

4+2 International Peace and Conflict Resolution Program
Leading to master's degree from Arcadia University

Faculty

Director of IPCR
Dr. Amy Cox

Department of Historical & Political Studies
Chairperson
Dr. Peter Siskind

Associate Professors
Dr. Samer Abboud
Dr. Warren Haffar
Dr. Geoff Haywood
Dr. Angela Kachuyevski
Dr. Jennifer Riggan

Assistant Professors
Roland Adjovi
Dr. Amy Cox
Dr. Maryam Deloffre
Dr. Hilary Parsons Dick
Dr. Peter Siskind
Dr. Amy Widestrom

IPCR Adjunct Professors
Alex Grigorev
Dr. Bill Jacobsen
Barbara Simmons

Related Graduate Study
at Arcadia University
Master of Arts in International Peace and Conflict Resolution

About the M.A.
in International Peace and Conflict Resolution
The interdisciplinary Master of Arts in International Peace and Conflict Resolution program is designed to produce graduates who are well-prepared for mid-level positions in a wide variety of governmental agencies and non-governmental organizations. Academic programs in peace studies and conflict resolution, a growing international field, are interdisciplinary in nature and encompass perspectives from anthropology, biology, economics, history, law, literature, philosophy, political science, psychology, religion and sociology.

The graduate program includes an international study component, as well as a practical applied experience such as an internship. In the first year, students complete a core of 24 graduate credits on campus with the option of six additional credits of electives. This innovative M.A. program allows students to develop an area of concentration within peace and conflict resolution, build an international network of contacts, and gain practical field experience.

Undergraduate students preparing for the Master of Arts in International Peace and Conflict Resolution typically pursue a liberal arts undergraduate major in the social sciences or humanities. Students should work with advisers to determine appropriate recommended preparatory courses, and study abroad for one or two semesters. During the senior year, interested students apply to the Office of Enrollment Management for entrance into the program. Arcadia University undergraduate students whose academic records meet the entrance requirements are assured of acceptance into the master's program. Arcadia students also may apply for admission to IPCR without completing the assured admission program. To maintain the quality of the graduate program, the University reserves the right to limit enrollment in all its offerings.
Pre-Dentistry Program
at Arcadia University
Global Perspective...Personal Attention...Real-World Integrative Learning Experiences

Health Related Professions Advising Committee
Associate Professor
  Dr. Sheryl Smith (coordinator)
Dr. Wesley Rose
Assistant Professor
  Dr. Megan Wright

Related Fields of Study
  Biology
  Chemistry
  Mathematics
  Pre-Optometry
  Post-Baccalaureate Certificate in the Health Professions

About the Pre-Dentistry Program
Arcadia University offers many programs that satisfy the course requirements for admission to schools of medicine, dentistry, osteopathy, optometry, podiatry and other health-related fields. While pre-dentistry students usually major in Biology or Chemistry, dental schools will accept students with excellent records regardless of major, provided they have a solid foundation in the basic sciences and mathematics. The Pre-Health advisers assist students with the application process and choice of schools.

Minimum Recommended Courses
The following courses are recommended for students interested in applying to dental school:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>BI 101, 102</td>
<td>General Biology I, II</td>
</tr>
<tr>
<td>BI 211</td>
<td>Comparative Anatomy and Physiology</td>
</tr>
<tr>
<td>or BI 205, 206</td>
<td>Human Anatomy, Human Physiology</td>
</tr>
<tr>
<td>CH 101, 102</td>
<td>Modern Chemical Concepts I, II</td>
</tr>
<tr>
<td>or CH 111, 112</td>
<td>Conceptual Chemistry I, II</td>
</tr>
<tr>
<td>CH 201, 202</td>
<td>Organic Chemistry I, II</td>
</tr>
<tr>
<td>PH 201, 202</td>
<td>Fundamental Concepts of Physics I, II</td>
</tr>
<tr>
<td>or PH 211, 212</td>
<td>Conceptual Physics I, II</td>
</tr>
<tr>
<td>MA 141</td>
<td>Elementary Statistics</td>
</tr>
<tr>
<td>MA 201</td>
<td>Calculus I (Calculus is required by some, but not all, medical and professional schools.)</td>
</tr>
</tbody>
</table>

Satisfactory performance on the Dental Admission Test (DAT) is required. The DAT normally is taken in the spring of the junior year or the summer prior to the senior year for students planning to enter dental school immediately following graduation. In addition to the minimum science courses, a strong background in the liberal arts and social sciences is recommended, as is volunteer work or an internship in a dental setting. Proficiency in the Spanish language, coursework in bioethics, and study abroad are all considered favorably by professional schools.

Other courses highly recommended as electives include:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>BI 325</td>
<td>Cell Biology</td>
</tr>
<tr>
<td>BI 327</td>
<td>Histology</td>
</tr>
<tr>
<td>BI 333</td>
<td>Molecular Biology</td>
</tr>
<tr>
<td>CH 303/BI 340</td>
<td>Biochemistry</td>
</tr>
<tr>
<td>SP 240</td>
<td>Spanish for Medical Careers</td>
</tr>
</tbody>
</table>
Pre-Medical Program
at Arcadia University

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

Health Related Professions Advising Committee

Associate Professor
Dr. Sheryl Smith (coordinator)
Dr. Wesley Rose

Assistant Professor
Dr. Megan Wright

Related Fields of Study

Biology
Chemistry
Mathematics
Pre-Optometry
Post-Baccalaureate Certificate in the Health Professions

About the Pre-Medical Program

Arcadia University offers many programs that satisfy the course requirements for admission to schools of medicine, dentistry, osteopathy, optometry, podiatry and other health-related fields. While pre-medical students usually major in Biology or Chemistry, medical schools will accept students with excellent records regardless of major, provided they have a solid foundation in the basic sciences and mathematics. The Pre-Health advisers assist students with the application process and choice of schools.

Recommended Courses:
The MCAT has been revised, and now consists of the following four sections:

1) Biological and Biochemical Foundations of Living Systems,
2) Chemical and Physical Foundations of Biological Systems,
3) Psychological, Social and Biological Foundations of Behavior, and
4) Critical Analysis and Reasoning Skills

The following courses are recommended to reflect these changes.

BI  101, 102  General Biology I, II
BI  211    Comparative Anatomy and Physiology
or BI 205,206  Human Anatomy, Human Physiology

BI  340    Biochemistry
or CH 303  Biochemistry

CH  101, 102  Modern Chemical Concepts I, II
or CH111,112  Conceptual Chemistry I, II

CH  201, 202  Organic Chemistry I, II:

PH  201, 202  Fundamental Concepts of Physics I, II
or PH211,212  Conceptual Physics I, II

MA  141    Elementary Statistics

MA  201    Calculus I
(Calculus is required by some, but not all, medical and professional schools.)

PY  111    Introduction to Psychology

SO  101    Introductory Sociology

Satisfactory performance on the Medical College Admissions Test (MCAT) is required. The MCAT normally is taken in the spring of the junior year or the summer prior to the senior year for students planning to enter medical school immediately following graduation.

In addition to the minimum science courses, a strong background in the liberal arts and social sciences is recommended, as is volunteer work or an internship in a medical setting. Independent research is highly recommended in order to develop critical thinking and communication skills. Proficiency in the Spanish language, coursework in bioethics, and study abroad are all considered favorably by professional schools.

Other courses highly recommended as electives include:

BI  204    Genetics
BI  323    Microbiology
BI  335    Neurobiology
BI  325    Cell Biology
BI  327    Histology
BI  333    Molecular Biology
CH  203    Equililibrium and Analysis
SP  240    Spanish for Medical Careers

Arcadia University Undergraduate Catalog 2015-16
This is a 2+2 program with Jefferson College of Health Professions at Thomas Jefferson University.

Adviser
Instructor Sarah Cooper

About the Pre-Nursing Program
Arcadia University offers a 2+2 pre-nursing program in affiliation with the Jefferson College of Health Professions at Thomas Jefferson University in Philadelphia. The four-year traditional pre-licensure Bachelor of Science in Nursing (B.S.N.) is divided into two phases: the prerequisite phase and the professional nursing major. Students complete two years of prerequisite coursework at Arcadia University in science, humanities and related disciplines that lay the foundation for professional studies. The professional nursing major, which is done at the Jefferson College of Health Professions, consists of four semesters of nursing theory and clinical coursework. To receive the pre-licensure B.S.N., each prerequisite and nursing course must be completed with a grade of "C" or better.

The prerequisite courses for the 2+2 program are anatomy and physiology (two semesters), microbiology, general chemistry (two semesters), mathematics, statistics, English composition, English elective, general psychology, developmental psychology, abnormal psychology and sociology. Two "selective" courses in American culture or ethnic studies, logic, philosophy or critical thinking and two "elective" courses in the arts, humanities or social sciences also are required.

Students who want to apply for transfer to the Jefferson College of Health Professions are required to submit a complete application for admission that includes the following items:
- Completed application form
- Official college/university transcripts from all institutions attended
- Application fee
- Two letters of recommendation
- Personal statement
- For students whose native language is not English and who have not taken the English prerequisites at an institution in the United States, an English proficiency examination is required. A minimum score of 550 (written exam) or 210 (computerized exam) is recommended on the Test of English as a Foreign Language (TOEFL).
- International students must submit an evaluation of foreign transcripts by the World Education Service (WES) or comparable agency.

Jefferson College of Health Professions will guarantee admission to students who desire to transfer from Arcadia University under the following circumstances:
- The student must complete all prerequisite credit requirements prior to enrollment at Thomas Jefferson University.
- The guarantee is extended as long as there are spaces in the entering class.
- A designated Arcadia University representative must recommend the student for admission.
- The student must have a cumulative grade point average of at least a 2.7 on a 4.0 scale. (The Jefferson program of study requires mastery of the physical sciences, and students with at least a 3.0 GPA make the most successful transitions.)
- The student must have earned at least a grade of "C" (a "C-" will not be accepted) in all transferred courses.
- Students with disciplinary or criminal records are excluded from this guarantee.

Jefferson College of Health Professions has rolling admission, and it is recommended that the application be received at least three (3) months prior to the term in which the student desires to transfer. The final decision on any of the requirements of the application process is within the discretion of the Office of Admissions and Enrollment Management of Jefferson College of Health Professions.

1. First Year
   Fall
   BI 101 General Biology I
   EN 101 Thought and Expression I
   PY 111 Introduction to Psychology
   FY 103 First Year Seminar
Pre-Nursing at Arcadia University

**Spring**
- BI 102 General Biology II *
- EN 201 Thought and Expression II
- PY 205 Adult Psychopathology
- Selective course **

**Summer**
- CH 101 General Chemistry I
- CH 102 General Chemistry II

2. Sophomore Year

**Fall**
- PY 212 Developmental Psychology
- BI 206 Human Physiology
- SO 101 Introductory Sociology
- MA 141 Elementary Statistics
- Selective **

**Spring**
- BI 205 Human Anatomy
- BI 323 Microbiology
- PBH 381 Nutrition: Concepts and Controversies
  or
- BI 285 Nutrition (currently offered in the summer)
- MA 110 Pre-Calculus (recommended, but MA117 is acceptable)

* Biology 101 and 102 are required prerequisites for upper level biology courses. They count as elective courses in this program. Other elective courses may include: arts, humanities, and social sciences.

**Selective courses: American culture or ethnic studies, logic, philosophy, ethics or critical thinking. (American history and Western Civilization are NOT appropriate courses.)

3. Students should apply to Jefferson as early as possible in the Fall of their sophomore year.

4. Students who have not been accepted to Jefferson by the end of the Fall semester of their sophomore year are advised to take courses leading to an academic major at Arcadia University in the discipline of their choice.

5. Students placing into remedial courses (e.g. MA 095, MA 100, CH 100, EN 100) may not be able to complete this program in two years.
Pre-Optometry
at Arcadia University and Salus University

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

This is a combined program (3+4) with Salus University (formerly the Pennsylvania College of Optometry).

**Adviser**
**Professor**
Dr. Chester Mikulski

**Degrees**
**Bachelor of Arts in Interdisciplinary Science** from Arcadia University and **Doctor of Optometry** from Salus University (3+4 program)

**Pathways to Study Abroad**
Because the Pre-Optometry program is highly structured, studying abroad normally entails adding a year of study. Students interested in this option consult with the adviser as soon as possible. More information is available on the University's website.

**About the Combined Program in Optometry**

- Three years at Arcadia University
- Four years at Salus University
- B.A. in Interdisciplinary Science and Doctor of Optometry

Arcadia University has an accelerated, combined plan with Salus University (formerly the Pennsylvania College of Optometry) that allows students to complete a Doctor of Optometry degree in seven years.

During the first three years students study at Arcadia University, taking basic courses in the physical and biological sciences. The nationally standardized Optometry Aptitude Test (OAT) is taken during the fall of the third year. The score on this test, as well as the rest of the students' academic credentials, are submitted to a joint Arcadia-Salus committee. Salus reserves a minimum of four places yearly for Arcadia students. Upon selection, students enroll the following year at Salus.

Arcadia University awards a Bachelor of Arts in Interdisciplinary Science after completion of a student’s first year at Salus. After completion of the four years of professional study there, Salus awards a Doctor of Optometry degree.

**Requirements for the Combined Program in Optometry**
**At Arcadia University:** specific courses as listed below, with electives to total 96 credits.
**At Salus University:** four years of professional study.

1. **Five courses in Chemistry**
   - CH 111, 112 Conceptual Chemistry I, II
   - (CH 101,102 may be substituted in unusual circumstances with permission of the chair.)
   - CH 201, 202 Organic Chemistry I, II
   - CH 303 Biochemistry

2. **Two courses in Physics**
   - either
   - PH 201, 202 Fundamental Concepts of Physics I, II
   - or
   - PH 211, 212 Conceptual Physics I, II

3. **Seven courses in Biology**
   - BI 101,102 General Biology I, II
   - BI 204 Genetics
   - BI 205 Human Anatomy
   - BI 206 Human Physiology
   - BI 323 Microbiology
   - BI 325 Cell Biology

4. **Two courses in Mathematics**
   - MA 141 Elementary Statistics
   - MA 201 Calculus I

5. **Undergraduate Curriculum requirements**
   - First-Year Seminar
   - Global Connections Experience and Reflection
   - Additional Integrative Learning requirement
   - Areas of Inquiry – one of each
     - Creative Expressions
     - Cultural Legacies
     - Self and Society
   - Writing-designated course
Pre-Optometry at Arcadia University and Salus University

The curriculum is designed so that all Arcadia requirements can be completed in three years. Below is a suggested sequence of courses.

First year. Fall: BI 101, CH 111, EN 101, FY 103; Spring: BI 102, CH 112, MA 201, UGCR (Undergraduate Curriculum requirement).

Second year. Fall: BI 206, CH 201, PH 201, UGCR; Spring: BI 205, CH 202, PH 202, MA 141.

Third year. Fall: BI 204, BI 325, UGCR, UGCR; Spring: BI 323, CH 303, UGCR, UGCR.

Options

If students choose to remain at Arcadia University for the senior year, they can choose one of these options:

- Complete a Biology major with BI 211, BI 242, BI 290, and BI 490.
- Complete a Chemistry major with CH 203, CH 290, CH 391, CH 392, and CH 490.
Pre-Physical Therapy at Arcadia University

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

3+D.P.T. Biology Major Leading to the Doctor of Physical Therapy Degree

Liaison to the Undergraduate Departments
Professor of Physical Therapy
Jan Stephen Tecklin

Related Graduate Study at Arcadia University
Doctor of Physical Therapy

About the 3+D.P.T. Pathway

This is an accelerated program from a Biology major into the graduate Doctor of Physical Therapy (D.P.T.) degree program at Arcadia University. Qualified applicants will be contacted by Enrollment Management for review.

During their first three years of study, students take prerequisite coursework and Undergraduate Curriculum requirements. In the fourth year of study, students begin their graduate coursework, but will not receive the B.A. in Biology until they have successfully completed the first year of the D.P.T. program. This pathway allows a student to fulfill all of the Undergraduate Curriculum and major requirements and the requirements of the Doctor of Physical Therapy degree in six years. The 3+D.P.T. program provides a pathway to ensure that the undergraduate coursework taken by the student meets the expected prerequisites and required background knowledge for the D.P.T.

The Pre-Physical Therapy program emphasizes the sciences but also includes a well-rounded background in the liberal arts. This combination prepares students for a health-care profession that helps people to overcome the effects of disease and injury and prevent health problems.

Students who complete the program are prepared to work as physical therapists in a variety of settings, including hospitals, rehabilitation centers, sports medicine centers, private homes, nursing homes, schools, private practices, specialized pediatric facilities, and wellness/fitness centers. They also can work as educators, researchers and consultants in a wide variety of organizations.

Study Abroad and Pre-Physical Therapy

Pre-Physical Therapy students are encouraged to spend a semester studying abroad. Many exciting opportunities are available. Students in the 3+D.P.T. program interested in study abroad typically do so during the summer.

Since 1997, students have taken a range of biology courses in Great Britain, Australia, and New Zealand. In addition, students have completed Undergraduate Curriculum requirements while studying abroad at some of the top universities around the world through Arcadia’s College of Global Studies. Students also have completed independent research projects or internships.

Since it is important that students plan ahead for study abroad, they should consult with their advisers as soon as possible and make their intentions known to the Department Chair and the Associate Dean of International Affairs.

Admission Requirements

Applying From High School

Qualified applicants will be contacted by Enrollment Management for review. Students can only matriculate into the 3+D.P.T. program directly from high school. Highly selective admissions criteria will be used to choose academically talented students capable of handling the accelerated schedule. Applicants are expected to have taken academic science and mathematics classes in each year of high school, including one year each of biology, chemistry, and physics. Matriculated students will not be accepted into the 3+D.P.T. program. (Note: Matriculated students can follow the 4+D.P.T. pathway leading to assured admission in Arcadia’s D.P.T. program for qualified students.)

At the end of the first year, students must have at least a 3.0 GPA in their major and overall to stay in the program. At the end of the second year, students must have at least a 3.2 GPA in their major and overall to stay in the program.
Pre-Physical Therapy Program (3+D.P.T.) at Arcadia University

At the completion of their third year of undergraduate study, students will be evaluated to ensure that they meet the qualifications to begin graduate coursework. At this point the students must have met the following criteria:

- Completed all major and Undergraduate Curriculum requirements.
- Maintained a 3.2 GPA and have received no less than a "C" in any of the required courses for the D.P.T.
- Earned at least 110 semester hours by the end of the third year.
- Received an acceptable letter of recommendation from the Chair of the Biology Department and from the pre-PT liaison.
- Taken the Graduate Record Examination (GRE) and achieved the minimum acceptable score as noted below.

At the start of their fourth year, students in the 3+D.P.T. program begin their studies in the D.P.T. program. Two undergraduate-level courses, BI475 and BI476 (Biomedical Foundations I and II), are taken in this fourth year and are only available to students in the 3+D.P.T. program. These courses are equivalent to PT675 and 676 taken by the other D.P.T. students.

Applying to the D.P.T. Program

By the Fall semester of their third year, students in the 3+D.P.T. program must have completed, or made arrangements to complete, all application criteria for the assured admission program including observations in two clinical settings (one inpatient and one outpatient as defined by PTCAS). These observations are expected to be completed by November 1 of the year of application to the program. A letter of recommendation will be required from the Chair of the Biology Department and, a currently practicing, licensed physical therapist.

Students apply to the D.P.T. program in the Fall semester of their third year through PTCAS (www.ptcas.org) by the November 1 deadline. The GRE is required for admission to the D.P.T. program. Students are strongly encouraged to take the exam after their first year of undergraduate study and no later than the summer preceding their third undergraduate year. Applicants are expected to meet the minimum required scores in all areas of the GRE: (1) individual Verbal ≥ 151 and Quantitative ≥ 150, (2) Combined Verbal and Quantitative ≥ 303, (3) Analytical Writing ≥4. NOTE: the GRE code for the D.P.T. program is 7637.

What constitutes a completed D.P.T. application?

A completed application is the application and all of the supporting documents (the three previously stipulated recommendations, GRE scores, and transcripts). Arcadia University students applying for assured admission must electronically submit their completed application by November 1. Applications are NOT reviewed until ALL materials are received by Arcadia. (This includes the PTCAS application, the required recommendations, and GRE scores.)

To meet the Assured Admission requirements, all of the criteria in the Arcadia University Undergraduate Catalog (by appropriate year of entry) must be met at the time of the application deadline; however, not all of the prerequisite courses need to be completed to apply or to be accepted. If accepted any remaining prerequisite courses need to be completed with a "C" or better in order to start the Physical Therapy program.

Upon acceptance into the program under the Assured Admission category, students will be required to pay a deposit in order to reserve a seat in the class. Scholarships are based on merit and any offer of scholarships or other assistance will be made known to the student along with the letter of acceptance to the D.P.T. program.

Students whose credentials do not meet the requirements that assure them automatic admission to the D.P.T. program will be decelerated to the traditional four-year Biology degree. They still may apply for assured admission to the D.P.T. program, but they must meet the minimum requirements for assured admission at the time of application. Please see the Graduate Catalog for the minimum requirements.

To maintain the ongoing quality of the Physical Therapy program, the University reserves the right to limit the enrollment in all its offerings.
Essential Functions to Participate in the D.P.T. Program

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. 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.
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 outcomes according to legal standards and ethical guidelines.

Sample behaviors for each of the above performance criteria are available upon request. Please send requests to ptadmission@arcadia.edu.

## Requirements for the B.A. in Biology and the D.P.T.

### The First Year

**Fall Semester** (16 credits)
- **BI 101** General Biology I (4 credits)
- **CH 101 or 111** General Chemistry I or Conceptual Chemistry I (4 credits)
- **EN 101** Thought and Expression I (4 credits)
- A First-Year Seminar course (4 credits)

**Spring Semester** (16 credits)
- **BI 102** General Biology II (4 credits)
- **CH 102 or 112** General Chemistry II or Conceptual Chemistry II (4 credits)
- **MA 141** Elementary Statistics (4 credits)
- **PY 111** Introduction to Psychology (4 credits)

### The Second Year

**Fall Semester** (20 credits)
- **BI 201** Evolution and Population Biology (4 credits)
- **BI 204** Genetics (4 credits)
- A University Seminar course (4 credits)
- A Global Connections Experience and Reflection course (4 credits)
- An Undergraduate Curriculum requirement course (4 credits)

**Spring Semester** (18 credits)
- **BI 242** Biological Research Methods (4 credits)
- **BI 211** Comparative Anatomy and Physiology (4 credits)
- **BI 290** Junior Seminar in Biology (2 credits)
- **BI 300-level elective** (4 credits)
- A University Seminar course (4 credits)

### The Third Year

**Fall Semester** (20 credits)
- **BI 322** Plant Biology
- **or BI 331** Aquatic Biology
- **or BI 329** Ecology (4 credits)
- **PH 201** Fundamental Concepts of Physics I (4 credits)
- **BI 206** Human Physiology (4 credits)
- **BI 300-level elective** (4 credits)
- Modern Language I course (4 credits)

**Spring Semester** (20 credits)
- **BI 490** Senior Seminar in Biology
- **BI 300-level elective** (4 credits)
- **PH 202** Fundamental Concepts of Physics II (4 credits)
- Modern Language II course (4 credits)
- An Undergraduate Curriculum requirement course (4 credits)

### The Fourth Year

**Fall Semester**
- **PT 605** Introduction & Exposure to P.T. Practice (4 credits)
- **PT 615** P.T. Examination/Evaluation Skills I (2 credits)
- **PT 625** P.T. Intervention Skills I (4 credits)
- **PT 645** P.T. Integrative Care & Practice I (3 credits)
- **BI 475 (PT675)** Biomedical Foundations I (5 credits)

**Spring Semester**
- **PT 616** P.T. Examination/Evaluation Skills II (4 credits)
- **PT 626** P.T. Intervention Skills II (5 credits)
- **PT 636** Exposure to P.T. in a Healthcare System (1 credit)
- **PT 646** P.T. Integrative Care & Practice II (4 credits)
- **BI 476 (PT676)** Biomedical Foundations II (8 credits)

**Summer Sessions**
- **PT 717** P.T. Examination/- Evaluation Skills III (2 credits)
- **PT 727** P.T. Intervention Skills III (2 credits)
- **PT 747** P.T. Integrative Care & Practice III (4 credits)
- **PT 777** Biomedical Foundation Science III (9 credits)

### The Fifth Year

**Fall Semester**
- **PT 718** P.T. Examination/- Evaluation Skills IV (2 credits)
Pre-Physical Therapy Program (3+D.P.T.) at Arcadia University

PT 728  P.T. Intervention Skills IV  
         (2 credits)
PT 738  Clinical Education Experience  
         I (4 credits)
PT 748  P.T. Integrative Care &  
         Practice IV (2 credits)
PT 778  Biomedical Foundation  
         Sciences IV (2 credits)

Spring Semester
PT 819  P.T. Examination/-  
        Evaluation Skills V (6 credits)
PT 829  P.T. Intervention Skills V  
        (6 credits)
PT 849  P.T. Integrative Care &  
        Practice V (4 credit)
PT 879  Biomedical Foundation  
        Sciences V (6 credits)

Summer Semester
PT 860  Clinical Education Experience  
        II (6 credits)

The Sixth Year

Fall Semester
PT 870  Clinical Education Experience  
        III (6 credits)

Spring Semester
PT 805  Physical Therapist Practice II  
        (3 credits)
PT 869  Independent Study-Research  
        (2 credits)
PT 899  Clinical Decision Making  
        (2 credits)
4+D.P.T. Pathway Leading to Doctor of Physical Therapy Degree

Liaison to the Undergraduate Departments
Professor of Physical Therapy
Jan Stephen Tecklin

Related Graduate Study at Arcadia University
Doctor of Physical Therapy

About the 4+D.P.T. Pathway

This is a 4+D.P.T. pathway leading to the Doctor of Physical Therapy (D.P.T.) degree from Arcadia University. Students frequently pursue an undergraduate major in a discipline such as Biology, Chemistry, Psychology, Sociology, Business or Health Administration, but students can choose any major that captures their interest and that enables them to complete the prerequisite courses.

Prerequisite courses needed for graduate-level study include Biology, Human Physiology, Chemistry, Physics, Psychology and Statistics. The American Physical Therapy Association (APTA) advocates a strong liberal arts background and doctoral training. Its Vision Statement says that by 2020, physical therapy "will be provided by physical therapists who are doctors of physical therapy and who may be board-certified specialists." The 4+D.P.T. year program offered by Arcadia University—four years of study leading to a bachelor’s degree plus approximately 3 years of graduate study leading to a Doctor of Physical Therapy—meets these recommendations.

The Pre-Physical Therapy program emphasizes the sciences but also includes a well-rounded background in the liberal arts. This combination prepares students for a health-care profession in helping people to overcome the effects of disease and injury and in the prevention of health problems.

Students who complete the program are prepared to work as physical therapists in a variety of settings, including hospitals, rehabilitation centers, sports medicine centers, private homes, nursing homes, schools, private practices, specialized pediatric facilities, and wellness and fitness centers. They also can work as educators, researchers and consultants in a wide variety of organizations.

Students are strongly urged to work closely with the adviser from the chosen major to coordinate the requirements of the major and the prerequisite courses for graduate-level professional work. It is expected that the prerequisite courses listed below are taken at Arcadia University.

Pathways to Study Abroad and Pre-Physical Therapy

Pre-Physical Therapy students are encouraged to spend a semester studying abroad. Many exciting opportunities are available. Sophomore year is the most convenient time for students to study abroad. Fall semester of the junior or senior year also is possible.

Since 1997, students have taken a range of biology courses in Great Britain, Australia, and New Zealand. In addition, students have completed Undergraduate Curriculum requirements while studying abroad at some of the top universities around the world through Arcadia’s College of Global Studies. Students also have completed independent research projects or internships.

Visit the University’s website for more information about study abroad and for suggested course sequences. Since it is important that students plan ahead for study abroad, they should consult with their advisers as soon as possible and make their intentions known to the Department Chair and the Associate Dean of International Affairs.
Applying to the Doctor of Physical Therapy Program

For those who are trying to meet the Assured Admission requirements, all of the criteria in the Arcadia University Undergraduate Catalog (by appropriate year of entry) must be met at the time of the application deadline; however, not all of the prerequisite courses need to be completed to apply or to be accepted. If accepted, any remaining prerequisite courses need to be completed with a "C" or better in order to start the Physical Therapy program.

Arcadia University students applying for Assured Admission must submit their completed applications electronically to PTCAS by November 1 of the academic year of graduation. A completed application is the application and all of the supporting documents (recommendations, GRE scores, and transcripts). Applications are NOT reviewed until ALL materials are received by Arcadia. (This includes the PTCAS application, the required recommendations, and GRE scores.)

Upon acceptance into the program under the Assured Admission category, students will be required to pay a deposit in order to reserve a seat in the class. Scholarships are based on merit, and any offer of scholarships or other assistance will be made known to the student along with the letter of acceptance.

Students whose credentials do not meet the requirements that assure them admission to the D.P.T. program still may apply. They will be considered in relation to other qualified candidates in the general applicant pool. Please see the Graduate Catalog for the minimum requirements.

To maintain the ongoing quality of the Physical Therapy program, the University reserves the right to limit the enrollment in all its offerings.

Requirements for Assured Admission

Requirements for Students Who Enter Arcadia University as First-Year Students

These requirements apply to students who begin their undergraduate education at Arcadia University as first-year students.

1. Students are encouraged to complete all of the prerequisite coursework at Arcadia University. Prerequisite courses must be taken through the appropriate department; e.g., Biology, Chemistry, Physics, Psychology, Computer Science & Mathematics.
   - Four courses in Biology:  
     - BI 101,
     - BI 102,
     - BI 205 or BI 211
     - BI 206
   - Modern Chemical Concepts I & II with lab (CH 101 & 102 or 111 & 112)
   - Physics I and II with lab (PH 201 & 202 or 211 & 212)
   - One course in Psychology and one course from the following: Anthropology, Psychology, or Sociology
   - One course in Statistics

2. In consultation with the student’s undergraduate advisor, up to four (4) courses taken through another accredited institution may be counted as fulfillment of the required prerequisite courses. Courses must be directed towards science majors as appropriate.

3. A minimum 3.2 overall GPA is required, calculated on all courses taken at any college or university. The GPA requirements must be met by the November 1st application deadline.

4. A minimum 3.2 GPA is required in all courses taken in prerequisite areas at Arcadia and elsewhere. A grade of "C" or better must be earned in the minimum prerequisite courses listed above. (A "C-" is unacceptable for prerequisite credit.) When calculating the prerequisite GPA, the University includes all courses in the various areas. The GPA requirements must be met by the November 1st application deadline.
Pre-Physical Therapy Program (4+D.P.T.) at Arcadia University

5. The Graduate Record Examination (GRE) is required for admission to the D.P.T. program. Students are strongly encouraged to take the exam after their first year of undergraduate study and no later than the summer preceding their fourth undergraduate year. Applicants are expected to meet the minimum required scores in all areas of the GRE: (1) individual Verbal $\geq 151$ and Quantitative $\geq 150$, (2) Combined Verbal and Quantitative $\geq 303$, (3) Analytical Writing $\geq 4$. **NOTE:** the GRE code for the D.P.T. program is 7637.

6. Students must have knowledge of the profession through documented work or volunteer experiences in at least one inpatient and one outpatient setting as defined by PTCAS. These observations must be completed by November 1st of the year of application to the program.

7. Students must provide three letters of recommendation, at least one from a currently practicing 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.

8. Students must complete the last four semesters as full-time students at Arcadia University. This requirement may be waived for students who choose to study abroad during one of their last four semesters.

9. Students must earn a bachelor’s degree from Arcadia University.

10. Students desiring assured admission must submit their completed applications electronically to PTCAS by November 1 of the academic year of graduation from Arcadia University.

**Requirements for Students Who Transfer to Arcadia University**

Transfer students who pursue an interest in Pre-Physical Therapy with Assured Admission to the Doctor of Physical Therapy program must meet the criteria for first-year students as well as the following:

1. Transfer students must attend Arcadia with full-time status and complete a minimum of 64 credits. This requirement may be waived for students who choose to study abroad during one of their last four semesters.

2. Seven courses in the prerequisite areas must be taken at Arcadia University.

3. Students must complete BI 206 Human Physiology at Arcadia University or a 300-level Biology course with a lab (if Human Physiology is already completed elsewhere). All courses used toward the minimum prerequisite biological and physical science requirements must be directed towards science majors and taken through the appropriate science departments (e.g., Biology, Chemistry, Physics).

4. Students may transfer two Psychology courses for the Pre-Physical Therapy prerequisites. If students are transferring only one Psychology course, then they must take either a second Psychology course (other than PY 111) or a course in Anthropology or Sociology.

5. Students who transfer more than four prerequisite courses must take additional advanced courses to satisfy prerequisite requirements. These additional courses must be taken in one of the following areas: Biology, Chemistry, Physics, or Psychology.

6. **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.
Essential Functions to Participate in the D.P.T. Program

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. 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.
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 outcomes according to legal standards and ethical guidelines.

Sample behaviors for each of the above performance criteria are available upon request. Please send requests to ptadmission@arcadia.edu.


Adopted 5/7/12
Pre-Physician Assistant

at Arcadia University

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

This is a 4+2 program leading to a Master of Medical Science (Physician Assistant) degree from Arcadia University.

Adviser

Donna Agnew, Assistant Professor, PA-C, MSPAS

About the Pre-Physician Assistant Program

The Master of Medical Science (Physician Assistant) degree is designed to produce graduates who will be well equipped to deliver high-quality, cost-effective primary health care in a wide variety of settings, including hospitals, clinics, physicians’ offices and community settings. The physician assistant is trained to take medical histories, perform physical examinations, order and interpret diagnostic tests, diagnose, and treat illness, determine treatment, and educate patients regarding their health and medical concerns.

This is a 4+2 program, with four years of undergraduate study and two years of graduate study in the Physician Assistant program. A student interested in becoming part of the Physician Assistant program must first earn a bachelor’s degree in a major such as Biology, Chemistry or Psychology that enables him or her to complete the prerequisite courses. Arcadia University undergraduates whose academic records and Graduate Record Examination scores meet the 4+2 entrance requirements are assured admission into the graduate program at the end of the senior year.

The 24-month graduate portion of the program combines classroom instruction with extensive clinical experience in a variety of medical specialties. The overall emphases during these two years are primary health-care delivery and the role of the physician assistant as a valuable member of the health-care team. Transfer students also are eligible for assured admission to the graduate programs in Physician Assistant.

Students are strongly urged to work closely with the advisers from their chosen majors. They also take prerequisite courses for graduate-level professional work. Upon completion of their junior year, students apply to the Physician Assistant program through CASPA, the Central Application Service for Physician Assistants. To maintain the ongoing quality of the Physician Assistant program, the University reserves the right to limit the enrollment in all its offerings.

Minimum Requirements for Admission to the M.M.S. Degree (Physician Assistant)

Prerequisite courses must be taken through the appropriate department, e.g. Biology Chemistry, or Psychology.

Requirements for Students Who Begin Their Undergraduate Education at Arcadia University as Freshmen

1. Students must have completed the following prerequisite courses: Students may have only one prerequisite course that is not completed by the end of the fall semester of their senior year.
   a) Biological Sciences: five courses in Biology to include at least Anatomy (Human or Comparative), Physiology and Microbiology. Biochemistry is recommended.
   b) Chemistry: three courses in Chemistry to include a minimum of one semester of Organic Chemistry.
   c) Psychology: one course in Psychology.
   d) Statistics: one course.

2. Students must have a minimum 3.4 overall GPA in prerequisite courses taken at Arcadia and elsewhere. A grade of “C” or better must be earned in each prerequisite course. (A grade of “C–” is unacceptable for prerequisite credit.) When calculating the prerequisite GPA, the University includes all courses in the various areas. Courses taken in prerequisite areas that were graded on a pass/fail basis will not be calculated into the prerequisite GPA.

3. Students must take the Graduate Record Exam (GRE). A minimum score of greater
than or equal to 147 for quantitative reasoning and greater than or equal to 158 for verbal reasoning. This test should be taken by the time of application submission.

4. Students must have knowledge of the profession through work or volunteer experience in a clinical setting. A minimum of 200 hours of patient care experience is required.

5. Students must obtain three letters of recommendation. Ideally, one should be from a professor and one from a practicing licensed physician or physician assistant.

Requirements for Students Who Enter Arcadia University as Transfer Students

Transfer students are also considered for automatic admission provided that they meet all the criteria for freshmen as well as the following:

1. Students must complete a minimum of 15 credits per semester and no fewer than 64 credits over the last four semesters of work at Arcadia University, excluding summers.

2. Students must earn a bachelor’s degree from Arcadia University.

3. Students must take five of the prerequisite science courses at Arcadia University.

4. Students must complete at Arcadia University: BI 206 Human Physiology or a 300-level Biology course with a lab (if Human Physiology is already completed).

Students whose credentials do not meet requirements for assured admission to the master’s program can still apply. They will, however, be considered in relation to other qualified candidates in the general applicant pool. Please be aware that transfer students may have difficulty meeting the assured admission requirements if they only attend Arcadia for a minimum of four semesters.
Pre-Veterinary Program
at Arcadia University
Global Perspective...Personal Attention...Real-World Integrative Learning Experiences

Health Related
Professions Advising Committee
Associate Professor
Dr. Sheryl Smith (coordinator)
Dr. Wesley Rose
Assistant Professor
Dr. Megan Wright

Related Fields of Study
Biology
Chemistry
Post-Baccalaureate Certificate in the Health Professions

About the Pre-Veterinary Program
Arcadia University offers several routes for completion of the requirements for admission to schools of veterinary medicine. Majors in Biology or Chemistry are most commonly pursued by students interested in veterinary medicine, but schools will accept students with excellent records in other majors, provided they have adequate preparation in the basic sciences and mathematics. The pre-health adviser assists students with the application process and choice of schools.

Minimum Recommended Courses
All schools of veterinary medicine recommend the following courses:

- BI 101, 102 General Biology I, II
- BI 211 Comparative Anatomy and Physiology
- CH 101, 102 General Chemistry I, II
- CH 201, 202 Organic Chemistry I, II
- PH 201, 202 Fundamental Concepts of Physics I, II
- MA 201 Calculus I
- MA 141 Elementary Statistics

Some schools require additional Mathematics or Chemistry as well as Biochemistry and/or Microbiology. These requirements may be met with the following courses:

- CH 303 Biochemistry
- or BI 340 Biochemistry
- MA 202 Calculus II
- BI 204 Genetics
- BI 323 Microbiology
- BI 325 Cell Biology
- HE 481 Nutrition
- PBH 620 Introduction to Biostatistics

Students are advised to check with the schools to which they intend to apply to determine which of the Mathematics, Chemistry, Biochemistry, or Microbiology courses are prerequisites for admission.

Satisfactory performance on the Graduate Record Examination (GRE) is required for admission. The GRE may be taken in the spring or summer of the junior year or the fall of the senior year for students who plan to enter veterinary school immediately following graduation.

In addition to prerequisite coursework, students are expected to have gained practical experience with veterinary medicine by either working or volunteering in facilities where veterinary medicine is practiced, such as veterinary clinics, zoos, or animal husbandry facilities. Some schools may have specific hour requirements for these experiences. A strong background in liberal arts and study abroad experiences are considered favorably. Other courses recommended as electives include the following:

- BI 325 Cell Biology
- BI 327 Histology
- BI 332 Animal Behavior
- BI 335 Neurobiology
- BI 337 Immunobiology
Professional Business
for Working Professionals
Accelerated Degree Completion
Global Perspective...Personal Attention...Real-World Integrative Learning Experiences

Dean
Alla L. Wilson, Ph.D., MBA

Faculty
Full-time Faculty
Theresa Barry, Ph.D., MHA, Associate Professor of Healthcare Administration
Thomas M. Brinker Jr., LL.M., CPA, CFE, ChFC, PFS, AEP, Professor of Accounting
Annette L. Halpin, Ph.D., MBA, Assistant Professor of Business Administration
Robert Kieserman, MBA, MLIS, Instructor
Jun Woo Kim, Ph.D., M.S., Assistant Professor of Sport Management
Raghu Kurthakoti, Ph.D., M.S., Assistant Professor of Marketing
Wayne A. Morra, Ph.D., Professor of Economics
Meg Nolan, M.S., Instructor of Management
Cynthia Planita, CPA, M.S., Assistant Professor of Accounting
Michelle Washington, Ph.D., MBA, Assistant Professor of Business Administration
Ata Yesilyaprak, Ph.D., MBA, M.A., Associate Professor of Finance

Part-time Faculty
Christopher Cerski, J.D.
Charles Corace, MBA
Glenn Cronin, CFPIM
Michael deLhery, MBA
Joseph Falzone, Ph.D.
Steve Finestone, MBA
John Fusco, CPA, M.S.
John J. Gerace, Ph.D., P.E.
Katie Harris, M.S., CPA
Jeanine Kingeter, M.S.
Raymond V. Lamorgese, MBA
Karen Lawson, Ph.D.
Emma LeSaint, MBA, CPA
Anna McAleer, MBA
Eric McCloy, MBA
Luis Rivera, Ph.D.
Beatrice Rolland, DBA, CPA
Frank Schwartz, Ph.D.
Colleen Scott, M.A.
Mary L. Sims, J.D.
Karen Squarel-Shablin, MHSA
Christina Taylor, MPH
Ardy L. Wurtzel, Ph.D., M.A.

Accreditation and Memberships
The following Arcadia School of Global Business programs are accredited by the Accreditation Council for Business Schools and Programs (ACBSP): Accounting, Business Administration, International Business & Culture, and M.B.A.

The Arcadia School of Global Business is a member of the Association to Advance Collegiate Schools of Business (AACSB International) and the Middle Atlantic Association of Colleges of Business Administration (MAACBA).

Degree
Bachelor of Arts in Business Administration

Related Graduate Study at Arcadia University
Master of Business Administration (M.B.A.) with a Global Perspective
(See Graduate Catalog.)

About the Professional Business Program
The Arcadia School of Global Business offers the Professional Business Program for working professionals looking to complete their undergraduate degree, advance in their careers and compete in the global workforce.

The curriculum provides educational experiences to upgrade the skills that adapt and respond to the complexity of today’s global business markets. Focusing on the development of socially responsible decision makers, the comprehensive curriculum emphasizes experiential learning and commitment to ethical and sustainable business practices.

Recognizing the importance of work-life balance for each student, courses are accelerated with fully online courses or evening courses option at the King of Prussia campus. Dedicated program coaches work with students to develop a flexible schedule
Professional Business at Arcadia University

and program plan to help students meet their career goals.

Students may select any course as fully online or meet one evening a week.

Admission Requirements
Community College Associate’s degree graduates, and/or transfer/returning students who have completed credits towards a bachelor’s degree, are eligible to apply to this program. Students entering the Professional Business Program must enter the program with at least junior standing (57 or more credits). A minimum GPA of 2.5 is required (students with a 2.00-2.49 GPA may be reviewed). Students may apply for admission for any academic semester. Students will submit an:

- Arcadia University School of Global Business application
- Official transcript from each college/university attended

Transfer and Credit Evaluation
Arcadia University will accept up to 75 credits from regionally accredited two-year institutions and up to 90 credits from regionally accredited four-year institutions.

Transfer credit is granted for college-level work completed at another accredited institution for course content comparable to that offered at Arcadia University or appropriate for the degree program. Credit will not be granted for courses in which grades below "C-" are earned.

Students may be required to take a placement examination in Mathematics and/or Arcadia University Writing Inventory for English composition. Assignment or exemption for English composition is determined by performance on the Arcadia University Writing Inventory or by a transfer credit evaluation. The exemption for Mathematics is determined by performance on the placement exam or by a transfer credit evaluation.

Community College Transfer: Arcadia has core-to-core agreements with Bucks County, Cecil College, Delaware County Community College, Montgomery County Community College, Northampton Community College, and Rowan College at Burlington County.

Other Transfer Options:
In addition to core-to-core agreements with community colleges, course credits can be reviewed from other institutions to establish equivalency. The School of Global Business recognizes transfer credit evaluations from professional organizations such as American Institute of Banking (AIB), American Council on Education, Post-Secondary Organization for Non-Collegiate Sponsored Instruction (ACE, PONSI), ACT-PEP, and Life Organization Management Association (LOMA).

Requirements for the Professional Business Program
A total of 120 credit hours are needed to complete the bachelor’s degree and students must fulfill university curriculum requirements. At least half of the required Business and Economics courses must be taken at Arcadia University.

Your degree program plan will define individual requirements based upon the transfer evaluation and granting of transfer credits.

The following lists all the degree requirements for a Bachelor of Arts in Business Administration:

1. Ten courses in Business Administration (40 credits)
   - BA 201 Financial Accounting
   - BA 202 Managerial Accounting
   - BA 230 Legal Environment of Business
   - BA 340 Principles of Marketing
   - BA 360 Principles of Management
   - BA 363 International Organizational Behavior
   - BA 367 Operations Management
   - BA 380 Principles of Finance
   - BA 495 Policy Formulation and Administration
   - One Upper Level Business Elective

2. Two courses in Economics (8 credits)
   - EC 210 Principles of Macroeconomics
   - EC 211 Principles of Microeconomics

3. One upper level Business or Economics elective (4 credits)

4. Two courses in Mathematics (8 credits)
   - MA 141 Elementary Statistics
Professional Business at Arcadia University

MA 143 Business Math or
or MA 201/207 Calculus I/Applied Calculus I

5. **One course in English** (4 credits)
   EN 218 Business Writing

6. Undergraduate University Curriculum requirements as defined by transfer status. All students must complete English 101 if they do not have an equivalent course with a “B” or better. In addition, all transfer students must complete any remaining curricular requirements.

7. Additional electives as needed to fulfill credit hours required to complete the degree.
Psychology at Arcadia University

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

Faculty

Professors
Dr. Angela Gillem
Dr. Marianne Miserandino
Dr. Steven Robbins (Chair)

Associate Professors
Dr. Eleonora Bartoli
Dr. Joshua Blustein

Assistant Professors
Dr. Christina Brown
Dr. Erica Fortune
Dr. Elaine Jones
Dr. Hsin-Hua (Cathy) Lee
Dr. Katherine Moore
Dr. Michael Morrow
Dr. Judith Wiley

Instructor
Adam Levy

Adjunct Professors
Dr. Alison Clabaugh
Kristen Hawk
Mary Winn

Degree

Bachelor of Arts in Psychology

Minors
Psychology
Psychology (Human Resources)

Options
Pre-Art Therapy
Individualized Options
Secondary Education Certification in Social Studies

Related Fields of Study
Art
Biology
Business Administration
Criminal Justice
Gender and Women’s Studies
Education
Pre-Physician Assistant
Pre-Physical Therapy
Sociology

Related Graduate Study at Arcadia University

Master of Arts in Counseling Psychology
Child/Family Therapy
Community Counseling Psychology
School Counseling--Elementary
and School Counseling--Secondary
Trauma: Clinical Bases of Treatment and Recovery

Master of Education with a concentration in Secondary Education with Certification in Social Studies

Masters of Arts in International Peace and Conflict Resolution

Master of Public Health (M.P.H.) in Community Health

Master of Public Health (M.P.H.) in Community Health with an International Health Focus

Pathways to Study Abroad in Psychology

Psychology majors are encouraged to study abroad. The Department works with students to devise the best combination of international coursework to complement their studies. Psychology majors who plan to study abroad can do so during the summer or during their sophomore or junior years. Study abroad is not permitted during the senior year because of the required yearlong Psychology internship.

Study abroad can be coordinated with required major courses in one of two ways. Students may be able to find replacement courses for major courses overseas. Alternatively, in many cases, space can be cleared in a given semester so that no overseas psychology courses are necessary. To create the best study abroad plan, students should consult with their advisers as soon as possible and make their intentions known to the study abroad office. Visit the University’s website for more information.

Arcadia University Undergraduate Catalog 2015-16 — www.arcadia.edu/catalog
About the B.A. in Psychology

- Real-world internships and fieldwork
- Hands-on research required of all majors
- An internship-based or original research-based capstone project by all seniors
- Core Liberal Arts Track
- Pre-Professional Track
- Ph.D. Track
- Opportunities to study abroad at some of the top universities around the world

Arcadia offers several different Psychology tracks designed to accommodate students' interests and career objectives. Psychology coursework is unique in three ways. Many courses offer hands-on experience through laboratory or fieldwork.

Senior Capstone Experience: Major courses are sequenced, so every student is at the same experience level, and all seniors participate in Senior Seminar, an individually supervised research or internship project.

The Psychology major allows you to add relevant coursework in other disciplines to create one of three tracks.

Core Liberal Arts Track: The core liberal arts program allows the B.A. in Psychology to be combined easily with other majors such as Fine Arts, English or Pre-Medical studies.

Pre-Professional Track: The pre-professional program prepares students for master’s degree programs in various post-graduate professional schools, including fields such as school psychology, art therapy, music therapy, psychiatric social work, and school counseling and guidance. Arcadia offers a Master of Arts in Counseling Psychology, and Psychology majors who meet the criteria for admission will be given preferential consideration for admission and may be exempted from certain courses.

Ph.D. Track: The Ph.D. track is specifically geared to prepare students for entrance into Ph.D. programs in psychology, including teaching, research and professional careers in psychology.

Bachelor of Arts in Psychology

In accordance with individual interests and career goals, Psychology majors can select courses in one of three directions.

Core Liberal Arts Track: Major in Psychology. The liberal arts direction may be selected by students who want a basic foundation in psychology and a broad preparation in the liberal arts. Since only two courses per year are required for the major in Psychology (four courses during the sophomore year), the Psychology major can be combined with other majors or minors. This direction fulfills the requirements for graduate study in psychology, as well as for careers open to liberal arts graduates without specific pre-professional preparation. Students might have careers in marketing, healthcare, communications, or business.

Pre-Professional Track: Major in Psychology, supplemented with courses in a pre-professional specialization. The pre-professional direction is designed for students who want to pursue a specialized profession. The Psychology major is sufficiently open in requirements so that it can be integrated easily with pre-professional preparation. Correlative courses prepare students for professional work or graduate study in the following areas:

- Pre-Health Professions: Students preparing for one of the health professions often find the Psychology major a useful center for their pre-professional studies. In fields such as physical therapy, medicine, health education, nursing, public health, health administration, or veterinary medicine, professionals who regard their task as dealing with human beings who have difficulties can find psychology a meaningful source of guidance. Coursework in Biology, Chemistry, or Computer Science is combined with the major to provide appropriate background. (See separate listings for these pre-health programs.)
- Secondary Education: Psychology majors seeking certification for secondary teaching in Social Studies must notify their advisers and the Director of Secondary Education. State certification requirements are very specific, so the earlier students
PSYCHOLOGY at Arcadia University

plan for this option, the easier it is to develop appropriate programs.

• **Psychology and Business:** Students who are interested in positions in human resources management and who want to combine preparation in psychology and business can combine the major in Psychology with a minor in Business. This program is good preparation for students who want to pursue graduate study in psychology or business administration.

• **Pre-Art Therapy:** Students may want to combine Psychology and Art Therapy courses in preparation for graduate study. This can be accomplished through a major in Psychology with an Art Therapy emphasis, a major in Art and Design with an Art Therapy emphasis and coursework in Psychology, or a combined major in Art and Design (B.A. program) and Psychology with an Art Therapy emphasis.

• **Individualized Options:** Students who are interested in careers such as school psychology, psychiatric social work, working with children, counseling and guidance in schools, music therapy, or psychometrics must continue their education at the master's level. Appropriate preparatory courses at the undergraduate level should be selected in consultation with the Department adviser.

**Ph.D. Track:** Major in Psychology, supplemented with cognate courses in preparation for master’s and Ph.D. programs in psychology. The graduate studies direction is designed for students interested in post-secondary teaching, research, clinical or counseling psychology, or other specialized areas of psychology. Undergraduate psychology coursework should be supplemented with cognate courses relevant to students' particular interests, selected in consultation with the Department Chair or adviser. Students should also consider courses aimed at increasing skills in quantitative methods (such as advanced statistics courses, e.g., MA201, MA242, PY275), public speaking (e.g., CM110, TH101, TH140, TH141, TH150, US248), and/or visual presentation (e.g., CM268, CS107). PhD programs do not require any specific set of such courses, but may give weight to students who have such training.

**Master of Arts in Counseling Psychology**

Arcadia University Psychology majors who meet the criteria for admission will be given preferential consideration for admission. The graduate program in Counseling Psychology is designed to allow a student to sit for the NCE and to apply for Pennsylvania licensure once mandated supervised work experience is acquired. (See Graduate Catalog.)

**Requirements for the Bachelor of Arts in Psychology**

(48 credits as listed below, with Undergraduate Curriculum requirements and electives to total 128)

1. Ten courses in Psychology

   **PY 111**  Introduction to Psychology
   **PY 142**  Research Methods
   **PY 221, 222**  Psychology as a Natural Science
   **PY 331, 332**  Psychology as a Social Science
   **PY 490, 491**  Senior Course

   Two electives selected to complement career goals. Electives can be either PY courses or any University Seminar (US) taught by a Psychology professor.

2. One course in Mathematics

   **MA 141**  Elementary Statistics

3. One natural science course (NP) outside of Psychology

**Requirements for Art Therapy Emphasis**

1. Completion of the requirements for the major in Psychology listed above.

2. Completion of 18 credits in studio art including:

   **FA 102**  Studio Art Foundations I
   **FA 104**  Drawing 1
   **FA 103**  Studio Art Foundations II
   **FA 105**  Drawing 2

   Plus three additional studio art courses from the following list:
PSYCHOLOGY at Arcadia University

3. Three courses in Art Therapy
   AT 200 Introduction to Art Therapy
   AT 210 Intermediate Art Therapy
   AT 310 Art Therapy Application Techniques

4. Two PY electives
   PY 205 Adult Psychopathology

   Plus one course in developmental psychology from the following list:
   PY 212 Developmental Psychology
   PY 215 Developmental Psychopathology
   PY 238 Adolescence

5. Either AT 365: Internship in Art Therapy or a Senior Capstone research project in Art Therapy

NOTE: Art Therapy graduate programs vary in their specific studio art requirements. Some programs currently require specific coursework in ceramics, painting, and drawing. Students are strongly encouraged to consult specific graduate program requirements when choosing their studio art courses.

Requirements for Secondary Education Certification in Social Studies

1. Completion of the requirements for the major in Psychology listed above.

2. Completion of the certification requirements for Social Studies. Chairs of the Psychology or Education departments can provide a list of the courses in Social Sciences also needed for certification.

Requirements for the Minor in Psychology

(28 credits as listed below)

The minor in Psychology provides a basic background in psychology for non-majors as part of their liberal arts education. The minor is especially valuable for students in the natural sciences preparing for graduate or professional study with a behavioral component, or for students in Mathematics and Computer Science whose work involves communication with behavioral scientists, or for students in Communications interested in processing of information, or for students in Sociology interested in social work.

Students who want to complete a minor in Psychology should consult with the Department Chair.

1. Six courses in Psychology:
   PY 111 Introduction to Psychology
   PY 142 Research Methods
   PY 221, 222 Psychology as a Natural Science

2. Two Psychology electives.

3. One course in Mathematics
   MA 141 Elementary Statistics

Requirements for Minor in Psychology (Human Resources)

(32 credits as listed below)

Human Resources is a field in which students combine business and psychological principles important to the management professional. Students should complete a major in one discipline and a minor in the other, with the major either in Psychology or Business, based on the area of stronger interest to the student.

Courses in Psychology help the student to gain an understanding of human behavior with particular emphasis on issues critical to the dynamics of behavior in an organizational setting. Business courses provide the student with a background in business functional areas as well as study in human resources administration.

1. Seven courses in Psychology:
   PY 111 Introduction to Psychology
   PY 221, 222 Psychology as a Natural Science
   PY 142 Research Methods
   PY 153 Social Psychology
   PY 261 Psychology of Work Behavior

   One psychology elective

2. One course in Mathematics
   MA 141 Elementary Statistics


Psychology Courses (PY)

110
Introduction to Psychology
(3 credits)
See description under PY111.

111
Introduction to Psychology
An introduction to the science of psychology. Presents major psychological concepts, theories, research methods, findings, and applications. Covers basic statistics, behavioral neuroscience, sensation and perception, learning, memory, cognition, human development, motivation, emotion, social psychology, personality, psychological disorders, therapy, and stress and coping. Includes all topics normally covered in a course in educational psychology. Fulfills the requirements of both elementary psychology and educational psychology for students preparing to teach.

142
Research Methods
This course introduces students to a range of research techniques used in psychology. Topics include observational and experimental research design, sampling, assignment to groups, assessment, the logic of causation, and data analysis.

Prerequisite: MA 141 or equivalent. To be taken prior to or concurrently with PY 222. Under some circumstances, PY142 may be taken concurrently with MA 141.

153
Social Psychology
Study of the effect of the social situation on the individual: social interaction, conformity, group processes, attitude, attitude change, stereotyping, prejudice, aggression and environmental psychology. Includes class discussions, readings and research projects.

Prerequisite: PY 111 or equivalent.

201
Cognitive Psychology
This course will address contemporary theories of human information processing. Major topics include attention, mental representations, categorization, perception, short-term and long-term memory, psycholinguistics, reasoning, problem-solving, and decision making. At the completion of this course, students should be able to understand the true breadth of cognitive psychology and the experimental processes that form the foundation of cognitive theories.

Prerequisite: PY 111 or equivalent.

202
Cross-Cultural Psychology
Survey course examines how culture influences behavior, evaluates current psychological theories and literature with regards to understanding human behavior from different global cultural regions and ethnic backgrounds, and introduces research methodology and anthropological cases to fully appreciate human diversity in the world today.

Prerequisite: PY 111 or equivalent.

203
Health Psychology
An introduction to the basic principles, research findings, practical applications, and important issues in the field of health psychology. The course emphasizes the scientific basis of health psychology in empirical research and application to everyday life.

Prerequisite: PY111 or equivalent.

205
Adult Psychopathology
Survey of data and theory concerning assessment, classification, and treatment of psychological disorders in adults. Students will develop basic knowledge of the categories, symptoms, and treatments of selected disorders found in the Diagnostic and Statistical Manual of Mental Disorders. They will become familiar with various theoretical interpretations and scientific data regarding the causes of abnormal behavior. They also will become aware of some of the ethical issues involved in diagnosing and treating mental disorders.

Prerequisite: PY 111 or equivalent.

209
Developmental Psychology of the Black Child
The developmental experience of the black child. Includes social and cultural factors uniquely affecting his or her development. Special attention to physical, cognitive, emotional, and social development.

Prerequisite: PY 111 or equivalent.

212
Developmental Psychology
Study of growth and behavior of children from infancy through adult. Includes individual and environmental factors affecting normal cognitive, emotional, physical and social development.

Prerequisite: PY 111 or equivalent or permission of the instructor.
215 Developmental Psychopathology
Developmental Psychopathology focuses on disorders with childhood onset. Students will explore research and theory that provide current understanding of the characteristics of the disorders, risk factors, treatments and prognosis for those who are diagnosed with these challenging psychopathologies. **Prerequisites:** PY 111 or equivalent; completion of or concurrent enrollment in PY 212 or equivalent Education course.

US 220 Education Stories: Films About Schools and What They Teach Us
Films depicting exemplary teachers and principals and their successful students have long provided many Americans their sense of how quality educational environments are created. But how much can one really learn about education from these cinematic treatments? In this University Seminar, students screen and discuss numerous films to probe them for their major themes relating to innovative teaching techniques, genuine concern and respect for students, and students' responses in the form of high achievement and improved personal behavior. Students compare and contrast these films with the latest scholarly research investigating the factors and influences that correlate with successful schools and students and review and critique key educational and psychological theories of education. Written assignments, participation in classroom discussions, and small groups oral classroom reporting help students develop written and oral communication skills. **NOTE:** US 220 can count toward the Psychology major and minor.

221 Psychology as a Natural Science: Learning and Cognition
Study of the facts, principles and theories associated with basic learning and cognitive phenomena, including human and animal learning, cognition, and memory. Offers practical experience in both classical and contemporary research methods. Includes lectures, laboratory exercises and an independent project. Three class hours and two laboratory hours weekly. Required of all Psychology majors and open to other qualified students. **Prerequisites:** PY 111 or equivalent; completion of or concurrent registration in MA 141.

222 Psychology as a Natural Science: Behavioral Neuroscience
Study of the biological bases of behavior. Includes facts, principles, and theories associated with behavioral genetics, the neuron, and the brain. Offers practical experience in both classical and contemporary research methods. Includes lectures, laboratory exercises and an independent project. Three class hours and two laboratory hours weekly. Required of all Psychology majors and open to other qualified students. **Prerequisites:** PY 111 or equivalent, PY 221; MA 141; completion of or concurrent registration in PY 142.

227 Judgment and Decision Making
The purpose of this course is to examine the processes and errors involved in human judgment and decision making. We will explore a wide variety of topics within the field, such as the complexity of rationality, problem solving, common heuristics and biases, moral decision making, medical decision making, making judgments under uncertainty, game theory, and value determinations. Students are required to read current journal articles on weekly topics and are expected to participate in class discussions and activities. Students will develop a broader understanding of common cognitive errors and will learn practical skills for improving decision making in everyday life. **Prerequisite:** PY 111 or equivalent

238 Adolescence
Examination of psychological, emotional, cognitive, peer, familial and social institutional forces on American adolescents. Considers adolescent reactions to these forces as they try to develop coherent, meaningful lives. Emphasizes "the sense of self" and the transitional nature of adolescence. Also examines learning problems, separation from family, delinquency, drug abuse, sexual behavior, vocational choices and the development of values. Requires weekly field placement with an adolescent. Encourages use of own life material. **Prerequisite:** PY 111 or equivalent or permission of the instructor.
History of Psychology
This lecture course presents the historical context of psychology, most notably its origins in philosophy and physiology. The course discusses the lives and social-political context of major contributors to the development of psychology, intellectual schools of psychology, fields of psychology, theories of psychology, controversies in psychology, and the transition from theory to application.
Prerequisite: PY111 or equivalent

Montessori: Her World, Work & Wisdom
This University Seminar focuses on the life and work of Maria Montessori in order to make connections among the fields of education, psychology, sociology, and history. Exploring the development and application of Montessori’s educational ideas, students integrate the history and social movements of late 19th and early 20th century Italy and the United States, emphasizing changes in educational philosophy and practice. Students compare and contrast her theories with the psychological theories of Freud, Erikson, Piaget, and Vygotsky. And the course includes empirical evidence investigating basic Montessori practice and the incorporation of Montessori’s concepts into contemporary education and parenting.
NOTE: US 247 can count toward the Psychology major and minor.

Psychology of Work Behavior
Study of the basis in social science research and theory for the practice of human resource administration. Includes selection and training, performance appraisal, motivation and morale, interpersonal and group processes in business and industry, causes and effects of work-related stress, workplace issues related to women and minority-group members. Lecture-discussion format.
Prerequisites: PY111 and MA141 or equivalent

Advanced Research Methods
This class introduces students to advanced topics in psychological research methods, including multiple regression, path analysis, factor analysis, and structural equation modeling, moderation, mediation, measurement theories and missing data theory. The primary focus is given to multiple regression. This class incorporates both lecture and seminar discussion. For the seminar component, students learn how the techniques are used in actual journal articles by criticizing the research methodology used.
Prerequisites: PY111, MA141 and PY142 or equivalent in another area or permission of the instructor.

Evolutionary Psychology
This class introduces students to an evolutionary perspective on human behavior. Students learn about evolutionary perspectives on cognition, cooperation, language, development, disease, emotions, mating and more. This class incorporates both lecture and seminar discussion. For the seminar component, students read journal articles and are asked to critique the research methodology.
Prerequisite: PY111.

Psychology Journal Club: Learning and Memory
(1 credit)
In this seminar, students will read, present, and discuss classic and current research papers in the psychology of learning and memory. Class meetings will focus on critiquing primary source journal articles. Students will take turns leading the class discussion. Graded "satisfactory" or "unsatisfactory" based on participation, which is mandatory.
Prerequisite: Students must be concurrently enrolled in the associated core course, PY 221.

Psychology Journal Club: Behavioral Neuroscience
(1 credit)
In this seminar, students will read, present, and discuss classic and current research papers in behavioral neuroscience. Class meetings will focus on critiquing primary source journal articles. Students will take turns leading the class discussion. Graded "satisfactory" or "unsatisfactory" based on participation, which is mandatory.
Prerequisite: Students must be concurrently enrolled in the associated core course, PY 222.
“unsatisfactory” based on participation, which is mandatory.

Prerequisite: Students must be concurrently enrolled in the associated core course, PY 331.

284 Psychology Journal Club: Personality Psychology
(1 credit;)
In this seminar, students will read, present, and discuss classic and current research papers in personality psychology. Class meetings will focus on critiquing primary source journal articles. Students will take turns leading the class discussion. Graded “satisfactory” or “unsatisfactory” based on participation, which is mandatory.

Prerequisite: Students must be concurrently enrolled in the associated core course, PY 332.

285 Special Topics in Psychology
(1, 2, 3 or 4 credits)
The content, credit hours and prerequisites for this course vary depending on the nature of the topic covered.

331 Psychology as a Social Science: Social Psychology
This course considers the influence of social situations on the individual. Topics include conformity, group behavior, attitudes, attitude change, prejudice, aggression, conflict resolution, close relationships and cultural influences on the self. Three class hours and two laboratory hours weekly. Required of all Psychology majors.

Prerequisites: MA 141, PY 142, PY 221, 222.

332 Psychology as a Social Science: Personality Psychology
This course presents an overview of the scientific study of individual differences and how people come to be similar or different. Topics include personality trait theory and factors that shape personal identity including genetics, brain function, cognition, motivation, and other factors. Three class hours and two laboratory hours weekly. Required of all Psychology majors.

Prerequisites: MA 141, PY 142, PY 221, 222.

PY 331.

389 Independent Study
Independent research or field experience under the direction of faculty members.

Prerequisite: Permission of the chair.

420 Clinical Psychopharmacology
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 will learn about the relationship between DSM IV diagnoses and the choice of psychiatric medications that are prescribed by physicians. Finally, students will be trained to use reference material to evaluate key characteristics of psychiatric medications and evaluate the clinical efficacy of medications.

Prerequisite(s): Senior status or students who have completed PY 205 and PY 221-222 with permission of the instructor.

490, 491 Senior Course
Capstone course with three components: the seminar, independent research or internship, and a senior thesis. The seminar includes reading and discussion of original literature on selected topics in psychology. Requires periodic seminar presentations and oral reports on research or internship projects. Meets two hours weekly. Students interested in research and who have maintained a GPA of 3.0 in Psychology may pursue an independent research project under the guidance of a Psychology faculty member. Students interested in applications of psychology may pursue an internship. Such internships are served in the community or in the University in activities designed to meet career goals. Requires a minimum of eight hours per week. All students complete and present a senior thesis and poster based upon either their research or a question from the internship.

Prerequisites: MA 141, PY 142, PY 221, 222, 331, 332. Under some circumstances PY 331, 332 may be taken concurrently. PY 490 is a prerequisite to PY 491.
REAL Certificate at Arcadia University

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

Director
Dr. Clare Papay

Coordinator
Tiffany Bonnell

Certificate
Raising Expectations for Academic Learning (REAL) Certificate

About Arcadia’s REAL Certificate
The Raising Expectations for Academic Learning or REAL Certificate offers students with disabilities the opportunity to participate in the same learning environments available to same-age peers in an academic-, vocational- and social inclusion-focused program. This two-year program includes auditing a minimum of one (1) undergraduate course per semester and completion of a specified number of vocational and other experiences. An individual plan for college participation is developed for each student.

The REAL Certificate is a Comprehensive Transition and Postsecondary Program approved by the U.S. Department of Education. Eligible students are therefore able to apply for certain types of federal aid. See the Student With Intellectual Disabilities eligibility section of the Federal Student Aid website (studentaid.ed.gov) for further information.

Academic Requirements and Supports
The REAL certificate requires four (4) full semesters of study. Individual planning sessions guide the selection of courses and activities for each semester the student is registered in the certificate. Courses are selected based on student interest for vocational or personal development. The following describes the requirements that will be completed each semester (for 4 semesters):

1. Minimum one undergraduate course (determined by student interest). Student will attend, participate, and complete assignments (modified as needed).
   - 3-6 hours/week – attending class
   - 3-6 hours/week – tutoring and enrichment

2. Work experience: Job shadowing on campus.
   - 2-10 hours/week

3. Social opportunities: Including meals, physical activity, events and clubs.
   - 8-12 hours/week

4. Individual instruction: Provided by peer mentors and certificate staff to meet goals as planned for each student. Instruction may be provided by outside agency.
   - 1-5 hours/week

Students should register for one of the following courses each semester to ensure that they are enrolled and can be billed appropriately:

- REAL1 Program
- REAL2 Program
- REAL3 Program
- REAL4 Program

Supports are provided by the certificate coordinator and peer mentors. Courses will most likely be audited, but may be taken for credit if the student is capable of meeting the requirements of the course without modification of its content. Supports for accessing courses, vocational experiences and other instruction are individually addressed. Students spend approximately 20 hours per week on campus attending classes, gaining work experience, receiving academic tutoring and life skills instruction, and socializing with peers. Students follow the regular Fall/Spring semester calendar.

Admission Guidelines
This certificate is for interested and motivated students with intellectual disabilities who are:
- Between the ages of 18 and 25.
- In their final years of high school (up to 3 years) or who have completed secondary education.
- Not able to access college by meeting typical entrance criteria.
- Able to learn to navigate the college environment with necessary supports and to be unsupervised for a minimum of one hour.
- Able to arrange transportation to and from campus.

This certificate does not offer higher education credits towards a college degree.
Fees
The cost of this certificate is $6,000 per semester, which includes the costs associated with auditing classes, taking part in work-related experiences and community-based social instruction. It does not include the cost of materials needed for classes, meals or other activities that require additional charges. Faculty or staff tuition remission may not be used to pay for this program.

Application
Students who are interested in the REAL Certificate should request an application online at www.arcadia.edu/real-certificate-application-request-form.

Once we receive this information, the program coordinator will email you the application packet. Complete application packets must be submitted by December 15th of the year prior to the desired Fall entry date. The Admissions Committee will review applications in January and interviews will be scheduled in February, before a final decision is made.

For more information about our graduation rates, the median debt of our students who completed the program, and other important information, please visit our website at www.arcadia.edu/gainful.
Scientific Illustration
at Arcadia University

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

Advisers

Professor
Scott Rawlins

Associate Professor
Dr. Lauren Howard

Degree

Bachelor of Arts in Scientific Illustration

Related Graduate Study at Arcadia

Master of Arts in Humanities with Concentrations in Fine Arts, Theater and Music
Master of Education in Art Education

About the B.A. in Scientific Illustration

• Provides preparation for professional careers in biological illustration
• Provides preparation for graduate study in medical illustration (pre-medical illustration emphasis)
• Allows students to take advantage of a well-respected and innovative biology department
• Internships at studios, research institutions, hospitals and zoos
• Opportunities to study at some of the top universities around the world

The Scientific Illustration program combines study in sciences and studio art. Two emphases exist: Scientific Illustration and Pre-Medical Illustration. The former prepares students for a number of possible careers in biological illustration, graphic design or laboratory research. The latter prepares students for graduate study in medical illustration.

Prospective students must present evidence of capability in science and a portfolio demonstrating skill in representational drawing.

Requirements for the Bachelor of Arts in Scientific Illustration

(93–99 credits as listed below, with Undergraduate Curriculum requirements and electives to total 128 credits)

Adjustments in the requirements for the major in Scientific Illustration can be made with the approval of the program Adviser. A maximum of 96 credits in art and science can be counted toward the degree. Additional coursework is required for an emphasis in pre-medical illustration.

1. Seventeen courses in Studio Art and Art History:
   FA 102  Studio Art Foundations I
   FA 103  Studio Art Foundations II
   FA 104  Drawing I
   FA 105  Drawing II
   FA 200  Painting I
   FA 206  Introduction to Graphic Design
   FA 226  Illustration I
   or
   FA 228  Children’s Book Illustration
   FA 250  Graphic Design I (Typography)
   FA 270  Digital Imaging I
   FA 300  Advanced Drawing
   FA 304  Figure Drawing
   FA 383  Senior Studio
   FA 387  Internship**
   FA 484  Senior Seminar
   One 100-level course in Art History.
   One 200-level course in Art History.
   One Additional 200 or 300-level Studio course.

2. Three courses in Scientific Illustration
   SI 301  Scientific Illustration I
   SI 302  Scientific Illustration II
   SI 490  Senior Thesis

3. Six courses in Science
   BI 101  General Biology I
   BI 102  General Biology II
   BI 211  Comparative Anatomy and Physiology
   BI 317  Developmental Biology
   or
   BI 321  Human Genetics and Development
   BI 322  Plant Biology
   CH 101  General Chemistry I
Scientific Illustration at Arcadia University

4. Recommended
   FA 201  Color and Design
   FA 208  Photography I
   FA 210  Painting II
   FA 251  Graphic Design II (Interactive
            Design)
   FA 271  Digital Imaging II
   FA 276  Digital Fabrication
   BI 329  Ecology
   BI 330  Conservation Biology

**Two- or four-credit internships consisting of supervised training in illustration, design, computer imaging, systematics and/or collections management may be set up at a studio or research institution in the Philadelphia area. Past internship sites include the Academy of Natural Sciences, Jefferson Hospital and the Philadelphia Zoo.

Coursework Required for an Emphasis in Premedical Illustration

1. One additional Art and Design course
   FA 208  Photography I

2. Three science courses, in addition to
   BI 101, BI102 and CH101
   BI 205  Human Anatomy
   Or BI 211  Comparative Anatomy and
     Physiology
   BI 206  Human Physiology
   BI 325  Cell Biology
   Or BI 317  Developmental Biology
   Or BI 321  Human Genetics and
     Development
   Or BI 327  Histology

3. Recommended
   BI 204  Genetics
   FA 210  Painting II
   FA 276  Digital Fabrication

Scientific Illustration Courses (SI)

301  Scientific Illustration I
A survey of the various techniques and media that function to visually interpret scientific principles. Both traditional and digital applications are presented, though the former is stressed. The preparation of black and white illustrations suitable for publication is emphasized. In addition, representative scientific taxa are studied via laboratory exercises designed to supplement students' knowledge of systematics and scientific terminology. Six studio hours weekly and independent work.

Prerequisites: FA104, FA105, BI101, BI102, and concurrently scheduled advanced courses, or permission of the instructor.

302  Scientific Illustration II
A continuation of Scientific Illustration I. Techniques and media using color are introduced. Emphasis is placed on problem-solving and preparation of a portfolio. Six studio hours weekly and independent work.

Prerequisites: FA103, FA104, FA105, BI101, BI102, SI301 and concurrently scheduled advanced courses or permission of the instructor. (SI302 may be taken before SI301.)

490  Senior Thesis
Preparation for criticism and exhibition of a major project in scientific illustration under the supervision of a faculty critic. Includes individual and group conferences pertaining to advanced aspects of the field of concentration. Requires a written thesis. Required of all Scientific Illustration seniors.
Sociology at Arcadia University

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

Faculty

Associate Professors
Dr. Jonathan Church
Dr. Dina Pinsky
Dr. Ana Maria García (Chair)
Dr. John Noakes

Assistant Professor
Dr. Doreen Loury

Instructor
Alex Otieno

Adjunct Professor
Dr. Helen Miamidian

Degrees/Concentrations

Bachelor of Arts in Sociology

Bachelor of Arts in Criminal Justice
(See separate listing.)

Bachelor of Arts in Cultural Anthropology
(See separate listing.)

Minors
Anthropology
Criminal Justice
Sociology
Gender and Women’s Studies
(See separate listing in Interdisciplinary Programs and Courses.)
Pan African Studies
(See separate listing in Interdisciplinary Programs and Courses.)

Options
Secondary Education Certification
(in Social Studies)

About the B.A. in Sociology

Sociology and Anthropology, with their emphasis on understanding human culture and behavior, provides students with global and local perspectives and the ability to think systematically about the world around us. The Sociology major offers a broad base for understanding different cultures, classes, religions and ethnic backgrounds. The study of social processes and social institutions provides a necessary perspective and set of tools for managing the complex social landscape.

- Preparation for graduate school in a variety of careers
- Preparation for diverse careers including social and human services, business, law, health care, social policy analysis, and schools

Students are encouraged to meet with their advisers to discuss their career interests and goals. It is important to have this discussion and formulate a plan early so that the international program is integrated with required and elective courses for the major. Most students use their study abroad courses and experiences to explore international perspectives on sociological and cultural issues.

Sociology majors typically study abroad during their sophomore or junior years because of the senior-year focus on independent research and thesis. Depending on which semester a student is abroad, he or she will select a course that substitutes for a major requirement, an elective in Sociology or a course in Anthropology or Gender & Women’s Studies. Studying abroad can provide students with the opportunity to take a course that is not available at Arcadia University, and to learn from a different point of view.

Visit the University's website for more information. Since it is important that students plan ahead for study abroad, they should consult with their advisers as soon as possible and make their intentions known to the Department Chair and the Associate Dean of International Affairs.

Pathways to Study Abroad in Sociology

Sociology majors are encouraged to study abroad, and many opportunities can complement studies in sociology. Social problems and issues need a global and local perspective. Because of the flexibility and breadth in the Sociology program, study abroad can easily fit into the program and the Undergraduate Curriculum requirements.
Sociology at Arcadia University

- Minors in Cultural Anthropology, Criminal Justice, Gender and Women’s Studies and Pan African Studies
- Internship and practicum opportunities
- Senior research project
- Opportunities for faculty-student research
- Opportunities to study abroad at some of the top universities in the world

At the core of the curriculum is the study of social inequalities and social justice, with emphasis on the social institutions and systems that shape and individual’s and a group’s role within society. The breadth, adaptability and utility of sociology lead to many employment opportunities for graduates as it teaches you to think, read and write critically, to analyze social institutions and to understand how organizations influence how we live and interact as groups. Grounded in a liberal arts tradition, the degree in sociology helps students develop specific skills, such as analytic proficiency, evaluative assessment and polished writing.

The Sociology program at Arcadia University offers students the opportunity to learn a range of research techniques that can be applied in a variety of employment settings—universities; public agencies at the federal, state or local level, businesses or industrial firms, or research institutes in the non-profit or advocacy sector.

All Sociology majors take a group of core courses and then choose Sociology electives based on individual career goals. Students and their advisers meet regularly to develop and review their academic plan and career goals.

Internships and Practicum: Career emphasis is expanded through an optional internship experience during the junior or senior year. Recent practicum settings have included nursing homes, human resource departments, child welfare agencies, police departments, schools, and hospital research departments, non profit agencies, girls empowerment groups, the US Marshall’s Office.

Senior Capstone Experience: During the senior year, all students engage in an independent research project that integrates their unique areas of interest and focus with their knowledge and application of sociological perspectives and ideas.

Sociology is one of the majors recommended by the Physical Therapy Department for students who plan to pursue a career in physical therapy. A Sociology major provides the well-rounded background in liberal arts advocated by the American Physical Therapy Association, while allowing ample time for the student to complete the requirements for admission to the Doctor of Physical Therapy program. The major can be designed with an emphasis on health and healthcare systems to strengthen the foundation for a career in physical therapy.

Minor in International Studies

A major in Sociology can be combined with a minor in International Studies for those students who are interested in acquiring practical experience in international affairs and who want a more global understanding of the world. The program is supplementary to the major and can readily mesh with the student’s individually tailored curriculum in Sociology.

The International Studies minor combines study abroad with international courses here at Arcadia University and modern language preparation. (See the International Studies section of the Undergraduate Catalog for minor requirements.)

Minor in Anthropology

The minor in Anthropology offers students the opportunity to explore the rich diversity of cultures around the world. Students majoring in fields such as Art, Business, Communications, Education, History, Political Science, Philosophy, Pre-Law, Pre-Physical Therapy, Pre-Medicine or Psychology will find that anthropological theory and method both complement and challenge their understanding of the world.

Minor in Criminal Justice

The Criminal Justice minor provides students with the conceptual and research knowledge necessary to think critically about issues in criminal justice. Further, the program creates and instills a set of values respecting human individuality and dignity that will guide the manner in which criminal justice tasks and responsibilities are carried out. The criminal justice minor, in conjunction with a student’s major, also builds a base of knowledge and constructs a process of evaluation and critical
Sociology at Arcadia University

inquiry upon which criminal justice professional training and/or graduate-level education can readily take place. See the Criminal Justice section in the Undergraduate Catalog for more information.

Minor in Sociology

The minor in Sociology provides an opportunity for students majoring in fields such as Business, Communications, Education, Political Science, Pre-Law, Pre-Physical Therapy and Psychology to select courses that will provide them with sociological and anthropological theory and research findings useful to their careers and enriching to their lives in the liberal arts tradition.

Minor in Gender and Women's Studies

A minor in Gender and Women's Studies offers an in-depth study of women and women's issues from the perspective of different disciplines. Informed by varied feminist paradigms, the minor provides the opportunity to analyze and integrate knowledge from the unique vantage point of gender. Along with core courses in the social sciences and humanities, students can concentrate on critical aspects of women's lives, such as the intersection of race, class and gender.

See specific course listings for all minors under respective disciplines: Gender and Women's Studies (Interdisciplinary Programs), Cultural Anthropology and Criminal Justice.

Requirements for Secondary Certification in Social Studies

Sociology majors seeking certification for secondary teaching in Social Studies must notify their advisers and the Director of Secondary Education. State certification requirements are very specific, so the earlier students plan for this option, the easier it is to develop appropriate programs.

Requirements for the B.A. in Sociology

(44–48 credits as listed below, plus University-wide requirements and electives to total 128)

Common Curriculum for All Majors

(27-31 credits as listed below)

1. Seven courses in Sociology
- SO 101 Introductory Sociology
- SO 201 Writing for Social Sciences
- SO 265 Social Inequalities
- SO 330 Research Methods (spring semester Junior year)
- SO 385 Social Theory (fall semester Junior year)
- SO 490 Senior Seminar I (fall semester, Senior year)
- SO 491 Senior Seminar II (spring semester Senior year)

2. One course in Mathematics
- MA 141 Elementary Statistics

3. Additional Requirements (21–24 credits)

In addition to the common curriculum, students select six of the following courses, one of which must be a course in Cultural Anthropology. The courses are selected by the student in conjunction with the adviser and are chosen on the basis of the student's future career goals.

- AN 120 Cultural Anthropology
- AN 150 The Family
- AN 220 Social Issues (Anthropology)
- AN 262 Myth, Magic and Religion
- AN 272 Cultures, Conflict and Power
- SO 150 Contemporary Social Problems
- PY 153 Social Psychology
- CJ 160 Crime and Punishment
- SO 207 Introduction to Social Welfare
- SO 220 Social Issues (Sociology)
- SO 222 Sociology of Cyberspace
- SO 229 Women in Society
- SO 230 Racism: Myths and Realities
- SO 240 African American Images in the Media
- SO 245 Gays and Lesbians in American Society
- SO 250 Sex and Society
- SO 260 Sociology of Health Care
- SO 265 Social Inequalities
- SO 285 Introduction to Africana Studies
- SO 280 The Sociology of AIDS and HIV
- SO 310 Social Movements
Sociology at Arcadia University

SO 325 Women: Local & Global Connections
SO 340 Being Jewish in America
SO 362/363 Internship in Sociology
SO 370 Feminist Theories

Requirements for the Minor in Sociology
(17–20 credits as listed below)

Two courses in Sociology

SO 101 Introductory Sociology
SO 385 Social Theory (or)
SO 370 Feminist Theories

Three electives in Sociology or two electives in Sociology and one in Anthropology, chosen in consultation with the Department and based on the individual’s interests and needs.

Sociology Courses (SO)

100 Introductory Sociology
(3 credits)
See description under SO101

101 Introductory Sociology
An overview of the discipline of sociology is presented. The focus is on social groups and their effects on individuals. Content areas cover culture, social structure and social change as well as an introduction to social research. Additionally, special emphasis is placed on stratification in society in terms of social class, race, gender and age. Includes class discussion and group assignments.

150 Contemporary Social Problems
This course is a study of contemporary social problems from a global perspective. It examines population, environmental depletion and destruction, violence and war, racial and ethnic conflict, migration, gender inequality and other problems that occur internationally and that are interrelated. It analyzes assumptions underlying popular and theoretical explanations of social problems, as well as programs and policies aimed at alleviating them.

201 Writing for Social Sciences
This course explores the differences between social scientific writing and other forms of writing (e.g., novels, essays, non-fiction). What makes sociological arguments unique? What forms do they usually take and what are the features that make them most effective? Students are asked to analyze different sociological forms of argumentation and writing (e.g., quantitative vs.

ethnographic, inductive vs. deductive, interpretive vs. casual), explore their varying degree of efficacy and to produce one end-of-term research paper. Although the end goal of this course is a single paper, the structure of the course is writing intensive with a series of short writing assignments and paper drafts that build up to the final paper.

Prerequisite: Sociology or Criminal Justice majors.

207 Introduction to Social Welfare
This overview of the social welfare system in this country includes its historical development. Understanding and evaluating social welfare programs such as family and children’s services, healthcare, community mental health and work with the aging are the goal. The course includes visits to selected community agencies.

Prerequisite: SO 101 or AN 120.

220 Social Issues
This course provides in-depth analysis, from a social science perspective, of a substantive social issue confronting modern societies. It emphasizes pertinent social structures, values and attitudes, and the effects on the individual. Topics vary from year-to-year. May be repeated for credit.

222 Sociology of Cyberspace
This course explores the social implications of the Internet with a focus on interaction, communities and community mobilization, factors affecting group and individual participation on “virtual communities” and social control.

229 Women in Society
This course surveys the effects of cultural values, social institutions and sex roles on women’s lives. It analyzes sources of gender inequality, especially in terms of the social construction of gender and sexuality. It examines the intersections of race, class, and sexuality for women. The course draws heavily on student participation to integrate personal gender experiences with a base of knowledge about women.

230 Racism: Myths and Realities
This course provides a critical examination of how racism is operationalized in American society and its impact on the historical, social, psychological and spiritual relationship between Black and White Americans. Students have an opportunity to investigate both past and present racist practices and events and analyze how the practice of racism and culture interface and the effects of racism on Black and White America.
Sociology at Arcadia University

240 African American Images in the Media
This course provides a critical examination of the role and effects mass media have on the African American community. Students have the opportunity to explore the genres of television and film not only as mediums of entertainment, but as dynamic forces in the presentation and perpetuation of certain cultural values, ideals, philosophies and beliefs. Students examine the cultural prism of race in assessing mass media’s creation of images and attitudes about the African American community.

US242 Place, Space and the Global World: Exploring Immigrants and Identity
In this University seminar, the lens of place is used to explore issues of immigration, migration, and ethnic identity. Immigrants and migrants have arrived, settled, built communities, laid down roots and moved on, with others arriving after them leaving layers of material traces that give significance to the present, document the past, and point to the future. They have left material traces and maintained connections with home villages in previous centuries of immigration as well as in contemporary times. Forms can be aesthetic expressions, hold memories and give meaning to everyday lives, and are symbolic of who we are in an increasingly globalized world. Students learn how different disciplines use place as an interpretive mode to understanding the relationship of ethnicity to place(s), how difference (ethnicity, gender, race) is delineated in space, the politics of public space, issues of memory and place (including transnational connections), and globalization and place. A diverse range of reading assignments, images, video, and four field trips to Philadelphia will augment class discussion. The class visits a Puerto Rican urban garden and casita, a Palestinian mosque and deli, the 9th Street Market, and Chestnut Hill. The students hear firsthand from the people who work and live in these places their significance for them and the connections or disconnections of meaning they hold. An interdisciplinary approach is also reflected in the kinds of assignments required of students. In introducing students to the topic of diversity and difference, the concept of worldview and how it varies cross-culturally and over time is discussed. An ethnographic fieldwork project is required in which students must interview at least one person. During the course of the semester, through in-class exercises and take-home assignments, students are guided step-by-step in the methodology of conducting original research.

245 Gays and Lesbians in American Society
This course introduces students to the gay and lesbian experience in American society from pre-Stonewall to present day life. Using a sociological approach, students explore the development of diverse gay and lesbian identities and communities during the past 30 years and examine their social, political and cultural implications, both inside and outside the gay and lesbian community. Students examine and discuss the ways in which the gay and lesbian culture has impacted American society, as well as identify the cultural and political struggles within the gay and lesbian community, and between the gay and straight communities. Intersections of race and class also are explored. Offered in even years.
Prerequisite: Sophomore standing or above.

250 Sex and Society
This course explores the multiple ways that social processes and culture construct and channel male and female sexual behavior. Students study social science research on human sexuality, the meanings of sex and gender from a sociological perspective and the cultural mythologies that shape and inform our emotions, behaviors and attitudes.

260 Sociology of Health Care
This course explores definitions of health and illness in the United States and other cultures. It analyzes the social, economic, political and cultural factors bearing on healthcare with emphasis on social structure, formal organization, professionalism and historic development. It enables students to apply the knowledge gained, both professionally and personally.

265 Social Inequalities
This course examines important empirical findings and theories for the analysis of systems of social stratification. It reviews the contributions of Marx, Weber and other early scholars. It includes caste, estate and class as alternative stratification systems; the interrelations of class, status and power; and the behavioral and attitudinal consequences of class differences in Modern America.
Prerequisite: SO101 or AN120.

275 Introduction to Africana Studies
This course is transnational in nature and interdisciplinary in delivery. The course focuses on the interconnected historical, artistic and political forces of the African and African Diaspora experience. As a transnational course it examines the Afrodiaporic experience through the relationship of peoples, ideas, cultures and events across geographical boundaries. And as an interdisciplinary endeavor it informs and filters that experience through an integrative framework of various subjects of inquiry and methodologies.
The course also introduces students to the content and contours of African Studies as a field of study-its genealogy, development, theoretical orientations, multiple methodological strategies and future challenges.

280
The Sociology of AIDS and HIV
This course examines social issues surrounding AIDS and HIV: discrimination and homophobia, risk reduction strategies, social factors in transmission, media treatment, legal and political dilemmas, and international efforts in HIV reduction. Students get firsthand experience through service learning in AIDS organizations within the Delaware Valley. Offered in odd years.

286
Health and Human Rights
This course explores the relationship between health and human rights through prevailing definitions and understandings of international human rights, and the relevance, scope and depth of issues relevant to health and human rights scholars, practitioners, and advocates. Sociological and interdisciplinary approaches are used to explore the intersection between health and human rights. Key international declarations and conventions are examined, the meanings of “human rights” and “health” explored, specific case studies analyzed, and the intersection between historical and contemporary social issues considered. Potential methods for promoting health by protecting human rights at various levels, and the contemporary human rights issues of university/cultural relativity and accountability are addressed as a way of illuminating possibilities and avenues for improving individual and community health through considering primary, secondary and tertiary prevention in various contexts.
Prerequisite: Sophomore or above.

310
Social Movements
Social movements are instrumental in creating social change and thus fundamental to understanding how social systems operate. This course is an upper-level seminar in the social scientific study of social movements, with a focus on social movements of the 20th century, such as the civil rights movement, women’s liberation movement, and abortion movements. Topics include mobilization strategies, processes of movement formation, outcomes of social movements, and reasons for decline. Case studies of particular social movements are examined using sociological theory. Students create a portfolio of work about a social movement of interest to them.

320
Homes, Housing and Homelessness
This course examines lack of affordable homes, urban homelessness and extreme impoverishment from a comparative historical perspective. Cases to be examined will include the United States, United Kingdom, Kenya and India. A third of the class will devote to service learning (volunteering with residents of one of Project HOME’s housing programs).

325
Women: Local & Global Connections
In this course, we will undertake a critical study of gender performance, roles and structures as they exist in varied parts of the world, and the factors that create or perpetuate both opportunities and inequalities for women. We will investigate the impacts and costs of such inequalities on human personal and social health, development, and stability. This course seeks to interrogate the similarities and differences between women in various environments and nations across the world; and by doing so, examine the definition and meanings of woman. We will look at what are the relationships between and among women and how can we work to create justice.
In specific, we will study the construction and reproduction of gender inequalities around the globe, as well as the ways women resist these processes in diverse societies. We will examine how social, economic, and political changes affect women’s and men’s lives, and their relations, family structures, cultural conceptions. We will explore efforts for gender equality and justice all over the world. We will look at the diversity of experiences across class, racial-ethnic groups, sexualities, cultures, and regions. We will examine the role of international organizations, local and regional unions, civil society, and people to reduce gender inequality. Throughout the course we will work from a feminist perspective which will guide our understanding, inquiries and activism.

330
Research Methods
This course examines the notion of paradigms, the relationship of theory to empirical work, the formulation of hypotheses, questionnaire construction and multi-method research. The introduction to the major quantitative and qualitative research methods includes survey research, ethnography, interviewing and content analysis. A class project gives the student hands-on experience to aid in the development of the required individual research projects.
Prerequisites: SO101, one additional SO or AN course, and MA 141.

340
Being Jewish in America
The focus of this course is the life and culture of American Jews. You will be introduced to sociological sources on American Jewish life. We will learn about Jewish identity, the American Jewish community, and religious practices. The central framework for this course is the balance
between tradition and innovation, not only from a religious perspective but also from the perspective of a historically distinct ethnic group. At the same time that the course strives to examine how Jews maintain their own identities within a pluralistic, democratic, and stratified American cultural context, we will also approach the question of what defines Jews from diverse, multifaceted perspectives. We will study current debates within the American Jewish community, such as over intermarriage, feminism and GLBT issues, assimilation, and Zionism. In addition, we will explore the relationship of Jews to the American political scene and ethnic and racial relations.

355
The Child in America
Not regularly scheduled.

362
Internship in Sociology
(6 credits; Fall)
Students get fieldwork experience in a social welfare or similar agency for 10 hours each week for the semester. Choice of setting is based on the interests and needs of individual students. The course includes weekly seminars focusing on workplace skills.
Prerequisites: SO 207. Admission only by pre-registration in the preceding semester. Open to senior Sociology majors and others with permission of the instructor.

363
Internship in Sociology
(6 credits; Spring)
Students get fieldwork experience in a social welfare or similar agency for 10 hours each week for the semester. Choice of setting is based on the interests and needs of individual students. The course includes weekly seminars focusing on workplace skills.
Prerequisites: SO 207. Admission only by pre-registration in the preceding semester. Open to senior Sociology majors and others with permission of the instructor.

370
Feminist Theory
This course closely examines feminist theories from an analytic and sociological viewpoint, including how feminist thinkers have conceptualized how and why women are positioned as they are in society and how these ideas have evolved over time and within particular sociopolitical contexts. Students examine the definitional and political issues inherent in "feminism" and what it has come to mean in society. The theories studied include liberal, Marxist, psychoanalytic and radical feminism. Throughout the course, these theories are evaluated along the intersections of race, class, and sexual orientation. Offered in even years.
Prerequisite: Sophomore standing or above.

385
Social Theory
This survey of the contributions of major classical, modern and post-modern theorists is presented within their social and historic context. It considers works of Marx, Weber, Durkheim, Freud, Parsons, Mead and Goffman, Habermas, Bourdieu as well as Appadurai, Butler, Hooks, Foucault, Baudrillard and Haraway and other theorists. The course reviews critiques and elaborations of the theories and assesses their influences on contemporary thought in the social sciences and humanities.
Prerequisite: SO 101.

389
Independent Study
Individual research or directed in-depth reading at an advanced level is devoted to specific topics in sociology, anthropology, or social welfare.
Prerequisites: Approval of the Chair and instructor concerned.

490
Senior Seminar I
The Senior Capstone course includes two components: the seminar and preparation for independent thesis research. The seminar includes reading and discussion of original research and literature on selected topics in sociology, and reflection and discussion of the student as a professional sociologist. Students have the opportunity to read and discuss a number of different approaches researching questions in the field and to use these approaches to create their own process for their independent research (the thesis). Instructors in the course utilize multiple methods of inquiry and research to highlight disciplinary research strategies. The course is an intensive reading and writing course that culminates in a comprehensive proposal for the independent thesis project to be completed in the Spring semester.

491
Senior Seminar II
This seminar focuses on the completion of the senior thesis and on career preparation issues and skills. Students integrate the material learned through the undergraduate years, uncover the meanings associated with becoming a professional, and explore career opportunities through a series of guest speakers. Students also prepare for their thesis presentation.
Prerequisite: Open to senior Sociology majors and others by permission of the instructor. A GPA of 2.0 or higher in the major, or permission of the Department is required.
Sport Management at Arcadia University – School of Global Business

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

Dean
Alla L. Wilson, Ph.D., MBA

Faculty

Full-time Faculty
Jun Woo Kim, Ph.D., M.S., Program Director, Assistant Professor of Sport Management
Theresa Barry, Ph.D., MHA, Associate Professor of Healthcare Administration
Thomas M. Brinker Jr., LL.M., CPA, CFE, ChFC, PFS, AEP, Professor of Accounting
Annette L. Halpin, Ph.D., MBA, Assistant Professor of Business Administration
Robert Kieserman, MBA, MLIS, CPA, CFE, ChFC, PFS, AEP, Associate Professor of Accounting
Raghu Kurthakoti, Ph.D., M.S., Assistant Professor of Marketing
Wayne A. Morra, Ph.D., Professor of Economics
Meg Nolan, M.S., Instructor of Management
Cynthia Plantita, CPA, M.S., Assistant Professor of Accounting
Michelle Washington, Ph.D., MBA, Assistant Professor of Business Administration
Ata Yesilyaprak, Ph.D., MBA, M.A., Associate Professor of Finance

Part-time Faculty
Christopher Cerski, J.D.
Charles Corace, MBA
Glenn Cronin, CFPIM
Michael deLhery, MBA
Joseph Falzone, Ph.D.
Steve Finestone, MBA
John Fusco, CPA, M.S.
John J. Gerace, Ph.D., P.E.
Katie Harris, M.S., CPA
Jeanine Kingeter, M.S.
Raymond V. Lamorgese, MBA
Karen Lawson, Ph.D.
Emma LeSaint, MBA, CPA
Anna McAleer, MBA
Eric McCloy, MBA
Luis Rivera, Ph.D.
Beatrice Rolland, DBA, CPA
Frank Schwartz, Ph.D.
Colleen Scott, M.A.
Mary L. Sims, J.D.
Karen Squarrell-Shablin, MHSA
Christina Taylor, MPH
Ardy L. Wurtzel, Ph.D., M.A.
Gregory M. Yerkes, MBA

Degrees and Certificate
Bachelor of Arts or Bachelor of Science in Sport Management

Related Study at Arcadia University
Bachelor of Arts in Sport Psychology

Related Graduate Study at Arcadia University
Doctor of Physical Therapy
Master of Business Administration (M.B.A.) with a Global Perspective

Accreditation and Memberships:
The following Arcadia School of Global Business programs are accredited by the Accreditation Council for Business Schools and Programs (ACBSP): Accounting, Business Administration, International Business & Culture, and M.B.A.

Arcadia School of Global Business is a member of the Association to Advance Collegiate Schools of Business (AACSB International) and the Middle Atlantic Association of Colleges of Business Administration (MAACBA).

About the Degree in Sport Management

- Prepares graduates for careers in the Sport Management industry
- Provides a program of study in Sport within a business administration framework
- Offers an integrated learning experience combining classroom teaching, work experience, and opportunities for travel
- Serves as preparation for Arcadia’s graduate programs in Physical Therapy, Physician Assistant, Genetic Counseling, and M.B.A. with a Global Perspective
The demand for professionals in the Sport Management field is increasing. Career opportunities in the field include working with professional teams and leagues, college athletic departments, conference offices, international amateur associations, public/private and recreational agencies, club and facility management marketing and event promotion, sports clothing and more.

Recognizing the increasing emphasis on sound business practices, the program is built on a balance of business administration and sport management courses. We equip graduates with both knowledge and practical application of the discipline to successfully manage a sport related enterprise. The program requires an Internship experience, either in the U.S. or internationally. The program is flexible enough to permit a semester abroad in the four-year curriculum. The College of Global Studies will assist students in choosing an internship or study abroad experience.

Students in this major who wish to pursue a Master’s through our College of Health Sciences can complete courses in science as electives to satisfy entry-level requirements for these programs. Careful planning is required so students work with an adviser from the graduate program to ensure that students have the basic requirements needed for Arcadia University’s graduate program. By taking courses in the sciences as electives, students who pursue this program will have the basic requirements needed for Arcadia University’s graduate programs in Physical Therapy, Physician Assistant/Public Health, Genetic Counseling and an M.B.A. with a Global Perspective.

**Senior Capstone Experience:** All majors complete a senior thesis project that involves integrating prior knowledge, preparing written reports and making a public presentation. For majors in the School of Global Business, this requirement is satisfied by successful completion of BA 495.

**Pathways to Study Abroad in Sport Management**

Students in the School of Global Business are strongly encouraged to build study abroad into their educational experiences. Since most required business courses are offered in Fall and Spring semesters, study abroad is all about planning. Students can schedule study abroad in any semester, except spring of the senior year, which is when the Capstone course is taken. It is possible to schedule consecutive or non-consecutive semesters abroad and still graduate on time. It is also possible to do an internship abroad in the Fall, Spring or Summer. If you are unable to do a long-term study abroad, there are numerous one-week study opportunities that can be done in any semester. With prior approval, courses taken at foreign universities can be transferred to Arcadia to fulfill undergraduate curriculum, including major, requirements.
Requirements for the B.A. or B.S. in Sport Management

(Credits as listed below, with Undergraduate Curriculum requirements and credit requirements.)

1. Five courses in Business Administration (20 credits)
   - BA 201 Financial Accounting
   - BA 340 Principles of Marketing
   - BA 347 Sport Marketing
   - BA 360 Principles of Management
   - BA 470 Internship in Business Administration

2. Two courses in Economics (8 credits)
   - EC 211 Principles of Microeconomics
   - EC 3XX Sport Economics (pending approval)

4. Two courses in Mathematics (8 credits)
   - MA 141 Elementary Statistics
   - MA 143 Business Math or MA 201/207 Calculus I/Applied Calculus I
   - MA 202/208 Calculus II/Applied Calculus II
   - MA 242 Intermediate Methods in Statistics

Note that MA201/207 is in place of MA143.

5. One course in English (4 credits)
   - EN 218 Business Writing

6. One course in Communications (4 credits)
   - CM 317 Public Relations

7. Two courses in Psychology (8 credits)
   - PY 111 Introduction to Psychology
   - PY XXX Psychology of Sport (pending approval)

8. Seven courses in Sport Management (28 credits)
   - SPM 261 Introduction to Sport Management
   - SPM 267 Event Management
   - SPM 330 Sport Law/Ethics (pending approval)
   - SPM 361 Sport Management (pending approval)
   - SPM 367 Club Management/Operations (pending approval)
   - SPM 380 Sport Budgeting/Finance (pending approval)
   - SPM 495 Capstone (pending approval)

Additional Requirements for the Bachelor of Science

Three courses in Mathematics (12 credits)
   - MA 201/207 Calculus I/Applied Calculus I
   - MA 202/208 Calculus II/Applied Calculus II
   - MA 242 Intermediate Methods in Statistics

Sport Management Courses (SPM)

261 Introduction to Sports Management
   This course explores the organization of national sports and their international parent bodies and agencies. Although the course has an emphasis on the Australian sports system, the course (and the text) also provides a range of international examples to allow a comparative analysis of systems and structures elsewhere in the world, for example:
   a) the overviews of sport in the US, UK, Singapore and New Zealand facilitates a comparison between government and sporting agencies responsible for sport policy and programs
   b) case studies examine Sport Canada and its role in terms of sports policy formulation and its relationship to provinces and territories
   c) sporting examples are drawn from the Scotland, Malaysia, the United States, Europe, India and China.
   Prerequisite: Sophomore year or above.

267 Event Management
   This course addresses the management skills necessary to plan, implement, and evaluate sport or recreation events. There are theory and practice components in this course.
   Prerequisite: SPM261
Sport Psychology
at Arcadia University
*Global Perspective...Personal Attention...Real-World Integrative Learning Experiences*

**Faculty**

**Professors**
- Dr. Angela Gillem
- Dr. Marianne Miserandino
- Dr. Steven Robbins (Chair)

**Associate Professors**
- Dr. Eleonora Bartoli
- Dr. Joshua Blustein

**Assistant Professors**
- Dr. Christina Brown
- Dr. Erica Fortune
- Dr. Elaine Jones
- Dr. Katherine Moore
- Dr. Michael Morrow
- Dr. Judith Wiley
- Dr. Hsin-Hua (Cathy) Lee

**Instructors**
- Adam Levy

**Adjunct Professors**
- Dr. Alison Clabaugh
- Kristen Hawk
- Mary Winn

**Degree/Concentrations**

**Bachelor of Arts in Sport Psychology**

**Related Fields of Study**
- Biology
- Business Administration
- Education
- Pre-Physical Therapy
- Pre-Physician Assistant
- Psychology
- Psychobiology
- Sociology

**Pathways to Study Abroad in Sport Psychology**

This Majors Abroad Program (MAP) will require at least two semesters of study abroad. Students spend the junior year abroad taking courses at the University of Stirling (Scotland) or St. Mary’s University College (London, England).

Visit the University's Web site for more information. Since it is important that students plan ahead for study abroad, they should consult with their advisers as soon as possible and make their intentions known to the Department Chair and the Associate Dean of International Affairs.

**About the B.A. in Sport Psychology**

- A year of study abroad
- Preparation for careers in marketing, coaching, teaching, personnel management, information presentation, research, human services, and various therapy systems
- Preparation for graduate work in sport psychology, health psychology, rehabilitation, and occupational therapy
- Real-world internships and fieldwork
- Hands-on research required of all majors
- Senior research project

The Sport Psychology major incorporates a year of study abroad after students have studied psychology basics at Arcadia’s campus in Glenside, Pa. Students interested in this Majors Abroad Program will spend their junior year abroad, either at the University of Stirling (Scotland) or St. Mary’s University College, where they will complete a minimum of three courses in sports science or Sport Psychology. Upon their return, they will conduct their senior course doing an internship in the field of sport psychology and write a thesis on sport psychology.
This major allows students with this very specific interest in Sport Psychology to study it as an undergraduate. The unique major provides a solid foundation in research skills while encouraging each student to find his or her area of focused interest. Students who decide in spring of their sophomore year that they do not want to go abroad can still complete the Psychology major on schedule.

Sport Psychology graduates have careers in marketing, coaching, recreational sport and exercise services, teaching, personnel management, information presentation, research, human services, and various therapy systems. Transferable skills that are valued by employers are interpersonal, communication, numerical literacy, computer literacy, time management skills, and critical thinking. More specifically, Sport Psychology majors are well prepared for graduate work in the fields of sport psychology, health psychology, rehabilitation, and occupational therapy.

Requirements for the Bachelor of Arts in Sport Psychology
(48-51 credits as listed below, with Undergraduate Curriculum requirements and electives to total 128)

First Year
PY 111 Introduction to Psychology
PY 153 Social Psychology
One natural science course (NP) outside psychology

Sophomore Year
PY 221 Psychology as a Natural Science: Learning and Cognition
PY 222 Psychology as a Natural Science: Behavior Neuroscience
MA 141 Elementary Statistics
PY 142 Research Methods
PY 203 Health Psychology (Or equivalent as determined in consultation with advisor)

Junior Year
Students spend the junior year abroad taking courses at the University of Stirling (Scotland) or St. Mary’s University College (London, England). Coursework must include a minimum of three courses in Sport Psychology or sports science. See Pathways to Study Abroad.

Senior Year
PY 490, 491 Senior Course. (Students will focus their senior internship and senior thesis on a topic from the area of Sport Psychology.)
Theater Arts and Acting
at Arcadia University

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

Faculty

Associate Professor
Kathryn Petersen
Dr. Jonathan Shandell (Co-Director)

Assistant Professors
Mark Wade (Co-Director)

Adjunct Professors
J. Alex Cordaro
Diane Gaary
Kevin Glaccum
Grace Gonglewski
Scott Greer
Katherine Hanley
Alisa S. Kleckner
Larry Loebell
Adrienne Mackey
Janet Marini
Robert Napoli
Chandra Nerbecki
Debra Rosenblum
Robin I. Shane
Greg Wood

Pathways to Study Abroad in Theater

Arcadia Theater students can participate in extensive study abroad opportunities in Great Britain, Ireland, Greece, Australia and New Zealand. In addition to their studies abroad, students can find exciting internships abroad, such as an internship at the Royal Court Theater through the London Internship program, an intensive semester of acting in Ireland through the program at Trinity College, Dublin, or an intensive semester of acting, directing and producing television and film in Sydney, Australia, at the University of New South Wales.

Visit the University’s website for more information. Since it is important that students plan ahead for study abroad, they should consult with their advisers as soon as possible and make their intentions known to the Department Chair and the Director of International Services.

About the B.F.A. in Acting and the B.A. in Theater Arts

- Preparation for careers in theater, television and film
- Preparation for careers in directing, play and screenwriting, stage design
- Preparation for teaching
- Preparation for graduate study in theater and media studies
- Opportunities to perform in MainStage and studio productions
- Opportunities to study abroad at some of the top universities in the world

The Theater Arts program offers artistic education centered on maximizing the passions, talents and personal development of our students. We go beyond a traditional conservatory-style approach by creating opportunities for immersion in all aspects of theatrical creation. Our small size enables close interaction with faculty in an intimate liberal arts setting. Our proximity to Philadelphia’s dynamic theater community connects students with industry professionals (who work with us as instructors and guest

Degrees

Bachelor of Fine Arts in Acting

Bachelor of Arts in Theater Arts

Minor
Theater Arts

Related Fields of Study
Minor in Communication
Minor in Music

Related Graduate Study at Arcadia University

Master of Arts in English
Master of Arts in Humanities with a Concentration in Art and Design, Theater and Music
Master of Arts in International Film Marketing
Master of Fine Arts in Creative Writing
THEATER ARTS AND ACTING at Arcadia University

artists) and professional opportunities beyond campus. Students are encouraged to develop their talents and also to study globally and educate themselves in a wider world of cultures and ideas.

The Theater Arts program provides students with a rigorous four-year sequential course of study in acting, the speaking and singing voice, speech, movement for actors, and dramatic literature. In addition, there are offerings in acting and directing for the camera, stage combat, dance, improvisation, mask, make-up, and audition techniques.

Theater Arts majors also participate actively in the life of the University through four Main Stage productions per year.

The Bachelor of Fine Arts in Acting degree provides the opportunity to prepare for a career in
- professional theater
- television
- film
An audition is required for admission to program.

The Bachelor of Arts in Theater Arts is designed for students seeking a degree in theater for careers in directing, play and screenwriting, stage design or education. Career options for the Bachelor of Arts in Theater Arts include:
- Directors, designers and production managers of stage, television and film
- Teachers of theater in elementary or secondary education
- Arts administrators, television executives, film producers or entertainment lawyers
- Dramatherapists
- Play and screenwriters

Minor in Theater Arts: The minor introduces students to the field and techniques associated with the creative arts. The minor is designed for students who want to combine theater with another major area.

Bachelor of Fine Arts in Acting

The B.F.A. is an intensive four-year sequential course of study in acting, the speaking voice, speech, movement, dramatic literature and the history of the theater, supplemented by skills in stage combat, dance, gymnastics, improvisation, mask work, make-up, and audition techniques. The schedule is rigorous; in a typical week, a student works directly with faculty for 27 to 40 hours and spends a comparable amount of time in preparation.

The first two years of training focus on the development of the actor’s imagination and an exploration of his or her inner resources as they relate to the external demands of the craft. Students in their first semester of their first year of study are not allowed to audition for departmental productions, in order to allow them time to focus on their coursework and to adjust to college life. Admission to the third and fourth years is by invitation of the faculty. During the third and fourth years, classroom work broadens to consider the elements of style and modes of behavior in various historical periods. B.F.A. candidates are continuously engaged in rehearsal and public performance.

The productions provide a wide range of opportunities for performance and production work. They are directed by visiting artists and resident faculty, all of whom are working theater professionals.

Bachelor of Arts in Theater Arts

The Bachelor of Arts in Theater Arts is a vital and vibrant major for those who are seeking a degree in theater in preparation for careers in a wide spectrum of the entertainment industry, including theater, television and filmmaking, or for graduate study in theater and media studies.

Students pursuing the B.A. in Theater Arts at Arcadia University benefit from an interdisciplinary approach to the art form. The goal of the program is to immerse students in the study of theater in the context of a broader exposure to the study of culture and society, in keeping with the philosophy of a liberal arts education.

Theater Arts majors participate actively in the life of the University through numerous campus productions of the Theater Arts program. Theater students also benefit from Arcadia University’s proximity to Philadelphia’s cultural community, and to New York City. Departmental outings bring students to noteworthy professional productions. Students gain experience in local theatre, film and television companies through internships.
THEATER ARTS AND ACTING at Arcadia University

Requirements for the B.F.A in Acting (76 total credits)
and for the B.A. in Theater Arts (69 total credits)

Common Core Curriculum
(37 credits as listed below)

1. The following nine courses: 33 credits
   TH101  The Actor’s Instrument
   TH102  Voice & Speech II
   TH150  Improvisation
   TH199  Theater History
   TH201  Script Analysis
   TH241  Acting: Scene Study
   TH2XX  Global Traditions of Theater & Performance (Pending approval)
   TH303  Business of Arts
   TH490  Advanced Workshop in Theater

2. Two of the following three courses: 0 credits
   TH191  Stage Practicum & Crew: Sets
   TH192  Stage Practicum & Crew: Costumes
   TH193  Stage Practicum & Crew: Lighting

3. One of the following three courses: 4 credits
   TH261  Scene Design and Lighting
   TH262  Costume Design
   TH2XX  Lighting Design (Pending approval)

Additional Requirements for the B.F.A in Acting
(39 credits as listed below)

1. The following ten courses: 31 credits
   TH203  Voice & Speech III
   TH204  Voice & Speech IV
   TH211  Stage Makeup
   TH222  Stage Combat I
   TH230  Dance
   TH293  Acting a Song
   TH305  Voice & Speech V
   TH341  Acting in Modern Theater
   TH344  Acting Shakespeare
   TH360  Audition Techniques

2. Two of the following four courses: 8 credits
   TH330  Directing
   TH345  Acting in Film & TV
   TH349  Advanced Scene Study
   TH350  Playwriting

Additional Requirements for the B.A. in Theater Arts
(32 credits as listed below)

1. The following three courses: 12 credits
   TH264  Stage Management
   TH350  Playwriting
   TH370  Career Internship in Theater Arts

2. One course (200-400 level) in the field of theater studies or theater education, chosen from the following: 4 credits
   TH252  American Women Playwrights
   TH253  African American Drama
   TH361  Seminar: Modern Drama
   TH365  Theater for Young Audiences
   Or
   Other relevant courses in Theater Arts, English, Communications, University Seminar or other subject areas, by approval by the Director of the Theater Arts Program.

3. 16 credits (200-400 level) in Theater Arts elective courses of the student’s choosing with the approval of the academic advisor and/or Director of the Theater Arts Program.

Minor in Theater Arts
The minor in Theater Arts introduces students to the field and techniques associated with the creative arts. The minor is designed for students who want to combine theater with another major area. With this background, students may be eligible for graduate work in theater and film.

Requirements for the Minor
(20 credits as listed below)

TH 140  Fundamentals of Acting
or TH 141  Role Play and Improvisation
TH 165  Method Acting
TH 350  Playwriting

Two Theater courses in consultation with the Director of the Theater Arts Program.
Theater Arts Courses (TH)

101 The Actor’s Instrument
(3 credits)
The focus of the work is on relaxation, alignment, breathing, the development of free resonance flow, and good articulation of vowels and consonants.

102 Voice and Speech II
(2 credits)
Actors are introduced to the progression of voice exercises in Kristin Linklater’s “Freeing the Natural Voice.” The focus of the class is on developing techniques that foster the connection between the acting impulse and the voice.

Prerequisite: TH 102.

131 Theater Dares You
This course for non-majors deepens students’ engagement with this communal art form. The perspective from which we set out to survey the theater is that of an audience member. Informed and literate audience members are crucial to theater; without an audience there is no performance. We start by demonstrating why this particular art form is/has been ubiquitous not only globally today, but down through the annals of time, as well. The students are introduced to the cluster of different artists typically employed when a show is being created: writers, designers, directors, casting, actors, etc. A broad survey of genres and styles of plays is presented. Aside from seeing and thoroughly assessing five to seven LIVE productions during the course of the semester, class projects are designed for students to explore theatrical possibilities for telling their own stories.

140 Fundamentals of Acting
Students work on basic acting skills such as developing the ability to produce free, imaginative, and purposeful behavior in relation to environments, objects, and other persons; individual silent exercises; and group exercises. This work leads to in-class performances of selected scenes from a variety of American contemporary plays with special focus given to the sensory requirements in the text. No previous experience is required.

141 Role Play and Improvisation
In exploring the dimensions of theatrical self-expression, this course employs lecture, discussion and classroom activities to raise issues that stretch self-awareness through dramatic interaction involving imagination and creativity. Through theater games and dramatic situations, students learn a variety of performance skills and find themselves exploring their own creative and artistic possibilities. No previous experience required.

150 Improvisation
Work on improvisation is central to the formation of an actor; it is a kind of research—a way of working through which the actor’s experiences pass to nourish their imagination. Without the help of a playwright or director, the actor creates and presents a full dramatic life. Improvisation develops the faculties of invention, imagination and concentration and at the same time gives the actor a sense of freedom. Studio course with lab requirement.

165 Method Acting
Long after the impact of Brecht, Artaud, Grotowski, Lecoq and Peter Brook, the art and practice of acting is still turning on the revelations and teachings of Constantine Stanislavsky. If the Stanislavsky “system” or “method” is applied literally, it leads merely to realism, but applied systematically with discrimination it can become the grammar of all styles. While based on the teachings of Stanislavsky, this course includes insights by other famous acting teachers such as Uta Hagen, Sanford Meisner, Lee Strasberg, Michael Chekhov and Stella Adler. This is an initial acting course with a focus on the practical and playable aspects of the “system’s” training, providing the actor with a resource to operate completely on his or her own in any and all production situations. Studio course with lab requirement.

191 Stage Practicum and Crew I
(0 credits)
This course includes scene construction, rigging, costume construction, drafting and stage lighting. It examines theater architecture and elements of scene, costume and lighting production. All students in the first year of the program are assigned on a rotating basis throughout the year to various crews that build and run the shows in the Theater performing series.

192 Stage Practicum and Crew II
(0 credits)
This course includes scene construction, rigging, costume construction, drafting and stage lighting. It examines theater architecture and elements of scene, costume and lighting production. All students in the first year of the program are
assigned on a rotating basis throughout the year to various crews that build and run the shows in the Theater performing series.

199
Theater History
This course is a study of the development of the physical theater and concurrent developments in dramatic literature and musical theater. It surveys styles in acting, directing, dramatic criticism and production from historical, analytical and performance perspectives. It requires individual and group projects. Attendance at theater productions is included when possible. No previous experience required.

200
Movement Training for Comfort, Power & Grace
(2 credits)
The course gives students a reliable way to feel better in their bodies. The course provides an understanding of how bodies function and gives each student insight into his or her personal habits outside this design that create tension in the body. Students learn to move more freely and gain new understanding of their aches and pains. Students come away with a working knowledge of the musculoskeletal system and how to cultivate true core support and to balance functioning of all muscle groups. We review the newest research in back pain and neuroplasticity, study the respiratory system and breathing patterns, and study how perception contributes to our bodily feeling and use patterns. The class is catered to anyone with an interest in feeling better and moving with increased ease and coordination. Assignments include exercises around public speaking, working at the computer, and lifting challenging objects (including an evening in the weight room). Students gain increased powers of self-observation, impulse control and improved coordination.

201
Script Analysis
There's no other way to say it: Reading plays is difficult. To read a play in print is to encounter a work of art in unfinished and incomplete form. Visual artistry, physical presence and live audience dynamics are reduced to flat, static words on a page. In this course, students explore and practice with various techniques for reading and analyzing scripts: techniques designed to help theater artists discover more fully the dynamic potential of theatrical texts as blueprints for live performance. Students work with several techniques for analyzing play texts, explore conventional play genre labels (tragedy, comedy and tragicomedies), and examine the ideas of key theorists in Western theater history (Aristotle, and Brecht), to discover different perspectives from which plays may be read and evaluated critically. Class discussions, online discussions and writing assignments provide opportunities to develop and refine the critical/analytical skills addressed in course readings.

203
Voice and Speech III
(2 credits)
Actors explore second half of the Linklater voice progression. The focus is on developing each actor’s full vocal range. In addition to the voice exercises, students work on a variety of texts chosen to support their growing acquisition/skills. 
Prerequisite: TH 102.

204
Voice and Speech IV
(2 credits)
The focus is on speech. Clarity of articulation and effective use of vowels is developed by learning the International Phonetics Alphabet. 
Prerequisite: TH 203.

US206
The Power of Play: Theater and Learning
This is a course that investigates the intersection between improvisation and education. It is relevant for students preparing for careers as teachers in elementary or secondary education or as teaching artists in professional theaters, schools and communities. This course investigates how the theater process (improvisation-rehearsal-performance) can be an inquiry-based model for teachers as well as how theater games and exercises can be adapted to explore non-arts curriculum. No previous theater courses are necessary, but most of the learning is by doing, so students must be willing to participate in all improvisations and be prepared to act in a project. 
 NOTE: US 206 can count toward the Education and Theater majors and minors.

210
Yoga
(2 credits)
This course introduces study in the Indian exercises of relaxation and energy focusing. No previous experience necessary. May be repeated once for credit.

211
Stage Makeup
(2 credits)
This course seeks to illuminate the actor's quest for character through a concise, easily understood exploration of the connection between makeup and character, emphasizing the total visual impact of the character on the audience and discussing in depth the contribution of props and costume to the overall effect. The
course is intended to help performers. Students bridge the gap between understanding a role and expressing that understanding in tangible form. (Theater Acting majors only.)

212A Advanced Yoga
(2 credits)
This course is suitable for students who have a basic understanding of yoga and want to deepen their practice through exploration of intermediate yoga postures and techniques that promote mental clarity, relaxation, and total well being. An emphasis will be placed on the chakra system, the subtle energy centers in the body. **Prerequisite:** TH 210 or previous yoga experience (approved by instructor).

220 Special Topics in Stagecraft
(3 credits)

221 Dance and Choreography
(3 credits)
Movement is inherently dramatic. Explore the wide range of movement that exists within our bodies and the world around us. This is a studio course that explores the elements of dance making and the craft of choreography through the manipulation of time, space and energy. The movement material explored is pedestrian movement and stylized dance. Each student works within his or her own technical skill level to uncover the endless possibilities of movement within the human body and the vast opportunities for communication of the human experience. No previous experience necessary.

222 Stage Combat I
(3 credits)
Starting with the basics of hand-to-hand combat, or weaponless fighting, the students are introduced to the idea of personal safety, how to be safe and remain safe onstage, including all the fundamental moves every actor needs to get by in this business. Students then study and practice the art of the sword and learn the techniques that keep the actor safe long after training is over. Coursework includes training in unarmed and single sword. No previous experience required.

223 Stage Combat II
(2 credits)
Picking up from basic stage combat, the student is drilled in the sword and works toward its perfection. An emphasis on fencing with the foil epee and saber becomes part of the student’s regimen to teach better coordination and focus, as well as the practical applications thereof. The latter part of the class is dedicated to the quarterstaff and its use. Students explore the weapon through exercises and choreography. Basic certification with Fight Directors Canada is possible upon completion of training. **Prerequisite:** TH 222.

224 Stage Combat III
(2 credits)
**Rapier and Dagger:** The traditional weapons of Shakespeare’s day; picking up from single sword technique, the additional weapon is added to the non-dominant hand, i.e. dagger. The student practices in this double fence style until he or she can use them with facility. **Broadsword:** The basics of this classic medieval weapon are taught in much the same way as the rapier. Starting with the rudimentary footwork and guards of the weapon, the cut and parries are taught and drilled. The students explore the use of the broadsword through choreography and styles taught. Basic certification with the Society of American Fight Directors is possible upon completion of training. **Prerequisite:** TH 223.

US226 Shakespeare on Stage, Page and Screen in the 21st Century
This University Seminar asks the questions: Why do we still read and perform Shakespeare? How can these centuries-old play texts, written in a style of English that we no longer speak, still be meaningful for us today? This course seeks to answer these questions by approaching Shakespeare from three distinct perspectives: Shakespeare in performance, Shakespeare as literature, and Shakespeare on film. Using a combination of methodologies and approaches, this course fosters a fuller appreciation for how Shakespearean texts written for an Early Modern audience might resonate with present-day American cultural sensibilities. Students examine how aspects of performance, cinematic imagination and literary analysis can work together to create urgent and relevant meanings for modern audiences. Particular attention is paid to the study of visual imagery associated with Shakespeare—including the examination of visual evidence from Elizabethan/Jacobean England, and the analysis of how scenic, lighting and costuming choices can communicate meaning in contemporary film and performance contexts. Students also work actively with the play texts in class, “on our feet,” to acquire a physical and kinesthetic sense of how live performance helps condition and contributes toward our understanding of a dramatic text.
230
**Dance (3 credits)**
This is a modern dance technique class focusing on the connection and coordination of the upper and lower body. To this end, emphasis is placed on increasing abdominal strength, thereby gaining freedom and fluidity in the limbs. Warm-ups and exercises increase strength, stretch and stamina. Traveling sequences are geared toward gaining rhythmic accuracy and coordination. Class combinations and exercises increase in length and difficulty throughout the semester.

231
**Intermediate Dance**
This is a modern technique class that builds on the foundation in Dance 230. Emphasis is placed on increasing accuracy of articulation and range of movement and moving the body as a cohesive unit. As the body gains strength and flexibility, each student is encouraged to find his or her own stylistic voice and individuality in movement.

**Prerequisite:** TH 230/221 or instructor’s permission.

241
**Acting: Scene Study**
This is a scene study class focusing on characterization and motivation. Students rehearse and perform contemporary plays as a means of furthering skills and craft. Both performance and personal journals are maintained on a continuing basis, and outside rehearsals on scenes are expected. The emphasis is on interpretation of the playwright's intentions and finding actable, interesting choices for the actor. Studio course with lab requirement.

**Prerequisites:** TH 150 and permission of instructor.

252
**American Women Playwrights**
This course surveys some of the most influential plays written by American women of the 20th century. The course examines how female writers have participated in, responded to, and helped to shape the prevailing currents of American drama. No previous experience necessary.

253
**African American Drama**
This course views the social, political and cultural history of 19th- and 20th-century United States through the lenses provided by a diverse selection of African American playwrights and other theater artists. The plays (which range from one act to full-length, from the tragic to the satirical) address a variety of issues, including slavery and its abolition, civil rights, inter-racial relationships, Black Nationalism, women's rights, and gay rights. Classes include script, scene and character analyses as well as student-directed and acted readings from selected scripts. The course also explores the educational applications the theater arts can have in related fields.

254
**Introduction to Dramaturgy (3 credits)**
What the heck is a dramaturg? What does a dramaturg do? Why do we need dramaturges in the theater? This course explores the theory and practice of dramaturg as a creative art. Together we examine the responsibilities of a dramaturg in helping to shape a theatrical production and complete practical exercises that will help to build the skills and sensibility needed for real-life dramaturgical work. Members of the class attend and discuss theater productions and work together on dramaturgical research for a Theater Arts program's production.

260
**Puppet Theater**
Starting with a survey of object animation traditions spanning Asia, Africa, Europe and the United States, students develop an understanding of how puppets have and continue to be used as a vibrant medium for communicating sophisticated ideas and the needs of the people they represent. From this historical and cultural foundation, students create their own original works of puppet theater by writing, developing, designing and building an animated short. The focus is primarily on puppet theater geared toward adult audiences utilizing non-narrative storytelling.

261
**Scene Design and Lighting**
This is a two-part program of study: scene design for display, culminating in a scenic model; and stage lighting theory and practice, culminating in a full light plot. The course examines the history of design and its influence on the actor’s art, tools and techniques. It surveys the practical and theoretical elements of lighting instruments, their function and design. It includes theater laboratory and assistance in the actual lighting of a production. No prerequisites required. Offered in even years.

262
**Costume Design**
This is a two-part program of study: costume design for display, culminating in a full-costume plot. This examines the history of design and its influence on the actor’s art, tools and techniques. It surveys the practical and historical elements of costume, their function and design. It includes theater laboratory and assistance in the actual costuming of a production. No prerequisites required. Offered in even years.
263
Stage Construction
(3 credits)
This course includes scene construction, rigging, costume construction, drafting and stage lighting. It examines theater architecture and elements of scene, costume and lighting production.

264
Stage Management
(3 credits)
This course is divided into pre-production, rehearsal period, tech/running, and maintenance of production segments. The objective is to thoroughly introduce the student to the different venues of theater, from small storefront theater to large regional theaters. Although the emphasis is on management practices for theater venues, there is an element of the practical, day-to-day "nuts and bolts" in the stage management process.

293
Acting a Song
Acting a Song is a workshop class aimed at beginning actors or others who have an interest in musical theater and performance. Musical theater is often first point of contact for students of theater, yet high school theater settings often do not allow the time needed to explore the process of performing a song effectively. Using songs from the American Musical Theater cannon the course seeks to reinforce lessons learned in Improv and Scene Study. Each student will memorize and perform two solo songs and one duet. Students will work with a live accompanist in class and will be required to bring to class a recording device that will allow them to record piano parts to the songs they are working on so that rehearsal away from class is possible. 
Prerequisite: TH150 or TH241 or permission of the instructor.

300
Advanced Theater Practicum
(2 credits)
This course is an in-depth study in performance or production culminating in a performance project. The Theater Arts adviser must approve topic and project.

301
Neutral Mask
(2 credits)
Neutral mask work is central in actor training because it enables the actor to experience in its most startling form the chemistry of acting. Because the face is hidden, all expression depends on the body—the mask becomes an energizing force leading the actor to depend upon the richness of his or her inner life within a calm and balanced body. The mask then is a tool to help the actor to strengthen his or her inner feelings and power of concentration, develop physical powers of outward expression and diminish self-consciousness. Studio course with lab requirement.

303
Business of the Arts
(3 credits)
Students learn how the entertainment industry works and how to get started upon a career.

305
Voice & Speech V (2 credits)
Breath work, vocal sounding and physical alignment are focused on poetry.
Prerequisite: TH204.

319
Stage Combat IV
(2 credits)
Stage combat in production. This course is for those interested in careers in stage combat. The course begins with the acquisition of new weapons forms, which are then incorporated into a "fight show." From auditions to performance, the students address all aspects of mounting these productions, including staging their own fights: the productions are treated as professional work.
Prerequisite: TH 224.

330
Directing
This course is intended as an introduction to directing for the stage. The principles of working with actors and leading a team of designers accompany a series of small assignments leading to a final directing project. The course includes theory and practice in play directing: play selection, playscript interpretation, composition, movement, business management, casting, rehearsal, performance, director/designer and director/actor relationships. Students focus on perception and expression as a means of drawing inner and physical expression from others. The course requires prompt preparation of scripts, direction of scenes and one-act plays, and theater laboratory.
Prerequisites: Two 200-level Theater courses.

341
Acting in Modern Theater
This is a scene study of modern classic writers, such as, Ibsen, Strinberg, Chekhov, and American writers O'Neill, Miller, Hellman, Wilson, and Vogel. Studio course with Lab requirement.

343
Commedia del' Arte
Not regularly scheduled.
Theater Arts and Acting at Arcadia University

344
Acting Shakespeare
The course begins with helping the student to feel the very heartbeat of the work, the students/actors have to know how to decipher and understand a text that may feel strange on the tongue, and they have to discover the text's tone and tempo, mine its inner richness, and learn how to speak the text with ease. Lectures cover background with studio work and seminars built around improvised scenes along with scenes and monologues that are to be rehearsed outside the class for performance and critique during class. Studio course with Lab requirement.

345
Acting in Film and TV
In this course, students learn to deliver performances that are truthful, based on instinct rather than intellect. Participants work with student directors in preparing scenes selected from film, television, theater, or original material to be recorded on videotape for in-class presentation, discussion and critical analysis by the instructor. Studio course with lab requirement.

349
Advance Scene Study
Advanced Scene Study is a workshop class aimed at upper level acting majors or others who have a serious interest in acting. Students in consultation with the instructor and other members of the theater arts faculty will work on scenes that will strengthen identified weaknesses and take advantages of identified strengths to codify and deepen the understanding of the principles of acting. Individualized instruction will be given to each student as they work in class on scenes. Students will be expected to work at least 5 hours a week with partners outside of class. Students will present to the instructor and invited members of the theater arts faculty 4 prepared scenes for evaluation and comment.

Prerequisite: TH241 or permission of the instructor.

350
Playwriting
Using the creative approach, the course examines several forms of scriptwriting (e.g., playscript, the screenplay and scripts for audio/visual media), introduces tools of critical analysis through critique of student's original work, and presents practical aspects of marketing the stage of screenplay. No previous experience required.

361
Seminar: Modern Drama
This course is exploration of the styles and techniques of modern century theater, including selected British, American, and Continental plays by modern dramatists such as, Ibsen, Strindberg, Chekhov, Shaw, Synge, O'Neill, Pirandello, Brecht, and Pinter.

Prerequisite: Junior standing or above.

365
Theater for Young Audiences
This is a course in the multiple aspects and practices of children's theater in America. The course examines the theatrical conventions and structures of this distinct area of theater. It explores the multiple areas of children's theater from performance to puppetry. The course includes writing a paper on a children's theater or practitioner in America. The art of children's theater is a loss of our present inhibition and a willingness to rediscover the child within. We discuss and explore all areas of performing for children. No previous experience required.

370
Career Internship in Theater Arts
This is a working internship for one semester at a professional theater, television, or radio station.

Prerequisite: Junior standing or above.

389
Independent Study
In-depth study and research culminates in a substantial paper or performance project.

Prerequisites: Junior standing or above; a minimum GPA of 3.0 and permission of the Department Chair.

393
Special Studies in Theater Arts
This is an advanced course on special topics such as Solo Performance, Performance: From Ritual to Theater, autobiographical Adaptations: Ethnographic method for playwriting and performance, Spirituality and Theater, Movement Theater and the New Vaudeville, or New Perspectives on Theater Adaptation. The course is designed as a means of addressing the interdisciplinary nature of the art of theater and poses subjects of interest to students and faculty.

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

490
Advanced Workshop in Theater
This course is individual or small-group projects in acting styles, directing full-length plays, scene and lighting design, theater management, or other theater areas. It may involve directing or designing of a major college production, a formal advanced class, or other approved topics.

Prerequisite: Individualized projects require the approval of the instructor or Director of Theater.