# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mission, Vision &amp; Value Statement</td>
<td>4</td>
</tr>
<tr>
<td>About the University</td>
<td>4</td>
</tr>
<tr>
<td>Accreditations &amp; Nationally Recognized Programs</td>
<td>6</td>
</tr>
<tr>
<td>Calendar &amp; Term Information</td>
<td>7</td>
</tr>
<tr>
<td>Campus &amp; Facilities</td>
<td>7</td>
</tr>
<tr>
<td>Graduate Admissions</td>
<td>10</td>
</tr>
<tr>
<td>Degree Program Admissions</td>
<td>10</td>
</tr>
<tr>
<td>Certificate Program Admissions</td>
<td>11</td>
</tr>
<tr>
<td>Non-Degree Admissions</td>
<td>12</td>
</tr>
<tr>
<td>International Admissions</td>
<td>12</td>
</tr>
<tr>
<td>Accelerated Programs</td>
<td>13</td>
</tr>
<tr>
<td>Non-Degree Admissions</td>
<td>13</td>
</tr>
<tr>
<td>Other Admission Information</td>
<td>13</td>
</tr>
<tr>
<td>Fees &amp; Expenses</td>
<td>15</td>
</tr>
<tr>
<td>Payment Information</td>
<td>18</td>
</tr>
<tr>
<td>Refund Information</td>
<td>18</td>
</tr>
<tr>
<td>Financial Aid</td>
<td>19</td>
</tr>
<tr>
<td>Graduate Assistantships &amp; Scholarships</td>
<td>21</td>
</tr>
<tr>
<td>Administration Information</td>
<td>23</td>
</tr>
<tr>
<td>Faculty Index</td>
<td>25</td>
</tr>
<tr>
<td>Honorary Degrees</td>
<td>48</td>
</tr>
<tr>
<td>Course Prefix Guide</td>
<td>52</td>
</tr>
<tr>
<td>Program Index</td>
<td>55</td>
</tr>
<tr>
<td>Social Equity and ADA Information</td>
<td>65</td>
</tr>
<tr>
<td>Academic Policies and Procedures</td>
<td>66</td>
</tr>
<tr>
<td>Academic Integrity</td>
<td>66</td>
</tr>
<tr>
<td>Academic Probation &amp; Dismissal</td>
<td>69</td>
</tr>
<tr>
<td>Academic Records Information</td>
<td>69</td>
</tr>
<tr>
<td>Additional Certification Policies</td>
<td>71</td>
</tr>
<tr>
<td>Classification of Students</td>
<td>72</td>
</tr>
<tr>
<td>Course Policies</td>
<td>72</td>
</tr>
<tr>
<td>Degree Candidacy</td>
<td>74</td>
</tr>
<tr>
<td>Enrolling in &amp; Withdrawing from Courses</td>
<td>74</td>
</tr>
<tr>
<td>Enrollment Policy/Leave of Absence</td>
<td>74</td>
</tr>
<tr>
<td>Grade Information</td>
<td>75</td>
</tr>
<tr>
<td>Graduation &amp; Degree Requirements</td>
<td>77</td>
</tr>
<tr>
<td>International Students</td>
<td>77</td>
</tr>
<tr>
<td>University Services and Student Life</td>
<td>77</td>
</tr>
<tr>
<td>Campus Services</td>
<td>78</td>
</tr>
<tr>
<td>Graduate Student Life</td>
<td>79</td>
</tr>
<tr>
<td>Health &amp; Counseling Services</td>
<td>80</td>
</tr>
<tr>
<td>Office of Services for Students with Disabilities</td>
<td>81</td>
</tr>
<tr>
<td>Public Safety</td>
<td>81</td>
</tr>
<tr>
<td>Student Living</td>
<td>82</td>
</tr>
<tr>
<td>Academic Departments</td>
<td>83</td>
</tr>
<tr>
<td>Anthropology and Sociology</td>
<td>83</td>
</tr>
<tr>
<td>Applied Music</td>
<td>83</td>
</tr>
<tr>
<td>M.M. in Performance - Conducting Concentration</td>
<td>92</td>
</tr>
<tr>
<td>M.M. in Performance - Instrumental Concentration</td>
<td>93</td>
</tr>
<tr>
<td>M.M. in Performance - Keyboard Concentration (Piano, Harpsichord, or Organ)</td>
<td>93</td>
</tr>
<tr>
<td>M.M. in Performance - Voice Concentration</td>
<td>93</td>
</tr>
<tr>
<td>M.M. in Piano Pedagogy</td>
<td>94</td>
</tr>
<tr>
<td>Certificate in Piano Pedagogy</td>
<td>94</td>
</tr>
<tr>
<td>Art + Design</td>
<td>94</td>
</tr>
<tr>
<td>Biology</td>
<td>95</td>
</tr>
<tr>
<td>M.S. in Biology</td>
<td>97</td>
</tr>
<tr>
<td>Master of Business Administration Program</td>
<td>98</td>
</tr>
<tr>
<td>M.B.A. Master of Business Administration</td>
<td>103</td>
</tr>
<tr>
<td>Entrepreneurship Certificate</td>
<td>103</td>
</tr>
<tr>
<td>Project Management Certificate</td>
<td>103</td>
</tr>
<tr>
<td>Business Analytics Certificate</td>
<td>103</td>
</tr>
<tr>
<td>Graduate Business Certificate</td>
<td>104</td>
</tr>
<tr>
<td>Chemistry</td>
<td>104</td>
</tr>
<tr>
<td>Communication Sciences and Disorders</td>
<td>104</td>
</tr>
<tr>
<td>M.A. in Speech-Language Pathology</td>
<td>106</td>
</tr>
<tr>
<td>Communication Studies</td>
<td>108</td>
</tr>
<tr>
<td>M.A. in Communication Studies</td>
<td>110</td>
</tr>
<tr>
<td>Computer Science</td>
<td>110</td>
</tr>
<tr>
<td>M.S. in Computer Science</td>
<td>113</td>
</tr>
<tr>
<td>Certificate in Computer Security (Information Assurance)</td>
<td>113</td>
</tr>
<tr>
<td>Certificate in Information Systems</td>
<td>114</td>
</tr>
<tr>
<td>Certificate in Web Technology</td>
<td>114</td>
</tr>
<tr>
<td>Counselor Education</td>
<td>114</td>
</tr>
<tr>
<td>M.Ed. in School Counseling</td>
<td>118</td>
</tr>
<tr>
<td>M.S. in Clinical Mental Health Counseling</td>
<td>118</td>
</tr>
<tr>
<td>M.S. in Higher Education Counseling/Student Affairs</td>
<td>119</td>
</tr>
<tr>
<td>Certificate in Higher Education Counseling/Student Affairs</td>
<td>120</td>
</tr>
<tr>
<td>Post-Master’s Licensed Professional Counselor Preparation Program</td>
<td>120</td>
</tr>
<tr>
<td>Specialist Certificate I in Counseling</td>
<td>120</td>
</tr>
<tr>
<td>Criminal Justice</td>
<td>120</td>
</tr>
<tr>
<td>M.S. in Criminal Justice</td>
<td>123</td>
</tr>
<tr>
<td>Early and Middle Grades Education</td>
<td>123</td>
</tr>
</tbody>
</table>
M.Ed. in Applied Studies in Teaching and Learning .......................................................... 128
M.Ed. in Early Childhood Education - Accomplished Teachers Track .............................................. 128
M.Ed. in Early Childhood Education - Program Administrators Track .................................................. 128
Post-Baccalaureate Teacher Certification - Grade 4 through Grade 8 ...................................................... 129
Post-Baccalaureate Teacher Certification - Pre-K through Grade 4 ...................................................... 129

English ........................................................................................................................................ 129
M.A. in English - Creative Writing Track ............................................................ 135
M.A. in English - Literature Track .................................................................................. 135
M.A. in English - Writing, Teaching, and Criticism Track ........................................................... 136
Certificate in Publishing ....................................................................................................... 137
Secondary English Certification Option .................................................................................. 137

Geography and Planning ............................................................................................................. 138
M.A. in Geography .................................................................................................................. 140
Certificate in Geographic Information Systems ........................................................................... 140
Certificate in Urban and Regional Planning ................................................................................ 140

Earth and Space Sciences ......................................................................................................... 141
M.S. in Geoscience .................................................................................................................. 143
General Science Teaching Certification ..................................................................................... 144

Health ......................................................................................................................................... 145
M.Ed. in School Health .............................................................................................................. 149
M.P.H. Master of Public Health ............................................................................................... 149
Certificate in Gerontology ....................................................................................................... 151
Graduate Certificate in Emergency Preparedness in Public Health ................................................ 152
Graduate Certificate in Health Care Management ........................................................................ 152
Graduate Certificate in Integrative Health .................................................................................. 153

History ......................................................................................................................................... 153
M.A. in History .......................................................................................................................... 156
M.Ed. in History ........................................................................................................................ 156

Holocaust and Genocide Studies Program ...................................................................................... 156
M.A. in Holocaust and Genocide Studies ..................................................................................... 157
Certificate in Holocaust and Genocide Studies ............................................................................ 158

Kinesiology ..................................................................................................................................... 158
M.S. in Exercise and Sport Physiology .......................................................................................... 163
M.S. in Exercise and Sport Physiology - Concentration in Athletic Training ........................................ 163
M.S. in Physical Education .......................................................................................................... 163
M.P.A. with a Graduate Certificate in Sport Management and Athletics ........................................... 163
Certificate in Adapted Physical Education .................................................................................... 164

Languages and Cultures .............................................................................................................. 164
M.A. in Languages and Cultures .................................................................................................. 168

Linguistics Program ..................................................................................................................... 169

Literacy .......................................................................................................................................... 169
M.Ed. in Reading .......................................................................................................................... 172
Certificate in Literacy .................................................................................................................. 172
Reading Specialist Certification .................................................................................................... 172
Endorsement in Literacy Coaching .............................................................................................. 172

Management ................................................................................................................................... 172
M.S. in Human Resource Management .......................................................................................... 174
Mathematics ................................................................................................................................... 174
M.A. in Mathematics .................................................................................................................... 179
M.A. in Mathematics - Mathematics Education Option .................................................................. 179
M.S. in Applied and Computational Mathematics ....................................................................... 179
M.S. in Applied Statistics .............................................................................................................. 180
Secondary Mathematics Certification Option .................................................................................. 181
Certificate in Applied Statistics .................................................................................................. 181

School of Music Information ........................................................................................................ 181
Music Education .......................................................................................................................... 182
M.M. in Music Education .............................................................................................................. 185
M.M. in Music Education - Kodaly Concentration ........................................................................ 186
M.M. in Music Education - Music Technology Concentration ....................................................... 186
M.M. in Music Education - Orff-Schulwerk Concentration ............................................................. 187
M.M. in Music Education - Performance Concentration .................................................................... 187
Certificate in Kodaly Methodology .............................................................................................. 188
Certificate in Music Technology .................................................................................................. 188
Certificate in Orff-Schulwerk .......................................................................................................... 188
Post-Baccalaureate Teacher Certification in Music Education .......................................................... 188

Music Theory, History, and Composition ........................................................................................ 188
M.M. in Music Theory, History and Composition: Concentration in Music Theory and Composition .......................................................................................................................... 190
M.M. with a Concentration in History and Literature ..................................................................... 191

Nursing .......................................................................................................................................... 192
Doctor of Nursing Practice (D.N.P.) ............................................................................................. 196
Master of Science in Nursing (M.S.N.) - Adult-Gerontology CNS Track ........................................ 196
Master of Science in Nursing (M.S.N.) - Nursing-Education Track ............................................... 197
School Nurse Certification ............................................................................................................ 197

Nutrition ......................................................................................................................................... 197
M.S. in Community Nutrition ...................................................................................................... 199

Pharmaceutical Product Development Program ............................................................................... 199

Philosophy ...................................................................................................................................... 200
<table>
<thead>
<tr>
<th>Program</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>M.A. in Philosophy - Applied Ethics Concentration</td>
<td>202</td>
</tr>
<tr>
<td>M.A. in Philosophy - Standard Concentration</td>
<td>202</td>
</tr>
<tr>
<td>Certificate in Business Ethics</td>
<td>203</td>
</tr>
<tr>
<td>Certificate in Healthcare Ethics</td>
<td>203</td>
</tr>
<tr>
<td>Policy, Planning, Administration</td>
<td>203</td>
</tr>
<tr>
<td>Ed.D. in Policy, Planning, Administration</td>
<td>205</td>
</tr>
<tr>
<td>Professional and Secondary Education</td>
<td>206</td>
</tr>
<tr>
<td>M.Ed. in Secondary Education</td>
<td>209</td>
</tr>
<tr>
<td>M.Ed. with Concentrations in Chemistry, French, History, and Spanish</td>
<td>210</td>
</tr>
<tr>
<td>Graduate Certificate Program in Education for Sustainability</td>
<td>210</td>
</tr>
<tr>
<td>Graduate Certificate in Educational Technology</td>
<td>210</td>
</tr>
<tr>
<td>Graduate Certificate in Entrepreneurial Education</td>
<td>210</td>
</tr>
<tr>
<td>Secondary Teaching Certificate</td>
<td>210</td>
</tr>
<tr>
<td>Psychology</td>
<td>211</td>
</tr>
<tr>
<td>Psy.D. in Clinical Psychology</td>
<td>215</td>
</tr>
<tr>
<td>M.A. in Psychology - Clinical Psychology Concentration</td>
<td>216</td>
</tr>
<tr>
<td>M.A. in Psychology - General Psychology Concentration</td>
<td>217</td>
</tr>
<tr>
<td>M.A. in Psychology - Industrial/Organizational Psychology Concentration</td>
<td>217</td>
</tr>
<tr>
<td>Industrial/Organizational Psychology Certificate</td>
<td>217</td>
</tr>
<tr>
<td>Psychology Post-Master's Letter of Completion in Clinical Mental Health in Preparation for Counseling Licensure</td>
<td>217</td>
</tr>
<tr>
<td>Public Policy and Administration</td>
<td>218</td>
</tr>
<tr>
<td>DPA Doctor of Public Administration</td>
<td>221</td>
</tr>
<tr>
<td>MPA Human Resources Management Concentration</td>
<td>222</td>
</tr>
<tr>
<td>MPA Master of Public Administration</td>
<td>222</td>
</tr>
<tr>
<td>MPA Nonprofit Administration Concentration</td>
<td>223</td>
</tr>
<tr>
<td>MPA Public Administration Concentration</td>
<td>223</td>
</tr>
<tr>
<td>Certificate in Administration</td>
<td>224</td>
</tr>
<tr>
<td>Certificate in Human Resources Management</td>
<td>224</td>
</tr>
<tr>
<td>Certificate in Nonprofit Administration</td>
<td>224</td>
</tr>
<tr>
<td>Graduate Social Work</td>
<td>224</td>
</tr>
<tr>
<td>Master of Social Work</td>
<td>228</td>
</tr>
<tr>
<td>Special Education</td>
<td>230</td>
</tr>
<tr>
<td>M.Ed. in Special Education</td>
<td>233</td>
</tr>
<tr>
<td>M.Ed. in Special Education (Online)</td>
<td>233</td>
</tr>
<tr>
<td>Certificate in Autism</td>
<td>233</td>
</tr>
<tr>
<td>Certificate in Universal Design for Learning and Assistive Technology (Online)</td>
<td>234</td>
</tr>
<tr>
<td>Post Baccalaureate Certification in Special Education</td>
<td>234</td>
</tr>
<tr>
<td>Sports Medicine</td>
<td>234</td>
</tr>
<tr>
<td>M.S. in Athletic Training</td>
<td>236</td>
</tr>
<tr>
<td>Teaching English as a Second Language Program</td>
<td>236</td>
</tr>
<tr>
<td>M.A. in Teaching English as a Second Language (TESL)</td>
<td>237</td>
</tr>
<tr>
<td>Certificate of Preparation in ESL Teaching (ESL Program Specialist Certificate)</td>
<td>238</td>
</tr>
<tr>
<td>Theatre and Dance</td>
<td>238</td>
</tr>
<tr>
<td>Women's and Gender Studies</td>
<td>239</td>
</tr>
<tr>
<td>Index</td>
<td>240</td>
</tr>
</tbody>
</table>
MISSION, VISION & VALUE STATEMENT

The provisions of this catalog are not to be regarded as an irrevocable contract between the student and the University. West Chester University reserves the right to change any provisions or requirements at any time. An electronic version of this catalog is also available online at http://catalog.wcupa.edu.

Mission Statement

West Chester University, a member of the Pennsylvania State System of Higher Education, is a public, regional, and comprehensive institution committed to offering high-quality undergraduate education, selected post-baccalaureate and graduate programs, and a variety of educational and cultural resources for its students, alumni, and citizens of southeastern Pennsylvania.

West Chester University is dedicated to excellent academic programs while supporting an academic environment that ensures student success. As a university owned by the citizens of Pennsylvania, we value and uphold our mission to provide the best educational opportunities possible, which will enable the University community to successfully address the concerns of a global society. To this end, West Chester University focuses on teaching students to think clearly and critically, to make logical and ethical judgments, and to communicate effectively with others.

Vision Statement

West Chester University is dedicated to academic excellence. University faculty and staff will create a dynamic and supportive learning environment that prepares students for successful and rewarding personal, professional, and civic lives. Moreover, WCU is committed to partnering with other schools, government, businesses, and nonprofits to enhance economic development and the quality of life for all.

West Chester University will build on its standing as a national model for excellence for public regional comprehensive universities. The institution is especially noted for:

• Undergraduate programs that actively engage students in connecting the life of the mind to the world in which they live and work
• The responsiveness of its graduate and post-baccalaureate programs to regional needs
• Its focus on providing lifelong learning, technical, and applied skills essential to graduates’ success now and in the future
• A commitment by faculty, staff, and administrators to provide access and to serve effectively the educational needs of a diverse student body
• Its role as a leading educational and cultural resource and partner in fostering the economic, social, and cultural vitality of southeastern Pennsylvania

Values Statement

West Chester University is committed to attracting, enrolling, and graduating quality students from a wide variety of educational, cultural, and economic backgrounds. This endeavor requires the University to attract and retain highly qualified faculty and staff and to provide each member of the University community with learning and leadership development opportunities. To this end, the University supports and encourages programs which benefit all people and which seek to eradicate discrimination and injustice. We treasure what we believe to be the highest principles of American society: the worth and uniqueness of each individual, the belief that success is to be earned by individual effort put forth in an environment founded on equality of opportunity, and the appreciation of the ideal of an inclusive society.

We believe that it is incumbent upon all members of our community - staff, students, faculty and administrators - to conduct themselves with civility toward one another at all times. We value the special talents and contributions of each member of our community. We further affirm the worth and dignity of each member and the shared responsibility of all to treat each other as individuals with respect and courtesy.

West Chester University’s community strongly supports the principles of academic integrity and academic responsibility, viewing both as the province of every member of the campus community. We hold the highest esteem for teaching directed toward student learning and affirm that mastery of content as well as mastery of teaching skills necessary to communicate such content are paramount.

This values statement is intended to be a living document which will serve West Chester University as it changes and evolves in the coming years.

ABOUT THE UNIVERSITY

Introducing West Chester University

West Chester University, a member of the Pennsylvania State System of Higher Education, is a public, comprehensive institution committed to offering high-quality undergraduate education, selected post-baccalaureate and graduate programs, and a variety of educational and cultural resources for its students, alumni, and citizens of southeastern Pennsylvania.

The University offers more than 100 graduate and undergraduate programs in the sciences and mathematics, business and public management, arts and humanities, health sciences, education and social work, and interdisciplinary studies. See Programs at West Chester (p. 55) for a complete listing of degree programs. Undergraduates are encouraged to participate in experiential learning opportunities, which range from internships to collaborative research with faculty members. In 2014, WCU launched a Summer Undergraduate Research Institute that offers even more undergraduates the chance to pursue significant research. Service learning is an integral component of many courses at West Chester and the keystone of the Honors College.

Currently, more than 16,000 undergraduate and graduate students are enrolled at West Chester University. WCU is one of the most sought-after universities in the mid-Atlantic region. We have received more than 13,700 applications for the fall 2016 first-year class, which will be comprised of approximately 2,500 students. We are the largest state-owned university in the Commonwealth of Pennsylvania and among the ten largest public institutions in such key measures as retention and graduation rates. Our entering students come from the top third of their high school class, and their SAT scores significantly outpace the state and national averages.

West Chester University continues to expand its international learning experiences. Currently, WCU has partnerships with 25 colleague institutions worldwide for cultural, educational, and scholarly exchanges. In 2014-15, the University sponsored 454 student international learning experiences, a 28% increase over the previous year. A new English-as-Second-Language program, launching in 2016, should help to further increase international enrollment on WCU’s own campus.

Distance education — comprised of both fully online and hybrid programs involving limited campus time — is helping WCU to meet enrollment demands. The number of seats in distance education courses increased by 38 percent this past year. The University also offers a variety of programs at a Center City Philadelphia location, including a bachelor’s in nursing, a bachelor’s and master’s in criminal justice and social work, and a master’s in communication studies.

History of the University

Although its founding year is 1871, the University can actually trace its roots to West Chester Academy, a private, state-aided school that existed from 1812 to 1869. The academy enjoyed strong support from
the Chester County Cabinet of the Natural Sciences. It was recognized as one of Pennsylvania's leading preparatory schools, and its experience in teacher training laid the groundwork for the normal school years that were to follow.

As the state began to take increasing responsibility for public education, the academy was transformed into West Chester Normal School, still privately owned but state certified. The Normal School admitted its first class, consisting of 160 students, on September 25, 1871. In 1913, West Chester became the first of the normal schools to be owned outright by the Commonwealth.

West Chester became West Chester State Teachers College in 1927 when Pennsylvania initiated a four-year program of teacher education. In 1960, as the Commonwealth paved the way for liberal arts programs in its college system, West Chester was renamed West Chester State College, and two years later introduced the liberal arts program that turned the one-time academy into a comprehensive college.

In recognition of the historic merit of the campus, the West Chester State College Quadrangle Historic District was placed on the National Register of Historic Places in 1981. The buildings included in this historic district are Phillips Memorial Building, Ruby Jones Hall, Recitation Hall, and the Old Library. Except for Phillips, these buildings are all constructed of native Chester County serpentine stone.

West Chester State achieved another major milestone with passage of the State System of Higher Education bill. West Chester became one of the 14 universities in the State System of Higher Education on July 1, 1983. Along with its new name - West Chester University of Pennsylvania - the institution acquired a new system of governance and the opportunity to expand its degree programs.

**Location of the University**

West Chester University is located in West Chester, Pennsylvania, a town that has been the seat of government in Chester County since 1786. Nestled in the heart of Pennsylvania's Brandywine Valley, West Chester is a picturesque and historic community that offers small-town charm with cosmopolitan flair. The Philadelphia Inquirer called it "one of the world's most perfect small towns."

West Chester was settled in the early 18th century, principally by members of the Society of Friends. In the heart of town is its courthouse, a classical Revival building designed in the 1840s by Thomas U. Walter, one of the architects for the Capitol in Washington, D.C.

Philadelphia is 25 miles to the east and Wilmington 17 miles to the south, putting the museums, libraries and other cultural and historical resources of both cities in easy reach. Valley Forge, the Brandywine Battlefield, Longwood Gardens and other world-class attractions are nearby. New York and Washington are easily accessible by car or train.

**How to Reach West Chester**

The Borough of West Chester can be accessed by car and public transportation. Route 3, the West Chester Pike, leads directly into town from Center City Philadelphia. From the Pennsylvania Turnpike, motorists traveling west should take Route 202 south from the Valley Forge Interchange or the E-Z Pass-only exit (#320), while those traveling east can arrive via Route 100 south from the Downingtown Interchange. From the south, Route 202 from Wilmington and Routes 100 and 52 from U.S. Route 1 all lead to West Chester.

Public transportation is available from Philadelphia and other nearby communities.

Information on public transportation and carpooling is available in Sykes Student Union, 610-436-2984.

**Communication Directory**

Mailing Address
West Chester University, West Chester PA 19383

<table>
<thead>
<tr>
<th>Telephones</th>
<th>Dial 610–436 plus number in parentheses. For offices not shown here, call University Information Center: 610–436–1000</th>
</tr>
</thead>
<tbody>
<tr>
<td>Web</td>
<td><a href="http://www.wcupa.edu">www.wcupa.edu</a></td>
</tr>
<tr>
<td>Academic Development Program</td>
<td>Academic Development Program, Lawrence Center (3274)</td>
</tr>
<tr>
<td>Undergraduate Admissions</td>
<td>Office of Admission, Messikomer Hall (3411); 877–315–2165 (toll free)</td>
</tr>
<tr>
<td>Affirmative Action</td>
<td>Office of Social Equity, 13/15 University Ave. (2433)</td>
</tr>
<tr>
<td>Billing/Payments</td>
<td>Office of the Bursar, 25 University Ave. (2552)</td>
</tr>
<tr>
<td>Bookstore</td>
<td>Student Services, Inc., Sykes Student Union (2242)</td>
</tr>
<tr>
<td>Careers/Placement</td>
<td>Towardowski Career Development Center, Lawrence Center (2501)</td>
</tr>
<tr>
<td>Conference Services</td>
<td>Office of Conference Services, 13/15 University Ave. (6931)</td>
</tr>
<tr>
<td>Continuing Education (Adult Studies)</td>
<td>Office of Graduate Studies, McKelvie Hall (2943)</td>
</tr>
<tr>
<td>Counseling</td>
<td>Department of Counseling and Psychological Services, Commonwealth Hall (2301)</td>
</tr>
<tr>
<td>Financial Aid/Work Study</td>
<td>Office of Financial Aid, 25 University Ave. (2627)</td>
</tr>
<tr>
<td>Graduate Studies</td>
<td>Office of Graduate Studies, McKelvie Hall (2943)</td>
</tr>
<tr>
<td>Housing</td>
<td>Residence Life and Housing Services, Lawrence Center (3307)</td>
</tr>
<tr>
<td>Police</td>
<td>Public Safety Department, Peoples Building (3311)</td>
</tr>
<tr>
<td>Pre-Major Advising Center</td>
<td>Pre-Major Academic Advising, 222 Lawrence Center (3505)</td>
</tr>
<tr>
<td>Public Relations and Marketing</td>
<td>Office of Public Relations and Marketing, 13/15 University Ave (3383)</td>
</tr>
<tr>
<td>Services for Students with Disabilities</td>
<td>Office of Services for Students with Disabilities, Lawrence Center (2564)</td>
</tr>
<tr>
<td>Student Activities and University Events</td>
<td>Student Programming Dept./Student Activities, Sykes Student Union (2983)</td>
</tr>
<tr>
<td>Student Services, Inc.</td>
<td>Sykes Student Union (2984)</td>
</tr>
<tr>
<td>Scheduling/Registration</td>
<td>Office of the Registrar, 25 University Ave. (3541)</td>
</tr>
<tr>
<td>Summer Sessions</td>
<td>Office of the Registrar, 25 University Ave. (3541)</td>
</tr>
<tr>
<td>Teacher Certification</td>
<td>Teacher Education Center, Francis Harvey Green Library (3090)</td>
</tr>
</tbody>
</table>

**The Frederick Douglass Institute**

The Frederick Douglass Institute (http://www.wcupa.edu/fDouglass) at West Chester University is an academic program for advancing multicultural studies across the curriculum and for deepening the intellectual heritage of Frederick Douglass, the former slave, distinguished orator, journalist, author, and statesman. Douglass, who was a frequent visitor to the West Chester area, gave his last public lecture on West Chester’s campus on February 1, 1895; an official historical marker has been placed to denote that location. Thirty years earlier, in October 1865, at the inauguration of a Baltimore, Maryland, institute named for him, Douglass said that the mission was "to be a
dispenser of knowledge, a radiator of light. In a word, we dedicate this institution to virtue, temperance, truth, liberty, and justice.”

At West Chester University, the Douglass Institute is primarily involved in four academic areas:
1. Conducting research in multiculturalism and on Frederick Douglass
2. Sponsoring distinguished exhibits and lectures
3. Establishing opportunities for advanced study for public, private, and college-level teachers
4. Collaborating with historical societies and other educational and cultural agencies

West Chester University’s Douglass Institute is recognized as the model for other Pennsylvania campuses and is called collectively the Frederick Douglass Institute of the Pennsylvania State System of Higher Education.

The activities of the institute take place on and off campus. With undergraduate and graduate students, and West Chester faculty, the institute sponsors seminars and forums on selected topics. The Anna Murray Douglass Circle is a lecture series offering a platform for today’s leading intellectuals. Annually in October, the institute sponsors Douglass Days, a festival of educational activities on Douglass and multiculturalism that involves the entire campus and surrounding communities.

For further information, call the Frederick Douglass Institute at 610-436-2766, or e-mail FDouglass@wcupa.edu. The fax number is 610-436-2769.

The Frederick Douglass Society
Drawing its content from our campus history of social consciousness and its structure from a variety of models in public life, the Frederick Douglass Society (http://www.wcupa.edu/fds) of West Chester University is the organization of faculty and staff at West Chester who embrace Frederick Douglass’ quest for freedom and inclusiveness. Named in 1983 for one of the 19th century’s most distinguished advocates of human freedom, the organization is oriented toward self-help and improvement by offering a collective voice in the affairs of the University. Its programs also aim to stimulate other groups on campus to enrich our climate. The society annually raises money for scholarship funds. It also seeks, by the example of Douglass, to promote an intellectual standard that is not only grounded in excellence but profoundly rooted in the public mission of higher education.

Institute for Women
The Institute for Women (http://www.wcupa.edu/instituteForWomen) was initially designated to serve as the parent organization to represent the interests of women on campus. The institute is an independent body headed by the director of the Women’s Center (http://www.wcupa.edu/womensCenter). Along with the Commission on the Status of Women and the Women’s and Gender Studies program, the Institute for Women engages in campus activities for the benefit of women students, faculty, and staff.

The institute sponsors activities to enhance the self-esteem and career success of women at the University including the Graduate Grant, Endowed Book Funds, and support for campus programs. The institute prepares periodic reports on the status of women at the University and has also secured Charlotte W. Newcombe Scholarship Grants for mature or second-career women for more than 25 years. For more information contact Alicia Hahn-Murphy, director, at 610-436-2122.

Ethnic Studies Institute
In 1975 West Chester University established the Ethnic Studies Institute (http://www.wcupa.edu/ethnicStudies) (ESI), a University-wide academic and cultural initiative to promote the appreciation of peoples and their diversity. Building on the success of early summer workshops in 1976 to today’s ongoing events, the institute continues to engage WCU’s multiethnic community in an open exchange of ideas regarding social-cultural categories.

Today, the institute continues to be a catalyst for introducing the University community and its broader Chester County public to various U.S. diverse communities and transnational populations as a means of preparing individuals for global participation. ESI does this through research, community services, education, advocacy, and cultural programming on diversity. ESI offers seminars, speakers, conferences, and other special events. It also contributes to the University’s commitment to fostering civility and the development of an inclusive and a safe environment where diversity is welcome.

The institute’s Ethnic Studies program offers the Minor in Ethnic Studies which comprises six concentrations: African American, Asian American, Hispanic and Latino, Jewish American, Native American, and multiethnic populations. These concentrations provide an interdisciplinary academic curriculum that enables socio-cultural and philosophical understanding. The institute promotes respect and compassion for all racial and ethnically diverse peoples.

For more information about the Ethnic Studies Institute (http://www.wcupa.edu/ethnicStudies) or the minor, contact Dr. Miguel Ceballos, director, at mceballos@wcupa.edu (610-436-2308).

Poetry Center
The West Chester University Poetry Center (http://www.wcupa.edu/poetry) hosts the annual West Chester University Poetry Conference (the largest annual all-poetry writing conference in America), sponsors the University’s Poet-in-Residence program, presents poetry readings throughout the year, and collaborates on poetry and music concerts with the College of Arts and Humanities. The center also oversees national poetry awards under the auspices of the Iris N. Spencer Poetry Awards. The center is located in the WCU Poetry House, and is directed by the Office of the Dean in the College of the Sciences and Mathematics. For more information, email (wcuPoetryCenter@wcupa.edu) the Poetry Center, or call 610-436-3521.

ACCREDITATIONS & NATIONALLY RECOGNIZED PROGRAMS
West Chester University is accredited by:
Middle States Commission on Higher Education (MSCHE)
3624 Market St.,
Philadelphia, PA 19104-2680
215-662-5606

Accreditations
Accreditation Board for Engineering and Technology (ABET)
Accrediting Council for Continuing Medical Education (ACCME)
American Chemical Society (ACS)
American Orff Schulwerk Association (AOSA)
American Speech-Language-Hearing Association (ASHA)
Association to Advance Collegiate Schools of Business (AACSB)
Commission on Accreditation of Allied Health Education Programs (CAAHEP) Pending Renewal
Commission on Accreditation of Athletic Training Education (CAATE)
Commission on Accreditation for Counseling and Related Educational Programs (CACREP)
Council for Accreditation of Counseling and Related Educational Programs (CACREP)
Council for Accreditation of Education for Public Health (CEPH)
Council for Social Work Education (CSWE)
Forensic Science Education Programs Accreditation Commission (FEPAC)
National Association of Schools of Art and Design (NASAD)
National Association of Schools of Music (NASM)
National Association of Schools of Theatre (NAST)
National Environmental Health Science and Protection Accreditation Council (EHAC)
Network of Schools of Public Policy, Affairs, and Administration (NASPAA)
Organization of American Kodaly Educators (OAKE)

West Chester University’s professional education programs are accredited by the Council for the Accreditation of Educator Preparation (CAEP) and approved by the Pennsylvania Department of Education (PDE) to recommend candidates for certification.

Recognized Programs
American Council on Teaching Foreign Languages (ACTFL)
Association for Middle level Education (AMLE)
Council for Exceptional Children (CEC)
International Literacy Association (ILA)
National Association for the Education of Young Children (NAEYC)
National Council for Social Studies (NCSS)
National Council of Teachers of English (NCTE)
National Council of Teachers of Mathematics (NCTM)
National Science Teachers Association (NSTA)
Organization of American Kodaly Educators (OAKE)

CALAER & TERM INFORMATION

Fall and Spring Terms
West Chester University operates on a semester system, with each semester spanning a 14-week period. As WCU is a State System university, the academic calendar is determined by Pennsylvania’s State System of Higher Education (PASSHE). The academic year begins with the fall semester in August and concludes at the end of the spring semester in May. Though many students take advantage of WCUs summer and winter sessions, the bulk of any student’s course work is taken during these two main semesters. Offerings are available in every department and in interdisciplinary areas.

Students from any college or university, as well as nontraditional students, may take courses for enjoyment, personal growth, or degree credit.

Academic Calendar
Our Academic Calendar provides important University dates and deadlines related to holidays, semester and session start-end, commencement, add/drop, withdrawal, and refund periods, final exams and grades, and financial aid.

Visit the Registrar’s website for the academic calendar (http://wcupa.edu/registrar/calendar).

Undergraduate Summer Sessions
West Chester University’s summer program, among the oldest university-sponsored summer programs in the United States, has one of the largest enrollments in the State System of Higher Education. More than 600 courses, both graduate and undergraduate, are offered, including workshops, seminars, and internships, as well as the typical semester classes. Offerings are generally available in every department and in interdisciplinary areas. Students from any college or university, as well as nontraditional students, may take courses for enjoyment, personal growth, or degree credit.

Winter Sessions
West Chester University offers a variety of undergraduate and graduate courses, in a number of delivery modalities (onsite, offsite, and online), between the fall and spring semesters. Students from any college or university, as well as nontraditional students, may take courses for enjoyment, personal growth, or degree credit.

CAMPUS & FACILITIES

West Chester University Campus
West Chester University’s campus is a mixture of 19th century collegiate Gothic and contemporary styles. The distinctive buildings and magnificent old trees make the campus one of the aesthetic treasures of southeastern Pennsylvania.

Approaching West Chester Borough from the south, the University stretches westward from High Street and provides a gateway to the borough. The Academic Quadrangle serves as a landmark surrounded by the University’s oldest buildings – Philips Memorial Building, Recitation Hall, Anderson Hall, Ruby Jones Hall, and the Old Library. Three of these buildings are constructed of the green-hued serpentine stone that has given West Chester its particular character for more than a century. Over the ensuing decades, the University expanded to the west and south to include residence halls, student activity and athletic facilities, a dining facility, and general academic buildings. Focal points of student leisure life outside the classroom include the Sykes Student Union, which houses a movie theater, food court, meeting rooms, and lounges, and the Student Recreation Center, which features a popular three-story climbing wall, basketball courts, exercise rooms with cardio equipment and weights, a running track, and a smoothie cafe for post-workout refueling.

Just three-quarters of a mile away is South Campus, a 300-acre expanse that includes apartment complexes housing more than 1,200 students and the Sturzebecker Health Sciences Center, a nationally acclaimed teaching, performance, and research facility. Surrounding the center are tennis courts, two multipurpose artificial turf fields, and Farrell Stadium, which is equipped with the same artificial turf used by professional football teams.

Also at South Campus is the Gordon Natural Area. This 70-acre site encompasses two parcels of land, a 47-acre forest, which is east of Farrell Stadium on South Campus, and a 23-acre tract of old farm fields, floodplains, and wetlands southwest of the stadium. Gordon Natural Area currently is home to more than 35 research projects, ranging from stream water quality assessments to seismic monitoring. In its efforts to protect biodiversity, the natural area conducts plant surveys, removes invasive plant species, and organizes tree plantings.

West Chester University is committed to developing and managing its financial and physical resources through sustainability. In 2010 the University released a comprehensive facilities plan which identified academic space needs and deficits. A follow-up report in 2011 looked at space needs at the individual department level. These documents provided a framework for the University to improve the physical campus environment. Considerable progress has been made toward overcoming space deficits, most notably in the construction of the Business and Public Affairs Center, which will be the largest academic building at WCU when it opens in 2017. While the comprehensive facilities plan has served the University well, continued growth and success requires a realignment of facilities space. In 2015, a mid-decade update was released to identify key issues that now direct the plan moving forward.

Information Services
The Information Services (http://www.wcupa.edu/infoservices) Division provides computing, information, and network services to the entire campus community. In addition to supporting many college and department-specific student computing labs, the Academic Computing Center on the ground floor of Anderson Hall serves as the focal point for instructional computing activity and manages public student labs totaling more than 200 workstations. The labs, which post their open hours on the web (http://www.wcupa.edu/infoservices/clientServices/itHelpDesk/), have consultants on duty to assist students. All computers support general-purpose applications such as word processing, spreadsheets, graphics, and database management systems (Microsoft Office suite) plus course-specific software such as SPSS, SAS, Minitab, Mathematica, Quark, and others. Many software
packages are also available to the campus community by Virtual Applications (VDI) solution, which provides faculty, staff, and students web-enabled access to data and applications on any device anywhere (on or off campus). The computer labs also provide access to printers, digitizers, and optical scanners. Student laboratory facilities are also located in Sykes Student Union. Information Services provides many resources and services to promote the use of technology in the teaching and learning environment. More than 150 classrooms are equipped with presentation technologies. For further information contact the IT Help Desk at 610-436-3350.

University Libraries

West Chester University has two libraries, the Francis Harvey Green Library (http://www.wcupa.edu/library), at the corner of High Street and Rosedale Avenue, and the Presser Music Library (http://www.wcupa.edu/presserLibrary), 121 Swope Music Building and the Performing Arts Center. Both libraries offer excellent environments for study and research. Library collections compare favorably with other major public and private libraries in the region. Total library holdings include more than four million items.

The library's website, http://www.wcupa.edu/library, provides continually updated access to a wide array of resources and services with links to the library's catalog, databases, electronic reserves, library services and hours, and OneSearch. OneSearch provides a single, Google-like interface to search the vast majority of materials owned and licensed by WCU Library Services. OneSearch and library databases are available on any computer with Internet access. WCU faculty, students, and staff not using a computer on the WCU campus network must enter their WCU ID and password to gain access to many library resources. An automatic mobile interface, and downloadable applications for streaming media allow access to many library resources and services on smartphones and tablets.

Francis Harvey Green Library

The Francis Harvey Green Library (http://www.wcupa.edu/library) is the main library on campus. Key library services include reference (in-person, text, telephone, chat, and e-mail), library instruction, electronic reserves, interlibrary loan, wireless laptops for use in the library, and access to scanners and coin-operated photocopiers and microform copiers. Most articles requested on interlibrary loan are delivered by e-mail. Most books and other physical material requested on interlibrary loan from other libraries must be picked up at the Green Library. Questions regarding library materials and services should be directed to the Green Library Reference Desk, 610-436-2435, refdesk@wcupa.edu.

There is a Starbucks on the first (ground) floor of the Green Library with an exterior entrance from the Quad and an interior entrance from the library.

Presser Music Library

The Presser Music Library (http://www.wcupa.edu/presserLibrary) contains the University's collection of print scores as well as sound recordings, music books, periodicals, and microforms. Desktop computers, music composition software, and laptops for in-library use are available.

Library Holdings

- More than 740,000 print volumes
- More than 2,000 print subscriptions
- More than 12,000 films, videos, and DVDs
- More than 56,000 sound recordings
- More than 760,000 electronic books
- More than 27,000 electronic journal subscriptions
- More than 2.2 million art images
- More than 770,000 albums of streaming audio
- More than 49,000 scores
- Full text of articles from more than 97,000 journals through licensed databases
- More than 926,000 microfilms, microfiche, and microcards

Interlibrary Loan

Books and articles not owned or licensed by WCU Library Services may be requested online using interlibrary loan services, including ILLiad and PALCI EZ-Borrow. Special interlibrary loan services are available to students who do not take classes on the main campus, including distance education students and students at other locations, such as the Graduate Center or the Philadelphia campus. There is no charge for interlibrary loan.

Special Collections

West Chester University Library Services Special Collections (http://subjectguides.wcupa.edu/speccoll) preserves and provides access to materials of significant historical and research value related to University history and the teaching and learning needs of the University community. Special Collections offers access to local and statewide community residents and other outside researchers.

Special holdings include the Chester County Collection of Scientific and Historical Books, the Normal Collection (publications by faculty and alumni), and the Stanley Weintraub Center for the Study of Arts and Humanities. Important rare books include The Biographies of the Signers of the Declaration of Independence by John Sanderson and the first four Folios of Shakespeare. Collections worthy of note, but not in Special Collections, include children’s literature, instructional media in the FHG Library, and the Philips Autographed Library in Philips Memorial Building.

Philadelphia Campus

West Chester University's Philadelphia campus offers programs of study within three different colleges, all under one roof. WCU Philadelphia specializes in part-time courses for busy professionals who are looking to obtain their bachelor's or master's degrees.

Small class sizes and distinguished faculty members are the hallmarks of a WCU Philadelphia education, and create a positive and successful learning experience for students. In addition to attaining a customized education experience, students will network and build connections, setting them on the right path for a successful future. Academic colleges represented at the Philadelphia campus include:

- College of Arts and Humanities
- College of Business and Public Management
- College of Health Sciences

Location

West Chester University's Philadelphia campus is surrounded by many of the restaurants, shops, and cultural attractions that the city is famous for. Located in the heart of Center City at 701 Market Street, WCU Philadelphia is easily accessible by public transportation. SEPTA’s Jefferson Station is a short walk from campus, and a bus stop is located just outside of the building. If you drive to campus, WCU students are eligible for discounted parking rates at local parking lots and garages. On street metered parking is also available.

Resources

West Chester University’s Philadelphia campus is a state-of-the-art classroom and meeting space equipped with educational resources to help students reach their fullest academic potential, including:

- Computer lab
- Counseling services
- Writing center
- Full-time Coordinator of Support Services in Center City (links services offered in West Chester to our Philadelphia students)
Graduate Center
The Graduate Center (http://www.wcupa.edu/graduateCenter), located within the Greenhill Corporate Park at 1160 McDermott Drive in West Chester, is home to the MBA Program, the Department of Public Policy & Administration, and the Department of Counselor Education. Additionally, it is home to the Southeastern Pennsylvania Autism Resource Center (SPARC), a non-profit clinic that provides services to individuals with autism and a variety of behavioral challenges.

Geology Museum
The WCU Geology Museum in the Schmucker Science Center displays specimens from collections of historic and scientific importance. The museum is unique in the U.S. because University students who are majors in the Department of Earth and Space Sciences have created each exhibit. These exhibits use minerals, rocks, and fossils from around the world drawn from notable 19th and 20th century collectors who lived in Chester County, including William Yocom, William Brinton, Hugh McKinstry, and Ruth Bass. Each exhibit highlights an interesting topic about minerals and rocks. Students can explore electricity and magnetism in minerals using an interactive display, discover how Chester County rocks have been mined and used for hundreds of years; find the beauty of fluorescent minerals under ultraviolet light, from the extensive collection of John Stolar, Sr.; and explore ancient life through the marine creatures preserved along waterways. The museum is free and open to the public Monday through Thursday from 10 a.m. to 2 p.m. during the fall and spring semesters, and is open by appointment during summer and winter sessions. Please contact the Department of Earth and Space Sciences at 610-436-2727 for more information or to make an appointment.

WCU Observatory
The College of the Sciences and Mathematics operates an observatory on top of the Schmucker Science Center. The facility houses a 14-inch, Schmidt-Cassegrain telescope with photometric, spectrographic, and photographic instrumentation. The observatory serves mostly as an introduction to astronomy research for interested students, but it is also used for public outreach and is available for use in astronomy courses.

WCU Planetarium
The Department of Earth and Space Sciences operates the Dr. Sandra F. Pritchard Mather Planetarium, located in the Schmucker Science Center. The planetarium is equipped with a state-of-the-art SciDome XD Touch digital projector and a 32-foot nanoseam dome, manufactured by Spitz, Inc. The planetarium is used for WCU astronomy classes, school groups (Pre K to 12), and public programs. Annual attendance approaches 2,000. During the regular academic year, public shows are offered several times a month. Live shows presented by a Ph.D astronomer, give an overview of the current night sky and focus on a special topic in astronomy. Pre-recorded shows consist of a short sky tour followed by an astronomy-themed movie. These movies are specially formatted for the planetarium dome, providing an immersive experience that is both educational and entertaining. Programs are made possible by funding from the WCU College of the Sciences and Mathematics, admissions fees, and generous donations from WCU faculty, staff, alumni, and the public. For more information or to join the e-mail list, see http://www.wcupa.edu/earthSpaceSciences.

Darlington Herbarium
The Darlington Herbarium, housed in Schmucker Science Center, is one of the most highly regarded historical collections of dried plant specimens in the East. Among the 20,000 specimens are plants collected by such famous explorers and botanists as Captain John Fremont, Thomas Nuttall, Sir William Hooker, C.S. Rafinesque, and George Englemann. More than 200 collectors from America’s formative years of 1820 to 1850 are represented. The herbarium was the work of Dr. William Darlington (1782-1863), a member of the West Chester Cabinet of Science. Dr. Darlington was eminent in West Chester as a physician, educator, banker, businessman, historian, and botanist. His plants, however, were his first love. A state park has been established in northern California to preserve a rare species of insectivorous plant named in his honor - Darlingtonia.

Robert B. Gordon Natural Area for Environmental Studies
The University has conserved 70 acres of natural woodland, field, and streamside habitat at the Gordon Natural Area, located on South Campus. Dedicated in 1973, the area was named for Robert B. Gordon, faculty member and chairperson of the University’s department of science from 1938 to 1963. The Gordon Natural Area encompasses two parcels of land: a 47-acre forest, which is east of Farrell Stadium on South Campus, and a 23-acre tract of old farm fields, floodplain, and wetlands southwest of the stadium. Gordon Natural Area currently is home to more than 35 research projects, ranging from stream water quality assessments to seismic monitoring. In its efforts to protect biodiversity, the natural area conducts plant surveys, removes invasive plant species, and organizes tree plantings. As part of its outreach mission, the Gordon Natural Area partners with area organizations on projects such as the Pennsylvania Horticulture Society’s Tree Tenders program and the East Goshen Township Forest Restoration Project. In addition, more than 900 West Chester University students visit this outdoor classroom annually. While frequented by field botany and general ecology students, it’s also used by business and education classes, Honors College programs, ROTC students, student wellness, and athletic programs.

Historical Properties
The Chester County Cabinet of Natural Sciences (1826-1871) and the West Chester Academy (1811-1871) merged to form the West Chester Normal School, which evolved into West Chester University. Historical properties came to the Normal School from the Chester County Cabinet, including a grandfather’s clock that belonged to Benjamin Franklin, a telescope owned by Revolutionary War General Anthony Wayne, the Darlington Herbarium, and various library and museum collections. Especially notable are the letters of Anthony Wayne, including letters to Wayne from George Washington, Benedict Arnold, and others. The Wayne telescope, letters, and library collections are housed in the Francis Harvey Green Library Special Collections.

Art Collections
The University’s permanent art collection is made up primarily of gifts from interested art patrons, senior class purchases, and gifts from the alumni. The permanent art collection is on display in buildings throughout the campus. The collection consists of a number of important works, such as the watercolor, Andress Place, by Andrew Wyeth.

Speech and Hearing Clinic
The Speech and Hearing Clinic (http://www.wcupa.edu/speechHearing) (located at 201 Carter Drive, Suite 400) is maintained by the Department of Communication Sciences and Disorders to train student clinicians under the supervision of licensed, certified faculty. The clinic provides evaluation, intervention, and consultation services to individuals with speech and language disorders, communication differences, and professional communication enhancement needs, as well as comparable services to those with various hearing disorders. The clinic also provides diverse community outreach and education opportunities for individuals and institutions. Clinic services offered are complimentary for students, faculty, and staff at West Chester University, as well as for students at Cheyney University. Those outside the University community may access clinical services in accordance with a modest fee schedule. Additional information or appointments can be made through the clinic office, 610-436-3402.
GRADUATE ADMISSIONS

The mission of graduate education at West Chester University is to provide high-quality, accessible graduate degree, professional growth, certification, and certificate programs responsive to students’ needs for professional development and educational enrichment. The offerings reflect a wide range of master’s programs as well as a selected number of specialist and professional growth opportunities. The quality of programs is enhanced by the graduate students’ access to and interaction with faculty and by the richness of the diverse student body. The graduate programs are integrated with the research, outreach, and development functions of the University. The faculty fosters excellence in teaching and promotes an intellectual environment that actively supports quality graduate education. The goals of graduate study at this University are as follows:

1. Foster an attitude of intellectual and creative inquiry and to develop research and analytical skills that are applicable to professional settings.
2. Increase the professional skills and academic competence of students to enable them to make important contributions to their professions.
3. Prepare students for further graduate study.
4. Meet the needs of college graduates who are preparing for changing career roles in the future.

Graduate education at West Chester has grown remarkably since its introduction in 1959. Approximately 2,400 students now attend during the fall and spring semesters; some 1,900 enroll for summer sessions. West Chester University’s graduate program is the largest within the 14 Commonwealth–owned institutions of higher learning.

The University began as the West Chester Academy in 1812 and functioned as a normal school from 1871–1927. Since it became a four-year college in 1927, West Chester has grown steadily and is now one of the major comprehensive institutions of higher learning in the Philadelphia area.

West Chester University offers graduate programs on main campus, at the Graduate Center, in Center City Philadelphia, and online. Each of our convenient locations contains well appointed classrooms and meeting spaces, parking, lounges and faculty offices. Our main campus is located at 700 South High Street in the borough of West Chester, just 25 miles west of Philadelphia and 17 miles north of Wilmington, Delaware. The Graduate Center is located in the Greenhill Corporate Park on McDermott Drive (just off the Boot Road exit of Rt. 202), about five miles from the main campus. the Philadelphia campus is located in the heart of Center City at Mellon Independence Center, 701 Market Street, Philadelphia.

The University offers the Doctor of Education, Doctor of Nursing Practice, Doctor of Public Administration, Master of Business Administration, Master of Education, Master of Public Administration, Master of Science in Nursing, Master of Science in Clinical Mental Health Counseling, Master of Social Work, Master of Arts, Master of Music, and Master of Science in more than 50 areas of study. In addition to the doctoral and masters degrees, the university also offers graduate certificates and post-baccalaureate certifications.

West Chester schedules most of its graduate classes during late afternoons and evenings.

The provisions of this catalog are not to be regarded as an irrevocable contract between the student and the University. West Chester University reserves the right to change any provisions or requirements at any time.

Office of Graduate Studies
McKelvie Hall
102 W. Rosedale Avenue
West Chester University
degree program and has completed 12 to 15 semester hours of work, the student must apply for admission to degree candidacy.

The Application Procedure

Students who have earned or will successfully complete a bachelor’s degree prior to enrollment from an accredited college or university in the United States or the equivalent from another country are eligible to apply for admission to a graduate program.

Electronic applications are available on the Office of Graduate Studies (http://www.wcupa.edu/grad) website. Students must submit the completed application and supporting documentation, including the following:

1. One official copy of academic records (transcripts) from every college and university attended (except West Chester University). Note: Applicants to a professional growth program need only submit transcripts from the institution where their highest degree was awarded.
2. Two professional recommendations (Please note: some programs may require additional recommendation letters or customized forms formatted by the department.)
3. A written statement of professional goals. Language candidates (French, German, and Spanish) must write the statement in the program language. (Please note that some programs have specific requirements regarding the personal statement. Specific program requirements will be listed as part of the application instructions.
4. Several programs require a recognized test of scholastic aptitude, e.g., Graduate Record Examination (General and/or Advanced), and/or the Graduate Management Admissions Test (GMAT).
5. Additional requirements may include the following:
   • An audition (music applicants only)
   • Resume
   • Any supplemental information (e.g., forms, writing samples required by department)
   • A personal interview.
6. Applicants should consult with the graduate coordinator of the primary interest area to assure compliance with admission requirements for a particular degree program.

The applicant is responsible for assuring that the Office of Graduate Studies receives all necessary materials by the recommended application deadlines.

All application materials become the property of West Chester University and may not be returned or forwarded to another institution.

Application Deadline

Most of the graduate programs allow for rolling admissions. However, some programs do have specific deadlines. Please refer to the department website for more information.

Some programs have established different recommended application deadlines. Please see application information under individual programs listed in this catalog.

The application and all supporting credentials should be submitted by the deadline. Late applications will be accepted; however, admission will be on a space-available basis for applicants who meet all other admission requirements. Applicants who have missed the deadline should consult with the graduate coordinator for that program to receive advice regarding the possibility of enrolling as a nondegree student for a maximum of nine credits while awaiting action on their application.

Students interested in receiving a graduate assistantship should indicate their interest in the area designated on the electronic admissions application.

Notification of Admission

All applications are reviewed by both the appropriate department or program and the Vice Provost and Dean of Graduate Studies. Applicants will be notified acceptance or rejection of their applications. If accepted, students must follow all program advising and scheduling policies and procedures. Accepted students should meet immediately with their advisers to outline a program of study.

Matriculation Deposit

All newly accepted students are required to pay a $100 matriculation deposit as proof of intention to enroll. This is a nonrefundable tuition deposit that will be credited to the student’s account upon enrollment. The Office of Graduate Studies reserves the right to cancel a student’s admission if he/she fails to submit a deposit prior to enrollment.

CERTIFICATE PROGRAM ADMISSIONS

Professional Certificates

Several departments and programs, in addition to offering degrees, offer professional certificates upon completion of a prescribed course of study. These certificates are different from teaching certification and do not lead to teaching credentials from PDE. Consult the individual department or program listings regarding offerings.

Policies and Procedures for Graduate Certificate Programs

Definitions

A graduate certificate program is a focused collection of courses that, when completed, affords the student a record of academic accomplishment in a given discipline or set of related disciplines. Graduate certificate programs are a minimum of 12 credits.

Admission criteria for graduate certificate programs are the same as for graduate degree programs. While the courses in a graduate certificate program may be used as evidence in support of a student’s application to a graduate degree program, the certificate itself is not considered a prerequisite, nor is it a guarantee of admission. Graduate certificate students are not eligible for graduate assistantships.

While taking the last course(s) of the certificate program, the student should apply for the certificate by using the appropriate form (available on the Graduate Studies website).

Guidelines

1. Students are awarded a graduate certificate upon completion of a well-defined program of course work within an approved graduate program.
2. The didactic material encompassed within a graduate certificate program may represent a subset or extension of an existing graduate discipline.
3. For a graduate certificate program, the number of graduate credits is expected to be a minimum of 12. The number of credits must be appropriate to the learning objectives and focus of the program.
4. Graduate certificate programs may be at the post-baccalaureate or post-master’s level. Post-master’s graduate certificate programs must be designated as such.
5. Graduate certificate programs do not include a thesis.
6. All graduate certificate programs will be reviewed within the course of regular graduate program assessment and review.
7. Certificate programs also may be proposed for post-baccalaureate students that consist of undergraduate credit courses, professional credit courses, or noncredit courses; in such cases, the programs will
not be considered to have met the standards for graduate certificate programs.
8. With the exception of courses offered in collaboration with another institution or expressly addressed in the certificate program requirements, a majority of credits for the certificate program must be completed at West Chester University. Graduate credits from another accredited institution may be accepted for transfer and are subject to the transfer of credit policy in place with approval of the department and the Vice Provost and Dean of Graduate Studies. Please refer to the Transfer Admissions section of the catalog.
9. Students pursuing a graduate certificate will be required to meet the same admissions and academic requirements as those defined for degree-seeking students (e.g., maintenance of a 3.0 GPA).
10. The title of any graduate certificate program must contain the words "Graduate Certificate Program." Only Pennsylvania Department of Education certification programs may include the word "certification."

Student Eligibility and Admission Criteria

1. Admission criteria beyond the bachelor's degree from an accredited institution will be determined by the department and explicitly stated.
2. Each program may set admissions criteria above those required for general graduate admissions to a certificate program (e.g., higher GPA or TOEFL scores, standardized test scores, whether or not certificate courses may be counted towards a related master's degree program).
3. Graduate certificate students are not eligible for graduate assistantships.

NON-DEGREE ADMISSIONS

Students often begin their graduate college careers by enrolling in courses in non-degree status for personal and professional growth. Students may enroll in graduate-level courses on a non-degree basis after having earned a baccalaureate degree from a regionally accredited institution. "Non-degree" is an academic term for "not formally accepted into a degree program."

Non-degree students may schedule up to nine credits of coursework on a non-matriculated basis and may be permitted to take a workshop or other noncredit-bearing class. Non-degree students are permitted to enroll in any graduate course in which they possess the necessary prerequisite coursework and/or can demonstrate, prior to enrollment, minimum performance competencies. Non-degree students may also be required to seek permission from the instructor. Students enrolling in courses under this policy are expected to meet the minimum GPA required for graduate work and are encouraged to seek the academic guidance of the graduate coordinator in their intended discipline. Completing courses on a non-degree basis does not guarantee admission, and credits earned may not necessarily be applied to a degree program at a later date. Non-degree students are not eligible to receive financial aid. Additional coursework may be taken only after the student has applied and been accepted as a matriculated student into one of the categories described above. Students taking only special courses, such as workshops, are the exception to this rule. Students should begin the formal application process immediately after they have decided to pursue a graduate degree at West Chester University.

For additional information, contact the Office of Graduate Studies at 610-436-2943, via e-mail at gradstudy@wcupa.edu, or view more information on the Office of Graduate Studies (http://www.wcupa.edu/grad) website.

INTERNATIONAL ADMISSIONS

Admission of International Students

Applications and supporting documents must be submitted to the Office of Graduate Studies no later than May 15 for admission the following fall semester, and October 15 for admission the following spring semester.

Applicants whose native language is not English must submit evidence of satisfactory performance on either the Test of English as a Foreign Language (TOEFL) or the International English Language Testing Systems (IELTS - Academic Test). Satisfactory TOEFL scores are 550 for the written exam, 213 for the computer-based exam, and 80 for the Internet-based exam. Satisfactory IELTS - Academic Test scores are at the 6.5 band. Information about the TOEFL exam is available at www.ets.org (http://www.ets.org) and the IELTS - Academic Test at www.ielts.org (http://www.ielts.org). Students may be required to submit official documentation upon successful completion of our intensive English program, ELS program. For graduate students who receive provisional admission while completing the program, West Chester University reserves the final right and discretion to determine full matriculation as a degree-seeking student regardless of successful completion of the English language program.

The following official education documents must be filed with the Office of Graduate Studies:

1. A completed application.
2. One official transcript evaluation by either the World Educational Services (http://www.wes.org), Education Credential Evaluators, Inc (http://www.ece.org), or any NACES-participating organization (http://www.naces.org).
3. Documents in a language other than English must be accompanied by English translations certified by a University official. Original documents must accompany the certified translations.
4. Those under the British system of education must submit results of external examinations issued by the university administering the examinations. The college record alone is not sufficient. All educational documents must be signed and sealed by a university or college official. Handwritten documents are not acceptable.
5. TOEFL or IELTS - Academic Test scores must be sent from the testing agency directly to the Office of Graduate Studies or ESL completion information from the providing agency must be sent directly to the Office of Graduate Studies. After the application is complete, the academic department and the graduate dean will review it. The applicant will be notified of the admission decision via e-mail.
6. A medical history form and an immunization record must be completed by a physician and returned to the Student Health Center, www.wcupa.edu/healthServices.
7. If a student is admitted to a degree program, the University will supply the application for the issuance of the form I-20 for the student visa.

Student Visa

Applicants who require a student visa must indicate this on the application form. Those already in the United States must provide a copy of their current visa. NOTE: The Form I-20 cannot be issued for professional growth or certificate programs. These programs do not lead toward a degree.

Proof of Financial Support

International students must provide proof of financial support in the amount of $28,118 for the first year of study at West Chester University and demonstrate that adequate funding will be available from the same or equally dependable sources for subsequent years. This financial documentation must be received, reviewed, and evaluated as a condition of issuing the Form I-20.

Funds may come from any dependable source, including scholarships, fellowships, sponsoring agencies, personal funds, or funds from the student’s family. Documentation of scholarships and fellowships may be in the form of an official award letter from the school or sponsoring...
agency; documentation of personal or family funds should be on bank letterhead stationery, or in the form of a legally binding affidavit. Form I-134, “Affidavit of Support,” can be used to document support being provided by a U.S. citizen or U.S. legal permanent resident. If the student will depend on funds from a source outside of the U.S., West Chester University will determine if restrictions exist on the transfer of dollars from the country holding the funds, if the situation warrants such an inquiry. If it is determined that there are restrictions on the transfer of dollars, we may require an advance deposit of tuition and perhaps living expenses as well before issuing the Form I-20. For all students who have previously studied in the U.S., verification that all financial obligations were met at prior academic institutions is required in addition to the required proof of financial support

Insurance Requirements for International Students

International students at West Chester University are required to carry adequate health insurance in the United States to be effective for all periods of time the student has been authorized to be in the United States by an immigration document issued by the University. Health insurance policies must be purchased through a company that sells insurance in the United States. West Chester University complies with the coverage standards set forth by the Department of State which must be met by all insurance policies. Information about the minimum standards is available at the Center for International Programs (http://www.wcupa.edu/international/healthInformation.aspx) Office, 610-436-3515.

To assure compliance with the insurance requirement, all international students must come to the CIP by August 31st of each academic year (January 31st for students entering spring semester). At the CIP, students must provide evidence of insurance coverage in a manner that meets the minimum standards for international students in the United States. West Chester University complies with the Department of State’s medical insurance standards. If you have questions, please visit the Office of International Affairs at 610-436-3515.

ACCELERATED PROGRAMS

West Chester University offers accelerated bachelor’s to master’s programs permitting undergraduate students with at least junior standing to take graduate coursework in order to get an early start on the graduate degree. Accelerated programs can expedite the time to completion of the master’s degree. Accelerated programs can also decrease the overall combined credits necessary to complete the undergraduate and graduate degrees since graduate credits may be used to satisfy undergraduate degree requirements. Accelerated programs are an ideal option for students whose desired profession requires a master’s degree to practice and/or those students seeking accelerated completion of an undergraduate degree to practice and/or those students seeking accelerated completion of graduate-level work. Please note that accelerated offerings are limited to those programs that have elected to provide for such a format. Visit Accelerated Programs (http://catalog.wcupa.edu/undergraduate/accelerated-programs) in the Undergraduate catalog for more information.

NON-DEGREE ADMISSIONS

Undergraduate Non-Degree Admissions

"Non-degree" is an academic term for "not formally accepted into a degree program." It is a great way to start your college career or to gain personal and professional growth.

Non-Degree Application

The Non-Degree Application will become available once the course schedule for the semester becomes accessible online. The application will remain active until the end of the Add/Drop period each semester. After the Add/Drop period, students will not be permitted to apply for that particular semester.

We recommend that non-degree applicants complete the application prior to the start of open registration. This will allow time for admission and prerequisite requirements to be assessed, as well as communication with Department Chairs, if deemed necessary.

Tips for Applying

- You will need to provide personal information, such as your date of birth, social security number, mailing address, and email address on the application.
- Once the application is submitted, you will receive an email notification almost immediately, sent to the email address supplied, verifying that the application was submitted successfully. Some non-degree applicants, such as high school students, will be emailed additional paperwork that will need to be completed. Your online application will not be processed until all supporting documentation is received, and it is determined that you meet the admission requirements for the non-degree program. Once the application is processed, a second email will be sent containing important information, including a WCU ID number and directions on how to set up your self-service account (myWCU).
- You will use that WCU ID number to activate your account. Once activated, you will be able to enroll in courses, as long as you meet the prerequisite requirements. If you have taken the prerequisites at another institution, you will need to be given permission to enroll by a WCU staff member.

Please visit our website at http://www.wcupa.edu/registrar/nondegree.aspx for more information regarding admission requirements and required supporting documentation.

Graduate Non-Degree Admissions

Students often begin their graduate college careers by enrolling in courses in non-degree status for personal and professional growth. Students may enroll in graduate-level courses on a non-degree basis after having earned a baccalaureate degree from a regionally accredited institution. “Non-degree” is an academic term for “not formally accepted into a degree program.”

Non-degree students may schedule up to nine credits of course work on a non-matriculated basis and may be permitted to take a workshop or other noncredit bearing class. Non-degree students are permitted to enroll in any graduate course in which they possess the necessary prerequisite coursework and/or can demonstrate, prior to enrollment, minimum performance competencies. Non-degree students may also be required to seek permission from the instructor. Students enrolling in courses under this policy are expected to meet the minimum GPA required for graduate work and are encouraged to seek the academic guidance of the graduate coordinator in their intended discipline. Completing courses on a non-degree basis does not guarantee admission, and credits earned may not necessarily be applied to a degree program at a later date. Non-degree students are not eligible to receive financial aid. Additional coursework may be taken only after the student has applied and been accepted as a matriculated student into one of the categories described above. Students taking only special courses, such as workshops, are the exception to this rule. Students should begin the formal application process immediately after they have decided to pursue a graduate degree at West Chester University.

For additional information, contact the Office of Graduate Studies at 610-436-2943, via e-mail at gradstudy@wcupa.edu, or view more information on the Office of Graduate Studies (http://www.wcupa.edu/grad) website.

OTHER ADMISSIONS INFORMATION

Physical Examination Requirements

Information on physical examination requirements is available in the Student Affairs section of this catalog.

Students with Disabilities

West Chester University will make every effort to assure that students with disabilities will have access to all classes required for their program
of study and will endeavor to remove all obstacles to a fulfilling, comprehensive university experience.

Students should contact the Office of Services for Students with Disabilities (http://www.wcupa.edu/ossd) in Room 223 Lawrence Center to arrange suitable accommodations. Additional information can be obtained by calling 610-436-2564.

Second Baccalaureate Degree
An individual may pursue a second baccalaureate degree at West Chester University after earning the first baccalaureate degree either at West Chester University or another institution. Such an individual must apply for admission through the Office of Admissions (http://www.wcupa.edu/ADMISSIONS) as a transfer student.

Admission of College Graduates Seeking Certification
College graduates who wish to obtain teaching certification should consult with the Office of Graduate Studies (http://www.wcupa.edu/grad) for admissions materials. Applicants will be referred to the appropriate faculty adviser(s) for completion of the Approved Program of Studies form.

Readmission of Former Undergraduate Students
Degree students who have not attended West Chester University for three or more consecutive semesters are classified as "inactive" and must request an application for readmission from the Office of Admissions (http://www.wcupa.edu/admissions). After an absence of only one semester, students wishing to return need to contact the Office of the Registrar (http://www.wcupa.edu/registrar) and their department advisers. Students applying for readmission who have attended any institutions of higher learning since leaving West Chester must request those institutions to forward transcripts of their records to the Office of Admissions.

Readmitted students who have a disability that they previously disclosed but wish to do so should contact the Office of Services for Students with Disabilities (OSSD) at 610-436-2564. These students will be informed of the appropriate documentation to submit as well as the assistance and support services available to them. Students who believe that their disability had an effect on their previous course work at the University and wish to have this fact considered should include that information in their personal statement. They also may wish to seek the support of the OSSD in the readmission process.

Readmitted students are bound by the requirements in general education, major, minor, and cognate areas at the time of readmission, except where permission is granted by the respective department concerning departmental requirements.

Students intending to enroll in student teaching in the first semester of readmission must file an application for student teaching with the individual departments at least four months before their expected readmission. See also "Student Teaching" in the section entitled "Academic Affairs."

All readmission applications, including all supporting documents, should be filed by August 1 for the fall semester and December 1 for the spring semester.

Readmission of Former Graduate Students
Readmission is not automatic and may be subject to additional conditions set by the department, school or college, or by the Dean of Graduate Studies. Students inquiring about readmission to their previous graduate program should contact the Office of Graduate Studies at 610-436-2943 or gradstudy@wcupa.edu.

Second Master's Degree
Students wishing to obtain a second master's degree from West Chester University (where the baccalaureate degree may have been earned at West Chester University or another institution) must meet all academic requirements set by the Office of Graduate Studies and the department concerned. Candidates for a second master's degree must earn a minimum of 24 credits beyond the hours applied toward the first master’s degree. All new credits and additional departmental academic requirements must have been completed within a six-year period preceding the awarding of the second degree.

Senior Citizen Policy
The Senior Citizen Program allows retired Pennsylvania residents to attend West Chester University tuition free on a space-available basis. To qualify, the student must be retired, at least 60 years old, and have been a Pennsylvania resident for at least a year. Students may enroll as either degree or non-degree students and may audit or take courses for credit. The program does not include internships, independent study, individualized instruction, student teaching, thesis, seminar, or any similar course requiring extra faculty compensation for the additional enrollment. All scheduling information is available in the Office of Graduate Studies (http://www.wcupa.edu/grad).

Senior citizen students may not register prior to the beginning of classes. They must attend the first meeting of the class(es) for which they wish to register and obtain the instructor's signature on their schedule, indicating there is space available in the class. They then return their signed schedule, along with a signed Senior Citizen fee waiver form and signed audit form if they wish to audit, to the Office of Graduate Studies (http://www.wcupa.edu/grad). The office then schedules the student and submits the fee waiver form to the Office of Financial Aid (http://www.wcupa.edu/FinancialAid).

Criminal Convictions Policy
West Chester University is committed to ensuring a safe learning environment for all students and employees. As a result, policy and procedures have been developed to protect all members of the University Community.

If a prospective student confirms a prior criminal conviction on his or her admission application, said application will enter a predetermined review process. A prior conviction, in and of itself, does not automatically result in the denial of admission to the University. However, because some state professional standards and licensure requirements bar the issuing of a license to an individual with certain criminal convictions, an individual who indicates such a conviction may be deemed ineligible for acceptance into related academic majors/programs, regardless of whether other university requirements have been met. In addition, entrance into university-owned or university-affiliated housing may also be denied.

Ultimately, decisions regarding admission will be based on the following criteria:
1. Nature and severity of the offense or offenses
2. Length of time since completion of the sentence, if applicable
3. Extent to which the conduct would be relevant to the applicant’s participation in the University Community
4. The applicant’s attitude toward the offense and its effect on the applicant’s life

WEST CHESTER UNIVERSITY
FEES & EXPENSES

Special Note: The fees listed below reflect charges at press time. For up-to-date information on fees at any given time, contact the Office of the Bursar (http://www.wcupa.edu/bursar), 610-436-2552.

Fees and expenses are subject to change without notice. Fees shown here are in effect for the academic year 2015–2016 and apply to fall and spring semesters only. Tuition changes 2016–17 if approved, would occur after the printing of this catalog.

Undergraduate Tuition Rates

Tuition and fees can be paid by check, electronic check (e-check), money order, or cash. The University does not accept credit cards for tuition and fee payment except through the Web-based QuikPAY system. If the student chooses to pay via credit card, a fee will be assessed for this service. Refer to the Office of the Bursar’s webpage (http://www.wcupa.edu/bursar) for payment instructions.

Undergraduate Tuition for Legal Residents of Pennsylvania

<table>
<thead>
<tr>
<th></th>
<th>$3,530.00 per semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-time students (between 12-18 credits)</td>
<td></td>
</tr>
<tr>
<td>Part-time students (11 credits or less), or per credit for each credit over 18</td>
<td>$294.00 per credit</td>
</tr>
</tbody>
</table>

See the Office of the Registrar (http://www.wcupa.edu/registrar) for residency requirements.

Undergraduate Tuition for Out-of State Students

<table>
<thead>
<tr>
<th></th>
<th>$8,825.00 per semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-time students (between 12-18 credits)</td>
<td></td>
</tr>
<tr>
<td>Part-time students (11 credits or less), or per credit for each credit over 18</td>
<td>$735.00 per credit</td>
</tr>
</tbody>
</table>

Graduate Tuition Rates

Tuition and fees can be paid by check, electronic check (e-check), money order, or cash. The University does not accept credit cards for tuition and fee payment except through the Web-based QuikPAY system. If the student chooses to pay via credit card, a fee will be assessed for this service. Refer to the Office of the Bursar’s webpage (http://www.wcupa.edu/bursar) for payment instructions.

Graduate Tuition (full-time/part-time students)

<table>
<thead>
<tr>
<th></th>
<th>$470.00 per credit hour</th>
</tr>
</thead>
<tbody>
<tr>
<td>Legal residents of Pennsylvania</td>
<td></td>
</tr>
<tr>
<td>Out-of-state students</td>
<td>$705.00 per credit hour</td>
</tr>
<tr>
<td>Out-of-state Distance Education</td>
<td>$479 per credit hour</td>
</tr>
</tbody>
</table>

M.A. in Communicative Disorders; M.Ed. in Counseling; M.S. in Student Affairs; M.S.W. (Social Work)

Students in these special programs of study pay an additional 10% in tuition.

<table>
<thead>
<tr>
<th></th>
<th>$517.00 per credit hour</th>
</tr>
</thead>
<tbody>
<tr>
<td>Legal residents of Pennsylvania</td>
<td></td>
</tr>
<tr>
<td>Out-of-state students</td>
<td>$776.00 per credit hour</td>
</tr>
</tbody>
</table>

Doctor of Nursing Practice

<table>
<thead>
<tr>
<th></th>
<th>$611.00 per credit hour</th>
</tr>
</thead>
<tbody>
<tr>
<td>Legal residents of Pennsylvania</td>
<td></td>
</tr>
<tr>
<td>Out-of-state students</td>
<td>$623.00 per credit hour</td>
</tr>
</tbody>
</table>

Undergraduate General Fee

The general fee of $982.78 per full-time student (12 credits or more) or $81.90 per credit hour for the part-time student (11 credits or less) is a mandatory charge that covers the services indicated below:

- **Sykes Student Union Fee ($77.11)**: This fee pays for the operation and use of the Sykes Student Union Building. The part-time rate is $6.43 per credit.
- **Health Center Fee ($134.37)**: This charge is for the use of the University Health Center. The part-time rate is $11.20 per credit.
- **Student Services, Inc. (SSI) Fee ($164.30)**: The SSI fee funds student activities, services, clubs, and sports. The part-time rate is $13.69 per credit.
- **Sykes Student Union Expansion Fee ($60.00)**: This fee supports the recent renovation of Sykes Student Union. The part-time rate is $5 per credit.
- **Educational Services Fee ($353.00)**: Students pay this fee in lieu of specific department charges. These funds are used for instructional equipment and supplies for professors, maintenance of library circulation materials, and supports academic computing services. The part-time rate is $29.42 per credit.
- **Parking Improvement Fee ($53.57)**: This fee is dedicated to improved the quality and availability of campus parking for students. Improvements include new student parking spaces, improved shuttle service between North and South Campus, and various safety improvements. The part-time rate is $4.46 per credit.
- **Student Recreation Center Fee ($140.40)**: This fee supports the operation of the new on-campus Student Recreation Center, including debt-service payments. This building includes an extensive fitness area on two levels, elevated walking/jogging track, two-court gym, multiactivity court, spinning room, aerobic studios, racquetball/squash courts, a three-story climbing wall, social lounges, and a “hydration station” for refreshments. The part-time rate is $15.60 per credit.

Graduate General Fee

The general fee of $931.13 per full-time student (nine credits or more) or $104.68 per credit hour for the part-time student (eight credits or less) is a mandatory charge that covers the services indicated below:

- **Sykes Student Union Fee ($77.11)**: Previously called the community center fee, this charge is for the operation and use of Sykes Student Union. The part-time rate is $8.57 per credit.
- **Student Health Center Fee ($134.37)**: This charge is for the use of the University Health Center. Part-time graduate students (registering for fewer than nine graduate credits) may elect to have the Student Health Center Fee ($140.40 per credit) waived. Acceptance or rejection of this option must be made at the time of initial registration for each semester or summer session. This choice cannot be changed until the time of the next registration. Students who elect to have this fee waived will not have services of the Student Health Center available to them for the semester or summer session involved. Payment of the Student Health Center Fee is a prerequisite for part-time graduate students who wish to purchase University-approved health insurance.
- **Sykes Student Union Expansion Fee ($60.00)**: This fee supports the recent renovation of Sykes Student Union, which features new and improved student services. The part-time rate is $7 per credit.
- **Graduate Student Association Fee ($60)**: This fee funds the activities of the Graduate Student Association. The part-time rate is $2 per credit with a maximum charge of $10.
- **Educational Services Fee ($455.68)**: Students pay this fee in lieu of specific department charges. The part-time rate is $50.63 per credit.
• Parking Improvement Fee ($53.57): This fee is dedicated to improve the quality and availability of campus parking for students. The fee will provide for new student parking spaces, improved shuttle service, and safety improvements. The part-time rate is $5.95 per credit.
• Student Recreation Center Fee ($140.40): This fee supports the operation of the new on-campus Student Recreation Center, including debt-service payments. This building includes an extensive fitness area on two levels, elevated walking/jogging track, two-court gym, multiactivity court, spinning room, aerobic studios, racquetball/squash courts, a three-story climbing wall, social lounges, and a "hydration station" for refreshments. The part-time rate is $15.60 per credit.

Distance Education Access Fee
Students enrolled in any distance education course will be charged an access fee of up to 20% of the tuition in lieu of general fees for that course.

International Student Service Fee
This $75 per semester fee applies to all inbound international students to support compliance with requirements of the Student and Exchange Visitor Information System (SEVIS).

Undergraduate Technology Instructional Fee
This mandatory instructional fee will be used to enhance classroom technology. All charges are per semester.

Legal Residents of Pennsylvania
Full-time undergraduate (12 or more credits) $218.00
Part-time undergraduate (per credit) $19.00

Out-of-State Students
Full-time undergraduate (12 or more credits) $332.00
Part-time undergraduate (per credit) $28.00

Graduate Technology Tuition Fee
This mandatory instructional fee will be used to enhance classroom technology. All charges are per semester.

Legal residents of Pennsylvania (full-time/part-time students) $25.00
Out-of-state students (full-time/part-time) $37.00

Housing Fee
North Campus Residence Halls
This fee entitles the student to occupancy of a standard double room in any University owned residence hall with one roommate.
Per Student $2,424.00 per semester
Per Student $2,574.00 per semester (air conditioned)

South Campus Apartment Complex
This fee entitles the student to occupancy of a four- or five-person apartment that is University owned with the following bedroom occupancy. Rates are per student.
Single occupancy bedroom $3,064.00 per semester
Double occupancy bedroom $2,816.00 per semester

College Arms Apartment Complex
This fee entitles the student to occupancy of various living arrangements that are University owned with bedroom occupancies indicated below. All rates are per student.

<table>
<thead>
<tr>
<th>Room Type</th>
<th>Per Student</th>
</tr>
</thead>
<tbody>
<tr>
<td>Single apartment - single occupancy</td>
<td>$4,080.00 per semester</td>
</tr>
<tr>
<td>1-bedroom apartment - double bedroom</td>
<td>$3,400.00 per semester</td>
</tr>
<tr>
<td>1-bedroom apartment - triple bedroom</td>
<td>$2,890.00 per semester</td>
</tr>
<tr>
<td>1-bedroom apartment - quad bedroom</td>
<td>$2,635.00 per semester</td>
</tr>
<tr>
<td>2-bedroom apartment - single bedroom</td>
<td>$3,740.00 per semester</td>
</tr>
<tr>
<td>2-bedroom apartment - double bedroom</td>
<td>$3,145.00 per semester</td>
</tr>
</tbody>
</table>

Students in the North Campus residence halls losing their roommates who do not have another roommate assigned to them will be assigned a roommate, be relocated, or charged a private room fee of $50 per week for every week that they occupy the room alone. These options are available on a limited basis; however, available spaces will be used if demand requires.

Students may also obtain housing through University Student Housing, which operates four housing facilities on campus (Allegheny, Brandywine, and University halls, as well as The Village at WCU). WCU hires, trains, and supervises the residence life staff for each location and handles all student issues. University Student Housing is responsible for occupancy management (leases), as well as facility-related issues. Information about applying for these facilities is available by sending an e-mail to info@wchousing.com, logging on to www.wchousing.com (http://www.wchousing.com), or calling 610-436-2368.

Housing Deposit
All new and returning students who wish to live in University-owned housing (residence halls, College Arms Apartment Complex, and the South Campus Apartment Complex) are charged $200. The deposit is credited against the student’s housing fee and is nonrefundable if a student cancels housing, withdraws, transfers, is released from his/her occupancy agreement, or cancels his/her acceptance.

Meal Fee
All students residing in a North Campus residence hall (including affiliated housing) must be on the University meal plan as a condition of occupancy and must choose one of the four meal plans indicated below. Students with medical problems who cannot meet this requirement may request a meal waiver.

<table>
<thead>
<tr>
<th>Meal Plan</th>
<th>Per Meal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unlimited meal plan, plus $250 flex</td>
<td>$1,639.73 per semester</td>
</tr>
</tbody>
</table>

Residents of the College Arms Apartment Complex, South Campus Apartment Complex, The Village, off-campus students, and commuters may purchase, in addition to any meal plan listed above, either of the following two meal plans indicated below. These students also have the option to obtain meals at the transient rate. The plans below are not permitted for students residing in North Campus residence halls.

<table>
<thead>
<tr>
<th>Meal Plan</th>
<th>Per Meal</th>
</tr>
</thead>
<tbody>
<tr>
<td>7 meals per week, plus $250 flex</td>
<td>$1,150.42 per semester</td>
</tr>
</tbody>
</table>

Diners can choose any combination for meals. For all meal plans except flex, the meal week runs from Saturday brunch through Friday late night. Unused meals will carry over week to week until the end of each semester. However, there are no refunds for unused meals. Each plan includes a minimum flex amount of $250, with an option to add $25 increments. Unused flex will carry over until graduation; however, there are no refunds for unused flex.
For additional information regarding meal plans and meal zones that apply only to the unlimited meal plan, contact Dining Services at 610-436-2730.

All meal plans may be used in the following locations: Lawrence Dining Hall; the Diner; C-Stores/Grill operations; and the Ram’s Head Food Court. On-campus national brands, such as Chick-fil-A, Subway, Einstein’s Bagels, and Freshens will take cash and flex only. Students in North Campus residence halls will have their meal plan cost included in their University bill. Off-campus, commuter, College Arms, and South Campus Apartment/Village students can sign up for a meal plan by applying at the Office of the Bursar (http://www.wcupa.edu/bursar) at 25 University Avenue. Any meal plan changes must be submitted within the first two weeks in the beginning of each semester. After that deadline, the Assistant Vice President for Student Affairs must approve any change requests. The diner is permitted to use four meals in one day and may combine up to two meals per meal zone to convert to the meal/cash allowance. Diners may use five of their meals per semester for a guest.

Other Fees

Acceptance Fee
All newly accepted and readmitted undergraduate students pay $200 as proof of intention to enroll at the University. This is a nonrefundable fee, which will be credited to the student’s account upon enrollment.

All newly accepted and readmitted graduate students pay $100 as proof of intention to enroll at the University. This is a nonrefundable fee, which will be credited to the student’s account upon enrollment.

Application Fee
Undergraduate: $45 is charged to all prospective students for the processing of their applications to the University. The fee is nonrefundable and is not credited to the student’s account.

Graduate: All prospective students are charged a $50 application fee for the processing of their applications to the University. This fee is nonrefundable and not credited to the student’s account.

Commencement Fee
The University charges $89 to all students enrolled in a degree program who will have fulfilled their degree requirements by the end of the semester. This fee is paid after the student applies for graduation via their myWCU (https://my.wcupa.edu) account and is approved for graduation.

Course Audit Fee
Students who audit courses pay the same fees as students taking the courses for a letter grade.

Credit by Examination Fee
A charge is made to all students who register for a Credit by Examination through the Office of the Registrar (http://www.wcupa.edu/registrar). Each Credit by Examination course costs $92 or equivalent cost of the College Level Examination Program (CLEP).

Damage Fee
Students are charged for damage or loss of University property. This fee varies, depending on the extent of the damage.

Fees for Health and Physical Education Majors
Students in the B.S. degree programs in health and physical education must purchase uniforms at the University Bookstore. All students must be in proper uniform for activity classes.

Doctor of Nursing Practice Program Fee
Full-time students are charged $200 per semester; part-time students are charged $100 per semester.

Housing Deposit
All new and returning students who wish to live in University-owned housing (residence halls, College Arms Apartment Complex, and the South Campus Apartment Complex) are charged $200. The deposit is credited against the student’s housing fee and is nonrefundable if a student cancels housing, withdraws, transfers, is released from his/her occupancy agreement, or cancels his/her acceptance.

Identification Card Fees (RAMeCARD)
The RAMeCARD will serve as a ticket to the offerings at Lawrence Food Court, Campus Corner, Convenience Stores, and Sykes Ram’s Head Food Court. The University charges a $12 fee to issue an identification card to each full- or part-time student. If this card is lost, stolen, or damaged, the student will be charged $15 for a replacement card. Damaged ID cards can be exchanged for a $10 fee. This fee is payable at the Student Services, Inc. (SSI) service center located on the ground level of Sykes Student Union.

Late Payment Fee
Students who fail to pay or submit their semester bills by their due date will be assessed a $50 late payment fee. Non-receipt of a bill does not relieve students of the responsibility of paying or submitting their bill by the due date. For those paying by mail, please allow sufficient time for payment to reach the University by the due date. Financial aid students who fail to confirm their attendance by the due date, even if no payment is due, will also be liable for this fee.

Late Registration Fee
All students who schedule during the late registration period are charged a $35 nonrefundable late registration fee.

Lost Key Replacement
Students who lose the key to their University-owned residence hall room, College Arms Apartment Complex rooms, or South Campus Apartment bedroom are charged a nonrefundable fee of $30 to replace the lock.

Music Instrument Rental Fees
Each student renting a musical instrument for a semester is charged $20 per instrument. Each student using a pipe organ for practice for one period each weekday is charged $36 per semester.

Packing Fees
The University charges a nonrefundable parking fee to students who are eligible to purchase a permit to use University parking lots. The current parking fee is $30 per year. Parking permits are available at the Department of Public Safety or on the Web at https://www.wcupa.edu/Permits/. Parking fines are assessed at $20 up to $40 depending on the violation.

Portfolio Assessment Fee
Equal to 50 percent of the per credit hour rate, this fee is charged to have a faculty member assess a student’s prior knowledge in a particular course.

Recording Fee
A $75 per hour recording fee will be charged for non-instructional recording, mixing, and editing services provided by the College of Arts and Humanities, such as promotional CDs, fund-raising projects, or recordings by nonacademic groups, e.g., barbershop quartets. No charge will be made for faculty/student recitals, ensemble performances, final theory/composition projects, or demonstration tapes for graduate school applications.

Study Abroad Application Fee
This $100 fee applies to students completing an online application to study or participate in an internship abroad. It will support resources for pre-departure advising, health, and safety assurances.
Transcript Fee
The fee for transcripts is $7 per copy. Transcript request forms are available in the Office of the Registrar (http://www.wcupa.edu/registrar).

Undergraduate Credit Crossover Registration Fee
Students who are admitted to graduate study and need to take undergraduate course work to correct academic deficiencies are advised to enroll in undergraduate courses exclusively, and they will be billed undergraduate fees. Graduate students who are enrolled in graduate and undergraduate courses during the same semester will pay graduate fees for all course work. Further, all such courses or combinations are to appear on a single graduate transcript that includes a code or legend which differentiates between undergraduate and graduate courses. Undergraduate courses appearing on a graduate transcript may or may not be acceptable for a degree program, according to determinations made by the degree-granting department. Undergraduate students with at least a 3.00 GPA and 96 credits of course work may take up to six credits of graduate course work in their final semester in accordance with University policy. If the student wishes to have the credits count towards the bachelor’s degree, he/she must submit a completed "Application for an Undergraduate Student to Take a Graduate Course for Undergraduate Credit." If the student wishes to have the credits count towards a graduate degree, he/she must submit a completed "Application for an Undergraduate Student to Take a Graduate Course for Graduate Credit." Both forms are available on the Office of the Registrar (http://www.wcupa.edu/registrar) website.

If a course is taken for undergraduate credit by an undergraduate student, no additional fees will be required. If a course is taken for graduate credit, the student must pay graduate tuition and applicable fees for that course. Credit earned and grades received will be recorded on the undergraduate transcript. Credits so earned may later be applied to a graduate program, subject to approval of the major department.

PAYMENT INFORMATION

Payment of Fees
Students should receive fall semester bills by mid to late July and spring semester bills by the first week of December. All initial semester bills will be mailed to the students’ home address and sent electronically to the students’ official WCU e-mail address.

Mid-semester statements, including those for the Partial Payment Plan, will only be sent electronically to the student’s WCU e-mail address. Students will be required to check their WCU e-mail often for important dates and deadlines. For students who rely on parents/guardians to pay their bills, it is highly recommended that students select parents/guardians as authorized payers through the web-based QuikPAY system. Doing so will assure that both students and parents/guardians will receive notification e-mails when new bills/statements are available.

It is the responsibility of each student to pay/submit the semester bill by the due date. Students who fail to pay or submit their bill by the due date will be assessed a $50 late payment fee. Non-receipt of a semester bill does not relieve the student of the responsibility of paying/submitting the bill by the due date. Address changes should be made through myWCU. Be sure to allow sufficient time to reflect an accurate billing address.

Students who are receiving approved financial aid awards that fully cover or exceed the amount of their bills do not have to pay, but they must submit to the Office of the Bursar (http://www.wcupa.edu/bursar) the appropriate portion of their semester bill to complete registration. Fully covered financial aid students also have the option of activating their account online via myWCU. Failure to return the bill or activate an account online, even if no payment is due, may result in the cancellation of registration/schedule and the assessment of late penalties. Students who cannot pay their bills in full by the due date may apply for partial payment (see Partial Payment Policy).

Failure to meet the payment deadline could result in cancellation of the student’s schedule. In order to have another schedule reinstated, the student would have to pay his or her bill in full as well as a $35 late registration fee.

Students who owe money to the University will have a hold placed on their accounts. If students do not clear the hold by paying the amount owed, it will cancel registration/scheduling for future semesters, prevent the release of transcripts, and prohibit graduation clearance. The University also may, at its discretion, invoke any other penalty appropriate for a particular case in which money is owed to the University.

Partial Payment Policy
The University extends partial payment privileges to all students who are in good financial standing and have not defaulted on a previous payment plan. The nonrefundable fee charged for this service is $35 per semester. There is no payment plan for summer terms. Installment payments received late are subject to a $25 late payment fee. Partial payment statements will only be sent electronically to the student’s WCU e-mail address and authorized payer’s e-mail address. For more information about the plan offered, contact the Office of the Bursar (http://www.wcupa.edu/bursar) at 610-436-2552.

Uncollectible Check Policy
A fee of $25 is charged for any paper check or e-check returned to the University for insufficient funds, stopped payment, or closed account. The University may, at its discretion, charge this fee for any check returned to it for any other reason. The check will be returned to the student upon its replacement. Students who have two or more checks returned against their accounts will no longer be able to make payment by personal check; all future payments must be made by cash or certified check.

REFUND INFORMATION

Refund Policy
Please consult the Academic Calendar (http://www.wcupa.edu/registrar/calendar) for add/drop deadlines each semester. During the open enrollment period, if students drop classes which results in a change to their bill, refunds will be processed automatically by the Office of the Bursar (http://www.wcupa.edu/bursar). Appeals concerning the refund policy for tuition and the general fee are made to the Office of the Registrar (http://www.wcupa.edu/registrar). Appeals concerning the Housing or Meal Fee are made to the Office of Residence Life (http://www.wcupa.edu/residenceLife). Further appeals, if necessary, may be made to the Appeals Committee.

The refund policy does not affect the time line for W grades as described under “Withdrawing from a Course (http://catalog.wcupa.edu/undergraduate/academic-policies-procedures/enrolling-in-withdrawing-from-courses).”

Individual fees will be refunded according to the policies described below.

Tuition and General Fee Refunds
Full refunds for tuition and the general fee are available only through the eighth calendar day that the University is in session. After that, tuition and the general fee are refunded according to the schedule below. These percentages apply to the total tuition bill, not to partial tuition payments. Questions about this, as well as when students will receive their refund, should be directed to the Office of the Bursar (http://www.wcupa.edu/bursar).
withdrawal periods and refund rates:

<table>
<thead>
<tr>
<th>Withdraw during</th>
<th>Receive tuition and general fees refund</th>
</tr>
</thead>
<tbody>
<tr>
<td>Through 8th calendar day of semester</td>
<td>100%</td>
</tr>
<tr>
<td>Remainder of 2nd week of the semester</td>
<td>80%</td>
</tr>
<tr>
<td>3rd week of semester</td>
<td>60%</td>
</tr>
<tr>
<td>4th week of semester</td>
<td>50%</td>
</tr>
<tr>
<td>5th week of semester</td>
<td>40%</td>
</tr>
<tr>
<td>6th week of semester and after</td>
<td>No refund</td>
</tr>
</tbody>
</table>

No refund will be given if the student:
1. Drops a course but retains full-time status,
2. Reduces his/her credit load after the end of the drop period but retains part-time status, or
3. Owe the University money.

### Technology Tuition Fee Refund

Only refundable in full if the student drops all courses by the end of the drop period, which is the fourth calendar day of the semester. This fee will not be refunded partially or in full for any courses dropped after the eighth calendar day.

### Housing Fee (University-Owned Housing) Refund

In full prior to the first day of the semester; after the first day of the semester, prorated refunds are made on an individual basis through the Office of Residence Life and Housing Services (http://www.wcupa.edu/residenceLife). For affiliated student housing, please contact the private management company (University Student Housing (http://www.wcuhousing.com)) operating the property.

### Meal Fee Refund

In full prior to the first day of the semester; after the first day of the semester, prorated refunds are made on an individual basis through the Office of Residence Life (http://www.wcupa.edu/residenceLife) for resident students, and through the Office of the Bursar (http://www.wcupa.edu/bursar) for commuter students.

### Financial Aid

#### Financial Aid Program

The financial aid program at West Chester University provides financial assistance and counseling to students who can benefit from further education, but who cannot obtain it without such assistance. Financial aid consists of gift aid in the form of scholarships or grants, and self-help aid in the form of employment or loans. The main responsibility for meeting educational expenses rests with students and their families. Financial aid is a supplement to family contribution and is to be used for educational expenses.

Eligibility for financial aid, with the exception of some scholarships, the Parent Loan Program, and some assistantships (graduate students), is based on demonstrated financial need. Family income, assets, and family size influence a student’s demonstrated financial need.

All documents, correspondence, and conversations among the applicants, their parents, and the Office of Financial Aid (http://www.wcupa.edu/financialAid) are confidential and entitled to the protection ordinarily arising from a counseling relationship.

In order to receive financial aid, the student must
1. Be accepted for admission as a degree student enrolling at West Chester University, or, in the case of a student already attending the University, be enrolled and making satisfactory academic progress as a degree student. See the Financial Aid Office (http://www.wcupa.edu/financialAid) for a more detailed explanation of this requirement.
2. Submit a Free Application for Federal Student Aid (FAFSA) before March 1 for priority consideration. This application will be used to determine demonstrated financial need for the student. All students are encouraged to complete this application.
3. Apply for the PA state grant on the FAFSA if the student is a PA resident. If the student lives out of state, he or she should check with his or her state agency about grant availability.
4. Submit any other requested documentation concerning financial and family circumstances that may be requested by the Office of Financial Aid, or any agency that administers financial assistance programs. Financial aid applicants may be required to submit tax transcripts of their IRS forms, and/or their parents’ forms, or various other income-related documents.

Submission of the above does not automatically entitle a student to receive federal aid. The Office of Financial Aid follows the regulations established by the federal and state governments in awarding aid. Aid applicants are ranked according to unmet need (based on budget, federal and state grants, and expected family contribution), and available funds are offered to the neediest students first. Students must apply for financial aid each academic year.

Unless otherwise specified, requests for scholarships, grants, loans, and employment opportunities described in this catalog should be made to the Office of Financial Aid. Application forms for state and federal grants may be obtained online.

Questions concerning financial aid may be directed to the:
Office of Financial Aid (http://www.wcupa.edu/financialAid)
Kershner Student Service Center
25 University Avenue
West Chester University
West Chester, PA 19383
610-436-2627

Office hours are from 8 a.m. to 4:30 p.m., Monday, Tuesday, Thursday, Friday
9 a.m. to 4:30 p.m., Wednesday
(The office closes at 4:00 daily during the summer)

### Student Consumer Rights and Responsibilities

**You have the right to ask a school...**

1. The names of its accrediting organizations.
2. About its programs; its instructional, laboratory, and other facilities; and its faculty.
3. What the cost of attending is and what its policies are on refunds to students who drop out.
4. What financial assistance is available, including information on all federal, state, local, private, and institutional financial aid programs.
5. What the procedures and deadlines are for submitting applications for each available financial aid program.
6. What criteria it uses to select financial aid recipients.
7. How it determines your financial need. This process includes how costs for tuition and fees, room and board, travel, books and supplies, personal and miscellaneous expenses, etc. are considered in your budget. It also includes what resources (such as parental contribution, other financial aid, your assets, etc.) are considered in the calculation of your need.
8. If you have a loan, what the interest rate is, the total amount that must be repaid, the length of time you have to repay the loan, when payments are to begin, and any cancellation and deferment provisions that apply.
9. If you are offered a work study job, what kind of job it is, what hours you must work, what your duties will be, what the rate of pay will be, and how and when you will be paid.
10. To reconsider your aid package, if you believe a mistake has been made.
11. How the school determines whether you are making satisfactory academic progress, and what happens if you are not.

12. What special facilities and services are available to the disabled.

**You have the responsibility to...**

1. Review and consider all information about a school’s program before you enroll.
2. Pay special attention to your application for student financial aid, complete it accurately, and submit it on time to the right place. Errors can delay your receipt of financial aid.
3. Provide all additional documentation, verification, corrections, and/or new information requested by either the Office of Financial Aid or the agency to which you submitted your application.
4. Read and understand all forms that you are asked to sign and keep copies of them.
5. Accept responsibility for the promissory note and all other agreements that you sign.
6. If you have a loan, notify the lender of changes in your name, address, or enrollment status.
7. Perform in a satisfactory manner the work that is agreed upon in accepting a college work study job.
8. Know and comply with the deadlines for application for aid.
9. Know and comply with your school’s refund procedures.

**Federal Work Study Program**

The Federal Work Study Program provides part-time employment to help needy students finance the cost of post secondary education. Students may be employed on campus; at a federal, state, or local public agency; or a private nonprofit organization. Application is made through the Free Application for Federal Student Aid (FAFSA) and the WCU Student Employment Application. The priority deadline is March 1.

**Federal Pell Grant**

The Federal Pell Grant Program provides need-based grants to low-income undergraduate students to promote access to postsecondary education. Grant amounts are dependent on: the student’s expected family contribution (EFC); the cost of attendance (as determined by the institution); the student’s enrollment status (full-time or part-time); and whether the student attends for a full academic year or less. Students may not receive Federal Pell Grant funds from more than one school at a time. Interested students must file the Free Application for Federal Student Aid (FAFSA), WCU’s priority deadline is March 1 of the current academic year.

**Federal Supplemental Educational Opportunity Grant (FSEOG)**

The Federal Supplemental Educational Opportunity Grant (FSEOG) program provides grants for undergraduate students with exceptional financial need. Students who will receive Federal Pell Grants and have the most financial need will receive FSEOG funds first. Students must file the Free Application for Federal Student Aid (FAFSA). The priority deadline is March 1.

**State Grants**

The Pennsylvania Higher Education Assistance Agency (PHEAA) awards state grants to students who are Pennsylvania residents and who demonstrate need on the FAFSA. Students must be enrolled for at least 6 credits per semester in an undergraduate degree program to qualify, and not more than 50% of those credits per semester can be online courses. First-time applicants must complete additional information requested by the Agency before grant eligibility can be determined. In accordance with PHEAA policy, state grant recipients must successfully complete 24 credits per year for each full-time year of state grant awarded. The FAFSA must be filed by May 1st of each year to meet the state grant deadline.

Other states award grants to their residents to attend Pennsylvania schools. These states include Delaware, the District of Columbia, Massachusetts, Ohio, Vermont and West Virginia. Eligibility requirements vary per state. Students should contact their agencies in these states for more information.

**Direct Loan Programs**

Direct Loans are low-interest loans for students and parents to help pay for the cost of a student’s education. The lender is the U.S. Department of Education rather than a bank or other financial institution.

To be eligible for a loan, a student must do the following:

1. Be enrolled or accepted in a degree program
2. File a Free Application for Federal Student Aid (http://fafsa.ed.gov) (FAFSA)
3. Maintain satisfactory academic progress
4. Be classified as at least a half-time student

Subsidized loans are for undergraduate students with demonstrated financial need, as determined by federal regulations. No interest is charged while a student is in school at least half-time, during the grace period, and during deferment periods. Direct Loans do not require a credit check.

The federal government also limits the amount of money that can be borrowed each academic year. Annual loan limits are $5,500 for first-year students, $6,500 for second-year students and $7,500 for undergraduate students who have completed two years. Independent students may borrow additional unsubsidized funds: up to $4,000 per year for their first two years, and up to $5,000 per year after they have completed two years. The total maximum indebtedness for a dependent undergraduate is $31,000 with $23,000 being subsidized and $57,500 for independent students with $23,000 being subsidized. The academic level maximum amounts are not guaranteed. The loan amount is influenced by the receipt of other aid. Interest rates are determined each spring for new loans being made for the upcoming award year, which runs from July 1 to the following June 30. Each loan will have a fixed interest rate for the life of the loan. For subsidized loans, interest begins to accrue when repayment commences – six months after the student terminates his or her education or drops below half-time status. Interest for unsubsidized loans will begin to accrue on the day the loan is disbursed, and continue until the loan is paid in full. Students must complete the Free Application for Federal Student Aid (FAFSA), and will also be required to complete entrance counseling and a Master Promissory Note on-line.

The maximum loan per academic year for graduate students is $20,500 (unsubsidized) or the cost of the education. The total maximum indebtedness for all years of undergraduate and graduate study is $138,500.

**Direct Graduate PLUS Loan**

Graduate students may borrow under the PLUS program up to their cost of attendance, minus other financial aid received. Each borrower must do the following:

1. Be enrolled or accepted in a graduate degree program
3. Maintain satisfactory academic progress
4. Be classified as at least a half-time student

For further information contact the Financial Aid Office (http://www.wcupa.edu/financialAid) at 610-436-2627 or finaid@wcupa.edu (finaid@wcupa.edu).
Direct Parent Loan for Undergraduate Students (PLUS)

Through the Direct PLUS program, parents may borrow up to the cost of education minus other aid for each dependent student attending a post secondary educational institution for each academic level. Interest rates are determined each spring for new loans being made for the upcoming award year, which runs from July 1 to the following June 30. Each loan will have a fixed interest rate for the life of the loan. Borrowers may defer payments while the student is enrolled at least half time. Application is made online at www.studentloans.gov (http://www.studentloans.gov).

Withdrawal/Enrollment Change and Aid

Students who officially withdraw or change their enrollment status may be entitled to a refund of certain fees, in accordance with University policy. (See "Refund Information (p. 18)" section) If the student has been awarded financial aid for the semester in which the withdrawal or enrollment change occurs, a portion of the refund will be returned to financial aid program funds. When aid is returned, the student may owe a debit balance to the University. The student should contact the Office of the Bursar (http://www.wcupa.edu/bursar) to make arrangements to pay the balance.

Financial aid refunds due to withdrawals or enrollment changes are processed in accordance with federal, state, and awarding agency guidelines and regulations. A student considering withdrawal or an enrollment status change should consult the Office of Financial Aid (http://www.wcupa.edu/financialAid) to determine the impact of that action on current and future financial aid.

GRADUATE ASSISTANTSHIPS & SCHOLARSHIPS

Graduate Assistantships

A limited number of graduate assistantships are available to qualified graduate students. Interested students should contact their graduate coordinator to determine the availability of assistantships. All hiring decisions are made by the department in which the assistantship is located. To be eligible to receive a graduate assistantship, the student must satisfy the following requirements:

1. Must be a fully matriculated, degree-seeking, graduate student; certification students are not eligible, and provisionally accepted students are not eligible unless the provisions are removed before the semester begins. Exceptions must be approved by the Dean of Graduate Studies.
2. Have a minimum cumulative GPA of 3.0 for current graduate students (Graduating seniors must have an undergraduate GPA of at least 2.8.)
3. Have indicated interest in a graduate assistantship on the electronic application for admission to graduate studies.

Information regarding work hours, tuition remission, and stipends for graduate assistantships may be found on the Office of Graduate Studies (http://wcupa.edu/grad) website.

Maintaining graduate assistantships requires students to demonstrate both satisfactory performance in meeting assigned hours, dates, and responsibilities, as well as good academic standing.

Students awarded graduate assistantships who fail to maintain good academic standing (minimum GPA of 3.0) or who fail to demonstrate satisfactory job performance will have their assistantships revoked or will not have them renewed. This policy includes grades received for courses taken during summer and winter sessions. Departments may stipulate higher academic standards for maintaining assistantships.

Frederick Douglass Graduate Assistantships

These graduate assistantships are named after Frederick Douglass, a great nineteenth-century American abolitionist, writer, and frequent visitor to West Chester. Douglass gave his last public lecture at West Chester Normal School on February 1, 1895. Applicants with excellent academic credentials are invited to apply for these assistantships. Efforts are made to appoint qualified candidates from historically underrepresented and underserved populations who have leadership experiences in their backgrounds or as part of their academic goals. This consideration is in keeping with the spirit of Douglass’ life of public service and the University’s mission to be a source of encouragement to the African American, Native American, Hispanic American, and Asian American communities. Students with Frederick Douglass graduate assistantships serve the Frederick Douglass Institute. The awards are made on an annual basis and are renewable for a second year. Students may use these assistantships to pursue a master’s degree in one of the University’s graduate programs. Interested individuals with excellent credentials should contact the Office of Graduate Studies (http://wcupa.edu/grad) by phone at 610-436-2943 or by email at graduateassistantships@wcupa.edu (gradstudy@wcupa.edu).

Residence Hall Graduate Assistants

Opportunities to serve as residence hall graduate assistants are open to all full-time graduate students. Graduate assistants live in the University residence halls and assist the full-time, professional resident director in providing direction for the personal, social, and educational development of the resident students. Residence life graduate assistants are also supervisors for student workers and serve as University judicial hearing officers. These graduate assistantship positions require a 25 hour work week (minimum) and offer a stipend, tuition remission, and a room and meal plan. Preference is given to students enrolled in the M.S. higher education counseling/student affairs program and to those with prior residence hall living experience. Applications may be made through the Office of Residence Life and Housing (http://www.wcupa.edu/residenceLife), Sykes Student Union, 610-436-3307.

Institute for Women Graduate Grant

The Institute for Women at West Chester University offers an annual grant of $750 to a woman graduate student who is accepted into a master’s degree program at West Chester University. The award is based on high academic achievement; evidence of potential for contribution to the applicant’s field of study; a record of leadership in school, community, church, or other setting; and evidence of service to others. Applications, including reference forms, are available on the Office of Graduate Studies (http://wcupa.edu/grad) website. Completed materials must be submitted by March 15. Only students who have filed all required admission credentials and plan to enroll for a minimum of six graduate credits are eligible.

Scholarships and Awards

Search and apply (https://wcupa.scholarships.ngwebsolutions.com/CMXAdmin/Cmx_Content.aspx?cpId=859) for institutional scholarships by visiting our application website.

Applied Statistics Scholarship

Will support a graduate student in the Applied Statistics major who has shown exceptional academic achievement in his or her studies.

Michael F. Bannon Scholarship

Awarded to a graduate student enrolled in a M.Ed program who shows evidence of outstanding scholarship, leadership, and professional commitment.

Communicative Disorders Graduate Scholarship

Award given to a graduate student enrolled in SLP 501 (Foundations of Research) and is based on the quality of his or her research proposal.
Sharon Ennis Graduate Study Scholarship
This fund was established in memory of Dr. Sharon H. Ennis, associate vice president for information services at West Chester University in 1998. Will support an incoming female graduate student who is pursuing an MBA.

Cheryl Hamel Counselor Memorial Scholarship
Will support a full or part-time graduate student pursuing a Master’s Degree in Elementary or Secondary School Counseling with a minimum GPA of 3.5.

Ian Hancock Graduate Scholarship in Holocaust and Genocide Studies
Supports a full-time graduate student enrolled in the Master’s degree program in Holocaust and Genocide Studies.

Institute for Women Fund
Will support a female graduate student enrolled in a Master’s Degree program who has high academic achievement, contributed to field of study, and a record of community, church or other leadership.

Dr. Charles Mayo Scholarship
A financial grant is awarded yearly to an upperclass or graduate student in political science in memory of Charles Mayo, former president of West Chester University. Will support an undergraduate or graduate student majoring in Political Science with a minimum undergraduate GPA of 3.25+ and graduate GPA of 3.5+. Undergraduates must have completed 30 credits, including at least 9 credits in political science. Graduates must have completed at least 12 credits of graduate work.

Dr. & Mrs. Charles S. Swope Memorial Scholarship
The Memorial Scholarship Trust Foundation was established by Charles E. Swope and Richard M. Swope in memory of Dr. and Mrs. Charles S. Swope. Dr. Swope served as president of West Chester University for a quarter of a century. Will support both graduate (9 credits completed and a WCU Alum) and undergraduate students must have a minimum of 45 credits earned at WCU prior to the application) minimum GPA is 3.5. Application and letters of reference required. Applicant must be U.S. citizen and have permanent residence in the U.S.

Staley Foreign Language
Will be awarded to an outstanding undergraduate or graduate French major.

Shirley Walters Memorial Research Scholarship
Will support a graduate student majoring in Secondary Education, involved in scholarly research, with a minimum GPA of 3.25.

WCU Alumni Association Graduate Scholarship
The criteria for selection are: (1) meritous academic achievement; (2) demonstrated financial need; (3) involvement with campus activities; and (4) completion of at least 12 graduate credits at the time.

West Chester Chamber of Commerce MBA Scholarship
Will support an MBA student with a 3.0+ GPA (9 completed credits) who has been a resident of greater West Chester for at least 12 months. Two qualified students to receive an award of $500 each.

Robert M. Bedford Piano Scholarship
The Robert M. Bedford Piano Scholarship is awarded annually to up to two entering undergraduate or graduate students in their first year of enrollment at West Chester University. Students majoring in piano performance or piano are eligible to apply. This scholarship is renewable by re-application for the duration of a student’s enrollment at WCU provided that the student remains in good standing as a piano performance or piano major.

D. T. Marrone Scholarship
Will support a future graduate, selected by the Pre-Law Committee, who has been accepted into, and is entering, law school.

Dr. R. E. Drayer Graduate Scholarship
Department of History awards up to three $1,000 scholarships based on academic merit to the graduate students in the MA or MEd programs.

Frank Beardsley ‘38 New Jersey Chapter Scholarship
The criteria for selection are: (1) Only residents of the state of New Jersey are eligible; (2) completion of at least two semesters at West Chester University; (3) at least a 3.0 GPA.

Honorable L. Sugerman Scholarship
Will support a student majoring in Pre-Law.

Janice Weir Etshied ’50 Scholarship for Non-Traditional Students
The criteria for selection are: (1) The student must have completed at least 30 credits; (2) must be accepted or currently enrolled at WCU; (3) at least a 3.0 GPA.

Robert ’48 & Sylvia Zolden Simons ’47 Scholarship
Will support a student with demonstrated financial need.

Samuel Martin Endowed Scholarship
Will support an Education major with demonstrated financial need with a proven ability for classroom teaching.

School of Music Scholarship
Will support an outstanding student enrolled in the School of Music.

Russell L. Sturzebecker Scholarships
In collaboration with the Sturzebecker Foundation, West Chester University offers the Russell L. Sturzebecker Scholarships to students attending West Chester University and majoring in College of Health Sciences degree programs.

1. The Russell L. Sturzebecker Scholarship program is intended for high achieving undergraduate and graduate students seeking a degree in one of the academic programs within the College of Health Sciences of West Chester University.
2. Prior to the semester of application undergraduate students must have completed at least 45 credit hours at WCU. Prior to the semester of application graduate students must have completed a minimum of 12 credit hours at WCU, and must have been accepted as degree candidates. MPA students in sports/athletic administration and health services administration are eligible to apply.
3. Students who are seeking a second degree will be eligible as graduate students. Only those students without a previous degree will be considered as undergraduate students. Those students in non-degree programs are not eligible for this scholarship.

4. Students majoring in any College of Health Science degree program with an overall minimum 3.25 grade point average and who have met the minimum credit hour requirement in #2 above are eligible to apply.

5. Eligible students may reapply for a new scholarship each year while registered in a College of Health Sciences degree program.

Teacher with a Mission Scholarship
Will provide financial support to an undergraduate, post-baccalaureate or graduate Education student pursuing a career in teaching in an urban setting or in the field of environmental education with a minimum GPA of 3.0.

Winifield W. Menhennett Memorial Endowed Scholarship
The criteria for selection are: (1) Student must be from Delaware County; (2) demonstrated financial need.

ADMINISTRATION INFORMATION
Commonwealth of Pennsylvania
Tom Wolf, Governor
State System of Higher Education
Frank T. Brogan, Chancellor
Board of Governors
- Guido M. Pichini, Chair (Wyomissing)
- Ronald G. Henry, Vice Chair (Bryn Mawr)
- David M. Maser, Vice Chair (Haverford)
- Richard I. Alloway II (Harrisburg)
- Matthew E. Baker (Wellsboro)
- Audrey F. Bronson (Philadelphia)
- Marie Conley (Harrisburg)
- Sarah E. Galbally (Harrisburg)
- Thomas J. Gombar (Reading)
- Michael K. Hanna (Lock Haven)
- Jonathan B. Mack (Indiana)
- Daniel P. Meuser (Shavertown)
- Leslie Anne Miller (West Conshohocken)
- Chad G. Reichard (Chambersburg)
- Pedro A. Rivera (Harrisburg)
- Judith L. Schwank (Reading)
- Cynthia D. Shapiro (Pittsburgh)
- Harold C. Shields (Pittsburgh)
- Adam N. Wagoneller (Harrisburg)
- Aaron A. Walton (Pittsburgh)
- Governor Tom Wolf (Harrisburg)
- F. Eugene Dixon, Jr., Chairperson Emeritus (Deceased)

West Chester University Council of Trustees
- Thomas A. Filippio, Chair (Malvern)
- J. Adam Matlawski, Vice Chair (Havertown)
- Christine M. Costello, Secretary (West Chester)
- Frank T. Brogan, ex-officio (Harrisburg)
- Barry C. Dozor (Broomall)
- Christopher H. Franklin (Bryn Mawr)
- Jonathan Ireland (Coatesville)
- Christopher A. Lewis (Berwyn)
- Marian D. Moskowitz (Malvern)
- Eli Silberman (Unionville)
- Robert M. Tomlinson (Bensalem)

Trustees Emeriti
- Bernard J. Carrozza
- Johanna K. Havlick (deceased)
- William E. Hughes, Sr.
- J. Curtis Joyner
- John Unruh

West Chester University Foundation Board of Trustees
- Keith Beale ’77, President
- John N. Nickolas ’90, Vice President
- Christopher J. DiGiuseppe ’89, Treasurer
- Sandra F. Mather ’64, M’68, Secretary
- Thomas A. Filippio ’69, Council of Trustees Representative
- Richard T. Przywara, Executive Director
- Frank Branca ’70
- Matthew Bricketto
- Millie C. Cassidy
- Deborah J. Chase ’76
- Kate Cipriano ’00
- Cheryl Fulginiti ’80
- David A. Gansky ’88
- Carl Gersbach ’70
- John A. Gontarz
- Maury Hoberman
- David P. Holveck ’68
- Kathleen Leidheiser
- Donald E. Leisy ’59
- Emily Jane Lemole
- Donald R. McIlvain
- Thomas E. Mills IV ’81
- Mark P. Mixner
- H. Viscount Nelson ’61
- Michael O’Rourke
- John R. Panichello ’83
- Mark G. Pavlovich
- Paula D. Shaffner ’80
- John Stoddard ’93, M’99
- Christine Warren ’90, M’99
- Greg R. Weisenstein

West Chester University Alumni Association Board of Directors
- Debbie Cornell Naughton, Director, Alumni Relations
- Kerry Acker ’05
- Thomas J Ciaccio ’91, M’03
- Michael DePrisco ’92, M’95
- Sara Franco ’86
- Bill Friedmann M’09
- Dean Gentekos ’07
- Jamie Gontaroff ’82
- Heidi Hawkins ’07
Criminal Justice
Economics and Finance
Geography and Planning
Management
Marketing
MBA
Public Policy and Administration

College of Education and Social Work
Kenneth D. Witmer, Jr., Dean
Michael Bell (2001), Interim Associate Dean for Curriculum and Accreditation
James Capolupo (2015), Associate Dean for Partnerships, Grants, and Faculty Development

Undergraduate programs in the College of Education and Social Work (http://catalog.wcupa.edu/undergraduate/education-social-work)
Graduate programs in the College of Education and Social Work (http://catalog.wcupa.edu/graduate/education-social-work)

Counselor Education
Early and Middle Grades Education
Education Policy, Planning, Administration
Graduate Social Work
Literacy
Professional and Secondary Education
Special Education
Undergraduate Social Work

College of Health Sciences
Linda T. Adams, Dean
Raymond Zetts, Associate Dean

Undergraduate programs in the College of Health Sciences (http://catalog.wcupa.edu/undergraduate/health-sciences)
Graduate programs in the College of Health Sciences (http://catalog.wcupa.edu/graduate/health-sciences)

Communicative Disorders
Health
Kinesiology
Nursing
Nutrition
Sports Medicine

College of Arts and Humanities
Timothy V. Blair, Dean
K. Hyoejin Yoon, Associate Dean
Jon Esser (2015), Associate Dean

Undergraduate programs in the College of Arts and Humanities (http://catalog.wcupa.edu/undergraduate/arts-humanities)
Graduate programs in the College of Arts and Humanities (http://catalog.wcupa.edu/graduate/arts-humanities)

Art + Design
Communication Studies
English
History
Languages and Cultures
Philosophy
Theatre and Dance

Women's and Gender Studies
School of Music
Applied Music
Music Education
Music Theory, History, and Literature

University Libraries
Richard H. Swain, University Librarian
Mame Purce, Interim Associate University Librarian
Francis H. Green Library (http://www.wcupa.edu/library)
Presser Music Library (http://www.wcupa.edu/presserLibrary)

*West Chester University is a member of the Pennsylvania State System of Higher Education.

FACULTY INDEX
Sami Abdel-Salam (ssalam@wcupa.edu) (2013) Assistant Professor of Criminal Justice, Department of Criminal Justice
B.A., Drury University; M.S., University of Central Missouri; Ph.D., Temple University

Gerald Abdesaken (gabdesaken@wcupa.edu) (2013) Assistant Professor of Economics and Finance, Department of Economics and Finance
B.S., Pennsylvania State University; M.A., Berlin School of Economics; Ph.D., Bocconi University

Melissa E. Adams-Budde (madams@wcupa.edu) (2014) Assistant Professor of Literacy, Department of Literacy
B.A., University of Maryland, College Park; M.S., Johns Hopkins University; Ph.D., University of North Carolina

Beatrice Adera (badera@wcupa.edu) (2010) Associate Professor of Special Education, Department of Special Education
B.S., University of Nairobi (Kenya); M.Ed.,Ph.D., University of North Texas

Afrand Agah (aagah@wcupa.edu) (2006) Associate Professor of Computer Science, Department of Computer Science; Assistant Chairperson, Department of Computer Science; Graduate Coordinator
B.S., Tehran Poly-Technique; M.S., Kansas State University; Ph.D., University of Texas at Arlington

Ginneh Akbar (gakbar@wcupa.edu) (2016) Assistant Professor of Graduate Social Work, Department of Graduate Social Work
BS University of Maryland Baltimore County; MSW Temple University; DSW University of Pennsylvania

Mathias Akuoko (makukso@wcupa.edu) (2016) Assistant Professor of Health, Department of Health
Undergraduate Kwame Nkrumah University of Science and Technology, Ghana; MPA, Southern Illinois University; MPH, University of North Tecas; Ph.D. Public Health, University of North Texas

Kathryn Alessandria (kalessandria@wcupa.edu) (2003) Professor of Counselor Education, Department of Counselor Education
B.S., M.A., James Madison University; Ph.D., University of Virginia

Mahmoud Amer (mamer@wcupa.edu) (2011) Associate Professor of Languages and Cultures, Department of Languages and Cultures
B.A., Mutah University; M.A., University of Toledo; Ph.D., Indiana University of Pennsylvania

Supraja Anand (sanand@wcupa.edu) (2014) Assistant Professor of Communication Sciences and Disorders, Department of Communication Sciences and Disorders
B.Sc., M.Sc., All India Institute of Speech and Hearing; Ph.D., University of Florida

Amy K. Anderson (aanderson@wcupa.edu) (2014) Assistant Professor of English, Department of English
B.A., Miami University; M.A., Ph.D., University of Kentucky

FACULTY INDEX
John T. Benesi (jbenesi@wcupa.edu) (1986) Professor of Biology, Department of Biology
A.A., Southwestern College; B.A., M.A., Humboldt State University; Ph.D., Washington State University
Jeanette Benigas (jbenedigas@wcupa.edu) (2014) Assistant Professor of Communication Sciences and Disorders, Department of Communication Sciences and Disorders
B.A., University of Toledo; M.A., Eastern Michigan University; Ph.D., Ohio State University
R. Lorraine Berntsky (lberntsky@wcupa.edu) (1996) Professor of Public Policy and Administration, Department of Public Policy and Administration
B.A., Messiah College; M.A., Temple University; M.Phil, D.Phil., University of Oxford
Melissa Beth Cichowicz (mcichowicz@wcupa.edu) (1986) Associate Professor of Chemistry, Department of Chemistry; Chairperson, Department of Chemistry
B.S., St. Joseph’s College; Ph.D., University of Maryland
Debra Bill (dbill@wcupa.edu) (1998) Professor of Health, Department of Health
B.A., Central Connecticut State University; M.P.H., University of North Carolina; Ph.D., Temple University
James R. Bleigib (jbleigib@wcupa.edu) (2002) Associate Professor of Counseling and Psychological Services, Department of Counseling and Psychological Services
B.A., Haverford College; M.Ed., Harvard University; M.A., Hebrew Union College; Ph.D., Widener University
Stefanie Anne Boettger (sboettger@wcupa.edu) (2008) Associate Professor of Biology, Department of Biology
B.S., Aberdeen University (Scotland); Ph.D., University of Alabama at Birmingham
Casey Bohman (cbohrman@wcupa.edu) Assistant Professor of Social Work, Department of Social Work
B.S., Boston University; M.S.W., Ph.D., University of Pennsylvania
Donna Bohs (dbohs@wcupa.edu) (2000) Instructor of Undergraduate Nursing, Department of Undergraduate Nursing
B.S.N., M.Ed., Villanova University
David L. Bolton (dbolton@wcupa.edu) (1991) Associate Professor of Professional and Secondary Education, Department of Professional and Secondary Education
B.A., Seminar Marionhoche (Germany); M.A., Andrews University; Ph.D., Florida State University
Howell Bosbyshell (hbosbyshell@wcupa.edu) (2011) Assistant Professor of Geology and Astronomy, Department of Geology and Astronomy
B.S., West Chester University; Ph.D., Bryn Mawr College
Mary Elizabeth Bowen (mbowen@wcupa.edu) (2013) Assistant Professor of Health, Department of Health
B.A., William and Mary College; M.A., University of Kansas; Ph.D., Virginia Tech
Brian Bowen (bbowen@wcupa.edu) (2010) Associate Professor of Mathematics, Department of Mathematics
B.S.Ed., West Chester University; M.Ed., Ph.D., University of Delaware
Michael Boyle (mboyle@wcupa.edu) (2006) Associate Professor of Communication Studies, Department of Communication Studies; Assistant Chairperson
B.A., East Stroudsburg University; M.A., University of Delaware; Ph.D., University of Wisconsin at Madison
Michele B. Bratina (mbratina@wcupa.edu) (2016) Assistant Professor of Criminal Justice, Department of Criminal Justice
B.S. Pennsylvania State University; M.A. University of Arkansas; Ph.D. Indiana University of Pennsylvania
Mary Elizabeth Braz (mbraz@wcupa.edu) (2008) Associate Professor of Communication Studies, Department of Communication Studies; Graduate Coordinator, Department of Communication Studies
B.A., Michigan State University; M.A., Northern Illinois University; Ph.D., Michigan State University
James W. Brenner (jbrenner@wcupa.edu) (2004) Professor of Health, Department of Health
B.S., West Chester University; M.Ed., College of New Jersey; Ph.D., Temple University
Mary P. Brewster (mbrewster@wcupa.edu) (1993) Professor of Criminal Justice, Department of Criminal Justice; Chairperson, Department of Criminal Justice
B.A., St. Joseph’s College; M.A., Fordham University; Ph.D., Rutgers University
Kim Suzanne Bridgford (kbridgford@wcupa.edu) (2010) Associate Professor of English, Department of English
B.A., University of Iowa; A.M., Ph.D., University of Illinois
Carol Isaacson Briselli (cbriselli@wcupa.edu) (1988) Assistant Professor of Applied Music, Department of Applied Music
B.A., State University of New York; M.M., Temple University
Timothy J. Brown (tbrown@wcupa.edu) (2002) Professor of Communication Studies, Department of Communication Studies; Chairperson, Department of Communication Studies
B.A., M.A., West Chester University; Ph.D., Ohio State University
Deborah S. Brown (dcbrown2@wcupa.edu) (1992) Professor of Professional and Secondary Education, Department of Professional and Secondary Education
B.S., West Chester University; M.A., Ph.D., University of Delaware
Eleanor Brown (ebrown@wcupa.edu) (2005) Professor of Psychology, Department of Psychology
B.A., Haverford College; Ph.D., University of Delaware
Page W. Buck (pbuck@wcupa.edu) (2008) Associate Professor of Graduate Social Work, Department of Graduate Social Work
B.A., Middlebury College; M.S.S., Ph.D., Bryn Mawr College
Mary Buckelew (mbuckelew@wcupa.edu) (1999) Professor of English, Department of English; Director, Department of Pennsylvania Writing and Literature Project
B.A., M.A., Ph.D., University of New Mexico
Emily Bullock (ebullock@wcupa.edu) (2004) Associate Professor of Applied Music, Department of Applied Music; Assistant Chairperson, Department of Applied Music
B.M., University of Colorado; M.M., University of Tulsa; D.M.A., University of Colorado
Richard Burns (rburns@wcupa.edu) (2012) Assistant Professor of Computer Science, Department of Computer Science
B.A., Saint Joseph’s University; M.A., Ph.D., University of Delaware
Michael Sterling Burns (msburns@wcupa.edu) (2013) Assistant Professor of English, Department of English
B.A., Temple University; M.A., The City College of New York; Ph.D., University of Illinois
Jade Burris (jburris@wcupa.edu) (2016) Assistant Professor of Early and Middle Grades Education, Department of Early and Middle Grades Education
BS University of Florida; MA University of Florida; MEd University of Florida; EdD University of Delaware
J. Bryan Burton (jburtong3@wcupa.edu) (1991) Professor of Music Education, Department of Music Education; Chairperson, Department of Music Education
B.M., West Texas State University; M.A., Western State College of Colorado; D.M.E., University of Southern Mississippi
Richard M. Busch (rbusch@wcupa.edu) (1990) Professor of Geology and Astronomy, Department of Geology and Astronomy
A.B., Franklin and Marshall College; M.A., Temple University; Ph.D., University of Pittsburgh

Maria José Cabrera (mcabrera@wcupa.edu) (2007) Associate Professor of Languages and Cultures, Department of Languages and Cultures; Coordinator, Department of Languages and Cultures
B.A., Universidad de Murcia (Spain); M.A., West Virginia University; Ph.D., Rutgers University

Wei Cai (wcai@wcupa.edu) (1996) Professor of Early and Middle Grades Education, Department of Early and Middle Grades Education
B.A., Beijing Teachers College; M.A., Bloomsburg University; Ed.D., Indiana University of Pennsylvania

Jelena Colovic-Markovic (jcolovic@wcupa.edu) (2013) Associate Professor of Languages and Cultures, Department of Languages and Cultures
B.S., Purdue University; M.S., P.E.D., Indiana University

Nicole Cattano (ncattano@wcupa.edu) (2007) Assistant Professor of Sports Medicine, Department of Sports Medicine
B.S., University of North Carolina at Greensboro; M.P.H., West Chester University; Ph.D., Temple University

Miguel Ceballos (mceballos@wcupa.edu) (2012) Assistant Professor of Anthropology and Sociology, Department of Anthropology and Sociology; Director, Department of Ethnic Studies Program
B.A., University of California, Berkeley; M.A., University of Texas at Austin; M.S., Ph.D., University of Wisconsin-Madison

Rebecca L. Chancellor (rchancellor@wcupa.edu) (2013) Assistant Professor of Anthropology and Sociology, Department of Anthropology and Sociology
B.A., University of Nevada; M.A., Ph.D., University of California, Davis

Wan-Yi Chen (wchen@wcupa.edu) (2011) Associate Professor of Graduate Social Work, Department of Graduate Social Work
B.A., Tunghai University; M.S.W., University of Pennsylvania; M.A., Ph.D., Columbia University

Tiannan Chen (tchen@wcupa.edu) (2014) Assistant Professor of Physics and Pre-Engineering Program, Department of Physics and Pre-Engineering Program
B.S., Zhejiang University; Ph.D., University of Minnesota

Daniel E. Cherry (dcherry@wcupa.edu) (2014) Assistant Professor of Applied Music, Department of Applied Music
B.M., Capital University; M.M., D.M.A., University of Cincinnati

Christina M. Chiarelli-Helminiak (cchiarelli@wcupa.edu) (2014) Assistant Professor of Graduate Social Work, Department of Graduate Social Work
B.A., Shippensburg University of Pennsylvania; M.S.W., Marywood University; Ph.D., University of Connecticut

Cecilia Lee-Fang Chien (cchien@wcupa.edu) (2005) Associate Professor of Ethnic Studies Program, Department of Ethnic Studies Program; Assistant Chairperson, Department of History
B.A., Central Michigan University; M.A., Ph.D., Harvard University

Paul F. Christ (pchrist@wcupa.edu) (1994) Professor of Marketing, Department of Marketing
B.B.A., M.B.A., Temple University; Ph.D., Drexel University

Joanne Christaldi (jchristaldi@wcupa.edu) (2013) Assistant Professor of Nutrition, Department of Nutrition
B.S., College of Saint Elizabeth; M.S., University of Delaware; Ph.D., University of Georgia

Bethann Cinelli (bcinelli@wcupa.edu) (1987) Professor of Health, Department of Health; Chairperson, Department of Health
B.S., Indiana University of Pennsylvania; M.Ed., Temple University; D.Ed., Pennsylvania State University

Kenneth Clark (kclark@wcupa.edu) (2016) Assistant Professor of Kinesiology, Department of Kinesiology
BA Swarthmore College; MS West Chester University; PhD Southern Methodist University

Angel Clarke (aclarke@wcupa.edu) (2007) Associate Professor of Psychology, Department of Psychology; Graduate Coordinator, Department of Psychology
B.S., M.A., Ph.D., University of North Carolina-Chapel Hill

Frances E. Cleland (fcleland@wcupa.edu) (1994) Professor of Kinesiology, Department of Kinesiology; Assistant Chairperson, Department of Kinesiology
B.S., Purdue University; M.S., P.E.D., Indiana University

Jelena Colovic-Markovic (jcolovic@wcupa.edu) (2013) Assistant Professor of Languages and Cultures, Department of Languages and Cultures
B.A., University of Belgrade; M.A., Brigham Young University; Ph.D., University of Utah
Juanita Rodgers Comfort (jcomfort@wcupa.edu) (2001) Associate Professor of English, Department of English
B.A., M.A., Old Dominion University; Ph.D., Ohio State University
Simon Condliffe (scondliffe@wcupa.edu) (2008) Associate Professor of Economics and Finance, Department of Economics and Finance
B.A., University of Humberside, England; M.S., Ph.D., University of Delaware
Jacob Cooper (jcooper@wcupa.edu) (2014) Assistant Professor of Music Theory History and Composition, Department of Music Theory History and Composition
B.A., Amherst College; M.A., A.D., D.M.A., Yale School of Music
Megan L. Corbin (mcorbin@wcupa.edu) (2014) Assistant Professor of Languages and Cultures, Department of Languages and Cultures
B.A., M.A., Ph.D., University of Minnesota
William Keith Corbitt (wcorbitt@wcupa.edu) (2013) Assistant Professor of Languages and Cultures, Department of Languages and Cultures; Coordinator, Department of Languages and Cultures
A.A., Monterey Peninsula College; B.A., High Point University; M.A., University of Delaware; M.A., Ph.D., University of Indiana
Gary Couto (gcouto@wcupa.edu) (2005) Associate Professor of Geography and Planning, Department of Geography and Planning
B.A., Duquesne University; M.S.P.M.P., Carnegie Mellon University; Ph.D., Texas A&M University
Vincent A. Craig (vcaraig@wcupa.edu) (1999) Associate Professor of Applied Music, Department of Applied Music
B.M., Oberlin College; M.M., D.M.A., Peabody Institute of Johns Hopkins University
Stanley J. Cramer (scramer@wcupa.edu) (2000) Assistant Professor of Kinesiology, Department of Kinesiology
B.S., M.S., West Chester University; Ph.D., Temple University
Carl Cranmer (ccranmer@wcupa.edu) (2000) Associate Professor of Applied Music, Department of Applied Music
B.Mus., Oberlin Conservatory of Music; M.M., D.M.A., The Juilliard School
Randall Cream (rcream@wcupa.edu) (2011) Assistant Professor of English, Department of English
M.A., Radford University; Ph.D., University of Connecticut
Walter L. Cressler (wrcressler@wcupa.edu) (2001) Professor of Library Services, Department of Library Services
B.A., Dartmouth College; M.S., Drexel University; M.Ed., Widener University; Ph.D., University of Pennsylvania
Andrew Crossett (acrossett@wcupa.edu) (2012) Assistant Professor of Mathematics, Department of Mathematics
B.A., Canisius College; M.A., Ph.D., Carnegie Mellon University
Kristen B. Crossney (kcrossney@wcupa.edu) (2008) Associate Professor of Geography and Planning, Department of Geography and Planning
B.S., University of Maryland-Baltimore County; M.A., Temple University; Ph.D., Rutgers University
Liu Cui (lcui@wcupa.edu) (2016) Assistant Professor of Computer Science, Department of Computer Science
B.S. Northwestern Polytechnical University Xi’an China; MS Ohio University; PhD University of Pittsburgh
David Cullen (dcullen@wcupa.edu) (1993) Instructor of Applied Music, Department of Applied Music
B.M., Hartford School of Music
Mary Fran Cullen (mccullen@wcupa.edu) (2006) Instructor of Undergraduate Nursing, Department of Undergraduate Nursing
B.S.N., Temple University; M.S.N., Vanderbilt University
Matthew Cummiskey (mcummiskey@wcupa.edu) (2009) Associate Professor of Kinesiology, Department of Kinesiology
B.S., Ithaca College; M.S., State University of New York at Cortland; Ph.D., Temple University
Judith A. Curtin (jcurtin@wcupa.edu) (2001) Instructor of Communication Sciences and Disorders, Department of Communication Sciences and Disorders
B.S., M.S., Marquette University; Au.D., University of Florida
Neil Curtis (ncurtis@wcupa.edu) (1993) Associate Professor of Sports Medicine, Department of Sports Medicine; Assistant Chairperson, Department of Sports Medicine
B.S., Boston University; M.S., University of Arizona; Ed.M., Ed.D., Columbia University
Virginia M. Da Costa (vdacosta@wcupa.edu) (1998) Professor of Art + Design, Department of Art + Design
B.A., State University of New York at Albany; M.A., California State University at Long Beach; Ph.D., University of California, Santa Barbara
Martin Alan Dallago (mdallago@wcupa.edu) (2014) Assistant Professor of Theatre and Dance, Department of Theatre and Dance
B.S., Dickinson College; M.F.A., Temple University
Rachel Daltry (rdaltry@wcupa.edu) (2013) Assistant Professor of Counseling and Psychological Services, Department of Counseling and Psychological Services
B.S., M.S., Saint Joseph’s University; Psy.D., La Salle University
Karen Dannessa (kdannessa@wcupa.edu) (2005) Professor of Applied Music, Department of Applied Music
B.M., Youngstown State University; M.M., Michigan State University; D.M., Florida State University
Patricia G. Davidson (pdavidson@wcupa.edu) (2013) Assistant Professor of Nutrition, Department of Nutrition
B.S. Southern Illinois University; M.S., Virginia Polytechnic Institute and State University; D.C.N., University of Medicine and Dentistry of New Jersey
Mark W. Davis (mdavis2@wcupa.edu) (2013) Assistant Professor of Public Policy and Administration, Department of Public Policy and Administration
B.S., Washington University; M.P.A., Indiana University
Kevin W. Dean (kdean@wcupa.edu) (1991) Professor of Communication Studies, Department of Communication Studies; Director, Department of Honors College
B.S., Bowling Green University; M.A., Miami University of Ohio; Ph.D., University of Maryland
David Dehm (ddehm@wcupa.edu) (2016) Assistant Professor of Chemistry, Department of Chemistry
B.S., SUNY Oswego; M.S., SUNY Oswego; Ph.D., University of Cincinnati
Eli Dehope (edehope@wcupa.edu) (2001) Professor of Social Work, Department of Social Work; Assistant Chairperson
B.S.W., Temple University; M.Ed., West Chester University; Ph.D., University of Pennsylvania
Sharon Bernecki Dejoy (sdejoy@wcupa.edu) (2012) Assistant Professor of Health, Department of Health
A.S., Miami-Dade College; B.A., Columbia University; M.P.H., Ph.D., University of South Florida
Charles Delmarcelle (cdelmarcelle@wcupa.edu) (2016) Assistant Professor of Theatre and Dance, Department of Theatre and Dance
B.S.E. Millersville University; MA Villanova University; MFA Temple University
Ashlie B. Delshad (adelshad@wcupa.edu) (2011) Assistant Professor of Political Science, Department of Political Science
B.A., Austin College; M.A., Ph.D., Purdue University
Claire L. Dente (cdente@wcupa.edu) (2008) Associate Professor of Social Work, Department of Social Work

B.A., Chestnut Hill College; M.S.W., Catholic University of America; Ph.D., Temple University

Robert P. Derstine (rderstine@wcupa.edu) (2013) Professor of Accounting, Department of Accounting

B.S.B.A., M.B.A., Drexel University; Ph.D., State University of New York at Buffalo

Valerian Desousa (vdesousa@wcupa.edu) (2008) Associate Professor of Anthropology and Sociology, Department of Anthropology and Sociology

B.A., Bombay University; M.A., Xavier Labour Relations Institute (India); Ph.D. University of Illinois at Urbana-Champaign

David P. Devenney (ddevenney@wcupa.edu) (1996) Professor of Applied Music, Department of Applied Music

B.M., Iowa State University; M.M., University of Wisconsin-Madison; D.M.A., Conservatory of Music, University of Cincinnati

Michael A. Di Giovine (mdigiovine@wcupa.edu) (2013) Assistant Professor of Anthropology and Sociology, Department of Anthropology and Sociology

B.S., Georgetown University; A.M., Ph.D., The University of Chicago

Karen L. Dickinson (kdickinson@wcupa.edu) (2011) Assistant Professor of Counselor Education, Department of Counselor Education

A.S., B.A., Temple University; M.S., St. Joseph’s University

Connie Dilucchio (cdilucchio@wcupa.edu) (2003) Professor of Early and Middle Grades Education, Department of Early and Middle Grades Education; Graduate Coordinator, Department of Early and Middle Grades Education

B.S., M.E., Pennsylvania State University; M.Ed. in Applied Studies in Teaching and Learning; Ed.D., University of Pennsylvania

N. Kim Doan (ndoan@wcupa.edu) (2008) Associate Professor of Special Education, Department of Special Education

B.A., M.A., California State University; Ph.D., University of Virginia

Jean-Christophe Dobrzelewski (jdobrzelew@wcupa.edu) (2008) Associate Professor of Applied Music, Department of Applied Music

Diploma of Modern Languages, Numaz-Droz School (Switzerland); Prix de Trompette, Conservatoire de Musique de Tueil-Malmaison (France); M.M., University of Maine; D.M.A., Arizona State University

Eric Dodson-Robinson (edodson@wcupa.edu) (2011) Assistant Professor of English, Department of English; Graduate Coordinator, Department of English

B.A., University of Texas; M.A., University of Michigan; M.A., Texas University

Martha Donkor (mdonkor@wcupa.edu) (2014) Assistant Professor of History, Department of History

B.A., University of Cape Coast; M.A., University of Guelph; Ph.D., University of Toronto

Teresa Donze-Reiner (tdonze@wcupa.edu) (2016) Assistant Professor of Biology, Department of Biology

B.S., University of Nebraska; Ph.D., Molecular Biology and Microbiology University of Nebraska-Lincoln

David J. Doorn (ddoorn@wcupa.edu) (2012) Associate Professor of Economics and Finance, Department of Economics and Finance

B.A., University of Wisconsin-Milwaukee; Ph.D., North Carolina State University

Timothy R. Dougherty (tdougherty@wcupa.edu) (2014) Assistant Professor of English, Department of English

B.A., Pennsylvania State University; M.A., University of Minnesota; Ph.D., Syracuse University

Peter Duval (pduval@wcupa.edu) (2016) Assistant Professor of English, Department of English

MFA Boston University; MA University of Illinois; MA New York University

Kathleen Ellis (mellis@wcupa.edu) (2009) Professor of Kinesiology, Department of Kinesiology

B.A., University of North Carolina at Wilmington; M.Ed., Bowling Green State University; Ph.D., Michigan State University

Linda Ello (lello@wcupa.edu) (1999) Associate Professor of Graduate Social Work, Department of Graduate Social Work

B.A., Pennsylvania State University; M.S., University of Iowa; Ph.D., Rutgers - The State University

John Elmore (jelmore@wcupa.edu) (2005) Professor of Professional and Secondary Education, Department of Professional and Secondary Education; Chairperson

B.A., B.S., Kansas Wesleyan University; M.S., Ph.D., Kansas State University

Richard G. Epstein (repstein@wcupa.edu) (1991) Professor of Computer Science, Department of Computer Science

B.A., George Washington University; M.S.E., University of Pennsylvania; Ph.D., Temple University

Margaret Ervin (mervin@wcupa.edu) (2003) Associate Professor of English, Department of English; Director, Department of Writing Center

B.A., Harvard University; Ph.D., University at Albany, State University of New York

Kristine S. Ervin (kervin@wcupa.edu) (2012) Assistant Professor of English, Department of English

B.A., Oklahoma State University; M.F.A., New York University; Ph.D., University of Houston

Stacy B. Esch (sesch@wcupa.edu) (2014) Instructor of English, Department of English

B.A., West Chester University of Pennsylvania; M.A., West Chester University of Pennsylvania

James D. Fabrey (jfabrey@wcupa.edu) (1975) Professor of Computer Science, Department of Computer Science; Chairperson, Department of Computer Science

A.B., Cornell University; Ph.D., Massachusetts Institute of Technology

Xin Fan (xfan@wcupa.edu) (2006) Associate Professor of Biology, Department of Biology; Graduate Coordinator, Department of Biology

B.S., Jiangxi College of Medicine; M.S., Kunming Medical College; Ph.D., University of Illinois at Urbana-Champaign

Rebecca A. Field (rffield@wcupa.edu) (1998) Assistant Professor of Theatre and Dance, Department of Theatre and Dance

B.Mus., West Chester University; M.Mus., D.Mus., Indiana University

Susan Fiorentino (sfiorentin@wcupa.edu) (2013) Assistant Professor of Public Policy and Administration, Department of Public Policy and Administration

B.A., West Chester University; M.A., J.D., Villanova University

Laura E. Fiorenza (lfiorenza@wcupa.edu) (1991) Assistant Professor of Early and Middle Grades Education, Department of Early and Middle Grades Education

B.A. West Chester University; M.Ed. West Chester University

Frank E. Fish (ffish@wcupa.edu) (1980) Professor of Biology, Department of Biology

B.A., State University of New York at Oswego; M.S., Ph.D., Michigan State University
<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
<th>Department</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kelly Fisher</td>
<td>Assistant Professor of Management</td>
<td>Department of Management</td>
</tr>
<tr>
<td>Michael J. Fisher</td>
<td>Associate Professor of Mathematics</td>
<td>Department of Mathematics</td>
</tr>
<tr>
<td>Kevin Flanagan</td>
<td>Professor of Literacy</td>
<td>Department of Literacy</td>
</tr>
<tr>
<td>Robert P. Fletcher</td>
<td>Professor of English</td>
<td>Department of English</td>
</tr>
<tr>
<td>Lori Fuller</td>
<td>Associate Professor of Applied Music</td>
<td>Department of Applied Music</td>
</tr>
<tr>
<td>Blaise F. Frost</td>
<td>Associate Professor of Geography and Planning</td>
<td>Department of Geography and Planning</td>
</tr>
<tr>
<td>Jonathan Friedman</td>
<td>Professor of Ethnic Studies Program</td>
<td>Department of Ethnic Studies Program</td>
</tr>
<tr>
<td>Sandra Fowkes-Godek</td>
<td>Professor of Sports Medicine</td>
<td>Department of Sports Medicine</td>
</tr>
<tr>
<td>John Fowler</td>
<td>Assistant Professor of Applied Music</td>
<td>Department of Applied Music</td>
</tr>
<tr>
<td>Joy Fritschle</td>
<td>Associate Professor of Geography and Planning</td>
<td>Department of Geography and Planning</td>
</tr>
<tr>
<td>Blaise F. Frost</td>
<td>Associate Professor of Chemistry</td>
<td>Department of Chemistry</td>
</tr>
<tr>
<td>Frank F. Fry</td>
<td>Professor of Kinesiology</td>
<td>Department of Kinesiology</td>
</tr>
<tr>
<td>Lori Fuller</td>
<td>Professor of Accounting</td>
<td>Department of Accounting</td>
</tr>
<tr>
<td>John A. Gaarder</td>
<td>Assistant Professor of Applied Music</td>
<td>Department of Applied Music</td>
</tr>
<tr>
<td>Marc Gagné</td>
<td>Professor of Geology and Astronomy</td>
<td>Department of Geology and Astronomy</td>
</tr>
<tr>
<td>Kevin Galamita</td>
<td>Professor of Mathematics</td>
<td>Department of Mathematics</td>
</tr>
<tr>
<td>Robert J. Gallop</td>
<td>Professor of Mathematics</td>
<td>Department of Mathematics</td>
</tr>
<tr>
<td>Kevin E. Flynn</td>
<td>Associate Professor of Accounting</td>
<td>Department of Accounting</td>
</tr>
<tr>
<td>Anita K. Foeman</td>
<td>Professor of Communication Studies</td>
<td>Department of Communication Studies</td>
</tr>
<tr>
<td>Daniel Forbes</td>
<td>Assistant Professor of Philosophy</td>
<td>Department of Philosophy</td>
</tr>
<tr>
<td>John Fowler</td>
<td>Assistant Professor of Applied Music</td>
<td>Department of Applied Music</td>
</tr>
<tr>
<td>Sandra Fowkes-Godek</td>
<td>Professor of Sports Medicine</td>
<td>Department of Sports Medicine</td>
</tr>
<tr>
<td>Jonathan Friedman</td>
<td>Professor of Ethnic Studies Program</td>
<td>Department of Ethnic Studies Program</td>
</tr>
<tr>
<td>Blaise F. Frost</td>
<td>Associate Professor of Chemistry</td>
<td>Department of Chemistry</td>
</tr>
<tr>
<td>Frank F. Fry</td>
<td>Professor of Kinesiology</td>
<td>Department of Kinesiology</td>
</tr>
<tr>
<td>Lori Fuller</td>
<td>Professor of Accounting</td>
<td>Department of Accounting</td>
</tr>
<tr>
<td>John A. Gaarder</td>
<td>Assistant Professor of Applied Music</td>
<td>Department of Applied Music</td>
</tr>
<tr>
<td>Gloria Galante</td>
<td>Instructor of Applied Music</td>
<td>Department of Applied Music</td>
</tr>
<tr>
<td>Gail M. Galamita</td>
<td>Professor of Mathematics</td>
<td>Department of Mathematics</td>
</tr>
<tr>
<td>Robert J. Gallop</td>
<td>Professor of Mathematics</td>
<td>Department of Mathematics</td>
</tr>
<tr>
<td>Kevin E. Flynn</td>
<td>Associate Professor of Accounting</td>
<td>Department of Accounting</td>
</tr>
<tr>
<td>Anita K. Foeman</td>
<td>Professor of History</td>
<td>Department of History</td>
</tr>
<tr>
<td>John Fowler</td>
<td>Assistant Professor of Applied Music</td>
<td>Department of Applied Music</td>
</tr>
<tr>
<td>Sandra Fowkes-Godek</td>
<td>Professor of Sports Medicine</td>
<td>Department of Sports Medicine</td>
</tr>
<tr>
<td>Jonathan Friedman</td>
<td>Professor of Ethnic Studies Program</td>
<td>Department of Ethnic Studies Program</td>
</tr>
<tr>
<td>Blaise F. Frost</td>
<td>Associate Professor of Geography and Planning</td>
<td>Department of Geography and Planning</td>
</tr>
<tr>
<td>Frank F. Fry</td>
<td>Professor of Kinesiology</td>
<td>Department of Kinesiology</td>
</tr>
<tr>
<td>Lori Fuller</td>
<td>Professor of Accounting</td>
<td>Department of Accounting</td>
</tr>
<tr>
<td>John A. Gaarder</td>
<td>Assistant Professor of Applied Music</td>
<td>Department of Applied Music</td>
</tr>
<tr>
<td>Gloria Galante</td>
<td>Instructor of Applied Music</td>
<td>Department of Applied Music</td>
</tr>
<tr>
<td>Gail M. Galamita</td>
<td>Professor of Mathematics</td>
<td>Department of Mathematics</td>
</tr>
<tr>
<td>Robert J. Gallop</td>
<td>Professor of Mathematics</td>
<td>Department of Mathematics</td>
</tr>
<tr>
<td>Kevin E. Flynn</td>
<td>Associate Professor of Accounting</td>
<td>Department of Accounting</td>
</tr>
<tr>
<td>Anita K. Foeman</td>
<td>Professor of History</td>
<td>Department of History</td>
</tr>
<tr>
<td>John Fowler</td>
<td>Assistant Professor of Applied Music</td>
<td>Department of Applied Music</td>
</tr>
<tr>
<td>Sandra Fowkes-Godek</td>
<td>Professor of Sports Medicine</td>
<td>Department of Sports Medicine</td>
</tr>
<tr>
<td>Jonathan Friedman</td>
<td>Professor of Ethnic Studies Program</td>
<td>Department of Ethnic Studies Program</td>
</tr>
<tr>
<td>Blaise F. Frost</td>
<td>Associate Professor of Geography and Planning</td>
<td>Department of Geography and Planning</td>
</tr>
<tr>
<td>Frank F. Fry</td>
<td>Professor of Kinesiology</td>
<td>Department of Kinesiology</td>
</tr>
<tr>
<td>Lori Fuller</td>
<td>Professor of Accounting</td>
<td>Department of Accounting</td>
</tr>
<tr>
<td>John A. Gaarder</td>
<td>Assistant Professor of Applied Music</td>
<td>Department of Applied Music</td>
</tr>
<tr>
<td>Gloria Galante</td>
<td>Instructor of Applied Music</td>
<td>Department of Applied Music</td>
</tr>
<tr>
<td>Gail M. Galamita</td>
<td>Professor of Mathematics</td>
<td>Department of Mathematics</td>
</tr>
<tr>
<td>Robert J. Gallop</td>
<td>Professor of Mathematics</td>
<td>Department of Mathematics</td>
</tr>
<tr>
<td>Kevin E. Flynn</td>
<td>Associate Professor of Accounting</td>
<td>Department of Accounting</td>
</tr>
</tbody>
</table>
Peter L. Glidden (pglidden@wcupa.edu) (1995) Professor of Mathematics, Department of Mathematics; Chairperson, Department of Mathematics
B.A., College of Wooster; M.A., Ph.D., Columbia University

Amir Golmohamadi (agolmohama@wcupa.edu) (2016) Assistant Professor of Nutrition, Department of Nutrition
BS University of Tehran; MS Isfahan University of Technology; PhD University of Idaho

Felix E. Goodson (fgoodson@wcupa.edu) (1998) Professor of Chemistry, Department of Chemistry
A.B., Princeton University; Ph.D., University of California, Berkeley

Lisa Gordon (lgron@wcupa.edu) (1999) Instructor of Literacy, Department of Literacy
B.S., University of Pittsburgh; M.Ed., Pennsylvania State University

Henry Grabb (hgrabbe@wcupa.edu) (1992) Professor of Applied Music, Department of Applied Music
B.A., University of Central Florida; M.M., Northwestern University of Illinois; D.M., Florida State University

Paul D. Green (pgreen@wcupa.edu) (1971) Professor of English, Department of English
A.B., Temple University; A.M., Ph.D., Harvard University

Judith J. Greenamyer (jgreenamyer@wcupa.edu) (1988) Assistant Professor of Biology, Department of Biology
M.S., University of California; D.V.M., Ohio State University

Anita Greenlee (agreelee@wcupa.edu) (2001) Assistant Professor of Applied Music, Department of Applied Music
B.S., M.S., Juilliard School of Music

Elizabeth U Grillo (egrillo@wcupa.edu) (2006) Associate Professor of Communication Sciences and Disorders, Department of Communication Sciences and Disorders
B.M., Indiana University; M.S., Columbia University's Teachers College; Ph.D., University of Pittsburgh

Shannon T. Grugan (sgrugan@wcupa.edu) (2014) Assistant Professor of Criminal Justice, Department of Criminal Justice; Assistant Chairperson, Department of Criminal Justice
B.A., DeSales University; M.S., West Chester University of Pennsylvania; Ph.D., Rutgers University

Angela Guerriero (aguerriero@wcupa.edu) (2002) Assistant Professor of Music Education, Department of Music Education
B.S., M.Ed., M.M., West Chester University; M.A. Immaculata University; Ph.D., Drexel University

Tara C. Guerriero (tguerriero@wcupa.edu) (2008) Associate Professor of Special Education, Department of Special Education
B.S., M.A., Ph.D., Northwestern University

Michael Guiry (mguiry@wcupa.edu) (2016) Associate Professor of Marketing, Department of Marketing
BS Cornell University; MBA Duke University; PhD University of Florida

Cheryl D Gunter (cgunter@wcupa.edu) (1999) Professor of Communication Sciences and Disorders, Department of Communication Sciences and Disorders; Chairperson, Department of Communication Sciences and Disorders
B.A., University of Tennessee; M.A., Memphis State; Ph.D., University of Texas - Austin

Shiv K. Gupta (sgupta@wcupa.edu) (1985) Associate Professor of Mathematics, Department of Mathematics
B.S., M.S., Delhi University; M.S., University of Wisconsin; Ph.D., Case Western Reserve University

Cynthia S. Haggard (chaggard@wcupa.edu) (1990) Associate Professor of Professional and Secondary Education, Department of Professional and Secondary Education
B.A., M.A., Ed.D., Indiana University

Gabrielle Halko (ghalko@wcupa.edu) (2006) Professor of English, Department of English; Assistant Chairperson, Department of English
B.A., College of William and Mary; M.F.A., Bowling Green State University; Ph.D., Western Michigan University

H. Bernard Hall (hhall@wcupa.edu) (2012) Assistant Professor of English, Department of English
B.A., M.A., University of Michigan-Ann Arbor; Ph.D., Temple University

Cynthia Hall (chall@wcupa.edu) (2008) Associate Professor of Geology and Astronomy, Department of Geology and Astronomy
B.S., Howard University; Ph.D., Georgia Institute of Technology

Brian Halsey (bhalsey@wcupa.edu) (2010) Professor of Accounting, Department of Accounting; Director, Department of M.B.A. Program
B.A., Shippensburg University; J.D., Widener University School of Law; L.L.M., Villanova University School of Law

Wayne Hanley (whanley@wcupa.edu) (2000) Professor of History, Department of History; Chairperson, Department of History
B.A., M.A., Central Missouri State University; Ph.D., University of Missouri

Chris L. Hanning (channing@wcupa.edu) (1995) Professor of Applied Music, Department of Applied Music; Chairperson, Department of Applied Music
B.A., B.A., University of South Florida; M.M., University of Akron; D.M.A., University of Colorado

John H. Hanson (jhanson@wcupa.edu) (2000) Assistant Professor of English, Department of English
B.A., University of Liberia; M.A., Syracuse University; Ph.D., Florida State University

Charles A. Hardy (chardy@wcupa.edu) (1990) Professor of American Studies Program, Department of American Studies Program
B.A., M.A., Ph.D., Temple University

Jeffrey E. Harris (jharris@wcupa.edu) (1983) Professor of Nutrition, Department of Nutrition; Chairperson, Department of Nutrition
University of California, San Diego; D.H.Sc., M.P.H., Loma Linda University

Barbara E. Harrison (bharrison@wcupa.edu) (2014) Associate Professor of Undergraduate Nursing, Department of Undergraduate Nursing
B.S.N., Stockton State College; M.S.N., University of Texas at Arlington; Ph.D., University of Michigan

Thomas Haughey (thaughey@wcupa.edu) (2006) Assistant Professor of Theatre and Dance, Department of Theatre and Dance
B.S., Elizabethtown College; M.F.A., University of Connecticut

Robert Haworth (rhaworth@wcupa.edu) (2012) Assistant Professor of Professional and Secondary Education, Department of Professional and Secondary Education; Graduate Coordinator, Department of Professional and Secondary Education
B.A., University of Utah; M.A., Ph.D., New Mexico State University

Megan L. Heckert (mheckert@wcupa.edu) (2014) Assistant Professor of Geography and Planning, Department of Geography and Planning
B.S., Brown University; M.A., Ph.D., Temple University

Scott Heinrichs (sheinrichs@wcupa.edu) (2004) Associate Professor of Sports Medicine, Department of Sports Medicine
B.S., West Chester University; M.A.T., University of South Carolina; Ed. D., Widener University

John G. Helion (jhelion@wcupa.edu) (1990) Professor of Honors College, Department of Honors College

Martin Helmke (mhelmke@wcupa.edu) (2005) Professor of Geology and Astronomy, Department of Geology and Astronomy; Chairperson, Department of Geology and Astronomy
B.S., Antioch College; Ph.D., Iowa State University
Gloria Maité Hernández (ghernandez@wcupa.edu) (2011) Assistant Professor of Languages and Cultures, Department of Languages and Cultures
B.F.A., Instituto Superior de Arte (Cuba); Ph.D., Emory University
Mark Hickman (mhickman@wcupa.edu) (2009) Assistant Professor of Communication Studies, Department of Communication Studies
B.A., Marshall University; M.A., Miami University of Ohio
Janet S. Hickman (jhickman@wcupa.edu) (1992) Professor of Graduate Nursing, Department of Graduate Nursing
B.S.N., University of Bridgeport; M.S.N., Northern Illinois University; Ed.D., Temple University
S. Christie Hicks (shicks@wcupa.edu) (2011) Assistant Professor of Special Education, Department of Special Education; Graduate Coordinator, Department of Special Education
B.A., M.A.T., Western Carolina University; Ph.D., University of North Carolina
Margaret Schiff Hill (mhill@wcupa.edu) (1990) Professor of Art + Design, Department of Art + Design; Chairperson, Department of Art + Design
B.F.A., Kutztown University; M.F.A., Syracuse University
Erin Michelle Hill (ehill@wcupa.edu) (2013) Assistant Professor of Psychology, Department of Psychology
B.A., Laurentian University; M.A., Carleton University; Ph.D., Auckland University of Technology
Johy Hilliker (jhilliker@wcupa.edu) (2004) Associate Professor of Geology and Astronomy, Department of Geology and Astronomy; Graduate Coordinator, Department of Geology and Astronomy
B.S., M.S., Ph.D., Pennsylvania State University
Stephanie L. Hinson (shinson@wcupa.edu) (1992) Associate Professor of Professional and Secondary Education, Department of Professional and Secondary Education
A.B., Princeton University; M.Ed., Ed.D., University of Virginia
Jacqueline S. Hodes (jhodes@wcupa.edu) (2012) Assistant Professor of Counselor Education, Department of Counselor Education
B.A., M.Ed., Ed.D., University of Delaware
Amber M. Holbrook (aholbrook@wcupa.edu) (2013) Assistant Professor of Graduate Social Work, Department of Graduate Social Work
B.A., Hampshire College; M.S.W., University of New England; Ph.D., Bryn Mawr College
Jeremy Holmes (jholmes@wcupa.edu) (2016) Instructor of Art + Design, Department of Art + Design
B.S. Philadelphia University; M.F.A. Temple University, Tyler School of Art
Harry Holt (hholt@wcupa.edu) (2016) Assistant Professor of Health, Department of Health
B.S., Economics/Pre-Law/Political Science, Indiana University; Juris Doctorate, MBA Case Western University; Ph.D. Health Policy and Administration, The Pennsylvania State University
Mary A. House (mhouse@wcupa.edu) (2013) Assistant Professor of Special Education, Department of Special Education
B.F.A., Kutztown University; M.A.T., The College of New Jersey; Ed.D., Fayetteville State University
Jingqiu Hu (jhu@wcupa.edu) (2014) Assistant Professor of Chemistry, Department of Chemistry
B.S., M.S., Nanjing University; Ph.D., Boston University
Erin Hurt (ehurt@wcupa.edu) (2010) Associate Professor of English, Department of English
B.A., University of North Texas; M.A., Ph.D., University of Texas at Austin
Lauri Hyers (lhyers@wcupa.edu) (2004) Professor of Psychology, Department of Psychology
B.A., Ph.D., Pennsylvania State University
Daniel Robert Ilaria (dilaria@wcupa.edu) (2011) Assistant Professor of Mathematics, Department of Mathematics
B.A., Drew University; Ed.M., M.S., Ph.D., Rutgers University
Travis Sky Ingersoll (tingersoll@wcupa.edu) (2011) Assistant Professor of Social Work, Department of Social Work
B.A., State University of New York at Buffalo; M.S.W, M.Ed., Ed.D., Widener University
Farzin Irani (firani@wcupa.edu) (2014) Assistant Professor of Psychology, Department of Psychology
B.S., University of Toronto; M.S., Villanova University; Ph.D., Drexel University
Ebru Isgin (eisgin@wcupa.edu) (2012) Assistant Professor of Economics and Finance, Department of Economics and Finance
B.A., Bogazici University, Istanbul; M.A., Ph.D., Rutgers University
Dorothy Ives-Dewey (divesdewey@wcupa.edu) (2005) Professor of Geography and Planning, Department of Geography and Planning; Graduate Coordinator, Department of Geography and Planning; Chairperson, Department of Geography and Planning
B.A., Lafayette College; M.P.I., University of Southern California; Ph.D., University of Pennsylvania
Marc M. Jacoby (mjacyjob@wcupa.edu) (2005) Associate Professor of Applied Music, Department of Applied Music
B.M., Berklee College of Music; M.M., New England Conservatory of Music; M.M., Ph.D., Northwestern University
Tammy C. James (tjames@wcupa.edu) (1994) Professor of Health, Department of Health
B.S., M.E., Ph.D., Kent State University
Steven Patrick James (sjames@wcupa.edu) (2014) Assistant Professor of Philosophy, Department of Philosophy
B.A., University of Colorado; Ph.D., University of Texas
Jane E. Jeffrey (jjeffrey@wcupa.edu) (1991) Professor of English, Department of English
B.A., Memphis State; M.A., Ph.D., University of Iowa
Elaine B. Jenks (ejenks@wcupa.edu) (1992) Professor of Communication Studies, Department of Communication Studies
B.A., University of Maryland; M.A., Gannon University; Ph.D., Pennsylvania State University
Zhen Jiang (zjiang@wcupa.edu) (2002) Associate Professor of Computer Science, Department of Computer Science
M.S., University of Reading; Ph.D., Temple University
Guohua Jiang (gjiang@wcupa.edu) (2013) Assistant Professor of Management, Department of Management
B.S., Shanghai Jiaotong University; M.S., Nanjing University; Ph.D., Florida Atlantic University
Carolyn Consuelo Jimenez (cjimenez@wcupa.edu) (1994) Professor of Sports Medicine, Department of Sports Medicine; Chairperson, Department of Sports Medicine
B.A., Colorado College; M.S., University of Arizona; Ph.D., Temple University
Daniela Salvo Johannes (djohannes@wcupa.edu) (2016) Assistant Professor of Ethnic Studies Program, Department of Ethnic Studies Program
BA Universidad Catolica de Chile; MA University of Arizona; PhD University of Arizona
Karen Johnson (kjohanes@wcupa.edu) (2007) Associate Professor of Early and Middle Grades Education, Department of Early and Middle Grades Education; Early and Middle Grades Education
B.S., Trenton State College; M.Ed., Rutgers University; Ph.D., University of Albany

FACULTY INDEX
Deidre Ann Johnson (djohnson@wcupa.edu) (1991) Associate Professor of English, Department of English
B.A., Knox College; M.A., Eastern Michigan; Ph.D., University of Minnesota
Kim Johnson (kjohnson2@wcupa.edu) (2013) Assistant Professor of Mathematics, Department of Mathematics
B.S., MS.Ed., Millersville University; Ph.D., Pennsylvania State University
Kimberly Johnson (kjohnson4@wcupa.edu) (2016) Assistant Professor of Nutrition, Department of Nutrition
BS Cornell University; MS Syracuse University; PhD Syracuse University
Dean J. Johnson (djohnson4@wcupa.edu) (2013) Assistant Professor of Philosophy, Department of Philosophy
B.A., Manchester University; M.A., Bethany Theological Seminary; Ph.D., University of Denver
Vanessa K. Johnson (vjohnson@wcupa.edu) (1999) Professor of Psychology, Department of Psychology
B.S., University of Washington, Seattle; M.A., Ph.D., University of California, Berkeley
Susan L. Johnston (sjohnston@wcupa.edu) (2001) Professor of Anthropology and Sociology, Department of Anthropology and Sociology;
Chairperson, Department of Anthropology and Sociology
B.A., University of Pennsylvania; B.S., Hahnemann University; Ph.D., University of Pennsylvania
Clifford A. Johnston (cjohnston@wcupa.edu) (1992) Associate Professor of Mathematics, Department of Mathematics
B.S.E., Mansfield University; M.A., Ph.D., Temple University
David P. Jones (djones2@wcupa.edu) (2014) Assistant Professor of Art + Design, Department of Art + Design
B.A., M.F.A., Temple University
Rachel A. Joseph (rjoseph@wcupa.edu) (2013) Assistant Professor of Undergraduate Nursing, Department of Undergraduate Nursing
B.S., College of Nursing, Trivandrum; M.S., Wilmington University; Ph.D., Duquesne University
Monica Joshi (mjoshi@wcupa.edu) (2010) Associate Professor of Chemistry, Department of Chemistry
B.Sc., St. Francis Degree College for Women (India); M.Sc., Osmania University (India); Ph.D., Florida International University
Premalatha Jninus (pjnninus@wcupa.edu) (2014) Assistant Professor of Mathematics, Department of Mathematics
B.S., M.S., University of Madras; M.A., Ph.D., University of Northern Colorado
Seth Kahn (skahn@wcupa.edu) (2002) Professor of English, Department of English
B.A., Wake Forest University; M.A., Florida State University; Ph.D., Syracuse University
Anil Kumar Kandalam (akandalam@wcupa.edu) (2012) Assistant Professor of Physics and Pre-Engineering Program, Department of Physics and Pre-Engineering Program
B.Sc., Osmania University; M.Sc., University of Hyderabad; Ph.D., Michigan Technological University
Orhan Kara (okara@wcupa.edu) (2003) Professor of Economics and Finance, Department of Economics and Finance;
Chairperson, Department of Economics and Finance
B.A., University of Ankara; M.S., Ph.D., University of Wisconsin - Madison; Ph.D., University of Wisconsin - Milwaukee
Christine Karpinski (ckarpinski@wcupa.edu) (2010) Assistant Professor of Nutrition, Department of Nutrition
B.S., West Chester University; M.A., Immaculata University; PhD, Rutgers University
Matin Katirai (mkatirai@wcupa.edu) (2009) Associate Professor of Geography and Planning, Department of Geography and Planning;
Graduate Coordinator, Department of Geography and Planning
B.A., York University, Toronto; M.P.H., University of Kentucky College of Public Health; Ph.D., University of Louisville
Whitney Katirai (wkatirai@wcupa.edu) (2016) Assistant Professor of Health, Department of Health
BA University of Louisville; MPH University of Kentucky; EdD University of Kentucky
Barbara A. Kauffman (bkauffman@wcupa.edu) (1990) Assistant Professor of Criminal Justice, Department of Criminal Justice
BS Pennsylvania State University; J.D., Temple University School of Law
Ryan M. Kelly (rkelly@wcupa.edu) (2013) Assistant Professor of Applied Music, Department of Applied Music
B.M., Houston Baptist University; M.M., University of Oklahoma; D.M.A., Michigan State University
Kyle Kelly (kkelly2@wcupa.edu) (2016) Assistant Professor of Economics and Finance, Department of Economics and Finance
BA Bloomsburg University; MA Binghamton University; PhD Binghamton University
Leonard Kelly (lkelly@wcupa.edu) (2005) Associate Professor of Theatre and Dance, Department of Theatre and Dance
B.A., West Chester University; M.F.A., University of Texas
John J. Kennedy (jkennedy@wcupa.edu) (2001) Associate Professor of Political Science, Department of Political Science
B.S., M.P.A., Kutztown University; Ph.D., Temple University
Jane L. Kenney (jkenney@wcupa.edu) (1992) Associate Professor of Professional and Secondary Education, Department of Professional and Secondary Education
B.A., Pennsylvania State University; M.A., Ohio State University; Ph.D., Temple University
Michelle Kensey (mkensey@wcupa.edu) (2016) Assistant Professor of Undergraduate Nursing, Department of Undergraduate Nursing
BSN Marquette University; MSN University of Pennsylvania
Sandra L. Kerr (skerr@wcupa.edu) (1994) Professor of Psychology, Department of Psychology; Chairperson, Department of Psychology
B.A., Boston College; M.A., Ph.D., State University of New York at Stony Brook
Sojung Kim (skim@wcupa.edu) (2011) Assistant Professor of Communication Sciences and Disorders, Department of Communication Sciences and Disorders
B.A., Sung Kyun Kwan University (South Korea); M.A., Ohio University; Ph.D., Arizona State University
Taeck-Yul Kim (tkim@wcupa.edu) (2014) Assistant Professor of Economics and Finance, Department of Economics and Finance
B.A., Kyung Hee University; M.S., University of Illinois; Ph.D., Drexel University
Hyunsoo Kim (hkim@wcupa.edu) (2016) Assistant Professor of Kinesiology, Department of Kinesiology
Bachelor’s Yonsei University; MS UNC Greensboro; Master’s Yonsei University; PhD Brigham Young University
John A. Kinslow (jkinslow@wcupa.edu) (1998) Professor of Educational Development, Department of Educational Development
B.A., Antioch University; M.Ed., Ph.D., Temple University
Lisa A. Kirschenbaum (likirschenbaum@wcupa.edu) (1996) Professor of History, Department of History
A.B., Brown University; M.A., Ph.D., University of California, Berkeley
Robert M. Kline (rkline@wcupa.edu) (1991) Associate Professor of Computer Science, Department of Computer Science
B.A., Millersville University; Ph.D., Washington University
Terry Klinefelter (tklinefelter@wcupa.edu) (2010) Associate Professor of Applied Music, Department of Applied Music
B.S.Ed., M.M., West Chester University; M.M., Temple University;
D.M.A., Catholic University of America
Robert Kodosky (rkodosky@wcupa.edu) (2009) Associate Professor of History, Department of History
B.S., University of Pennsylvania; M.A., Villanova University; Ph.D.,
Temple University
Mareile A. Koenig (mkoenig@wcupa.edu) (1990) Professor of Communication Sciences and Disorders, Department of Communication Sciences and Disorders; Graduate Coordinator, Department of Communication Sciences and Disorders
B.S., M.S., Southern Illinois University; Ph.D., University of Illinois
Kurt Kolasinski (kkolasinsk@wcupa.edu) (2006) Professor of Chemistry, Department of Chemistry
B.S., University of Pittsburgh; Ph.D., Stanford University
Allison Kopas (akopas@wcupa.edu) (2011) Assistant Professor of Mathematics, Department of Mathematics; Assistant Chairperson, Department of Mathematics
B.A., Revelle College; M.A., Ph.D., University of California, Santa Barbara
Lisa Konigsberg (lkonigsber@wcupa.edu) (2016) Instructor of English, Department of English
BA Temple University; MA Rutgers, The State University of New Jersey
Maria Kopacz (mkopacz@wcupa.edu) (2007) Assistant Professor of Communication Studies, Department of Communication Studies
M.A., Warsaw University (Poland); Ph.D., University of Arizona
Anne Krulikowski (akrulikowski@wcupa.edu) (2013) Assistant Professor of History, Department of History
B.A., Immaculata University; M.A., Villanova University; Ph.D.,
University of Delaware
Ed Kubachka (ekubachka@wcupa.edu) (2016) Instructor of Kinesiology, Department of Kinesiology
B.S., Pennsylvania State University; B.S., M.S., West Chester University
Benjamin Kuebrich (bkuebrich@wcupa.edu) (2016) Assistant Professor of English, Department of English
BA Illinois State University; MA Miami University (OH); PhD
Syracuse University
V. Krishna Kumar (vkrishnakumar@wcupa.edu) (1977) Professor of Ethnic Studies Program, Department of Ethnic Studies Program
B.S., Osmania University (India); M.S., Indian Agricultural Research Institute; M.S., Ph.D., University of Wisconsin-Madison
Joann H. Kump (jkump@wcupa.edu) (2013) Instructor of Mathematics, Department of Mathematics
B.S., Florida State University; M.A.T., Indiana University
Janet Lacey (jlacey@wcupa.edu) (2000) Professor of Nutrition, Department of Nutrition
B.S., Simmons College; M.S., M.Ed., University of Massachusetts;
Dr.P.H., University of North Carolina
William Lalicker (wllalicker@wcupa.edu) (1995) Professor of English, Department of English
B.A., Loyola Marymount University; M.A., Ph.D., University of Washington
Sara Lamb Kistler (slamb@wcupa.edu) (2004) Associate Professor of Early and Middle Grades Education, Department of Early and Middle Grades Education
B.S., M.A., West Chester University; Ph.D., University of Delaware
Margarete J. Landwehr (mlandwehr@wcupa.edu) (1992) Professor of Holocaust and Genocide Studies, Department of Holocaust and Genocide Studies
B.S., Georgetown University; M.A., Ph.D., Harvard University
Tiffany Yvette Lane (tylane@wcupa.edu) (2012) Assistant Professor of Ethnic Studies Program, Department of Ethnic Studies Program
B.A., West Chester University; M.S.W., Howard University; Ph.D.,
Morgan State University
Angela Lavery (alavery@wcupa.edu) (2016) Assistant Professor of Graduate Social Work, Department of Graduate Social Work
BS Pennsylvania State University; MSW University of Wyoming; PhD
University of Denver
Bessie Lee Lawton (bllawton@wcupa.edu) (2008) Associate Professor of Communication Studies, Department of Communication Studies
B.A., M.A., University of the Philippines; Ph.D., University of Pennsylvania
Evan A. Leach (eleach@wcupa.edu) (1993) Associate Professor of Management, Department of Management; Chairperson, Department of Management
B.A., Pennsylvania State University; M.A., West Chester University;
M.A., Ph.D., Yale University
Heather Leaman (hleaman@wcupa.edu) (2005) Professor of Early and Middle Grades Education, Department of Early and Middle Grades Education; Chairperson, Department of Early and Middle Grades Education
B.S., M.Ed., Millersville University; Ph.D., Pennsylvania State University
In Young Lee (ilee@wcupa.edu) (2009) Assistant Professor of Applied Music, Department of Applied Music
B.M., M.M., Seoul National University; M.M., D.M.A., Temple University
Hayoung Heidi Lee (hlee2@wcupa.edu) (2013) Assistant Professor of Music Theory History and Composition, Department of Music Theory History and Composition
B.A., M.A., University of Washington; Ph.D., Stanford University
Thomas J. Legg (tlegg@wcupa.edu) (2000) Associate Professor of History, Department of History
B.A., State University of New York at Cortland; M.A., State University of New York at Brockport; Ph.D., College of William and Mary
Patricia Lenkowski (plenkowski@wcupa.edu) (1995) Associate Professor of Library Services, Department of Library Services; Chairperson, Department of Library Services
B.A., Glassboro State College; M.S., Drexel University; M.Ed.,
Widener University
Monica P. Lepore (mlepare@wcupa.edu) (1983) Professor of Kinesiology, Department of Kinesiology
B.S., College of Mount Saint Vincent; M.S., University of Wisconsin;
Ed.D., New York University
David G. Levasseur (dlevasseur@wcupa.edu) (1997) Professor of Communication Studies, Department of Communication Studies
B.A., M.A., University of Maryland-College Park; Ph.D., University of Kansas
John Leveille (jleveille@wcupa.edu) (2006) Associate Professor of Anthropology and Sociology, Department of Anthropology and Sociology
B.A., University of Rhode Island; M.A., Ed.M., Columbia University;
Ph.D., University of California, San Diego
James P. Lewandowski (jlewandowski@wcupa.edu) (1991) Professor of Geography and Planning, Department of Geography and Planning
B.A., M.A., University of Toledo; Ph.D., Ohio State University

2016-2017 GRADUATE CATALOG 35
Terrence O. Lewis (tlewis@wcupa.edu) (2014) Assistant Professor of Graduate Social Work, Department of Graduate Social Work
B.A., Catholic University; M.S.W., University of Kentucky; Ph.D., Boston University

Huijun (am) Li (hli@wcupa.edu) (2004) Associate Professor of Economics and Finance, Department of Economics and Finance; Assistant Chairperson, Department of Economics and Finance
B.E., M.A., Xi’an Jiaotong University (China); Ph.D., Drexel University

Chuan Li (cl@wcupa.edu) (2016) Assistant Professor of Mathematics, Department of Mathematics
B.S., University of Science and Technology of China; MS Ohio University; PhD University of Tennessee Knoxville

Ann Lieberman-Colgan (acolgan@wcupa.edu) (2014) Assistant Professor of Educational Development, Department of Educational Development
B.A., West Chester University of Pennsylvania; M.Ed., River College; Ed.D., Gratz College

Peter H. Loedel (ploedel@wcupa.edu) (1996) Professor of Honors College, Department of Honors College
B.A., B.A., M.A., Ph.D., University of California, Santa Barbara

Edward J. Lordan (eloridan@wcupa.edu) (2001) Professor of Communication Studies, Department of Communication Studies
B.A., West Chester University; M.A., Temple University; Ph.D., Syracuse University

Henry Loustau (hloustau@wcupa.edu) (1995) Associate Professor of Art + Design, Department of Art + Design
B.A., Dartmouth College; M.F.A. University of Illinois at Urbana-Champaign

Erica Zoe Loustau (eloustau@wcupa.edu) (2012) Assistant Professor of Art + Design, Department of Art + Design
B.A., Dartmouth College; M.F.A., University of Illinois at Urbana-Champaign

Bin Lu (blu@wcupa.edu) (2005) Associate Professor of Computer Science, Department of Computer Science
B.S., M.S., Harbin Institute of Technology (China); Ph.D., Texas A&M University

Lisa J. Lucas (llucas@wcupa.edu) (2008) Associate Professor of Early and Middle Grades Education, Department of Early and Middle Grades Education; Graduate Coordinator, Department of Early and Middle Grades Education
B.A., Lock Haven University; M.Ed., Cabrini College; Ed.D., Immaculata University

Timothy Lutz (tlutz@wcupa.edu) (1998) Professor of Geology and Astronomy, Department of Geology and Astronomy
B.A., Wesleyan University; Ph.D., University of Pennsylvania

Charlotte Mackey (cmackey@wcupa.edu) (1998) Professor of Graduate Nursing, Department of Graduate Nursing; Chairperson, Department of Graduate Nursing
B.S.N., Eastern College; M.S.N., D.Ed., Widener University

Edward Mackey (emackey@wcupa.edu) (2009) Associate Professor of Graduate Nursing, Department of Graduate Nursing
B.S., Eastern College; M.S., St. Joseph’s University; M.S.N., West Chester University; Ph.D. Northcentral University

Graham Macphee (gmacphee@wcupa.edu) (2005) Professor of English, Department of English
B.A., University of London; M.A., Ph.D., University of Sussex (England)

Rodney Mader (rmader@wcupa.edu) (1999) Professor of English, Department of English; Chairperson, Department of English
B.A., Ph.D., Temple University

Robert C. Maggigio (rmaggigio@wcupa.edu) (1991) Professor of Music Theory History and Composition, Department of Music Theory History and Composition; Chairperson, Department of Music Theory History and Composition
B.A., Yale University; M.A., Ph.D., University of Pennsylvania

Deborah Mahlstedt (dmahlstedt@wcupa.edu) (1988) Professor of Holocaust and Genocide Studies, Department of Holocaust and Genocide Studies
B.S., State University of New York at Rockport; M.Ed., Ph.D., Temple University

Robert Main (rmain@wcupa.edu) (2016) Assistant Professor of Philosophy, Department of Philosophy
BA University of Washington; MA Temple University; PhD Temple University

Marci Major (mmajor@wcupa.edu) (2016) Assistant Professor of Music Education, Department of Music Education
BS West Chester University; MM Michigan State University; PhD The Ohio State University

Michael Malcolm (mmalcolm@wcupa.edu) (2013) Assistant Professor of Economics and Finance, Department of Economics and Finance
B.A., Bucknell University; M.S., Ph.D., University of Wisconsin-Madison

Tia Malkin-Fontecchio (tmalkinfon@wcupa.edu) (2006) Assistant Professor of History, Department of History
B.A., University of California, Berkeley; M.A., Ph.D., Brown University

Curry S. Malott (cmalott@wcupa.edu) (2011) Assistant Professor of Professional and Secondary Education, Department of Professional and Secondary Education
B.A., Miami University; M.A., Ph.D., New Mexico State University

Paul L. Malthy (pmalthy@wcupa.edu) (1991) Professor of English, Department of English
B.A., Thames Polytechnic; M.A., London University; Ph.D., Sussex University

Deborah Ann Mandel (dmandel@wcupa.edu) (2012) Associate Professor of Undergraduate Nursing, Department of Undergraduate Nursing
B.S.N. Kean University; M.S.N University of Pennsylvania; Ph. D. Rutgers University

Lisa E. Marano (lmarano@wcupa.edu) (2002) Associate Professor of Honors College, Department of Honors College; Mathematics
B.A., Rider University; M.S., Ph.D., Lehigh University

Marek R. Marciniak (mmarciniak@wcupa.edu) (2013) Assistant Professor of Economics and Finance, Department of Economics and Finance
M.A., M.B.A., Eastern Illinois University; Ph.D., Florida Atlantic University

Ovidiu Marinescu (omarinescu@wcupa.edu) (2003) Associate Professor of Applied Music, Department of Applied Music
Music Bucharest Conservatory; M.M., University of Wisconsin; D.M.A., Temple University

Gerardina L. Martin (gmartin@wcupa.edu) (2013) Assistant Professor of Educational Development, Department of Educational Development
B.S., M.M., M.A., West Chester University; M.A.Ed., University of Phoenix

Mark Gregory Martin (mmartin@wcupa.edu) (2011) Associate Professor of Music Education, Department of Music Education; Graduate Coordinator, Department of Music Education
B.M.E., Eastern Kentucky University; M.M.A., James Madison University; D.M.A., University of Texas

Stephen Marvin (smarvin@wcupa.edu) (2000) Professor of Library Services, Department of Library Services
B.A., State University of New York; M.L.S., Syracuse University
<table>
<thead>
<tr>
<th>Name</th>
<th>Designation</th>
<th>Institution</th>
<th>Degree(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>James McLaughlin</td>
<td>Associate Professor of Mathematics</td>
<td>University of Ulster; Queen's University Belfast; Ph.D.</td>
<td>University of Illinois</td>
</tr>
<tr>
<td>Rachel M. McMullin</td>
<td>Associate Professor of Library Services</td>
<td>University of Iowa; M.A.; Ph.D.; University of Wisconsin-Madison; M.S.I.S.</td>
<td>University at Albany, State University of New York</td>
</tr>
<tr>
<td>Maureen McVeigh Trainor</td>
<td>Instructor of English</td>
<td>BA George Washington University; MA West Chester University; MFA Rosemont College</td>
<td></td>
</tr>
<tr>
<td>Jennifer W. Means</td>
<td>Associate Professor of Communication Sciences and Disorders</td>
<td>Department of Communication Sciences and Disorders</td>
<td></td>
</tr>
<tr>
<td>B.S., M.A., West Chester University; S.L.P.D., Nova Southeastern University</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Carolyn Meehan</td>
<td>Assistant Professor of Undergraduate Nursing</td>
<td>B.S.N., Bloomsburg University; M.S.N., C.R.N.P., University of Pennsylvania; Ph.D., Widener University</td>
<td></td>
</tr>
<tr>
<td>Donald McCown</td>
<td>Assistant Professor of Ethnic Studies Program</td>
<td>BA, Loyola University; M.Ed., University of New Orleans; Ph.D., Louisiana State University</td>
<td></td>
</tr>
<tr>
<td>Christopher Merkner</td>
<td>Assistant Professor of English</td>
<td>B.A., St. Olaf College; M.F.A., University of Florida; Ph.D., University of Denver</td>
<td></td>
</tr>
<tr>
<td>Stacie Metz</td>
<td>Associate Professor of Graduate Social Work</td>
<td>B.A., Bloomsburg University; M.A., Towson University; M.P.H., M.S.W., Ph.D., Saint Louis University</td>
<td></td>
</tr>
<tr>
<td>Thomas O. Miller</td>
<td>Assistant Professor of Economics and Finance</td>
<td>B.S., M.B.A., Villanova University; Ph.D., Pennsylvania State University</td>
<td></td>
</tr>
<tr>
<td>Lisa Millhous</td>
<td>Professor of Communication Studies</td>
<td>B.A., Macalester College; M.A., Ph.D., University of Minnesota</td>
<td></td>
</tr>
<tr>
<td>Duane D. Milne</td>
<td>Associate Professor of Political Science</td>
<td>B.A., College of William and Mary; Ph.D., University of Delaware</td>
<td></td>
</tr>
<tr>
<td>Vipanchi Mishra</td>
<td>Assistant Professor of Psychology</td>
<td>B.A., M.A., University of Delhi; M.S., University of Hartford; Ph.D., University at Albany, SUNY</td>
<td></td>
</tr>
<tr>
<td>Karen J. Mitchell</td>
<td>Assistant Professor of Psychology</td>
<td>B.A., the Pennsylvania State University; M.A., Ph.D., Kent State University</td>
<td></td>
</tr>
<tr>
<td>Lindsey McGuire</td>
<td>Assistant Professor of Sports Medicine</td>
<td>MS Lock Haven University; MS East Stroudsburg University; MS East Stroudsburg University; PhD Temple University</td>
<td></td>
</tr>
<tr>
<td>Vicki Ann McCoy</td>
<td>Associate Professor of Counselor Education</td>
<td>Kean University LeBow College of Business</td>
<td></td>
</tr>
<tr>
<td>Scott McClintock</td>
<td>Associate Professor of Mathematics</td>
<td>B.S., San Jose State University; M.S., M.A., Ph.D., University of Kentucky</td>
<td></td>
</tr>
<tr>
<td>Kellianne McCoy</td>
<td>Associate Professor of Athletics</td>
<td>University of Alabama; M.A., University of Atlanta; Ph.D., University of Utah; M.P.H., Yale University</td>
<td></td>
</tr>
<tr>
<td>Donald McCown</td>
<td>Assistant Professor of Ethnic Studies Program</td>
<td>B.A., Loyola University; M.Ed., University of New Orleans; Ph.D., Louisiana State University</td>
<td></td>
</tr>
<tr>
<td>Julie McCulloh Nair</td>
<td>Assistant Professor of Undergraduate Nursing</td>
<td>B.A., Community College of Baltimore County; B.S., M.S.N., West Chester University; Ph.D., Medical University of South Carolina</td>
<td></td>
</tr>
<tr>
<td>Charles H. McGee</td>
<td>Associate Professor of Management</td>
<td>B.A., University of California, Santa Barbara; M.A., University of Southern California; Ph.D., Northwestern University</td>
<td></td>
</tr>
<tr>
<td>Vicki A. McGlinsey</td>
<td>Professor of Special Education</td>
<td>B.A., University of Pittsburgh; M.A., Ph.D., Temple University</td>
<td></td>
</tr>
<tr>
<td>Lindsay McGuire</td>
<td>Assistant Professor of Sports Medicine</td>
<td>MS Lock Haven University; MS East Stroudsburg University; MS East Stroudsburg University; PhD Temple University</td>
<td></td>
</tr>
<tr>
<td>Mark A. McKibben</td>
<td>Associate Professor of Mathematics</td>
<td>B.S., M.S., Ph.D., Ohio University</td>
<td></td>
</tr>
<tr>
<td>Edward M. Matejekovic</td>
<td>Professor of Athletics</td>
<td>B.A., University of Oregon; M.A., Loyola Marymount University; Ph.D., University of Hawaii</td>
<td></td>
</tr>
<tr>
<td>Sunita Mayor</td>
<td>Associate Professor of Literacy</td>
<td>B.A., University of Calcutta; B.Ed., University of Rohtak; M.Ed., Xavier University; Ed.D., University of Cincinnati</td>
<td></td>
</tr>
<tr>
<td>Lindsey McGuire</td>
<td>Associate Professor of Mathematics</td>
<td>MS Lock Haven University; MS East Stroudsburg University; MS East Stroudsburg University; PhD Temple University</td>
<td></td>
</tr>
<tr>
<td>Karen J. Mitchell</td>
<td>Assistant Professor of Psychology</td>
<td>B.A., the Pennsylvania State University; M.A., Ph.D., Kent State University</td>
<td></td>
</tr>
<tr>
<td>Karen J. Mitchell</td>
<td>Assistant Professor of Psychology</td>
<td>B.A., the Pennsylvania State University; M.A., Ph.D., Kent State University</td>
<td></td>
</tr>
<tr>
<td>Donald McCown</td>
<td>Assistant Professor of Ethnic Studies Program</td>
<td>B.A., Loyola University; M.Ed., University of New Orleans; Ph.D., Louisiana State University</td>
<td></td>
</tr>
<tr>
<td>Scott McClintock</td>
<td>Associate Professor of Mathematics</td>
<td>B.S., San Jose State University; M.S., M.A., Ph.D., University of Kentucky</td>
<td></td>
</tr>
<tr>
<td>Douglas McConathaa</td>
<td>Professor of Anthropology and Sociology</td>
<td>B.S., University of Alabama; M.A., University of Atlanta; Ph.D., University of Utah; M.P.H., Yale University</td>
<td></td>
</tr>
<tr>
<td>Donald McCown</td>
<td>Assistant Professor of Ethnic Studies Program</td>
<td>B.A., Loyola University; M.Ed., University of New Orleans; Ph.D., Louisiana State University</td>
<td></td>
</tr>
<tr>
<td>Kevin McCann</td>
<td>Associate Professor of Management</td>
<td>B.A., Community College of Baltimore County; B.S., M.S.N., West Chester University; Ph.D., Medical University of South Carolina</td>
<td></td>
</tr>
<tr>
<td>Charles H. McGee</td>
<td>Associate Professor of Management</td>
<td>B.A., University of California, Santa Barbara; M.A., University of Southern California; Ph.D., Northwestern University</td>
<td></td>
</tr>
<tr>
<td>Vicki A. McGlinsey</td>
<td>Professor of Special Education</td>
<td>B.A., University of Pittsburgh; M.A., Ph.D., Temple University</td>
<td></td>
</tr>
<tr>
<td>Lindsey McGuire</td>
<td>Assistant Professor of Sports Medicine</td>
<td>MS Lock Haven University; MS East Stroudsburg University; MS East Stroudsburg University; PhD Temple University</td>
<td></td>
</tr>
<tr>
<td>Mark A. McKibben</td>
<td>Associate Professor of Mathematics</td>
<td>B.S., M.S., Ph.D., Ohio University</td>
<td></td>
</tr>
<tr>
<td>Karen J. Mitchell</td>
<td>Assistant Professor of Psychology</td>
<td>B.A., the Pennsylvania State University; M.A., Ph.D., Kent State University</td>
<td></td>
</tr>
<tr>
<td>Donald McCown</td>
<td>Assistant Professor of Ethnic Studies Program</td>
<td>B.A., Loyola University; M.Ed., University of New Orleans; Ph.D., Louisiana State University</td>
<td></td>
</tr>
<tr>
<td>Scott McClintock</td>
<td>Associate Professor of Mathematics</td>
<td>B.S., San Jose State University; M.S., M.A., Ph.D., University of Kentucky</td>
<td></td>
</tr>
<tr>
<td>Douglas McConathaa</td>
<td>Professor of Anthropology and Sociology</td>
<td>B.S., University of Alabama; M.A., University of Atlanta; Ph.D., University of Utah; M.P.H., Yale University</td>
<td></td>
</tr>
<tr>
<td>Donald McCown</td>
<td>Assistant Professor of Ethnic Studies Program</td>
<td>B.A., Loyola University; M.Ed., University of New Orleans; Ph.D., Louisiana State University</td>
<td></td>
</tr>
<tr>
<td>Julie McCulloh Nair</td>
<td>Assistant Professor of Undergraduate Nursing</td>
<td>B.A., Community College of Baltimore County; B.S., M.S.N., West Chester University; Ph.D., Medical University of South Carolina</td>
<td></td>
</tr>
<tr>
<td>Charles H. McGee</td>
<td>Associate Professor of Management</td>
<td>B.A., University of California, Santa Barbara; M.A., University of Southern California; Ph.D., Northwestern University</td>
<td></td>
</tr>
<tr>
<td>Vicki A. McGlinsey</td>
<td>Professor of Special Education</td>
<td>B.A., University of Pittsburgh; M.A., Ph.D., Temple University</td>
<td></td>
</tr>
<tr>
<td>Lindsey McGuire</td>
<td>Assistant Professor of Sports Medicine</td>
<td>MS Lock Haven University; MS East Stroudsburg University; MS East Stroudsburg University; PhD Temple University</td>
<td></td>
</tr>
<tr>
<td>Mark A. McKibben</td>
<td>Associate Professor of Mathematics</td>
<td>B.S., M.S., Ph.D., Ohio University</td>
<td></td>
</tr>
</tbody>
</table>
Anne Bradley Mitchell (amitchell2@wcupa.edu) (2013) Assistant Professor of Undergraduate Nursing, Department of Undergraduate Nursing  
B.S., The Catholic University of America; M.N., University of California Los Angeles; Ph.D., University of Pennsylvania  
Garrett G. Molholt (gmolholt@wcupa.edu) (1987) Professor of English, Department of English  
B.A., M.A., M.A., Ph.D., University of Wisconsin-Madison  
Lynn Monahan-Couch (lmonahan@wcupa.edu) (2000) Assistant Professor of Nutrition, Department of Nutrition  
B.S., University of California, Berkeley; M.P.H., West Chester University; D.C.N., University of Medicine and Dentistry of New Jersey  
Cheryl Ann Monturo (cmonturo@wcupa.edu) (2005) Associate Professor of Graduate Nursing, Department of Graduate Nursing  
B.S.N., William Paterson University; M.S.N., Ph.D., University of Pennsylvania  
Paul Morgan (pmorgan@wcupa.edu) (1999) Professor of Professional and Secondary Education, Department of Professional and Secondary Education  
B.A., University of Illinois; Ph.D., Columbia University  
Christine Moriconi (cmoriconi@wcupa.edu) (2007) Assistant Professor of Undergraduate Nursing, Department of Undergraduate Nursing  
B.S., Boston College; M.A., LaSalle University; M.S.N., Gwynedd-Mercy College; Psy.D., La Salle University  
Katherine Morrison (kmorrison@wcupa.edu) (2007) Associate Professor of Sports Medicine, Department of Sports Medicine; Graduate Coordinator, Department of Kinesiology  
B.S., West Chester University; M.S., James Madison University; Ph.D., University of Delaware  
Anne-Marie L. Moscatelli (amoscatelli@wcupa.edu) (1991) Associate Professor of Languages and Cultures, Department of Languages and Cultures; Assistant Chairperson, Department of Languages and Cultures  
B.A., Fordham University; M.A., Ph.D., Bryn Mawr College  
Joseph W. Moser (jmoser2@wcupa.edu) (2014) Assistant Professor of Languages and Cultures, Department of Languages and Cultures  
B.A., Hiram College; M.A., Ohio State University; Ph.D., University of Pennsylvania  
Megan Ann Mraz (mmraz@wcupa.edu) (2008) Associate Professor of Graduate Nursing, Department of Graduate Nursing; Assistant Chairperson, Department of Undergraduate Nursing; Graduate Coordinator, Department of Undergraduate Nursing  
B.S.N., M.S.N., West Chester University; Ph.D., Duquesne University  
Shannon Mrkich (smrkich@wcupa.edu) (2016) Assistant Professor of English, Department of English  
B.A. University of Pittsburgh; MA Arizona State University; PhD Temple University  
Elizabeth Ann Munz (emunz@wcupa.edu) (2013) Assistant Professor of Communication Studies, Department of Communication Studies; Coordinator, Department of Communication Studies  
B.A., University of Richmond; M.A., Ph.D., Purdue University  
Corinne Murphy (cmurphy@wcupa.edu) (2006) Associate Professor of Special Education, Department of Special Education; Chairperson, Department of Special Education  
B.A., M.A., Ph.D., Ohio State University  
Joseph Navitsky (jnavitsky@wcupa.edu) (2011) Assistant Professor of English, Department of English; Assistant Chairperson, Department of English  
B.A., Saint Joseph’s University; M.A., Ph.D., Boston University  
Cheryl W. Neale-McFall (cneale@wcupa.edu) (2012) Assistant Professor of Counselor Education, Department of Counselor Education  
B.S., James Madison University; M.S., University of Georgia; M.Ed., Ph.D., Old Dominion University  
William M. Nessly (wnessly@wcupa.edu) (2011) Assistant Professor of English, Department of English  
B.A., Swarthmore College; M.A., University of Wisconsin-Madison; Ph.D., University of Pennsylvania  
Jana L. Nestlerode (jnestlerode@wcupa.edu) (1986) Professor of Criminal Justice, Department of Criminal Justice  
B.A., Pennsylvania State University; J.D., Widener University  
Patricia Newland (pnewland@wcupa.edu) (2004) Assistant Professor of Library Services, Department of Library Services  
B.A., University of Maryland; M.S.L.S., Clarion University  
Stephen Ng (sng@wcupa.edu) (2010) Associate Professor of Applied Music, Department of Applied Music  
B.A., The Chinese University of Hong Kong; M.M., New England Conservatory of Music; D.M.A., Indiana University  
Anthony J. Nicastro (anicastro@wcupa.edu) (1990) Professor of Physics and Pre-Engineering Program, Department of Physics and Pre-Engineering Program; Chairperson, Department of Physics and Pre-Engineering Program  
B.S., B.S., M.S., Ph.D., University of Delaware  
Margaret Niiler (mniiiler@wcupa.edu) (2016) Instructor of Languages and Cultures, Department of Languages and Cultures  
M.A., University of Delaware  
Daria Nikitina (dnikitina@wcupa.edu) (2006) Associate Professor of Geology and Astronomy, Department of Geology and Astronomy  
B.S., Moscow State University; Ph.D., University of Delaware  
Viorel Nitica (vnitica@wcupa.edu) (2001) Professor of Mathematics, Department of Mathematics  
B.S., M.S., University of Bucharest; Ph.D., Pennsylvania State University  
Elizabeth Mahn Nollen (enollen@wcupa.edu) (1986) Associate Professor of English, Department of English  
B.A., Ohio University; M.A., Ph.D., Indiana University  
Katherine Norris (knorris@wcupa.edu) (2007) Associate Professor of Early and Middle Grades Education, Department of Early and Middle Grades Education; Assistant Chairperson, Department of Early and Middle Grades Education  
B.S., West Chester University; M.S., Saint Joseph's University; Ed.D., Temple University  
Isaac B. Norris (bnorris@wcupa.edu) (1986) Instructor of Professional Studies, Department of Professional Studies; Director, Department of Professional Studies  
B.S., West Chester University; M.A., University of Maryland  
Gwenelle S. O’neal (goneal@wcupa.edu) (1998) Professor of Graduate Social Work, Department of Graduate Social Work  
B.A., Spelman College; M.S.W., New York University; D.S.W., Columbia University  
Brian F. O’neill (boneill@wcupa.edu) (1998) Associate Professor of Criminal Justice, Department of Criminal Justice  
B.A., University of Pittsburgh; M.S.W., Marywood College; Ph.D., City University of New York  
Peter Oehlers (poehlers@wcupa.edu) (2004) Professor of Accounting, Department of Accounting  
B.S., Rowan University; M.B.A., Drexel University; D.B.A., Louisiana Tech University  
Jea Sophia Oh (joh@wcupa.edu) (2016) Assistant Professor of Philosophy, Department of Philosophy  
M.A. Austin Presbyterian Seminary; S.T.M. Yale Divinity School; M. Phil Drew University; Ph.D. Drew University
Amanda OlejarSKI (aolejarски@wcupa.edu) (2015) Associate Professor of Public Policy and Administration, Department of Public Policy and Administration
B.A., Rutgers University; M.P.A., Rutgers University; Ph.D., Virginia Tech

Julian Onderdonk (jonderdonk@wcupa.edu) (2001) Professor of Music Theory and History, Department of Music Theory History and Composition
B.A., Bowdoin College; M.A., Ph.D., New York University

Jeffery L. Osgood (josgood@wcupa.edu) (2009) Professor of Public Policy and Administration, Department of Public Policy and Administration
B.S., Austin Peay State University; M.P.A., Western Kentucky University; Ph.D., University of Louisville

Margaret Ortley (mortley@wcupa.edu) (2001) Professor of Kinesiology, Department of Kinesiology
B.A., Spelman College; M.Ed., Ph.D., New York University

Eric William Owens (eowens@wcupa.edu) (2011) Assistant Professor of Counselor Education, Department of Counselor Education; Graduate Coordinator, Department of Counselor Education
B.A., University of Pittsburgh; M.A., Indiana University of Pennsylvania; Ph.D., Duquesne University

Jacquelyn M. Owens (jowens@wcupa.edu) (2014) Assistant Professor of Graduate Nursing, Department of Graduate Nursing
B.S., University of Delaware; M.S., Syracuse University; D.N.P.; Thomas Jefferson University

Iliana Pagan-Teitelbaum (ipagan@wcupa.edu) (2014) Assistant Professor of Languages and Cultures, Department of Languages and Cultures
B.A., University of Puerto Rico; M.A., Ph.D., Harvard University

Oné R. Pagán (opagan@wcupa.edu) (2005) Professor of Biology, Department of Biology
B.S., M.S., University of Puerto Rico; Ph.D., Cornell University

Maria-Eirini Panagiotidou (mpanagioti@wcupa.edu) (2013) Assistant Professor of English, Department of English
B.A., National and Kapodistrian University of Athens; M.A., Ph.D., The University of Nottingham

Innhwa Park (ipark@wcupa.edu) (2013) Assistant Professor of Languages and Cultures, Department of Languages and Cultures
B.A. Seoul National University; M.A., University of California; Ph.D., University of California, Los Angeles

Scott Parsell (sparsell@wcupa.edu) (2009) Professor of Mathematics, Department of Mathematics
B.S., Massachusetts Institute of Technology; M.S., Ph.D., University of Michigan

Richard D. Parsons (rparsons@wcupa.edu) (1990) Professor of Counselor Education, Department of Counselor Education
B.A., Villanova University; M.A., Ph.D., Temple University

Gary Pascuzzo (gpascuzzo@wcupa.edu) (2016) Assistant Professor of Physics and Pre-Engineering Program, Department of Physics and Pre-Engineering Program
B.S., State University of New York at Stony Brook; Ph.D., Colorado State University

Ashley Starling Patriarca (apatriarca@wcupa.edu) (2013) Assistant Professor of English, Department of English
B.A., University of Alabama; M.A., University of North Carolina; Ph.D., Virginia Tech

Dawn Patterson (dpatterson@wcupa.edu) (2016) Assistant Professor of Special Education, Department of Special Education
MEd University of North Carolina Charlotte; EdD University of North Carolina Charlotte

Vicky M. Patton (vpatton@wcupa.edu) (2002) Associate Professor of Early and Middle Grades Education, Department of Early and Middle Grades Education
B.A., M.A., University of Canterbury (New Zealand); Ph.D., Temple University

Frederick R. Patton (fpatton@wcupa.edu) (1981) Professor of Languages and Cultures, Department of Languages and Cultures
B.A., M.Ed., Temple University; M.A., Ph.D., University of Pennsylvania

Martin Patwell (mpatwell@wcupa.edu) (1994) Professor of Educational Development, Department of Educational Development; Chairperson, Department of Educational Development; Director, Department of OSSD
B.A., Manhattan College; M.S., Marist College; Ed.D., Boston University

Peter Paulsen (ppaulsen@wcupa.edu) (1989) Assistant Professor of Applied Music, Department of Applied Music
B.M., West Chester University

Gina Pazzaglia (gpazzaglia@wcupa.edu) (2010) Associate Professor of Nutrition, Department of Nutrition
B.S., Pennsylvania State University; M.S., Syracuse University; Ph.D., Pennsylvania State University

Michael V. Pearson (mpearson@wcupa.edu) (1988) Associate Professor of Communication Studies, Department of Communication Studies
B.A., Iona College; M.A., William Patterson College; Ph.D., Temple University

L. Meghan Peirce (mmahoney@wcupa.edu) (2011) Assistant Professor of Communication Studies, Department of Communication Studies
B.A., York College of Pennsylvania; M.A., West Chester University; Ph.D., Ohio University

Christian V. Penny (cpenny@wcupa.edu) (2002) Professor of Professional and Secondary Education, Department of Professional and Secondary Education
B.S., Lock Haven University; M.Ed., East Stroudsburg University; Ph.D., Pennsylvania State University

Julie A. Perone (jperone@wcupa.edu) (1990) Professor of Counseling and Psychological Services, Department of Counseling and Psychological Services; Chairperson, Department of Counseling and Psychological Services
B.S., M.A., M.P.A., Ohio State University; Ph.D., University of Maryland

David Perri (dperri@wcupa.edu) (2005) Associate Professor of Management, Department of Management
B.A., College of the Holy Cross; M.A., Pennsylvania State University

Merry G. Perry (mperry@wcupa.edu) (2002) Associate Professor of English, Department of English
B.S., M.A., Ph.D., University of South Florida

Elizabeth L. Pfaffle (epfaffle@wcupa.edu) (2012) Assistant Professor of Applied Music, Department of Applied Music
B.A., B.M.Ed, Ohio State University; M.M., Akron University; Mus.D., Indiana University

Michael Pfieffer (mpfieffer@wcupa.edu) (2013) Assistant Professor of Graduate Social Work, Department of Graduate Social Work
B.A., Swarthmore College; M.S.S., M.L.S.P., Ph.D., Bryn Mawr College

Shawn Pfeil (spfeil@wcupa.edu) (2012) Assistant Professor of Physics and Pre-Engineering Program, Department of Physics and Pre-Engineering Program
B.S., University of California, San Diego; M.A., Ph.D., University of California, Santa Barbara

Patricia A. Pfleger (ppfleger@wcupa.edu) (1988) Assistant Professor of English, Department of English
B.A., University of Missouri; M.A., Eastern Michigan University; Ph.D., University of Minnesota
Jason Phillips (jphillips@wcupa.edu) (1999) Professor of Marketing, Department of Marketing; Chairperson, Department of Marketing  
B.S., Pennsylvania State University; M.B.A., Texas A&M University; Ph.D., Pennsylvania State University  

Jeremy N. Phillips (jphillips2@wcupa.edu) (2012) Assistant Professor of Public Policy and Administration, Department of Public Policy and Administration  
B.A., University of Southern Indiana; M.P.A., Western Kentucky University; Ph.D., Southern Illinois University–Carbondale  

Matthew Pierlott (mpierlott@wcupa.edu) (2006) Associate Professor of Honors College, Department of Honors College; Assistant Director, Department of Honors College  
B.A., University of Scranton; Ph.D., Marquette University  

Jean Piper-Burton (jpburton@wcupa.edu) (1992) Associate Professor of Library Services, Department of Library Services  
B.S. Valley City State University; M.L.S. Vanderbilt University; M.A. Widener University  

John M. Pisciotta (jpisciotta@wcupa.edu) (2012) Assistant Professor of Biology, Department of Biology  
B.A., Eckerd College; M.S., University of South Florida; Ph.D., Johns Hopkins University  

Constantinos Pistos (cpistos@wcupa.edu) (2015) Assistant Professor of Chemistry, Department of Chemistry  
B.Sc. Aristotle University of Thessaloniki, Thessaloniki, Greece; M.Sc., Ph.D. National and Kapodistrian University of Athens, Athens, Greece  

Denise M. Polk (dpolk@wcupa.edu) (2005) Associate Professor of Communication Studies, Department of Communication Studies  
B.A., Baldwin-Wallace College; M.A., Miami University; Ph.D., Kent State University  

Joan Polka (jpolka@wcupa.edu) (1990) Assistant Professor of Counseling and Psychological Services, Department of Counseling and Psychological Services  
B.A., Holy Family College; M.A., West Chester University  

Cherise Pollard (cpollard@wcupa.edu) (1999) Professor of English, Department of English  
B.A., Rutgers - The State University; M.A., Ph.D., University of Pittsburgh  

Yury Polsky (ypolsky@wcupa.edu) (1989) Professor of Holocaust and Genocide Studies, Department of Holocaust and Genocide Studies  
B.A., M.A., University of Moscow; Ph.D., University of Michigan  

Randall H. Rieger (rrieger@wcupa.edu) (2000) Assistant Professor of Applied Music, Department of Applied Music  
B.S., Pennsylvania State University; Ph.D., The Pennsylvania State University  

Amanda Ross (amross@wcupa.edu) (2012) Associate Professor of History, Department of History  
B.S., University of Wisconsin; M.A., Ph.D., University of California  

Timothy Ray (tray@wcupa.edu) (2003) Associate Professor of English, Department of English  
B.A., M.A., University of Central Oklahoma; Ph.D., Bowling Green State University  

Melissa A. Reed (mreed3@wcupa.edu) (2011) Assistant Professor of Kinesiology, Department of Kinesiology  
B.S., East Stroudsburg University; M.A., Ph.D., East Carolina University  

Kimberley Reighley (kreighley@wcupa.edu) (2005) Professor of Applied Music, Department of Applied Music  

Martin S. Remland (mremland@wcupa.edu) (1991) Professor of Communication Studies, Department of Communication Studies  
B.A., Western Illinois University; M.A., Eastern Illinois University; Ph.D., Southern Illinois University  

Laura Renzi (lrenzi@wcupa.edu) (2008) Associate Professor of English, Department of English; English  
B.A., University of Pittsburgh; M.Ed., Lehigh University; Ph.D., Ohio State University  

Igor Resnianski (iresniansk@wcupa.edu) (2011) Assistant Professor of Applied Music, Department of Applied Music  
B.M., M.M., Novosibirsk Music College; Artist Diploma, Texas Christian University; D.M.A., Temple University  

Joel M. Resnorski (jressnorski@wcupa.edu) (1984) Associate Professor of Chemistry, Department of Chemistry  
B.S., Lehigh University; M.S., University of Sussex; Ph.D., Lehigh University  

Cassandra L. Reyes (creyes@wcupa.edu) (2009) Associate Professor of Criminal Justice, Department of Criminal Justice  
B.A., M.A., Ph.D., Indiana University of Pennsylvania  

Aliza D. Richman (arichman@wcupa.edu) (2014) Assistant Professor of Anthropology and Sociology, Department of Anthropology and Sociology  
B.A., The Pennsylvania State University; M.A., M.P.H., Northwestern University; Ph.D., The Pennsylvania State University  

Randall H. Rieger (rrieger@wcupa.edu) (2000) Professor of Mathematics, Department of Mathematics  
B.A., Bowdoin College; M.S., Ph.D., University of North Carolina  

Loretta Rieser-Danner (lrieser-danner@wcupa.edu) (1997) Professor of Psychology, Department of Psychology  
B.S., Pennsylvania State University; Ph.D., University of Texas at Austin  

Gregory E. Riley (griley@wcupa.edu) (2002) Associate Professor of Applied Music, Department of Applied Music  
B.S., University of Alabama; M.M., University of Missouri - Kansas City; D.M.A., University of Southern California
Mark T. Rimple (mrimple@wcupa.edu) (2000) Professor of Music Theory History and Composition, Department of Music Theory History and Composition
B.Mus., University of the Arts; M.Mus., D.M.A., Temple University
John P. Rosso (jrosso@wcupa.edu) (1998) Instructor of Languages and Cultures, Department of Languages and Cultures; Coordinator, Department of Languages and Cultures
B.A., Haverford College; M.A., University of Pennsylvania
Paul F. Rotenberg (protenberry@wcupa.edu) (2005) Associate Professor of Management, Department of Management
B.A., Moravian College
B.S., University of Nebraska; M.A., Ph.D., University of Wisconsin
Brent J. Ruswick (bruswick@wcupa.edu) (2013) Assistant Professor of English, Department of English
B.A., James Madison University; M.S., Widener University; Ed.D., University of Pennsylvania
Gopal Sankaran (gsankaran@wcupa.edu) (1989) Professor of Health, Department of Health
B.S., M.B., Maulanaazad Medical College (India); M.D., All India Institute of Medical Sciences; M.P.H., Dr.P.H., University of California, Berkeley
Diane Santori (dsantori@wcupa.edu) (2008) Associate Professor of Literacy, Department of Literacy
B.S., Temple University; M.S., St. Joseph’s University; Ed.D., University of Pennsylvania
Israel Sanz-Sanchez (isanzsanchez@wcupa.edu) (2009) Associate Professor of Languages and Cultures, Department of Languages and Cultures; Chairperson, Department of Languages and Cultures; Director, Department of Linguistics Program
B.A., University of Valladolid (Spain); M.A., San Diego State University; Ph.D., University of California, Berkeley
Andrew Sargent (asargent@wcupa.edu) (2007) Associate Professor of English, Department of English; English
B.A., Princeton University; M.A., Ph.D., University of California, Los Angeles
Lindsay Sauders (lsauers@wcupa.edu) (2016) Assistant Professor of Counseling and Psychological Services, Department of Counseling and Psychological Services
B.A. Dickinson College; MA La Salle University; PsyD La Salle University
Kanan Sawyer (ksawyer@wcupa.edu) (2004) Associate Professor of Communication Studies, Department of Communication Studies
B.S., California Polytechnic State University; M.A., University of Washington; Ph.D., University of Texas
Randall Scarlata (rscarlata@wcupa.edu) (2003) Assistant Professor of Applied Music, Department of Applied Music
B.M., Rochester University, Eastman School of Music; M.M., The Juillard School
Jessica Scheldbauer (jscheldbau@wcupa.edu) (2010) Associate Professor of Biology, Department of Biology
B.A., Hartwick College; M.S., University of Maine; Ph.D., University of Idaho/Centro Agronomico Tropical de Investigacion y Ensenanza
Cynthia Schlabach (cschlabach@wcupa.edu) (2006) Assistant Professor of Graduate Nursing, Department of Graduate Nursing; Graduate Coordinator, Department of Undergraduate Nursing
B.S.N., University of Pittsburgh; M.S.N., University of Pennsylvania; D.N.P., CRNP, Case Western Reserve University
Stacey Schlaub (sschlaub@wcupa.edu) (1985) Professor of Languages and Cultures, Department of Languages and Cultures
B.A., M.A., Queens College; Ph.D., City University of New York
Pauline S. Schmidt (pschmidt@wcupa.edu) (2012) Assistant Professor of English, Department of English
B.Ed, Buffalo State, The State University of Buffalo; MSEd, University at Buffalo; PhD, University at Buffalo

Kathleen Riley (kriyle@wcupa.edu) (2013) Assistant Professor of Literacy, Department of Literacy
B.A., Colby College; M.A., American University; Ph.D., University of Pennsylvania
Ilknur Sancak-Marusa (isancak-marusa@wcupa.edu) (2014) Instructor of English, Department of English
B.A., Franklin and Marshall College; M.A., Millersville University
Ana C. Sanchez (asanchez@wcupa.edu) (2016) Instructor of Ethnic Studies Program, Department of Ethnic Studies Program
B.A. National University of Costa Rica; M.A. National University of Costa Rica; M.A. West Chester University
Donna R. Sanderson (dsanderson@wcupa.edu) (2001) Associate Professor of Early and Middle Grades Education, Department of Early and Middle Grades Education
B.S., James Madison University; M.S., Widener University; Ed.D., University of Pennsylvania
Nancy J. Rumfield (nrumfield@wcupa.edu) (1986) Associate Professor of English, Department of English
B.A., Ohio University
E. Simon Ruchti (eruchti@wcupa.edu) (2011) Assistant Professor of Philosophy, Department of Philosophy
B.A., Mount Holyoke College; M.A., New York University; Ph.D., Ohio University
Diane Santori (dsantori@wcupa.edu) (2008) Associate Professor of Literacy, Department of Literacy
B.S., Towson State University; M.A., University of Central Florida; Ph.D., University of Illinois
Alexander Rozin (arozin@wcupa.edu) (2002) Professor of Music Theory History and Composition, Department of Music Theory History and Composition
B.A., University of California, Berkeley; Ph.D., University of Pennsylvania
Xiaojin Ruan (xruan@wcupa.edu) (2011) Assistant Professor of Computer Science, Department of Computer Science
B.S., Shandong University (China); Ph.D., Auburn University
Lisa C. Ruchti (lruchti@wcupa.edu) (2007) Associate Professor of Anthropology and Sociology, Department of Anthropology and Sociology; Chairperson, Department of Women’s and Gender Studies
B.A., Bowling Green State University; M.A., University of Cincinnati; Ph.D., University of Pittsburgh
E. Simon Ruchti (eruchti@wcupa.edu) (2011) Assistant Professor of Computer Science, Department of Computer Science
B.S., Shandong University (China); Ph.D., Auburn University
Jessica Schedlbauer (jschledbau@wcupa.edu) (2010) Associate Professor of Biology, Department of Biology
B.S., Hartwick College; M.S., University of Maine; Ph.D., University of Idaho/Centro Agronomico Tropical de Investigacion y Ensenanza
Bertrand R. Schlabach (bschlabach@wcupa.edu) (2006) Assistant Professor of Graduate Nursing, Department of Graduate Nursing; Graduate Coordinator, Department of Undergraduate Nursing
B.S.N., University of Pittsburgh; M.S.N., University of Pennsylvania; D.N.P., CRNP, Case Western Reserve University
Stacey Schlaub (sschlaub@wcupa.edu) (1985) Professor of Languages and Cultures, Department of Languages and Cultures
B.A., M.A., Queens College; Ph.D., City University of New York
Pauline S. Schmidt (pschmidt@wcupa.edu) (2012) Assistant Professor of English, Department of English
B.Ed, Buffalo State, The State University of Buffalo; MSEd, University at Buffalo; PhD, University at Buffalo
Frauke I. Schnell (fschnell@wcupa.edu) (1992) Professor of Holocaust and Genocide Studies, Department of Holocaust and Genocide Studies; Chairperson, Department of Political Science
B.A., University of Tuebingen (Germany); M.A., Ph.D., State University of New York at Stony Brook

Dean Alexander Schofield (dschofield@wcupa.edu) (2013) Assistant Professor of Special Education, Department of Special Education
B.A., Keene State College; M.Ed., Western Carolina University; Ph.D., University of Virginia

Richard Scholl (rscholl@wcupa.edu) (2003) Instructor of English, Department of English
M.A. The Pennsylvania State University

Helen Schroepfer (hhschroepfer@wcupa.edu) (2005) Associate Professor of Philosophy, Department of Philosophy; Chairperson, Department of Philosophy
B.A., College of St. Benedict/St. John's University; M.A., St. Mary's Seminar and University; Ph.D., Temple University

Jordan T. Schugar (jschugar@wcupa.edu) (2014) Assistant Professor of English, Department of English
B.A., University of Colorado; M.A., Humboldt State University; Ph.D., University of Maryland

Heather Schugar (hschugar@wcupa.edu) (2008) Associate Professor of Literacy, Department of Literacy
B.S., M.Ed., Ph.D., University of Maryland

Karen M. Schwarz (kschwarz@wcupa.edu) (2005) Associate Professor of Geology and Astronomy, Department of Geology and Astronomy
B.S., New Mexico Institute of Mining and Technology; Ph.D., Arizona State University

James M. Scythes (jscythes@wcupa.edu) (2013) Instructor of History, Department of History
A.S., Cumberland County College; B.A., Rowan University; M.A., Villanova University

Thomas J. Seifried (tseifried@wcupa.edu) (2002) Instructor of Educational Development, Department of Educational Development
B.S., Pennsylvania State University; M.A., Ball State University; Ed.D., Pennsylvania State University

Tina Selvaggi (tselvaggi@wcupa.edu) (2012) Assistant Professor of Literacy, Department of Literacy
B.A., M.S., St. Joseph's University; Ed.D., Widener University

Thomas J. Sestrick (tsestrick@wcupa.edu) (2013) Assistant Professor of Library Services, Department of Library Services
B.A., Goddard College; B.M., Nazareth College; M.A., Indiana University; M.L.S., SUNY University at Buffalo

Heather Sharpe (hsharpe@wcupa.edu) (2008) Associate Professor of Art + Design, Department of Art + Design
B.A., California State University; M.A., Ph.D., Indiana University

Matthew I. Shea (mshea@wcupa.edu) (2012) Assistant Professor of Management, Department of Management
B.A., Connecticut College; M.H.A., M.B.A., University of Pittsburgh; Ph.D., Temple University

Kristin Shelesky (kshelesky@wcupa.edu) (2014) Assistant Professor of Counseling and Psychological Services, Department of Counseling and Psychological Services
B.S., M.A., Marywood University; M.A., Ph.D., Alliant International University

Eleanor F. Shevlin (eshevlin@wcupa.edu) (2001) Professor of English, Department of English
A.B., Georgetown University; M.A., Ph.D., University of Maryland

Geeta Shivde (gshivde@wcupa.edu) (2005) Associate Professor of Psychology, Department of Psychology; Assistant Chairperson, Department of Psychology
B.A., Oberlin College; M.S., Ph.D., University of Oregon

Charles V. Shorten (cshorten@wcupa.edu) (1989) Professor of Health, Department of Health
B.S., M.S., Virginia Polytechnic Institute and State University; Ph.D., Clemson University

Mark Shuman (msshuman@wcupa.edu) (2016) Assistant Professor of Chemistry, Department of Chemistry
B.S. Georgetown University; PhD University of Pennsylvania

Adam B. Silverman (asilverman@wcupa.edu) (2008) Associate Professor of Music Theory History and Composition, Department of Music Theory History and Composition
B.M., University of Miami; M.M., M.M.A., D.M.A., Yale University

Danielle Skaggs (dskaggs@wcupa.edu) (2013) Assistant Professor of Library Services, Department of Library Services
B.S., University of California at Davis; M.S., University of Texas; M.S., California State University

Chui Kian Smidt (csmidt@wcupa.edu) (2011) Assistant Professor of Languages and Cultures, Department of Languages and Cultures
B.Ed., University of Exeter; M.A., Iowa State University; Ph.D., University of Minnesota

Luanne Smith (lsmith@wcupa.edu) (1989) Associate Professor of English, Department of English
B.A., University of Kentucky; M.A., Murray State University; M.F.A., Pennsylvania State University

Arthur R. Smith (asmith2@wcupa.edu) (1984) Associate Professor of Geology and Astronomy, Department of Geology and Astronomy
A.B., M.S., Ed.D., University of Pennsylvania

Carol A. Smith (csmith3@wcupa.edu) (2008) Associate Professor of Literacy, Department of Literacy; Chairperson, Department of Literacy
B.A., Rowan University of New Jersey; M.Ed., Ed.D., Widener University

Janneken Smucker (jsmucker@wcupa.edu) (2012) Assistant Professor of American Studies Program, Department of American Studies Program
B.A., Goshen College; M.A., Ph.D., University of Nebraska

Matthew Snyder (msnyder@wcupa.edu) (2007) Associate Professor of Counselor Education, Department of Counselor Education; Chairperson, Department of Counselor Education
B.S., Pennsylvania State University; M.A., Arcadia University; Ph.D., University of Connecticut

Kathryn Solic (ksolic@wcupa.edu) (2013) Assistant Professor of Literacy, Department of Literacy
B.A., University of Notre Dame; M.Ed., University of Florida; Ph.D., University of Tennessee

Glenn S. Soltis (gsoltis@wcupa.edu) (2013) Instructor of Accounting, Department of Accounting
B.S., Villanova University; M.B.A., Drexel University

Jeffrey Sommers (jsommers@wcupa.edu) (2008) Professor of English, Department of English
B.A., University of Pennsylvania; M.A., Ph.D., New York University

Carolyn Sorriso (csorriso@wcupa.edu) (1999) Professor of English, Department of English
B.A., Pennsylvania State University; M.A., Ph.D., Temple University

Alice J. Speh (aspeh@wcupa.edu) (2007) Associate Professor of Ethnic Studies Program, Department of Ethnic Studies Program; Director, Department of Liberal Studies Program
A.B., Brown University; M.A., Ph.D., Bryn Mawr College

Elizabeth Leann Srog (ilsrog@wcupa.edu) (1991) Professor of Geology and Astronomy, Department of Geology and Astronomy
B.S., Yale University; Ph.D., University of Pennsylvania
Chris Stangl (cstangl@wcupa.edu) (2006) Assistant Professor of Political Science, Department of Political Science
B.S., Drake University; M.A., Ph.D., University of Wisconsin-Madison
Timothy K. Starn (tstarn@wcupa.edu) (1996) Professor of Chemistry, Department of Chemistry
B.S., Ph.D., Indiana University
Elizabeth Staruch (estaruch@wcupa.edu) (2007) Associate Professor of Theatre and Dance, Department of Theatre and Dance
B.A., B.A., College of Wooster; M.F.A., University of North Carolina-Greensboro
David J. Stearne (dstearne@wcupa.edu) (2005) Professor of Kinesiology, Department of Kinesiology; Graduate Coordinator, Department of Kinesiology
B.A., Rowan University; M.S., University of Florida; Ph.D., Temple University
W. Craig Stevens (cstevens@wcupa.edu) (1992) Associate Professor of Kinesiology, Department of Kinesiology; Assistant Chairperson, Department of Kinesiology
B.A., Johns Hopkins University; M.S., Springfield College; Ph.D., Temple University
Linda S. Stevenson (lstevenson@wcupa.edu) (2002) Professor of Ethnic Studies Program, Department of Ethnic Studies Program
B.A., College of Wooster; M.A., Ph.D., University of Pittsburgh
Kate Stewart (kstewart@wcupa.edu) (2011) Associate Professor of Art + Design, Department of Art + Design
B.A., Dickinson College; M.F.A., University of Pennsylvania
Van Stiefel (vstiefel@wcupa.edu) (2006) Associate Professor of Music Theory History and Composition, Department of Music Theory History and Composition
B.A., Yale College; M.M., Yale School of Music; Ph.D., Princeton University
Paul Stoller (pstoller@wcupa.edu) (1980) Professor of Anthropology and Sociology, Department of Anthropology and Sociology
B.A., University of Pittsburgh; M.S., Georgetown University; Ph.D., University of Texas at Austin
Cassie Ann Stribleen (estribleen@wcupa.edu) (2010) Associate Professor of Philosophy, Department of Philosophy
B.A., Ohio University; M.A., Ph.D., University of Cincinnati
Gretchen Studlien-Webb (gstudlien-webb@wcupa.edu) (1999) Associate Professor of Theatre and Dance, Department of Theatre and Dance
B.F.A., Ohio State University; M.F.A., Temple University
Regina Subach (rsubach@wcupa.edu) (2016) Assistant Professor of Nutrition, Department of Nutrition
B.S, Immaculata University; MA Immaculata University; EdD Capella University
Rajee Subramanian (raubramani@wcupa.edu) (2016) Assistant Professor of Communication Studies, Department of Communication Studies
BA Loyola College, University of Madras; India; MA University of Madras; India; PhD Southern Illinois University - Carbondale
Jeffrey Sudol (jsudol@wcupa.edu) (2007) Associate Professor of Physics and Pre-Engineering Program, Department of Physics and Pre-Engineering Program
B.A., Macalaster College; Ph.D., University of Wyoming
Rosemary Sullivan (rsullivan@wcupa.edu) (2008) Assistant Professor of Mathematics, Department of Mathematics
B.S., Pennsylvania State University; M.S., Ph.D., Lehigh University
Jessica Sullivan-Brown (jsullivan@wcupa.edu) (2014) Assistant Professor of Biology, Department of Biology
B.S., James Madison University; Ph.D., Princeton University
Neha Sunger (nsunger@wcupa.edu) (2014) Assistant Professor of Health, Department of Health
M.S. Indian Institute of Technology- Kanpur; Ph.D. Drexel University
Patricia Swasey Washington (pswasey@wcupa.edu) (2009) Assistant Professor of Communication Sciences and Disorders, Department of Communication Sciences and Disorders
B.A., Rutgers University Douglass College; M.A., William Paterson University; Ph.D., Temple University
Waclaw Szymanski (wszymanski@wcupa.edu) (1985) Professor of Mathematics, Department of Mathematics
M.A., Jagiellonian University (Poland); Ph.D., D.Sc., Polish Academy of Sciences
Jasmin Tahmaseb-McConatha (jmconatha@wcupa.edu) (1990) Professor of Holocaust and Genocide Studies, Department of Holocaust and Genocide Studies
B.A., University of Utah; M.S., Jacksonville State University; Ph.D., University of Georgia
Lin Tan (ltan@wcupa.edu) (1989) Professor of Mathematics, Department of Mathematics
B.S., M.A., Zhejiang University; M.S., Ph.D., University of California, Los Angeles
John T. Taylor (jtaylor3@wcupa.edu) (2014) Assistant Professor of Undergraduate Nursing, Department of Undergraduate Nursing
B.S.N., West Virginia University; M.S.N., D.N.P., Chatham University
Julie Anne Tennille (jtennille@wcupa.edu) (2013) Assistant Professor of Graduate Social Work, Department of Graduate Social Work
B.S., York College; M.S., Temple University; Ph.D., University of Pennsylvania
Christopher J. Teutsch (cteutsch@wcupa.edu) (1989) Associate Professor of English, Department of English
M.A., Jagiellonian University (Poland); Ph.D., University of Wisconsin-Milwaukee
Latonya Thames-Taylor (ltaylor@wcupa.edu) (2001) Associate Professor of African American Studies Program, Department of African American Studies Program; Coordinator, Department of African American Studies Program
B.A., Tougaloo College; M.A., Ph.D., University of Mississippi
Christine Thomas (cthomason@wcupa.edu) (1999) Associate Professor of Graduate Nursing, Department of Graduate Nursing
B.S.N., Allentown College of St. Francis; M.S.N., Indiana University of Pennsylvania; D.N.S., Widener University
Philip A. Thompsen (pthompsen@wcupa.edu) (1997) Professor of Communication Studies, Department of Communication Studies
B.S., Northern Arizona University; M.S., University of Southwestern Louisiana; Ph.D., University of Utah
Brent Wesley Thompson (bthompson@wcupa.edu) (2001) Associate Professor of Undergraduate Nursing, Department of Undergraduate Nursing
B.S.N., M.S., University of Delaware; D.N.Sc., Widener University
Robert J. Thornton (rthornton@wcupa.edu) (2008) Associate Professor of Physics and Pre-Engineering Program, Department of Physics and Pre-Engineering Program
B.S., Lehigh University; Ph.D., University of Hawaii
Harry Tiebout (htiebout@wcupa.edu) (1992) Professor of Biology, Department of Biology
B.A., University of Illinois; Ph.D., University of Florida
Victoria Tischio (vtischio@wcupa.edu) (1998) Professor of English, Department of English
B.S., M.A., Southern Connecticut State University; Ph.D., State University of New York at Albany
Thomas W. Tolin (ttoline@wcupa.edu) (1992) Associate Professor of Economics and Finance, Department of Economics and Finance
B.A., University of Southwestern Louisiana; Ph.D., University of Houston

Sandra M. Tomkowicz (stomkowicz@wcupa.edu) (1993) Professor of Accounting, Department of Accounting; Director, Department of Pre-Law Program
B.S., La Salle University; J.D., University of Pennsylvania

John R. Townsend (jtownsend@wcupa.edu) (1998) Professor of Chemistry, Department of Chemistry; Assistant Chairperson, Department of Chemistry
B.A., University of Delaware; M.S., Ph.D., Cornell University

Thomas Treadwell (ttreadwell@wcupa.edu) (1968) Professor of Psychology, Department of Psychology
B.A., Morris Harvey College; M.S., University of Bridgeport Moreno Institute, New York (Certified Psychodramatist, T.E.P.); Ed.D., Temple University

Jane M. Tucker (jtucker@wcupa.edu) (2011) Assistant Professor of Criminal Justice, Department of Criminal Justice; Graduate Coordinator, Department of Criminal Justice
B.A., Valley Forge Christian College; M.S., West Chester University; Ph.D., Temple University

Michelle L. Tucker (mtucker@wcupa.edu) (1988) Assistant Professor of Undergraduate Nursing, Department of Undergraduate Nursing
B.S., Michigan State University; M.S.N., University of Michigan

Greg Tully (gtully@wcupa.edu) (2010) Professor of Social Work, Department of Social Work
B.A., New York University; M.S.W., Hunter College; Ph.D., New York University

Gregory Turner (gturner@wcupa.edu) (2004) Professor of Biology, Department of Biology
B.S., Virginia Commonwealth University; M.A., Hunter College; M.Ed., Columbia University; Ph.D., Fordham University

Allison H. Turner (attuner@wcupa.edu) (2010) Associate Professor of Public Policy and Administration, Department of Public Policy and Administration; Chairperson, Department of Public Policy and Administration; Director, Department of M.P.A Program
B.A., Centre College; M.P.A., Ph.D., University of Louisville

Irwin Larry Udell (iudell@wcupa.edu) (2011) Assistant Professor of Philosophy, Department of Philosophy
B.A., M.A., Ph.D., Ohio State University

Spring Ulmer (sulmer@wcupa.edu) (2012) Assistant Professor of English, Department of English
B.F.A., The Cooper Union School of Art; M.F.A., University of Arizona; M.F.A., University of Iowa

Bahar Ulupinar (bulupinar@wcupa.edu) (2010) Associate Professor of Economics and Finance, Department of Economics and Finance
B.A., Ege University (Turkey); Ph.D., Louisiana State University

Elizabeth D. Urban (eurban@wcupa.edu) (2014) Assistant Professor of History, Department of History
B.A., Rice University; M.A., Ph.D., University of Chicago

Maria Urrutia (murutia@wcupa.edu) (2012) Assistant Professor of Theatre and Dance, Department of Theatre and Dance
B.F.A., The University of the Arts; M.Ed., Temple University

Ekoema E. Uzogara (euzogara@wcupa.edu) (2016) Assistant Professor of Psychology, Department of Psychology
B.A. Boston University; M.A. University of Michigan; M.P.H. University of Michigan; Ph.D. University of Michigan

Maria Van Liew (mvanliew@wcupa.edu) (1998) Professor of Languages and Cultures, Department of Languages and Cultures
B.A., Clark University; Ph.D., University of California, San Diego

Sally Van Orden (svanorden@wcupa.edu) (2006) Associate Professor of Art + Design, Department of Art + Design
B.B.A., Texas A&M University; M.F.A., Texas Tech University

Jacqueline G. Van Schooneveld (jvanschoon@wcupa.edu) (2013) Assistant Professor of Early and Middle Grades Education, Department of Early and Middle Grades Education
B.S., Bucknell University; M.Ed., Columbia University

Andrea Varricchio (avarricchio@wcupa.edu) (1986) Professor of Languages and Cultures, Department of Languages and Cultures; Coordinator, Department of Languages and Cultures
B.A., Chestnut Hill College; M.A., Middlebury College; Ph.D., Temple University

Claire Verden (cverden@wcupa.edu) (2006) Associate Professor of Special Education, Department of Special Education
B.S., West Chester University; M.Ed., Temple University; Ed.D., Arcadia University

Carla Lee Verderame (cverderame@wcupa.edu) (1998) Professor of English, Department of English
A.B., Smith College; M.A.T., Brown University; Ph.D., University of Michigan

Karín A. C. Volkwein (kvolkwein@wcupa.edu) (1992) Professor of Kinesiology, Department of Kinesiology
Staatsexamen, University of Marburg (Germany); Ph.D., University of Tennessee

Richard W. Voss (rvoss@wcupa.edu) (1996) Professor of Ethnic Studies Program, Department of Ethnic Studies Program
B.A., St. Fidelis College; M.S.W., Fordham University; D.P.C., Loyola College

Jack Waber (jwaber@wcupa.edu) (1976) Professor of Biology, Department of Biology; Dean
B.A., Hope College (Mich.); Ph.D., University of Hawaii

Julia Waddell (jwaddell@wcupa.edu) (2016) Assistant Professor of Communication Studies, Department of Communication Studies
B.A University of Florida; BS University of Florida; MS University of North Carolina at Chapel Hill; PhD University of Michigan

Michelle L. Wade (mwade@wcupa.edu) (2013) Assistant Professor of Public Policy and Administration, Department of Public Policy and Administration
B.S., M.F.A., Missouri State University; Ph.D., Southern Illinois University

Matthew M. Waite (mwaite@wcupa.edu) (2001) Associate Professor of Physics and Pre-Engineering Program, Department of Physics and Pre-Engineering Program
B.A., Gettysburg College; Ph.D., University of Delaware

Kuhio Walters (kwalters@wcupa.edu) (2008) Assistant Professor of English, Department of English
B.A., M.A., California State University, Fresno; Ph.D., University of New Hampshire

Sandra Walz (swalz@wcupa.edu) (1997) Associate Professor of Nutrition, Department of Nutrition
B.S., M.S., North Dakota State University; Ph.D., Kansas State University

Donna Wandy (dwandry@wcupa.edu) (1999) Professor of Special Education, Department of Special Education
B.S., University of Wisconsin - Eau Claire; M.Ed., University of Utah; Ph.D., University of Florida

Chun-Chen Wang (cwang@wcupa.edu) (2011) Associate Professor of Marketing, Department of Marketing
B.A.,Fu Jen Catholic University (Taiwan); M.B.A., Baruch College; Ph.D., University of Texas at Arlington
Monica Zimmerman (mzimmerman@wcupa.edu) (2008) Professor of Management, Department of Management
B.S., Messiah College; M.B.A., Pennsylvania State University; Ph.D., Temple University

Stephen J. Zimniski (szimniski@wcupa.edu) (2006) Associate Professor of Pharmaceutical Product Development, Department of Pharmaceutical Product Development; Director, Director, Department of Pre-Medical Program
B.S., University of Maine–Orono; M.A., University of Missouri; Ph.D., Boston University

Deanne U. Zotter (dzotter@wcupa.edu) (1991) Professor of Psychology, Department of Psychology
B.A., Rosemont College; M.A., Ph.D., Bryn Mawr College

Honorary Faculty
AGNES BARROE-BONNIE Department of Mathematics
M.D., University of Ghana; Ph.D., Johns Hopkins University

ARTHUR R. BARTOLOZZI Department of Sports Medicine
A.B., Brown University; M.D., University of California, San Diego

LEAH BECK Department of Biology
B.S., University of Delaware; M.P.H., Thomas Jefferson University

JEAN BUCHENHORST Department of Biology
B.S., University of Delaware; M.S., Medical College of Pennsylvania, Hahnemann University

DAVID K. COHOON Department of Mathematics
B.S., Massachusetts Institute of Technology; M.S., Ph.D., Purdue University; David Ross Research Associateship at Institut Henri Poincare

JOSEPH M. DIBUSSOLO Department of Chemistry
B.S., West Chester University; M.S., Ph.D., Drexel University

Joseph L. Herman Department of Chemistry
B.A., Temple University; Ph.D., Pennsylvania State University

Gerard Hertel Department of Biology
B.S., University of Montana; Master of Forestry, Duke University; Ph.D., University of Wisconsin-Madison

Michael Hussan Department of Biology
B.A., Harvard College; M.A., Phillips Academy; M.D., Boston University

Zdenka L. Jonak Department of Biology
B.S., Charles University; M.S., Ph.D., Yale University

Brian Kellar, Department of Health
A.S., West Chester University; B.A., M.S., Eastern University

William D. Kingbury Pharmaceutical Product Development Program
B.S., State University of New York at Buffalo; Ph.D., Wayne State University

Bernard McCabe Department of Mathematics
B.A., Manhattan College; M.S., Ph.D., Catholic University

Eric Murray Department of Health
A.S., Community College of Philadelphia; B.A., M.Ed., Holy Family University

William K. Natale Department of Biology
A.B., Oberlin College; M.D., University of Pittsburgh

Judy Mae C. Pascasio Department of Biology
B.S., M.D., University of the Philippines

Ronald J. Pekala Department of Psychology
B.S., Pennsylvania State University; Ph.D., Michigan State University

Angela R. V. Rivera Department of Biology
B.S., M.S., Old Dominion University; Ph.D., Clemson University

Emeriti
Lois W. Alt, Vocal and Choral Music
Shirley P. Aliferis, Applied Music
Alexander Antonowich, Music Education
Eleanor Ashkenaz, Chemistry
Dorothy D. Bailey, English
John Baker, Art + Design
Marshall J. Becker, Anthropology and Sociology
Harold W. Benda, Dean of Education
HeLEN BERGER, Anthropology and Sociology
Bernice Bernatz, Dean of Women
Robert Bernhardt, Biology
F. Robert BieLSKl, Geography and Planning
Walter R. Blair, Educational Services
James A. Binney, English
Mary M. Bliss, Biology
Arvid Bloom, Psychology
Maria Boes, History
Gail Bollin, Early and Middle Grades Education
Erminio BraiDOTTI, Languages and Cultures
Richard Branton, Mathematics
Justo B. Bravo, Chemistry
Patricia Broderick, Health
Walter E. Buechele, Jr., Counselor, Secondary, and Professional Education
H. James Burgwyn, History
Mary Anne Burns-Duffy, Government Documents
Robert E. Carlson, History
Paul E. Carson, Music
Diane O. Casagrande, Communication Studies
<table>
<thead>
<tr>
<th>Name</th>
<th>Department</th>
</tr>
</thead>
<tbody>
<tr>
<td>CONRAD E. CHALICK</td>
<td>Counseling</td>
</tr>
<tr>
<td>NONA E. CHERN</td>
<td>Childhood Studies and Reading</td>
</tr>
<tr>
<td>K. ELEANOR CHRISTENSEN</td>
<td>Childhood Studies and Reading</td>
</tr>
<tr>
<td>T. HUNG CHU</td>
<td>Management</td>
</tr>
<tr>
<td>CARMELA L. CINQUINA</td>
<td>Biology</td>
</tr>
<tr>
<td>MARY E. CLEARY</td>
<td>Education</td>
</tr>
<tr>
<td>GEORGE CLAGHORN</td>
<td>Philosophy</td>
</tr>
<tr>
<td>JOHN W. CLOKEY</td>
<td>Dean of Arts and Letters</td>
</tr>
<tr>
<td>BARBARA J. COATES</td>
<td>Physical Education</td>
</tr>
<tr>
<td>BERNARD B. COHEN</td>
<td>Psychology</td>
</tr>
<tr>
<td>FAYE A. COLLICOTT</td>
<td>Librarian</td>
</tr>
<tr>
<td>GERALDINE C. CONBEER</td>
<td>Librarian</td>
</tr>
<tr>
<td>STELLA CONAWAY</td>
<td>Vocal and Choral Music</td>
</tr>
<tr>
<td>EDWIN B. COTTRELL</td>
<td>Health and Physical Education</td>
</tr>
<tr>
<td>GEORGE R. CRESSMAN</td>
<td>Education</td>
</tr>
<tr>
<td>GEORGANN CULLEN</td>
<td>Biology</td>
</tr>
<tr>
<td>LAWRENCE DAVIDSON</td>
<td>History</td>
</tr>
<tr>
<td>KATHERINE M. DENWORTH</td>
<td>Education</td>
</tr>
<tr>
<td>PHILLIP DONLEY</td>
<td>Health and Physical Education</td>
</tr>
<tr>
<td>RAYMOND A. DOYLE</td>
<td>History</td>
</tr>
<tr>
<td>PHILLIP K. DUNCAN</td>
<td>Psychology</td>
</tr>
<tr>
<td>MARC L. DURAND</td>
<td>Chemistry</td>
</tr>
<tr>
<td>ANNE O. DZAMBA</td>
<td>History</td>
</tr>
<tr>
<td>CELIA ESPLUGAS</td>
<td>Languages and Cultures</td>
</tr>
<tr>
<td>MARK M. EVANS</td>
<td>Director of Student Teaching</td>
</tr>
<tr>
<td>JAMES FALCONE</td>
<td>Chemistry</td>
</tr>
<tr>
<td>MARION FARNHAM</td>
<td>Art</td>
</tr>
<tr>
<td>RUTH FELDMAN</td>
<td>Psychology</td>
</tr>
<tr>
<td>ALBERT E. FILANO</td>
<td>Vice President for Academic Affairs and Mathematical Sciences</td>
</tr>
<tr>
<td>JUDITH FINKEL</td>
<td>Early Childhood and Special Education</td>
</tr>
<tr>
<td>BYRON Y. FLECK</td>
<td>Dean of Social Sciences</td>
</tr>
<tr>
<td>CLAUDE FOSTER</td>
<td>History</td>
</tr>
<tr>
<td>THOMAS J. FRANCELLA</td>
<td>Criminal Justice</td>
</tr>
<tr>
<td>HOWARD FREEMAN</td>
<td>Counseling</td>
</tr>
<tr>
<td>RAYMOND FRIDAY</td>
<td>Applied Music</td>
</tr>
<tr>
<td>JOHN FURLow</td>
<td>Physical Education</td>
</tr>
<tr>
<td>CLYDE GALBRAITH</td>
<td>Accounting</td>
</tr>
<tr>
<td>CHARLES GANGEMI</td>
<td>Keyboard Music</td>
</tr>
<tr>
<td>CHARLOTTE M. GOOD</td>
<td>Education</td>
</tr>
<tr>
<td>ROBERT B. GORDON</td>
<td>Sciences</td>
</tr>
<tr>
<td>ANNE M. GOSHEN</td>
<td>Psychology</td>
</tr>
<tr>
<td>MIRIAM S. GOTTLIEB</td>
<td>Music</td>
</tr>
<tr>
<td>ANDREW GOUDY</td>
<td>Chemistry</td>
</tr>
<tr>
<td>ROBERT GREENE</td>
<td>Foreign Languages</td>
</tr>
<tr>
<td>SEYMOUR S. GREENBERG</td>
<td>Geology</td>
</tr>
<tr>
<td>THELMA J. GREENWOOD</td>
<td>Biology</td>
</tr>
<tr>
<td>FRANK GROSSHANS</td>
<td>Mathematics</td>
</tr>
<tr>
<td>MADELYN GUTWIRTH</td>
<td>Foreign Languages</td>
</tr>
<tr>
<td>*SAUNDRA M. HALL</td>
<td>Theatre Arts</td>
</tr>
<tr>
<td>H. THEODORE HALLMAN</td>
<td>Art</td>
</tr>
<tr>
<td>JOAN HASSELQUIST</td>
<td>Childhood Studies and Reading</td>
</tr>
<tr>
<td>JACK GARDNER HAWTHORNE</td>
<td>Art</td>
</tr>
<tr>
<td>CHARLES W. HEATHCOTRE</td>
<td>Social Sciences</td>
</tr>
<tr>
<td>THOMAS J. HEIM</td>
<td>Social Sciences</td>
</tr>
<tr>
<td>FRANK Q. HELMS</td>
<td>Library</td>
</tr>
<tr>
<td>WILLIAM HEWITT</td>
<td>History</td>
</tr>
<tr>
<td>WALTER J. HIPPLE</td>
<td>Philosophy</td>
</tr>
<tr>
<td>PHILIP P. HOGGARD</td>
<td>Education</td>
</tr>
<tr>
<td>PATRICIA CARLEY JOHNSON</td>
<td>History</td>
</tr>
<tr>
<td>EMLYN JONES</td>
<td>Kinesiology</td>
</tr>
<tr>
<td>MILDRED JOYNER</td>
<td>Social Work</td>
</tr>
<tr>
<td>PAMELA JUDSON-RHODES (HEMPHILL)</td>
<td>Art</td>
</tr>
<tr>
<td>WALLACE KAHN</td>
<td>Professional and Secondary Education</td>
</tr>
<tr>
<td>CAROLYN B. KEFFE</td>
<td>Communication Studies</td>
</tr>
<tr>
<td>MARY KEETZ</td>
<td>Literacy</td>
</tr>
<tr>
<td>NELSON KEITH</td>
<td>Sociology</td>
</tr>
<tr>
<td>JAMES KELLEHER</td>
<td>English</td>
</tr>
<tr>
<td>JOHN KERRIGAN</td>
<td>Mathematics</td>
</tr>
<tr>
<td>W. GLENN KILLINGER</td>
<td>Dean of Men</td>
</tr>
<tr>
<td>CHARLOTTE E. KING</td>
<td>Childhood Studies and Reading</td>
</tr>
<tr>
<td>EUGENE KLEIN</td>
<td>Applied Music</td>
</tr>
<tr>
<td>SHARON KLETZIEN</td>
<td>Literacy</td>
</tr>
<tr>
<td>MARY L. KLINE</td>
<td>Nursing</td>
</tr>
<tr>
<td>DENNIS R. KLINZING</td>
<td>Communication Studies</td>
</tr>
<tr>
<td>CARRIE C. KULP</td>
<td>Education</td>
</tr>
<tr>
<td>PETER KYPER</td>
<td>Educational Services</td>
</tr>
<tr>
<td>GEORGE LANGDON</td>
<td>Geography and Planning</td>
</tr>
<tr>
<td>KENNETH LAUDERMILCH</td>
<td>Applied Music</td>
</tr>
<tr>
<td>MURIEL LEACH</td>
<td>Health and Physical Education</td>
</tr>
<tr>
<td>JAMES E. L’HEUREUX</td>
<td>Mathematics</td>
</tr>
<tr>
<td>MELVIN M. LORBACK</td>
<td>Physical Education</td>
</tr>
<tr>
<td>MARY ANN MAGGITTI</td>
<td>Education</td>
</tr>
<tr>
<td>SANDRA F. MATHER</td>
<td>Geology and Astronomy</td>
</tr>
<tr>
<td>GEORGE MAXIM</td>
<td>Elementary Education</td>
</tr>
<tr>
<td>GRACE D. MCCARTHY</td>
<td>English</td>
</tr>
<tr>
<td>LYNETTE F. MCGRATH</td>
<td>English</td>
</tr>
<tr>
<td>JAMES MCVoy</td>
<td>Music Theory and Composition</td>
</tr>
<tr>
<td>EMIL H. MESSIKOMER</td>
<td>Dean</td>
</tr>
<tr>
<td>JAMES S. MILNE</td>
<td>Political Science</td>
</tr>
<tr>
<td>FRANK MILLIMAN</td>
<td>Mathematics</td>
</tr>
<tr>
<td>LLOYD C. MITCHELL</td>
<td>Dean of Music</td>
</tr>
<tr>
<td>EDMUNDO MORALES</td>
<td>Anthropology/Sociology</td>
</tr>
<tr>
<td>WILLIAM M. MOREHOUSE</td>
<td>Theatre Arts</td>
</tr>
<tr>
<td>SHIRLEY A. MUNGER</td>
<td>Music</td>
</tr>
<tr>
<td>STERLING E. MURRAY</td>
<td>Music History</td>
</tr>
<tr>
<td>ROGER MUSTALISH</td>
<td>Health</td>
</tr>
<tr>
<td>KOSTAS MYRSIADES</td>
<td>English</td>
</tr>
</tbody>
</table>

2016-2017 GRADUATE CATALOG
HONORARY DEGREES

LINDA MYRSIADES, English
ALI NAGGAR, Accounting
TAHANY NAGGAR, Economics and Finance
LARRY NELSON, Music Theory, History, and Composition
*DOROTHY R. NOWACK, Health
*BERNARD S. OLDSEY, English
C. JACK ORR, Communication Studies
*WILLIAM R. OVERLEASE, Biology
JACK A. OWENS, Health and Physical Education
PRAXITELES PANDEL, Music
MICHAEL PEICH, English
RUTH PETKOFSKY, Childhood Studies and Reading
THOMAS PLATT, Philosophy
LOUIS PORTER, Psychology
CHARLES PRICE, Music History
CAROL RADICH, Elementary Education
*DOROTHY RAMSEY, English
GEORGE F. REED, Geology and Astronomy
N. RUTH REED, Health
ARLENE RENGERT, Geography and Planning
RUSSELL K. RICKERT, Physics and Dean of Sciences and Mathematics
WALTER NATHANIEL RIDLEY, Education
*ALFRED D. ROBERTS, Foreign Languages
RONALD F. ROMIG, Biology
*B. PAUL ROSS, Education
*PHILIP B. RUDNICK, Chemistry
*HELEN RUSSELL, Library Science
C. RUTH SABOL, English
*GLENN W. SAMUELSON, Anthropology and Sociology
HAROLD R. SANDS, Psychology
HARRY SCHALK, History
*GERTRUDE K. SCHMIDT, Music
LEIGH SHAFFER, Anthropology and Sociology
JOHN SHEA, Political Science
*JANE E. SHEPPARD, Vocal and Choral Music
*IRENE G. SHUR, History
*CAROLYN G. SIMMENDINGER, Art
W. CLYDE SKILLEN, Biology
*KENNETH C. SLAGLE, Dean of Arts and Sciences
SUSAN C. SLANINKA, Nursing
FRANCES SLOSTAD, Early and Middle Grades Education
PHILIP D. SMITH, JR., Foreign Languages
*NORBERT C. SOLDON, History
H. LEE SOUTHALL, Applied Music
*CHARLES A. SPRENKLE, Dean of Music
DAVID SPRENKLE, Applied Music
RUTH S. STANLEY, Mathematical Sciences
JOSEPH A. STIGORA, Communicative Disorders
PAUL STREVELER, Philosophy
FREDERICK STRUCKMEYER, Philosophy
*R. GODFREY STUDENMUND, Education
*RUSSELL L. STURZEBECKER, Dean of Health and Physical Education
*JANE B. SWAN, History
ROY D. SWEET, Vocal and Choral Music
*EARL F. SYKES, President
JOHN TACHOVSKY, Geography and Planning
*ELINOR Z. TAYLOR, Physical Education and Dean of Administration
*JOSEPH M. THORSON, Business Administration
*WILLARD J. TREZISE, Biology
C. JAMES TROTMAN, English
JOHN J. TURNER, JR., History
*EDWARD T. TWARDOWSKI, Health and Physical Education
*S. ELIZABETH TYSON, English
JOY VANDEVER, Music Education
RICHARD VELETA, Applied Music
JACQUES VOOIS, Applied Music
*EARLE C. WATERS, Health and Physical Education
JOHN W. WEAVER, Computer Science
RICHARD WEBSTER, History
RUTH I. WEIDNER, Art
SOL WEISS, Mathematical Sciences
THEODORA L. WEST, English
* BENJAMIN WHITTEN, Keyboard Music
ARDIS M. WILLIAMS, Chemistry
LOIS M. WILLIAMS, Music
HARRY WILKINSON, Music
LLOYD C. WILKINSON, Physical Education
*JOSEPHINE E. WILSON, English
*RICHARD WOODRUFF, Biology
JAMES J. TURNER, History
EDWIN L. YOUUMANS, Dean of Health and Physical Education
*ROBERT J. YOUNG, History
CARLOS R. ZIEGLER, Childhood Studies and Reading
*EDWARD ZIMMER, Music
CORNELIA ZIMMERMAN, Childhood Studies and Reading
ANTHONY ZUMPETTA, Anthropology/Sociology
*Deceased

HONORARY DEGREES

Honorary Degrees

1984
ANDREW WYETH, Doctor of Humane Letters
1993
EMILIE KESSEL ASPLUNDH, Doctor of Public Service
CONSTANCE E. CLAYTON, Doctor of Public Service
1994
DAVID P. ROSELL, Doctor of Law
CHARLES E. SWOPE, Doctor of Public Service
1995
WILLIAM A. BOUCHER, Doctor of Public Service
1996
CURT WELDON, Doctor of Public Service
ELINOR Z. TAYLOR, Doctor of Public Service
1997
JACOB LAWRENCE, Doctor of Fine Arts
1998
CHAIM POTOK, Doctor of Humane Letters
MARIAN WASHINGTON, Doctor of Public Service
1999
PASQUALE W. "PAT" CROCE, JR., Doctor of Public Service
CLIFFORD E. DeBAPTISTE, Doctor of Law
2000
DAVID P. HOLVECK, Doctor of Public Service
IRWIN H. POLISHOOK, Doctor of Public Service
2001
ALAN G. MACDIARMID, Doctor of Science
F. EUGENE DIXON, JR., Doctor of Public Service
2003
WILLIAM H. COSBY, JR., Doctor of Public Service
LISA SCOTTOLINE, Doctor of Law
2004
DANA GIOLA, Doctor of Humane Letters
JAMES M. RUBILLO, Doctor of Science
2005
HOWARD DODSON, Doctor of Humane Letters
2006
MOLLY D. SHEPARD, Doctor of Humane Letters
FELIX ZANDMAN, Doctor of Science
2007
CAROL WARE GATES, Doctor of Public Service
2009
RICHARD D. MERION, Doctor of Public Service
2011
MEHMET OZ, Doctor of Public Service
STANLEY WEINTRAUB, Doctor of Letters
2012
FRANCES HESSELBEIN, Doctor of Public Service
J. CURTIS JOYNER, Doctor of Laws
DONALD R. McILVAIN, Doctor of Public Service
MARTHA FORD McILVAIN, Doctor of Public Service
2014
BAYARD RUSTIN, Doctor of Public Service (posthumous)
2015
RUBY NELL SALES, Doctor of Public Service
2016
KARL J. KUERNER, Doctor of Public Service

President’s Medallion for Service
1986
EMILIE KESSEL ASPLUNDH
JANICE WEIR ETSCHIED
W. GLENN KILLINGER
1987
THOMAS B. CHAMBERS
T. FRANK GANNON
WILLIAM E. HUGHES
MICHAEL J. JONES
SARA L. SCHMID
1989
KURT STRAUSS
1990
ATSUHI MINOHARA
MASAYOSHI TANAKA
1991
CLIFFORD E. DeBAPTISTE
1992
MORGAN DOWD
ADELYNE KELLY
ALVY KELLY
1993
STANLEY J. YAROSEWICK
1994
ALBERT E. FILANO
1995
JAMES L. LARSON
F. JOSEPH LOEPER
1997
CARLOS R. ZIEGLER
1998
RAY M. MINCARELLI, JR.
ROSANNE D. MINCARELLI
1999
HENRY A. JORDAN
BARBARA M. JORDAN
JOHN F. UNRUH
2000
LITTLETON G. MITCHELL
2002
MARTIN R. BERNDT
2004
DONALD McILVAIN
MARTHA FORD McILVAIN
2006
MARY RITA FILANO
2007
JANE HOFFER FEATHERMAN
JOHN A. FEATHERMAN III
BRUCE A. STEVENS
2008
ANTHONY DIBONAVENTURA
2009
EMILY JANE LEMOLE
GERALD LEMOLE
SANDRA PRITCHARD MATHER
2010
MAURY HOBERMAN
2011
DONALD LEISEY
KEAN SPENCER
2012
BERNARD J. CARROZZA
JAMES E. McERLANE
2013
MILLIE C. CASSIDY
RICHARD B. YODER
2014
CARMEN EVANS CULP
LAWRENCE A. DOWDY

2015
ANDREW E. DİNİNMAN
ROBERT M. TOMLINSON

Council of Trustees Achievement Awards
1985
FRANK GROSSHANS
CHARLES C. SOUFAS, JR.
1986
RICHARD W. FIELDS
1987
MARSHALL J. BECKER
WACLAW SZYMANSKI
1989
CHRISTOPHER BUCKLEY
LARRY A. NELSON
1990
PAUL STOLLER
1992
MARY E. CRAWFORD
1995
RICHARD E. BLAKE
FRANK E. FISH
1996
JEROME M. WILLIAMS
1997
STERLING E. MURRAY
1998
KOSTAS MYRSIADES
2000
RICHARD EPSTEIN
CLAUDE FOSTER
2001
RUSSELL VREELAND
2002
STACEY SCHLAU
2003
MICHAEL A. PEICH
2004
ROBERT MAGGIO
2005
KARIN VOLKWEIN
2006
SANDRA FOWKES-GODEK
2007
C. JAMES TROTMAN
2008
LYNDA BALOCHE
2009
LISA KIRSCHENBAUM
2010
MARK RIMPLE
2012
VIOREL NITICA
2013
CHARLES HARDY

2014
ELEANOR BROWN
2015
KURT KOLASINSKI

Distinguished Teaching Chairs
1982 - 1983
FRANK A. SMITH
JANE B. SWAN

Faculty Merit Awards
1982 - 1983
DIANE O. CASAGRANDE
MARY A. KEETZ
JANE E. SHEPPARD
CHARLES H. STUART
1983 - 1984
ELIZABETH A. GIANGIULIO
KOSTAS MYRSIADES
LOIS WILLIAMS
1984 - 1985
FRANK E. MILLIMAN
RUTH I. WEIDNER
1986 - 1987
G. WINFIELD FAIRCHILD
KOSTAS MYRSIADES
1987 - 1988
WALLACE J. KAHN
STERLING E. MURRAY
ARLENE C. RENGERT
1988 - 1989
PAMELA HEMPHILL
1989 - 1990
MADELYN GUTWIRTH
JOAN HASSELQUIST
1990 - 1991
BENJAMIN WHITTEN
1991 - 1992
CHRISTOPHER BUCKLEY
1992 - 1993
WILLIAM TOROP
1993 - 1994
LOUIS CASCIATO
1995 - 1996
T. OBINKARAM ECHEWA
PHILIP RUDNICK
1996 - 1997
RICHARD E. BLAKE
REBECCA PAULY
ELISE A. TRIANO
1997 - 1998
H. JAMES BURGWYN
JASMIN T. MCCONATHA
1998 - 1999
DONNA L. USHER
PAUL A. STOLLER
1999 - 2000
LEIGH SHAFFER
RICHARD WOODRUFF
2000-2001
MARTHA POTVIN
KARIN VOLKWEIN  
2001-2002  
RONALD GOUGHGER  
2002 - 2003  
FRANK E. FISH  
C. GIL WISWALL  
2003 - 2004  
HELEN BERGER  
GAIL GALLITANO  
2004 - 2005  
CLYDE GALBRAITH  
FRANK HOFFMAN  
2005 - 2006  
WEI WEI CAI  
FRANK HOFFMAN  
2006 - 2007  
JOHN BAKER  
V. KRISHNA KUMAR  
2008 - 2009  
GOPAL SANKARAN  
2009 - 2010  
VIRGINIA DA COSTA  

Lindback Distinguished Teaching Award  
1998  
ERMINIO BRAIDOTTI  
1999  
SUSAN C. SLANINKA  
2000  
W. BENNETT PETERS  
2001  
ANNE-MARIE MOSCATELLI  
2002  
GAIL BOLLIN  
2005  
DENA BEEGHLY  
2006  
CHARLES GROVE  
2007  
DOUGLAS McCONATHA  
2008  
MARGARETE LANDWEHR  
2009  
ELIZABETH LEEANN SROGI  
2010  
ROBERT MAGGIO  
2011  
CHRISTIAN V. PENNEY  
2012  
KEVIN DEAN  
2013  
LINDA STEVENSON  
2014  
RICHARD VOSS  
2015  
NADINE BEAN  

E. Riley Holman Memorial Faculty Award  
2011  

MICHAEL BOYLE  
2012  
LYNDA BALOCHE/CONNIE DiLUCCHIO (jointly awarded)  
LINDA HANNA  
2013  
DONNA SANDERSON  
2014  
KAREN JOHNSON AND LISA LUCAS (jointly awarded)  
CLAIRE VERDEN  
2015  
JANNEKEN SMUCKER AND CHARLES HARDY, III (jointly awarded)  

Distinguished Sponsored Research Award  
2002  
JOHN KINSLOW  
2003  
PAUL STOLLER  
2004  
RICHARD I. WOODRUFF  
2005  
FRANK E. FISH  
2007  
LISA KIRSCHENBAUM  
2013  
KEVIN APTOWICZ  
2015  
FELIX GOODSON  

Irving Hersch Cohen Faculty Merit Award  
1990  
DOROTHY NOWACK  
1991  
GEORGE CLAGHORN  
1993  
JUDITH FINKEL  
1994  
RICHARD VELETA  
1995  
DEBORAH MAHLSTEDT  
1997  
IRENE G. SHUR  
1998  
DIANE O. CASAGRANDE  
1999  
JOHN J. TURNER  
2001  
ROBERT MAGGIO  
KENNETH L. LAUDERMILCH  
2002  
HENRY GRABB  
2003  
DAVID SPRENKLE  
2004  
JAMES MCVoy  
2005  
CARL CRANMER  
2006
Distinguished Faculty Awards

1974 - 1975
THOMAS A. EGAN, Teaching
E. RILEY HOLMAN, Teaching
MICHAEL A. PEICH, Teaching

1975 - 1976
WALTER E. BUECHELE, JR., Service
CARMELA L. CINQUINA, Service
PHILLIP B. DONLEY, Service
GEORGE W. MAXIM, Teaching
EDWARD N. NORRIS, Service
PHILIP D. SMITH, JR., Teaching
WILLIAM TOROP, Teaching

1976 - 1977
ROBERT E. BYTNAR, Service
ANDREW E. DINNIMAN, Service
IRENE G. SHUR, Teaching
RUSSELL L. STURZEBECKER, Service

1977 - 1978
MARCE L. DURAND and ROBERT F. FOERY (Joint Project), Service
BERNARD S. OLDSEY, Service
GEORGE F. REED, Teaching
RICHARD I. WOODRUFF, Teaching

1978 - 1979
ROBERT E. CARLSON, Service
JOHN J. TURNER, JR., Teaching
C. RALPH VERNON, Teaching
ROBERT H. WEISS, Service

1979 - 1980
CAROLYN B. KEEFE, Teaching
JOHN A. MANGRAVITE, Teaching
PHILIP D. SMITH, JR., Service
NORBERT C. SOLDON, Service

1980 - 1981
LOUIS A. CASCIAITO, Teaching
PHILIP B. RUDNICK, Service
FRANK A. SMITH, JR., Teaching
JANE B. SWAN, Teaching
JOSEPH M. THORSON, Service

Civility Award

1999 - 2000
HERB LEE

2000 - 2001
STEVE QUIGLEY

2001 - 2002
DIANE DEVESTERN

2002 - 2003
MILDRED JOYNER

2003 - 2004
ALICE CONWAY

2004 - 2005
JACQUELINE Hodges

2005 - 2006
MARY ANNE BURNS-DUFFY

2006 - 2007
GOPAL SANKARAN

2007 - 2008
WEI WEI CAI

2008 - 2009
JOHN BAKER

2009 - 2010
MONTANA LEPORE

2010 - 2011
DARLA S. COFFEY

2011 - 2012
MARGARET TRIPP

2012 - 2013
PETER LOEDEL

2013 - 2014
GRACE KELLY

2014-2015
CAROLE DEEMER

2015-2016
LARRY DOWDY

2016 - 2017
BESSIE LAWTON

COURSE PREFIX GUIDE

Many program descriptions in this catalog refer to courses offered by other departments using a course abbreviation called a prefix. In addition, some course prefixes do not use the logical initials of the courses to which they refer (e.g., ABC is used to indicate instrumental music courses). To assist in locating the department or program which uses each prefix, the following guide to course prefixes is provided.

<table>
<thead>
<tr>
<th>Prefix</th>
<th>Description</th>
<th>Department/Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>ABC</td>
<td>Brass</td>
<td>Applied Music</td>
</tr>
<tr>
<td>ACC</td>
<td>Accounting</td>
<td>Accounting</td>
</tr>
<tr>
<td>ADM</td>
<td>Admin &amp; Leadership for Women</td>
<td>Political Science</td>
</tr>
<tr>
<td>AEB</td>
<td>Band</td>
<td>Applied Music</td>
</tr>
<tr>
<td>AEO</td>
<td>Orchestra</td>
<td>Applied Music</td>
</tr>
<tr>
<td>AES</td>
<td>Music Ensemble</td>
<td>Applied Music</td>
</tr>
<tr>
<td>AIM</td>
<td>Conducting</td>
<td>Applied Music</td>
</tr>
<tr>
<td>AJZ</td>
<td>Jazz</td>
<td>Applied Music</td>
</tr>
<tr>
<td>ALC</td>
<td>Instrumental Literature</td>
<td>Applied Music</td>
</tr>
<tr>
<td>AMA</td>
<td>Applied Music Arts</td>
<td>Applied Music</td>
</tr>
<tr>
<td>AMC</td>
<td>Instrumental Master Class</td>
<td>Applied Music</td>
</tr>
<tr>
<td>AME</td>
<td>Music Ensembles for Minors</td>
<td>Applied Music</td>
</tr>
<tr>
<td>Prefix</td>
<td>Title</td>
<td>Department</td>
</tr>
<tr>
<td>--------</td>
<td>-------</td>
<td>------------</td>
</tr>
<tr>
<td>AMF</td>
<td>Music Foundations for Minors</td>
<td>Applied Music</td>
</tr>
<tr>
<td>AML</td>
<td>Live Performance Music</td>
<td>Applied Music</td>
</tr>
<tr>
<td>ANT</td>
<td>Anthropology</td>
<td>Anthropology &amp; Sociology</td>
</tr>
<tr>
<td>APC</td>
<td>Percussion</td>
<td>Applied Music</td>
</tr>
<tr>
<td>APM</td>
<td>Applied Music</td>
<td>Applied Music</td>
</tr>
<tr>
<td>ARA</td>
<td>Arabic</td>
<td>Foreign Languages</td>
</tr>
<tr>
<td>ARB</td>
<td>Arabic</td>
<td>Foreign Languages</td>
</tr>
<tr>
<td>ARC</td>
<td>Instrumental Repertoire</td>
<td>Applied Music</td>
</tr>
<tr>
<td>ARH</td>
<td>Art History</td>
<td>Art</td>
</tr>
<tr>
<td>ART</td>
<td>Art</td>
<td>Art</td>
</tr>
<tr>
<td>ASC</td>
<td>Instrumental Strings</td>
<td>Applied Music</td>
</tr>
<tr>
<td>AWC</td>
<td>Instrumental Reeds</td>
<td>Applied Music</td>
</tr>
<tr>
<td>BAR</td>
<td>Baritone</td>
<td>Applied Music</td>
</tr>
<tr>
<td>BAS</td>
<td>Bass</td>
<td>Applied Music</td>
</tr>
<tr>
<td>BIL</td>
<td>Biology Lab</td>
<td>Biology</td>
</tr>
<tr>
<td>BIO</td>
<td>Biology</td>
<td>Biology</td>
</tr>
<tr>
<td>BLA</td>
<td>Business Administration</td>
<td>Accounting</td>
</tr>
<tr>
<td>BSN</td>
<td>Bassoon</td>
<td>Applied Music</td>
</tr>
<tr>
<td>CHE</td>
<td>Chemistry</td>
<td>Chemistry</td>
</tr>
<tr>
<td>CHI</td>
<td>Chinese</td>
<td>Foreign Languages</td>
</tr>
<tr>
<td>CHO</td>
<td>Choir</td>
<td>Applied Music</td>
</tr>
<tr>
<td>CLS</td>
<td>Comparative Literature Studies</td>
<td>English</td>
</tr>
<tr>
<td>CLT</td>
<td>Clarinet</td>
<td>Applied Music</td>
</tr>
<tr>
<td>COM</td>
<td>Communication Studies</td>
<td>Communication Studies</td>
</tr>
<tr>
<td>CPL</td>
<td>Civic Professional Leadership</td>
<td>Honors</td>
</tr>
<tr>
<td>CRJ</td>
<td>Criminal Justice</td>
<td>Criminal Justice</td>
</tr>
<tr>
<td>CRL</td>
<td>Chemistry Lab</td>
<td>Chemistry</td>
</tr>
<tr>
<td>CRW</td>
<td>Creative Writing</td>
<td>English</td>
</tr>
<tr>
<td>CSC</td>
<td>Computer Science</td>
<td>Computer Science</td>
</tr>
<tr>
<td>CSD</td>
<td>Communication Sciences and Dis</td>
<td>Communicative Disorders</td>
</tr>
<tr>
<td>CST</td>
<td>Computer Science-Technology</td>
<td>Computer Science</td>
</tr>
<tr>
<td>CSW</td>
<td>Computer Software</td>
<td>Computer Science</td>
</tr>
<tr>
<td>DAN</td>
<td>Dance</td>
<td>Theatre Arts</td>
</tr>
<tr>
<td>DHM</td>
<td>Digital Humanities &amp; New Media</td>
<td>English</td>
</tr>
<tr>
<td>DPA</td>
<td>Doctor of Public Administration</td>
<td>Public Policy and Administration</td>
</tr>
<tr>
<td>EAR</td>
<td>Arabic Culture</td>
<td>Foreign Languages</td>
</tr>
<tr>
<td>ECE</td>
<td>Early Childhood Education</td>
<td>Early and Middle Grades Ed.</td>
</tr>
<tr>
<td>ECH</td>
<td>Chinese Literature and Culture</td>
<td>Foreign Languages</td>
</tr>
<tr>
<td>ECO</td>
<td>Economics</td>
<td>Economics</td>
</tr>
<tr>
<td>EDA</td>
<td>Special Education</td>
<td>Special Education</td>
</tr>
<tr>
<td>EDC</td>
<td>Counselor Education</td>
<td>Counselor Education</td>
</tr>
<tr>
<td>EDE</td>
<td>Educator Development</td>
<td>Early and Middle Grades Ed.</td>
</tr>
<tr>
<td>EDF</td>
<td>Educational Foundations</td>
<td>Professional &amp; Secondary Ed.</td>
</tr>
<tr>
<td>EDG</td>
<td>Teaching Strategies</td>
<td>Early and Middle Grades Ed.</td>
</tr>
<tr>
<td>EDM</td>
<td>Educational Media</td>
<td>Professional &amp; Secondary Ed.</td>
</tr>
<tr>
<td>EDO</td>
<td>Environmental Education</td>
<td>Professional &amp; Secondary Ed.</td>
</tr>
<tr>
<td>EDP</td>
<td>Counselor Education</td>
<td>Counselor Education</td>
</tr>
<tr>
<td>EDR</td>
<td>Educational Reading</td>
<td>Literacy</td>
</tr>
<tr>
<td>EDS</td>
<td>Teacher Preparation</td>
<td>Professional &amp; Secondary Ed.</td>
</tr>
<tr>
<td>EDT</td>
<td>Educational Technology</td>
<td>Professional &amp; Secondary Ed.</td>
</tr>
<tr>
<td>EDU</td>
<td>Education</td>
<td>Professional &amp; Secondary Ed.</td>
</tr>
<tr>
<td>EEE</td>
<td>Educational Experience</td>
<td>Professional &amp; Secondary Ed.</td>
</tr>
<tr>
<td>EFR</td>
<td>French Literature and Culture</td>
<td>Foreign Languages</td>
</tr>
<tr>
<td>EGE</td>
<td>German Literature and Culture</td>
<td>Foreign Languages</td>
</tr>
<tr>
<td>EGP</td>
<td>Early Grades Preparation</td>
<td>Early and Middle Grades Ed.</td>
</tr>
<tr>
<td>EIT</td>
<td>Italian Literature and Culture</td>
<td>Foreign Languages</td>
</tr>
<tr>
<td>ENG</td>
<td>English</td>
<td>English</td>
</tr>
<tr>
<td>ENV</td>
<td>Health</td>
<td>Health</td>
</tr>
<tr>
<td>ERU</td>
<td>Russian Literature and Culture</td>
<td>Foreign Languages</td>
</tr>
<tr>
<td>ESC</td>
<td>Geology and Astronomy</td>
<td>Geology &amp; Astronomy</td>
</tr>
<tr>
<td>ESL</td>
<td>Geology and Astronomy Lab</td>
<td>Geology &amp; Astronomy</td>
</tr>
<tr>
<td>ESP</td>
<td>Spanish Literature and Culture</td>
<td>Foreign Languages</td>
</tr>
<tr>
<td>ESS</td>
<td>Geology and Astronomy</td>
<td>Geology &amp; Astronomy</td>
</tr>
<tr>
<td>EXL</td>
<td>Exercise Science Lab</td>
<td>Kinesiology</td>
</tr>
<tr>
<td>EXS</td>
<td>Exercise Science</td>
<td>Kinesiology</td>
</tr>
<tr>
<td>FIN</td>
<td>Finance</td>
<td>Economics</td>
</tr>
<tr>
<td>FLG</td>
<td>Foreign Languages</td>
<td>Foreign Languages</td>
</tr>
<tr>
<td>FLM</td>
<td>Film</td>
<td>English</td>
</tr>
<tr>
<td>FLU</td>
<td>Flute</td>
<td>Applied Music</td>
</tr>
<tr>
<td>FRE</td>
<td>French</td>
<td>Foreign Languages</td>
</tr>
<tr>
<td>FRH</td>
<td>French Horn</td>
<td>Applied Music</td>
</tr>
<tr>
<td>GEO</td>
<td>Geography and Planning</td>
<td>Geography &amp; Planning</td>
</tr>
<tr>
<td>GER</td>
<td>German</td>
<td>Foreign Languages</td>
</tr>
<tr>
<td>GRE</td>
<td>Greek (Classical)</td>
<td>Foreign Languages</td>
</tr>
<tr>
<td>GTR</td>
<td>Guitar</td>
<td>Applied Music</td>
</tr>
<tr>
<td>GVT</td>
<td>Government</td>
<td>Political Science</td>
</tr>
<tr>
<td>HAR</td>
<td>Harpsichord</td>
<td>Applied Music</td>
</tr>
<tr>
<td>HBI</td>
<td>Harrisburg Internship</td>
<td>Political Science</td>
</tr>
<tr>
<td>HBW</td>
<td>Hebrew</td>
<td>Foreign Languages</td>
</tr>
<tr>
<td>HEA</td>
<td>Health</td>
<td>Health</td>
</tr>
<tr>
<td>HIS</td>
<td>History</td>
<td>History</td>
</tr>
<tr>
<td>HON</td>
<td>Honors Program</td>
<td>Honors</td>
</tr>
<tr>
<td>HRM</td>
<td>Human Resource Management</td>
<td>Management</td>
</tr>
<tr>
<td>HRP</td>
<td>Harp</td>
<td>Applied Music</td>
</tr>
<tr>
<td>HUN</td>
<td>Hungarian</td>
<td>Foreign Languages</td>
</tr>
<tr>
<td>Prefix</td>
<td>Program Name</td>
<td>School/Department</td>
</tr>
<tr>
<td>--------</td>
<td>--------------------------------------------------</td>
<td>----------------------------------------</td>
</tr>
<tr>
<td>INB</td>
<td>International Business Management</td>
<td>Management</td>
</tr>
<tr>
<td>INM</td>
<td>Instrumental Transfer Credit</td>
<td>Applied Music</td>
</tr>
<tr>
<td>INS</td>
<td>Applied Advanced Lessons</td>
<td>Applied Music</td>
</tr>
<tr>
<td>ITA</td>
<td>Italian</td>
<td>Foreign Languages</td>
</tr>
<tr>
<td>JPI</td>
<td>Jazz Piano</td>
<td>Applied Music</td>
</tr>
<tr>
<td>JPN</td>
<td>Japanese</td>
<td>Foreign Languages</td>
</tr>
<tr>
<td>JRN</td>
<td>Journalism</td>
<td>English</td>
</tr>
<tr>
<td>JYA</td>
<td>Junior Year Abroad</td>
<td>Foreign Languages</td>
</tr>
<tr>
<td>KEM</td>
<td>Keyboard Music</td>
<td>Applied Music</td>
</tr>
<tr>
<td>KEN</td>
<td>Keyboard Ensemble</td>
<td>Applied Music</td>
</tr>
<tr>
<td>KIL</td>
<td>Kinesiology Lab</td>
<td>Kinesiology</td>
</tr>
<tr>
<td>KIN</td>
<td>Kinesiology</td>
<td>Kinesiology</td>
</tr>
<tr>
<td>KOR</td>
<td>Korean</td>
<td>Foreign Languages</td>
</tr>
<tr>
<td>LAN</td>
<td>Language</td>
<td>Foreign Languages</td>
</tr>
<tr>
<td>LAT</td>
<td>Latin</td>
<td>Foreign Languages</td>
</tr>
<tr>
<td>LIT</td>
<td>Literature</td>
<td>English</td>
</tr>
<tr>
<td>LNC</td>
<td>Languages and Cultures</td>
<td>Foreign Languages</td>
</tr>
<tr>
<td>LST</td>
<td>Liberal Studies</td>
<td>Liberal Studies Program</td>
</tr>
<tr>
<td>MAC</td>
<td>Master Class Organ</td>
<td>Applied Music</td>
</tr>
<tr>
<td>MAK</td>
<td>Master Class Keyboard</td>
<td>Applied Music</td>
</tr>
<tr>
<td>MAT</td>
<td>Mathematics</td>
<td>Mathematics</td>
</tr>
<tr>
<td>MBA</td>
<td>Master of Business Administrat</td>
<td>MBA Program</td>
</tr>
<tr>
<td>MDA</td>
<td>Related Arts for the Classroom</td>
<td>Music Education</td>
</tr>
<tr>
<td>MGP</td>
<td>Middle Grades Preparation</td>
<td>Early and Middle Grades Ed.</td>
</tr>
<tr>
<td>MGT</td>
<td>Management</td>
<td>Management</td>
</tr>
<tr>
<td>MHL</td>
<td>Music History</td>
<td>Music Theory, History and Comp</td>
</tr>
<tr>
<td>MHW</td>
<td>Music Workshop History</td>
<td>Music Theory, History and Comp</td>
</tr>
<tr>
<td>MIP</td>
<td>Musician Injury Prevention</td>
<td>Applied Music</td>
</tr>
<tr>
<td>MIS</td>
<td>Management Info Systems</td>
<td>Management</td>
</tr>
<tr>
<td>MKT</td>
<td>Marketing</td>
<td>Marketing</td>
</tr>
<tr>
<td>MMU</td>
<td>Master of Music</td>
<td>Music Theory, History and Comp</td>
</tr>
<tr>
<td>MRC</td>
<td>Music Rhythm Class</td>
<td>Applied Music</td>
</tr>
<tr>
<td>MTC</td>
<td>Music Theory and Composition</td>
<td>Music Theory, History and Comp</td>
</tr>
<tr>
<td>MTE</td>
<td>Mathematics</td>
<td>Mathematics</td>
</tr>
<tr>
<td>MUE</td>
<td>Music Education</td>
<td>Music Education</td>
</tr>
<tr>
<td>MUS</td>
<td>Music</td>
<td>Music Theory, History and Comp</td>
</tr>
<tr>
<td>MWB</td>
<td>Marching Band Workshop</td>
<td>Music Education</td>
</tr>
<tr>
<td>MWC</td>
<td>Music Workshop Choral</td>
<td>Music Education</td>
</tr>
<tr>
<td>MWE</td>
<td>Music Education Workshop</td>
<td>Music Education</td>
</tr>
<tr>
<td>MWH</td>
<td>Music Workshop Handbells</td>
<td>Music Education</td>
</tr>
<tr>
<td>MWI</td>
<td>Music Workshop Instrumental</td>
<td>Music Education</td>
</tr>
<tr>
<td>MWM</td>
<td>Music Workshop Orff</td>
<td>Music Education</td>
</tr>
<tr>
<td>MWO</td>
<td>Music Workshop Orff</td>
<td>Music Education</td>
</tr>
<tr>
<td>MWP</td>
<td>Piano Workshop</td>
<td>Applied Music</td>
</tr>
<tr>
<td>MWS</td>
<td>Music Workshop Synthesizer</td>
<td>Music Theory, History and Comp</td>
</tr>
<tr>
<td>MWT</td>
<td>Music Workshop Technology</td>
<td>Music Education</td>
</tr>
<tr>
<td>NSG</td>
<td>Nursing</td>
<td>Nursing</td>
</tr>
<tr>
<td>NTL</td>
<td>Nutrition and Dietetics</td>
<td>Nutrition</td>
</tr>
<tr>
<td>MTP</td>
<td>Music Theory, History and Comp</td>
<td>Music Theory, History and Comp</td>
</tr>
<tr>
<td>PER</td>
<td>Percussion</td>
<td>Applied Music</td>
</tr>
<tr>
<td>PHI</td>
<td>Philosophy</td>
<td>Philosophy</td>
</tr>
<tr>
<td>PHY</td>
<td>Physics and Pre-Engineering</td>
<td>Physics</td>
</tr>
<tr>
<td>PIA</td>
<td>Piano</td>
<td>Applied Music</td>
</tr>
<tr>
<td>PLN</td>
<td>Planning</td>
<td>Geography &amp; Planning</td>
</tr>
<tr>
<td>PLP</td>
<td>Tagalog</td>
<td>Foreign Languages</td>
</tr>
<tr>
<td>POL</td>
<td>Polish</td>
<td>Foreign Languages</td>
</tr>
<tr>
<td>POR</td>
<td>Portuguese</td>
<td>Foreign Languages</td>
</tr>
<tr>
<td>PPA</td>
<td>Public Policy &amp; Administration</td>
<td>Public Policy and Administration</td>
</tr>
<tr>
<td>PSC</td>
<td>Political Science</td>
<td>Political Science</td>
</tr>
<tr>
<td>PSY</td>
<td>Psychology</td>
<td>Psychology</td>
</tr>
<tr>
<td>PWP</td>
<td>PA Writing Project</td>
<td>English</td>
</tr>
<tr>
<td>RES</td>
<td>Educational Research</td>
<td>Professional &amp; Secondary Ed.</td>
</tr>
<tr>
<td>RUS</td>
<td>Russian</td>
<td>Foreign Languages</td>
</tr>
<tr>
<td>SAX</td>
<td>Saxophone</td>
<td>Applied Music</td>
</tr>
<tr>
<td>SCB</td>
<td>Biology</td>
<td>Biology</td>
</tr>
<tr>
<td>SCE</td>
<td>Earth and Space Science Ed</td>
<td>Geology &amp; Astronomy</td>
</tr>
<tr>
<td>SCI</td>
<td>Science</td>
<td>Chemistry</td>
</tr>
<tr>
<td>SEE</td>
<td>Secondary Education</td>
<td>Professional &amp; Secondary Ed.</td>
</tr>
<tr>
<td>SLP</td>
<td>Speech Language Pathology</td>
<td>Communicative Disorders</td>
</tr>
<tr>
<td>SMD</td>
<td>Sports Medicine</td>
<td>Sports Medicine Department</td>
</tr>
<tr>
<td>SML</td>
<td>Sports Medicine</td>
<td>Sports Medicine Department</td>
</tr>
<tr>
<td>SOC</td>
<td>Sociology</td>
<td>Anthropology &amp; Sociology</td>
</tr>
<tr>
<td>SPA</td>
<td>Spanish</td>
<td>Foreign Languages</td>
</tr>
<tr>
<td>SPC</td>
<td>Communication Studies</td>
<td>Communication Studies</td>
</tr>
<tr>
<td>SPK</td>
<td>Public Speaking</td>
<td>Communication Studies</td>
</tr>
<tr>
<td>SPP</td>
<td>Speech Pathology</td>
<td>Communicative Disorders</td>
</tr>
<tr>
<td>SSC</td>
<td>Social Studies, Ethnic Studies</td>
<td>History</td>
</tr>
</tbody>
</table>
STA
Statistics
Mathematics
SWG
Social Work Graduate
Social Work Graduate
SWO
Social Work
Social Work
TBA
Tuba
Applied Music
THA
Theatre Arts
Theatre Arts
TPT
Trumpet
Applied Music
TRB
Trombone
Applied Music
VCL
Cello
Applied Music
VCM
Vocal Transfer Credits
Applied Music
VLA
Viola
Applied Music
VLN
Violin
Applied Music
VOC
Vocal
Applied Music
VOI
Voice
Applied Music
VOW
Vocal Workshop
Applied Music
WOS
Women's Studies
Womens Studies
WRH
Writing and Rhetoric
English
WRT
Gen Ed Writing
English

PROGRAM INDEX

Degree/Program Requirements

<table>
<thead>
<tr>
<th>Program Name</th>
<th>Graduate or Undergraduate</th>
<th>Major, Minor, or Certificate</th>
<th>Distance Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adapted Physical Education Certificate</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>African American Studies Minor (<a href="http://catalog.wcupa.edu/undergraduate/interdisciplinary-graduate-studies/african-american-studies/african-american-studies-minor">http://catalog.wcupa.edu/undergraduate/interdisciplinary-graduate-studies/african-american-studies/african-american-studies-minor</a>)</td>
<td>Undergraduate Graduate Certificate</td>
<td>Minor 100% Online</td>
<td></td>
</tr>
<tr>
<td>African/African American Literature Minor (<a href="http://catalog.wcupa.edu/undergraduate/arts-humanities/english/african-african-american-literature-minor">http://catalog.wcupa.edu/undergraduate/arts-humanities/english/african-african-american-literature-minor</a>)</td>
<td>Undergraduate Graduate Certificate</td>
<td>Minor</td>
<td></td>
</tr>
<tr>
<td>Air Force ROTC (Aerospace Studies) (<a href="http://catalog.wcupa.edu/undergraduate/interdisciplinary-graduate-studies/air-force-rotc-aerospace-studies">http://catalog.wcupa.edu/undergraduate/interdisciplinary-graduate-studies/air-force-rotc-aerospace-studies</a>)</td>
<td>Undergraduate</td>
<td></td>
<td></td>
</tr>
<tr>
<td>American Studies Minor (<a href="http://catalog.wcupa.edu/undergraduate/arts-humanities/americas-studies/americas-studies-minor">http://catalog.wcupa.edu/undergraduate/arts-humanities/americas-studies/americas-studies-minor</a>)</td>
<td>Undergraduate Graduate Certificate</td>
<td>Minor</td>
<td></td>
</tr>
<tr>
<td>Anthropology Minor (<a href="http://catalog.wcupa.edu/undergraduate/sciences-mathematics/anthropology-sociology/anthropology-minor">http://catalog.wcupa.edu/undergraduate/sciences-mathematics/anthropology-sociology/anthropology-minor</a>)</td>
<td>Undergraduate Graduate Certificate</td>
<td>Minor</td>
<td></td>
</tr>
<tr>
<td>Applied and Computational Mathematics M.S.</td>
<td>Graduate</td>
<td>Major</td>
<td></td>
</tr>
<tr>
<td>Applied Ethics Minor (<a href="http://catalog.wcupa.edu/undergraduate/arts-humanities/philosophy/appliedethics-minor">http://catalog.wcupa.edu/undergraduate/arts-humanities/philosophy/appliedethics-minor</a>)</td>
<td>Undergraduate Graduate Certificate</td>
<td>Minor</td>
<td></td>
</tr>
<tr>
<td>Applied Statistics Certificate</td>
<td>Graduate</td>
<td>Certificate</td>
<td></td>
</tr>
<tr>
<td>Applied Statistics M.S.</td>
<td>Graduate</td>
<td>Major</td>
<td></td>
</tr>
<tr>
<td>Applied Studies in Teaching and Learning M.Ed.</td>
<td>Graduate</td>
<td>Major</td>
<td>Blended</td>
</tr>
<tr>
<td>Arabic Minor (<a href="http://catalog.wcupa.edu/undergraduate/arts-humanities/languages-cultures/arabic-minor">http://catalog.wcupa.edu/undergraduate/arts-humanities/languages-cultures/arabic-minor</a>)</td>
<td>Undergraduate Graduate Certificate</td>
<td>Minor</td>
<td></td>
</tr>
<tr>
<td>Art History Minor (<a href="http://catalog.wcupa.edu/undergraduate/arts-humanities/art-design/art-history-minor">http://catalog.wcupa.edu/undergraduate/arts-humanities/art-design/art-history-minor</a>)</td>
<td>Undergraduate Graduate Certificate</td>
<td>Minor</td>
<td></td>
</tr>
<tr>
<td>Astronomy Minor (<a href="http://catalog.wcupa.edu/undergraduate/sciences-mathematics/geology-astronomy/astronomy-minor">http://catalog.wcupa.edu/undergraduate/sciences-mathematics/geology-astronomy/astronomy-minor</a>)</td>
<td>Undergraduate Graduate Certificate</td>
<td>Minor</td>
<td></td>
</tr>
<tr>
<td>Athletic Training B.S. (<a href="http://catalog.wcupa.edu/undergraduate/health-sciences/sports-medicine/athletic-training-bs">http://catalog.wcupa.edu/undergraduate/health-sciences/sports-medicine/athletic-training-bs</a>)</td>
<td>Undergraduate Graduate Certificate</td>
<td>Major</td>
<td></td>
</tr>
<tr>
<td>Athletic Training M.S.</td>
<td>Graduate</td>
<td>Major</td>
<td></td>
</tr>
<tr>
<td>Autism Certificate</td>
<td>Graduate</td>
<td>Certificate</td>
<td></td>
</tr>
<tr>
<td>Autism Education Minor (<a href="http://catalog.wcupa.edu/undergraduate/education-social-work/special-education/autism-education-minor">http://catalog.wcupa.edu/undergraduate/education-social-work/special-education/autism-education-minor</a>)</td>
<td>Undergraduate Graduate Certificate</td>
<td>Minor</td>
<td></td>
</tr>
<tr>
<td>Biochemistry B.S. (<a href="http://catalog.wcupa.edu/undergraduate/sciences-mathematics/chemistry/biochemistry-bs">http://catalog.wcupa.edu/undergraduate/sciences-mathematics/chemistry/biochemistry-bs</a>)</td>
<td>Undergraduate Graduate Certificate</td>
<td>Major</td>
<td></td>
</tr>
<tr>
<td>Biology B.A. (<a href="http://catalog.wcupa.edu/undergraduate/sciences-mathematics/biology/biology-ba">http://catalog.wcupa.edu/undergraduate/sciences-mathematics/biology/biology-ba</a>)</td>
<td>Undergraduate Graduate Certificate</td>
<td>Major</td>
<td></td>
</tr>
<tr>
<td>Program Name</td>
<td>Level</td>
<td>Type</td>
<td></td>
</tr>
<tr>
<td>------------------------------------------------------------------------------</td>
<td>--------</td>
<td>----------------</td>
<td></td>
</tr>
</tbody>
</table>
| Biology B.S. - Cell and Molecular Concentration                              | Undergraduate | Major
| Biology B.S. - Ecology and Conservation Concentration                         | Undergraduate | Major
| Biology B.S. - Integrative Biology Concentration                             | Undergraduate | Major
| Biology B.S. - Marine Science Concentration                                  | Undergraduate | Major
| Biology B.S. - Medical Technology Concentration                              | Undergraduate | Major
| Biology B.S. - Microbiology Concentration                                    | Undergraduate | Major
| Biology M.S.                                                                 | Graduate  | Major          |
| Business Administration M.B.A.                                               | Graduate  | Major          |
| Business Analytics Certificate                                               | Graduate  | Certificate    |
| Business Ethics Certificate                                                  | Graduate  | Certificate    |
| Civic and Professional Leadership Minor [http://catalog.wcupa.edu/undergraduate/interdisciplinary-graduate-studies/honors-college/civic-professional-leadership-minor](http://catalog.wcupa.edu/undergraduate/interdisciplinary-graduate-studies/honors-college/civic-professional-leadership-minor) |
| Clinical Mental Health Counseling M.S.                                      | Graduate  | Major          |
| Coaching Minor [http://catalog.wcupa.edu/undergraduate/health-sciences/kinesiology/coaching-minor](http://catalog.wcupa.edu/undergraduate/health-sciences/kinesiology/coaching-minor) |
| Communication Studies B.A. [http://catalog.wcupa.edu/undergraduate/arts-humanities/communication-studies/communication-studies-ba](http://catalog.wcupa.edu/undergraduate/arts-humanities/communication-studies/communication-studies-ba) |
| Communication Studies M.A.                                                  | Graduate  | Major          |
| Communication Studies Minor [http://catalog.wcupa.edu/undergraduate/arts-humanities/communication-studies/communication-studies-minor](http://catalog.wcupa.edu/undergraduate/arts-humanities/communication-studies/communication-studies-minor) |
| Computer Science M.S.                                                      | Graduate  | Major          |
Computer Science Minor (http://catalog.wcupa.edu/undergraduate/sciences-mathematics/computer-science/computer-science-minor) Undergraduate Minor

Computer Security (Information Assurance) Certificate Graduate Certificate


Contemplative Studies Minor (http://catalog.wcupa.edu/undergraduate/health-sciences/health/contemplative-health-minor) Undergraduate Minor

Counseling Specialist Certificate I Graduate Certificate

Creative Writing Minor (http://catalog.wcupa.edu/undergraduate/arts-humanities/english/creative-writing-minor) Undergraduate Minor


Criminal Justice B.S. Accelerated Program (http://catalog.wcupa.edu/undergraduate/business-public-management/criminal-justice/criminal-justice-bs) Undergraduate Major

Criminal Justice M.S. Graduate Major


Dance Minor (http://catalog.wcupa.edu/undergraduate/arts-humanities/theatre-dance/dance-minor) Undergraduate Minor

Deaf Studies Minor (http://catalog.wcupa.edu/undergraduate/health-sciences/kinesiology/deaf-studies-minor) Undergraduate Minor

Digital Humanities and New Media Minor (http://catalog.wcupa.edu/undergraduate/arts-humanities/english/digital-humanities-new-media-minor) Undergraduate Minor

Early Childhood Education M.Ed. - Accomplished Teachers Track Graduate Major 100% Online

Early Childhood Education M.Ed. - Program Administrators Track Graduate Major 100% Online


Earth and Space Sciences B.S.Ed. (http://catalog.wcupa.edu/undergraduate/sciences-mathematics/geology-astronomy/earth-space-sciences-bsed) Undergraduate Major

Earth Science Minor (http://catalog.wcupa.edu/undergraduate/sciences-mathematics/geology-astronomy/earth-science-minor) Undergraduate Minor


Education B.S. - Biology (http://catalog.wcupa.edu/undergraduate/sciences-mathematics/biology/education-bs-biology) Undergraduate Major


Education B.S. - Middle Grades Preparation Grades 4-8 (http://catalog.wcupa.edu/undergraduate/education-social-work/early-middle-grades-education/education-bs-middle-grades-preparation-grades-4-8) Undergraduate Major

Education B.S.Ed. (http://catalog.wcupa.edu/undergraduate/education-social-work/professional-secondary-education/bachelor-science-education-bsed) Undergraduate Major


Education for Sustainability Graduate Certificate Program Graduate Certificate

Education M.Ed. - Concentrations in Chemistry, French, History, and Spanish Graduate Major

Educational Technology Graduate Certificate Graduate Certificate 100% Online

Elective Social Studies Teacher Certification (http://catalog.wcupa.edu/undergraduate/arts-humanities/history/elective-social-studies-teacher-certification) Undergraduate Certificate
<table>
<thead>
<tr>
<th>Program Title</th>
<th>Level</th>
<th>Type</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elective Social Studies Teacher Certification</td>
<td>Undergraduate</td>
<td>Certificate</td>
</tr>
<tr>
<td>Elementary Education Minor</td>
<td>Undergraduate</td>
<td>Minor</td>
</tr>
<tr>
<td>Emergency Preparedness in Public Health Graduate Certificate</td>
<td>Graduate</td>
<td>Certificate</td>
</tr>
<tr>
<td>English B.A.</td>
<td>Undergraduate</td>
<td>Major</td>
</tr>
<tr>
<td>English B.S.Ed.</td>
<td>Undergraduate</td>
<td>Major</td>
</tr>
<tr>
<td>English M.A. - Creative Writing Track</td>
<td>Graduate</td>
<td>Major</td>
</tr>
<tr>
<td>English M.A. - Literature Track</td>
<td>Graduate</td>
<td>Major</td>
</tr>
<tr>
<td>English M.A. - Writing, Teaching, and Criticism Track</td>
<td>Graduate</td>
<td>Major</td>
</tr>
<tr>
<td>Entrepreneurial Education Graduate Certificate</td>
<td>Graduate</td>
<td>Certificate</td>
</tr>
<tr>
<td>Environmental Health B.S.</td>
<td>Undergraduate</td>
<td>Major</td>
</tr>
<tr>
<td>Environmental Health Minor</td>
<td>Undergraduate</td>
<td>Minor</td>
</tr>
<tr>
<td>ESL Teaching Preparation Certificate (ESL Program Specialist Certificate)</td>
<td>Graduate</td>
<td>Certificate</td>
</tr>
<tr>
<td>Ethnic Studies Minor</td>
<td>Undergraduate</td>
<td>Minor</td>
</tr>
<tr>
<td>Exercise and Sport Physiology M.S.</td>
<td>Graduate</td>
<td>Major</td>
</tr>
<tr>
<td>Exercise Science B.S. - Athletic Training Concentration</td>
<td>Graduate</td>
<td>Major</td>
</tr>
<tr>
<td>Exercise Science B.S. - Pre-Chiropractic Concentration</td>
<td>Graduate</td>
<td>Major</td>
</tr>
<tr>
<td>Exercise Science B.S. - Pre-Occupational Therapy Concentration</td>
<td>Graduate</td>
<td>Major</td>
</tr>
<tr>
<td>Exercise Science B.S. - Pre-Physical Therapy Concentration</td>
<td>Graduate</td>
<td>Major</td>
</tr>
<tr>
<td>Exercise Science Minor</td>
<td>Graduate</td>
<td>Minor</td>
</tr>
<tr>
<td>Film Criticism Minor</td>
<td>Undergraduate</td>
<td>Minor</td>
</tr>
<tr>
<td>Finance B.S.</td>
<td>Undergraduate</td>
<td>Major</td>
</tr>
<tr>
<td>Forensic and Toxicological Chemistry B.S.</td>
<td>Undergraduate</td>
<td>Minor</td>
</tr>
<tr>
<td>French Minor</td>
<td>Undergraduate</td>
<td>Minor</td>
</tr>
<tr>
<td>General Science Certification</td>
<td>Undergraduate</td>
<td>Certificate</td>
</tr>
<tr>
<td>Geographic Information Systems Certificate</td>
<td>Graduate</td>
<td>Certificate</td>
</tr>
<tr>
<td>Geography and Planning Minor</td>
<td>Undergraduate</td>
<td>Minor</td>
</tr>
<tr>
<td>Geography B.A.</td>
<td>Undergraduate</td>
<td>Major</td>
</tr>
<tr>
<td>Geography M.A.</td>
<td>Graduate</td>
<td>Major</td>
</tr>
<tr>
<td>Geology Minor</td>
<td>Undergraduate</td>
<td>Minor</td>
</tr>
<tr>
<td>Program Name</td>
<td>Level</td>
<td>Type</td>
</tr>
<tr>
<td>----------------------------------------------------------------------------</td>
<td>-------------</td>
<td>------------</td>
</tr>
<tr>
<td>Geoscience B.S. - Earth Systems Concentration</td>
<td>Undergraduate</td>
<td>Major</td>
</tr>
<tr>
<td>Geoscience B.S. - Geology Concentration</td>
<td>Undergraduate</td>
<td>Major</td>
</tr>
<tr>
<td>Geoscience M.S.</td>
<td>Graduate</td>
<td>Major</td>
</tr>
<tr>
<td>German Minor</td>
<td>Undergraduate</td>
<td>Minor</td>
</tr>
<tr>
<td>Gerontology Certificate</td>
<td>Graduate</td>
<td>Certificate</td>
</tr>
<tr>
<td>Graduate Business Certificate</td>
<td>Graduate</td>
<td>Certificate</td>
</tr>
<tr>
<td>Graphic and Interactive Design B.F.A.</td>
<td>Undergraduate</td>
<td>Major</td>
</tr>
<tr>
<td>Health and Physical Education B.S. - Teacher Certification</td>
<td>Undergraduate</td>
<td>Major</td>
</tr>
<tr>
<td>Health Care Management Graduate Certificate</td>
<td>Graduate</td>
<td>Certificate</td>
</tr>
<tr>
<td>Health Science B.S.: General</td>
<td>Undergraduate</td>
<td>Major</td>
</tr>
<tr>
<td>Health Science B.S.: General - Sports Medicine Studies Concentration</td>
<td>Undergraduate</td>
<td>Major</td>
</tr>
<tr>
<td>Health Science B.S.: General - Sports Medicine Studies Accelerated Program</td>
<td>Undergraduate</td>
<td>Major</td>
</tr>
<tr>
<td>Health Science B.S. - Respiratory Care</td>
<td>Undergraduate</td>
<td>Major</td>
</tr>
<tr>
<td>Health Sciences Minor</td>
<td>Undergraduate</td>
<td>Minor</td>
</tr>
<tr>
<td>Healthcare Ethics Certificate</td>
<td>Graduate</td>
<td>Certificate</td>
</tr>
<tr>
<td>Higher Education Counseling/Student Affairs Certificate</td>
<td>Graduate</td>
<td>Certificate</td>
</tr>
<tr>
<td>History B.A.</td>
<td>Undergraduate</td>
<td>Major</td>
</tr>
<tr>
<td>History B.A. - American Studies Concentration</td>
<td>Undergraduate</td>
<td>Major</td>
</tr>
<tr>
<td>History M.A.</td>
<td>Graduate</td>
<td>Major</td>
</tr>
<tr>
<td>History M.Ed.</td>
<td>Graduate</td>
<td>Major</td>
</tr>
<tr>
<td>History Minor</td>
<td>Undergraduate</td>
<td>Minor</td>
</tr>
<tr>
<td>Holocaust and Genocide Studies Certificate</td>
<td>Graduate</td>
<td>Certificate</td>
</tr>
<tr>
<td>Holocaust and Genocide Studies M.A.</td>
<td>Graduate</td>
<td>Major</td>
</tr>
<tr>
<td>Holocaust Studies Minor</td>
<td>Undergraduate</td>
<td>Minor</td>
</tr>
<tr>
<td>Honors College Program</td>
<td>Undergraduate</td>
<td>Major</td>
</tr>
<tr>
<td>Honors Seminar Certificate</td>
<td>Undergraduate</td>
<td>Certificate</td>
</tr>
<tr>
<td>Human Resource Management M.S.</td>
<td>Graduate</td>
<td>Major</td>
</tr>
<tr>
<td>Human Resources Management Certificate</td>
<td>Graduate</td>
<td>Certificate</td>
</tr>
<tr>
<td>Industrial/Organizational Psychology Certificate</td>
<td>Graduate</td>
<td>Certificate</td>
</tr>
<tr>
<td>Information Systems Certificate</td>
<td>Graduate</td>
<td>Certificate</td>
</tr>
<tr>
<td>Information Technology Minor</td>
<td>Undergraduate</td>
<td>Minor</td>
</tr>
<tr>
<td>Integrative Health Graduate Certificate</td>
<td>Graduate</td>
<td>Certificate</td>
</tr>
<tr>
<td>Program Name</td>
<td>Level</td>
<td>Type</td>
</tr>
<tr>
<td>------------------------------------------------------------------------------</td>
<td>---------</td>
<td>----------</td>
</tr>
<tr>
<td>International Business B.S.</td>
<td>Undergraduate</td>
<td>Major</td>
</tr>
<tr>
<td>International Business Minor</td>
<td>Undergraduate</td>
<td>Minor</td>
</tr>
<tr>
<td>Italian Minor</td>
<td>Undergraduate</td>
<td>Minor</td>
</tr>
<tr>
<td>Jazz Studies Minor</td>
<td>Undergraduate</td>
<td>Minor</td>
</tr>
<tr>
<td>Journalism Minor</td>
<td>Undergraduate</td>
<td>Minor</td>
</tr>
<tr>
<td>Kodaly Methodology Certificate</td>
<td>Graduate</td>
<td>Certificate</td>
</tr>
<tr>
<td>Languages and Cultures B.A. - French Concentration</td>
<td>Undergraduate</td>
<td>Major</td>
</tr>
<tr>
<td>Languages and Cultures B.A. - German Concentration</td>
<td>Undergraduate</td>
<td>Major</td>
</tr>
<tr>
<td>Languages and Cultures B.A. - Russian Concentration</td>
<td>Undergraduate</td>
<td>Major</td>
</tr>
<tr>
<td>Languages and Cultures B.A. - Spanish Concentration</td>
<td>Undergraduate</td>
<td>Major</td>
</tr>
<tr>
<td>Languages and Cultures B.A. with Elective Certification - French Concentration</td>
<td>Undergraduate</td>
<td>Major</td>
</tr>
<tr>
<td>Languages and Cultures B.A. with Elective Certification - German Concentration</td>
<td>Undergraduate</td>
<td>Major</td>
</tr>
<tr>
<td>Languages and Cultures B.A. with Elective Certification - Russian Concentration</td>
<td>Undergraduate</td>
<td>Major</td>
</tr>
<tr>
<td>Languages and Cultures B.A. with Elective Certification - Spanish Concentration</td>
<td>Undergraduate</td>
<td>Major</td>
</tr>
<tr>
<td>Languages and Cultures M.A. - French, German, or Spanish</td>
<td>Graduate</td>
<td>Major</td>
</tr>
<tr>
<td>Latin American and Latino/a Studies Minor</td>
<td>Undergraduate</td>
<td>Minor</td>
</tr>
<tr>
<td>Latin Minor</td>
<td>Undergraduate</td>
<td>Minor</td>
</tr>
<tr>
<td>Liberal Studies B.A. - Arts and Sciences Track</td>
<td>Undergraduate</td>
<td>Major</td>
</tr>
<tr>
<td>Liberal Studies B.S. - Professional Studies Track</td>
<td>Undergraduate</td>
<td>Major</td>
</tr>
<tr>
<td>Liberal Studies B.S. - Science and Mathematics Track</td>
<td>Undergraduate</td>
<td>Major</td>
</tr>
<tr>
<td>Linguistics Minor (English)</td>
<td>Undergraduate</td>
<td>Minor</td>
</tr>
<tr>
<td>Linguistics Minor (Linguistics Program)</td>
<td>Undergraduate</td>
<td>Minor</td>
</tr>
<tr>
<td>Literacy Certificate</td>
<td>Graduate</td>
<td>Certificate</td>
</tr>
<tr>
<td>Literacy Coaching Endorsement</td>
<td>Graduate</td>
<td></td>
</tr>
<tr>
<td>Literature Minor</td>
<td>Undergraduate</td>
<td>Minor</td>
</tr>
</tbody>
</table>
Marketing B.S. (http://catalog.wcupa.edu/undergraduate/business-public-management/marketing/marketing-bs)  Undergraduate  Major
Master of Public Administration M.P.A.  Graduate  Major
Master of Public Administration M.P.A. - Human Resources Management Concentration  Graduate  Major
Master of Public Administration M.P.A. - Nonprofit Administration Concentration  Graduate  Major
Mathematics B.A. Accelerated Program (http://catalog.wcupa.edu/undergraduate/sciences-mathematics/mathematics/mathematics-ba)  Undergraduate  Major
Mathematics B.S. - Actuarial Science Concentration (http://catalog.wcupa.edu/undergraduate/sciences-mathematics/mathematics/mathematics-bs-actuarial-science-concentration)  Undergraduate  Major
Mathematics B.S.Ed. (http://catalog.wcupa.edu/undergraduate/sciences-mathematics/mathematics/mathematics-bsed)  Undergraduate  Major
Mathematics M.A.  Graduate  Major
Mathematics M.A. - Mathematics Education Option  Graduate  Major
Military Science (Army ROTC) (http://catalog.wcupa.edu/undergraduate/interdisciplinary-graduate-studies/military-science-rotc)  Undergraduate  Minor
Music B.M. with Elective Studies in an Outside Field (http://catalog.wcupa.edu/undergraduate/arts-humanities/music-theory-history-composition/elective-studies-outside-field-bm)  Undergraduate  Major
Music Education B.M. (http://catalog.wcupa.edu/undergraduate/arts-humanities/music-education/music-education-bm)  Undergraduate  Major
Music Education M.M.  Graduate  Major
Music Education M.M. - Kodaly Concentration  Graduate  Major
Music Education M.M. - Music Technology Concentration  Graduate  Major
Music Education M.M. - Orff-Schulwerk Concentration  Graduate  Major
Music Education M.M. - Performance Concentration  Graduate  Major
<table>
<thead>
<tr>
<th>Program Name</th>
<th>Level</th>
<th>Type</th>
</tr>
</thead>
<tbody>
<tr>
<td>Music History Minor</td>
<td>Undergraduate</td>
<td>Minor</td>
</tr>
<tr>
<td>Music M.M. - Concentration in History and Literature</td>
<td>Graduate</td>
<td>Major</td>
</tr>
<tr>
<td>Music Minor</td>
<td>Undergraduate</td>
<td>Minor</td>
</tr>
<tr>
<td>Music Performance Minor</td>
<td>Undergraduate</td>
<td>Minor</td>
</tr>
<tr>
<td>Music Technology Certificate</td>
<td>Graduate</td>
<td>Certificate</td>
</tr>
<tr>
<td>Music Theory M.M. - History and Composition: Concentration in Music Theory and Composition</td>
<td>Graduate</td>
<td>Major</td>
</tr>
<tr>
<td>Music Theory and Composition B.M. - History Concentration</td>
<td>Undergraduate</td>
<td>Major</td>
</tr>
<tr>
<td>Music Theory and Composition B.M. - Theory/Composition Concentration</td>
<td>Undergraduate</td>
<td>Major</td>
</tr>
<tr>
<td>Nonprofit Administration Certificate</td>
<td>Graduate</td>
<td>Certificate</td>
</tr>
<tr>
<td>Nursing B.S.</td>
<td>Undergraduate</td>
<td>Major</td>
</tr>
<tr>
<td>Nursing M.S.N. - Adult-Gerontology CNS Track</td>
<td>Graduate</td>
<td>Major</td>
</tr>
<tr>
<td>Nursing M.S.N. - Nursing-Education Track</td>
<td>Graduate</td>
<td>Major</td>
</tr>
<tr>
<td>Nursing Practice D.N.P.</td>
<td>Graduate</td>
<td>Major</td>
</tr>
<tr>
<td>Nutrition and Dietetics B.S.</td>
<td>Undergraduate</td>
<td>Major</td>
</tr>
<tr>
<td>Nutrition M.S. - Community Nutrition</td>
<td>Graduate</td>
<td>Major</td>
</tr>
<tr>
<td>Nutrition Minor</td>
<td>Undergraduate</td>
<td>Minor</td>
</tr>
<tr>
<td>Orff-Schulwerk Certificate</td>
<td>Graduate</td>
<td>Certificate</td>
</tr>
<tr>
<td>Performance B.M.</td>
<td>Undergraduate</td>
<td>Major</td>
</tr>
<tr>
<td>Performance M.M. - Conducting Concentration</td>
<td>Graduate</td>
<td>Major</td>
</tr>
<tr>
<td>Performance M.M. - Instrumental Concentration</td>
<td>Graduate</td>
<td>Major</td>
</tr>
<tr>
<td>Performance M.M. - Keyboard Concentration (Piano, Harpsichord, or Organ)</td>
<td>Graduate</td>
<td>Major</td>
</tr>
<tr>
<td>Performance M.M. - Voice Concentration</td>
<td>Graduate</td>
<td>Major</td>
</tr>
<tr>
<td>Pharmaceutical Product Development B.S.</td>
<td>Undergraduate</td>
<td>Major</td>
</tr>
<tr>
<td>Philosophy B.A.</td>
<td>Undergraduate</td>
<td>Major</td>
</tr>
<tr>
<td>Philosophy M.A. - Applied Ethics Concentration</td>
<td>Graduate</td>
<td>Major</td>
</tr>
<tr>
<td>Philosophy M.A. - Standard Concentration</td>
<td>Graduate</td>
<td>Major</td>
</tr>
<tr>
<td>Philosophy Minor</td>
<td>Undergraduate</td>
<td>Minor</td>
</tr>
<tr>
<td>Physical Education for Individuals with Disabilities Minor</td>
<td>Undergraduate</td>
<td>Minor</td>
</tr>
<tr>
<td>Physical Education M.S.</td>
<td>Graduate</td>
<td>Major</td>
</tr>
<tr>
<td>Physics B.S.</td>
<td>Undergraduate</td>
<td>Major</td>
</tr>
<tr>
<td>Physics B.S./Engineering B.S.</td>
<td>Undergraduate</td>
<td>Major</td>
</tr>
<tr>
<td>Program Name</td>
<td>Level</td>
<td>Type</td>
</tr>
<tr>
<td>------------------------------------------------------------------</td>
<td>-----------</td>
<td>------------</td>
</tr>
<tr>
<td>Physics B.S.Ed.</td>
<td>Undergraduate</td>
<td>Major</td>
</tr>
<tr>
<td>Physics Minor</td>
<td>Undergraduate</td>
<td>Minor</td>
</tr>
<tr>
<td>Piano Pedagogy Certificate</td>
<td>Graduate</td>
<td>Certificate</td>
</tr>
<tr>
<td>Piano Pedagogy M.M.</td>
<td>Graduate</td>
<td>Major</td>
</tr>
<tr>
<td>Policy, Planning, and Administration Ed.D.</td>
<td>Graduate</td>
<td>Major</td>
</tr>
<tr>
<td>Political Science B.A. - Applied Public Policy Concentration</td>
<td>Undergraduate</td>
<td>Major</td>
</tr>
<tr>
<td>Political Science B.A. - Government and Politics Concentration</td>
<td>Undergraduate</td>
<td>Major</td>
</tr>
<tr>
<td>Political Science B.A. - International Relations Concentration</td>
<td>Undergraduate</td>
<td>Major</td>
</tr>
<tr>
<td>Political Science B.A. with Elective Social Studies Teacher Certification</td>
<td>Undergraduate</td>
<td>Major</td>
</tr>
<tr>
<td>Piano Pedagogy Certificate</td>
<td>Undergraduate</td>
<td>Minor</td>
</tr>
<tr>
<td>Post-Baccalaureate Certification in Special Education</td>
<td>Graduate</td>
<td>Certificate</td>
</tr>
<tr>
<td>Post-Baccalaureate Music Education Teacher Certification</td>
<td>Graduate</td>
<td>Certificate</td>
</tr>
<tr>
<td>Post-Baccalaureate Teacher Certification - Grade 4 through Grade 8</td>
<td>Graduate</td>
<td>Major</td>
</tr>
<tr>
<td>Post-Baccalaureate Teacher Certification - Pre-K through Grade 4</td>
<td>Graduate</td>
<td>Certificate</td>
</tr>
<tr>
<td>Post-Master’s Licensed Professional Counselor Preparation Program</td>
<td>Graduate</td>
<td>Major</td>
</tr>
<tr>
<td>Project Management Certificate</td>
<td>Graduate</td>
<td>Certificate</td>
</tr>
<tr>
<td>Project Management Certificate</td>
<td>Undergraduate</td>
<td>Major</td>
</tr>
<tr>
<td>Psychology B.A.</td>
<td>Undergraduate</td>
<td>Major</td>
</tr>
<tr>
<td>Psychology M.A. - Clinical Psychology Concentration</td>
<td>Graduate</td>
<td>Major</td>
</tr>
<tr>
<td>Psychology M.A. - General Psychology Concentration</td>
<td>Graduate</td>
<td>Major</td>
</tr>
<tr>
<td>Psychology M.A. - Industrial/Organizational Psychology Concentration</td>
<td>Graduate</td>
<td>Major</td>
</tr>
<tr>
<td>Psychology Psy.D. in Clinical Psychology</td>
<td>Graduate</td>
<td>Major</td>
</tr>
<tr>
<td>Psychology Minor</td>
<td>Undergraduate</td>
<td>Minor</td>
</tr>
<tr>
<td>Psychology Post-Master’s Letter of Completion in Clinical Mental Health in Preparation for Counseling Licensure</td>
<td>Graduate</td>
<td>Major</td>
</tr>
<tr>
<td>Public Administration D.P.A.</td>
<td>Graduate</td>
<td>Major</td>
</tr>
<tr>
<td>Public Administration M.P.A. with a Graduate Certificate in Sport Management and Athletics</td>
<td>Graduate</td>
<td>Major</td>
</tr>
<tr>
<td>Public Health B.S. - Health Promotion</td>
<td>Undergraduate</td>
<td>Major</td>
</tr>
<tr>
<td>Public Health M.P.H.</td>
<td>Graduate</td>
<td>Major</td>
</tr>
<tr>
<td>Religious Studies B.A.</td>
<td>Undergraduate</td>
<td>Major</td>
</tr>
<tr>
<td>Religious Studies Minor</td>
<td>Undergraduate</td>
<td>Minor</td>
</tr>
<tr>
<td>Russian Minor</td>
<td>Undergraduate</td>
<td>Minor</td>
</tr>
<tr>
<td>Russian Studies Minor</td>
<td>Undergraduate</td>
<td>Minor</td>
</tr>
<tr>
<td>School Counseling M.Ed.</td>
<td>Graduate</td>
<td>Major</td>
</tr>
<tr>
<td>Program Name</td>
<td>Level</td>
<td>Type</td>
</tr>
<tr>
<td>----------------------------------------------------------------------------</td>
<td>-------------</td>
<td>---------</td>
</tr>
<tr>
<td>School Health M.Ed.</td>
<td>Graduate</td>
<td>Major</td>
</tr>
<tr>
<td>School Nurse Certification</td>
<td>Graduate</td>
<td>Certificate</td>
</tr>
<tr>
<td>Secondary Education M.Ed.</td>
<td>Graduate</td>
<td>Major</td>
</tr>
<tr>
<td>Secondary English Certificate</td>
<td>Graduate</td>
<td>Certificate</td>
</tr>
<tr>
<td>Secondary Mathematics Certification Option</td>
<td>Graduate</td>
<td>Certificate</td>
</tr>
<tr>
<td>Secondary Teaching Certificate</td>
<td>Graduate</td>
<td>Certificate</td>
</tr>
<tr>
<td>Social Work M.S.W.</td>
<td>Graduate</td>
<td>Major</td>
</tr>
<tr>
<td>Sociology B.A. (<a href="http://catalog.wcupa.edu/undergraduate/sciences-mathematics/anthropology-sociology/sociology-ba">http://catalog.wcupa.edu/undergraduate/sciences-mathematics/anthropology-sociology/sociology-ba</a>)</td>
<td>Undergraduate</td>
<td>Major</td>
</tr>
<tr>
<td>Spanish Minor (<a href="http://catalog.wcupa.edu/undergraduate/arts-humanities/languages-cultures/spanish-minor">http://catalog.wcupa.edu/undergraduate/arts-humanities/languages-cultures/spanish-minor</a>)</td>
<td>Undergraduate</td>
<td>Minor</td>
</tr>
<tr>
<td>Special Education B.S.Ed. - 7-12 (<a href="http://catalog.wcupa.edu/undergraduate/education-social-work/special-education/special-education-bsed-7-12">http://catalog.wcupa.edu/undergraduate/education-social-work/special-education/special-education-bsed-7-12</a>)</td>
<td>Undergraduate</td>
<td>Major</td>
</tr>
<tr>
<td>Special Education B.S.Ed. - PreK-8 and Early Grades Preparation (PreK-4) (<a href="http://catalog.wcupa.edu/undergraduate/education-social-work/special-education/special-education-bsed-prek-8">http://catalog.wcupa.edu/undergraduate/education-social-work/special-education/special-education-bsed-prek-8</a>)</td>
<td>Undergraduate</td>
<td>Major</td>
</tr>
<tr>
<td>Special Education B.S.Ed. - PreK-8 and Middle Grades Preparation (4-8) (<a href="http://catalog.wcupa.edu/undergraduate/education-social-work/special-education/special-education-bsed-4-8">http://catalog.wcupa.edu/undergraduate/education-social-work/special-education/special-education-bsed-4-8</a>)</td>
<td>Undergraduate</td>
<td>Major</td>
</tr>
<tr>
<td>Special Education M.Ed.</td>
<td>Graduate</td>
<td>Major</td>
</tr>
<tr>
<td>Special Education M.Ed. - Online</td>
<td>Graduate</td>
<td>Major</td>
</tr>
<tr>
<td>Special Education Minor (<a href="http://catalog.wcupa.edu/undergraduate/education-social-work/special-education/special-education-minor">http://catalog.wcupa.edu/undergraduate/education-social-work/special-education/special-education-minor</a>)</td>
<td>Undergraduate</td>
<td>Minor</td>
</tr>
<tr>
<td>Speech-Language Pathology M.A.</td>
<td>Graduate</td>
<td>Major</td>
</tr>
<tr>
<td>Studio Art Minor (<a href="http://catalog.wcupa.edu/undergraduate/arts-humanities/art-design/studio-art-minor">http://catalog.wcupa.edu/undergraduate/arts-humanities/art-design/studio-art-minor</a>)</td>
<td>Undergraduate</td>
<td>Minor</td>
</tr>
<tr>
<td>Studio Arts B.F.A. (<a href="http://catalog.wcupa.edu/undergraduate/arts-humanities/art-design/studio-arts-bfa">http://catalog.wcupa.edu/undergraduate/arts-humanities/art-design/studio-arts-bfa</a>)</td>
<td>Undergraduate</td>
<td>Major</td>
</tr>
<tr>
<td>Teaching English as a Second Language (TESL) M.A.</td>
<td>Graduate</td>
<td>Major</td>
</tr>
<tr>
<td>Theatre Arts Minor (<a href="http://catalog.wcupa.edu/undergraduate/arts-humanities/theatre-dance/theatre-arts-minor">http://catalog.wcupa.edu/undergraduate/arts-humanities/theatre-dance/theatre-arts-minor</a>)</td>
<td>Undergraduate</td>
<td>Minor</td>
</tr>
<tr>
<td>Theatre B.A. (<a href="http://catalog.wcupa.edu/undergraduate/arts-humanities/theatre-dance/theatre-ba">http://catalog.wcupa.edu/undergraduate/arts-humanities/theatre-dance/theatre-ba</a>)</td>
<td>Undergraduate</td>
<td>Major</td>
</tr>
<tr>
<td>Universal Design for Learning and Assistive Technology Certificate - Online</td>
<td>Graduate</td>
<td>Certificate</td>
</tr>
<tr>
<td>Urban and Regional Planning Certificate</td>
<td>Graduate</td>
<td>Certificate</td>
</tr>
<tr>
<td>Web Technology Certificate</td>
<td>Graduate</td>
<td>Certificate</td>
</tr>
<tr>
<td>Women's and Gender Studies B.A. (<a href="http://catalog.wcupa.edu/undergraduate/arts-humanities/womens-gender-studies/womens-gender-studies-ba">http://catalog.wcupa.edu/undergraduate/arts-humanities/womens-gender-studies/womens-gender-studies-ba</a>)</td>
<td>Undergraduate</td>
<td>Major</td>
</tr>
<tr>
<td>Women's and Gender Studies Minor (<a href="http://catalog.wcupa.edu/undergraduate/arts-humanities/womens-gender-studies/gender-studies-minor">http://catalog.wcupa.edu/undergraduate/arts-humanities/womens-gender-studies/gender-studies-minor</a>)</td>
<td>Undergraduate</td>
<td>Minor</td>
</tr>
</tbody>
</table>
SOCIAL EQUITY AND ADA INFORMATION

Nondiscrimination/Affirmative Action Policy
West Chester University is committed to providing leadership in extending equal opportunities to all individuals. Accordingly, the University will make every effort to provide these rights to all persons regardless of race, color, sex, sexual orientation, gender identity, religion, creed, national or ethnic origin, citizenship status, age, disability, veteran status or any other legally protected class. This policy applies to all members of the University community including students, faculty, staff, and administrators. It also applies to all applicants for admission or employment and all participants in University-sponsored activities.

West Chester University will take all necessary steps to:
1. Recruit, hire, utilize, train, and promote for all job classifications without regard to race, color, sex, sexual orientation, gender identity, religion, creed, national or ethnic origin, citizenship status, age, disability, veteran status or any other legally protected class.
2. Recruit and admit students without regard to race, color, sex, sexual orientation, gender identity, religion, creed, national or ethnic origin, citizenship status, age, disability, veteran status or any other legally protected class.
3. Base decisions on selection, employment practices, employee utilization, job training, career mobility, promotion, program operations, and services provided so as to further the principles of equal opportunity and affirmative action.
4. Create and maintain a climate free from discrimination and harassment of any individual.
5. Create and maintain a climate free from sexual harassment of any individual.
6. Make every effort to increase the admission and employment opportunities for qualified persons with disabilities.
7. Assure that reasonable accommodation will be made for all the physical and mental limitations of qualified individuals.
8. Assure that in providing employment or promotion to persons with disabilities, no reduction in compensation would result because of disability, income or other benefits.


Any individual having suggestions, complaints, or grievances with regard to equal opportunity or affirmative action, or to request a translation of this publication into a language other than English, should be directed to Lynn Klingensmith, Social Equity Director/Title IX Coordinator, at lklingensmith@wcupa.edu or 610-436-2433.

Sexual Harassment Policy
West Chester University is committed to equality of opportunity and freedom from unlawful discrimination for all its students and employees. Sexual harassment is a form of unlawful discrimination based on sex and will not be tolerated in any form by faculty, staff, students, or vendors. Upon official filing of a complaint, immediate investigation will be made, culminating in appropriate corrective action where warranted, which may include termination of the relationship with the University. Retaliatory actions against persons filing a complaint of sexual harassment, or any person cooperating in the investigation of a complaint, are also prohibited. Acts of retaliation shall constitute misconduct subject to disciplinary action and should be reported to the Title IX Coordinator/Social Equity Director.

Sexual harassment is defined as unwelcome sexual advances, requests for sexual favors, and other harassing conduct of a sexual nature. Sexual harassment occurs when:
1. submission to the unwelcome conduct of a sexual nature is made either explicitly or implicitly a term or condition of an individual’s employment or status in a course, program, or activity;
2. submission to or rejection of the unwelcome conduct of a sexual nature by an individual is used as the basis for an academic or employment-related decision affecting such an individual; or
3. the unwelcome conduct of a sexual nature is sufficiently severe, persistent, or pervasive as to substantially limit or interfere with an individual’s work, educational performance, participation in extracurricular activities, or equal access to the University’s resources and opportunities; or
4. such conduct creates an intimidating, hostile, or abusive living, working, or educational environment.

Sexual violence is a form of sexual harassment. Sexual violence refers to physical acts perpetrated against a person’s will or where a person is incapable of giving consent due to the victim's use of drugs, alcohol or disability. Physical sexual acts include rape, sexual assault, sexual battery and sexual coercion.

All incidents of sexual harassment must be reported to the Title IX coordinator, Lynn Klingensmith, Director of Social Equity/Title IX Coordinator, 13-15 University Ave., 610-436-2433 or lklingensmith@wcupa.edu, or wcupa.edu/sexualmisconductreport.

This policy and the procedures addressed herein are in addition to, and not a replacement for, criminal remedies that may be available. Anyone interested in pursuing a criminal complaint should contact the Office of Public Safety at 610-436-3311 or dial 911 in the case of an emergency. If the incident occurred off campus, the WCU Public Safety Office will assist the complainant in filing the complaint in the appropriate jurisdiction.

This policy is not intended to interfere with the protections afforded by law to freedom of speech. Additional information, including examples of what constitutes sexual harassment, is available from the Office of Social Equity. Individuals who believe themselves to have been sexually harassed, or who have questions about the University’s policy on this matter, should contact Lynn Klingensmith.

Complaints may also be filed with the U.S. Department of Education, Office of Civil Rights at https://wdcrobcolp01.ed.gov/cfapps/OCR/contactus.cfm or by phone at 215-656-8541.

ADA Policy Statement
West Chester University is committed to equality of opportunity and freedom from discrimination for all students, employees, applicants for admission or employment, and all participants in public University-sponsored activities. In keeping with this commitment, and in accordance with the Americans with Disabilities Act of 1990 and the Rehabilitation Act of 1973, the University will make every effort to provide equality of opportunity and freedom from discrimination for all members of the University community and visitors to the University, regardless of any disability an individual may have. Accordingly, the University has taken positive steps to make University facilities accessible to individuals with disabilities and has established procedures to provide reasonable accommodations to allow individuals with disabilities to participate in University programs.

The Director of the Office of Social Equity (http://www.wcupa.edu/socialEquity) has been designated as the ADA coordinator for the
University. In this capacity, the director of social equity works with the University ADA Committee to advance University policies and procedures that will provide equal educational and employment opportunities for individuals with disabilities. The Office of Social Equity has an established process to investigate and address any complaints of discrimination on the basis of a disability. Any individual who has a suggestion, question, or complaint regarding ADA issues is encouraged to contact the Director of Social Equity, 13/15 University Avenue, 610-436-2433.

West Chester University has also established the Office of Services for Students with Disabilities (http://www.wcupa.edu/ossd) (OSSD), which operates as a centralized service for addressing the needs of students with disabilities and as a resource center for students, faculty, and staff. A student who wants to request an accommodation and/or receive specialized services should contact the director of the OSSD. The policies and procedures used by the OSSD are contained in the West Chester University Handbook on Disabilities, which is available in the OSSD, 223 Lawrence Center, V/TDD 610-436-321, or the following website: www.wcupa.edu/ussss/ossd/documents/RevisedADAnhandbook.pdf.

Various housing facilities and services are available for resident students with disabilities. For this and other information about on-campus housing and food service, please contact the Office of Residence Life and Housing (http://www.wcupa.edu/residenceLife), 202 Lawrence Center, 610-436-3307.

The Office of Human Resource Services (http://www.wcupa.edu/hr) has been designated as the contact for employees and applicants seeking to request an accommodation. The Office of Human Resource Services is located at 201 Carter Drive, 610-436-2800.

West Chester University is involved in the ongoing process of renovating campus buildings and grounds to ensure accessibility for all individuals. Many of our buildings are currently accessible, but some are awaiting renovation. To find out whether a particular location is accessible or how to access a location, please contact the space manager at 610-436-3348. To request special accommodations at a particular facility to ensure accessibility, please contact the Facilities Division at 610-436-3200.

ADA Policy and Accommodations

The University’s complete ADA Policy Statement and commitment to accommodations compliance is above. The provisions of this catalog are not to be regarded as an irrevocable contract between the student and the University. West Chester University reserves the right to change any provisions or requirements at any time. Please check the University’s website, www.wcupa.edu, for any updates.

ACADEMIC POLICIES AND PROCEDURES

ACADEMIC INTEGRITY

Academic Integrity Policy

Any situation involving a violation of academic integrity is of major concern to the University. Faculty members preserve and transmit the values of the academic community through example in their own academic pursuits and through the learning environment that they create for their students. They are expected to instill in their students a respect for integrity and an understanding of the importance of honesty within their chosen profession. Faculty must also take measures to discourage student academic dishonesty.

Commitment to maintaining and encouraging high standards of academic integrity is demonstrated in many ways. One way is through the establishment of policies and procedures governing violation of the standards of academic integrity. The following policies, procedures, and definitions are intended to help faculty meet these responsibilities.

First, the instructor has both the right and responsibility to demand academic honesty if a student is to remain in good standing in the course and is to be evaluated fairly by the instructor. A grade certifies both knowledge and a standard of academic integrity. It is essential that the instructor retain the right to set the minimum academic penalty for academic dishonesty in a course, subject to the appeal rights of a student.

Second, cheating is not just a matter between an instructor and student in a specific course. While it is the right and duty of the instructor to set minimum penalties for dishonesty in a particular course, the University is responsible for the minimum standards of academic integrity and achievement on which degrees are based. It is the University that permits students to remain members of the academic community and finally certifies that students have attained sufficient academic credit and exhibited acceptable standards of conduct to entitle them to a degree.

Third, students accused of academic dishonesty have the right to have their case heard in a fair and impartial manner, with all the safeguards available within the bounds of due process.

Violations of Academic Integrity

Violations of the academic integrity standards of West Chester University fall into six broadly defined categories listed below:

1. Plagiarism: Plagiarism is the inclusion of someone else’s words, ideas, or data as one’s own work.
2. Fabrication: Fabrication is the use of invented information or the falsification of research, information, citations, or other findings.
3. Cheating: Cheating is an act or an attempted act of deception by which a student seeks to misrepresent his/her mastery of the information or skills being assessed. It includes, but is not limited to, using or attempting to use unauthorized materials, information, or study aids in any academic exercise.
4. Academic Misconduct: Academic misconduct includes, but is not limited to, other academically dishonest acts such as tampering with grades; or taking part in obtaining or distributing any part of a test that has not yet been administered; or disrupting or interfering with the ability of others to complete academic assignments. It includes violations of the Student Code of Conduct, as they relate to the academic environment.
5. Facilitating Academic Dishonesty: Facilitating academic dishonesty includes helping or attempting to help another to commit an act of academic dishonesty.
6. Breach of Standards of Professional Ethics: In certain degree programs, students will be instructed on and provided with that particular profession’s code of ethics (e.g., the American Nurses Association Code for Nurses). Under some circumstances, if a student is found to have violated that professional code, that violation may be considered a breach of the Academic Integrity Policy.

 Procedures for Handling Cases

Faculty are responsible for determining the grades earned in their courses, and they are the first step in determining if a violation of academic integrity has occurred. They are also the first individuals to determine what penalty should be levied. A faculty member responsible for assigning final grades in a course may acquire evidence, either directly or through information supplied by others that a student violation of academic integrity may have occurred. After collecting the evidence available, the faculty member will meet with the student to present the evidence of an alleged violation and request an explanation. If the faculty member accepts the student’s explanation, no further action is taken. If the faculty member determines that a violation has occurred, the faculty member informs the student, within five class days...
of his/her decision, using the appropriate form, of the penalty that will be imposed. The faculty member will also inform the student of his/her rights to file an appeal within 10 class days of the faculty member's decision.

Once a faculty member has charged a student with academic dishonesty, the student may not withdraw from the course to avoid a grade penalty or to prevent the filing of the Report of Violation of Academic Integrity. Any student who withdraws from a course before the charge is made may be reregistered for the course so that appropriate action can be taken.

The faculty member fills out and forwards a copy of the Report of Violation of Academic Integrity, together with any additional supporting documentation, to his/her department chairperson. In departments that have a departmental Academic Integrity Board, the faculty member will forward the information to the departmental board. The department chair (or chair of the departmental board) will forward the information to the vice provost and Dean of Graduate Studies. If the faculty member is the department chair and there is no departmental board, the report will be sent directly to the vice provost and Dean of Graduate Studies.

The report includes:

- the nature of the charge/evidence against the student,
- a brief summary of the meeting with the student,
- the faculty member’s decision, and
- the right of appeal to the department chair (or departmental board).

If the student is subsequently found not guilty of the charge, the student may either

- remain in the course without penalty, or
- withdraw from the course regardless of any published deadlines.

If the student is found guilty of violating the student Academic Integrity Policy, the student may not withdraw from the course and will receive the sanction imposed by the instructor or other academic authority.

Penalties

All acts of academic dishonesty violate standards essential to the existence of an academic community. Most offenses are properly handled and remedied by the faculty member teaching the course in which they occur. The penalties that may be assessed by the faculty member include the following:

- completion of alternative work, with or without a grade reduction;
- a reduced grade (including "F" or zero) for the assignment;
- a reduced grade (including "F") for the entire course.

A grade of “F” for the course, due to a violation of academic integrity, will result in automatic dismissal from the University. Students dismissed under these circumstances are considered ineligible for readmission to another academic program at West Chester University.

Whatever the penalty, the report describing the incident and recording the decision will be kept by the vice provost and Dean of Graduate Studies until the student has graduated and the degree has been awarded. Individual departments may establish a “zero tolerance” policy for their majors. Students must be clearly informed of such a policy by those departments.

The purpose of this record keeping is to ensure that students who violate the University’s student Academic Integrity Policy a second time are dealt with appropriately. A second violation will result in automatic expulsion from the University.

Appeal Procedures

A student may appeal the instructor’s unilateral imposition of a reduced or failing grade. A student who files an appeal within 10 class days of the faculty member’s determination will suffer no worse penalty as a result of the appeal than he/she would have suffered if he/she had not appealed the instructor’s unilateral action.

A student who files an appeal to the next level must do so within 10 class days. The request for appeal should contain any and all information that the student believes is relevant to his/her case. After the initial appeal to and decision by the department chair, the student will have five days to appeal the decision to the next level, if he/she so wishes.

The progression of the appeal is as follows:

1. Chair of the department in which the course is housed (or departmental board) - appeal must be filed within 10 class days of faculty decision;
2. College dean - appeal must be filed within five class days of the department’s decision;
3. Graduate dean - appeal must be filed within five class days of the college dean’s decision;
4. West Chester University Academic Integrity Board - appeal must be filed within five class days of the graduate dean’s decision.

If the faculty member who has brought the charges is also the chair of the department, the appeal moves directly to the graduate dean.

Information on the composition and functioning of the Academic Integrity Board and sanctions is located on the University’s website at www.wcupa.edu.

Academic Integrity Board

The Academic Integrity Board may be requested by an accused student as part of the appeal process.

Membership of the Academic Integrity Board

1. The Provost (or Provost’s designee) shall appoint faculty and administration members of the Academic Integrity Board. The dean of graduate studies serves as nonvoting chairperson. If the dean of graduate studies is not available to serve, the administration will appoint a substitute.
2. A faculty dean not involved in the charging process. A substitute may be appointed as given in paragraph 1.
3. Two faculty members. At the beginning of each academic year, the Office of the Provost (or Provost’s designee) shall randomly select two full-time faculty from each academic department in order to constitute the pool. Two faculty members from different departments will be randomly selected from this pool to serve on the Academic Integrity Board. In the case of charges brought against graduate students, the faculty members must be involved in teaching graduate-only courses (double-numbered courses do not count) or in directing graduate research projects.
4. Two graduate students. Such students will be appropriately trained in procedures relating to this policy and the need for confidentiality pursuant to the Family Educational Rights and Privacy Act (FERPA).

Hearing Procedures for Academic Integrity Board

The chair will provide notice to all parties which shall include a summary of the matter for disposition, as well as the time and place of the hearing. The student charged will also be advised as to the identities of Academic Integrity Board members and witnesses that will be presented by the charging party. Hearings shall proceed to the extent possible according to the following form:

1. The chair shall open the proceedings by reading the statement of charges.
2. The charging party shall then present the case against the accused party, including the presentation of witnesses. This shall be done by the submission of written, physical, and testimonial evidence. The accused party and the board shall have the right to conduct reasonable questioning of the charging party and the charging
party’s witnesses; hearsay evidence is not acceptable since it denies the opposing party the opportunity to cross-examine unless such is a business record of the University.

3. At the conclusion of the charging party’s presentation, the accused party may present a defense, including the presentation of witnesses, or may plead to the charges. This shall be done by the submission of written, physical, and testimonial evidence. The charging party shall have the right to conduct reasonable questioning of the accused party and the accused party’s witnesses; hearsay evidence is not acceptable since it denies the opposing party the opportunity to cross-examine unless such is a business record of the University.

4. After both cases have been presented, the board shall allow rebuttal evidence.

5. At the close of the hearing, the board shall allow closing arguments by the parties.

The board chair shall have authority and be responsible for maintaining an orderly procedure throughout the hearing. All hearings are closed proceedings; witnesses may be excluded from the room until the appropriate time for their testimony. The burden of proof rests on the individual bringing charges. All matters upon which the decision will be based must be introduced into evidence at the hearing.

Both parties shall have the right to be assisted by advisers, who may be attorneys, and who may be present at all hearings. The board chair must be notified in advance of the hearing as to whom the advisers will be. The advisers may only consult and interact privately with their advisees, and may not address the board. Advisers who are disruptive to the process will be asked to leave the proceedings, and the matter will go forward absent their involvement.

All hearings will be tape recorded. The audiotape record of the hearing will be archived in the Office of the Provost or the Office of the Dean of Graduate Studies, or his/her designee for five years. A written transcript of the hearing will be provided at the expense of the University pursuant to a validly issued subpoena.

A written recommendation based on a preponderance of evidence, arrived at by majority vote, in which the facts and reasons for the recommendation are set forth shall be issued within 15 calendar days after the close of the board proceedings. That report shall be sent to the provost and vice president for academic affairs, with copies to all parties, including the vice provost and Dean of Graduate Studies and the appropriate department chair. The copy to the accused will be sent certified mail, return receipt requested, and first-class mail. Within 15 calendar days the provost shall implement the recommendation of the board, or shall provide a written response containing his/her decision, and explaining to all parties his/her reasons for declining to implement the board’s recommendation. In the event that the provost finds inadequacies in the record, the matter can be remanded back to the board for additional testimony.

Any party who fails without appropriate reason to appear at the hearing consents to the hearing being conducted in his or her absence and to a final decision to be made based on the facts presented.

The board retains the right to continue a hearing whenever necessary and appropriate.

Either party may express its reaction in writing regarding the recommendation of the board to the provost or his/her designee within seven calendar days of receipt of the recommendation. If the seventh day falls on a weekend or holiday, the seventh day will be the first day that the University is open for business. Written submissions should be submitted to the provost. Any stay of sanction shall be granted only upon application to and at the sole discretion of the provost or his/her designee. The decision of the provost shall be final. If the penalty being levied is an “F” in the course, the provost will direct the registrar to enter the grade of “F” in the student’s record.

NOTE: A written statement of the decision and relevant materials shall be placed in the student’s academic file and sent to the student’s academic adviser. In the absence of a student appeal, the recommended sanctions from the department and dean’s level should be forwarded from the Office of the Vice Provost and Dean of Graduate Studies to the provost for action.

Sanctions

At the conclusion of the appeals process, a student may be exonerated or subject to any combination of the following range of penalties. If the student is found in violation of the Academic Integrity Policy, the board will not impose a penalty that is more severe than the one recommended by the faculty member for that infraction. The board shall have no knowledge of any record of previous acts of academic dishonesty when making its initial adjudication of the case. Any actions taken by the provost will be sent to the director of the Office for Judicial Affairs and Student Assistance. A disciplinary file will be established as a permanent record of these actions.

1. The board may agree with the instructor and apply a penalty to the student’s grade, including failure in the course. Further, the board may agree with the faculty member’s recommendation that the student receive a more severe penalty than failure in the course and apply one of the sanctions listed below:
   a. Expulsion: The student is informed in writing that he or she is being expelled from the University. This action is one of involuntary separation from the University. The relationship between the student and this University is permanently terminated. The student is not permitted on University property. There will be no refunding of fees. The assignment of grades shall be in accordance with University policy. The fact of the expulsion and the reason for it will be entered upon the student’s official transcript and upon all copies thereof. A student who has been expelled for academic dishonesty will not be awarded a degree from West Chester University.
   b. Restitution: Restitution may be imposed on students whose violation of these standards has involved monetary loss or damage. Restitution as imposed by the board will be regarded by the University as a financial obligation to the University.

2. Hold on records: The University may withhold transcripts, grades, degrees, diplomas, or other official records pending the disposition of cases.

Notes

1. If the complainant is not on contract or in residence on the campus, he or she shall have the right to defer the procedure until his or her return. Similarly, if the procedure would normally occur during the summer and the student is not enrolled in any summer session, the procedure may be deferred until the fall semester at the student’s request.

2. Each department must submit to the college dean and the vice provost and Dean of Graduate Studies its written process for hearing appeals. Likewise, the academic dean and graduate dean must submit to the provost and vice president for academic affairs his or her written process for hearing appeals. These processes must, as a minimum, provide notice to all involved parties and must provide an opportunity for all parties to be heard by a neutral fact finder or body who will render a decision and permit the accused to have an adviser. Such policies and procedures should be readily available to all students of the department.

3. A written statement of the decision and relevant materials shall be placed in the student’s academic file and sent to the student’s academic adviser. In the absence of a student appeal, the recommended sanctions from the department and dean’s level should be forwarded from the Office of the Vice Provost and Dean of Graduate Studies for action.
ACADEMIC PROBATION & DISMISSAL

Good Standing
Students must maintain a 3.00 cumulative average to remain in good standing.

Academic Probation/Dismissal
Graduate students whose cumulative grade point average falls below 3.00 will be placed on academic probation. Graduate students must raise their GPA to 3.00 by the end of the next semester (or full summer term) in which they register. An additional probationary semester may be granted at the discretion of the graduate dean. If a student fails to meet the conditions of academic probation he/she is subject to dismissal. Graduate students earning a cumulative GPA of 2.00 or lower will be dropped from their graduate program without a probationary period. Graduate students on academic probation are not eligible for graduate assistantships.

Programs/departments reserve the right to immediately have a student that has earned an F as the final course grade dismissed from their program. At the discretion of the graduate coordinator and graduate dean, the student may be required to repeat the course during their next semester of enrollment (refer to Leave of Absence policy) or the next time the course is offered. No student may graduate with a graduate degree from WCU with an F grade for a course in his or her program.

A course taken at WCU for which the student earns an F for the final grade must be retaken at WCU and not at any other institution of higher learning.

Students dismissed from the university may apply for re-admission. Courses taken prior to the dismissal may be applied to a subsequent program with departmental consent. The original program reserves the right to refuse to re-admit the student.

Grades earned during summer sessions count the same as grades earned during the academic year. All grades recorded determine the student's academic status, even if a student changes degree programs. Students dropped from a graduate program due to unsatisfactory work will not be permitted to take courses for credit towards a graduate degree in that department beyond the semester in which they are dropped.

Individual programs may have higher GPA minimums or additional requirements. To be eligible to receive the master's degree, graduate students must complete all requisite courses and credits with a cumulative GPA of at least 3.00.

Students holding graduate assistantships who fail to maintain a 3.00 cumulative GPA will have their assistantships revoked or will not have them renewed. This policy includes courses taken during summer sessions. Departments also may stipulate higher academic standards for maintaining assistantships.

ACADEMIC RECORDS INFORMATION

Obtaining Transcripts
Transcripts of work taken at West Chester University may be obtained from the Office of the Registrar. To access online ordering, log on to myWCU (http://my.wcupa.edu) and click the link "order official transcript." For updated information on how to obtain a transcript, visit the Office of the Registrar website (http://www.wcupa.edu/registrar).

Changes in Name or Address
Students may update their address through the Change my Address link within their myWCU account. Detailed instructions are located on the Registrar's website (http://wcupa.edu/registrar/documents/ManageStudentRecords.pdf).

Any student wishing to change his/her name from that currently on record must provide legal documentation supporting the change, such as: a marriage license, court order, divorce decree, etc. A driver’s license is not adequate. All name change requests must go through the Office of the Registrar (http://wcupa.edu/registrar/default.aspx). Requests for name changes received through the mail will be acknowledged by letter.

Students should also notify the Office of Graduate Studies (gradstudy@wcupa.edu) and their department of any change of address or change in name.

The Family Educational Rights and Privacy Act (FERPA)
West Chester University is committed to protecting the privacy of its students and to maintaining the confidentiality of student education records in accordance with the Family Educational Rights and Privacy Act of 1974 (FERPA).

Students at West Chester University are afforded the following rights regarding their education records:

1. The right to inspect and review their education records within 45 days from the date the University receives the student's request for access.

   The Registrar has been designated by the University to coordinate the inspection and review procedures of student education records. Students must submit a written request to the Office of the Registrar identifying the item or items of their record they wish to inspect. The Registrar's Office will contact the student as soon as possible, but no later than 45 days from the date the request was received, to arrange a time and place for the student to inspect the requested records. At the time of inspection, the student will be required to show photo identification and must inspect the records in the presence of a representative from the Office of the Registrar.

2. The right to request an amendment to their education records, if he or she believes the record contains inaccurate or misleading information.

   If a student believes his or her education record contains information that is inaccurate, misleading, or is otherwise in violation of his or her privacy rights, the student may request in writing that their record be changed. Students seeking a change of grade should refer to the Grade Appeal (p. 75) policy. The written request must clearly identify the part of the record the student wants amended and must specify why the record is inaccurate or misleading. If the Registrar agrees with the student's request, the appropriate records will be amended. If the Registrar decides not to amend the record, the student will be notified of the decision, within a reasonable period of time, and the student will be advised of his or her right to a formal hearing.

Student requests for a formal hearing to contest the Registrar’s decision must be made, in writing, to the vice provost. A hearing committee will be appointed and the student will be notified of the date, time and place of their hearing. The student may present evidence relevant to the issues raised and may be assisted or represented by one or more individuals of their choice, including an attorney, at their own expense. Decisions of the hearing committee, which will be based solely on the evidence presented at the hearing, will be final. Following the hearing, the committee will provide their written decision and a summary of the hearing to the concerned parties. If the decision is in favor of the student, his or her education record will be amended accordingly.

Students who are dissatisfied with the result of their hearing may place in their education record an explanatory statement commenting on the information that was under review. The explanatory statement will be maintained as part of the students’ education record and will be released when the records in question are disclosed.
3. The right to provide consent prior to the disclosure of personally identifiable information contained in their education records.

No one outside the university shall have access to, nor will the university disclose, any information from students' education records without the students' prior written consent, except to the extent permitted under FERPA.

FERPA does establish several exceptions that allow the university to disclose student education records without prior consent. Some of these exceptions include:

- To school officials with a legitimate educational interest. A school official is a person employed by West Chester University in an administrative, academic, research, or support staff position (including law enforcement unit personnel and health staff); members of the board of trustees; third-parties acting on behalf of the university; or individuals, including students, serving on university committees. School officials are considered to have a legitimate educational interest if the student education information is necessary in order for that official to: complete a task specific to their job description/contract, perform a task related to a student’s education, perform a task related to the discipline of a student, or provide a service or benefit relating to a student.

- To comply with a judicial order or lawfully issued subpoena. The university will make an effort to notify the student in writing prior to disclosing information, unless directed otherwise by the order or subpoena.

- To persons or organizations providing the student financial aid, or who determine financial aid decisions concerning eligibility, amount, conditions and terms of the financial aid.

- To appropriate parties in a health or safety emergency.

4. The right to file a complaint with the United States Department of Education concerning alleged failures by West Chester University to comply with the requirements of FERPA.

FERPA is administered by the Family Policy Compliance Office. Student complaints can be sent to:

- Family Policy Compliance Office
- U.S. Department of Education
- 400 Maryland Avenue, SW
- Washington, D.C. 20202-4605

For the purposes of this policy, the term “student” refers to any individual who has secured admission to the University in the form of a deposit, has enrolled in a course, has completed a non-degree application, or any individual who has previously attended West Chester University. The term “education records” refers to any records directly related to a student, with certain exceptions, that are maintained by the university or its agents. These records include but are not limited to grades, transcripts, class lists, student course schedules, student financial information, and student discipline files.

**Directory Information - Rights and Privacy Act of 1974**

Directory information is information contained in your education record that generally would not be considered harmful or an invasion of privacy if disclosed.

Under FERPA, West Chester University may release the following categories of information without students’ prior consent:

- Student’s name
- Local and permanent address
- Telephone number
- Email address, which includes WCU student ID number
- Date and place of birth
- Major field of study
- Dates of attendance
- Enrollment status

**Expected graduation date**
- Degrees, awards, and honors received
- Most recent previous educational agency or institution attended by the student
- Participation in officially recognized activities and sports
- Weight and height, if a member of an athletic team

The University will limit information that is made public to categories such as these but will not necessarily publish all such information in every listing.

West Chester University does not make directory information generally available to the public. West Chester University limits its release of directory information for official University purposes, such as: identifying athletic team members, publishing names of scholarship recipients, graduation lists and Dean’s Lists, issuing academic awards, verifying enrollment or degree status, and providing such information to organizations that are officially affiliated with the University or with whom the University has a contractual relationship.

Undergraduate and Graduate students who do not wish to have their directory information published, without their prior consent, must submit a Non-Disclosure of Directory Information Request form to the Office of the Registrar. Forms must be submitted within the first 15 calendar days of the semester. Once a student restricts the release of their directory information, the restriction will remain in effect until the student makes a written request to the Office of the Registrar to reverse the non-disclosure restriction.

**Applicable Catalog Year**

All students are bound by the Graduate Catalog in the year they are admitted to the University under one of the matriculated student categories (see "Classification of Students (p. 72)"). Students are bound by the requirements in the Graduate Catalog at the time that they are admitted to the degree or certificate or teacher certification or professional growth program. If a student is admitted more than once, the year of the most recent admission is applicable. If any of the requirements for the program change while students are matriculating, they may, but do not have to, meet the changed requirements. In some instances, accrediting and/or certification standards necessitate the change in the degree or certificate or teacher certification program requirements. In such situations, the respective college will formally inform each student that he or she must meet the new requirements. Readmitted students are bound by the requirements in place at the time of readmission, except where permission for change in requirements or exception has been granted by the respective department and the vice provost and Dean of Graduate Studies.

**Change of Status**

A provisional degree student who has met the various conditions stipulated at the time of admission may petition for full graduate standing by completing the change of status form available online. Credit earned as a provisional degree student or as a non-degree student may be accepted in a degree program only on the recommendation of the student’s adviser. Provisional degree students should consult their advisers well in advance in order to select work appropriate for transfer toward the degree.

**Changes in Program**

In order to change from one degree program to another, a student must submit the appropriate form to the Office of Graduate Studies. The student must meet all specific admission requirements of the program for which the change is requested and receive the approval of the program coordinator. No fee is charged.

Forms can be found on the Office of Graduate Studies website (http://www.wcupa.edu/Grad).
Changing to Auditor Status

Before the end of the ninth week, a student may apply to become an auditor by completing a change in class status form available below and by obtaining the necessary approval. The form can be found on the Office of Graduate Studies website (http://www.wcupa.edu/Grad).

ADDITIONAL CERTIFICATION POLICIES

Additional Requirements for the Master of Education Degree

In addition to fulfilling these requirements, candidates for certain master of education degrees must give evidence of successful teaching experience approved by the department chairperson. Other experiences in lieu of this requirement must be approved by the relevant department and the vice provost and Dean of Graduate Studies.

ACT 48

All educators holding Pennsylvania public school certification including Intern, Instructional I and II, Educational Specialist I and II, Administrative, Supervisory, Letters of Eligibility, and all vocational certifications are affected by the requirements of Act 48. Educators must maintain their certifications as active by earning six collegiate credits or six PDE-approved, in-service credits or 180 continuing education hours or any combination of the above every five calendar years. Note: Each collegiate or in-service credit is equal to 30 continuing education hours.

Pennsylvania Act 24 of 2011 provided for a two-year suspension of most Act 48 continuing professional education requirements for school educators and leaders. The Act 48 suspension began August 29, 2011. During this moratorium period educators may continue to accrue Act 48 credits, which will be credited to the compliance period in effect as of August 29, 2011. Educators with continuing education periods ending on or after August 29, 2011 will have their expiration date extended by two years. Additional information about the moratorium can be found at the Pennsylvania Department of Education website (http://www.education.state.pa.us).

Education Specialist Certification

Commonwealth regulations also provide for certification as an educational specialist to those persons who successfully complete an approved program of study and have the recommendation of the preparing institution. The Educational Specialist Certification is issued on two levels.

Educational Specialist I (Provisional)

The Educational Specialist I Certification is issued for entry into a professional position in the public schools of the Commonwealth. The applicant must have completed an approved program of study, possess a baccalaureate degree, and been recommended for certification by the preparing institution.

Educational Specialist II

The Educational Specialist II Certification is a credential issued to an applicant who has completed three years of satisfactory service on an Educational Specialist I Certification, and who has completed 24 semester hours of postbaccalaureate or graduate study at a regionally approved institution. In addition, the applicant must have received the recommendation of the superintendent of the school district in which his or her most recent service was performed, or in the case of an intermediate unit, the executive director, or in the case of an approved nonpublic school, the chief school administrator.

Educators must maintain their certifications as active by earning six collegiate credits or six PDE-approved, in-service credits or 180 continuing education hours or any combination of the above every five calendar years. Note: Each collegiate or in-service credit is equal to 30 continuing education hours.

Pennsylvania Act 24 of 2011 provided for a two-year suspension of most Act 48 continuing professional education requirements for school educators and leaders. The Act 48 suspension began August 29, 2011. During this moratorium period educators may continue to accrue Act 48 credits, which will be credited to the compliance period in effect as of August 29, 2011. Educators with continuing education periods ending on or after August 29, 2011 will have their expiration date extended by two years. Additional information about the moratorium can be found at the Pennsylvania Department of Education website (http://www.education.state.pa.us).

Education Specialist Certification

Commonwealth regulations also provide for certification as an educational specialist to those persons who successfully complete an approved program of study and have the recommendation of the preparing institution. The Educational Specialist Certification is issued on two levels.

Educational Specialist I (Provisional)

The Educational Specialist I Certification is issued for entry into a professional position in the public schools of the Commonwealth. The applicant must have completed an approved program of study, possess a baccalaureate degree, and been recommended for certification by the preparing institution.

Educational Specialist II

The Educational Specialist II Certification is a credential issued to an applicant who has completed three years of satisfactory service on an Educational Specialist I Certification, and who has completed 24 semester hours of postbaccalaureate or graduate study at a regionally approved institution. In addition, the applicant must have received the recommendation of the superintendent of the school district in which his or her most recent service was performed, or in the case of an intermediate unit, the executive director, or in the case of an approved nonpublic school, the chief school administrator.

Formal Admission to Teacher Education for Certification

Upon entrance to the University, graduate students enrolled in educator preparation programs ("candidates") leading to Pennsylvania certification must meet with their academic advisor(s) to complete an "Approved Program of Study" (APS) form. This form outlines all of the candidates’ certification requirements, indicates candidates’ approval for Formal Admission to Teacher Education (FATE) and is signed by the University certifying officer attesting to their unique course of study at WCU. At present, to be eligible for and qualify for designated advanced courses, one must have a minimum 3.0 GPA (most programs have higher GPA requirements). The original APS is submitted to the Office of Teacher Certification during the first semester. Candidates must have a 3.0 GPA in their graduate studies to maintain FATE and good standing at WCU.

Periodic regulatory changes from the Pennsylvania Department of Education may alter these requirements for candidates seeking post-baccalaureate certification. Candidates are urged to remain aware of updates to FATE requirements through regular communication with their advisers.

Candidates with FATE whose programs culminate in a student teaching semester must apply to student teach during the first month of classes (September or January) one academic year prior to the intended student teaching semester.

Educator Preparation Degree

The primary mission of the educator preparation programs at West Chester University is the initial preparation and continuing development of teachers and other education professionals (hereafter, ‘educator preparation’). Preparation for these roles within the University’s conceptual framework, Learning and Teaching in Context, ensures strong academic achievement for PK-12 students in the public schools and other educational settings of the Commonwealth of Pennsylvania.

The University is committed to excellence in education by preparing candidates to exhibit five unit outcomes exemplified in the following roles: knowledge and pedagogical specialist, assessment and instructional designer, diversity advocate and classroom community builder, school and community professional, and self-directed practitioner.

The University is committed to preparing exemplary professionals to assume their roles and responsibilities as educators in a multicultural, global society; to pursue personal and professional development opportunities; to support the continuing improvement of schools; to assume leadership; and to participate in the education community.

Graduates Seeking Level II Certification

The Instructional II certification is issued to a person who holds level I certification and has completed three years of satisfactory teaching in a Pennsylvania public school as certified by the superintendent of the school district in which the person’s most recent service was performed or, in the case of an intermediate unit, the executive director or, in the case of an approved nonpublic school, the chief school administrator.

In addition, the person must have completed 24 semester hours of collegiate credit at an approved baccalaureate or advanced-degree-granting institution subsequent to the conferring of the baccalaureate degree. The credits may be satisfied, in whole or in part, through in-service programs approved by the Pennsylvania Secretary of Education. Last, the person must successfully complete an induction program offered by a public school district and approved by the PDE.

Instructional I (Provisional)

The Instructional I certification is issued for entry into a teaching position in the public schools of Pennsylvania and is valid for six years of service in Pennsylvania (not calendar years). To receive an
Instructional I teaching certification, a person must meet all of the requirements for the certification and must be recommended to the PDE by the institution of higher education at which the person completed the requirements.

Requirements Common to All Areas of Certification

On June 1, 1987, the Pennsylvania State Board of Education implemented revisions to the Pennsylvania Code. These revisions require all undergraduate candidates who apply for Pennsylvania teaching certifications to pass state competency tests in basic skills, as well as general, professional, and specific knowledge of the subjects in which they seek teacher certification. Post-baccalaureate candidates are exempt from the basic skills tests.

As changes are made in requirements for all certification programs, it is the candidate's responsibility to satisfy the new requirements.

The Pennsylvania Teacher Intern Certification Program

West Chester University does not offer the Pennsylvania Department of Education (PDE) teacher intern certification.

CLASSIFICATION OF STUDENTS

Students are classified as follows:

Matriculated Students

1. Full matriculation, granted to a student who meets all admission requirements.
2. Provisional matriculation, which may be granted to a student who:
   a. has not taken the Graduate Management Admission Test (GMAT), Graduate Record Examination (GRE), or a specialized entrance examination required by the department concerned, or
   b. is unable to present all prerequisites required by the department. Students must fulfill the conditions stipulated in their provisional acceptance by the time that application to degree candidacy is made. Credit earned as a provisional degree student may be accepted toward the degree only on recommendation of the student's advisor.
   Note: Some programs do not grant provisional matriculation.
3. Teacher certification, which applies to students taking coursework to gain teacher certification.
4. Certificate programs, which applies to students taking coursework to earn advanced certificates in program concentrations.
5. Professional growth, for students who take graduate coursework but seek neither a degree nor certification.

Non-Degree Students

Students often begin their graduate college careers by enrolling in courses in non-degree status for personal and professional growth. Students may enroll in graduate-level courses on a non-degree basis for personal and professional growth. Students often begin their graduate college careers by enrolling in courses in non-degree status for personal and professional growth. Students may enroll in graduate-level courses on a non-degree basis for personal and professional growth.

Non-degree students may schedule up to nine credits of coursework on a non-matriculated basis and may be permitted to take a workshop or other noncredit-bearing class. Non-degree students are permitted to enroll in any graduate course in which they possess the necessary prerequisite coursework and/or can demonstrate, prior to enrollment, minimum performance competencies. Non-degree students may also be required to seek permission from the instructor. Students enrolling in courses under this policy are expected to meet the minimum GPA required for graduate work and are encouraged to seek the academic guidance of the graduate coordinator in their intended discipline. Completing courses on a non-degree basis does not guarantee admission, and credits earned may not necessarily be applied to a degree program at a later date. Non-degree students are not eligible to receive financial aid. Additional coursework may be taken only after the student has applied and been accepted as a matriculated student into one of the categories described above. Students taking only special courses, such as workshops, are the exception to this rule. Students should begin the formal application process immediately after they have decided to pursue a graduate degree at West Chester University.

For additional information, contact the Office of Graduate Studies at 610-436-2943 or gradstudy@wcupa.edu.

COURSE POLICIES

Workshops

The number 598 following the departmental prefix indicates an "open" workshop that allows the departments to offer a variety of short-term seminars in specific subjects under this designation. Such workshops may or may not carry credit in a graduate degree program.

Course Credit by Examination

Credit by examination may not be taken for graduate course work.

Pass/Fail Grades

The pass/fail option is not available to graduate students for graduate or undergraduate courses.

Course Repeat Policy

Graduate students may repeat up to two courses, which are being applied to their degree. Courses may be repeated only once. Both grades earned for a course will remain on the student's record; however, the most recent grade (whether it is higher or lower) will be used in the GPA calculation. This policy also applies to courses taken at the undergraduate level and applied to the graduate degree or certificate or teacher certification program, or taken as a prerequisite for the program.

Graduate-Level Course Numbering System

- 500-series graduate-level courses to which advanced undergraduates may be admitted.
- 600- and 700-series graduate courses not normally open to undergraduates.

Course numbering within a series is at the discretion of the department offering the courses.

Undergraduate Courses for Graduate Credit

Some departments have identified selected undergraduate courses that may be taken by graduate students (under departmental advisement) for graduate credit. No more than six credits of specifically designated 400-level courses may be applied to the awarding of the graduate degree. See departmental listings (p. 55). All undergraduate credits, even those applied towards a graduate degree or certificate or certification program, will not be certified as graduate credit by the Office of Graduate Studies for any reason (e.g., notification to employer, or transfer of credits to another institution). Students must also file the proper form with the Office of Graduate Studies via the office's website (http://www.wcupa.edu/Grad).

Policy on Disruptive Classroom Behavior

1. Definition of disruptive classroom behavior
   a. Disruptive behavior is defined as an act that is disorderly, that disrupts, harasses, coerces, or abuses, and/or might threaten or harm property or person, so that it interferes with an orderly classroom, teaching process, or learning function.
appeal process

2. limitation of policy

This policy addresses only student classroom behavior as defined here. Nonacademic student behavior is addressed in the Student Code of Conduct and the Judicial Board process as outlined in the Ram’s Eye View.

3. classroom management

This policy acknowledges the need for protection of academic freedom in the classroom, for faculty authority in classroom management, and for faculty and student safety in the classroom.

4. due process

This policy respects faculty and student rights to due process in any event emanating from disruptive student behavior in the classroom.

process

1. The first instance of disruptive behavior shall result in an immediate verbal warning by the faculty member. The faculty member shall advise the student of the existence of the Disruptive Classroom Behavior Policy and where it is published.

Exception: A first instance in which disruptive behavior appears to compromise the safety of or is threatening to a faculty member or student(s) shall result in immediate removal of the student from the classroom by the faculty member. In the event of imminent danger to person or property, Public Safety will be called and immediate removal shall result. Extreme or severe behavior can result in removal from the course and not merely from the immediate class.

2. A second instance of disruptive behavior shall result in the removal of the student from class for the remainder of the class period. The faculty member should log the behavior and the steps taken in writing.

3. A third instance of disruptive behavior shall result in permanent removal of the student from the class.

temporary removal

1. A student who has been asked to leave the classroom must meet with the faculty member prior to returning to the next class.

2. A student may, as the result of removal from the classroom and having met or tried to meet with the faculty member without success, request a third party agreeable to both the faculty member and him/herself to assist in resolving his/her difference with the faculty member. He/she can do so by applying to the chairperson of the department in which the course in which the event occurred is housed.

permanent removal

1. In the event of permanent removal from the class, the faculty member shall notify the chairperson of the department in which the course is housed, who shall then notify the dean of his/her college, the dean of students, and the chairperson of the student’s major department.

2. A student who has been permanently removed from the classroom shall be assigned a grade consistent with course requirements depending upon the point in the course at which the removal took place. A written statement of the reason for permanent removal shall be provided to the student by a review panel, in the event of an appeal by the student, or by the faculty member, in the event there has been no appeal. The review panel shall be the only venue for a hearing on permanent removal from the classroom.

appeal process

1. The student may, within five University calendar days of removal, appeal permanent removal. That appeal shall be made to the review panel which shall be constituted and chaired by the dean of the college, or his/her designee, in which the event occurred. The panel shall include an academic manager, a faculty member, and a student. It shall, within five University calendar days, conduct fact finding and make a written recommendation to the dean who shall provide copies to the faculty member and the student. Extension based on compelling circumstances may be granted by the dean or his/her designee.

2. A student who appeals removal shall be given an opportunity to keep up with classroom assignments during the time it takes the review panel to reach its decision.

3. In the event that the student’s behavior was perceived as sufficiently threatening or severe, either party may invoke the right to a separate interview or may submit written testimony to allow for fact finding by the panel.

auditors

Graduate students may declare "audit" status in a course through the end of the ninth week of class but may only audit one course per semester. Faculty may refuse to grant auditor status. Full-time graduate students have the privilege of auditing without additional charge, provided they obtain approval from the course instructor. Part-time students may audit, provided they obtain the instructor’s approval, enroll in the course through the Office of the Registrar, 25 University Ave., and pay the regular course fees.

Credit is never given to auditors. The auditor status may not be changed after it has been declared. The grade of Audit (AU) is recorded on the student’s transcript. An audited course will not fulfill any requirement toward graduation.

undergraduates

An undergraduate who has completed 90 credits of undergraduate course work, is in the final year of work for the bachelor’s degree, and has an overall grade point average of at least 3.0 may, with the permission of the vice provost and Dean of Graduate Studies, enroll in up to six credits of graduate-level courses. Credits earned may be applied to a master’s degree program subject to the approval of the major department. Students must also file the proper form with the Office of Graduate Studies via the office’s website (http://www.wcupa.edu/Grad).

transfer of credits

Credits earned through previous graduate study at another college or university may transfer credit under certain circumstances. Application forms for transfer of credit may be obtained on the Office of Graduate Studies (http://www.wcupa.edu/Grad) website. The following conditions are the minimum requirements for acceptance of transfer credit:

1. The credits must have been earned at an accredited graduate school.

2. The courses taken must be approved by the department or program in which the applicant intends to enroll at West Chester and by the Dean of Graduate Studies.

3. The maximum number of credits number of transfer credits that may be applied to a student’s degree/program shall not exceed 30 percent of the total required.

4. The grade earned for courses to be transferred must be B or better.

5. An official transcript and a course catalog description or syllabus must be submitted. Transcripts must be sent directly to the Office of Graduate Studies by the institution that granted the credits, and they must clearly indicate that the courses to be transferred are graduate courses for which graduate credit was given.

6. Current WCU students who wish to take course work at other institutions for credit at West Chester University must obtain approval from their chairperson or graduate coordinator and the Dean of Graduate Studies prior to enrollment.
DEGREE CANDIDACY

Requirements for Admission to Degree Candidacy

Application for degree candidacy must be made immediately on completion of the first 12 to 15 semester hours of course work in a degree program.

During the precandidacy period the student must do the following:

1. Complete those courses which the department or program specifies as prerequisite to degree candidacy.
2. Perform satisfactorily on examinations which the department or program may require for admission to degree candidacy.
3. Maintain a cumulative average of at least 3.00.
4. Meet specific GPA requirements as stipulated by the individual degree program.

Students can apply for Degree Candidacy via the myWCU (https://my.wcupa.edu) portal.

Procedure for Application to Degree Candidacy

1. Every student must file an application for admission to degree candidacy with the vice provost and dean of graduate studies. Forms are available on the Office of Graduate Studies (http://www.wcupa.edu/Grad) website.
2. When the application has been evaluated by the department concerned and by the vice provost and dean of graduate studies, a letter of acceptance or rejection will be sent to the student.
3. Upon notice of acceptance, degree candidates must confer with their advisers to continue with their previously established program of study.

Students must be admitted to degree candidacy prior to registering for comprehensive exams and before registering for thesis credits.

Reapplication for Degree Candidacy

Applicants who fail to qualify as degree candidates may reapply via the myWCU (https://my.wcupa.edu) portal. They must maintain a cumulative grade point average of 3.00.

ENROLLING IN & WITHDRAWING FROM COURSES

Adding a Course

Students may add a course during the add/drop period via the myWCU (https://my.wcupa.edu) portal and after obtaining approval from their program adviser, graduate coordinator, and professor of the course.

Dropping a Course

1. Students may drop any course from their schedule through the myWCU (https://my.wcupa.edu) portal during the drop period. This drop period is during the first six calendar days of a typical semester (fall/spring) - or the equivalent time in summer sessions. This could end on a weekend day.
2. A grade of W will be entered on the academic record of any student who drops a course between the end of the first week and before the end of the ninth class week or the equivalent in summer sessions. Course withdrawal forms are available on the Office of Graduate Studies website (http://www.wcupa.edu/Grad).

If a student is only scheduled for one course, then withdrawal from the course at any time is considered a withdrawal from the University.

Withdrawal from Courses in Summer Sessions

Students wishing to withdraw from summer sessions should follow the same procedure for withdrawal from a course. Withdrawal deadlines are adjusted appropriately in accordance with the summer calendar.

Withdrawal from the University

Students wishing to withdraw from the University must contact the Office of Graduate Studies and follow the prescribed procedures. If illness or some other emergency interrupts the student’s work, he or she must notify the Office of the Graduate Studies immediately. Unless a student withdraws officially, F grades will be recorded for unfinished courses.

Involuntary Medical Withdrawal Policy

To foster an environment conducive to learning and assure the safety of the community, the University takes appropriate measures to address student conduct that is destructive to self or others or results in serious disruption of the learning environment. In extraordinary circumstances, the University may require a student to involuntarily withdraw from the University when it determines that the student poses a significant risk of harm and this measure is the only way to protect the student and/or others and/or to preserve the integrity of the learning environment.

Please refer to the following website for the entire West Chester University Involuntary Medical Withdrawal Policy. (http://www.wcupa.edu/_services/stu.inf/documents/InvoluntaryMedicalWithdrawalPolicy_Spring2015.pdf)

ENROLLMENT POLICY

Students have a maximum of six years for degree completion. During that time students are expected to maintain continuous enrollment during fall and spring semesters. Failure to maintain continuous enrollment may affect degree completion due to course availability.

Before a semester of nonenrollment, students are encouraged to contact their graduate coordinator, graduate studies, financial aid office (if applicable), and international programs (if applicable) to discuss implications of nonenrollment. A maximum of two semesters of nonenrollment are permitted before a student must enroll or request a leave of absence. Students who fail to reenroll or request a leave of absence are subject to readmission.

Enrollment Classification

1. Enrolled
   a. Enrolled in at least 1 credit-bearing course.
   b. Enrolled in GSR799, Continuous Registration. This denotes Graduate Student Research – This enrollment classification is designated for students completing IP grades and/or taking comprehensive exams. Students will be permitted to enroll in GSR799 if actively engaged in work towards the completion of the IP or comprehensive exams. The graduate coordinator must confirm a student is actively working on the completion of an IP or comprehensive exams before a student is enrolled in GSR799. Students will only be permitted two consecutive semesters of enrollment in GSR799. GSR799 is a non-graded and non-credit bearing course.

2. Non-Enrolled
   a. Enrolled in 0 hours of credit-bearing courses.
   b. Not eligible for GSR799
   c. Students can have up to two consecutive semesters (fall and spring) of non-enrollment.
   d. Students must apply for a Leave of Absence during the second semester of non-enrollment or enroll in credit-bearing courses for the upcoming semester in order to maintain good enrollment status.

3. Leave of Absence (LOA)
   a. Students wishing to be excused from the enrollment policy due to extenuating circumstances must file a formal request for a Leave of Absence. Forms are available on the Office of Graduate Studies website (http://www.wcupa.edu/Grad).
b. A Leave of Absence is not guaranteed, and students must request the LOA before the start of the semester in which the leave is requested.

**Leave of Absence**

The Leave of Absence form can be found on the Office of Graduate Studies website (http://www.wcupa.edu/Grad).

**GRADE INFORMATION**

**Grading System**

The following grading system applies to graduate students:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Quality Points</th>
<th>Interpretation</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4.00</td>
<td>Superior graduate attainment</td>
</tr>
<tr>
<td>A-</td>
<td>3.67</td>
<td>Satisfactory graduate attainment</td>
</tr>
<tr>
<td>B+</td>
<td>3.33</td>
<td></td>
</tr>
<tr>
<td>B</td>
<td>3.00</td>
<td></td>
</tr>
<tr>
<td>B-</td>
<td>2.67</td>
<td></td>
</tr>
<tr>
<td>C+</td>
<td>2.33</td>
<td>Attainment below graduate expectations</td>
</tr>
<tr>
<td>C</td>
<td>2.00</td>
<td></td>
</tr>
<tr>
<td>C-</td>
<td>1.67</td>
<td></td>
</tr>
<tr>
<td>F</td>
<td>0</td>
<td>Failure</td>
</tr>
<tr>
<td>Z</td>
<td>0</td>
<td>Failure</td>
</tr>
<tr>
<td>IP</td>
<td></td>
<td>In Progress</td>
</tr>
<tr>
<td>NG</td>
<td></td>
<td>No Grade</td>
</tr>
<tr>
<td>W</td>
<td></td>
<td>Withdrawal</td>
</tr>
<tr>
<td>Y</td>
<td></td>
<td>Administrative Withdrawal</td>
</tr>
<tr>
<td>AU</td>
<td></td>
<td>Audit</td>
</tr>
<tr>
<td>M</td>
<td></td>
<td>Military Withdrawal</td>
</tr>
</tbody>
</table>

West Chester University does not recognize a grade of D for graduate study. Therefore, any grade below a C- in a graduate course is considered a failure and carries zero quality points.

- **IP (In Progress)** is given to indicate work in progress and will be used only for protected courses (theses, practicums, internships, recitals, and research reports); see "Removing 'In Progress' Designation."
- **NG (No Grade)** is given when a student fails to complete course requirements by the end of a semester and a time extension is granted by the instructor; see "Removing 'No Grade' Designation."
- **W (Withdrawal)** is given when a student withdraws from a course between the end of the first and the end of the ninth class week of the semester or the equivalent in summer sessions.
- **Y (Administrative Withdrawal)** is given under appeal when there are nonacademic mitigating circumstances, and there is documentation that the student never, in fact, attended class.
- **M (Military Withdrawal)** In accordance with PA House Bill No. 1460: A grade of "M" will be given for military students and spouses who have to withdraw due to military obligation. PA National Guard and other reserve components called to active duty (for reasons other than for training) and their spouses will receive a grade of M when unable to complete classes due to activation for military obligations. Students are required to notify the Registrar’s Office to receive a non-punitive M grade and will be required to provide appropriate documentation.
- **Z Grade** A grade received when a student stops attending a course and fails to officially withdraw from it. The grade is counted the same way that an F would count toward the cumulative average and Academic Standing. The grade assigned to the student must reflect the percentage equivalent of the plus, minus, and straight grades earned in a course.

**Removing "No Grade" Designation**

NG grades will be given when a student fails to complete course requirements by the end of a semester and a time extension is granted by the professor. Students must complete course requirements as stipulated by the professor and not later than the end of the 14th week of the subsequent semester or the NG grade will convert to an F at the end of the semester.

**Removing "In Progress" Designation**

IP grades indicate work in progress and will be used only for protected courses (theses, practicums, internships, recitals, and research reports). Students must complete course requirements as stipulated by the professor and not later than the end of the 14th week of the second subsequent semester or the IP grade will convert to an F. An IP grade may not be replaced with a NG.

**Change of Grade Policy**

Course grades are awarded by the professor of record and reported to the university registrar. These grades, other than NG or IP, are considered final, but may be changed at the discretion of the faculty member within 9 weeks from the start of the subsequent Fall or Spring semester. Any change submitted after that date requires approval of the Provost or his/her designee. Appropriate justifications for changing a final course grade include, but are not limited to:

1. Computational error
2. Completion of course work missed during the semester
3. Other

**Deadlines for NG and IP Grade Changes**

**NG Grades**

1. For undergraduate classes, NG grades must be replaced by a final grade by the end of the 9th week of the subsequent Fall or Spring semester, or they will automatically change to an F.
2. For graduate classes, NG grades must be replaced by a final grade by the end of the 14th week of the subsequent Fall or Spring semester, or they will automatically change to an F.

**IP Grades**

1. For undergraduate classes, IP grades must be replaced by a final grade by the end of the 9th week of the equivalent semester in the following year.
2. For graduate classes, IP grades must be replaced by the final grade by the end of the 14th week of the equivalent semester in the following year.

**Policy on GPA’s of Earned Master’s Degree**

The GPA of an earned master’s degree will not be calculated into the GPA of subsequent graduate courses/program. After a student earns a master’s degree, the GPA of that degree is kept discrete and not used in the calculation of a second graduate program GPA.

**Grade Reports**

Grade reports are available to graduate students soon after the end of a semester or summer session on myWCU (https://my.wcupa.edu). Students are reminded to check their reports against grade requirements and other regulations, as well as for accuracy, and to have their grade reports available when consulting with advisers. Students needing a paper grade report for reimbursement purposes can submit the request form found on the Registrar’s website (http://www.wcupa.edu/registrar).
Grade Appeals

Scope of the Policy

The Grade Appeals Policy applies only to questions of student evaluation. Since appeals involve questions of judgment, the Grade Appeals Board will not recommend that a grade be revised in the student's favor unless there is clear evidence that the final grade awarded for the class was based on prejudiced or capricious judgment, or was inconsistent with official University policy. Please refer to the Academic Integrity Policy (p. 66) for cases where the grade appeal involves a grade given for academic dishonesty. Grades are awarded by the faculty member of record and can only be changed by said faculty member unless the Provost directs otherwise following the procedure outlined below.

Grade Appeals Procedure

1. (a) A student must initiate an appeal in writing within 20 class days of the subsequent regular (fall or spring) semester in which the decision or action in question was made. In case of an appeal of a final grade, the appeal must be filed no later than the first 20 class days of the term following the one in which the grade was received. This written appeal should be sent to the instructor who awarded the grade in question. The appeal shall be reviewed by the student and the faculty member. They shall mutually attempt to resolve the appeal within five class days from the receipt.
   (b) If the appeal is based on an interpretation of departmental or University policy, the student's academic adviser also may be present during the review process. In such case, there shall also be a limit of five class days in which to resolve the appeal.

2. An appeal not resolved at Step 1 shall be referred in writing by the student within five class days after the completion of Step 1 to the chairperson of the department offering the course. If there is a departmental appeals committee, the problem shall be referred directly to it. The department chairperson or the departmental appeals committee shall normally submit a written response to the student within 10 class days following receipt of the written statement of the problem. A copy of this response also shall be provided to the instructor.

3. If no decision, satisfactory to all parties (faculty member and student, and department chair or department committee) is reached at Step 2, the student may submit a written appeal to the dean of the college or school in which the problem originated. Such an appeal shall be made within five class days following receipt of the written response of the department chairperson or the departmental appeals committee. The dean shall investigate the problem as presented in the written documentation, review the recommendation and provide, in writing, a proposal for the solution of the problem within 10 class days following its referral.

4. If a mutually acceptable resolution to the problem is not achieved at Step 3, the student may file an appeal with the Graduate Student Association. After Step 3, the student may file an appeal with the Grade Appeals Board within five class days of the receipt of the written proposal from the dean. The request for an appeal must be submitted to the Vice Provost or, if appropriate, to the Dean of Graduate Studies who will convene the Grade Appeals Board as soon as possible, but no later than 15 class days after the receipt of the written request.

Grade Appeals Board

Membership on the board will include the following:

1. The Vice Provost and Dean of Graduate Studies (or his/her designee) who serves as the nonvoting chairperson.
2. A faculty dean not involved in the appeals process.
3. Two faculty members. At the beginning of each academic year, the Office of the Vice Provost shall accept volunteers from each academic department in order to constitute the pool. Two faculty members from different departments will be selected from this pool for each Appeals Board.

4. Two graduate students recommended by the president of the Graduate Student Association (GSA). Such students will be appropriately trained in procedures relating to this policy and the need for confidentiality in all aspects of the case. It is presumed that the selected students have no academic or social connections with student making the appeal.

Attendance

1. Both parties (faculty member and student) shall have the right to be assisted by advisers, who may be attorneys, and who may be present at hearings. The board chair must be notified in advance of the hearing who the advisers will be. The advisers may only consult and interact privately with their advisees, and may not address the board. Advisers who are disruptive to the process will be asked to leave the proceedings, and the matter will go forward absent their involvement.

2. Witnesses may be called on behalf of either the faculty member or the student.

3. Resource persons or expert witnesses may also be called at the request of the board. In the event that the decision to be rendered by the board involves knowledge of a particular discipline, the board shall be required to utilize at least one resource person from that discipline to serve as an expert adviser(s) to aid them in making an informed recommendation.

Procedure

1. Preparation for the Hearing - All parties must be informed of the complaint in writing by the chairperson of the Grade Appeals Board (hereafter referred to as "chairperson"), normally within five class days after the receipt of the complaint. Copies of documents and correspondence filed with respect to the complaint shall be provided to the interested parties through the chairperson. Thereafter, neither new evidence nor new charges shall be introduced before the board. The chairperson shall notify in writing the interested parties of the exact time and place of the hearing and shall provide existing University and/or Commonwealth policies relevant to the appeal at least five class days before the beginning of the proceedings. Throughout these proceedings, the burden of proof rests upon the person bringing the appeal.

2. Hearing Procedure - During the hearing, both the faculty member and the student shall be accorded ample time for statements, testimony of witnesses, and presentation of documents.

3. Recommendation of the Appeals Board
   a. The Grade Appeals Board shall deliberate in executive session and render a recommendation by majority vote within three days of the close of the hearing. The chairperson may participate in these deliberations but not vote.
   b. The chairperson of the Appeals Board shall notify, in writing, the student, the faculty member, and the chair of the department offering the course of the recommendation within three class days of the board's final action. The notification shall include the basis upon which the recommendation was based.
   c. The chairperson of the Appeals Board shall also transmit the decision, in writing, to the provost or his/her designee. If the board recommends that a grade be changed, thus supporting the student's appeal, it will forward that recommendation to the Provost and Academic Vice President, who makes the final decision to accept or reject the recommendation of the Appeals Board. Only the Provost and Academic Vice President has the authority to direct the registrar to change an existing grade.

Other

1. A written statement of the decision and relevant materials shall be placed in the student's academic file.
2. A written statement of the decision and relevant materials shall be placed in the faculty member's file subject to the provisions of official Commonwealth policy governing personnel files.

Notes
1. Both the faculty member and student are entitled to the "right of challenge for cause" of any member of the Appeals Board or student adviser with the sole exception being the chairperson of the Appeals Board. In the case of a challenge at the Appeals Board level, the chairperson of the board will adjudicate the challenge. One challenge at each level is permitted.
2. A "class day" is defined as any day when classes are officially in session, in fall or spring, at West Chester University.
3. If the course in which the grade dispute occurred is offered under the auspices of a unit of the University other than an academic department, the program director/coordinator, head of that unit, and/or the department chairperson will function in Step 2 of the procedure. In Step 3, the appeal should then be made to the vice provost rather than the dean of the college.
4. If the professor is not on contract or in residence on the campus, he or she shall have the right to appoint a faculty proxy.

**GRADUATION & DEGREE REQUIREMENTS**

**Summary of Requirements for the Master's Degree**
1. Admission to degree candidacy.
2. Completion of all requisite courses and credits with a cumulative average of 3.00, compliance with specific GPA requirements as stipulated by the individual degree program, and achievement of satisfactory scores on the Graduate Management Admission Test, Graduate Record Examination, or the Miller Analogues Test, if required. (See program requirements (p. 55.)
3. Satisfactory performance on a final written and/or oral comprehensive examination conducted by the student's advisory committee in the field of specialization. (It is the candidate's responsibility to determine if this is required by his/her program and to apply for this examination by the prescribed deadlines.)
4. Submission and approval of the thesis or research report in those programs requiring it.
5. Fulfillment of any special examinations, requirements, or competencies that are unique to a department or program.
6. Fulfillment of all financial obligations to the University, including payment of the graduation fee, and of all other obligations, including the return of University property.
7. Compliance with all academic requests from the dean of graduate studies.

**Additional Requirements for the Master of Education Degree**
In addition to fulfilling these requirements, candidates for certain master of education degrees must give evidence of successful teaching experience approved by the department chairperson. Other experiences in lieu of this requirement must be approved by the relevant department and the vice provost and Dean of Graduate Studies.

**The Comprehensive (Area of Specialization) Examination**
A comprehensive examination covers the student's major field and is constructed, administered, and evaluated by the faculty of the student's major department or program. Candidates are responsible to know the deadlines and conditions for the examination and must apply to the program graduate coordinator or chair. Generally, students are not eligible to take the examination prior to the semester in which all courses in the major discipline are completed.

**Defense of Master's Thesis**
Students who write a master's thesis must first have the "Request for Approval of Master's Thesis Examining Committee" form completed and signed before the student begins work on the thesis. This form can be found on the Office of Graduate Studies website (http://www.wcupa.edu/Grad). The completed thesis must be successfully defended before a faculty examining committee. The requirement of the University is that a student passing the thesis defense will receive no more than one negative vote from the examining committee. However, in a number of departments, a unanimous positive vote of the examining committee is required for a successful defense. Thesis students should check departmental requirements with the graduate coordinator.

**Other Examinations**
Other examinations may be required of degree students. All requirements given under the heading of the particular program (p. 55) should be carefully noted.

**Research Requirements**
Students should consult specific programs to determine whether independent study directed toward either the thesis or a research report is required, offered optionally, or omitted.

**Application for Graduation**
Each candidate for a master's degree must apply to graduate on myWCU (https://my.wcupa.edu). An automatic fee of $89 will be added to their account. The following are deadline dates for applying to graduate:
- May graduation - February 1
- August graduation - June 1
- December graduation - October 1

**Submitting the Thesis for Binding**
After approval by the examining committee, theses must be typed in accordance with specifications contained in the "Guide to the Preparation of the Master's Thesis," a copy of which may be obtained from departmental offices or on the Office of Graduate Studies (http://www.wcupa.edu/Grad) website. After the vice provost and Dean of Graduate Studies has approved the thesis, the student is responsible for transmitting all required copies to the library for binding.

**INTERNATIONAL STUDENTS**

**International Education, Programs, and Services**
The Center for International Programs (CIP) serves as the hub for all global activities at West Chester University. The office provides guidance and assistance to international students and exchange visitors from more than 35 countries, faculty developing their own faculty-led study abroad programs, and domestic/international students seeking opportunities to study or conduct an internship abroad.
It maintains certification from the Student and Exchange Visitor Program (SEVP) to issue immigration documents leading to F and J visas as well as coordinates the University-based English as a Second Language (ESL) program. The Center for International Programs is located on the 3rd Floor in Mitchell Hall. More information is available by visiting The Center for International Programs (http://www.wcupa.edu/international) website, calling 610-436-3515 or e-mailing international@wcupa.edu.

**UNIVERSITY SERVICES AND STUDENT LIFE**
CAMPUS SERVICES

Information Services

The Information Services Division provides computing, information, and network services to the entire campus community. A campus-wide network for data, voice, and video communication provides phones, data, and video connectivity for students, faculty, and staff. In addition to supporting many college and department-specific student computing labs, the Academic Computing Center on the ground floor of Anderson Hall serves as the focal point for instructional computing activity and manages public student labs totaling more than 200 workstations. The labs, which post their open hours online (http://www.wcupa.edu/infoservices/clientServices/ITHelpDesk/), have consultants on duty to assist students. All computers support general-purpose applications such as word processing, spreadsheets, graphics, and database management systems (Microsoft Office suite) plus course-specific software such as SPSS, SAS, Minitab, Mathematica, Quark, and others. The labs also provide access to printers, digitizers, and optical scanners.

Student laboratory facilities are also located in Sykes Student Union. Information Services provides many resources and services to promote the use of technology in the teaching and learning environment. More than 150 classrooms are equipped with presentation technologies. For further information, contact the IT Help Desk at 610-436-3350.

Campus Store

The WCU Campus Store is located on the ground floor of Sykes Student Union. The Campus Store has new and used textbooks for all WCU courses, a growing textbook rental program of new and used titles, and select course offerings including digital textbooks. Textbooks may be purchased in the store or on the store’s website www.wcucampusstore.com (http://www.wcucampusstore.com). For your convenience, we provide in-room delivery for early online textbook orders in August and January. The WCU Campus Store also stocks supplies, course supplies, and a wide selection of reference books, as well as study and teacher aids. WCU Campus Store offers a complete line of official WCU-imprinted clothing and an array of gifts that can be purchased on the store’s website. Greeting cards, snacks, candy, soft and energy drinks, health and beauty aids, electronics, and laundry supplies are also available in the Campus Store. Spirit items for athletic events are available as well. Services offered include special orders for computer software and general interest books (at no extra cost), an onsite Greek wear provider, UPS and USPS shipping services, and daily book buybacks. All major credit cards, Ram Bucks, and personal checks, accompanied by a valid ID, are accepted. The store hours are as follows:

Monday - Thursday, 8 a.m. - 6 p.m.
Friday, 8 a.m. - 4 p.m.
Saturday, 11 a.m. - 3 p.m.
(hours are subject to change).

For additional convenience, the store offers extended operating hours at the beginning of each semester. For more information call 610-436-BOOK or visit the website at www.wcucampusstore.com (http://www.wcucampusstore.com)/.

For additional clothing and gift options for your family, alumni, parents, and students, please visit our location in the town of West Chester. The Ram Shop, at 134 N. High Street, offers a boutique atmosphere and specialized customer service. Also visit the Ram Shop website at www.wcuramshop.com (https://wcuramshop.com).

Career Development Center

The staff of the Twardowski Career Development Center is committed to supporting graduate student success by providing services that assist with identifying career options, researching and connecting with opportunities (including doctoral or other higher education programs), and developing the skills necessary to have a competitive edge in the job market in order to secure a rewarding position after graduation.

The services for graduate students include individual appointments, workshops, resume and cover letter reviews, mock interviews, career fairs, job postings online, and an on-campus interview program. The center’s website contains links to a variety of job search sites grouped by industry to facilitate an effective online job search.

Twardowski Career Development Center is located in 225 Lawrence Center (second floor) and is open year-round. For additional information, visit the Career Development website (http://wcupa.edu/cdc) or call 610-436-2501 to schedule an appointment.

Multicultural Affairs

The mission of the Office of Multicultural Affairs (http://www.wcupa.edu/multiculturalAffairs) is to help provide and maintain a supportive environment that promotes the academic achievement and personal development of multicultural students at the University. This is accomplished by providing a wide range of services, programs, and activities aimed at meeting the educational, social, cultural, and developmental needs of multicultural students. In addition, the office collaborates with other offices, organizations, and departments to improve awareness of and appreciation for racial and cultural diversity for the University community.

As an extension of the office, the Multicultural Center serves as a general gathering place for all students and is also a home-base for the OMA mentoring program, the Board of Governors Scholarship program, and many multicultural student organizations. The Office of Multicultural Affairs (http://www.wcupa.edu/multiculturalAffairs) is located in the Multicultural Center in Room 003 in Sykes Student Union, and can be reached at 610-436-3273.

Sykes Union Building

The Earl F. Sykes Union first opened in 1975 as the community center for West Chester University. A building expansion and major renovations were completed in 1995, providing students with a 102,000 square-foot facility.

The student union, as a facility and an operation, is designed to encourage all members of the campus community to participate in a wide variety of cultural, social, educational, and recreational programs. The multipurpose building features a 350-seat theater, Campus Store, SSI Service Center, Multicultural Center, all on the ground floor. The first floor offers a dining area with seating for 350, an outdoor terrace, and a large food service. Also included on the first floor is a 5,000-square-foot multipurpose room designed for dances, concerts, banquets, and lectures, as well as the student union administrative offices, Information Center, and Off-Campus and Commuter Services.

The second floor houses the Student Affairs offices of the Vice President, Assistant Vice President, Fraternity and Sorority Life, Student Leadership and Involvement, LGBTQ Services, and Student Conduct. The Student Services, Inc. Business Office and the department of Campus Activities, along with student clubs and organizations, are also located on the second floor.

The third floor Frederick Douglass Lounge Area features a 20-unit computer lab with quiet study and seminar space. Sykes Union also features 20 rooms accommodating groups from 5 to 500 for meetings, programs, and events. For information concerning Sykes Union please call the Information Center at 610-436-3360/2984.

Women’s Center

The Women’s Center (http://www.wcupa.edu/womensCenter) promotes a campus community that values the safety, equality, and intellectual advancement of women at West Chester University. The Women's Center serves the diverse needs of WCU women and their male allies by providing

• Confidential support, assistance, and safe space for WCU women in crisis;
• Educational programs that address a wide range of social-justice issues that affect the success, well-being, and empowerment of women worldwide;
• Leadership and volunteer opportunities for women that build confidence and enhance career goals;
• Information and referrals about issues that disproportionately impact women, such as sexual assault, relationship violence, sexual harassment, unplanned pregnancy, and disordered eating; and
• Special events, workshops, and training that promote awareness of the ways in which gender bias intersects with racism, classism, homophobia, and other forms of oppression.

The Women's Center (http://www.wcupa.edu/womenscenter) is located at 220 Lawrence Center. For more information, visit www.wcupa.edu/womenscenter or call 610-436-2122.

Institute for Women

The Institute for Women was initially designed to serve as the parent organization to represent the interests of women on campus. The institute is an independent body headed by a director and board of directors. Along with the Commission on the Status of Women, Women's Center, and Women's Studies Program, the Institute for Women engages in campus activities for the benefit of women students, faculty, and staff.

The institute sponsors the Graduate Grant, Endowed Book Fund, and other activities to enhance the self-esteem and career success of women at the University. The institute prepares periodic reports on the status of women at the University and also secures Charlotte W. Newcombe Scholarship Grants for mature second-career women. The Institute for Women offers an annual grant of $750 to a woman graduate student who is accepted into a master's degree program at West Chester University. Application and reference forms may be obtained on the Office of Graduate Studies (http://www.wcupa.edu/Grad) website. For more information call Alicia Hahn-Murphy, director, at 610-436-2122 or email ahahn@wcupa.edu (AHAHN@wcupa.edu). Students can also visit The Institute for Women (http://www.wcupa.edu/instituteForWomen) website for more information.

Veterans Affairs

Under the provisions of Title 38, West Chester University is an accredited university for the education of veterans. The University cooperates with the Veterans Administration to see that honorably separated or discharged veterans receive every consideration consistent with either degree or non-degree admission standards.

All veterans, certain dependents of disabled or deceased veterans, and war orphans who wish to obtain educational benefits under the appropriate public laws must register with the Veterans Affairs Office at initial registration. Veterans must renew their registration with this office at the beginning of each subsequent semester and each summer session. The Veterans Administration requires undergraduate students who are veterans to schedule at least 12 semester hours per semester in order to receive full benefits under the GI Bill; and graduate students who are veterans to schedule at least 9 semester hours per semester in order to receive full benefits under the GI Bill.

West Chester University participates in the Yellow Ribbon Program under the Post 9/11 GI Bill. The Post 9/11 GI Bill pays up to the in-state tuition and fees for all students in the program, depending on their qualifying benefit level. For out-of-state students at the 100% benefit level, the University will contribute (and the VA will match) funds to make up the difference between in-state and out-of-state tuition and fees.

West Chester University is compliant with the recent passage of PA Act 11 and HB131 (http://www.legis.state.pa.us/cfdocs/legis/li/uconsCheck.cfm?yr=2015&sesInd=0&act=11) (referred to as the PA Act 11 and HB131 in order to demonstrate compliance with the Veterans Access, Choice, and Accountability Act of 2014.

The Greg R. and Sandra L. Weisenstein Veterans Center (http://www.wcupa.edu/veteranscenter) is located at 624 South High Street. The Veterans Center provides services and assistance to veterans, service members, and spouse/dependents with their transition to college. Services include but are not limited to Student Veteran Group (SVG) meeting headquarters, a veteran lounge and computer area, the University’s VA educational certifying official, assistance with VA educational benefits, and general VA information.

For information about the Department of Veteran Affairs (VA) benefits programs, assistance in completing the application for benefits, or to submit requests for enrollment certification, contact the Veterans Center (http://www.wcupa.edu/veteranscenter) at 610-436-2862 or email veteranscenter@wcupa.edu.

Veterans’ Residency

West Chester University adheres to the guidelines set forth by the PA Act 11 and HB131 in order to demonstrate compliance with the Veterans Access, Choice, and Accountability Act of 2014.

According to WCU policy, your residency status may require you to supply extra documentation to ensure you receive the proper, in-state tuition benefits. Please visit the Registrar’s residency section (http://wcupa.edu/registrar/residencyMilitary.aspx) for further information regarding military personnel.

Campus Recreation

The Department of Campus Recreation offers a variety of recreational activities promoting health, fitness, and wellness. Offices are located in the Student Recreation Center, which opened in 2012, at the corner of North Campus Drive and South New Street.

The Student Recreation Center is the site for several intramural sports and sport club events as well as a venue for open recreation – a time for students to just stop by to play ‘pick-up’ games. Throughout each week, a variety of group fitness classes and fitness programs are offered for all students and members. Additional programs include small group and personal training, rock wall games, and special one-day recreational events.

The building itself features state-of-the-art fitness equipment; an elevated three-lane walking/jogging track; two gyms for basketball, badminton, and volleyball; a multiactivity court for indoor soccer, floor/roller/field hockey, basketball, volleyball, and tennis; three fitness studios; two assessment rooms for personal training; racquetball/squash courts; a three-story climbing wall; a cafe; and a social lounge.

With more than 100 student employees, the Department of Campus Recreation offers employment opportunities to both undergraduate and graduate students within each program it sponsors.

Additional information can be found by visiting www.wcupa.edu/campusrec/, or by contacting the Department of Campus Recreation at 610-436-2131.

GRADUATE STUDENT LIFE

Graduate Student Association

The Graduate Student Association (GSA) is the student government of all people enrolled in graduate programs. The primary objective of GSA is to promote the overall well-being of graduate students at West Chester University. The GSA mission statement is as follows: The Graduate Student Association of West Chester University is a representative body through which the graduate students express their common concerns for the welfare of the student body, as well as for the continued progress and betterment of graduate studies at West Chester University. GSA achieves these goals through a number of methods:

• Serving on various University committees
• Maintaining a close relationship with graduate students
• Reimbursing students for conference attendance and participation
HEALTH & COUNSELING SERVICES

Student Health Services
The University maintains a Student Health Center staffed by physicians, nurse practitioners, registered nurses, health educators, and a nutritionist. The Health Center staff is available to meet emergency and first-aid needs, and to perform routine treatment of minor illnesses and minor surgical conditions. Student Health Services also offers programs designed to enhance wellness, disease prevention, and health education.

Care provided by Student Health Services includes the following:
1. Acute medical care, including sore throat, cold, flu, and other illnesses
2. Minor surgical care, including suture placement and removal, and abscess care
3. Sexually transmitted infection (STI) and HIV testing, treatment, and referrals
4. Gynecological services, including routine examinations, contraceptives, and pregnancy testing
5. General preventative care, including immunizations and nonathletic general physicals
6. Wellness promotion, including general wellness, nutrition, and alcohol, tobacco, and other drugs (ATOD) education and resources
7. First-aid

During the fall and spring semesters, Student Health Services is open Monday–Friday, 8 a.m.–6 p.m., and Saturday, 10 a.m.–6 p.m. Hours of operation during summer and winter sessions are 8 a.m.–4 p.m. Visits are by appointment, except for emergency situations. Any emergencies during the night and on weekends may be treated at the Chester County Hospital Emergency Room.

All Student Health Services practitioners have received training to meet the unique needs and situations of the LGBT community.

Student Health Services is located on the lower level of Commonwealth Hall. The Student Health Center phone number is 610-436-2509. The Wellness Education phone number is 610-436-3276.

Speech and Hearing Clinic
The Speech and Hearing Clinic, located at 201 Carter Drive, Suite 400, is maintained by the Department of Communication Sciences and Disorders to train student clinicians under the supervision of licensed, certified faculty. The clinic provides evaluation, intervention, and consultation services to individuals with speech and language disorders, communication differences, and professional communication enhancement needs, as well as comparable services to those with various hearing disorders. The clinic also provides diverse community outreach and education opportunities for individuals and institutions. Clinical services offered are complimentary for students, faculty, and staff at West Chester University, as well as for students at Cheyney University. Those outside the University community may access clinical services in accordance with a modest fee schedule. Additional information or appointments can be made through the clinic office, 610-436-3402.

Department of Counseling and Psychological Services
The Department of Counseling and Psychological Services (http://wwwwcupa.edu/counselingCenter) (The Counseling Center) is located in Commonwealth Hall (610-436-2301). All currently enrolled undergraduate and graduate students may walk in for a brief triage assessment (M - F, between 1 and 3 pm), at which time a determination is made to help the student receive the most appropriate mode of treatment (e.g., individual, group, or a referral off campus). The Counseling Center includes licensed psychologists, consulting psychiatrists, and graduate-level trainees with whom students may discuss their concerns in strict confidence.

Counseling Services
Since the Counseling Center provides services for a wide range of concerns, each student’s experience will be tailored to his or her needs. Students may wish to improve their interpersonal skills, resolve personal conflicts, or clarify their educational or vocational choices. Any of the following approaches may be implemented to address a student’s concerns:

1. Individual psychological counseling consists of a brief form of treatment in which the counselor and the student engage in a one-to-one experience. The focus is typically on resolving personal or interpersonal conflicts. The goal is to improve the student’s expertise at making meaningful choices and recognizing patterns of
behavior that can be changed for the better. Counseling also may help students avoid choosing behaviors that restrict personal growth and undermine their well-being.

2. **Group counseling** consists of a small number of peers and one or two facilitators. Such groups meet weekly with a goal of improving interpersonal relationships. In addition, some groups have a very specific focus. Past groups have included students who have experienced the death of a parent or family member, an examination of bad habits that block personal growth, eating disorders, and assertiveness training. An updated list of ongoing groups can be found on the Counseling Center’s web page at http://www.wcupa.edu/CounselingCenter.

3. **Individual career counseling** consists of a one-to-one experience that focuses on clarifying the student’s interests and career aspirations. Career choice is most solid when it is an outgrowth of better understanding oneself. Such understanding is advanced by the thoughtful exploration of values, interests, and abilities.

4. **Testing** is primarily limited to vocational interest tests which can help clarify educational choice and career planning. The student and counselor can determine whether such testing might be helpful. The Counseling Center does not offer disability testing; please contact the Office of Services for Students with Disabilities (http://www.wcupa.edu/ossd) (OSSD) for off-campus sites. If psychological testing is required or desired, an appointment may be made with the Counseling Center’s Case Manager to locate a provider in the community who conducts such testing.

5. **Consultation services** for staff and faculty are available on a limited basis. Psychologists may be able to assist with crises, program planning, group and interpersonal communications, and referrals to other agencies.

6. The Counseling Center also has an **Alcohol and Other Drug (AOD) counselor**. Note that students may not use this individual to meet sanctions imposed by the court. The AOD counselor does not send notice of attendance or progress to any outside individual. Most students who are motivated to make changes and reduce their drug or alcohol consumption are appropriate for the AOD counselor. This person also works with students who have received WCU Judicial Sanctions.

**OFFICE OF SERVICES FOR STUDENTS WITH DISABILITIES**

The Office of Services for Students with Disabilities (http://www.wcupa.edu/ossd) (OSSD) offers services for students with physical and learning disabilities. The OSSD is designed to assist students in making a successful transition to the University. The office takes a proactive stance that encourages students to understand their needs and strengths in order to best advocate for themselves.

West Chester University recognizes that some students with disabilities want minimal assistance while others require the full range of support and services. The staff of the OSSD supports students as they become more self-reliant by emphasizing their knowledge and communication skills and the understanding of their rights and obligations under the laws. To facilitate successful transition a comprehensive assessment of needs is recommended through this office.

The OSSD provides advocacy with faculty for classroom accommodations under the requirements of Section 504 and the Americans with Disabilities Act. Recent, appropriate, and comprehensive documentation provided by licensed professionals must accompany requests for accommodations.

The OSSD coordinates provision of direct services for students with disabilities through support staff in the research and technical areas of the University. The office also advocates in the readmission procedure, with the offices of Financial Aid and the Registrar, and supplement advising services to the extent that the information or assistance is disability related and necessary to promote student access.

The OSSD is located within the Undergraduate Studies and Student Support Services Division and coordinates services with other units within the division, such as the Learning Assistance and Resource Center and the Pre-Major Academic Advising Center, as well as other University offices including the Writing Center and the Office of Residence Life and Housing. In order to ensure continuity of services, students should pursue such actions prior to enrollment. Students needing financial support for personal services or interpreters should register with the appropriate agency at least six months in advance of matriculation.

**Office of Services for Students with Disabilities**

223 Lawrence Center
West Chester University
West Chester, PA 19383
610-436-2564

**Services Provided for Students with Disabilities**

- Central documentation file
- Optional comprehensive needs assessment
- Advocacy with faculty
- Alternative test-taking arrangements
- Note-taking support
- Assistance with alternate format materials
- Adaptive technology
- Readers for visually impaired students
- Interpreters for deaf students

**PUBLIC SAFETY**

West Chester University is concerned about the safety and welfare of all campus members and is committed to providing a safe and secure environment. Campus security is the responsibility of the University’s Department of Public Safety (http://www.wcupa.edu/dps). Because no campus is isolated from crime, the University has developed a series of policies and procedures to ensure that every possible precautionary measure is taken to protect members of the University community while they are on campus. A link to the Annual Security and Fire Safety Report is available on the web at http://www.wcupa.edu/dps/documents/C13.ery.pdf. Printed copies are also available upon request from the Department of Public Safety. (http://www.wcupa.edu/dps)

**Emergency Alert Notification**


In an emergency, the University will communicate key information as quickly and to as many people as possible using some or all of the following communication channels:

- text message to WCU Alert subscribers, http://www.wcupa.edu/wcupalert/
- mass e-mails to faculty, staff, and students via WCU-assigned e-mail accounts
- posted on WCU’s homepage
- recorded message on WCU’s Information Line 610-436-1000
- external emergency notification broadcasts

While the University has a wide variety of methods to communicate with the campus community, the text messaging service allows the University to use some of the latest technology to reach students, faculty, and staff in the event of any emergency. The WCU homepage at http://www.wcupa.edu will be the primary source for all up-to-date, official information concerning emergencies.

**Emergency Preparedness**

The University continues to review its safety policies and procedures and has developed initiatives to address the issues raised by national
tragedies. Although no college campus is completely safe, West Chester University has taken positive steps to enhance the safety of the campus community. It is important that all University community members understand how the institution will proceed and respond in case of a campus emergency. All students and employees should learn where to find emergency information and instructions, and be familiar with evacuation procedures for buildings where they live or work, as well as those they visit during the course of a day. The preparation people take now to learn, be aware of, and practice their own personal emergency plan is vital.

Information about emergency preparedness and planning, as well as the University Threat Assessment Policy, is available at http://www.wcupa.edu/dps/crisisResponse.aspx

Vehicle Registration

All University parking lots require a current University parking permit or temporary visitor pass to be displayed on all vehicles. Visitors to campus are asked to park in the Sharpless Street Garage located at Sharpless and Church streets. All employees and eligible students desiring to use designated parking lots must register their vehicle with the Department of Public Safety Parking Services Office and purchase/obtain a parking permit. Parking permits are nonrefundable and may only be used by the registered purchaser. Permits are not transferable between individuals nor may they be resold. All West Chester University parking permits are the property of West Chester University.

The annual registration fee is established by the Council of Trustees. For parking regulations, "annual" is defined as September 1 until August 31 of the following year. Specific registration procedures will be announced yearly. A valid WCU ID/drive license and vehicle registration must be presented at the time of registration. The parking permit is to be displayed properly from the rear view mirror as stated on the reverse side of the permit. Mutilated, defaced, lost, or stolen permits must be replaced. Contact the Public Safety Parking Services Office for the procedure and cost of replacing the permit. The operation and registration of a vehicle must conform to Commonwealth of Pennsylvania vehicle law and University regulations. For complete information regarding motor vehicles and registration, refer to the Motor Vehicle Regulations pamphlet available at Public Safety or on the Department of Public Safety (http://www.wcupa.edu/dps) website.

Graduate students are required to purchase the appropriate parking permit depending on whether they are commuter or resident students. Student parking lots do not require a permit from 4 p.m. through midnight any day of the week throughout the year. Commuter students who have classes during that time do not need to purchase a parking permit.

Weather Alert Notification


When adverse weather conditions affect the routine operation of the University, information regarding class cancellations, delayed openings, and/or University closings will be publicized via multifaceted communication media including the following:

- Text messages to WCU Alert subscribers. WCU has contracted with e2campus to provide the service WCU ALERT, which sends subscribers direct text messages of WCU announcements, including class cancellations, delayed openings, University closings, on-campus emergencies, and the occasional test message. WCU ALERT provides the most effective way to communicate safety to all students, faculty, and staff, wherever they are. WCU ALERT is completely free to sign up, but phone carriers may charge for receiving text messages. WCU ALERT will not deliver any kind of advertising content, and phone numbers will not be shared with any third parties. For more information and to sign up visit www.wcupa.edu/wcualert/ (http://www.wcupa.edu/wcualert).

- Mass e-mails to students, faculty, and staff. WCU-assigned e-mail accounts for employees and students will be used as one of the primary layers of communication for weather-related as well as emergency alerts; all employees and students are required to activate and maintain regular access to their University-provided e-mail accounts.

- Posted on WCU’s homepage at http://www.wcupa.edu. The most up-to-date and specific information, including weather developments, event cancellations and postponements, or changes to the final exam schedule, will be posted on the WCU homepage.

- Recorded message on WCU’s Information Line, 610-436-1000. However, the WCU homepage will always carry the most updated information as the weather event unfolds or as information is posted regarding cancellation/postponement of events.

- Broadcast on many radio and TV stations. Some radio and TV stations use a system of code numbers rather than school names for cancellations and announcements. West Chester University’s code numbers are 853 for cancellation of day classes and 2853 for evening classes. However, because radio and TV stations are generally not able to provide specific information, the most accurate and detailed announcements will be maintained on WCU’s homepage at www.wcupa.edu.

STUDENT LIVING

Housing

West Chester University provides housing facilities for its graduate students on a limited basis for the regular school year and all summer sessions. Graduate students may live in either a North Campus residence hall (that houses predominantly undergraduate students) or in selected units of the South Campus apartment complex. Students in the residence halls must be on the University meal plan; apartment residents have the option of any meal plan offered or no plan at all. North Campus residence hall rooms are all double occupancy; apartments are designed for five occupants in combinations of double and single bedrooms.

The University, through the West Chester University Foundation, also offers other housing options on campus that are referred to as affiliated housing. University Hall, Allegheny Hall, Brandywine Hall, and Commonwealth Hall are suite-style residence halls on North Campus, and The Village and East Village apartments have four-bedroom units located on South Campus. These facilities offer all the same opportunities found in University-owned housing but are managed through an arrangement with University Student Housing, a subsidiary of the WCU Foundation.

Graduate students are expected to abide by all regulations appropriate to their living arrangements. Upon acceptance to graduate study, students may contact the Office of Residence Life and Housing Services for additional information and applications for on-campus housing. Students are encouraged to contact this office as early as possible since the availability of on-campus housing varies based on the time of year that the request is made.

For assistance in locating a dwelling or apartment off campus, students may contact the Off Campus and Commuter Services program. The Office of Residence Life and Housing Services is located in 202 Lawrence Center, 610-436-3307. The University Student Housing Leasing Center is located in Commonwealth Hall, 610-430-4988.

Off Campus and Commuter Services

Services to off campus and commuter students include off campus housing listings and the Off Campus and Commuter Association, which provides special programming and resource materials. Additional services offered include Free Student Legal Service (http://
www.wcupa.edu/legalAid) and development of long-range plans to meet the needs of off campus and commuter students.

Off Campus and Commuter Services (http://www.wcupa.edu/occs) are located in 250 Sykes Student Union, 610-436-2209.

Off Campus Housing

Students who choose to live in the community must secure their own living accommodations. West Chester University has partnered with Places4Students.com (https://www.places4students.com/Places/School.aspx?SchoolID=crWc22JQBDc%3d), a company that specializes in providing off campus housing solutions.

ACADEMIC DEPARTMENTS

DEPARTMENT OF ANTHROPOLOGY AND SOCIOLOGY

College of the Sciences and Mathematics

102 Old Library Building
West Chester University
West Chester, PA 19383
Phone: 610-436-2556

Department of Anthropology and Sociology (http://www.wcupa.edu/anthropologySociology)
Dr. Johnston (sjohnston@wcupa.edu), Chairperson

The Department of Anthropology and Sociology offers, on a limited basis, graduate courses in anthropology and sociology to graduate students from other areas as well as to advanced undergraduate majors and nonmajors.

Admissions

All applicants to one of West Chester University's graduate programs will be held to the graduate admissions requirements (p. 10). When applicable, additional requirements for admission into specific department program(s) may be listed below.

Policies

All students in graduate programs are held to the academic policies and procedures (http://catalog.wcupa.edu/graduate/academic-policies-procedures) outlined in the graduate catalog. When applicable, additional policies for specific department programs(s) may be listed below.

Faculty

Professors

Susan L. Johnston (sjohnston@wcupa.edu) (2001)
Chairperson, Anthropology and Sociology
B.A., University of Pennsylvania; B.S., Hahnemann University; Ph.D., University of Pennsylvania
Douglas McConatha (dmconatha@wcupa.edu) (1988)
B.S., University of Alabama; M.A., University of Atlanta; Ph.D., University of Utah; M.P.H., Yale University
Paul Stoller (pstroyer@wcupa.edu) (1980)
B.A., University of Pittsburgh; M.S., Georgetown University; Ph.D., University of Texas at Austin
Heather Wholey (hwooley@wcupa.edu) (2005)
B.A., State University of New York at Albany; M.A., Ph.D., Catholic University of America

Associate Professors

Valerian Desousa (vdesousa@wcupa.edu) (2008)
B.A., Bombay University; M.A., Xavier Labour Relations Institute (India); Ph.D. University of Illinois at Urbana-Champaign

John Leveille (jleveille@wcupa.edu) (2006)
B.A., University of Rhode Island; M.A., Ed.M., Columbia University; Ph.D., University of California, San Diego
Lisa C. Ruthchi (lruthchi@wcupa.edu) (2007)
Chairperson, Women's and Gender Studies
B.A., Bowling Green State University; M.A., University of Cincinnati; Ph.D., University of Pittsburgh
Jacqueline Zalewski (jzalewski@wcupa.edu) (2007)
B.A., University of Wisconsin-Parkside; M.A., Ph.D., Loyola University, Chicago

Assistant Professors

Leon Arredondo (larredondo@wcupa.edu) (2011)
B.A., Montclair State University; M.Phil., Ph.D., City University of New York
Miguel Ceballos (mceballos@wcupa.edu) (2012)
Director, Ethnic Studies Program
B.A., University of California, Berkeley; M.A., University of Texas at Austin; M.S., Ph.D., University of Wisconsin-Madison
Rebecca L. Chancellor (rchancellor@wcupa.edu) (2013)
B.A., University of Nevada; M.A., Ph.D., University of California, Davis
Michael A. Di Giovine (mdigiovine@wcupa.edu) (2013)
B.S., Georgetown University; A.M., Ph.D., The University of Chicago
Aliza D. Richman (arichman@wcupa.edu) (2014)
B.A., The Pennsylvania State University; M.A., M.P.H., Northwestern University; Ph.D., The Pennsylvania State University
Julie B. Wiest (jwiest@wcupa.edu) (2013)
B.S., University of Tennessee; M.A., University of Georgia; Ph.D., University of Tennessee

Courses

ANT

ANT 999. Transfer Credits (Graduate). 3-9 Credits.
Transfer credits.

SOC

SOC 590. Independent Studies in Sociology. 1-3 Credits.
Individual research projects, reports, and/or readings.
Consent: Permission of the Department required to add.
Repeatable for Credit.

DEPARTMENT OF APPLIED MUSIC

College of Arts and Humanities

Swope Music Building and the Performing Arts Center
West Chester University
West Chester, PA 19383
610-436-2222
610-436-2739

Department of Applied Music (http://www.wcupa.edu/appliedMusic)
Dr. Blair (tiblair@wcupa.edu), Dean
Dr. Hanning (channing@wcupa.edu), Chairperson
Dr. Powell (ppowell@wcupa.edu), Assistant Chairperson
Dr. Bullock (ebullock@wcupa.edu) Assistant Chairperson
Dr. Martin (mmartin@wcupa.edu), Graduate Coordinator

Programs

Master's Programs in Applied Music

- M.M. in Performance - Keyboard Concentration (Piano, Harpsichord, or Organ) (p. 93)
- M.M. in Performance - Voice Concentration (p. 93)
• M.M. in Performance - Conducting Concentration (p. 92)
• M.M. in Performance - Instrumental Concentration (p. 93)
• M.M. in Piano Pedagogy (p. 94)

Certificate in Applied Music
• Piano Pedagogy (p. 94)
• Gainful Employment Information: Certificate in Piano Pedagogy (http://wcupa.edu/gainfulEmployment)

Admissions
All applicants to one of West Chester University's graduate programs will be held to the graduate admissions requirements (p. 10). When applicable, additional requirements for admission into specific department program(s) may be listed below.

Admission Requirements for the M.M. in Performance
In addition to the general requirements for admission to degree programs in music, performance applicants must
1. schedule an interview with the graduate coordinator and the department chairperson;
2. submit a repertoire list; and
3. demonstrate performance ability at an advanced level by performing for an audition committee.

Vocal performance applicants must audition with a program, including selections drawn from Italian art song, German Lied, French melody, opera, and oratorio as well as demonstrate diction competency in Italian, German, and French. Students lacking nine undergraduate credits in another language must remove this deficiency before candidacy.

Admission Requirements for the M.M. in Performance - Conducting Concentration
In addition to the general requirements for admission to degree programs in music, conducting applicants must
1. submit transcripts showing completion of a bachelor's degree in music; and
2. demonstrate conducting ability at an advanced level by performing for an audition committee and submitting a video recording.

Admission Requirements for the M.M. in Piano Pedagogy
In addition to the general requirements for admission to degree programs in music, piano pedagogy applicants must schedule an entrance examination, which will consist of scales, arpeggios, solo repertoire from various stylistic periods, and sight reading. Applicants whose undergraduate degrees are not in music may be accepted into the program if they demonstrate equivalent background in piano.

Policies
All students in graduate programs are held to the academic policies and procedures (http://catalog.wcupa.edu/graduate/academic-policies-procedures) outlined in the graduate catalog. When applicable, additional policies for specific department program(s) may be listed below.

Faculty
Professors
Robert M. Bedford (rbedford@wcupa.edu) (1966)
B.Mus., M.S., The Juilliard School; D.M.A., Catholic University of America
Karen Dannessa (kdannessa@wcupa.edu) (2005)
B.M., Youngstown State University; M.M., Michigan State University; D.M., Florida State University
David P. Devenney (ddevenney@wcupa.edu) (1996)
B.M., Iowa State University; M.M., University of Wisconsin-Madison; D.M.A., Conservatory of Music, University of Cincinnati
Henry Grabb (hgrabb@wcupa.edu) (1992)
B.A., University of Central Florida; M.M., Northwestern University of Illinois; D.M., Florida State University
Chris L. Hanning (channing@wcupa.edu) (1995)
Chairperson, Applied Music
B.A., B.A., University of South Florida; M.M., University of Akron; D.M.A., University of Colorado
Kimberley Reighley (kreighley@wcupa.edu) (2005)

Associate Professors
Emily Bullock (ebullock@wcupa.edu) (2004)
Assistant Chairperson, Applied Music
B.M., University of Colorado; M.M., University of Tulsa; D.M.A., University of Colorado
Vincent A. Craig (v craig@wcupa.edu) (1999)
B.M., Oberlin College; M.M., D.M.A., Peabody Institute of Johns Hopkins University
Carl Cranmer (ccranmer@wcupa.edu) (2000)
B.Mus., Oberlin Conservatory of Music; M.M., D.M.A., The Juilliard School
Jean-Christophe Dobrzelewski (jdobrzelew@wcupa.edu) (2008)
Diploma of Modern Languages, Numaz-Droz School (Switzerland); Prix de Trompette, Conservatoire de Musique de Tueil-Malmaison (France); M.M., University of Maine; D.M.A., Arizona State University
Marc M. Jacoby (mjacoby@wcupa.edu) (2005)
B.M., Berklee College of Music; M.M., New England Conservatory of Music; M.M., Ph.D., Northwestern University
Terry Klnefelter (tklinefelter@wcupa.edu) (2010)
B.S.Ed., M.M., West Chester University; M.M., Temple University; D.M.A., Catholic University of America
Ovidiu Marinescu (omarinescu@wcupa.edu) (2003)
Music Bucharest Conservatory; M.M., University of Wisconsin; D.M.A., Temple University
Stephen Ng (sng@wcupa.edu) (2010)
B.A., The Chinese University of Hong Kong; M.M., New England Conservatory of Music; D.M.A., Indiana University
Patricia Powell (ppowell@wcupa.edu) (2011)
Assistant Chairperson, Applied Music
B.M., University of Florida; M.A., Oxford University; M.M., University of Southern California
Gregory E. Riley (griley@wcupa.edu) (2002)
B.S., University of Alabama; M.M., University of Missouri - Kansas City; D.M.A., University of Southern California
Andrew Yozviak (ayozviak@wcupa.edu) (2009)
B.S., West Chester University; M.M., Indiana University, Bloomington; D.M.A., Rutgers University

Assistant Professors
Carol Isacson Briselli (cbriselli@wcupa.edu) (1988)
B.A., State University of New York; M.M., Temple University
Daniel E. Cherry (dcherry@wcupa.edu) (2014)
B.M., Capital University; M.M., D.M.A., University of Cincinnati
John Fowler (jfowler@wcupa.edu) (2012)
B.M., University of Cincinnati College - Conservatory of Music; M.M., Temple University; D.M.A., Rutgers University

John A. Gaarder (jgaarder@wcupa.edu) (1999)
B.M., University of Wisconsin - Madison; M.M., New England Conservatory of Music

Anita Greenlee (agreenlee@wcupa.edu) (2001)
B.S., M.S., Juilliard School of Music

Ryan M. Kelly (rkelly@wcupa.edu) (2013)
B.M., Houston Baptist University; M.M., University of Oklahoma; D.M.A., Michigan State University

In Young Lee (ilee@wcupa.edu) (2009)
B.M., M.M., Seoul National University; M.M., D.M.A., Temple University

Peter Paulsen (ppaulsen@wcupa.edu) (1989)
B.M., West Chester University

Elizabeth L. Pfaffle (epfaffle@wcupa.edu) (2012)
B.A., B.M.Ed, Ohio State University; M.M., Akron University; Mus.D., Indiana University

Igor Resnianski (iresniansk@wcupa.edu) (2011)
B.M., M.M., Novosibirsk Music College; Artist Diploma, Texas Christian University; D.M.A., Temple University

Randall Scarlata (rscarlata@wcupa.edu) (2003)
B.M., Rochester University, Eastman School of Music; M.M., The Juillard School

Instructors

Joseph Caminiti (jcaminiti@wcupa.edu) (2015)
B.A., Calvin College; M.M., Ithaca College

David Cullen (dcullen@wcupa.edu) (1993)
B.M., Hartford School of Music

Gloria Galante (ggalante@wcupa.edu) (1993)
B.S., West Chester University

Courses

AEB

AEB 511. Marching Band. 1 Credit.
Contact department for more information about this course.
Typically offered in Fall. Repeatable for Credit.

AEB 521. Concert Band. 1 Credit.
Contact department for more information about this course.
Typically offered in Fall & Spring. Repeatable for Credit.

AEB 541. Wind Ensemble. 1 Credit.
Contact department for more information about this course.
Typically offered in Fall & Spring. Repeatable for Credit.

AEO

AEO 531. Chamber Orchestra. 1 Credit.
Contact department for more information about this course.
Typically offered in Fall & Spring. Repeatable for Credit.

AEO 541. Symphony Orchestra. 1 Credit.
Contact department for more information about this course.
Typically offered in Fall & Spring. Repeatable for Credit.

AES

AES 511. Chamber Recital. 2 Credits.
Contact department for more information about this course.

AES 512. Instrumental Ensemble. 1 Credit.
Contact department for more information about this course.
Typically offered in Fall & Spring. Repeatable for Credit.

AIC

AIC 512. Advanced Instrumental Conducting. 2 Credits.
Contact department for more information about this course.
Typically offered in Fall & Spring.

AIC 541. Applied Instrumental Conducting I. 3 Credits.
Advanced individual instruction in instrumental conducting, culminating in a full master's recital.
Typically offered in Fall & Spring.

AIC 542. Applied Instrumental Conducting II. 3 Credits.
Advanced individualized instruction in instrumental conducting building on accomplishments in AIC 541 and culminating in a full master's recital.
Typically offered in Fall & Spring.

AIC 543. Applied Instrumental Conducting III. 3 Credits.
Advanced individualized instruction in instrumental conducting building on accomplishments in AIC 542 and culminating in a full master's recital.
Typically offered in Fall & Spring.

AIM

AIM 511. Marching Band Techniques and Materials. 3 Credits.
A survey of the function of the total marching band and of each component in the band.
Typically offered in Fall.

AIM 679. Special Subjects Seminar. 1-3 Credits.
Contact department for more information about this course.
Repeatable for Credit.

AIM 680. Special Subjects Seminar. 1-3 Credits.
Contact department for more information about this course.

AIM 681. Independent Study In Music. 1 Credit.
Contact department for more information about this course.
Repeatable for Credit.

AIM 682. Independent Study In Music. 2 Credits.
Contact department for more information about this course.
Repeatable for Credit.

AIM 683. Independent Study In Music. 3 Credits.
Contact department for more information about this course.
Repeatable for Credit.

AIM 691. Research Seminar In Music. 2 Credits.
Contact department for more information about this course.
Repeatable for Credit.

AIM 692. Research Seminar In Music. 1 Credit.
Contact department for more information about this course.
Repeatable for Credit.

AIM 696. Recital Instrument. 1 Credit.
For music education majors in lieu of research report.

AIM 697. Research Instrumental. 2 Credits.
For performance majors.

ALC

ALC 511. Brass Literature. 3 Credits.
Contact department for more information about this course.

ALC 512. Brass Literature I. 1 Credit.
Contact department for more information about this course.

ALC 513. Brass Literature II. 1 Credit.
Contact department for more information about this course.

ALC 514. Brass Literature III. 1 Credit.
Contact department for more information about this course.

ALC 522. Guitar Literature. 1 Credit.
Contact department for more information about this course.
ALC 524. Guitar Literature III. 1 Credit.
Contact department for more information about this course.

ALC 532. String Literature I. 1 Credit.
Contact department for more information about this course.

ALC 533. String Literature II. 1 Credit.
Contact department for more information about this course.

ALC 534. String Literature III. 1 Credit.
Contact department for more information about this course.

ALC 542. Woodwind Literature I. 1 Credit.
Contact department for more information about this course.

ALC 543. Woodwind Literature II. 1 Credit.
Contact department for more information about this course.

ALC 544. Woodwind Literature III. 1 Credit.
Contact department for more information about this course.

ALC 551. Instrumental Literature. 3 Credits.
Contact department for more information about this course.

ALC 552. Percussion Literature I. 1 Credit.
Contact department for more information about this course.

ALC 553. Percussion Literature II. 1 Credit.
Contact department for more information about this course.

ALC 554. Percussion Literature III. 1 Credit.
Contact department for more information about this course.

AMC

AMC 521. Master Class (Percussion). 1 Credit.
Contact department for more information about this course.

AMC 531. Master Class (Strings). 1 Credit.
Contact department for more information about this course. Repeatable for Credit.

BAR

BAR 501. Baritone Horn Minor Private Lesson. 1 Credit.
Contact department for more information about this course.

BAR 502. Baritone Horn Minor Private Lesson. 1 Credit.
Contact department for more information about this course.

BAR 511. Baritone Horn Major Private Lesson. 1 Credit.
Contact department for more information about this course.

BAR 512. Baritone Horn Major Private Lesson. 1 Credit.
Contact department for more information about this course.

BAR 513. Baritone Horn Major Private Lesson. 1 Credit.
Contact department for more information about this course.

BAR 514. Baritone Horn Major Private Lesson. 1 Credit.
Contact department for more information about this course.

BAR 541. Advanced Baritone Horn Private Lesson. 3 Credits.
Contact department for more information about this course.

BAR 542. Advanced Baritone Horn Private Lesson. 3 Credits.
Contact department for more information about this course.

BAR 543. Advanced Baritone Horn Private Lesson. 3 Credits.
Contact department for more information about this course.

BAR 544. Advanced Baritone Horn Private Lesson. 3 Credits.
Contact department for more information about this course.

BAR 545. Advanced Baritone Horn Private Lesson. 3 Credits.
Contact department for more information about this course.

BAS

BAS 501. Bass Minor Priv Lesson. 1 Credit.
Contact department for more information about this course.

BAS 502. Bass Minor Priv Lesson. 1 Credit.
Contact department for more information about this course.

BAS 511. Bass Major Priv Lesson. 1 Credit.
Contact department for more information about this course.

BAS 512. Bass Major Priv Lesson. 1 Credit.
Contact department for more information about this course.

BAS 513. Bass Major Priv Lesson. 1 Credit.
Contact department for more information about this course.

BAS 514. Bass Major Priv Lesson. 1 Credit.
Contact department for more information about this course.

BAS 541. Advanced Bass Priv Lesson. 3 Credits.
Contact department for more information about this course.

BAS 542. Advanced Bass Priv Lesson. 3 Credits.
Contact department for more information about this course.

BAS 543. Advanced Bass Priv Lesson. 3 Credits.
Contact department for more information about this course.

BAS 544. Advanced Bass Priv Lesson. 3 Credits.
Contact department for more information about this course.

BAS 545. Advanced Bass Priv Lesson. 3 Credits.
Contact department for more information about this course.

BSN

BSN 501. Bassoon Minor Priv Lesson. 1 Credit.
Contact department for more information about this course.

BSN 502. Bassoon Minor Priv Lesson. 1 Credit.
Contact department for more information about this course.

BSN 511. Bassoon Major Priv Lesson. 1 Credit.
Contact department for more information about this course.

BSN 512. Bassoon Major Priv Lesson. 1 Credit.
Contact department for more information about this course.

BSN 513. Bassoon Major Priv Lesson. 1 Credit.
Contact department for more information about this course.

BSN 514. Bassoon Major Priv Lesson. 1 Credit.
Contact department for more information about this course.

BSN 541. Advanced Bassoon Priv Lesson. 3 Credits.
Contact department for more information about this course.

BSN 542. Advanced Bassoon Priv Lesson. 3 Credits.
Contact department for more information about this course.

BSN 543. Advanced Bassoon Priv Lesson. 3 Credits.
Contact department for more information about this course.

BSN 544. Advanced Bassoon Priv Lesson. 3 Credits.
Contact department for more information about this course.

BSN 545. Advanced Bassoon Priv Lesson. 3 Credits.
Contact department for more information about this course.

CHO

CHO 511. Masterworks Chorus. 1 Credit.
A large mixed chorus presenting oratorios, masses, and advanced-level choral literature.
Permission of instructor.
Typically offered in Fall & Spring.
Repeatable for Credit.

CHO 541. Applied Choral Conducting I. 3 Credits.
Advanced individualized instruction in choral conducting, culminating in a full master's recital.
Typically offered in Fall & Spring.

CHO 542. Applied Choral Conducting II. 3 Credits.
Advanced individualized instruction in choral conducting, culminating in a full master's recital.
Typically offered in Fall & Spring.

CHO 543. Applied Choral Conducting III. 3 Credits.
Advanced individualized instruction in choral conducting, culminating in a full master's recital.
Admission by audition.
Typically offered in Fall & Spring.
CHO 611. Chamber Choir. 1 Credit.

CHO 612. Concert Choir. 1 Credit.
A mixed chorus of 35-45 singers performing sacred and secular choral literature of all periods and styles. By audition. Typically offered in Fall & Spring. Repeatable for Credit.

CHO 697. Choral Conducting Recital. 0 Credits.
Master’s in Choral Conducting degree recital. Typically offered in Fall, Spring & Summer. Repeatable for Credit.

CLT

CLT 501. Clarinet Minor Private Lesson. 1 Credit.
Contact department for more information about this course.

CLT 502. Clarinet Minor Private Lesson. 1 Credit.
Contact department for more information about this course.

CLT 511. Clarinet Major Priv Lesson. 1 Credit.
Contact department for more information about this course.

CLT 512. Clarinet Major Priv Lesson. 1 Credit.
Contact department for more information about this course.

CLT 513. Clarinet Major Priv Lesson. 1 Credit.
Contact department for more information about this course.

CLT 514. Clarinet Major Priv Lesson. 1 Credit.
Contact department for more information about this course.

CLT 541. Advanced Clarinet Lesson. 3 Credits.
Contact department for more information about this course.

CLT 542. Advanced Clarinet Lesson. 3 Credits.
Contact department for more information about this course.

CLT 543. Advanced Clarinet Lesson. 3 Credits.
Contact department for more information about this course.

CLT 544. Advanced Clarinet Lesson. 3 Credits.
Contact department for more information about this course.

CLT 545. Advanced Clarinet Lesson. 3 Credits.
Contact department for more information about this course.

FLU

FLU 501. Flute Minor Priv Lesson. 1 Credit.
Contact department for more information about this course.

FLU 502. Flute Minor Priv Lesson. 1 Credit.
Contact department for more information about this course.

FLU 511. Flute Major Priv Lesson. 1 Credit.
Contact department for more information about this course.

FLU 512. Flute Major Priv Lesson. 1 Credit.
Contact department for more information about this course.

FLU 513. Flute Major Priv Lesson. 1 Credit.
Contact department for more information about this course.

FLU 514. Flute Major Priv Lesson. 1 Credit.
Contact department for more information about this course.

FLU 541. Advanced Flute Lesson. 3 Credits.
Contact department for more information about this course.

FLU 542. Advanced Flute Lesson. 3 Credits.
Contact department for more information about this course.

FLU 543. Advanced Flute Lesson. 3 Credits.
Contact department for more information about this course.

FLU 544. Advanced Flute Lesson. 3 Credits.
Contact department for more information about this course.

FLU 545. Advanced Flute Lesson. 3 Credits.
Contact department for more information about this course.

FRH

FRH 501. French Horn Minor Priv Lesson. 1 Credit.
Contact department for more information about this course.

FRH 502. French Horn Minor Priv Lesson. 1 Credit.
Contact department for more information about this course.

FRH 511. French Horn Major Priv Lesson. 1 Credit.
Contact department for more information about this course.

FRH 512. French Horn Major Priv Lesson. 1 Credit.
Contact department for more information about this course.

FRH 513. French Horn Major Priv Lesson. 1 Credit.
Contact department for more information about this course.

FRH 514. French Horn Major Priv Lesson. 1 Credit.
Contact department for more information about this course.

FRH 541. Advanced French Horn Priv Lesson. 3 Credits.
Contact department for more information about this course.

FRH 542. Advanced French Horn Priv Lesson. 3 Credits.
Contact department for more information about this course.

FRH 543. Advanced French Horn Priv Lesson. 3 Credits.
Contact department for more information about this course.

FRH 544. Advanced French Horn Priv Lesson. 3 Credits.
Contact department for more information about this course.

FRH 545. Advanced French Horn Priv Lesson. 3 Credits.
Contact department for more information about this course.

GTR

GTR 501. Guitar Minor Priv Lesson. 1 Credit.
Contact department for more information about this course.

GTR 502. Guitar Minor Priv Lesson. 1 Credit.
Contact department for more information about this course.

GTR 511. Guitar Major Priv Lesson. 1 Credit.
Contact department for more information about this course.

GTR 512. Guitar Major Priv Lesson. 1 Credit.
Contact department for more information about this course.

GTR 513. Guitar Major Priv Lesson. 1 Credit.
Contact department for more information about this course.

GTR 514. Guitar Major Priv Lesson. 1 Credit.
Contact department for more information about this course.

GTR 541. Advanced Guitar Priv Lesson. 3 Credits.
Contact department for more information about this course.

GTR 542. Advanced Guitar Priv Lesson. 3 Credits.
Contact department for more information about this course.

GTR 543. Advanced Guitar Priv Lesson. 3 Credits.
Contact department for more information about this course.

GTR 544. Advanced Guitar Priv Lesson. 3 Credits.
Contact department for more information about this course.

GTR 545. Advanced Guitar Priv Lesson. 3 Credits.
Contact department for more information about this course.

HAR

HAR 501. Harpsichord Minor Priv Lesson (M.M.). 1 Credit.
Individual, half-hour lessons once weekly. An elective course for all graduate students.

Individual, half-hour lessons once weekly. An elective course for all graduate students.

HAR 545. Advanced Harpsichord Priv Lesson (M.M.). 3 Credits.
Contact department for more information about this course.
Typically offered in Summer.

Marching Band Workshop (1-3) A comprehensive marching band conference for the total marching band program. Foremost authorities offer instruction in their fields.

Typically offered in Summer.

Marching Band Workshop (1-3) A comprehensive marching band conference for the total marching band program. Foremost authorities offer instruction in their fields.

MWB 539. Marching Band Techniques Workshop. 1-3 Credits.
Marching Band Workshop (1-3) A comprehensive marching band conference for the total marching band program. Foremost authorities offer instruction in their fields.

Typically offered in Summer.

MWP 536. Piano Workshop. 1-3 Credits.
Contact department for more information about this course. Typically offered in Summer.

MWP 537. Piano Workshop. 1-3 Credits.
Contact department for more information about this course. Typically offered in Summer.

MWP 538. Piano Workshop. 1-3 Credits.
Contact department for more information about this course. Typically offered in Summer.

OBO 501. Oboe Minor Priv Lesson. 1 Credit.
Contact department for more information about this course.

OBO 502. Oboe Minor Priv Lesson. 1 Credit.
Contact department for more information about this course.

OBO 511. Oboe Major Priv Lesson. 1 Credit.
Contact department for more information about this course.

OBO 512. Oboe Major Priv Lesson. 1 Credit.
Contact department for more information about this course.

OBO 513. Oboe Major Priv Lesson. 1 Credit.
Contact department for more information about this course.

OBO 514. Oboe Major Priv Lesson. 1 Credit.
Contact department for more information about this course.

OBO 541. Advanced Oboe Priv Lesson. 3 Credits.
Contact department for more information about this course.

OBO 542. Advanced Oboe Priv Lesson. 3 Credits.
Contact department for more information about this course.

OBO 543. Advanced Oboe Priv Lesson. 3 Credits.
Contact department for more information about this course.

OBO 544. Advanced Oboe Priv Lesson. 3 Credits.
Contact department for more information about this course.

OBO 545. Advanced Oboe Priv Lesson. 3 Credits.
Contact department for more information about this course.

ORG 501. Organ Minor Private Lesson. 1 Credit.
Individual, half-hour lessons once weekly. An elective course for all graduate students.

ORG 502. Organ Minor Private Lesson. 1 Credit.
Individual, half-hour lessons once weekly. An elective course for all graduate students.

ORG 511. Organ Major Private Lesson. 1 Credit.
Individual half-hour lessons. Continued study in the development of repertoire and performing skills. Students may be given permission to register for two course numbers in the same semester, earning the second credit by doing additional outside work and performing in a recital.

ORG 512. Organ Major Private Lesson. 1 Credit.
Individual half-hour lessons. Continued study in the development of repertoire and performing skills. Students may be given permission to register for two course numbers in the same semester, earning the second credit by doing additional outside work and performing in a recital.
PIA 501. Piano Minor Private Lesson. 1 Credit.
Contact department for more information about this course. Repeatable for Credit.

PIA 502. Piano Minor Private Lesson. 1 Credit.
Contact department for more information about this course.

PIA 511. Piano Major Private Lesson. 1 Credit.
Contact department for more information about this course.

PIA 512. Piano Major Private Lesson. 1 Credit.
Contact department for more information about this course.

PIA 513. Piano Major Private Lesson. 1 Credit.
Contact department for more information about this course.

PIA 514. Piano Major Private Lesson. 1 Credit.
Contact department for more information about this course.

PIA 515. Piano Major Private Lesson. 1 Credit.
Contact department for more information about this course.

PIA 516. Piano Major Private Lesson. 1 Credit.
Contact department for more information about this course.

PIA 517. Piano Major Private Lesson. 1 Credit.
Contact department for more information about this course.

PIA 518. Piano Major Private Lesson. 1 Credit.
Contact department for more information about this course.

PIA 519. Piano Major Private Lesson. 1 Credit.
Contact department for more information about this course.

PIA 520. Piano Major Private Lesson. 1 Credit.
Contact department for more information about this course.

PIA 521. Piano Major Private Lesson. 1 Credit.
Contact department for more information about this course.

PIA 522. Piano Major Private Lesson. 1 Credit.
Contact department for more information about this course.

PIA 523. Piano Major Private Lesson. 1 Credit.
Contact department for more information about this course.

PIA 524. Piano Major Private Lesson. 1 Credit.
Contact department for more information about this course.

PIA 525. Piano Major Private Lesson. 1 Credit.
Contact department for more information about this course.

PIA 526. Piano Major Private Lesson. 1 Credit.
Contact department for more information about this course.

PIA 527. Piano Major Private Lesson. 1 Credit.
Contact department for more information about this course.

PIA 528. Piano Major Private Lesson. 1 Credit.
Contact department for more information about this course.

PIA 529. Piano Major Private Lesson. 1 Credit.
Contact department for more information about this course.

PIA 530. Piano Major Private Lesson. 1 Credit.
Contact department for more information about this course.

PIA 531. Piano Major Private Lesson. 1 Credit.
Contact department for more information about this course.

PIA 532. Piano Major Private Lesson. 1 Credit.
Contact department for more information about this course.

PIA 533. Piano Major Private Lesson. 1 Credit.
Contact department for more information about this course.

PIA 534. Piano Major Private Lesson. 1 Credit.
Contact department for more information about this course.

PIA 535. Piano Major Private Lesson. 1 Credit.
Contact department for more information about this course.

PIA 536. Piano Major Private Lesson. 1 Credit.
Contact department for more information about this course.

PIA 537. Piano Major Private Lesson. 1 Credit.
Contact department for more information about this course.

PIA 538. Piano Major Private Lesson. 1 Credit.
Contact department for more information about this course.

PIA 539. Piano Major Private Lesson. 1 Credit.
Contact department for more information about this course.

PIA 540. Piano Major Private Lesson. 1 Credit.
Contact department for more information about this course.

PIA 541. Piano Major Private Lesson. 1 Credit.
Contact department for more information about this course.

PIA 542. Piano Major Private Lesson. 1 Credit.
Contact department for more information about this course.

PIA 543. Piano Major Private Lesson. 1 Credit.
Contact department for more information about this course.

PIA 544. Piano Major Private Lesson. 1 Credit.
Contact department for more information about this course.

PIA 545. Piano Major Private Lesson. 1 Credit.
Contact department for more information about this course.

PIA 546. Piano Major Private Lesson. 1 Credit.
Contact department for more information about this course.

PIA 547. Piano Major Private Lesson. 1 Credit.
Contact department for more information about this course.

PIA 548. Piano Major Private Lesson. 1 Credit.
Contact department for more information about this course.

PIA 549. Piano Major Private Lesson. 1 Credit.
Contact department for more information about this course.

PIA 550. Piano Major Private Lesson. 1 Credit.
Contact department for more information about this course.

PIA 551. Piano Major Private Lesson. 1 Credit.
Contact department for more information about this course.

PIA 552. Piano Major Private Lesson. 1 Credit.
Contact department for more information about this course.

PIA 553. Piano Major Private Lesson. 1 Credit.
Contact department for more information about this course.

PIA 554. Piano Major Private Lesson. 1 Credit.
Contact department for more information about this course.

PIA 555. Piano Major Private Lesson. 1 Credit.
Contact department for more information about this course.

PIA 556. Piano Major Private Lesson. 1 Credit.
Contact department for more information about this course.

PIA 557. Piano Major Private Lesson. 1 Credit.
Contact department for more information about this course.

PIA 558. Piano Major Private Lesson. 1 Credit.
Contact department for more information about this course.

PIA 559. Piano Major Private Lesson. 1 Credit.
Contact department for more information about this course.

PIA 560. Piano Major Private Lesson. 1 Credit.
Contact department for more information about this course.

PIA 561. Piano Major Private Lesson. 1 Credit.
Contact department for more information about this course.

PIA 562. Piano Major Private Lesson. 1 Credit.
Contact department for more information about this course.

PIA 563. Piano Major Private Lesson. 1 Credit.
Contact department for more information about this course.

PIA 564. Piano Major Private Lesson. 1 Credit.
Contact department for more information about this course.

PIA 565. Piano Major Private Lesson. 1 Credit.
Contact department for more information about this course.

PIA 566. Piano Major Private Lesson. 1 Credit.
Contact department for more information about this course.

PIA 567. Piano Major Private Lesson. 1 Credit.
Contact department for more information about this course.

PIA 568. Piano Major Private Lesson. 1 Credit.
Contact department for more information about this course.

PIA 569. Piano Major Private Lesson. 1 Credit.
Contact department for more information about this course.

PIA 570. Piano Major Private Lesson. 1 Credit.
Contact department for more information about this course.

PIA 571. Piano Major Private Lesson. 1 Credit.
Contact department for more information about this course.

PIA 572. Piano Major Private Lesson. 1 Credit.
Contact department for more information about this course.

PIA 573. Piano Major Private Lesson. 1 Credit.
Contact department for more information about this course.

PIA 574. Piano Major Private Lesson. 1 Credit.
Contact department for more information about this course.

PIA 575. Piano Major Private Lesson. 1 Credit.
Contact department for more information about this course.

PIA 576. Piano Major Private Lesson. 1 Credit.
Contact department for more information about this course.

PIA 577. Piano Major Private Lesson. 1 Credit.
Contact department for more information about this course.

PIA 578. Piano Major Private Lesson. 1 Credit.
Contact department for more information about this course.

PIA 579. Piano Major Private Lesson. 1 Credit.
Contact department for more information about this course.

PIA 580. Perspectives in Pedagogy IV. 3 Credits.
Pedagogical techniques, materials and historical perspectives will be presented as a foundation for teaching the advanced level student. Coordinated areas will include the history of the piano, great pianists and teachers, historical and modern approaches to artistic expression through technique, professional business matters, and adjudication. The role of the teacher as mentor will be explored.

PIA 581. Perspectives in Pedagogy I. 3 Credits.
Pedagogical techniques and materials for teaching the beginner. Exploration of learning styles and approaches to the teaching of reading rhythm, musical expression and techniques. Related areas will include practical psychology, adult beginners, motivation, and the student/teacher dynamic. Exploration of beginning methods and materials, and teaching techniques for solving learning challenges. Video-taping may be used.

PIA 582. Perspectives in Pedagogy II. 3 Credits.
Pedagogical techniques and materials for teaching the advancing elementary student. Exploration of additional issues relating to practicing musical awareness and sight-reading. Related areas will include group dynamics in learning and teaching in both the traditional studio setting and the multi-piano setting. Exploration of elementary piano repertoire and group piano method books. Practicum includes discussion of current teaching techniques and strategies for addressing learning challenges. Videos may be used.
PIA 583. Perspectives in Pedagogy III. 3 Credits.
Pedagogical techniques and materials will be presented for teaching the intermediate to early advanced student. Exploration of further issues related to practicing, performing, memorizing and enhanced problem-solving techniques. Topics will include teaching based on a creative and constructive-thinking model, the adolescent and pre-adolescent student, and related communication issues. Exploration of intermediate piano repertoire including non-classical styles. Practicum includes discussion of current teaching techniques and strategies for addressing pedagogical challenges at this level.

PIA 588. Advanced Lessons. 2 Credits.
Individual one-hour lessons once weekly, for students in the M.M. in piano pedagogy degree.

PIA 589. Advanced Lessons. 2 Credits.
Individual one-hour lessons once weekly, for students in the M.M. in piano pedagogy degree.

PIA 608. The Music Of Chopin. 3 Credits.
A comprehensive study of the contributions of Frederic Chopin to keyboard literature.

PIA 611. The Piano Concerto. 3 Credits.
Contact department for more information about this course.

PIA 623. Baroque Keyboard Literature. 3 Credits.
The Renaissance through development of variation form and dance suite. Emphasis on performance practices, realizing ornament signs and figured basses; transference to the modern piano; in-depth study of works of Handel, J.S. Bach, and D. Scarlatti. Some student performance required.

PIA 624. Classical Piano Literature. 3 Credits.

PIA 625. Romantic Piano Literature. 3 Credits.

PIA 626. 20TH Century Piano Literature. 3 Credits.
Seminal works and styles of this century. Albéniz, Rachmaninoff, Debussy, Ravel, Prokofiev, Hindemith, Schoenberg, Bartók, and American composers. Some student performance required.

PIA 631. Performance Practicum. 1 Credit.
Discussion and demonstration of practical performance issues in teaching the piano, including preparation and memorization. Videos may be used.

PIA 679. Special Subjects Seminar. 1-3 Credits.
Contact department for more information about this course.

PIA 681. Independent Study In Music. 1 Credit.
Contact department for more information about this course.

PIA 683. Independent Study In Music. 3 Credits.
Contact department for more information about this course.

PIA 695. Recital (Piano Pedagogy). 1 Credit.
A full recital of concert works or pedagogical pieces, or a lecture-recital. Required of candidates for the master of music in piano pedagogy. Consent: Permission of the Department required to add.

PIA 696. Recital. 1 Credit.
A shared (half) recital open to candidates for the master of music degree (music education concentration). In lieu of research report. Program notes required. Consent: Permission of the Department required to add.

PIA 697. Recital. 2 Credits.
A full public recital, demonstrating an understanding of various performance styles and an ability to perform literature from several periods. Required of candidates for the master of music in performance. Consent: Permission of the Department required to add.

SAX

SAX 501. Saxophone Minor Private Lesson. 1 Credit.
Contact department for more information about this course.

SAX 502. Saxophone Minor Private Lesson. 1 Credit.
Contact department for more information about this course.

SAX 511. Saxophone Major Private Lesson. 1 Credit.
Contact department for more information about this course.

SAX 512. Saxophone Major Private Lesson. 1 Credit.
Contact department for more information about this course.

SAX 513. Saxophone Major Private Lesson. 1 Credit.
Contact department for more information about this course.

SAX 514. Saxophone Major Private Lesson. 1 Credit.
Contact department for more information about this course.

SAX 541. Advanced Saxophone Private Lesson. 3 Credits.
Contact department for more information about this course.

SAX 542. Advanced Saxophone Private Lesson. 3 Credits.
Contact department for more information about this course.

SAX 543. Advanced Saxophone Private Lesson. 3 Credits.
Contact department for more information about this course.

SAX 544. Advanced Saxophone Private Lesson. 3 Credits.
Contact department for more information about this course.

SAX 545. Advanced Saxophone Priv Lesson. 3 Credits.
Contact department for more information about this course.

TBA

TBA 501. Tuba Minor Priv Lesson. 1 Credit.
Contact department for more information about this course.

TBA 502. Tuba Minor Priv Lesson. 1 Credit.
Contact department for more information about this course.

TBA 511. Tuba Major Priv Lesson. 1 Credit.
Contact department for more information about this course.

TBA 512. Tuba Major Priv Lesson. 1 Credit.
Contact department for more information about this course.

TBA 513. Tuba Major Priv Lesson. 1 Credit.
Contact department for more information about this course.

TBA 514. Tuba Major Priv Lesson. 1 Credit.
Contact department for more information about this course.

TBA 541. Advanced Tuba Priv Lesson. 3 Credits.
Contact department for more information about this course.

TBA 542. Advanced Tuba Priv Lesson. 3 Credits.
Contact department for more information about this course.

TBA 543. Advanced Tuba Priv Lesson. 3 Credits.
Contact department for more information about this course.

TBA 544. Advanced Tuba Priv Lesson. 3 Credits.
Contact department for more information about this course.

TBA 545. Advanced Tuba Priv Lesson. 3 Credits.
Contact department for more information about this course.

TPT

TPT 501. Trumpet Minor Priv Lesson. 1 Credit.
Contact department for more information about this course.

TPT 502. Trumpet Minor Priv Lesson. 1 Credit.
Contact department for more information about this course.

TPT 511. Trumpet Major Priv Lesson. 1 Credit.
Contact department for more information about this course.

TPT 512. Trumpet Major Priv Lesson. 1 Credit.
Contact department for more information about this course.

TPT 513. Trumpet Major Priv Lesson. 1 Credit.
Contact department for more information about this course.

TPT 514. Trumpet Major Priv Lesson. 1 Credit.
Contact department for more information about this course.

TPT 541. Advanced Trumpet Priv Lesson. 3 Credits.
Contact department for more information about this course.
TPT 542. Advanced Trumpet Priv Lesson. 3 Credits.
Contact department for more information about this course.

TPT 543. Advanced Trumpet Priv Lesson. 3 Credits.
Contact department for more information about this course.

TPT 544. Advanced Trumpet Priv Lesson. 3 Credits.
Contact department for more information about this course.

TPT 545. Advanced Trumpet Priv Lesson. 3 Credits.
Contact department for more information about this course.

TRB
TRB 501. Trombone Minor Private Lesson. 1 Credit.
Contact department for more information about this course.

TRB 502. Trombone Minor Private Lesson. 1 Credit.
Contact department for more information about this course.

TRB 511. Trombone Major Private Lesson. 1 Credit.
Contact department for more information about this course.

TRB 512. Trombone Major Private Lesson. 1 Credit.
Contact department for more information about this course.

TRB 513. Trombone Major Private Lesson. 1 Credit.
Contact department for more information about this course.

TRB 514. Trombone Major Private Lesson. 1 Credit.
Contact department for more information about this course.

TRB 541. Advanced Trombone Private Lesson. 3 Credits.
Contact department for more information about this course.

TRB 542. Advanced Trombone Private Lesson. 3 Credits.
Contact department for more information about this course.

TRB 543. Advanced Trombone Private Lesson. 3 Credits.
Contact department for more information about this course.

TRB 544. Advanced Trombone Private Lesson. 3 Credits.
Contact department for more information about this course.

TRB 545. Advanced Trombone Private Lesson. 3 Credits.
Contact department for more information about this course.

VCL
VCL 501. Cello Minor Priv Lesson. 1 Credit.
Contact department for more information about this course.

VCL 502. Cello Minor Priv Lesson. 1 Credit.
Contact department for more information about this course.

VCL 511. Cello Major Priv Lesson. 1 Credit.
Contact department for more information about this course.

VCL 512. Cello Major Priv Lesson. 1 Credit.
Contact department for more information about this course.

VCL 513. Cello Major Priv Lesson. 1 Credit.
Contact department for more information about this course.

VCL 514. Cello Major Priv Lesson. 1 Credit.
Contact department for more information about this course.

VCL 541. Advanced Cello Priv Lesson. 3 Credits.
Contact department for more information about this course.

VCL 542. Advanced Cello Priv Lesson. 3 Credits.
Contact department for more information about this course.

VCL 543. Advanced Cello Priv Lesson. 3 Credits.
Contact department for more information about this course.

VCL 544. Advanced Cello Priv Lesson. 3 Credits.
Contact department for more information about this course.

VCL 545. Advanced Cello Priv Lesson. 3 Credits.
Contact department for more information about this course.

VCM
VCM 999. Transfer Credits (Graduate). 1-9 Credits.
Transfer Credits.

VLA
VLA 501. Viola Minor Priv Lesson. 1 Credit.
Contact department for more information about this course.

VLA 502. Viola Minor Priv Lesson. 1 Credit.
Contact department for more information about this course.

VLA 511. Viola Major Priv Lesson. 1 Credit.
Contact department for more information about this course.

VLA 512. Viola Major Priv Lesson. 1 Credit.
Contact department for more information about this course.

VLA 513. Viola Major Priv Lesson. 1 Credit.
Contact department for more information about this course.

VLA 514. Viola Major Priv Lesson. 1 Credit.
Contact department for more information about this course.

VLA 541. Advanced Viola Priv Lesson. 3 Credits.
Contact department for more information about this course.

VLA 542. Advanced Viola Priv Lesson. 3 Credits.
Contact department for more information about this course.

VLA 543. Advanced Viola Priv Lesson. 3 Credits.
Contact department for more information about this course.

VLA 544. Advanced Viola Priv Lesson. 3 Credits.
Contact department for more information about this course.

VLA 545. Advanced Viola Priv Lesson. 3 Credits.
Contact department for more information about this course.

VLN
VLN 501. Violin Minor Priv Lesson. 1 Credit.
Contact department for more information about this course.

VLN 502. Violin Minor Priv Lesson. 1 Credit.
Contact department for more information about this course.

VLN 511. Violin Major Priv Lesson. 1 Credit.
Contact department for more information about this course.

VLN 512. Violin Major Priv Lesson. 1 Credit.
Contact department for more information about this course.

VLN 513. Violin Major Priv Lesson. 1 Credit.
Contact department for more information about this course.

VLN 514. Violin Major Priv Lesson. 1 Credit.
Contact department for more information about this course.

VLN 541. Advanced Violin Priv Lesson. 3 Credits.
Contact department for more information about this course.

VLN 542. Advanced Violin Priv Lesson. 3 Credits.
Contact department for more information about this course.

VLN 543. Advanced Violin Priv Lesson. 3 Credits.
Contact department for more information about this course.

VLN 544. Advanced Violin Priv Lesson. 3 Credits.
Contact department for more information about this course.

VLN 545. Advanced Violin Priv Lesson. 3 Credits.
Contact department for more information about this course.

VOC
VOC 511. Master Class Voice: Baroque Period. 1 Credit.
Discussion and performance of songs from the Baroque period.

VOC 512. Master Class Voice: German Lied. 1 Credit.
Discussion and performance of German art song.

VOC 513. Master Class Voice: French Melodie. 1 Credit.
Discussion and performance of late French art song.
VOI 514. Master Class Voice: 20th Century Art Song. 1 Credit.
Discussion and performance of art songs from the 20th century.

VOI 516. French-German Diction. 3 Credits.
French and German diction in a laboratory course to establish correct pronunciation in singing. The phonetics of these languages are used in selected song repertoire.

VOI 524. Musico-Dramatic Productions. 3 Credits.
Techniques of producing musical plays. Preparation for roles, coaching, and conducting rehearsals. May lead to a public performance of the material studied. Typically offered in Fall & Spring.
Repeatable for Credit.

VOI 526. Choral Literature. 3 Credits.
Examples of choral music from the various musical periods. Primarily larger works.

VOI 529. Vocal Literature. 3 Credits.
Classic song literature, lieder, melodie, and contemporary art songs are discussed.

VOI 536. Vocal-Choral Music Workshop. 3 Credits.
Participation-oriented workshops designed to meet specific needs in vocal/choral music. Typically offered in Summer.
Repeatable for Credit.

VOI 538. Vocal-Choral Music Workshop. 1-3 Credits.
Participation-oriented workshops designed to meet specific needs in vocal/choral music. Typically offered in Summer.

VOI 591. Vocal Pedagogy. 3 Credits.
Principles and techniques of teaching voice. Typically offered in Spring.

VOI 613. Advanced Choral Conducting. 2 Credits.
Study and application of advanced choral conducting techniques. Typically offered in Fall & Spring.

VOI 679. Special Subjects Seminar. 1-3 Credits.
Contact department for more information about this course. Repeatable for Credit.

VOI 682. Independent Study In Music. 2 Credits.
Contact department for more information about this course.

VOI 683. Independent Study In Music. 3 Credits.
Contact department for more information about this course.

VOI 691. Research Seminar In Music. 2 Credits.
Contact department for more information about this course.

VOI 692. Research Seminar In Music. 1 Credit.
Contact department for more information about this course.

VOI 501. Voice Minor Private Lesson. 1 Credit.
Contact department for more information about this course. Repeatable for Credit.

VOI 502. Voice Minor Private Lesson. 1 Credit.
Contact department for more information about this course. Repeatable for Credit.

VOI 511. Voice Major Private Lesson. 1 Credit.
Contact department for more information about this course.

VOI 512. Voice Major Private Lesson. 1 Credit.
Contact department for more information about this course.

VOI 513. Voice Major Private Lesson. 1 Credit.
Contact department for more information about this course.

VOI 514. Voice Major Private Lesson. 1 Credit.
Contact department for more information about this course.

VOI 541. Advanced Voice Private Lesson. 3 Credits.
Advanced vocal studies culminating in a full master’s recital. Completion of the performance requirements for the bachelor of music in voice program or admission by audition is required.

VOI 542. Advanced Voice Private Lesson. 3 Credits.
Advanced vocal studies culminating in a full master’s recital. Completion of the performance requirements for the bachelor of music in voice program or admission by audition is required.

VOI 543. Advanced Voice Private Lessons. 3 Credits.
Advanced vocal studies culminating in a full master’s recital. Completion of the performance requirements for the bachelor of music in voice program or admission by audition is required.

VOI 544. Advanced Voice Private Lesson. 3 Credits.
Contact department for more information about this course.

VOI 696. Recital. 1 Credit.
A shared (half) public recital for candidates in the master of music education program in lieu of a research report. Candidate must write approved program notes. Consent: Permission of the Department required to add.

VOI 697. Recital. 2 Credits.
A full public recital demonstrating an understanding of various performance styles and the ability to perform. Required of candidates for the master of music in voice degree. Consent: Permission of the Department required to add.

VOW

VOW 521. The Broadway Musical. 3 Credits.
Surveys the American musical theatre, past and present. Elements of producing the American musical in school settings.

M.M. IN PERFORMANCE - CONDUCTING CONCENTRATION

College of Arts and Humanities

Curriculum

Choral Concentration

Select 3 semester hours in music history
Select 3 semester hours in music theory
AIM 691 Research Seminar In Music 2
CHO 541 Applied Choral Conducting I 3
CHO 542 Applied Choral Conducting II 3
CHO 543 Applied Choral Conducting III 3
CHO 612 Concert Choir 1
Select three hours of concentration electives from the following:
VOC 516 French-German Diction
VOC 591 Vocal Pedagogy
MHL 654 History Of Opera
VOI 697 Recital 2
Select three credits of free electives 3
Total Credits Required 30

Instrumental Concentration

Select 3 semester hours in music history
Select 3 semester hours in music theory
AEB 541 Wind Ensemble 1
or AEO 541 Symphony Orchestra
AIC 512 Advanced Instrumental Conducting 2
AIC 541 Applied Instrumental Conducting I 3
AIC 542 Applied Instrumental Conducting II 3
AIC 543 Applied Instrumental Conducting III 3
AIM 691 Research Seminar In Music 2
Select three hours of concentration electives selected from the following:
ALC 511 Brass Literature
ALC 551 Instrumental Literature
MHL 655 History Of Orchestral Music
Select three credits of free electives 3
Elective Course 2
AES 511 Chamber Recital 2
or AIM 697 Recital Instrumental
Total Credits Required 30

Sample Course Plan
To track their individual degree progress, students are advised to access their Degree Progress Report (DPR) via my WCU and consult their Graduate Coordinator. For more information, visit wcupa.edu/DegreeProgressReport.

The following is a suggested course sequence for this program; courses offerings and availability are not guaranteed. Students should consult their academic advisor with any questions.

Choral Conducting Program Sequence

Year One

Semester One

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MTH - Music Theory</td>
<td>3</td>
</tr>
<tr>
<td>CHO 612</td>
<td>1</td>
</tr>
<tr>
<td>VOI - Concentration Elective</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>7</strong></td>
</tr>
</tbody>
</table>

Semester Two

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHO 541</td>
<td>3</td>
</tr>
<tr>
<td>MHL - Music History</td>
<td>3</td>
</tr>
<tr>
<td>CHO 612</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>7</strong></td>
</tr>
</tbody>
</table>

Year Two

Semester Three

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHO 542</td>
<td>3</td>
</tr>
<tr>
<td>Free Elective</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>6</strong></td>
</tr>
</tbody>
</table>

Semester Four

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHO 543</td>
<td>3</td>
</tr>
<tr>
<td>VOI 697</td>
<td>2</td>
</tr>
<tr>
<td>AIM 691</td>
<td>2</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>7</strong></td>
</tr>
</tbody>
</table>

M.M. IN PERFORMANCE - INSTRUMENTAL CONCENTRATION

College of Arts and Humanities

Curriculum

Select 9 semester hours in individual lessons at the advanced level (XXX 541-43) 9
AIM 697 Recital Instrumental 2
AES 511 Chamber Recital 2
Select 5-6 concentration semester hours (selected from AIC 512, and courses with ALC prefix) 5-6
Select 3 semester hours in music history 3
Select 3 semester hours in music theory 3
Select 6-7 semester hours of free electives 6-7
Completion of a comprehensive exit examination

Total Credits Required 30-32

Sample Course Plan
To track their individual degree progress, students are advised to access their Degree Progress Report (DPR) via my WCU and consult their Graduate Coordinator. For more information, visit wcupa.edu/DegreeProgressReport.

M.M. IN PERFORMANCE - KEYBOARD CONCENTRATION (PIANO, HARPSCORD, OR ORGAN)

College of Arts and Humanities

Curriculum

Select 3 semester hours of music history 3
Select 3 semester hours of music theory 3
Select 9 semester hours in individual lessons at the advanced level (HAR/ORG/PIA 541-43) 9
Select 6 semester hours in keyboard literature (PIA 623-627) or organ literature (ORG 551-552) 6
Select 3 semester hours of concentration electives from the following: 3
KEN 546 Piano Ensemble
MAK 558 Master Class Keyboard
ORG 561 Accompanying (Organ)
PIA 572 Accompanying I (Vocal)
PIA 573 Accompanying II (Instrumental)
PIA 582 Perspectives in Pedagogy II
PIA 583 Perspectives in Pedagogy III
Select 3-4 semester hours of free electives 3-4
Select 2 semester hours of recital 2
HAR 697 Harpsichord Recital
ORG 697 Recital (Organ)
PIA 697 Recital

Completion of a comprehensive exit examination

Total Credits Required 30

Sample Course Plan
To track their individual degree progress, students are advised to access their Degree Progress Report (DPR) via my WCU and consult their Graduate Coordinator. For more information, visit wcupa.edu/DegreeProgressReport.

M.M. IN PERFORMANCE - VOICE CONCENTRATION

College of Arts and Humanities

Curriculum

Select 3 semester hours in music history 3
Select 3 semester hours in music theory 3
Select 9 semester hours in individual lessons at the advanced level : 9
VOI 541 Advanced Voice Private Lesson
VOI 542 Advanced Voice Private Lesson
VOI 543 Advanced Voice Private Lessons
VOI 697 Recital 2
VOC 524 Musico-Dramatic Productions 3
Select 4-6 semester hours from the following: 4-6
VOC 511 Master Class Voice: Baroque Period
VOC 512 Master Class Voice: German Lied
VOC 513 Master Class Voice: French Melodie
VOC 514 Master Class Voice: 20th Century Art Song
VOC 516 French-German Diction
VOC 526 Choral Literature
VOC 529 Vocal Literature
VOC 591 Vocal Pedagogy
MHL 654 History of Opera
Select 4-6 semester hours of free electives 4-6
Completion of a comprehensive exit examination

Total Credits Required 30

**Sample Course Plan**
To track their individual degree progress, students are advised to access their Degree Progress Report (DPR) via my WCU and consult their Graduate Coordinator. For more information, visit wcupa.edu/DegreeProgressReport.

**M.M. IN PIANO PEDAGOGY**
College of Arts and Humanities

**Curriculum**

**Cognate requirements**
- Music history 3
- Music theory 3

**Concentration requirements**

**Lessons**
- PIA 578 Piano Pedagogy Private Lesson 2
- PIA 579 Piano Pedagogy Private Lesson (Including Recital) 2
- PIA 588 Advanced Lessons 2
- PIA 589 Advanced Lessons 2

**Pedagogy**
- PIA 580 Perspectives in Pedagogy IV 3
- PIA 581 Perspectives in Pedagogy I 3
- PIA 582 Perspectives in Pedagogy II 3
- PIA 583 Perspectives in Pedagogy III 3
- PIA 631 Performance Practicum 1

**Concentration electives**
- PIA 623 Baroque Keyboard Literature 3
- PIA 624 Classical Piano Literature 3
- PIA 625 Romantic Piano Literature 3
- PIA 626 20TH Century Piano Literature 3

**Recital component**
- PIA 695 Recital (Piano Pedagogy) 1

**Comprehensive exit exam**

Total Credits Required 33

Comprehensive exit examination is required to be completed in the final semester, no later than the end of Finals week.

**CERTIFICATE IN PIANO PEDAGOGY**
College of Arts and Humanities

**Required Courses**
- PIA 580 Perspectives in Pedagogy IV 3
- PIA 581 Perspectives in Pedagogy I 3
- PIA 582 Perspectives in Pedagogy II 3
- PIA 583 Perspectives in Pedagogy III 3

**Area of concentration**
- PIA 511 Piano Major Private Lesson 1
- PIA 512 Piano Major Private Lesson 1

**Performance**
- PIA 631 Performance Practicum 1

**Comprehensive exam**

Total Credits Required 15

**DEPARTMENT OF ART + DESIGN**
College of Arts and Humanities

E.O. Bull Center for the Arts
West Chester University
West Chester, PA 19383
610-436-2871
Department of Art + Design (http://www.wcupa.edu/artDesign)
Peggy Schiff Hill (mhill@wcupa.edu), Chairperson

The Department of Art offers, on a limited basis, graduate courses in art to graduate students from other areas.

**Faculty**

**Professors**
- Virginia M. Da Costa (vdacosta@wcupa.edu) (1998)
  B.A., State University of New York at Albany; M.A., California State University at Long Beach; Ph.D., University of California, Santa Barbara
- Margaret Schiff Hill (mhill@wcupa.edu) (1990)
  Chairperson, Art + Design
  B.F.A., Kutztown University; M.F.A., Syracuse University

**Associate Professors**
- Henry Loustau (hloustau@wcupa.edu) (1995)
  B.A., Dartmouth College; M.F.A. University of Illinois at Urbana-Champaign
Nancy J. Rumfield (nrumfield@wcupa.edu) (1986)
B.F.A., Moore College of Art; M.S., West Chester University; Ph.D.,
Nova Southeastern University
Heather Sharpe (hsharpe@wcupa.edu) (2008)
B.A., California State University; M.A., Ph.D., Indiana University
Kate Stewart (sstewart@wcupa.edu) (2011)
B.A., Dickinson College; M.F.A., University of Pennsylvania
Sally Van Orden (svanorden@wcupa.edu) (2006)
B.B.A., Texas A&M University; M.F.A., Texas Tech University

Assistant Professors
Kristopher Benedict (kbenedict@wcupa.edu) (2014)
B.A., The Cooper Union for the Advancement of Science and Art;
M.F.A., Columbia University
David P. Jones (djones2@wcupa.edu) (2014)
B.A., M.F.A., Temple University
Erica Zoe Loustau (eloustau@wcupa.edu) (2012)
B.A., Dartmouth College; M.F.A., University of Illinois at Urbana-
Champaign
Larry Will (lwill@wcupa.edu) (2006)
B.F.A., California State University at Long Beach

Instructor
Jeremy Holmes (jholmes@wcupa.edu) (2016)
B.S. Philadelphia University; M.F.A. Temple University, Tyler School of Art

Courses

**ARH**

**ARH 500. Art Seminar. 3 Credits.**
Special topics to be announced for studio and art history. Offered periodically as appropriate.
Consent: Permission of the Department required to add.

**ART**

**ART 520. Painting: Independent Projects. 3 Credits.**
Individualized instruction at an advanced level. Development of professional, personal, and
imaginative statements leading to formation of the student's pictorial identity.

**ART 533. Ceramics: Studio Problems. 3 Credits.**
Individual projects involving the total or specialized areas of the ceramic process. Practical
experience through helping to maintain the ceramic complex.

**ART 534. Ceramics: Independent Projects. 3 Credits.**
Contact department for more information about this course.
Repeatable for Credit.

**ART 554. Advanced Still photography. 3 Credits.**
Lecture and laboratory experiences in large format, and electronic visual production.
Pre / Co requisites: ART 554 requires prerequisites of ART 552 and ART 553.

**ART 590. Independent Study. 1-3 Credits.**
Contact department for more information about this course.

**ART 999. Transfer Credits (Graduate). 3-9 Credits.**
Transfer credit.

**DEPARTMENT OF BIOLOGY**

**College of the Sciences and Mathematics**

175 Schmucker Science Center North
West Chester University
West Chester, PA 19383
610-436-2538
Department of Biology (http://www.wcupa.edu/biology)
Dr. Casotti (gcasotti@wcupa.edu), Chairperson
Dr. Auld (jauld@wcupa.edu), Assistant Chairperson
Dr. Fan, (xfan@wcupa.edu) Graduate Coordinator

---

**Programs**

**Master’s Program in Biology**
- M.S. in Biology (p. 97)

**Admissions**

All applicants to one of West Chester University’s graduate programs will be held to the graduate admissions requirements (p. 10). When applicable, additional requirements for admission into specific department program(s) may be listed below.

Appslicants must meet the general requirements for admission to degree study at West Chester University. Applicants must submit two letters of recommendation as part of their application to graduate study. Applicants must include a one-page written statement that outlines their reasons for pursuing graduate study in biology and the specific area of biology in which they are interested. Applicants must fill out a supplemental application for graduate study in biology by the end of their first semester of study, available from the biology coordinator, in which they identify their preferred adviser and indicate whether they intend to pursue the thesis or nonthesis option, and whether they intend to be a full-time or part-time student.

Minimum academic prerequisites for admission include two semesters of general chemistry, two semesters of organic chemistry, one semester of physics, one semester of calculus, one course in statistics, one course in statistics, and 17 semester credits of course work in the biological sciences. Because of space and personnel limitations, admission of academically qualified applicants is contingent upon the availability of laboratory space, the adviser whom they identify, and the appropriateness of the student's background to the chosen area of concentration.

The M.S. in biology may be completed under either the thesis or nonthesis option. Switching between the two options is possible early in the program, but will require the student to organize a new advisory committee, take additional courses, and spend additional time completing the program.

The supplemental application form will not be required to be admitted into the graduate program. Instead, students (thesis and nonthesis) will have until the end of their first semester to choose an adviser and a committee. Continued enrollment in the program is contingent upon the student finding a faculty member who is willing to act as his or her adviser.

**Deadline Dates for Applications**

For all students wishing to be considered for graduate assistantships, the deadlines are as follows:
- April 15 for the fall semester
- October 15 for the spring semester

Students who do not wish an assistantship can apply throughout the year to enter the program.

**Policies**

All students in graduate programs are held to the academic policies and procedures (http://catalog.wcupa.edu/graduate/academic-policies-procedures) outlined in the graduate catalog. When applicable, additional policies for specific department programs(s) may be listed below.

**Additional Policies**

**General Information and Restrictions on Electives**

With the prior consent of his or her advising committee, a thesis student may take a maximum of six semester hours at the graduate level in allied disciplines, and a maximum of six biology semester hours at the 400 level. A nonthesis student may take a maximum of nine semester hours at the graduate level in allied disciplines, and a maximum of six
b) Biology semester hours at the 400 level, where no 500-level component is available.

With the consent of his or her advising committee, any student also may transfer in six semester hours of graduate-level work from another university.

BIO 593 may not be counted towards the 30 semester hours required for graduation in the thesis option.

BIO 609, BIO 593, and BIO 610 may not be counted towards the 36 semester hours required for graduation in the nonthesis option.

**Undergraduate Courses for Graduate Credit**

The following courses are senior-level undergraduate courses that are acceptable for graduate students. Graduate students should expect to be graded by the same standards as the undergraduate students. Selection of these courses must be done with the approval of the student's adviser. (Maximum six credits for both thesis and nonthesis students)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Semester Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 412</td>
<td>Organic Evolution</td>
<td>3</td>
</tr>
<tr>
<td>BIO 414</td>
<td>Applied and Industrial Microbiology</td>
<td>3</td>
</tr>
<tr>
<td>BIO 421</td>
<td>Cellular and Molecular Biology</td>
<td>4</td>
</tr>
<tr>
<td>BIO 428</td>
<td>Animal Histology</td>
<td>3</td>
</tr>
<tr>
<td>BIO 435</td>
<td>Course Topics in Biology</td>
<td>1-3</td>
</tr>
<tr>
<td>BIO 436</td>
<td>Course Topics in Biology</td>
<td>1-3</td>
</tr>
<tr>
<td>BIO 437</td>
<td>Course Topics in Biology</td>
<td>1-3</td>
</tr>
<tr>
<td>BIO 448</td>
<td>Animal Development</td>
<td>4</td>
</tr>
<tr>
<td>BIO 440</td>
<td>Human Genetics</td>
<td>3</td>
</tr>
<tr>
<td>BIO 443</td>
<td>Introduction to Gene Expression Methodology</td>
<td>3</td>
</tr>
<tr>
<td>BIO 452</td>
<td>Parasitology</td>
<td>3</td>
</tr>
<tr>
<td>BIO 453</td>
<td>Marine Mammals</td>
<td>3</td>
</tr>
<tr>
<td>BIO 454</td>
<td>Mycology</td>
<td>3</td>
</tr>
<tr>
<td>BIO 456</td>
<td>Virology</td>
<td>3</td>
</tr>
<tr>
<td>BIO 457</td>
<td>Functional Animal Morphology</td>
<td>3</td>
</tr>
<tr>
<td>BIO 468</td>
<td>Comparative Vertebrate Physiology</td>
<td>4</td>
</tr>
<tr>
<td>BIO 473</td>
<td>Conservation Biology</td>
<td>3</td>
</tr>
<tr>
<td>BIO 474</td>
<td>Microbial Ecology</td>
<td>4</td>
</tr>
<tr>
<td>BIO 478</td>
<td>Plant Evolution</td>
<td>3</td>
</tr>
<tr>
<td>BIO 485</td>
<td>Systematic Botany</td>
<td>3</td>
</tr>
</tbody>
</table>

**Faculty**

**Professors**

Sharon Began (sbegan@wcupa.edu) (1992)
B.S., Kutztown University; M.S., East Tennessee State University; Ph.D., Southern Illinois University at Carbondale

John T. Beneski (jbeneski@wcupa.edu) (1986)
A.A., Southwestern College; B.A., M.A., Humboldt State University; Ph.D., Washington State University

Giovanni Casotti (gcasotti@wcupa.edu) (1996)
Chairperson, Biology
B.S. Murdoch University (Australia); Hons Murdoch University; PhD Murdoch University

Frank E. Fish (ffish@wcupa.edu) (1980)
B.A., State University of New York at Oswego; M.S., Ph.D., Michigan State University

Gustave N. Mbuy (gmbuy@wcupa.edu) (1985)
B.A., University of California; M.M., Ph.D., University of Cincinnati

Oné R. Pagan (opagan@wcupa.edu) (2005)
B.S., M.S., University of Puerto Rico; Ph.D., Cornell University

Harry Tiebout (htiebout@wcupa.edu) (1992)
B.A., University of Illinois; Ph.D., University of Florida

Gregory Turner (gturner@wcupa.edu) (2004)
B.S., Virginia Commonwealth University; M.A., Hunter College; M.Ed., Columbia University; Ph.D., Fordham University

Jack Waber (jwaber@wcupa.edu) (1973)
Dean
B.A., Hope College (Mich.); Ph.D., University of Hawaii

**Associate Professors**

Stefanie Anne Boettger (sboettger@wcupa.edu) (2008)
B.S., Aberdeen University (Scotland); Ph.D., University of Alabama at Birmingham

Xin Fan (xfan@wcupa.edu) (2006)
Graduate Coordinator, Biology
B.S., Jiangxi College of Medicine; M.S., Kunming Medical College; Ph.D., University of Pennsylvania

Jessica Schedlbauer (jschedlbau@wcupa.edu) (2010)
B.A., Hartwick College; M.S., University of Maine; Ph.D., University of Idaho/Centro Agronomico Tropical de Investigacion y Ensenanza

**Assistant Professors**

Josh R. Auld (jauld@wcupa.edu) (2011)
Assistant Chairperson, Biology
B.S., Duquesne University; Ph.D., University of Pittsburgh

Teresita Fonseca-Reiner (tdonze@wcupa.edu) (2016)
B.S., University of Nebraska; Ph.D., Molecular Biology and Microbiology University of Nebraska-Lincoln

Erin Gestl (egestl@wcupa.edu) (2007)
B.S., Ph.D., Pennsylvania State University

Judith J. Greenamyer (jgreenamyer@wcupa.edu) (1988)
M.S., University of California; D.V.M., Ohio State University

John M. Pisciotta (jpisciotta@wcupa.edu) (2012)
B.A., Eckerd College; M.S., University of South Florida; Ph.D., Johns Hopkins University

Jessica Sullivan-Brown (jsullivan@wcupa.edu) (2014)
B.S., James Madison University; Ph.D., Princeton University

**Courses**

**BIO**

**BIO 511. Experimental Design and Analysis. 3 Credits.**
An introduction to the design and analysis of biological research. An independently conducted research project is a required part of the course. Lab BIL 511.
Typically offered in Spring.

**BIO 513. Research Techniques in Bio Sci I. 3 Credits.**
An introduction to the theory and application of histological techniques, and light and electron microscopy.
Typically offered in Fall.

**BIO 514. Research Techniques in Bio Sci II. 3 Credits.**
Introduces students to the theory and practical application of selected techniques in biological research, such as radioisotope labeling techniques, spectrophotometry, and various chromatographic procedures.
Typically offered in Spring.

**BIO 515. Res Tech III: Computer App in Bio. 3 Credits.**
Use of computers in biological research and data analysis. Topics include image analysis, modeling, and database access for proposal or presentation preparation.
Typically offered in Fall.

**BIO 531. Molecular Genetics. 3 Credits.**
This course exposes graduate students interested in gene manipulation to up-to-date information in prokaryotic and eukaryotic genetics.
Typically offered in Fall.
BIO 535. Course Topics in Biology I. 3 Credits.
Lecture/seminar course on the latest topics in ecology, evolution, or organismal biology. Specific content varies depending on faculty involved. Offered in rotation with BIO 536 and 537. May be repeated for credit if a different topic is presented. Repeatable for Credit.

BIO 536. Course Topics in Biology II. 3 Credits.
Lecture/seminar course on the latest topics in microbiology, immunology, or molecular genetics. Specific content varies depending on faculty involved. Offered in rotation with BIO 535 and 537. May be repeated for credit if a different topic is presented. Repeatable for Credit.

BIO 537. Course Topics in Biology III. 3 Credits.
Lecture/seminar course on the latest topics in cell biology, physiology, or development. Specific content varies depending on faculty involved. Offered in rotation with BIO 535 and 536. May be repeated for credit if a different topic is presented. Repeatable for Credit.

BIO 540. Design, Analysis & Adapt Concept Sci I. 3 Credits.
The pragmatic application of advanced biological content in secondary science lesson design, implementation, and assessment with respect to contemporary science education curriculum standards.

BIO 541. Design, Analysis & Adapt Concept Sci II. 3 Credits.
Lecture/seminar course on the latest topics in microbiology, immunology, or molecular genetics. Specific content varies depending on faculty involved.

BIO 564. Microbial Physiology. 3 Credits.
LEC (2), LAB (4)
Physiology and biochemical variations are studied in the prokaryotes and lower eukaryotes. Lab BIL 564. Typically offered in Spring.

BIO 565. Immunology. 4 Credits.
LEC (3), LAB (3)
Immunoglobin structure and function, nature of antigens, cell-mediated immunity, hypersensitivity, regulation of immunity, and immunological diseases. Laboratory experience in immunological techniques. Lab BIL 565. Typically offered in Fall.

BIO 566. Plant Physiology and Biochemistry. 3 Credits.
LEC (2), LAB (3)
Plant-cell physiology, including respiration, photosynthesis, enzyme catalysis, auxins, and membrane phenomena. Lab BIL 566. Typically offered in Spring.

BIO 567. Endocrinology. 3 Credits.
An integrative look at the physiology of the mammalian endocrine system in the regulation and maintenance of homeostasis. The pathology associated with hormone imbalance will be included. Typically offered in Fall.

BIO 570. Population Biology. 3 Credits.
LEC (2), LAB (3)
a quantitative second course in ecology, emphasizing distributional patterns and fluctuations in abundance of natural populations. Lab BIL 570. Typically offered in Fall.

BIO 571. Wetlands. 3 Credits.
LEC (2), LAB (3)
a course designed to provide practical experience in wetlands classification, delineation, regulation, management, and mitigation practices. The abiotic and biotic characteristics of inland and coastal wetlands are emphasized. Lab BIL 571. Typically offered in Summer.

BIO 575. Plant Communities. 3 Credits.
LEC (2), LAB (3)
a survey of ecological, morphological, and physiological strategies of plants from seed through adult stages. The integration of these strategies to explain the major plant communities of North America will be covered. Lab BIL 575. Typically offered in Fall.

BIO 576. Freshwater Ecology. 3 Credits.
LEC (2), LAB (3)
The environmental and biological characteristics of freshwater. Emphasis is placed on field methods, water quality evaluation based on the interpretation of comprehensive datasets, and management strategies for lakes, ponds and streams. Lab BIL 576. Typically offered in Fall.

BIO 580. Light Microscopy and the Living Cell. 3 Credits.
Theory and practical techniques of all types of light microscopy and their uses in investigating living cells. Also includes techniques such as microinjection, cell electrophysiology, and others. Strong emphasis on 'hands-on' work with equipment. Typically offered in Spring.

BIO 584. Epidemiology. 3 Credits.
a general study of the epidemiology of both infectious and environmentally related health problems. Methods of interviewing and data collecting also are included. Typically offered in Fall.

BIO 590. Directed Study in Biology. 3 Credits.
In depth study of the literature of a specific topic in biology, under the direction of a faculty member of the Biology Department. Students will read, analyze, discuss, and summarize relevant peer reviewed journal articles. Field or laboratory work may be part of the course, but no research project is to be required. Consent: Permission of the Department required to add.

BIO 591. Directed Research I. 1-3 Credits.
to be taken when the student begins his/her nonthesis research. Includes a comprehensive literature search and/or development of specialized techniques. This course should culminate in the acceptance of the nonthesis proposal by an appropriate committee of faculty and is required for degree candidacy.

BIO 593. Directed Research II. 1-3 Credits.
a continuation of the research proposed and initiated in BIO 591. To be taken for credit only with the approval of the graduate coordinator. (Does not count towards 30 credits required for graduation.)

BIO 608. Thesis Research I. 3 Credits.
to be taken when the student begins his/her thesis research. Includes a comprehensive literature search and development of specialized techniques. This course should culminate in the acceptance of the thesis proposal by an appropriate committee of faculty and is required for degree candidacy.

BIO 609. Thesis Research II. 1-3 Credits.
a continuation of the research proposed and initiated in BIO 591. To be taken for credit only with the approval of the graduate coordinator. (Does not count towards 30 credits required for graduation.)

BIO 610. Thesis. 3 Credits.
Contact department for more information about this course.

BIO 999. Transfer Credits (Graduate). 3-9 Credits.
Transfer Credits.

M.S. IN BIOLOGY

College of the Sciences and Mathematics

Curriculum

Thesis Option

Required Core
BIO 608 Thesis Research I 3
BIO 609 Thesis Research II 3
BIO 610 Thesis 3

Research Methods Core
Select two of the following: 6
BIO 511 Experimental Design and Analysis
BIO 513 Research Techniques in Bio Sci I
BIO 514 Research Techniques in Bio Sci II
BIO 515 Res Tech III: Computer App in Bio

Concentration Courses
Select two of the following: 6
College of Business and Public Management

Graduate Center
1160 McDermott Drive
West Chester University
West Chester, PA 19383
Phone: 610-436-2608
Fax: 610-436-2439
Master of Business Administration Program (http://www.wcupa.edu/mba)
Professor Halsey (bhalsey@wcupa.edu), M.B.A. Director

Program of Study
West Chester University offers an M.B.A. program which is:

- Designed for professional growth and career advancement
- Multidisciplinary
- Relevant for today's changing business climate
- Innovative, convenient, and an exceptional educational value

Students have full access to all University resources.

The University’s M.B.A. program seeks motivated individuals with diverse backgrounds who have demonstrated quality performance as an undergraduate.

The West Chester University M.B.A. program is accredited by AACSB International – The Association to Advance Collegiate Schools of Business, an international accrediting agency for quality business management programs.

Evening M.B.A.

The evening M.B.A. program is designed for a wide range of participants who share a desire for professional growth and career advancement. Students have diverse backgrounds representing a wide variety of baccalaureate degrees, work experiences, and career goals. The evening M.B.A. is a hybrid learning program that uses a combination of in-class and online meetings. Classes meet for seven weeks.

Online M.B.A.

The M.B.A. program offers an online option for students seeking to complete their degree through distance education. The online M.B.A. follows the same curriculum and term structure as the evening M.B.A. program. Online M.B.A. courses are primarily taught asynchronously with students being required to meet certain learning, assessment, and other requirements within a stated time period. However, certain elements of some courses may require that students be accessible online at a specific date and time. Additionally, some courses may require students to submit to proctored assessments.

Students are permitted to take courses in both the evening and the online options. However, preference for course enrollment is given to students who have indicated they are pursuing their M.B.A. through a specific option.

Programs

Master of Business Administration

- M.B.A. Master of Business Administration (p. 103)

Certificates

- Entrepreneurship Certificate (p. 103)
- Project Management Certificate (p. 103)
- Business Analytics Certificate (p. 103)
- Graduate Business Certificate (p. 104) (no longer accepting new students)
Admissions
All applicants to one of West Chester University's graduate programs will be held to the graduate admissions requirements (p. 10). When applicable, additional requirements for admission into specific department program(s) may be listed below.

Master of Business Administration Requirements
Admission Requirements
Students with a bachelor's degree from an accredited college or university in the United States or with equivalent preparation acquired in another country are eligible to apply for admission to a graduate program. Evaluation for admission to the M.B.A. program is based on the following requirements.

General Admission:
Successful applicants meet the following criteria:
1. Hold a bachelor's degree or above in any major/field from an accredited institution;
2. Earn a GMAT minimum overall score (or GRE equivalent) of 460 or above within 5 years prior to the date of application. GMAT/GRE waivers are granted at the discretion of the MBA Director. GMAT/GRE waivers are granted at the discretion of the MBA Director by prior coursework with a C grade or above in the Prerequisite Knowledge areas, by third party certifications, or by experience.
3. Earn an admissions score ((Cumulative GPA from highest degree earned x 200) + GMAT Score) of 1100 or above; and
4. Prove competency in the Prerequisite Knowledge Areas of Accounting, Economics, Finance, Marketing, Management, and Quantitative Business Analysis. Competency is demonstrated at the discretion of the MBA Director by prior coursework with a C grade or above in the Prerequisite Knowledge areas, by third party certifications, or by experience.

Provisional Admission:
Provisional admission is in certain cases available to applicants who have a strong business background (either coursework or experience) but either do not meet the admissions score for full admission, or to applicants who have, at the discretion of the MBA Director after reviewing the totality of the applicant's file, substantially, but not fully met the Prerequisite Knowledge Area requirements. Provisionally admitted students meet the following criteria before full admission:
1. Hold a bachelor's degree or above in any major/field from an accredited institution
2. Earn a GMAT minimum overall score (or GRE equivalent) of 460 or above within 5 years prior to the date of application. GMAT/GRE waivers are granted at the discretion of the MBA Director by prior coursework with a C grade or above in the Prerequisite Knowledge areas, by third party certifications, or by experience.
3. Earn an admissions score ((Cumulative GPA from highest degree earned x 200) + GMAT Score) of 1000 or above; and
4. Prove competency in the Prerequisite Knowledge Areas of Accounting, Economics, Finance, Marketing, Management, and Quantitative Business Analysis. Competency is demonstrated at the discretion of the MBA Director by prior coursework with a C grade or above in the Prerequisite Knowledge areas, by third party certifications, or by experience
5. Complete up to 3 MBA courses with a cumulative 3.0 GPA within 1 year of provisional admission. The courses are determined by the MBA Director based on the applicant's background
6. Prepare an essay on career plans; a current resume; and two letters of recommendation. Registration for M.B.A. courses must be approved by the M.B.A. director.

Entrepreneurship Certificate Requirements
Admission Requirements
Students must demonstrate that they meet knowledge requirements for the Prerequisite Knowledge Areas (can be waived with related undergraduate college courses with a B or better grade; or prove competency in prerequisite-related subject matter areas):
1. Accounting (ACC)
2. Economics (ECO)
3. Finance (FIN)
4. Law (LAW)
5. Marketing (MKT)
6. Management (MG)
7. Quantitative Business Analysis (QBA)
8. Mathematics (MAT)

Students with a bachelor's degree from an accredited college or university in the United States or with equivalent preparation acquired in another country are eligible to apply for admission to the Entrepreneurship Certificate. The Entrepreneurship Certificate Admission Test (GMAT) is not required for the graduate business certificate.

Application Requirements
Applicants must submit a goals statement and all official transcripts.

Project Management Certificate Requirements
Admission Requirements
Students must demonstrate that they meet knowledge requirements for the Core Prerequisite Knowledge Areas (can be waived with related undergraduate college courses with a B or better grade; or prove competency in prerequisite-related subject matter areas):
1. Accounting (ACC)
2. Economics (ECO)
3. Finance (FIN)
4. Law (LAW)
5. Marketing (MKT)
6. Management (MG)
7. Quantitative Business Analysis (QBA)
8. Mathematics (MAT)

These Core Prerequisite Knowledge Areas mirror those of the proposed MBA program.

Students with a bachelor's degree from an accredited college or university in the United States or with equivalent preparation acquired in another country are eligible to apply for admission to the Project Management Certificate.

Policies
All students in graduate programs are held to the academic policies and procedures (http://catalog.wcupa.edu/graduate/academic-policies-procedures) outlined in the graduate catalog. When applicable, additional policies for specific department programs(s) may be listed below.

Master of Business Administration Policies
Orientation Requirement
Admitted students must attend an on-site Orientation Program. An exception to attendance at the Orientation Program will be considered at the MBA Director's discretion for students who are self-identified as completing the program 100% online, or in limited circumstances
for students who are matriculated MBA students under the pre 2015-2016 curriculum that elect to complete their degree under the new curriculum.

Degree Candidacy

For degree candidacy approval, students must maintain a minimum cumulative grade point average (GPA) of 3.0 in all M.B.A. courses, be fully matriculated, and have completed all Core Prerequisite Knowledge courses.

Graduation Requirement

Students must maintain a minimum cumulative GPA of 3.0 in all M.B.A. courses and a 3.0 GPA in concentration courses.

Entrepreneurship Certificate

Students may take up to two courses without matriculating (per WCU policy). Matriculation must occur in the graduate certificate and/or MBA (if enrolled concurrently) before their third course. MBA students must declare for the Entrepreneurship Certificate while matriculated. Entrepreneurship Certificate students may continue on for MBA if they meet MBA admission requirements.

Project Management Certificate

Students may take up to two courses without matriculating (per WCU policy). Matriculation must occur in the graduate certificate and/or MBA (if enrolled concurrently) before their third course. MBA students must declare for the Project Management Certificate while matriculated. Project Management Certificate students may continue on for MBA if they meet MBA admission requirements.

Faculty

Accounting Faculty

Professors

Anthony Cataldo (acataldo@wcupa.edu) (2007)
B.S., B.A., M.Acc., University of Arizona; Ph.D., Virginia Polytechnic Institute and State University

Robert P. Derstine (rderstine@wcupa.edu) (2013)
B.S.B.A., M.B.A., Drexel University; Ph.D., State University of New York at Buffalo

Lori Fuller (lfuller2@wcupa.edu) (2009)
Accounting

B.B.A., University of Oklahoma; Ph.D., Arizona State University

Brian Halsey (bhalsey@wcupa.edu) (2010)
Director, M.B.A. Program

B.A., Shippensburg University; J.D., Widener University School of Law; LL.M., Villanova University School of Law

Peter Oehlerls (poehlerls@wcupa.edu) (2004)
B.S., Rowan University; M.B.A., Drexel University; D.B.A., Louisiana Tech University

Sandra M. Tomkowicz (stomkowicz@wcupa.edu) (1993)
Director, Pre-Law Program

B.S., La Salle University; J.D., University of Pennsylvania

Associate Professors

Richard Barndt (rbarndt@wcupa.edu) (2010)
Chairperson, Accounting

B.S., M.B.A., La Salle University

Kevin E. Flynn (kflynn@wcupa.edu) (1998)
B.S. Miami University of Ohio; M.S., Drexel University; Ph.D., Drexel University

Economics & Finance Faculty

Professors

Thomas Andrews (tandrews@wcupa.edu) (1997)
B.S., West Chester University; M.A., Ph.D., Temple University

Orhan Kara (okara@wcupa.edu) (2003)
Chairperson, Economics and Finance

B.A., University of Ankara; M.S., Ph.D., University of Wisconsin - Madison; Ph.D., University of Wisconsin - Milwaukee

Associate Professors

Simon Condiffe (scondiffe@wcupa.edu) (2008)
B.A., University of Humberside, England; M.S., Ph.D., University of Delaware

David J. Doorn (ddoorn@wcupa.edu) (2012)
B.A., University of Wisconsin-Milwaukee; Ph.D., North Carolina State University

Huimin (amy) Li (hli@wcupa.edu) (2004)
Assistant Chairperson, Economics and Finance

B.E., M.A., Xi’an Jiaotong University (China); Ph.D., Drexel University

Thomas W. Tolin (ttolin@wcupa.edu) (1992)
B.A., University of Southwestern Louisiana; Ph.D., University of Houston

Bahar Ulupinar (bulupinar@wcupa.edu) (2010)
B.A., Ege University (Turkey); Ph.D., Louisiana State University

Dazhi Zheng (dzheng@wcupa.edu) (2010)
B.S., Tsinghua University (China); M.S., University of Cincinnati; M.S., University of Illinois at Urbana-Champaign; Ph.D., Drexel University

Lei Zhu (lizhu@wcupa.edu) (2006)
B.E., M.S., Hohai University; Ph.D., Drexel University

Assistant Professors

Gerald Abdesaken (gabdesaken@wcupa.edu) (2013)
B.S., Pennsylvania State University; M.A., Berlin School of Economics; Ph.D., Bocconi University

Ebru Isgin (eisgin@wcupa.edu) (2012)
B.A., Bogazici University, Istanbul; M.A., Ph.D., Rutgers University

Kyle Kelly (kkelly2@wcupa.edu) (2016)
BA Bloomsburg University; MA Binghamton University; PhD Binghamton University

Taeck-Yul Kim (tkim@wcupa.edu) (2014)
B.A., Kyung Hee University; M.S., University of Illinois; Ph.D., Drexel University

Michael Malcolm (mmalcolm@wcupa.edu) (2013)
B.A., Bucknell University; M.S., University of Wisconsin-Madison

Marek R. Marciniak (mmarciniak@wcupa.edu) (2013)
M.A., M.B.A., Eastern Illinois University; Ph.D., Florida Atlantic University

Thomas O. Miller (tmiller@wcupa.edu) (2011)
B.S., M.B.A., Villanova University; Ph.D., Pennsylvania State University

Instructors

Phyllis A. Belak (pbelak@wcupa.edu) (2013)
B.S., West Chester University of Pennsylvania; M.B.A., Drexel University

Glenn S. Soltis (gsoltis@wcupa.edu) (2013)
B.S., Villanova University; M.B.A., Drexel University

Associate Professors
Management Faculty

Professors
Gerard A. Callanan (gcullanan@wcupa.edu) (2001)
B.A., Temple University; M.B.A., La Salle University; Ph.D., Drexel University
Monica Zimmerman (mzimmerman@wcupa.edu) (2008)
B.S., Messiah College; M.B.A., Pennsylvania State University; Ph.D., Temple University

Associate Professors
Evan A. Leach (eleach@wcupa.edu) (1993)
Chairperson, Management
B.A., Pennsylvania State University; M.A., West Chester University; M.A., Ph.D., Yale University
Charles H. McGee (cmcgee@wcupa.edu) (1987)
B.A., University of California, Santa Barbara; M.A., University of Southern California; Ph.D., Northwestern Pennsylvania
David Perri (dperri@wcupa.edu) (2005)
B.A., College of the Holy Cross; M.A., Pennsylvania State University
Paul F. Rotenberry (protenberry@wcupa.edu) (2005)
B.A., Widener University; M.A., Ph.D., University of Akron
Xiaowei Zhu (xzhu@wcupa.edu) (2006)
B.S., Beijing Union University; M.A., University of Iowa; Ph.D., University of Wisconsin-Milwaukee

Assistant Professors
Lisa Calvano (lcalvano@wcupa.edu) (2011)
Assistant Chairperson, Management
B.S., Drexel University; M.Sc., London School of Economics; M.B.A., Ph.D., Temple University
Kelly Fisher (kfisher@wcupa.edu) (2014)
B.S., Excelsior College; M.B.A., University of North Florida; Ph.D., Monash University
Guohua Jiang (gjiang@wcupa.edu) (2013)
B.S., Shanghai Jiaotong University; M.S., Nanjing University; Ph.D., Florida Atlantic University
Matthew I. Shea (mshea@wcupa.edu) (2012)
B.A., Connecticut College; M.H.A., M.B.A., University of Pittsburgh; Ph.D., Temple University
Ma Ga (mark) Yang (myang@wcupa.edu) (2013)
B.A., Hankuk University of Foreign Studies; M.B.A., Ph.D., The University of Toledo

Marketing Faculty

Professors
Paul M. Arsenault (parsenault@wcupa.edu) (1998)
M.S., Marietta College; M.B.A., Wake Forest University; Ph.D., Temple University
Paul F. Christ (pchrist@wcupa.edu) (1994)
B.B.A., M.B.A., Temple University; Ph.D., Drexel University
John Gault (jgault@wcupa.edu) (1991)
B.S., U.S. Naval Academy; M.B.A., University of Pennsylvania; Ph.D., Drexel University
Jason Phillips (jphillips@wcupa.edu) (1999)
Chairperson, Marketing
B.S., Pennsylvania State University; M.B.A., Texas A&M University; Ph.D., Pennsylvania State University

Assistant Professor
Shih-Ching Trista Wang (swang@wcupa.edu) (2016)
BS National Cheng-Chi University; MBA National Cheng-Chi University; PhD Temple University

Courses

MBA 500. Financial Reporting and Analysis. 3 Credits.
This course is an Introduction to Financial Accounting - A conceptual approach to recording, financial summarizing, and presentation and evaluation of the financial affairs of a business firm.
Distance education offering may be available.

MBA 501. Business and the Economic Environment. 3 Credits.
This course covers macroeconomic and microeconomic principles by discussing their applications to modern business problems. It discusses firm supply and demand, cost and pricing, market structure and competition, monetary and fiscal policy, and aggregate demand and supply.
Distance education offering may be available.
Typically offered in Fall, Spring & Summer.

MBA 502. Principles of Corporate Finance. 3 Credits.
This course covers the basic principles underlying all financial decision making. The time value of money principle is applied to stock valuation, bond valuation, and capital budgeting. The course also discusses the capital asset pricing model, market efficiency, capital procurement, short-term, capital management, and financial leveraging.
Pre / Co requisites: MBA 502 requires prerequisites of MBA 500 and MBA 501.
Distance education offering may be available.

MBA 503. Managerial Principles and Communication. 3 Credits.
This course is an overview of major principles of management and framework for the analysis of managerial problems with special emphasis on managerial communication in organizations. This course will utilize a multidisciplinary approach to the field utilizing relevant material from psychology, sociology, economics and political science to address the practice of communication and negotiation in organizational settings. This course will examine cognitive, social behavioral and political factors that affect managers' ability to manage and communicate and provide framework to enhance students ability to manage more effectively in organizational settings. On line course - Distance Education.
Distance education offering may be available.

MBA 504. Marketing Management. 3 Credits.
An analytical approach to the study of marketing, focusing on the total environment in which marketing decisions are made. Emphasis is on planning the marketing effort and integrating it into the total operation of an organization; i.e., managing the marketing function. Familiarity with topics covered in a traditional principles of marketing course will be assumed.
Distance education offering may be available.

MBA 601. Strategic Cost Management. 3 Credits.
This is a course in advanced managerial accounting, focusing on accounting methods and techniques useful in making business decisions. Included are measurements of divisional performance, revenue and pricing decisions, product performance, customer performance, and budgeting. Control systems and techniques are examined from a managerial perspective.
Pre / Co requisites: MBA Prerequisite Majors Only.
Distance education offering may be available.
MBA 602. Financial Analysis and Valuation. 3 Credits.
The knowledge of financial principles is advantageous to managers in virtually every discipline in business. This course is designed as an in-depth financial analysis and valuation course to stimulate critical thinking of financial problems of businesses and focus on valuation. The basic aspects of financial analysis and valuation including use of ratios to assess corporate performance, projection of financial statements for both projects and whole companies, estimation of weighted average cost of capital, valuation of assets, projects and companies using discounted cash flow approach are covered. Also special topics, such as international aspect of financial management will be covered. Projects and cases will be used in the course to provide students with hands on experience in the use and application of financial tools and technology, especially Excel. Team building and written communication skills are also important for the group project.
Pre / Co requisites: MBA Prerequisite Majors Only.
Distance education offering may be available.

MBA 603. Global Operations and Supply Chain Management. 3 Credits.
This course utilizes interactive learning methodologies to promote awareness of the operations and supply chain management techniques available for improving the organizational structures which create and deliver value to customers. Through the case approach, students will learn how an operation strategy that is cross-functional and global creates competitive advantage for both manufacturing and service companies. Topics covered include project management, product design, process analysis, electronic commerce, and enterprise resource planning systems. In particular, because of its emerging role in today's corporation, supply chain management will be emphasized.
Pre / Co requisites: MBA Prerequisite Majors Only.
Distance education offering may be available.

MBA 604. Components of Effective Leadership. 3 Credits.
An examination of management theory and its relationship to human resource functions. This course traces the development of management and organization principles and theories, with an emphasis on applying them to human resource issues. This course examines the relationship between the individual and the organization, and topics such as leadership and motivation, attitudes, selection, performance appraisal, and individual and group decision making will be explored.
Pre / Co requisites: MBA Prerequisite Majors Only.
Distance education offering may be available.
Cross listed courses HRM 601, MBA 604.

MBA 605. Business, Society & Environment. 3 Credits.
This course provides an overview of how major trends in the world economy, social issues, political, legal and ethical systems affect business. The student will enhance his/her ability to understand the implications of major social, economic, political, legal and ethical trends in the U.S. and the world; critically examine his/her own position on these issues; critically analyze popular writings on these issues; and appreciate the perspective of others whose circumstances differ from those of the student.
Pre / Co requisites: MBA Prerequisite Majors Only.
Distance education offering may be available.

MBA 606. Innovation and Marketing Strategy. 3 Credits.
This course examines the strategic issues facing organizations as they develop solutions that satisfy customer needs and create customer value. Emphasis is placed on identifying and explaining approaches to creating a marketing environment that encourages creative thinking. Coverage includes the processes and strategies for developing and maintaining customer value, techniques and technologies used to gather and analyze market information, innovative approaches for developing marketing solutions, and other contemporary issues affecting today's marketing decision makers. Topics are investigated using a number of methods including case study, analytical and hands-on exercises, and real-world discussion.
Pre / Co requisites: MBA Prerequisite Majors Only.
Distance education offering may be available.

MBA 610. Law and Ethics in the Business Environment. 3 Credits.
This course is designed to meet the professional needs of managers who have minimal exposure to the law and to enhance their knowledge of the legal and ethical environment of business operations. It examines the framework of the American legal system. The course focuses from a managerial and entrepreneurial perspective on sources of law: including the constitutional, statutory, administrative, and common law principles that define the relationships between government and business; buyers and sellers of goods and services; and employers and employees.
Pre / Co requisites: MBA Prerequisite Majors Only.
Distance education offering may be available.

MBA 611. Entrepreneurship and New Venture Creation. 3 Credits.
This course introduces students to the concept of entrepreneurship and the process of new venture creation. Topics addressed in the course include idea generation, feasibility assessment, industry analysis, market research, funding, financial planning, and marketing, as well as writing and presenting a business plan. Theories and techniques learned in this course will be used to develop a comprehensive entrepreneurship project.
Pre / Co requisites: MBA Prerequisite Majors Only.
Distance education offering may be available.

MBA 612. Entrepreneurship Strategy. 3 Credits.
This course is designed to address managing new and emerging growth companies. It provides students with the tools to identify opportunities, formulate strategy, and implement strategy for new and emerging growth companies. The course examines management challenges commonly encountered at different stages in the life-cycle of new and emerging growth companies including start-up, growth, change of direction, and harvest.
Pre / Co requisites: MBA Prerequisite Majors Only.
Distance education offering may be available.

MBA 613. Globalization and Management. 3 Credits.
Examination of the problems of management, marketing, and finance when developing and engaging in international business. Attention to the formulation of alternative strategies for developing international business enterprises, the impact and consequences of implementing various alternative strategies for traditional business functions, problems of the multinational firm, and the special challenges of doing business with or in underdeveloped countries.
Pre / Co requisites: MBA Prerequisite Majors Only.
Distance education offering may be available.

MBA 614. International Trade & Finance. 3 Credits.
This course is designed to expose students to the international business environment and enable them to increase their business presence abroad whether it is in manufacturing, finance, or other services. Topics include diversity and cultural differences, foreign exchange markets and exchange rate determination, export/import strategies, foreign direct investment, and multinational accounting and financing.
Pre / Co requisites: MBA Prerequisite Majors Only.
Distance education offering may be available.

MBA 615. The Economics of Healthcare and Analytics. 3 Credits.
This course will apply the tools of economic analysis to the various components of the health care system. Relying on microeconomic principles, this course addresses the behavior of participants (consumers, providers, insurers) in the health care industry. This course addresses some key policy issues that surround the provision of health care, as well as considering different health systems.
Pre / Co requisites: MBA Prerequisite Majors Only.
Distance education offering may be available.

MBA 616. Applications of Project Management. 3 Credits.
This course is a reappraisal and reinforcement of core knowledge areas of project management: project selection, project organization, defining projects, project networks, risk management, resource scheduling, accelerating projects, leadership, team building, outsourcing, and monitoring progress.
Pre / Co requisites: MBA Prerequisite Majors Only.
Distance education offering may be available.

MBA 617. Business Information Systems. 3 Credits.
This course is a blending of theory, case studies, and personal computer applications to the solution of business information problems. Students will gain insight into functional and strategic implications of information resources, technology, and systems.
Pre / Co requisites: MBA Prerequisite Majors Only.
Distance education offering may be available.

MBA 618. Project Quality Management. 3 Credits.
This course examines basic quality concepts and explores the three sub-processes of quality management: quality planning, quality assurance, and quality control as they relate to project management. This course also explains quality tools relevant to the framework and presents them in a logical order of application. Finally, this course offers practical exercises in a management environment that will allow students to experience an application. This course is designed to help students to prepare PMI (Project Management Institute) certifications exams, like CAPM (Certified Associate in Project Management) certification and Project Management Professional (PMP) certification.
Pre / Co requisites: MBA 618 requires a prerequisite of majors only or department consent.
Distance education offering may be available.
Typically offered in Fall & Spring.
MBA 619. Business Analytics. 3 Credits.
Organizations are using analytics strategically to make better decisions and improve customer and shareholder value. Business analytics is the use of data, information technology, statistical analysis, quantitative methods, and mathematical or computer-based models to help managers gain improved insights about their business operations and make better, fact-based decisions. The purpose of this course is to introduce students to the fundamental tools and concepts of business analytics. Students will learn the essential elements of descriptive analytics, predictive analytics, and prescriptive analytics. This basis will allow students to communicate with analytics professionals to effectively use and interpret analytics models and results for making better business decisions.
Pre / Co requisites: MBA 619 requires a prerequisite of majors only or department consent.
Distance education offering may be available.
Typically offered in Spring & Summer.

MBA 620. Business Forecasting. 3 Credits.
This course is designed to prepare business professionals to utilize advanced forecasting tools that are commonly used in industry and in the process deepen their understanding of the role that such forecasting can play in business decision making. Firms continually need to make predictions about future events, including costs, sales, price movements, cash flows, asset values, and even general macroeconomic outcomes that can affect the business environment. Such predictions are regularly used to plan production, allocate resources, set budgets, determine staffing needs, and address many other things of concern to the firm. Making use of a variety of statistical modeling techniques, this course will enable the proper examination of relationships among various pieces of information that a firm has access to and make use of those relationships to project future outcomes for variables of interest. This will include developing the ability to evaluate forecast accuracy through the use of confidence ranges and a variety of statistical tests, as well as learning additional procedures to help increase that accuracy.
Pre / Co requisites: MBA 620 requires a prerequisite of majors only or department consent.
Distance education offering may be available.
Typically offered in Fall, Spring & Summer.

MBA 621. Business Research and Analysis. 3 Credits.
The purpose of this course is to prepare students for the quantitative and research requirements found within the graduate business program. The course reinforces essential business math knowledge while introducing advanced quantitative analysis used in different business disciplines. Additionally, the material covered allows students to conduct, analyze and interpret business research.
Pre / Co requisites: MBA 621 requires majors only.
Distance education offering may be available.
Typically offered in Fall & Spring.

MBA 699. Strategic Management and Planning. 3 Credits.
This course is an in-depth examination of the processes by which business strategies are conceived, formulated, executed, and changed. Specific topics include strategic planning, endogenous and exogenous influences affecting strategic feasibility, analyses, and choices. Comprehensive strategy-oriented cases from a variety of business contexts are used. Consent: Permission of the Department required to add.
Distance education offering may be available.

M.B.A. MASTER OF BUSINESS ADMINISTRATION

College of Business and Public Management

Curriculum

Core-Level Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MBA 601</td>
<td>Strategic Cost Management</td>
<td>3</td>
</tr>
<tr>
<td>MBA 602</td>
<td>Financial Analysis and Valuation</td>
<td>3</td>
</tr>
<tr>
<td>MBA 603</td>
<td>Global Operations and Supply Chain Management</td>
<td>3</td>
</tr>
<tr>
<td>MBA 604</td>
<td>Components of Effective Leadership</td>
<td>3</td>
</tr>
<tr>
<td>MBA 605</td>
<td>Business, Society &amp; Environment</td>
<td>3</td>
</tr>
<tr>
<td>MBA 606</td>
<td>Innovation and Marketing Strategy</td>
<td>3</td>
</tr>
<tr>
<td>MBA 699</td>
<td>Strategic Management and Planning</td>
<td>3</td>
</tr>
</tbody>
</table>

Elective Course

Select 9 credits from the following:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MBA 610</td>
<td>Law and Ethics in the Business Environment</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Minimum Credits Required: 30

Sample Course Plan

To track their individual degree progress, students are advised to access their Degree Progress Report (DPR) via my WCU and consult their Graduate Coordinator. For more information, visit wcupa.edu/DegreeProgressReport.

ENTREPRENEURSHIP CERTIFICATE

College of Business and Public Management

The entrepreneurship certificate consists of the following six M.B.A. courses:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MBA 602</td>
<td>Financial Analysis and Valuation</td>
<td>3</td>
</tr>
<tr>
<td>MBA 604</td>
<td>Components of Effective Leadership</td>
<td>3</td>
</tr>
<tr>
<td>MBA 606</td>
<td>Innovation and Marketing Strategy</td>
<td>3</td>
</tr>
<tr>
<td>MBA 610</td>
<td>Law and Ethics in the Business Environment</td>
<td>3</td>
</tr>
<tr>
<td>MBA 611</td>
<td>Entrepreneurship and New Venture Creation</td>
<td>3</td>
</tr>
<tr>
<td>MBA 612</td>
<td>Entrepreneurship Strategy</td>
<td>3</td>
</tr>
<tr>
<td>MBA 615</td>
<td>The Economics of Healthcare and Analytics</td>
<td>3</td>
</tr>
<tr>
<td>MBA 616</td>
<td>Applications of Project Management</td>
<td>3</td>
</tr>
<tr>
<td>MBA 617</td>
<td>Business Information Systems</td>
<td>3</td>
</tr>
<tr>
<td>MBA 618</td>
<td>Project Quality Management</td>
<td>3</td>
</tr>
<tr>
<td>MBA 619</td>
<td>Business Analytics</td>
<td>3</td>
</tr>
<tr>
<td>MBA 620</td>
<td>Business Forecasting</td>
<td>3</td>
</tr>
<tr>
<td>MBA 621</td>
<td>Business Research and Analysis</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credits Required: 18

Students who successfully complete the graduate business certificate may apply to the M.B.A. program; however, these applicants must still meet the requirements for admission to the M.B.A. Grades from courses in the graduate business certificate may be used to assess students’ previous GPA as part of the M.B.A. admission evaluation.

PROJECT MANAGEMENT CERTIFICATE

College of Business and Public Management

MBA Core-Level Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MBA 601</td>
<td>Strategic Cost Management</td>
<td>3</td>
</tr>
<tr>
<td>MBA 603</td>
<td>Global Operations and Supply Chain Management</td>
<td>3</td>
</tr>
<tr>
<td>MBA 604</td>
<td>Components of Effective Leadership</td>
<td>3</td>
</tr>
</tbody>
</table>

MBA Elective Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MBA 616</td>
<td>Applications of Project Management</td>
<td>3</td>
</tr>
<tr>
<td>MBA 617</td>
<td>Business Information Systems</td>
<td>3</td>
</tr>
<tr>
<td>MBA 618</td>
<td>Project Quality Management</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credits Required: 18

1 Required of all MBA students.

BUSINESS ANALYTICS CERTIFICATE

College of Business and Public Management

Curriculum

Core MBA Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MBA 601</td>
<td>Strategic Cost Management</td>
<td>3</td>
</tr>
<tr>
<td>MBA 602</td>
<td>Financial Analysis and Valuation</td>
<td>3</td>
</tr>
<tr>
<td>MBA 606</td>
<td>Innovation and Marketing Strategy</td>
<td>3</td>
</tr>
</tbody>
</table>

1 Required of all M.B.A students.
**Sample Course Plan**

To track their individual degree progress, students are advised to access their Degree Progress Report (DPR) via myWCU regularly. For more information, visit wcupa.edu/DeegreeProgressReport.

**GRADUATE BUSINESS CERTIFICATE**

*(Note: Currently, this program is no longer accepting new students.)*

The Graduate Business Certificate consists of the following six M.B.A. courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MBA 500</td>
<td>3</td>
</tr>
<tr>
<td>MBA 610</td>
<td>3</td>
</tr>
<tr>
<td>MBA 501</td>
<td>3</td>
</tr>
<tr>
<td>MBA 502</td>
<td>3</td>
</tr>
<tr>
<td>MBA 503</td>
<td>3</td>
</tr>
<tr>
<td>MBA 504</td>
<td>3</td>
</tr>
</tbody>
</table>

**Required Courses**

1. Students must complete all 18 credits in order to obtain the certificate.

Students who successfully complete the certificate program may apply to the MBA program; however, these applicants must still meet the requirements for admission to the MBA program. Grades from courses in the program may be used to assess students’ previous GPA as part of the MBA admission evaluation.

**DEPARTMENT OF CHEMISTRY**

**College of the Sciences and Mathematics**

Room 119 Schmucker Science Center II
West Chester University
West Chester, PA 19383
610-436-2631
Department of Chemistry (http://www.wcupa.edu/chemistry)
Dr. Cichowicz (dcichowicz@wcupa.edu), Chairperson
Dr. Townsend (jtownsend@wcupa.edu), Assistant Chairperson

**Programs of Study**

There are no programs leading to a graduate degree in chemistry.

**Faculty**

**Professors**

Felix E. Goodson (jgoodson@wcupa.edu) (1998)
A.B., Princeton University; Ph.D., University of California, Berkeley
Kurt Kolasinski (kkolasinsk@wcupa.edu) (2006)
B.S., University of Pittsburgh; Ph.D., Stanford University
Michael J. Moran (mmoran@wcupa.edu) (1981)
B.S., St. Joseph’s College; Ph.D., University of Pennsylvania
Timothy K. Starn (tstarn@wcupa.edu) (1996)
B.S., Ph.D., Indiana University
John R. Townsend (jtownsend@wcupa.edu) (1998)
Assistant Chairperson, Chemistry

**Associate Professors**

B.A., University of Delaware; M.S., Ph.D., Cornell University

**Assistant Professors**

Mahruf Azam (mazam@wcupa.edu) (2004)
B.S., Punjab University; M.S., Quaid-e-Azam University; M.S., Ph.D., Seton Hall University
Roger Barth (rbarth@wcupa.edu) (1985)
B.A., La Salle University; M.A., Ph.D., Johns Hopkins University
Melissa Betz Cichowicz (michowicz@wcupa.edu) (1986)
Chairperson, Chemistry
B.S., St. Joseph’s College; Ph.D., University of Maryland
Blaise F. Frost (bfrost@wcupa.edu) (1989)
B.A., Yankton College; M.S., Ph.D., University of South Dakota
Monica Joshi (mjoshi@wcupa.edu) (2010)
B.S., St. Francis Degree College for Women (India); M.S., Osmania University (India); Ph.D., Florida International University
Joel M. Ressner (jressner@wcupa.edu) (1984)
B.S., Lehigh University; M.Sc., University of Sussex; Ph.D., Lehigh University

**Assistant Professors**

David Dehm (ddehm@wcupa.edu) (2016)
B.S., SUNY Oswego; M.S., SUNY Oswego; Ph.D., University of Cincinnati
Jingqiu Hu (jhu@wcupa.edu) (2014)
B.S., M.S., Nanjing University; Ph.D., Boston University
Constantinos Pistas (cpiastos@wcupa.edu) (2015)
B.Sc. Aristotle University of Thessaloniki, Thessaloniki, Greece; M.Sc., Ph.D. National and Kapodistrian University of Athens, Athens, Greece
James R. Pruitt (jpruitt@wcupa.edu) (2011)
B.S., Ph.D., University of California
Mark Shuman (mshuman@wcupa.edu) (2016)
B.S. Georgetown University; PhD University of Pennsylvania

**Courses**

**CHE**

CHE 535. Pharmaceutical Chemistry. 3 Credits.
Through the use of case studies, the student will learn the role of the chemist in drug discovery and development. Specifically, target initiation, competitive surveillance, lead discovery and optimization, counterscreens for selectivity, pharmacokinetics, selection criteria for entering development and synthetic optimization will be elucidated.
Typically offered in Spring.
Cross listed courses CHE 535, PPD 535.

CHE 544. Topics In Physical Chemistry. 3 Credits.
Contact department for more information about this course.
Repeatable for Credit.

CHE 999. Transfer Credits (Graduate). 3-9 Credits.
Transfer credits.

**CRL**

CRL 536. Polymer Chemistry Lab. 2 Credits.
A course designed to introduce the advanced student to the synthesis of polymers and the study of the molecular, physical, and thermal properties of these compounds.
Pre / Co requisites: CRL 536 requires prerequisites of CHE 232 and CRL 232 and co-requisite of CHE 536.

**DEPARTMENT OF COMMUNICATION SCIENCES AND DISORDERS**

*College of Health Sciences*

201 Carter Drive
West Chester University
Programs of Study

The department offers the master of arts degree in speech-language pathology. The student may choose a thesis or non-thesis track. The program is designed to strengthen the knowledge and skill of the practicing speech clinician, to provide the foundation for further graduate study, and to afford an opportunity to complete requirements toward professional certification by the American Speech-Language-Hearing Association. Attainment of the master’s degree does not necessarily guarantee recommendation for certification.

Certification Programs

Candidates for the master of arts in speech-language pathology may be recommended for the Certificate of Clinical Competence in Speech-Language Pathology issued by the American Speech-Language-Hearing Association. Attainment of the master’s degree does not necessarily guarantee recommendation for certification.

Programs

Master’s Program in Communication Sciences and Disorders

- M.A. in Speech-Language Pathology (p. 106)

Admissions

All applicants to one of West Chester University’s graduate programs will be held to the graduate admissions requirements (p. 10). When applicable, additional requirements for admission into specific department program(s) may be listed below.

In addition to meeting the general requirements for admission to a graduate degree program at West Chester University, applicants must do the following:

- Present an undergraduate background of at least 30 semester hours distributed among the following areas of study: psychology, human development, linguistics, statistics, speech and language development, phonetics, speech disorders, language disorders, hearing disorders, basic speech and hearing science, neurology, acoustic phonetics, and 25 hours of supervised clinical observation
- Present undergraduate transcripts showing at least a 3.0 overall grade point average (GPA) in their undergraduate degree program and demonstrate at least a 3.0 GPA in courses in speech-language pathology and audiology
- Demonstrate a reasonable degree of speech and language proficiency which may be measured by a written essay and a personal interview
- Submit Graduate Record Examination scores for purposes of evaluation and guidance
- Submit a log of undergraduate clinical practicum, when available
- Submit two letters of recommendation
- Submit a 500-word essay describing future goals and how West Chester University can help achieve these goals
- Submit the department’s supplemental application form and a structured vita available on the department’s website (http://wcupa.edu/communicationSciencesDisorders)

Policies

All students in graduate programs are held to the academic policies and procedures (http://catalog.wcupa.edu/graduate/academic-policies) outlined in the graduate catalog. When applicable, additional policies for specific department program(s) may be listed below.

Admission to Degree Candidacy

1. The applicant may apply for degree candidacy after having completed SLP 501 and three additional SLP courses. Application must be made before the student has completed 15 semester hours of graduate work required for the degree.
2. During the precandidacy period, the applicant must maintain an overall GPA of 3.0.

Degree Requirements

1. Candidates must meet the general University requirements for the master’s degree, including completion of all required courses, with an overall GPA of 3.0.
2. Candidates must perform satisfactorily on two objective, summative assessments. The first of these is scheduled toward the end of the first year and the second near the end of the second year of study for full-time students. For part-time students these assessments are scheduled midway through the second and third years of study, respectively. Those who fail an assessment may repeat it once within one calendar year. Candidates who chose to write a thesis are required to respond satisfactorily to questions posed by their committee members during an oral defense. Candidates must satisfactorily complete 27 semester hours of graduate clinical practicum and three semester hours of elective coursework chosen under advisement.
3. Graduate students must be in continuous enrollment. Exceptions may be granted by submitting a written request to the graduate coordinator.
4. The M.A. requires the completion of at least 400 clock hours of clinical practicum. A minimum of 325 hours must be completed at the graduate level with a grade of B or better. Graduate students must commit to meeting essential functions described in a document available on the department's website (http://www.wcupa.edu/communicationSciencesDisorders).

Faculty

Professors

Cheryl D Gunter (cgunter@wcupa.edu) (1999)
Chairperson, Communication Sciences and Disorders
B.A., University of Tennessee; M.A., Memphis State; Ph.D., University of Texas - Austin

Mareile A. Koenig (mkoenig@wcupa.edu) (1990)
Graduate Coordinator, Communication Sciences and Disorders
B.S., M.S., Southern Illinois University; Ph.D., University of Illinois

Associate Professors

Elizabeth U Grillo (egrillo@wcupa.edu) (2006)
B.M., Indiana University; M.S., Columbia University’s Teachers College; Ph.D., University of Pittsburgh

Jennifer W. Means (jmeans@wcupa.edu) (2004)
B.S., M.A., West Chester University; S.L.P.D., Nova Southeastern University

Assistant Professors

Supraja Anand (sanand@wcupa.edu) (2014)
B.Sc., M.Sc., All India Institute of Speech and Hearing; Ph.D., University of Florida

Jeanette Benigas (jbenigas@wcupa.edu) (2014)
B.A., University of Toledo; M.A., Eastern Michigan University; Ph.D., Ohio State University
Sojung Kim (skim@wcupa.edu) (2011)
B.A., Sung Kyun Kwan University (South Korea); M.A., Ohio University; Ph.D., Arizona State University

Patricia Swasey Washington (pswasey@wcupa.edu) (2009)
B.A., Rutgers University Douglass College; M.A., William Paterson University; Ph.D., Temple University

Instructor
Judith A. Curtin (jcurtin@wcupa.edu) (2001)
B.S., M.S., Marquette University; Au.D., University of Florida

Courses

SLP

SLP 501. Foundations Of Research In Speech Pathol. 3 Credits.
Introduction to the scientific process and to the interpretation and application of research in the speech sciences. A research project prospectus required.

SLP 511. Child Language Disorders I: 0 To 5 Years. 3 Credits.
Explores disorders of early language acquisition and factors that may place infants and toddlers at risk for normal communication development. Assessment and intervention are examined from the perspective of developmental, behavioral, team-based, and family-centered frameworks.

SLP 512. Child Language Disorders II: School Age - Adolescent. 3 Credits.

SLP 516. Adult Neurogenic Speech and Language Disorders. 3 Credits.
To examine the various causes, classifications, diagnoses, and treatments of speech and language disorders in adults who have sustained neurological damage.

SLP 521. Assistive Technologies for Communication and Participation. 3 Credits.
This course will provide a broad overview of normal and atypical communication development with a special emphasis on aspects relevant to teachers. Specific importance will be given to the various types of communication disorders, their characteristics, and the impact of high and low level technology, specifically, augmentative and alternative communication systems and assistive technologies to support the child with disabilities in the K-12 classroom. This will be accomplished through a practical, project-based, and interactive online learning environment. Distance education offering may be available. Cross listed courses EDA 521, SLP 521.

SLP 523. Voice Disorders. 3 Credits.
Examination of classification, etiology, diagnosis, and therapy for functional, organic, and psychological voice disorders.

SLP 524. Fluency Disorders. 3 Credits.
Consideration of the nature, causes, diagnosis, and treatment of stuttering and related disorders of speech flow. Critical review of pertinent research.

SLP 526. Clinical Articulation Phonology. 3 Credits.
Acoustic and physiological mechanisms underlying speech sound production; theoretical models and evidence-based practices associated with clinical management of disordered speech sound production.

SLP 543. Therapy for the Hearing Impaired. 3 Credits.
Evaluative and therapeutic materials and methods applicable to the improvement of communication in hard-of-hearing individuals.

SLP 545. Augmentative and Alternative Communication. 3 Credits.
This course is a three-unit graduate required course. The purpose of this course is to develop an understanding of information related to the evidence, strategies, techniques, and issues that are unique to the field of augmentative and alternative communication (AAC). The class includes an in-depth review of the assessment process as well as the AAC needs of individuals with developmental and acquired disabilities across the age continuum. Hands-on experience with various methods of AAC strategies and devices will provide a clearer understanding of AAC intervention. Consent: Permission of the Department required to add. Typically offered in Summer.

SLP 551. Graduate Clinical Practicum. 1.5-3 Credits.
Supervised practice in the Speech and Hearing Clinic. Designed to increase diagnostic and therapeutic skills with children and adults who have communication problems. Repeatable for Credit.

SLP 552. Medical Affiliation Practicum. 3-9 Credits.
Supervised practice in an affiliated clinic or school. Designed to increase diagnostic and therapeutic skills with children and adults who have communication disorders. Pre / Co requisites: SLP 552 requires prerequisite of SLP 551. Repeatable for Credit.

SLP 553. School - based Affiliation Practicum. 3-9 Credits.
Supervised practice in an affiliated clinic. Designed to increase diagnostic and therapeutic skills with children and adults who have communication disorders. Pre / Co requisites: SLP 553 requires a prerequisite of SLP 551 and permission of the department. Consent: Permission of the Department required to add.

SLP 560. Seminar In Speech Pathology. 1-3 Credits.
Selected theoretical and clinical areas of speech pathology and related disciplines. Topics vary each semester according to research developments and student needs. Repeatable for Credit.

SLP 565. Communicative Enhancement for Individuals with Autism Spectrum Disorders. 3 Credits.
Within the framework of evidence-based practice, this course addresses the principles and strategies involved in the assessment and enhancement of communication skills needed by individuals with autism spectrum disorders to express their intentions and to meet the communicative demands of the environment. Also considered is the role of communicative enhancement in the prevention of behavior problems and in the design of positive behavior support plans.

SLP 570. School Language/Speech/Hearing Programs. 3 Credits.
Orientation to and observation of the organization, administration, and operation of school speech-language and hearing programs (preschool through grade 12).

SLP 575. Medical Speech Pathology. 3 Credits.
This course is designed to provide graduate students with an introduction to terminology, documentation, types of insurance, and interactions with other medical disciplines, as well as frequently observed disorders, assessments, and interventions associated with pediatric and adult patients in a medical setting (i.e. acute care hospitals, skilled nursing facilities, long term care facilities). The course is also designed to expose the student to the code of ethics and scope of practice within a medical setting as determined by the American Speech and Hearing Association (ASHA).

SLP 582. Dysphagia. 3 Credits.
This course prepares students to identify anatomical and neurological structures in swallowing, as well as assess, treat, and modify diets for patients with normal and abnormal swallowing patterns.

SLP 590. Independent Study. 1-3 Credits.
Individualized research projects, reports, and/or readings in speech pathology or audiology under faculty supervision. Consent: Permission of the Department required to add.

SLP 598. Workshop In Communicative Disorders. 3 Credits.
Contact department for more information about this course.

SLP 610. Thesis. 1-6 Credits.
Contact department for more information about this course.

SLP 999. Transfer Credits (Graduate). 3-9 Credits.
Transfer credit.

M.A. IN SPEECH-LANGUAGE PATHOLOGY

Curriculum

College of Health Sciences

Core Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SLP 501</td>
<td>Foundations Of Research In Speech Pathol.</td>
<td>3</td>
</tr>
<tr>
<td>SLP 511</td>
<td>Child Language Disorders I: 0 To 5 Years</td>
<td>3</td>
</tr>
<tr>
<td>SLP 512</td>
<td>Child Language Disorders II: School Age - Adolescent</td>
<td>3</td>
</tr>
<tr>
<td>SLP 516</td>
<td>Adult Neurogenic Speech and Language Disorders</td>
<td>3</td>
</tr>
<tr>
<td>SLP 523</td>
<td>Voice Disorders</td>
<td>3</td>
</tr>
<tr>
<td>SLP 524</td>
<td>Fluency Disorders</td>
<td>3</td>
</tr>
</tbody>
</table>
Sample Course Plan
To track their individual degree progress, students are advised to access their Degree Progress Report (DPR) via my WCU and consult their Graduate Coordinator. For more information, visit wcupa.edu/DegreeProgressReport.

The following is a suggested course sequence for this program; courses offerings and availability are not guaranteed. Students should consult their academic advisor with any questions.

All patterns lead to the completion of 63 semester hours.

**Pattern 1 (Full Time)**

<table>
<thead>
<tr>
<th>Year One</th>
<th>Semester One</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SLP 501</td>
<td>Foundations Of Research In Speech Pathol</td>
<td>3</td>
</tr>
<tr>
<td>SLP 511</td>
<td>Child Language Disorders I: 0 To 5 Years</td>
<td>3</td>
</tr>
<tr>
<td>SLP 543</td>
<td>Therapy for the Hearing Impaired</td>
<td>3</td>
</tr>
<tr>
<td>SLP 526</td>
<td>Clinical Articulation Phonology</td>
<td>3</td>
</tr>
<tr>
<td>SLP 543</td>
<td>Therapy for the Hearing Impaired</td>
<td>3</td>
</tr>
<tr>
<td>Credits</td>
<td>12</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Semester Two</th>
</tr>
</thead>
<tbody>
<tr>
<td>SLP 512</td>
</tr>
<tr>
<td>SLP 516</td>
</tr>
<tr>
<td>SLP 526</td>
</tr>
<tr>
<td>SLP 551 (S/L Clinic-1)</td>
</tr>
<tr>
<td>Credits</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Summer</th>
</tr>
</thead>
<tbody>
<tr>
<td>SLP 551 (Hearing Clinic)</td>
</tr>
<tr>
<td>SLP 551 (S/L Dx Clinic)</td>
</tr>
<tr>
<td>SLP 551 (S/L Clinic-2)</td>
</tr>
<tr>
<td>Credits</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year Two</th>
<th>Semester Three</th>
</tr>
</thead>
<tbody>
<tr>
<td>SLP 524</td>
<td>Fluency Disorders</td>
</tr>
<tr>
<td>Elective</td>
<td></td>
</tr>
<tr>
<td>SLP 570</td>
<td>School Language/Speech/Hearing Programs</td>
</tr>
<tr>
<td>SLP 582</td>
<td>Dysphagia</td>
</tr>
<tr>
<td>Credits</td>
<td>9</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Semester Four</th>
</tr>
</thead>
<tbody>
<tr>
<td>SLP 553</td>
</tr>
<tr>
<td>SLP 575</td>
</tr>
<tr>
<td>SLP 551 (S/L Clinic-1)</td>
</tr>
<tr>
<td>Credits</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Summer</th>
</tr>
</thead>
<tbody>
<tr>
<td>SLP 552</td>
</tr>
<tr>
<td>Credits</td>
</tr>
</tbody>
</table>

**Pattern 2 (Full Time)**

<table>
<thead>
<tr>
<th>Year One</th>
<th>Semester One</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SLP 501</td>
<td>Foundations Of Research In Speech Pathol</td>
<td>3</td>
</tr>
<tr>
<td>SLP 511</td>
<td>Child Language Disorders I: 0 To 5 Years</td>
<td>3</td>
</tr>
<tr>
<td>SLP 526</td>
<td>Clinical Articulation Phonology</td>
<td>3</td>
</tr>
<tr>
<td>SLP 543</td>
<td>Therapy for the Hearing Impaired</td>
<td>3</td>
</tr>
<tr>
<td>Credits</td>
<td>12</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Semester Two</th>
</tr>
</thead>
<tbody>
<tr>
<td>SLP 512</td>
</tr>
<tr>
<td>SLP 516</td>
</tr>
<tr>
<td>SLP 526</td>
</tr>
<tr>
<td>SLP 551 (S/L Clinic-1)</td>
</tr>
<tr>
<td>Credits</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Summer</th>
</tr>
</thead>
<tbody>
<tr>
<td>SLP 551 (Hearing Clinic)</td>
</tr>
<tr>
<td>SLP 551 (S/L Dx Clinic)</td>
</tr>
<tr>
<td>SLP 551 (S/L Clinic-2)</td>
</tr>
<tr>
<td>Credits</td>
</tr>
</tbody>
</table>

**Pattern 3 (Part Time)**

<table>
<thead>
<tr>
<th>Year One</th>
<th>Semester One</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SLP 501</td>
<td>Foundations Of Research In Speech Pathol</td>
<td>3</td>
</tr>
<tr>
<td>SLP 511</td>
<td>Child Language Disorders I: 0 To 5 Years</td>
<td>3</td>
</tr>
<tr>
<td>Credits</td>
<td>6</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Semester Two</th>
</tr>
</thead>
<tbody>
<tr>
<td>SLP 512</td>
</tr>
<tr>
<td>SLP 523</td>
</tr>
<tr>
<td>Credits</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Summer</th>
</tr>
</thead>
<tbody>
<tr>
<td>SLP 570</td>
</tr>
<tr>
<td>SLP 551 (S/L Clinic-1)</td>
</tr>
<tr>
<td>Credits</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year Two</th>
<th>Semester Three</th>
</tr>
</thead>
<tbody>
<tr>
<td>SLP 526</td>
<td>Clinical Articulation Phonology</td>
</tr>
</tbody>
</table>
interested in administrative work can take elective courses in the master of public administration program (M.P.A.). The department faculty also are ideally suited to help with students' professional development goals because they serve as communication consultants to groups and organizations outside the University.

Since the program is designed to enhance students' communication skills, courses within the program require extensive speaking and writing. Courses are generally taught as small discussion-oriented seminars, and most course grading centers on students' presentations and papers.

**Philadelphia Campus**

The M.A. in Communication Studies is also offered at the Philadelphia Campus.

Curriculums for programs offered at the alternative PASSHE Center City (http://wcupa.edu/philly) satellite campus in Philadelphia are equivalent to those found on WCU's main campus. With state-of-the-art classrooms, the Center City location serves the needs of degree completers and/or adult learners who are balancing work and family obligations.

**Programs**

**Master's Program in Communication Studies**

- M.A. in Communication Studies (p. 110)

**Admissions**

All applicants to one of West Chester University's graduate programs will be held to the graduate admissions requirements (p. 10). When applicable, additional requirements for admission into specific department program(s) may be listed below.

Admission to the program is contingent on satisfactory review of the following data. No single deficit will preclude a student from gaining admission. Analysis and consideration of all the material to document the following will be evaluated:

- The cumulative undergraduate GPA should be a 3.0 or above.
- The Graduate Record Exam should show a verbal score ranking in the 50th percentile or above. No test scores are required for students with an undergraduate GPA of 3.5 or above. Test scores may also be waived (by discretion of the graduate coordinator) for students who have successfully completed graduate-level courses.
- Undergraduate major preparation. Students in majors other than communication or its related areas (e.g., English, psychology, sociology, political science) may need to complete remedial undergraduate course work prior to starting in the program.
- Writing sample of work submitted by the student in response to past assignments, job activity, or creative endeavor
- Two letters of recommendation
- A goals statement written on the topic, "How Does Communication Knowledge Bridge My Past Experience With My Future Plans?"

Three additional items may be used to support an application for admission:

1. Work experience that indicates communication skill
2. Extra or co-curricular activities
3. Interview with the graduate coordinator and/or the graduate committee

**Policies**

All students in graduate programs are held to the academic policies and procedures (http://catalog.wcupa.edu/graduate/academic-policies-procedures) outlined in the graduate catalog. When applicable, additional policies for specific department program(s) may be listed below.
Maintenance in Good Standing
To remain in good standing, a student must maintain a minimum, overall graduate GPA of 3.0 or above.

Admission to Degree Candidacy
At the completion of 12 semester hours (at least nine of which are within the department), a minimum graduate GPA of 3.0 or better must be earned for candidacy to be achieved. At candidacy, a major adviser is selected.

Comprehensive Examination
After the completion of all course work, nonthesis and thesis students will take a comprehensive written examination. Thesis students will defend their theses orally.

Faculty

Professors
Timothy J. Brown (tbrown@wcupa.edu) (2002) Chairperson, Communication Studies
B.A., M.A., West Chester University; Ph.D., Ohio State University
Kevin W. Dean (kdean@wcupa.edu) (1991) Director, Honors College
B.S., Bowling Green University; M.A., Miami University of Ohio; Ph.D., University of Maryland
Anita K. Foeman (afoeman@wcupa.edu) (1991) B.H., Defiance College; M.A., Ph.D., Temple University
Elaine B. Jenks (ejenks@wcupa.edu) (1992) B.A., University of Maryland; M.A., Gannon University; Ph.D., Pennsylvania State University
David G. Levasseur (dlevasseur@wcupa.edu) (1997) B.A., M.A., University of Maryland-College Park; Ph.D., University of Kansas
Edward J. Lordan (elordan@wcupa.edu) (2001) B.A., West Chester University; M.A., Temple University; Ph.D., Syracuse University
Lisa Millhous (lmillhous@wcupa.edu) (1999) B.A., Macalester College; M.A., Ph.D., University of Minnesota
Martin S. Remland (mremland@wcupa.edu) (1991) B.A., Western Illinois University; M.A., Central Michigan University; Ph.D., Southern Illinois University
Philip A. Thompsen (pthompsen@wcupa.edu) (1997) B.S., Northern Arizona University; M.S., University of Southwestern Louisiana; Ph.D., University of Utah

Associate Professors
Michael Boyle (mboyle@wcupa.edu) (2006) Assistant Chairperson
B.A., East Stroudsburg University; M.A., University of Delaware; Ph.D., University of Wisconsin at Madison
Mary Elizabeth Braz (mbraz@wcupa.edu) (2008) Graduate Coordinator, Communication Studies
B.A., Michigan State University; M.A., Northern Illinois University; Ph.D., Michigan State University
Bessie Lee Lawton (blawton@wcupa.edu) (2008) B.A., M.A., University of the Philippines; Ph.D., University of Pennsylvania
Michael V. Pearson (mpearson@wcupa.edu) (1988) B.A., Iona College; M.A., William Patterson College; Ph.D., Temple University

Denise M. Polk (dpolk@wcupa.edu) (2005) B.A., Baldwin-Wallace College; M.A., Miami University; Ph.D., Kent State University
Kanan Sawyer (ksawyer@wcupa.edu) (2004) B.S., California Polytechnic State University; M.A., University of Washington; Ph.D., University of Texas

Assistant Professors
Roger Gatchet (rgatchet@wcupa.edu) (2016) BA Cal Poly, San Luis Obispo; MA University of Texas at Austin; PhD University of Texas at Austin
Mark Hickman (mhickman@wcupa.edu) (2009) B.A., Marshall University; M.A., Miami University of Ohio
Maria Kopacz (mkopacz@wcupa.edu) (2007) M.A., Warsaw University (Poland); Ph.D., University of Arizona
Matthew Meier (mmmeier@wcupa.edu) (2016) BA Capital University; MA Purdue University Calumet; PhD Bowling Green State University
Elizabeth Ann Munz (emunz@wcupa.edu) (2013) Coordinator, Communication Studies
B.A., University of Richmond; M.A., Ph.D., Purdue University
L. Meghan Peirce (mmpeirce@wcupa.edu) (2011) B.A., York College of Pennsylvania; M.A., West Chester University; Ph.D., Ohio University
Rajee Subramanian (rsubramani@wcupa.edu) (2016) BA Loyola College, University of Madras; India; MA University of Madras; India; PhD Southern Illinois University - Carbondale
Julia Waddell (jwaddell@wcupa.edu) (2016) BA University of Florida; BS University of Florida; MS University of North Carolina at Chapel Hill; PhD University of Michigan

Courses

COM

COM 500. Communication And Leadership. 3 Credits.
Exploration of the interconnections between communication principles and the theory and practice of leadership.

COM 501. Theoretic Perspectives On Human Communication. 3 Credits.
A comprehensive examination of major theoretical perspectives on human communication ranging from classical to contemporary. Typically offered in Fall & Spring.

COM 502. Communication Research Methods. 3 Credits.
An examination of the major issues pertaining to inquiry in human communication, including the nature of inquiry; qualitative and quantitative methodological approaches to communication research; moral and ethical standards for human research; the role of the researcher; and comparisons of academic research. Students will be required to design and execute a research project. Typically offered in Fall & Spring.

COM 503. Communication & Persuasive Influence. 3 Credits.
An analysis of major conceptual approaches to persuasion and their implications for understanding influence contexts and designing pragmatic strategies.

COM 505. Rhetoric And Leadership. 3 Credits.
The criticism and history of influence will be explored to focus on examples of persuasion through public discourse.

COM 506. Communications In Small Groups. 3 Credits.
An examination of traditional and contemporary research which pertains to various dimensions of small group communication including, but not limited to, the following topics: structure, size, tasks, goals, roles, systems, and leadership.

COM 508. Special Topics Seminar. 3 Credits.
An intensive examination of a selected area within communication study. Topics will vary and will be announced in advance of each semester. Repeatable for credit.
M.A. IN COMMUNICATION STUDIES

COM 509. Communication & Conflict Resolution. 3 Credits.
Using both theoretical and activity-centered learning, the student will explore the options available to resolve conflict through communication.

COM 510. Culture, Media And Representation. 3 Credits.
Course examines how the media constructs ideologies and images of various cultural groups for mass consumption.

COM 511. Understanding Close Relationships. 3 Credits.
This course is designed to introduce and discuss basic theories, themes, concepts, and controversies in relationships from a communication standpoint. Students will be better equipped to apply theoretical knowledge to repair, maintain, and enhance their own personal relationships.

COM 520. Political Communication. 3 Credits.
Examines the role communication plays in the political system with a specific focus on campaign communication, political advertising, and media coverage of politics.

COM 525. American Public Address. 3 Credits.
Cultural and theoretical examination of significant speeches in American history (from early American history to contemporary times).

COM 530. Advances In Nonverbal Communication. 3 Credits.
This course investigates recent advances and controversies in nonverbal communication theory and research.

COM 535. Communication Competence. 3 Credits.
Course examines what it means to be a highly competent communicator. Communication competence will be explored across a multitude of communication contexts including interpersonal, organizational, intercultural and leadership contexts.

COM 550. Listening: Verbal & Nonverbal Perception. 3 Credits.
A survey of research in listening behavior and related nonverbal variables. Identification of important characteristics of effective listeners. Application to communication activities in the classroom.

COM 551. Public Relations Research And Writing. 3 Credits.
Familiarizes student with the skills needed to work as a public relations writer and editor. Explores applicable media theories as well as ethical and legal issues.

COM 570. Conc Foundations Comm Train & Devel. 3 Credits.
This course examines major schools of thought in organizational training and development. Each viewpoint is explored for its diagnostic guidance, learning implications, and training technologies.

COM 571. Practicum In Com Training & Development. 3 Credits.
Participants will review and practice the leading training technologies in communication and organizational development. Each participant will design and deliver a training workshop.

COM 575. Seminar On Speech Pedagogy. 3 Credits.
An examination of pedagogical research on the development of effective public speakers. Provides opportunities to both train speakers and critique public presentations.

COM 598. Grad Internship in Speech Communication. 3-6 Credits.
Supervised professional training in approved communication placements. Consent: Permission of the Department required to add. Repeatable for Credit.

COM 599. Directed Graduate Studies. 3 Credits.
Research projects, reports, readings in speech communication. Consent: Permission of the Department required to add. Repeatable for Credit.

COM 601. Communication Studies Thesis I. 3 Credits.
Original research, supervised through topic selection, investigation, and oral defense. Consent: Permission of the Department required to add.

COM 602. Communication Studies Thesis II. 3 Credits.
Original research, supervised through: IRB approval (if necessary), data collection, analysis, writing results, writing thesis chapters, and defense. Pre / Co requisites: COM 602 requires a prerequisite of COM 601.

COM 999. Transfer Credits (Graduate). 3-9 Credits.
Transfer credits.

Curriculum

Nonthesis Option

Required Core

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>COM 501 Theoretic Perspectives On Human Communication</td>
<td>3</td>
</tr>
<tr>
<td>COM 502 Communication Research Methods</td>
<td>3</td>
</tr>
<tr>
<td>15 semester hours selected from departmental offerings</td>
<td>15</td>
</tr>
</tbody>
</table>

Elective Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>These courses are to be selected from other departments or from communication studies courses. A six-credit graduate internship (COM 598) may be elected upon successful completion of the required core.</td>
<td>15</td>
</tr>
</tbody>
</table>

Total Credits Required 36

Thesis Option

Required Core

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>COM 501 Theoretic Perspectives On Human Communication</td>
<td>3</td>
</tr>
<tr>
<td>COM 502 Communication Research Methods</td>
<td>3</td>
</tr>
<tr>
<td>COM 601 Communication Studies Thesis I</td>
<td>3</td>
</tr>
<tr>
<td>COM 602 Communication Studies Thesis II</td>
<td>3</td>
</tr>
<tr>
<td>15 semester hours selected from departmental offerings</td>
<td>15</td>
</tr>
</tbody>
</table>

Elective Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>These courses are to be selected from other departments or from communication studies courses.</td>
<td>9</td>
</tr>
</tbody>
</table>

Total Credits Required 36

Sample Course Plan

To track their individual degree progress, students are advised to access their Degree Progress Report (DPR) via my WCU and consult their Graduate Coordinator. For more information, visit wcupa.edu/DegreeProgressReport.

DEPARTMENT OF COMPUTER SCIENCE

College of the Sciences and Mathematics
25 University Avenue, Room 150
West Chester University
West Chester, PA 19383
610-436-2204
Department of Computer Science (http://www.wcupa.edu/computerScience)
Dr. Fabrey (jfabrey@wcupa.edu), Chairperson
Dr. Agah (aagah@wcupa.edu), Assistant Chairperson and Graduate Coordinator

Programs of Study

The department offers a master of science degree as well as a number of graduate professional development certificates. The master of science is intended for those who have a bachelor’s degree in computer science or related field. The professional development certificates are intended for those who would like to obtain certification in certain specific areas without having to undertake the preparatory work for a master’s degree. A special sequence of prerequisite courses can be taken toward entry into the certificate programs.

Master of Science in Computer Science

The purpose of this program is to provide its graduates with the intellectual and practical tools that they will need either to pursue careers as professional computer scientists in industry or to pursue a doctor’s degree in computer science at a doctoral-granting institution. The curriculum is designed with three goals in mind:
1. A solid foundation in the fundamental principles of computer science (the core).
2. Exposure to a variety of subject areas (the 500-level electives).
3. Exposure to research topics of current interest and to provide in-depth knowledge of several areas (the 600-level courses).

**Professional Development Certificates**

The department offers three, 18-credit graduate certificates (consisting of six courses each):
- Computer Security (IA)
- Information Systems
- Web Technology

All the computer science courses (CSC) listed can be counted towards the master’s degree program except CSC 512, CSC 515, and CSC 516.

**Programs**

**Master’s Program in Computer Science**
- M.S. in Computer Science (p. 113)

**Certificates in Computer Science**
- Computer Security (Information Assurance) (p. 113)
- Information Systems (p. 114)
- Web Technology (p. 114)
  - Gainful employment Information: Certificate in Web Technology (http://wcupa.edu/gainfulEmployment)

**Admissions**

All applicants to one of West Chester University’s graduate programs will be held to the graduate admissions requirements (p. 10). When applicable, additional requirements for admission into specific department program(s) may be listed below.

**Master of Science in Computer Science**

Applicants for the master of science program in computer science must satisfy the general graduate admission requirements of the University. Further, applicants should possess an undergraduate degree in computer science or an equivalent degree. An applicant who does not have an undergraduate degree in computer science or the equivalent may, however, apply for admission into the certificate program, which is an 18-credit program designed to give students a broad knowledge of standard topics in computer science.

Three letters of recommendation also are required of all applicants. Applicants also must submit scores for the general section of the Graduate Record Examination. Other circumstances may apply.

A TOEFL score of 550 on the computer based exam or 80 on the internet based exam is required for non-native speakers only.

**Certificate Programs**

In addition to the application, goals statement, and transcripts, certificate applicants are required to submit two letters of recommendation.

A TOEFL score of 550 on the computer based exam or 80 on the internet based exam is required for non-native speakers only.

**Prerequisites for Professional Development Certificates**

A student who wishes to enroll in one of these certificate programs needs to hold a bachelor’s degree (in any subject area) and needs to have successfully completed the following two courses in order to satisfy the certificate program prerequisites: CSC 512 and CSC 516. Students are encouraged to take these courses at West Chester University.

**Faculty**

**Professors**

Richard G. Epstein (repstein@wcupa.edu) (1991)
B.A., George Washington University; M.S.E., University of Pennsylvania; Ph.D., Temple University

James D. Fabrey (jfabrey@wcupa.edu) (1975)
Chairperson, Computer Science

A.B., Cornell University; Ph.D., Massachusetts Institute of Technology

**Associate Professors**

Afrand Agah (aagah@wcupa.edu) (2006)
Graduate Coordinator

Assistant Chairperson, Computer Science

Associate Professors

Richard W. Wyatt (rwyatt@wcupa.edu) (1989)
B.A., B.S., M.A., University of Melbourne; Ph.D., University of California, Berkeley; M.Sc., State University of New York at Buffalo

Cheer-Sun D. Yang (cyang@wcupa.edu) (2000)
B.S., M.B.A., Tamkang University; M.S., Kansas State University; Ph.D., University of Delaware

**Assistant Professors**

Richard Burns (rburns@wcupa.edu) (2012)
B.A., Saint Joseph’s University; M.A., Ph.D., University of Delaware

Liu Cui (lcui@wcupa.edu) (2016)
BS Northwestern Polytechnical University Xi’an China; MS Ohio University; PhD University of Pittsburgh

Xiaoyun Ruan (xruan@wcupa.edu) (2011)
B.S., Shandong University (China); Ph.D., Auburn University

**Courses**

**CSC**

CSC 512. Computer Programming I. 3 Credits.
The principles of algorithmic problem solving are introduced using the Java language. This course teaches programming techniques which involve elementary data and control structures.

Typically offered in Fall.

CSC 515. Introduction to Web Development. 3 Credits.
This course covers website design and programming issues. It develops and uses the Php language and MySQL database for server-side programming and information storage/retrieval. The JavaScript language is used for client side programming. Offered every spring.

Typically offered in Fall & Spring.
CSC 516. Introduction to Data Structures and Algorithms. 3 Credits.
This course introduces the definitions, implementations, and applications of the most basic data structures used in computer science. The concept of abstract data type is introduced and reinforced by the object concept of C++. 
Pre / Co requisites: CSC 516 requires prerequisite of CSC 512. 
Typically offered in Spring.

CSC 520. Foundations of Computer Science. 3 Credits.
This course offers an advanced treatment of many of the theoretical areas underlying other computer science subjects. 
Typically offered in Fall.

CSC 525. Operating Systems. 3 Credits.
This course covers the basic features of operating systems. Examples will be drawn from UNIX and other operating systems. This course includes an intensive study of the UNIX operating system by way of the UNIX kernel commands and utilities. 
Typically offered in Spring.

CSC 530. Data Structures. 3 Credits.
This course builds on rudimentary understanding of linked structures and develops complex data structures such as trees, hash tables, graphs, etc. It also introduces the basics of asymptotic analysis of running time and space in order to provide the justification for various data structures. 
Typically offered in Fall.

CSC 535. Networks and Data Communication. 3 Credits.
This course provides in-depth studies of various aspects of modern telecommunication systems such as network design, network implementation, serial port communications, and user interfaces. 
Typically offered in Fall.

CSC 540. Programming Languages. 3 Credits.
This course introduces the theoretical and practical foundations of programming languages from the point of view of design and implementation. 
Typically offered in Spring.

CSC 545. Database Systems Concepts. 3 Credits.
This course emphasizes recent technological advances in database management systems. The course centers around data models and languages for those data models. Special attention is paid to relational and object-oriented data models and systems which implement these. 
Typically offered in Spring.

CSC 555. Software Engineering. 3 Credits.
This course focuses on various software processes, including the Personal Software Process and agile processes (like Extreme Programming and Scrum). Another major focus is software assurance - processes for building secure software. Other topics include quality assurance, work culture issues and the professional responsibilities of software engineers. 
Typically offered in Fall.

CSC 560. Analysis of Algorithms. 3 Credits.
This course introduces the methods to analyze the efficiency of computer algorithms in terms of their use of both space and time. Algorithmic design techniques, such as divide and conquer, greedy methods, and dynamic programming are illustrated throughout the course. 
The theory of NP-completeness and tractability is introduced. 
Pre / Co requisites: CSC 560 requires prerequisite of CSC 520. 
Typically offered in Spring.

CSC 565. Compiler Design. 3 Credits.
An in-depth study of the principles and design aspects of programming language translation. Students will design and implement a compiler using standard UNIX-based compiler tools for a small but representative language. 
Pre / Co requisites: CSC 565 requires prerequisite of CSC 520 and CSC 530. 
Typically offered in Fall.

CSC 575. Artificial Intelligence. 3 Credits.
Artificial Intelligence (AI) aims to reproduce or simulate the intelligent capacities of human beings such as forming plans of action and conversing in English. This course will combine theoretical, practical, and programming aspects of AI. Common Lisp will be used for programming projects. 
Pre / Co requisites: CSC 575 requires prerequisite of CSC 520. 
Typically offered in Fall.

CSC 581. Topics in Computer Science. 3 Credits.
This course will allow instructors to teach a 500-level (not research-oriented) course in a computer science topic not specified in the current course list. Different topics will be taught as different sections of this course. 
Typically offered in Spring. 
Repeatable for Credit.

CSC 582. Topics in Information Systems. 3 Credits.
A survey of topics in information systems reflecting the current technological developments and research interests. 
Typically offered in Spring. 
Repeatable for Credit.

CSC 583. Topics in Computer Security. 3 Credits.
A survey of topics in Computer Security reflecting current technological developments and research interests in the field. 
Typically offered in Fall. 
Repeatable for Credit.

CSC 584. Topics in Web Technology. 3 Credits.
The detailed course content varies from one semester to another. The topic will be decided based on the technological development in the field and the scholarly interests of the faculty. 
This course may be repeatable for different topics. Students will learn to develop individual projects. Topics discuss include but are not limited to: Server-Side Programming using Unix or Windows platform; ASP.NET with C#; Google Search Engine Optimization; Client-Side Web Programming using Content Management Systems (WordPress, Joomla, or Drupal); Other emerging technologies. 
Typically offered in Summer. 
Repeatable for Credit.

CSC 585. User Interface In Java. 3 Credits.
This course teaches essential features of graphical user interface (GUI) creation using the Java Language. The themes are (1) Java GUI applications and Applets using Java graphical components; (2) server-side web applications using HTML components with Servlets and Java Server Pages; (3) distributed objects (CORBA, RMI) for internet-based functionality. Additionally, the GUI projects are integrated with an SQL database using Java JDBC programming. 
Typically offered in Summer.

CSC 586. System Administration and Security. 3 Credits.
This course is a hands on study of the essentials of operating system administration with a strong focus on systems security. Approximately half of the class time is spent in the lab. Students work as system administrators on projects devised to illustrate basic system and security administrative features. Additionally, various script languages are taught to provide the basis for understanding and extending the system capabilities. 
Typically offered in Summer.

CSC 587. Web Services using XML and SOAP. 3 Credits.
A web service is a service function provided by a web application to another web application via the Internet. This course introduces students to the concepts of web services and related protocols. In particular, the course uses a hands-on training approach to cover the concepts of eXtensible Markup Language (XML) and web services. Some related protocols such as Simple Object Access Protocol (SOAP), Representational State Transfer (RESTful) web services, Universal Description, Discovery, and Integration (UDDI), and Web Services Description Language (WSDL) will be discussed. 
Typically offered in Summer.

CSC 588. Wireless Programming and Security. 3 Credits.
This course provides an overview on wireless networking principles and technologies from the viewpoint of computer science majors. Since the subject of wireless communications covers many aspects including cellular telephone network, cordless phone, personal data assistant (PDA), satellite communication, even pager and two-way radio, this course cannot cover all of these systems. Instead, the major themes will focus on the fundamentals and principles. In particular, this course will cover the major differences between wired networks and wireless networks, the protocol stacks of wireless networks, and wireless data services. Security issues and protocols will also be discussed. 
Pre / Co requisites: CSC 588 requires a prerequisite of CSC 535. 
Typically offered in Fall.

CSC 600. Advanced Seminar. 3 Credits.
This is a research-oriented course which will involve an investigation into an advanced and specialized topic determined according to faculty and student interest. 
Typically offered in Fall & Spring.
CSC 603. Advanced Seminar in Security. 3 Credits.
An in-depth investigation into specific areas of Computer Security reflecting research interests and significant technological developments in the field.
Typically offered in Spring.
Repeatable for Credit.

CSC 604. Advanced Seminar Web Technology. 3 Credits.
The detailed course content varies from one semester to another. The topic will be decided based on the technological development in the field and the scholarly interests of the faculty. Topics discusses include but are not limited to: Server-Side Programming using Unix or Windows platform; ASP.NET with C#; Google Search Engine Optimization; Client-Side Web Programming using Content Management Systems (WordPress, Joomla, or Drupal); Other emerging technologies. Students must proactively search for emerging technologies and prepare to do a presentation and/or conduct individual/group projects.
Typically offered in Summer.

CSC 605. Internship in Computer Science. 3 Credits.
Provide the student with professional development and work experience in the computer science field.
Pre / Co requisites: CSC 605 requires prerequisites of CSC 520 and CSC 530 and CSC 540 and CSC 560.
Typically offered in Fall, Spring & Summer.

CSC 610. Independent Research. 3 Credits.
The student may work in one of three directions: thesis, individual project, or team project. (See 'Thesis Options')
Consent: Permission of the Department required to add.
Typically offered in Fall, Spring & Summer.
Repeatable for Credit.

CSC 620. Thesis. 3 Credits.
Contact department for more information about this course.
Consent: Permission of the Department required to add.
Typically offered in Fall, Spring & Summer.

M.S. IN COMPUTER SCIENCE

M.S. IN COMPUTER SCIENCE

College of the Sciences and Mathematics

Curriculum
A student must take a total of 33 semester hours from the following courses (subject to the stipulations listed below):

Curriculum

Core Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSC 520</td>
<td>Foundations of Computer Science</td>
<td>3</td>
</tr>
<tr>
<td>CSC 530</td>
<td>Data Structures</td>
<td>3</td>
</tr>
<tr>
<td>CSC 540</td>
<td>Programming Languages</td>
<td>3</td>
</tr>
<tr>
<td>CSC 560</td>
<td>Analysis of Algorithms</td>
<td>3</td>
</tr>
</tbody>
</table>

Electives

Select at least four 500-level electives from the following: 12

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSC 525</td>
<td>Operating Systems</td>
</tr>
<tr>
<td>CSC 535</td>
<td>Networks and Data Communication</td>
</tr>
<tr>
<td>CSC 545</td>
<td>Database Systems Concepts</td>
</tr>
<tr>
<td>CSC 555</td>
<td>Software Engineering</td>
</tr>
<tr>
<td>CSC 565</td>
<td>Compiler Design</td>
</tr>
<tr>
<td>CSC 575</td>
<td>Artificial Intelligence</td>
</tr>
<tr>
<td>CSC 581</td>
<td>Topics in Computer Science</td>
</tr>
<tr>
<td>CSC 582</td>
<td>Topics in Information Systems</td>
</tr>
<tr>
<td>CSC 583</td>
<td>Topics in Computer Security</td>
</tr>
<tr>
<td>CSC 584</td>
<td>Topics in Web Technology</td>
</tr>
<tr>
<td>CSC 585</td>
<td>User Interface In Java</td>
</tr>
<tr>
<td>CSC 586</td>
<td>Systems Administration and Security</td>
</tr>
<tr>
<td>CSC 587</td>
<td>Web Services using XML and SOAP</td>
</tr>
<tr>
<td>CSC 588</td>
<td>Wireless Programming and Security</td>
</tr>
</tbody>
</table>

Select at least two 600-level courses from the following: 6

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSC 600</td>
<td>Advanced Seminar</td>
</tr>
<tr>
<td>CSC 603</td>
<td>Advanced Seminar in Security</td>
</tr>
<tr>
<td>CSC 604</td>
<td>Advanced Seminar Web Technology</td>
</tr>
<tr>
<td>CSC 605</td>
<td>Internship in Computer Science</td>
</tr>
<tr>
<td>CSC 610</td>
<td>Independent Research</td>
</tr>
<tr>
<td>CSC 620</td>
<td>Thesis (see stipulation #3 below)</td>
</tr>
</tbody>
</table>

Total Credits Required 33

Stipulations
1. A student must complete the four core courses within the first six courses taken.
2. All core courses must be completed before a student can take a 600-level course.
3. The advanced seminar courses (CSC 600, CSC 603, CSC 604) offer a variety of advanced topics in computer science. A student must take at least one of these courses and not more than two.
4. A student who elects to do a master’s thesis must take CSC 610 (independent research) and CSC 620 (thesis). CSC 610 may count for credit towards the degree only once.

Thesis Options

Independent Research (CSC 610)
The student may work in one of three directions for this course:
1. Master’s thesis preparation: After consulting with a faculty adviser, the student will conduct a comprehensive literature search in a research area, write a detailed report on the current state of the art in that area, and develop a thesis proposal.
2. Individual project: The student will work on a substantial programming project throughout the semester. The student will be expected to do sufficient background research and then design, as needed, all the data structures, flow of control, and so forth, required for implementation.
3. Team project: The student will be involved in an ambitious software development project with at least one other student under the guidance of the adviser. This course emphasizes the development of those capabilities that are considered especially important in the practical world of computing, such as written and oral communications skills and the ability to work as part of a team.

Thesis (CSC 620)
The student is to carry out the research proposal developed in CSC 610. At the completion of the project, the student must submit a bound manuscript that meets the approval of the graduate committee.

Sample Course Plan
To track their individual degree progress, students are advised to access their Degree Progress Report (DPR) via myWCU and consult their Graduate Coordinator. For more information, visit wcupa.edu/ DegreeProgressReport.

CERTIFICATE IN COMPUTER SECURITY (INFORMATION ASSURANCE)

College of the Sciences and Mathematics
Select six of the following: 18

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSC 525</td>
<td>Operating Systems</td>
</tr>
<tr>
<td>CSC 535</td>
<td>Networks and Data Communication</td>
</tr>
<tr>
<td>CSC 555</td>
<td>Software Engineering</td>
</tr>
<tr>
<td>CSC 583</td>
<td>Topics in Computer Security</td>
</tr>
<tr>
<td>CSC 586</td>
<td>Systems Administration and Security</td>
</tr>
<tr>
<td>CSC 588</td>
<td>Wireless Programming and Security</td>
</tr>
</tbody>
</table>
CSC 603  Advanced Seminar in Security
CRJ 555  Topical Seminar in Criminal Justice

Total Credits Required 18

CERTIFICATE IN INFORMATION SYSTEMS
College of the Sciences and Mathematics

Students must take six courses. Select at least four of the following courses:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSC 545</td>
<td>Database Systems Concepts</td>
<td>3</td>
</tr>
<tr>
<td>CSC 555</td>
<td>Software Engineering</td>
<td>3</td>
</tr>
<tr>
<td>CSC 582</td>
<td>Topics in Information Systems</td>
<td>3</td>
</tr>
<tr>
<td>CSC 586</td>
<td>System Administration and Security</td>
<td>3</td>
</tr>
</tbody>
</table>

At most two of the courses must come from the following:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>STA 511</td>
<td>Intro Stat Computing &amp; Data Management</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credits Required 18

CERTIFICATE IN WEB TECHNOLOGY
College of the Sciences and Mathematics

Select six of the following courses:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSC 515</td>
<td>Introduction to Web Development</td>
<td>3</td>
</tr>
<tr>
<td>CSC 535</td>
<td>Networks and Data Communication</td>
<td>3</td>
</tr>
<tr>
<td>CSC 545</td>
<td>Database Systems Concepts</td>
<td>3</td>
</tr>
<tr>
<td>CSC 584</td>
<td>Topics in Web Technology</td>
<td>3</td>
</tr>
<tr>
<td>CSC 585</td>
<td>User Interface In Java</td>
<td>3</td>
</tr>
<tr>
<td>CSC 587</td>
<td>Web Services using XML and SOAP</td>
<td>3</td>
</tr>
<tr>
<td>CSC 588</td>
<td>Wireless Programming and Security</td>
<td>3</td>
</tr>
<tr>
<td>CSC 604</td>
<td>Advanced Seminar Web Technology</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credits Required 18

DEPARTMENT OF COUNSELOR EDUCATION
College of Education and Social Work
Graduate Business Center, Suite 102
West Chester University
West Chester, PA 19383
610-436-2559
Department of Counselor Education (http://www.wcupa.edu/counselorEducation)
Dr. Snyder (msnyder@wcupa.edu), Chairperson
Dr. Owens (cowens@wcupa.edu), Graduate Coordinator

Programs
The Department of Counselor Education offers three Master’s degree programs as well as options for post-Master’s degree study. The M.S. in Clinical Mental Health Counseling program effectively prepares graduates for a broad range of career possibilities, including working in community settings, hospitals, educational institutions, VA treatment centers, and private practice settings. This degree meets the education requirements for licensure in Pennsylvania as a Licensed Professional Counselor (LPC).

Completion of the M.Ed. School Counseling program academically qualifies candidates for the Pennsylvania Educational Specialist I Certificate which is required for employment as an elementary or secondary school guidance counselor. Individuals who have earned a Master’s degree in counseling may pursue a non-degree program of study (certification only) leading to the Educational Specialist I Certificate.

The department also offers a Master of Science degree for individuals who will seek employment as counselors and student service professionals in higher education settings.

A Post-Master's Licensed Professional Counselor Preparation program is offered for individuals who have completed a Master's degree in counseling or a closely related area and would like to build their clinical mental health skills while completing the educational requirements for licensure as a professional counselor.

The department also offers a Certificate in Higher Education Counseling/Student Affairs for students who hold a degree in another counseling specialty area but wish to expand their employment options by completing both classroom and on-site experience in the field of higher education counseling/student affairs.

**Master of Science: Clinical Mental Health Counseling**
Dr. Lynn Zubernis, Program Coordinator

**Master of Education: School Counseling**
Dr. Karen Dickinson, Program Coordinator

**Master of Science: Higher Education Counseling/Student Affairs**
Dr. Jackie Hodes, Program Coordinator

**Certificate in Higher Education Counseling/Student Affairs**
Dr. Eric Owens

**Post-Master's Licensed Professional Counselor Preparation Program**
Dr. Richard Parsons, Program Coordinator

**Specialist Certificate I in Counseling**
Dr. Eric Owens

Admissions
All applicants to one of West Chester University's graduate programs will be held to the graduate admissions requirements (p. 10). When applicable, additional requirements for admission into specific department program(s) may be listed below.
Master of Education in Counselor Education/
Master of Science in Higher Education/Student Affairs and in Clinical Mental Health Counseling

When admitting an applicant to the counselor education programs, the department makes a commitment to the student’s development and future success. The department evaluates each candidate through the use of multiple criteria. Admission requires an undergraduate degree from an accredited college or university. The expected standard for students applying to counselor education programs is a minimum 3.0 grade point average (GPA) on a 4.0 scale. Standardized scores such as the Graduate Record Exam (GRE) or the Miller Analogies Test (MAT) are not required. However, if an applicant to the M.S. higher education counseling/student affairs program has a GPA below 2.8, he or she may submit GRE or MAT scores for consideration. If scores are submitted, they will be considered in the decision for acceptance. In addition to undergraduate grades, all candidates must submit two letters of reference. Candidates may also be assessed by way of an interview.

Higher Ed Certificate/Specialist Certificate I in Counseling/Post-Master’s Licensed Professional Counselor Preparation Program

Master’s degree is required.

Policies

All students in graduate programs are held to the academic policies and procedures (http://catalog.wcupa.edu/graduate/academic-policies-procedures) outlined in the graduate catalog. When applicable, additional policies for specific department programs(s) may be listed below.

Degree Requirements

After completion of 15 credit hours but prior to enrolling for 25 credit hours of counselor education course work, students are eligible and must apply for degree candidacy.

Degree Candidacy Requirements

1. Students must achieve a grade of B (83%) or better in all degree candidacy courses (EDC 503, EDC 540, EDC 567, EDC 570, and EDC 571) at the point the application is submitted.
2. Faculty are asked to share each semester any concerns with the student’s interpersonal skills and/or overall mental health. If concerns are expressed, a formal assessment may be required prior to granting degree candidacy.
3. Students seeking certification as a school counselor must successfully complete the Pennsylvania Department of Education (PDE) certification requirements: Praxis PPST Reading, Writing, and Mathematics Tests (or already be PDE teacher certified in another subject area). All students admitted after January 1, 2011 must complete PDE Chapter 49.13 requirements.

F Grade Policy

A student in the Department of Counselor Education earning an F grade in any course will be dismissed from the program. An F earned at West Chester University may not be made up at another institution of higher learning for the same course.

Comprehensive Exam Requirements

The comprehensive exam represents the major cognate evaluation of counseling candidates. This examination is comprehensive and covers material from courses comprising the entire curriculum. This exam assesses students’ ability to apply course material to a case study that is appropriate to their primary field (elementary, secondary, or higher education) in which they will receive the master’s degree.

The degree or certification being pursued will be granted only when students have met the department’s standards.

Field Experience Policy

Students in the Department of Counselor Education must earn a B or better in any field experience course (i.e., EDC 590, EDC 592, EDC 600, EDC 601, EDC 602). A grade of B- or below in any field experience course must be repeated with remediation. Only one field experience course may be remediated and a grade of B or better is required before continuing on to a future field experience course.

Educational Specialist I Certificate

In order to obtain the Educational Specialist I Certificate, students must successfully complete the required practicum and internship experiences in approved secondary or elementary school settings. These courses provide an opportunity for students, under West Chester University faculty supervision, to work closely with a professional counselor in a school setting. The certificate is issued on the basis of the program approval status of the counselor education program at the University as granted by the Pennsylvania Department of Education. Effective January 1, 2011, the Pennsylvania Department of Education Chapter 49.13 regulations went into effect. This regulation requires all Pennsylvania teacher certification candidates to complete nine credits or 270 hours or an equivalent combination for adaptations and accommodations for diverse students in an inclusive setting, and three credits or 90 hours or an equivalent combination to meet the instructional needs of English language learners. EDC 559 meets three of the nine required credits of course work in adaptations and accommodations for diverse students in an inclusive setting. The remaining diverse learner in inclusive settings and English language learner requirements can be met through courses at the undergraduate level and must be completed prior to graduation from the M.Ed. program.

Faculty

Professors

Kathryn Alessandria (kalessandria@wcupa.edu) (2003)
B.S., M.A., James Madison University; Ph.D., University of Virginia

Richard D. Parsons (rparsons@wcupa.edu) (1990)
B.A., Villanova University; M.A., Ph.D., Temple University

Naijian Zhang (nzhang@wcupa.edu) (1999)
B.A., Xi’an Foreign Languages Institute (China); M.A., M.A., Bowling Green University; Ph.D., Ball State University

Associate Professors

Vickie Ann McCoy (vmccoy@wcupa.edu) (2007)
B.A., M.S., M.A., Monmouth College; Ph.D., University of Southern Mississippi

Matthew Snyder (msnyder@wcupa.edu) (2007)
Chairperson, Counselor Education

B.S., Pennsylvania State University; M.A., Arcadia University; Ph.D., University of Connecticut

Lynn Zubernis (lzubernis@wcupa.edu) (2007)
B.A., Rosemont College; M.A., Ph.D., Bryn Mawr College

Assistant Professors

Karen L. Dickinson (kdickinson@wcupa.edu) (2011)
B.A., Rutgers University; M.A., West Chester University; Ph.D., University of Delaware

Jacqueline S. Hodes (johodes@wcupa.edu) (2012)
B.A., M.Ed., Ed.D., University of Delaware

Cheryl W. Neale-McFall (cneale@wcupa.edu) (2012)
B.S., James Madison University; M.S., University of Georgia; M.Ed., Ph.D., Old Dominion University
EDC 530. Organization & Administration of School Counseling Programs. 3 Credits.
The student will learn how to develop, maintain, and evaluate a comprehensive school counseling program that effectively addresses student needs. National models for school counseling programs that provide process and content frameworks will be examined. Specific emphases will be placed on the school as a system, needs based and data driven program development, process and outcome accountability, program management, and the cost/ effective delivery of programs. Typically offered in Fall, Spring & Summer.

EDC 504. Professional Orientation to Counseling. 3 Credits.
An introductory course that provides an understanding of counseling as a profession: including history, roles, organizational structures, ethical and legal issues, standards, and credentialing. Typically offered in Fall, Spring & Summer.

EDC 505. School Counselors Working with Diverse Learners. 3 Credits.
The course has been developed to meet the requirements of Pennsylvania Department of Education (ACT 49.13) and in recognition of the growing number of English Language Learners (ELL) in public schools. The goal of this course is to provide students with an overview of the characteristics and unique challenges confronted by the diverse learner. Students, who because of limited English language proficiency or disabilities may exhibit literacy deficits and experience academic needs that require both varied instructional strategies and counselor support and advocacy. The role of the school counselor as advocate and supportive agent for the diverse learner will be highlighted along with the unique value of counselor as ‘teacher- consultant and collaborator’. Typically offered in Fall, Spring & Summer.

EDC 511. Social and Cultural Diversity Issues in Counseling. 3 Credits.
This course explores different racial, social class, gender, and ethnic group orientations to counseling and examines exceptionality implications in applying traditional counseling approaches for use with diverse client populations. Typically offered in Fall, Spring & Summer.

EDC 531. Theories of American College Student Development. 3 Credits.
The general purpose of this course is to focus on the examination of a range of human development theories that offer insights to the process of student learning, growth, and development during the college years. Special focus will be directed toward understanding the implications of these models for the policies and practices of higher education and student affairs in particular. Typically offered in Fall.

EDC 532. Leadership and Management in Student Affairs. 3 Credits.
The purposes of this course are (1) to explore research on management and leadership and to prepare the student as an educational leader in student affairs, (2) to review the policy implications that affect social, interpersonal, and academic success of American college students, (3) to examine the American college student’s lifestyle, attitudes, characteristics and demographics, and (4) to assess the effects of higher education, student affairs in particular, on the American college student. Typically offered in Spring.
EDC 560. Diagnosis and Treatment Planning for Counselors. 3 Credits.
This course is focused on developing the knowledge and skills essential to employ valid diagnosis, assessment, client conceptualization, and clinical intervention and treatment planning. There will be an emphasis in the use of biopsychosocial case conceptualization models and evidence-based practices as a basis for treatment planning. Distance education offering may be available.
Typically offered in Spring.

EDC 561. Current Issues in Mental Health. 3 Credits.
The course will focus on the current issues in mental health counseling to include the role of ethical and legal considerations in counseling, social and cultural issues to include advocacy action planning, and trends affecting the field, the direction in which our field is heading, and the practice of mental health counseling.

EDC 567. Group Dynamics. 3 Credits.
This course in group processes focuses on the identification of the implicit and explicit role functions of the group member and the group leader. The recognition and awareness of one’s behavior with multiple feedback sources is of primary concern. The major objective of this course is to initiate, develop, and master relationships in a group setting.
Typically offered in Fall, Spring & Summer.

EDC 570. Fundamentals of the Helping Relationship. 3 Credits.
The course will introduce students to the counseling process. Communications skills essential to the helping relationship will be taught and practiced in a counseling lab.
Typically offered in Fall, Spring & Summer.

EDC 571. Counseling Theory and Techniques. 3 Credits.
The course provides an in-depth look at selected theories and their resultant “therapeutic operations”, including: cognitive/behavioral, person-centered and solution focused models. Emphasis is on both theory and the application of theory to practice. This pre-practicum course includes direct contact with ‘simulated clients’ and the development of counseling intervention plans.
Typically offered in Fall, Spring & Summer.

EDC 576. Consult & Coord In Guid & Couns. 3 Credits.
This prepracticum course focuses on models, mechanisms, and strategies of employing consultation and coordination in remedial and preventive interventions in educational settings. Systems analysis and program development and evaluation will be addressed relative to consultation and coordination.
Typically offered in Fall, Spring & Summer.

EDC 577. School Counseling Strategies for Change. 3 Credits.
The course is designed to provide an in-depth look at strategies employed by school counselors in individual and group format for promoting client change. The strategies presented reflect those of “best practice” and are tailored to the developmental needs of specific client populations. This prepracticum course includes actual counseling experience with a level appropriate student.
Typically offered in Fall & Spring.

EDC 580. Practicum in Mental Health Counseling. 3 Credits.
Students will complete a counseling practicum experience in an approved community mental health setting that totals a minimum of 100 clock hours; a minimum of 40 of hours will be direct contact. For this practicum experience students will be provided with a variety of individual, group, couple, marriage, and family counseling experiences with field-based clients. Students will receive both triadic and group supervision under the direction of a University faculty member.
Pre / Co requisites: EDC 580 requires prerequisite of EDC 503, EDC 521, EDC 567, EDC 570, EDC 571, and EDC 551.

EDC 590. Practicum in School Counseling. 3 Credits.
Students will complete a counseling practicum experience in an approved elementary school setting that totals a minimum of 100 clock hours. The practicum will include both individual and group counseling experiences. Students will receive both individualized and group supervision under the directions of a University faculty member.
Pre / Co requisites: EDC 590 requires prerequisites of EDC 503, EDC 567, EDC 570, EDC 571, and EDC 571 as corequisite or prerequisite.
Typically offered in Fall & Spring.

EDC 592. Practicum in Higher Education Student Affairs. 3 Credits.
Students will complete a counseling practicum experience in an approved higher education student affairs setting that totals a minimum of 100 clock hours. The practicum will include both individual and group counseling experiences. Students will receive both individualized and group supervision under the directions of a University faculty member.
Pre / Co requisites: EDC 592 requires prerequisites of EDC 503, EDC 567, EDC 570, EDC 571; EDC 530 or EDC 531 must be completed before or concurrently.
Typically offered in Fall & Spring.

EDC 594. Workshop in Counselor Education. 1-6 Credits.
workshop.
Typically offered in Summer. Repeatable for Credit.

EDC 595. Workshop in Counselor Education. 1-6 Credits.
workshop.
Distance education offering may be available.
Typically offered in Summer.
Repeatable for Credit.

EDC 596. Workshop in Counselor Education. 1-6 Credits.
workshop.
Typically offered in Summer.
Repeatable for Credit.

EDC 597. Workshop in Counselor Education. 1-6 Credits.
workshop.
Typically offered in Summer.
Repeatable for Credit.

EDC 598. Workshop in Counselor Education. 1-6 Credits.
workshop.
Typically offered in Summer.
Repeatable for Credit.

EDC 599. Independent Study. 1-3 Credits.
Independent research and study under the direction of a faculty member.
Consent: Permission of the Department required to add.
Typically offered in Fall, Spring & Summer.

EDC 600. Counseling Internship in Higher Education/Student Affairs. 3 Credits.
The internship is designed to provide an intensive, supervised on-site counseling experience specific to student’s program specialization working in a field site approved by the department. Each three-credit internship has a 200-hour minimum requirement with the course being repeated until the student has accumulated a minimum of 600 on-site hours over at least 2 semesters. This course may be taken again for credit.
Pre / Co requisites: EDC 600 requires prerequisites of EDC 592, EDC 540, and EDC 556; corequisites of EDC 531 and EDC 532.
Typically offered in Fall, Spring & Summer.
Repeatable for Credit.

EDC 601. Counseling Internship Elementary School. 3 Credits.
This internship is designed to provide an intensive, supervised on-site counseling experience in an elementary school setting (grades K-6) in a field site approved by the department. Each three-credit internship has a 200-hour minimum requirement with the course being repeated until the student has accumulated a minimum of 600 hours in school settings over at least two semesters. This course may be taken again for credit.
Pre / Co requisites: EDC 601 requires prerequisites of EDC 590, EDC 576, and EDC 540; EDC 504, EDC 556, and EDC 559 must be taken before or concurrent with first internship.
Typically offered in Fall & Spring.
Repeatable for Credit.

EDC 602. Counseling Internship Secondary School. 3 Credits.
This internship is designed to provide an intensive, supervised on-site counseling experience in a secondary school setting (grades 7-12) in a field site approved by the department. Each three-credit internship has a 200-hour minimum requirement with the course being repeated until the student has accumulated a minimum of 600 on-site hours in school settings over at least two semesters. This course may be taken again for credit.
Pre / Co requisites: EDC 602 requires prerequisites of EDC 590, EDC 576, and EDC 540; EDC 504, EDC 556, and EDC 559 must be taken before or concurrent with first internship.
Typically offered in Fall & Spring.
Repeatable for Credit.
EDC 605. Clinical Mental Health Counseling Internship. 3 Credits.
The internship is designed to provide supervised counseling experiences for graduate students preparing to work in clinical and community settings. The internship is typically one of the final courses in the student’s graduate program and offers the student the opportunity to observe, practice and demonstrate the skills necessary to be a master’s-level professional counselor.
Pre / Co requisites: EDC 605 requires prerequisite of EDC 540 and EDC 580.

EDC 620. Advanced Counseling Interventions. 3 Credits.
This seminar will stress the application of clinical skills and will include a field component as well as a case conferencing format. Emphasis will be placed on treatment planning using multiaxial diagnosis, implementation, and evaluation. Distance education offering may be available. Typically offered in Spring.

EDC 630. Systems Concepts & Skills Prof Counselor. 3 Credits.
Contact department for more information about this course.

EDC 650. Advanced Counselor Internship. 3 Credits.
Contact department for more information about this course.
Distance education offering may be available. Typically offered in Summer. Repeatable for Credit.

M.E.D. IN SCHOOL COUNSELING
College of Education and Social Work

Curriculum

Common Core Requirements

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDC 503</td>
<td>Professional Orientation to Counseling</td>
<td>3</td>
</tr>
<tr>
<td>EDC 540</td>
<td>Assessment Methods in Counseling</td>
<td>3</td>
</tr>
<tr>
<td>EDC 567</td>
<td>Group Dynamics</td>
<td>3</td>
</tr>
<tr>
<td>EDC 570</td>
<td>Fundamentals of the Helping Relationship</td>
<td>3</td>
</tr>
<tr>
<td>EDC 571</td>
<td>Counseling Theory and Techniques</td>
<td>3</td>
</tr>
</tbody>
</table>

Other common core requirements

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDC 520</td>
<td>Social and Cultural Diversity Issues in Counseling</td>
<td>3</td>
</tr>
<tr>
<td>EDC 521</td>
<td>Human Development Through Life Span</td>
<td>3</td>
</tr>
<tr>
<td>EDC 556</td>
<td>Career Development Theories and Practices</td>
<td>3</td>
</tr>
<tr>
<td>EDF 502</td>
<td>Methods &amp; Materials Of Research For Counselor Education</td>
<td>3</td>
</tr>
</tbody>
</table>

Specialty Requirements

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDC 504</td>
<td>Organization &amp; Administration of School Counseling Programs</td>
<td>3</td>
</tr>
<tr>
<td>EDC 505</td>
<td>School Counselors Working with Diverse Learners</td>
<td>3</td>
</tr>
<tr>
<td>EDC 559</td>
<td>Human Exceptionality for Counselors</td>
<td>3</td>
</tr>
<tr>
<td>EDC 576</td>
<td>Consult &amp; Coord In Guid &amp; Couns</td>
<td>3</td>
</tr>
<tr>
<td>EDC 577</td>
<td>School Counseling Strategies for Change</td>
<td>3</td>
</tr>
</tbody>
</table>

Field Experience Requirements

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDC 590</td>
<td>Practicum in School Counseling</td>
<td>3</td>
</tr>
<tr>
<td>EDC 601</td>
<td>Counseling Internship Elementary School</td>
<td>3</td>
</tr>
<tr>
<td>EDC 602</td>
<td>Counseling Internship Secondary School</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credits Required 51

Sample Course Plan

To track their individual degree progress, students are advised to access their Degree Progress Report (DPR) via my WCU and consult their Graduate Coordinator. For more information, visit wcupa.edu/ DegreeProgressReport.

The following is a suggested course sequence for this program; courses offerings and availability are not guaranteed. Students should consult their academic advisor with any questions.

Suggested Course Sequence (Full-Time/Four Regular Semesters)

Year One

<table>
<thead>
<tr>
<th>Semester One</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDC 503</td>
<td>Professional Orientation to Counseling</td>
<td>3</td>
</tr>
<tr>
<td>EDC 567</td>
<td>Group Dynamics</td>
<td>3</td>
</tr>
<tr>
<td>EDC 570</td>
<td>Fundamentals of the Helping Relationship</td>
<td>3</td>
</tr>
<tr>
<td>EDC 577</td>
<td>School Counseling Strategies for Change</td>
<td>3</td>
</tr>
</tbody>
</table>

Year Two

<table>
<thead>
<tr>
<th>Semester One</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDC 571</td>
<td>Counseling Theory and Techniques</td>
<td>3</td>
</tr>
<tr>
<td>EDC 540</td>
<td>Assessment Methods in Counseling</td>
<td>3</td>
</tr>
<tr>
<td>EDC 590</td>
<td>Practicum in School Counseling</td>
<td>3</td>
</tr>
<tr>
<td>EDC 576</td>
<td>Consult Coord In Guid Couns</td>
<td>3</td>
</tr>
</tbody>
</table>

Year Three

<table>
<thead>
<tr>
<th>Semester One</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDC 556</td>
<td>Career Development Theories and Practices</td>
<td>3</td>
</tr>
<tr>
<td>EDC 504</td>
<td>Organization Administration of School Counseling Programs</td>
<td>3</td>
</tr>
<tr>
<td>EDC 559</td>
<td>Human Exceptionality for Counselors</td>
<td>3</td>
</tr>
<tr>
<td>EDC 601 or 602</td>
<td>Counseling Internship Elementary School</td>
<td>3</td>
</tr>
</tbody>
</table>

Year Four

<table>
<thead>
<tr>
<th>Semester One</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDC 520</td>
<td>Social and Cultural Diversity Issues in Counseling</td>
<td>3</td>
</tr>
<tr>
<td>EDC 521</td>
<td>Human Development Through Life Span</td>
<td>3</td>
</tr>
<tr>
<td>EDC 502</td>
<td>Methods Materials Of Research For Counselor Education</td>
<td>3</td>
</tr>
<tr>
<td>EDC 601 or 602</td>
<td>Counseling Internship Elementary School</td>
<td>3</td>
</tr>
</tbody>
</table>

Please Note:

1. In order to finish any of the Counselor Education programs in a minimum of four (4) regular semesters, students must qualify for the practicum course in their second semester.
2. Fall admitted students can choose to sign up for summer courses prior to the Fall semester. Taking summer courses can create flexibility in scheduling throughout the program.
3. Meet with your advisor before or early in your first semester to customize your program of study.
4. Students wishing to become Pennsylvania school counseling certified upon graduation must also complete Pennsylvania Department of Education (PDE) certification requirements before graduation. See the enclosed Approved Program of Study (APS) and Certification Requirement forms for certification requirements.

M.S. IN CLINICAL MENTAL HEALTH COUNSELING
College of Education and Social Work

Curriculum

Common Core Requirements 27

Degree Candidacy Requirements

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDC 503</td>
<td>Professional Orientation to Counseling</td>
<td>3</td>
</tr>
<tr>
<td>EDC 540</td>
<td>Assessment Methods in Counseling</td>
<td>3</td>
</tr>
<tr>
<td>EDC 567</td>
<td>Group Dynamics</td>
<td>3</td>
</tr>
</tbody>
</table>
EDC 570 Fundamentals of the Helping Relationship 3
EDC 571 Counseling Theory and Techniques 3

Other Common Core Requirements
EDC 520 Social and Cultural Diversity Issues in Counseling 3
EDC 521 Human Development Through Life Span 3
EDC 556 Career Development Theories and Practices 3
EDF 502 Methods & Materials Of Research For Counselor Education 3

Sample Course Plan
To track their individual degree progress, students are advised to access their Degree Progress Report (DPR) via my WCU and consult their Graduate Coordinator. For more information, visit wcupa.edu/DegreeProgressReport.

The following is a suggested course sequence for this program; courses offerings and availability are not guaranteed. Students should consult their academic advisor with any questions.

Suggested Course Sequence (Full-Time/Four Regular Semesters)
Beginning in Fall

Year One
Semester One Credits
EDC 503 Professional Orientation to Counseling 3
EDC 567 Group Dynamics 3
EDC 570 Fundamentals of the Helping Relationship 3
EDC 571 Counseling Theory and Techniques 3

Semester Two Credits
EDC 530 Introduction to Student Affairs 3
EDC 540 Assessment Methods in Counseling 3
EDC 592 Practicum in Higher Education Student Affairs 3
EDC 556 Career Development Theories and Practices 3

Year Two
Semester Three Credits
EDC 531 Theories of American College Student Development 3
EDF 502 Methods Materials Of Research For Counselor Education 3
EDC 600 Counseling Internship in Higher Education/Student Affairs 3

Select one of the following:
EDC 520 Social and Cultural Diversity Issues in Counseling 3
EDC 521 Human Development Through Life Span 3
Elective 3

Semester Four Credits
EDC 532 Leadership and Management in Student Affairs 3
EDC 600 Counseling Internship in Higher Education/Student Affairs 3

Select two of the following:
EDC 520 Social and Cultural Diversity Issues in Counseling 3
EDC 521 Human Development Through Life Span 3
Elective 3

Beginning in Spring

Year One
Semester One Credits
EDC 503 Professional Orientation to Counseling 3

1 Prerequisites for Practicum.
2 EDC 540 and EDF 502 are offered through the Department of Professional and Secondary Education. Please note this information when registering for classes.
The post-master’s licensure preparation program is designed to meet the education and internship requirements of counselors who aspire to obtain licensure in the state of Pennsylvania. The program, which culminates in a letter of completion, has been designed with a commitment to education and training that will provide the skills and confidence to provide competent and ethical professional counseling services.

### Core Courses
- EDC 560 Diagnosis and Treatment Planning for Counselors 3
- EDC 620 Advanced Counseling Interventions 3
- EDC 650 Advanced Counselor Internship 3

### Electives
Select a minimum 3 semester hours with permission of adviser 3

- EDC 594 Workshop in Counselor Education
- EDC 595 Workshop in Counselor Education
- EDC 596 Workshop in Counselor Education
- EDC 597 Workshop in Counselor Education
- EDC 598 Workshop in Counselor Education
- EDC 630 Systems Concepts & Skills Prof Counselor
- PSY 700 Adult Psychopathology
- PSY 701 and Child and Adolescent Psychopathology

Other counselor education courses

**Total Credits Required** 15

---

1. Only courses taken post master’s at WCU will be counted toward required credits.

### SPECIALIST CERTIFICATE I IN COUNSELING

**College of Education and Social Work**

**Curriculum**

It is the student's responsibility to provide the Graduate Coordinator with undergraduate and graduate transcripts, course catalog descriptions of all courses taken and to meet with the Graduate Coordinator before or after acceptance to provide requested detail of prior study so that the letter of contract can be completed. A minimum of fifteen (15) credit hours with specialty course work in individual counseling techniques and group procedures, issues & trends, Practicum and Internship will be required. Students must take a comprehensive exam covering any specialty course work taken at West Chester University.

### DEPARTMENT OF CRIMINAL JUSTICE

**College of Business and Public Management**

200 Ruby Jones Hall
West Chester University
West Chester, PA 19383
610-436-2647

Department of Criminal Justice (http://www.wcupa.edu/criminaljustice)

Dr. Brewster (mbrewster@wcupa.edu), Chairperson
Dr. Grugan (sgrugan@wcupa.edu), Assistant Chairperson
Dr. Tucker (jtucker@wcupa.edu) Graduate Coordinator

**Programs of Study**

The master of science in criminal justice program provides a high-quality, advanced education to both full-time and part-time students. The program is well-suited to working professionals and offers evening courses and selected online electives. Professors are all seasoned professionals in their field of expertise and offer practical as well as academic excellence in the classroom. The program also serves as the basis for those planning to pursue doctoral degrees.
While the department does not require a thesis, students may choose to write a thesis by enrolling in CRJ 610 and receiving three semester hours towards the M.S.

**Program Goals**

Criminal justice professionals, researchers, and academicians are in a unique position to contribute to society. It is incumbent upon these professionals to:

- Become knowledgeable about the current issues and dilemmas and their complexities
- Eschew trite and superficial approaches to issues in the discipline
- Elevate and advance the discussions and debates
- Contribute to the development of thoughtful, meaningful, productive proposals and ideas
- Provide innovative solutions to the more perplexing issues in the field

To that end, the graduate program of the Department of Criminal Justice seeks to produce graduates who have developed:

- A sophisticated working knowledge of the major components in the criminal justice system
- Advanced-information literacy and research skills
- Excellent oral and written communication skills
- Acute critical-thinking skills that will effectively address the complex issues in a contemporary criminal justice system
- An open, honest, and dedicated approach to identifying and solving society’s problems
- Advanced skills in making sound ethical and moral judgments

**Philadelphia Campus**

The M.S. in Criminal Justice is also offered at the Philadelphia campus. Curriculums for programs offered at the alternative PASSHE Center City (http://wcupa.edu/philly) satellite campus in Philadelphia are equivalent to those found on WCU’s main campus. With state-of-the-art classrooms, the Center City location serves the needs of degree completers and/or adult learners who are balancing work and family obligations.

**Programs**

**Master’s Program in Criminal Justice**

- M.S. in Criminal Justice (p. 123)

**Accelerated Bachelor's to Master's**

- B.S. to M.S. in Criminal Justice (http://catalog.wcupa.edu/undergraduate/business-public-management/criminal-justice/criminal-justice-bs)

**Admissions**

All applicants to one of West Chester University’s graduate programs will be held to the graduate admissions requirements (p. 10). When applicable, additional requirements for admission into specific department program(s) may be listed below.

The department places special emphasis on the academic and professional goals statement found within the application.

**Policies**

All students in graduate programs are held to the academic policies and procedures (http://catalog.wcupa.edu/graduate/academic-policies-procedures) outlined in the graduate catalog. When applicable, additional policies for specific department program(s) may be listed below.

**Degree Requirements**

Prior to receiving the Master of Science in Criminal Justice, all candidates must

1. file an application for admission to candidacy with the Office of Graduate Studies after completion of 12-15 graduate credits (form is available on the Office of Graduate Studies website (http://www.wcupa.edu/Grad))
2. complete required courses with grades of B or better
3. complete a minimum of 30 semester hours of course work with a minimum cumulative GPA of 3.0 (based on a 4.0 system).

**Faculty**

**Professors**

Mary P. Brewster (mbrewster@wcupa.edu) (1993)
Chairperson, Criminal Justice
B.A., St. Joseph's College; M.A., Fordham University; Ph.D., Rutgers University
Jana L. Nestlerode (jnestlerode@wcupa.edu) (1986)
B.A., Pennsylvania State University; J.D., Widener University

**Associate Professors**

Brian F. O’neill (boneill@wcupa.edu) (1998)
B.A., University of Pittsburgh; M.S.W., Marywood College; Ph.D., City University of New York
Cassandra L. Reyes (creyes@wcupa.edu) (2009)
B.A., M.A., Ph.D., Indiana University of Pennsylvania

**Assistant Professors**

Sami Abdel-Salam (ssalam@wcupa.edu) (2013)
B.A., Drury University; M.S., University of Central Missouri; Ph.D., Temple University
Michael Edward Antonio (mantonio@wcupa.edu) (2013)
B.S., Ursinus College; M.A., University of Delaware; Ph.D., Northeastern University
Michele B. Brunina (mbrunina@wcupa.edu) (2016)
B.S. Pennsylvania State University; M.A. University of Arkansas; Ph.D. Indiana University of Pennsylvania
Shannon T. Grugan (sgrugan@wcupa.edu) (2014)
Assistant Chairperson, Criminal Justice
B.A., DeSales University; M.S., West Chester University of Pennsylvania; Ph.D., Rutgers University
Barbara A. Kauffman (bkauffman@wcupa.edu) (1990)
BS Pennsylvania State University; J.D., Temple University School of Law
Chris J. Przemieniecki (cprzemienie@wcupa.edu) (2013)
B.A., Wright State University; M.S., Illinois State University; Ph.D., University of North Dakota
Jane M. Tucker (jktucker@wcupa.edu) (2011)
Graduate Coordinator, Criminal Justice
B.A., Valley Forge Christian College; M.S., West Chester University; Ph.D., Temple University

**Instructor**

Albert L. Digiacomo (adigiacomo@wcupa.edu) (2014)
A.S., B.A., Temple University; M.S., St. Joseph’s University
Courses

CRJ

CRJ 500. Comparative Criminal Justice Systems. 3 Credits.
This course examines criminal justice systems worldwide, focusing primarily on the relationships between the police, courts, corrections and the society these subsystems serve. The primary focus will be on the four legal traditions: common law, civil law, socialist, and Islamic systems of law and social control. Descriptive material on selected countries will be analyzed and compared.
Pre / Co requisites: CRJ 508 requirement - Majors only.

CRJ 503. Criminal Behavior And The Law. 3 Credits.
This course is designed to help the student understand behavior by comparing criminal with normal behavior. A survey course, it reviews types of abnormal behavior and mental disorders, methods of diagnosis, and treatment and resolution of internal personal conflicts. Also included is an understanding of criminal behavior as it applies to abnormality.
Pre / Co requisites: CRJ 503 requirement - Majors only.

CRJ 505. Criminological Theory. 3 Credits.
This course is a survey of the historical and contemporary attempts to explain the phenomena of crime and criminal behavior from the perspectives of sociology, psychology, economics, biology, and law. Emphasis will be placed on contemporary theories and the analysis of evidence supportive of various theoretical positions.
Pre / Co requisites: CRJ 505 requirement - Majors only.

CRJ 506. Leadership/Management Strategies for CRJ Professionals. 3 Credits.
This course offers graduate students insight and understanding into the strategies and skills necessary to become outstanding supervisors and leaders. The course content provides students with the opportunity to develop personally and professionally through exploration of theory, application of theory to practice and skill development related to leadership concepts. Students will have the opportunity to practice skill sets in a classroom setting and receive immediate feedback.
Pre / Co requisites: CRJ 506 requirement - Majors - only.

CRJ 507. CRJ System: Contemporary and Ethical Issues. 3 Credits.
This course is designed to identify and examine ethical issues among practitioners and students in the criminal justice field. Such issues include the discretionary power of arrest, the use of deadly force, the decision to prosecute, participation in plea bargaining, representation of the guilty, and the imposition of punishment.
Pre / Co requisites: CRJ 507 requirement - Majors only.

CRJ 508. Research Design & Data Analysis. 3 Credits.
This course is intended to introduce the graduate student to the process of social research. It discusses research concepts such as problem identification, data collection, data analysis, hypothesis testing, and the development of conclusions and recommendations.
Pre / Co requisites: CRJ 508 requirement - Majors only.

CRJ 509. Criminal Jurisprudence. 3 Credits.
This course examines the complex concepts and principles of criminal law and procedure. The foundations of these disciplines will be initially reviewed, followed by a more comprehensive and incisive analysis and exploration of the different factors and issues which have evolved through decisions of the United States Supreme Court. Supreme Court jurisprudence is examined and contrasted with the jurisprudence of the Pennsylvania courts.
Pre / Co requisites: CRJ 509 prerequisite open to criminal justice majors only.
Distance education offering may be available.
Typically offered in Fall & Spring.

CRJ 515. Crime Mapping and Analysis. 3 Credits.
This course is an examination of the process of electronically mapping the distribution of crime and other spatially defined data. The focus is on the distribution and analysis of crime and social services information over time relative to the relevant demographic and social environment. The goal is to teach law enforcement and related social service personnel how to create, map and analyze data within the spatial context of the relevant community.

CRJ 522. Corporate and Financial Crime. 3 Credits.
This course facilitates the study of complex and significant areas of economic crime, better known as “white collar crime”. Examples of these types of crimes include: insider trading, fraud against the government, corruption of public funds be elected or appointed officials, bid rigging, and unethical industry practices such as “off-labeling” of pharmaceuticals. Basic statutory laws, including the Sherman Anti-Trust Act, will be reviewed.
Pre / Co requisites: CRJ 522 requirement - Majors only.

CRJ 524. Juvenile Law. 3 Credits.
This course will bring together the leading cases that have reached the Supreme Court, as well as other important federal and state court decisions relating to the juvenile justice process.
Pre / Co requisites: CRJ 524 requirement - Majors only.

CRJ 525. Restorative Justice. 3 Credits.
This course will examine the use of restorative justice in the criminal justice system. The impact of restorative justice approaches on victim and family of victim, offender and community will be examined at the adult and juvenile level. In addition, the history and philosophy of punishment will be explored. A critique and overview of contemporary models of restorative justice will also be undertaken.

CRJ 526. Contemporary Issues in Law Enforcement. 3 Credits.
This course is designed to examine current policing strategies and political issues that have developed as a result of those strategies. It also will explore the future of policing in America and will present several interdisciplinary approaches to new theoretical perspectives.
Pre / Co requisites: CRJ 526 requirement - Majors only.

CRJ 528. Advances in Law Enforcement Technology. 3 Credits.
This course will present, identify and discuss major trends and cutting edge initiatives in law enforcement technology. The course will address the latest technology in two aspects: in the lab and in the field. Potential problems with new technologies will be examined, including constitutional issues, public policy implications, and difficulties of implementation.

CRJ 530. Advanced Interviewing Skills for CRJ Professional. 3 Credits.
This course describes, explains, and teaches the techniques used by experienced interviewers based upon the sciences of human communication and interaction. This course defines the more clinical interview by mental health professionals and distinguishes it from the investigative interview as an analytical crime-solving tool.
Pre / Co requisites: CRJ 530 requirement - Majors only.

CRJ 545. Criminal Profiling. 3 Credits.
This course describes and explains the art and science of criminal profiling used as an investigative technique to identify the demographic, personality and behavioral characteristics of offenders. The course defines the differences between clinical profiling by mental health professionals and profiling as an analytical investigative tool.

CRJ 546. Addiction. 3 Credits.
This course is designed to explore the history and extent of alcohol and other drugs of abuse and the relationship to crime. The current criminal justice response will be analyzed as will past efforts at crime control. This course will provide students with the factual, theoretical and philosophical information necessary to understand the multifaceted dimensions of drug abuse and addiction and a rational approach to address the problem.

CRJ 555. Topical Seminar in Criminal Justice. 3 Credits.
This course will provide an intensive examination of a selected area of study in the field of criminal justice. Topics will be announced at the time of offering. This course may be taken more than once when different topics are presented.
Pre / Co requisites: CRJ 555 requirement - Majors only.
Distance education offering may be available. Repeatable for Credit.

CRJ 560. Applied Legal Studies. 3 Credits.
The course will examine selected factual accounts of criminal law and process. Through critical examination and analysis of these cases, the student will be able to understand the practical realities of the criminal justice system, and to compare theory and philosophy with practice.
Distance education offering may be available. Typically offered in Fall.

CRJ 565. Victimology: Theory, Research and Practice. 3 Credits.
This course is designed to analyze historical and contemporary issues in the areas of victimology and victim services. The course will cover the historical and modern-day roles of victims in criminal justice, victimization trends and patterns, theories of victimization, current research findings related to crime victims, legal rights of victims, and available victim services. Distance education offering may be available.

CRJ 566. Contemporary Issues In Corrections. 3 Credits.
This course is designed to analyze contemporary issues in the area of corrections. Such issues will include the privatization of corrections, diversion, restorative justice, treatment of the mentally ill, sentencing disparity, the politics of corrections, the incarceration of youth, the death penalty, prison overcrowding, inmate rights, the media and corrections, and the use of technology in corrections.
Pre / Co requisites: CRJ 566 requirement - Majors only.
Distance education offering may be available.
## CRJ 570. Gender, Crime and Justice. 3 Credits.
This course will examine the impact gender has on various aspects of the criminal justice system. The course will offer an exploration of the victimization of women, and the culture that supports it. It will also address the unique issues of women as criminal, women as prisoners, and women as workers in the criminal justice system.
Pre / Co requisites: CRJ 570 requirement - Majors only.

## CRJ 575. Bioterrorism, Bio-Crises & Public Health. 3 Credits.
This course addresses the protection of the public’s health and that of workers such as first responders from biological agents that cause disease and/or death. Students will learn scientific concepts, issues and techniques currently used in disaster mitigation and response for bio-crisis such as disease outbreaks, epidemics and pandemics as well as bioterrorism emergencies. Students will manage scenarios to enhance leadership skills. As available, a service learning research project will be incorporated.

## CRJ 580. Cyber Crime. 3 Credits.
This course addresses the evolution of criminal activity conducted using internet technology. Areas of study will include cyber terrorism, cyber stalking, espionage, information warfare, electronic fraud, “phishing,” systems interference and other virtual crimes.

## CRJ 582. Controversial Criminal Jurisprudence. 3 Credits.
This course presumes a sophisticated working knowledge of criminal law and procedure (successful completion of CRJ 509). It provides an in-depth analysis of the Supreme Court’s historical and contemporary approach to the most controversial issues of criminal law and procedure. The perspectives and arguments will be examined through the study and analysis of U.S. Supreme Court cases.
Pre / Co requisites: CRJ 582 requires prerequisite of CRJ 509 (Majors only)

## CRJ 599. Independent Studies in Criminal Justice. 1-3 Credits.
This course will entail research projects, reports, and readings in criminal justice.
Pre / Co requisites: CRJ 599 requirement - Majors only.
Consent: Permission of the Department required to add. Repeatable for Credit.

## CRJ 600. Proseminar. 3 Credits.
This capstone course requires the successful completion of a significant empirical research study. It builds on the knowledge and skills acquired in CRJ 508, as well as the general concepts learned in other graduate CRJ courses. The student is required to present the study's findings in a scholarly paper and an oral presentation.
Pre / Co requisites: CRJ 600 requires a prerequisite of B or better in CRJ 508.

## CRJ 610. Thesis. 3 Credits.
Bound and shelved in the library, the thesis represents the student’s ability to plan, organize, and direct a research effort designed to discover, develop, or verify knowledge. Only for those students taking the thesis track.
Pre / Co requisites: CRJ 610 requirement - Majors only.

## CRJ 999. Transfer Credits (Graduate). 3-9 Credits.
transfer credit.

## M.S. IN CRIMINAL JUSTICE

### Curriculum

<table>
<thead>
<tr>
<th>Required</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>CRJ 505</td>
<td>Criminological Theory 3</td>
</tr>
<tr>
<td>CRJ 507</td>
<td>CRJ System: Contemporary and Ethical Issues 3</td>
</tr>
<tr>
<td>CRJ 508</td>
<td>Research Design &amp; Data Analysis 3</td>
</tr>
<tr>
<td>CRJ 509</td>
<td>Criminal Jurisprudence 3</td>
</tr>
<tr>
<td>CRJ 600</td>
<td>Proseminar 3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Optional Thesis</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Select 3 semester hours</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Electives</th>
<th>12-15</th>
</tr>
</thead>
<tbody>
<tr>
<td>CRJ 500</td>
<td>Comparative Criminal Justice Systems</td>
</tr>
<tr>
<td>CRJ 503</td>
<td>Criminal Behavior And The Law</td>
</tr>
<tr>
<td>CRJ 506</td>
<td>Leadership/Management Strategies for CRJ Professionals</td>
</tr>
<tr>
<td>CRJ 515</td>
<td>Crime Mapping and Analysis</td>
</tr>
</tbody>
</table>

| CRJ 522  | Corporate and Financial Crime |
| CRJ 524  | Juvenile Law |
| CRJ 525  | Restorative Justice |
| CRJ 526  | Contemporary Issues in Law Enforcement |
| CRJ 528  | Advances in Law Enforcement Technology |
| CRJ 530  | Advanced Interviewing Skills for CRJ Professional |
| CRJ 545  | Criminal Profiling |
| CRJ 546  | Addiction |
| CRJ 555  | Topical Seminar in Criminal Justice |
| CRJ 560  | Applied Legal Studies |
| CRJ 565  | Victimology: Theory, Research and Practice |
| CRJ 566  | Contemporary Issues In Corrections |
| CRJ 570  | Gender, Crime and Justice |
| CRJ 575  | Bioterrorism, Bio-Crises & Public Health |
| CRJ 580  | Cyber Crime |
| CRJ 582  | Controversial Criminal Jurisprudence |
| CRJ 599  | Independent Studies in Criminal Justice |

**Total Credits Required**: 30

### Sample Course Plan

To track their individual degree progress, students are advised to access their Degree Progress Report (DPR) via WCUPA’s My WCU and consult their Graduate Coordinator. For more information, visit wcupa.edu/DegreeProgressReport.

## DEPARTMENT OF EARLY AND MIDDLE GRADES EDUCATION

College of Education and Social Work
106B Recitation Hall
West Chester University
West Chester, PA 19383
610-436-2944

Department of Early and Middle Grades Education (http://www.wcupa.edu/earlyMiddleGrades)
Dr. Leaman (hleaman@wcupa.edu), Chairperson
Dr. Norris (knorris@wcupa.edu), Assistant Chairperson
Dr. DiLucchio (cdilucchio@wcupa.edu), Graduate Coordinator, M.Ed. in Applied Studies in Teaching and Learning
Dr. Lucas (llucas@wcupa.edu), Graduate Coordinator, Post-Baccalaureate Teacher Certification Programs
Dr. Prudhoe (cprudhoe@wcupa.edu), Graduate Coordinator, M.Ed. in Early Childhood Education

## M.Ed. in Applied Studies in Teaching & Learning

The Department of Early and Middle Grades Education offers programs leading to the Master of Education in Applied Studies in Teaching and Learning. The M.Ed. in Applied Studies in Teaching and Learning does not lead to Level I Certification. For certification program information, please refer to Level I Post-Baccalaureate Teacher Certification Programs.

### Master of Education in Applied Studies in Teaching and Learning

The master’s degree in applied studies in teaching and learning gives experienced educators an opportunity to advance the knowledge and skills needed to be teacher-leaders within their profession. This program recognizes the value of experience; it has been developed to strengthen and deepen the practice of educators through coursework designed to emphasize reflection, collaboration, and classroom-based inquiry.

---

2016-2017 GRADUATE CATALOG
This 36-credit program includes an 18-credit core requirement, a 6-credit area of focused inquiry, the development of a professional portfolio, and a six-credit, classroom-based inquiry project.

**M.Ed. Early Childhood Education**

The Department of Early and Middle Grades Education offers programs leading to the master of education in early childhood education. The M.Ed. in Early Childhood does not lead to Level I Certification. For certification program information, please refer to Level I Post-Baccalaureate Teacher Certification Programs.

**Master of Education in Early Childhood Education**

The M.Ed. in early childhood education is an advanced program of study designed to prepare individuals for leadership positions in the field as teachers or administrators. The accomplished teachers track is designed to enhance the knowledge and skills of in-service, certified teachers. The program administrators track is focused on developing the leadership skills of child-care administrators and primary-level principals. Students in either track will take the same eight core courses and then two additional courses based on their track. All candidates will take the capstone course to complete the program. The M.Ed. in early childhood education is an online program.

**Level I Post-Baccalaureate Teacher Certification Programs – Pre-K through Grade 4: Early Grades Preparation (EGP), and Grade 4 through Grade 8: Middle Grades Preparation (MGP)**

The Department of Early and Middle Grades Education offers two flexible programs leading to Pennsylvania Level Certification, granted by the Pennsylvania Department of Education: certification in Pre-Kindergarten through Grade 4 (EGP) and certification in Grade 4 through Grade 8 (MGP). Both programs are designed for candidates who (a) have completed a B.A. or B.S. degree in an area other than education, or (b) hold a teaching certificate in another grade range or in a content area.

**Programs**

**Master of Education in Early and Middle Grades Education**

- M.Ed. in Early Childhood Education - Accomplished Teachers Track (p. 128)
- M.Ed. in Early Childhood Education - Program Administrators Track (p. 128)
- M.Ed. in Applied Studies in Teaching and Learning (p. 128)

**Level I Post-Baccalaureate Teacher Certification Programs – Pre-K through Grade 4: Early Grades Preparation (EGP), and Grade 4 through Grade 8: Middle Grades Preparation (MGP)**

- Post-Baccalaureate Teacher Certification - Pre-K through Grade 4 (EGP) (p. 129)
- Post-Baccalaureate Teacher Certification - Grade 4 through Grade 8 (MGP) (p. 129)

**Admissions**

All applicants to one of West Chester University's graduate programs will be held to the graduate admissions requirements (p. 10). When applicable, additional requirements for admission into specific department program(s) may be listed below.

**Admission Requirements for M.Ed. in Early Childhood Education - Accomplished Teachers Track**

1. Undergraduate degree from an accredited college or university
2. Pennsylvania Instructional I Teaching Certification or its equivalent
3. Undergraduate GPA of at least 2.8 on a 4.0 scale. (If the applicant possesses a master's degree, the GPA requirement applies to that degree.)

**Admission Requirements for Program M.Ed. in Early Childhood Education - Administrators Track**

1. Undergraduate degree from an accredited college or university
2. Undergraduate GPA of at least 2.8 on a 4.0 scale. (If the applicant possesses a master's degree, the GPA requirement applies to that degree.)
3. At least one year of professional experience in an early childhood setting. Individuals with limited early childhood background may be required to complete additional course work or readings.

**Admission Requirements for the M.Ed. in Applied Studies in Teaching and Learning**

1. Applicants for the degree program are expected to have an undergraduate degree from an accredited college or university, Pennsylvania Level 1 Teaching Certification or its equivalent.
2. Applicants must have one year of full-time, satisfactory K-12 teaching experience in public or private schools. (All other cases will be considered by the department on an individual basis.)
3. An undergraduate GPA of 3.0 on a 4.0 scale is also required. (If an applicant possesses a master's degree, the GPA requirement applies to that degree.)

**Admission Requirements for the Level I Post-Baccalaureate Teacher Certification Programs**

As part of the application process, candidates must submit the following materials:

1. Official academic transcript(s) from all colleges and universities attended, demonstrating a minimum GPA of 3.0 on a 4.0 scale
2. A professional goals statement
3. Two recommendations
4. For MGP, a copy of passing scores on PDE-mandated Praxis II subject concentration tests in either mathematics, science, or social studies

Note: Educational Testing Services will not send a copy of candidates’ Praxis scores to WCU’s Office of Graduate Studies. More information and registration for the Praxis Exams are available on the College of Education website.

**Policies**

All students in graduate programs are held to the academic policies and procedures (http://catalog.wcupa.edu/graduate/academic-policies-procedures) outlined in the graduate catalog. When applicable, additional policies for specific department programs(s) may be listed below.

**Degree Requirements for the M.Ed. in Early Childhood Education**

1. Satisfactory completion of the curriculum. Selection of courses should be determined in consultation with an appointed adviser.
2. Cumulative GPA of at least 3.0.
3. Satisfactory completion of an action research project in ECE 550.
Degree Requirements for the M.Ed. in Applied Studies in Teaching and Learning

1. Satisfactory completion of the curriculum. Both the selection and the sequence of courses should be determined in consultation with an appointed adviser. Workshop credits (EDE 580-589) are not permitted. Up to six credits of “Special Topics” courses (EDE 591–EDE 593), within an area of focused inquiry, may be counted towards the degree.
2. A cumulative GPA of at least 3.0.
3. Development of a professional portfolio. (The portfolio will be formally evaluated during EDE 571.)
4. Completion of a classroom-based inquiry project in EDE 611.

Program Requirements for the Level I Post-Baccalaureate Teacher Certification Programs

Level I Certification program requirements are determined on an individual basis. Each candidate will receive an approved program of study which will include a checklist of (a) previously completed courses that the graduate coordinator accepts as equivalent to required courses in the program, (b) work and volunteer experiences the graduate coordinator accepts as equivalent to required courses, and (c) courses required to complete the candidate’s certification program.

1. Pennsylvania Certification Tests
   Those seeking an Instructional I Certificate in the Commonwealth of Pennsylvania must have a minimum GPA of 3.0 by program completion, plus passing scores (as determined by the PDE) on required Praxis exams. The PDE periodically changes testing requirements and passing scores. Up-to-date information about the Pennsylvania certification tests is available at http://www.wcupa.edu/_academics/coe/PAtests.aspx.

2. Formal Admission to Teacher Education (FATE)
   All students who enter the post-baccalaureate certification program for either the early grades or middle grades preparation program are designated as probationary teacher education students until they achieve FATE. Note: FATE is not the same as admission to graduate studies. Students apply for FATE after receipt of the acceptance letter to graduate studies.
   Only students achieving FATE will be able to enroll in the “professional semester,” which includes field experience and student teaching. Because students need to file an application for student teaching two semesters prior to the professional semester, they are strongly encouraged to apply for FATE as soon as possible after being admitted to graduate studies. The Department of Early and Middle Grades Education sends information about FATE requirements soon after students are accepted into WCU.

Clearance Requirements for Field Experiences in the Professional Education Unit

All students participating in West Chester University academic courses that require participation in observation, practicum, field experience or student teaching experience must provide up-to-date clearances prior to the fourth day of the semester in which they enrolled in such courses. Students will provide clearances to the university in a manner stipulated but the dean of the college of education in accordance with the WCU Professional Education Unit Policy Requiring Current Criminal Background Clearances for Enrollment in Field Experience Courses and Student Teaching. Students who fail to provide the proper clearances, as stipulated, will have their enrollment in the course revoked.

Faculty

Professors

Michael Bell (mbell@wcupa.edu) (2001)
B.A., Arizona State University; M.A., Northern Arizona University; Ph.D., University of Texas at Austin

Wei Cai (wcai@wcupa.edu) (1996)
B.A., Beijing Teachers College; M.A., Bloomsburg University; Ed.D., Indiana University of Pennsylvania

Connie Dilucchio (cdilucchio@wcupa.edu) (2003)
Graduate Coordinator, Early and Middle Grades Education

B.S., M.E., Pennsylvania State University; M.Ed. in Applied Studies in Teaching and Learning; Ed.D., University of Pennsylvania

Heather Leaman (hleaman@wcupa.edu) (2005)
Chairperson, Early and Middle Grades Education

B.S., M.Ed., Millersville University; Ph.D., Pennsylvania State University

Catherine M. Prudhoe (cprudhoe@wcupa.edu) (1992)
Graduate Coordinator, Early and Middle Grades Education

B.S., Pennsylvania State University; M.S., Pennsylvania State University; Ph.D., University of Delaware

Associate Professors

Karen Johnson (kjohnson@wcupa.edu) (2007)
Early and Middle Grades Education

B.S., Trenton State College; M.Ed., Rutgers University; Ph.D., University of Albany

Lisa J. Lucas (llucas@wcupa.edu) (2008)
Graduate Coordinator, Early and Middle Grades Education

B.S., M.A., West Chester University; Ph.D., University of Delaware

Katherine Norris (knorris@wcupa.edu) (2007)
Assistant Chairperson, Early and Middle Grades Education

B.S., West Chester University; M.S., Saint Joseph’s University; Ed.D., Temple University

Vicky M. Patton (vpattton@wcupa.edu) (2002)
B.A., M.A., University of Canterbury (New Zealand); Ph.D., Temple University

Donna R. Sanderson (dsanderson@wcupa.edu) (2001)
B.S., James Madison University; M.S., Widener University; Ed.D., University of Pennsylvania

Assistant Professors

Jade Burris (jburris@wcupa.edu) (2016)
BS University of Florida; MA University of Florida; M.Ed University of Florida; EdD University of Delaware

Laura E. Fiorenza (lfiorenza@wcupa.edu) (1991)
B.A. West Chester University; M.Ed. West Chester University

Jacqueline G. Van Schooneveld (jvanschoon@wcupa.edu) (2013)
B.S., Bucknell University; M.Ed., Columbia University

Courses

ECE

ECE 502. Advanced Child Dev: Prebirth Through Eight Years. 3 Credits.
Course covers development of children pre-birth through age eight. A review of historical and contemporary theories of development as well as emerging research is included. Distance education offering may be available.
ECE 503. Foundations of Early Childhood Education. 3 Credits.
The content of this Graduate course focuses on critically examining the Historical, philosophical and sociocultural foundations of early childhood education as well as contemporary issues in the field.

ECE 504. Play as a Learning Medium. 3 Credits.
This course focuses on the significance of play in human development and learning. Analysis of play environments and context is included.
Distance education offering may be available.

ECE 505. Families, Communities and Education in a Multicultural Society. 3 Credits.
This Graduate course focuses on important contexts in which young children develop. The educator’s role in relation to family cultures and communities will be analyzed.
Distance education offering may be available.

ECE 506. Curriculum & Assessment I: Birth Through Age Eight. 3 Credits.
This course focuses on curriculum development and assessment in Early Childhood Education from Historical, national and cultural perspectives.

ECE 507. Curriculum & Assessment II: Birth Through Age Eight. 3 Credits.
This course builds on and expands curriculum and assessment knowledge in Early Childhood education. The course covers learning contexts, unit planning, family involvement and classroom management.
Pre / Co requisites: ECE 507 requires prerequisite of ECE 506.

ECE 508. Advocacy & Leadership in Early Childhood Education. 3 Credits.
Personal service, leadership and advocacy on behalf of children, families and communities will be highlighted. Students will develop an action research proposal as a requirement of this course.

ECE 511. Trends and Issues in ECE. 3 Credits.
This course provides an understanding of the evolution of early childhood education. Contemporary issues and trends in the field of early childhood education are discussed in view of historical, social, cultural, and political influences.
Distance education offering may be available.

ECE 512. Integrated Curriculum & Assessment: Birth to Age 8. 3 Credits.
Designed for teachers, program administrators, and principals in early childhood settings, this course is an in depth examination of the curriculum frameworks, standards and assessment in early childhood education.
Distance education offering may be available.

ECE 513. Advocating for Young Children and Families. 3 Credits.
Professional service and advocacy on behalf of children, families and communities will be course highlights. Students will analyze policies and develop skills in advocacy and community mobilization.
Distance education offering may be available.

ECE 514. Leadership in ECE. 3 Credits.
Through this course students will enhance their knowledge, skills, and dispositions for management and leadership as defined by NAEYC Accreditation criteria.
Distance education offering may be available.

ECE 515. Coaching and Supervision in ECE. 3 Credits.
This course explores the current theory, research and best practices related to mentoring/coaching and supervision of professional practice in early childhood settings.
Distance education offering may be available.

ECE 517. Small Business Management in ECE. 3 Credits.
This course is designed to help directors and teacher/supervisors successfully plan, organize, and manage a child care center. This course assumes that students have little or no knowledge in economics, finance, accounting, and general business management.
Distance education offering may be available.

ECE 550. The Early Childhood Professional as Researcher. 3 Credits.
Students in this course will conduct “Teacher as Researcher” activities focused on Early Childhood Education contexts. This course serves as the capstone for the Master’s Degree in Early Childhood Education.
Distance education offering may be available.

ECE 598. Workshop in Early Childhood Education. 3 Credits.
Workshop in Early Childhood Education.
Typically offered in Summer.
Repeatable for Credit.

EDE

EDE 532. Teaching-Learning: Theory to Practice. 3 Credits.
This course is intended to help teachers connect knowledge of curriculum design and learning theory with the development of culturally responsive curriculum and effective classroom practice.
Typically offered in Spring & Summer.

EDE 543. Creative Expression In The Elem School. 3 Credits.
Theories and techniques to promote creative thinking and enhance children’s creative potential in all areas of the school curriculum.

EDE 551. Child and Adolescent Development I. 3 Credits.
Introduction to theories of human development with emphasis on characteristic development and behavior of children between 5 and 13 years of age and application to classroom settings.
Typically offered in Spring.

EDE 554. Reflective Teacher - Contemplary Class. 3 Credits.
An investigation of the origins of popular, personal and theoretical constructions of teaching and learning processes and how these constructions influence contemporary practice.
Typically offered in Summer.

EDE 556. Human Development. 3 Credits.
Study of cross-culturally evolving perspectives on healthy developmental processes in children and adults. Application of findings to interaction between teachers and learners within the contexts of family, school and community.
Pre / Co requisites: EDE 556 requires prerequisite of EDE 554.
Typically offered in Fall.

EDE 563. Teachers as Leaders. 3 Credits.
This course will provide opportunities for teachers to study their roles in change processes through an examination of teacher leadership.
Distance education offering may be available.
Typically offered in Summer.

EDE 571. Educational Change: A Systemic View. 3 Credits.
Exploration of theories and models of educational change, with emphasis on systems thinking and the central role of the teacher in the change process.
Pre / Co requisites: EDE 571 requires prerequisites of EDE 554 and EDE 532 and EDE 556 and EDF 583 and EDR 535.
Distance education offering may be available.
Typically offered in Fall.

EDE 586. Workshop: Elementary Curriculum Enrichment. 1-6 Credits.
Workshop in elementary education.
Typically offered in Summer.
Repeatable for Credit.

EDE 589. Workshop in Humanizing Teaching and Learning. 1-6 Credits.
Workshop in elementary education.
Typically offered in Summer.
Repeatable for Credit.

EDE 590. Independent Study. 1-3 Credits.
Enrollment by permission only; number of credits determined by graduate coordinator.
Cross listed courses EDE 590, EGP 590, MGP 590.

EDE 591. Special Topics in Elementary Education. 1-3 Credits.
Special topics course in elementary education.
Typically offered in Summer.
Repeatable for Credit.

EDE 592. Special Topics in Elementary Education. 1-3 Credits.
Special topics course in elementary education.
Typically offered in Summer.
Repeatable for Credit.

EDE 593. Special Topics in Elementary Education. 1-3 Credits.
Special topics course in elementary education.
Typically offered in Summer.
Repeatable for Credit.

EDE 594. Special Topics in Elementary Education. 1-3 Credits.
Special topics course in elementary education.
Typically offered in Summer.
Repeatable for Credit.
EDE 595. Special Topics in Elementary Education. 1-3 Credits.
Special topics course in elementary education. Typically offered in Summer. Repeatable for Credit.

EDE 596. Special Topics in Elementary Education. 1-3 Credits.
Special topics course in elementary education. Typically offered in Summer. Repeatable for Credit.

EDE 597. Special Topics in Elementary Education. 1-3 Credits.
Special topics course in elementary education. Typically offered in Summer. Repeatable for Credit.

EDE 598. Workshop in Elementary Education. 1-6 Credits.
Workshop in elementary education. Typically offered in Summer. Repeatable for Credit.

EDE 600. Research Report. 1-2 Credits.
Research Report in Elementary Education. Typically offered in Summer.

EDE 605. Educational Leadership & Change Theory. 3 Credits.
Students will understand the school change literature that speaks to the importance of schools as communities of learners while learning to work collaboratively with school leadership and colleagues to promote common goals and vision in the school. Topics will include: use of educational technology and its integration into instructional practice, establishing directions for school improvement and reform, promoting shared leadership in the school, and communication with internal (administrators, etc.) and external audiences (parents, foundations, etc.) about school change efforts.

EDE 610. Thesis. 4-6 Credits.
Thesis in elementary education. Typically offered in Spring.

EDE 611. Teacher as Classroom Researcher. 6 Credits.
This course explores the role of classroom research in the professional life of the teacher. With the goal of informing personal practice and collegial discourse, participants review existing literature, design and carry out investigation in their own setting and report results to professional colleagues.
Pre / Co requisites: EDE 611 requires prerequisites of EDE 554 and EDE 532 and EDE 556 and EDF 583 and EDR 535 and EDE 571. Typically offered in Spring.

EDG

EDG 546. Gifted & Talented: Tchg Strateg & Maters. 3 Credits.
Program models, resources, and materials designed to meet the needs of gifted and talented children and youth.

EGP

EGP 501. Human Development from Gestation. 3 Credits.
An examination of typical and atypical development, across all developmental domains, from gestation to eighteen years. Field Clearances Required. Typically offered in Spring.

EGP 520. Professional Dimensions of Teaching Early Grades. 3 Credits.
An introduction to the teaching profession within the context of the contemporary Pre K-4 classroom. 30 hours of supervised fieldwork required. Field Clearances Required.
Pre / Co requisites: EGP 520 requires a prerequisite of EGP 501. Typically offered in Fall.

EGP 522. PreK Programs & Methods and PreK-4 Family Partnerships. 6 Credits.
A comprehensive study of developmentally appropriate PreK programs. A study of the role of families and family/school partnerships in the education of children PreK-4. 75 Hours of supervised fieldwork required in PK settings.
Pre / Co requisites: EGP 522 requires prerequisites of EGP 501 and EGP 520; field clearances. Typically offered in Spring.

EGP 535. Teaching Social Studies and Health PreK-4. 3 Credits.
A study of social studies and health education curricula, instruction and assessment Pre-K through Grade 4. National, state and local standards are utilized as frameworks to explore the context, purpose, content, and interdisciplinary nature of the social studies and health.
Pre / Co requisites: EGP 535 requires a prerequisite of EGP 520. Typically offered in Fall, Spring & Summer.

EGP 540. Building Community & Integrating the Arts in the PreK-4 Classroom. 3 Credits.
Study of the classroom as a unique social system and intentional community, with emphasis on the knowledge and skills essential to facilitating cooperation. Study of the arts disciplines, with emphasis on the knowledge and skill needed to integrate the arts into the PreK-4 classroom.
Pre / Co requisites: EGP 540 requires a prerequisite or corequisite of EGP 535. Typically offered in Spring.

EGP 550. Developmental Field Experience in Inclusive Classrooms. 3 Credits.
Developmental field experience in inclusive classrooms. Field clearances required.
Pre / Co requisites: EGP 550 requires COREQ: EGP 551; PREREQ: Formal Admission to Teacher Education. Typically offered in Spring.

EGP 551. Student Teaching. 3-6 Credits.
A 12 week, full time field experience. The student teacher assumes increasing responsibility in the classroom, as demonstrated by effective methods for planning, delivering, and reflecting on instruction. Weekly seminars are required. Field clearances required.
Pre / Co requisites: EGP 551 requires COREQ: EGP 550 and PREREQ: Formal Admission to Teacher Education, field clearances, all coursework, and PRAXIS testing. Typically offered in Spring.

EGP 552. Student Teaching. 3-6 Credits.
A 12 week, full time field experience. The student teacher assumes increasing responsibility in the classroom, as demonstrated by effective methods for planning, delivering, and reflecting on instruction. Weekly seminars are required. Field clearances required.
Pre / Co requisites: EGP 552 requires a corequisite of EGP 550 and prerequisites of Formal Admission to Teacher Education, field clearances, all coursework, and PRAXIS testing. Typically offered in Spring.

EGP 590. Independent Study. 1-3 Credits.
Enrollment by permission; number of credits determined by graduate coordinator. Repeatable for Credit. Cross listed courses EDE 590, EGP 590, MGP 590.

MGP

MGP 520. Professional Dimensions of Teaching: Middle Grades. 3 Credits.
An introduction to the teaching profession within the context of the contemporary 4-8 classroom. 30 hours supervised fieldwork required. Field clearances required.
Pre / Co requisites: MGP 520 requires prerequisite: field clearances and PREREQ or CO REQ of EDP 501. Typically offered in Fall.

MGP 535. Teaching Social Studies Grades 4-8. 3 Credits.
A study of social studies teaching and student learning in grades 4-8, focusing on related curricula, instruction and assessment. National, state and local standards are utilized as frameworks to explore the context, purpose, content, interdisciplinary nature of the social studies.
Pre / Co requisites: MGP 535 requires prerequisite of MGP 520. Typically offered in Fall & Spring.

MGP 550. Developmental Field Experience in Inclusive Classrooms. 3 Credits.
Developmental field experience in inclusive classrooms. Field clearances required.
Pre / Co requisites: MGP 550 requires COREQ: MGP 551; PREREQ: Formal Admission to Teacher Education. Typically offered in Spring.

MGP 551. Student Teaching. 3-6 Credits.
A 12 week, full time field experience. The student teacher assumes increasing responsibility in the classroom, as demonstrated by effective methods for planning, delivering, and reflecting on instruction. Weekly seminars are required. Field clearances required.
Pre / Co requisites: MGP 551 requires COREQ: MGP 550; PREREQ: Formal Admission to Teacher Education, field clearances, all coursework and PRAXIS testing. Typically offered in Spring.
MGP 552. Student Teaching. 3-6 Credits.
A 12 week, full time field experience. The student teacher assumes increasing responsibility in the classroom, as demonstrated by effective methods for planning, delivering, and reflecting on instruction. Weekly seminars are required. Field clearances required.
Pre / Co requisites: MGP 552 requires COCORE MGP 550; PREREQ: Formal Admission to Teacher Education, field clearances, all coursework and PRAXIS testing. Typically offered in Spring.

MGP 590. Independent Study. 1-3 Credits.
Enrollment by permission; number of credits determined by graduate coordinator. Repeatable for Credit. Cross listed courses EDE 590, EGP 590, MGP 590.

M.ED. IN APPLIED STUDIES IN TEACHING AND LEARNING
College of Education and Social Work

Curriculum

Initial Courses
EDE 532  Teaching-Learning: Theory to Practice (to be taken during first 15 hours of study)  3
EDE 554  Reflective Teacher - Contemporary Class (to be taken during first 15 hours of study)  3

Intermediate Courses
EDE 556  Human Development  3
EDF 583  The American School as Social Narrative  3
EDR 535  Language, Learning And Literacy  3

Area of Focused Inquiry
Students are to complete a 6-credit area of focused inquiry; students should confer with the assigned adviser to determine an appropriate and desirable area of focused inquiry.  6

Culminating Courses
EDE 571  Educational Change: A Systemic View  3
EDE 611  Teacher as Classroom Researcher  6

Total Minimum Credits Required  30

1 Areas currently include the following:
  • Autism Spectrum Disorder
  • Culturally responsive education
  • Education for sustainability
  • Inclusion/special education
  • Literacy
  • Teaching English as a second language
  • Technology
  • Open area: Students are encouraged to propose their own focus areas based on personal interests and needs and available graduate-level offerings at West Chester University. These areas would be developed with faculty in the student’s area of interest and approved by the early and middle grades graduate coordinator. Workshop credits may not be used to satisfy requirements for the area of focused inquiry.

Sample Course Plan
To track their individual degree progress, students are advised to access their Degree Progress Report (DPR) via my WCU and consult their Graduate Coordinator. For more information, visit wcupa.edu/ DegreeProgressReport.

M.ED. IN EARLY CHILDHOOD EDUCATION - ACCOMPLISHED TEACHERS TRACK
College of Education and Social Work

Curriculum

Core Courses
ECE 502  Advanced Child Dev: Prebirth Through Eight Years  3
ECE 504  Play as a Learning Medium  3
ECE 505  Families, Communities and Education in a Multicultural Society  3
ECE 511  Trends and Issues in ECE  3
ECE 512  Integrated Curriculum & Assessment: Birth to Age 8  3
ECE 513  Advocating for Young Children and Families  3
ECE 515  Coaching and Supervision in ECE  3
EDA 508  Introduction to Early Childhood/Special Education  3

Accomplished Teachers Track
Select two courses from the following areas: (Both courses must be from the same discipline.)  6

Special Education
EDA 506  Legal Issues in Special Education  3
EDA 513  Career Dev and Transition Systems Structures  3
EDA 542  Foundations of Special Education  3

Teaching and Learning
EDE 532  Teaching-Learning: Theory to Practice  3
EDE 554  Reflective Teacher - Contemporary Class  3

Literacy
EDR 505  Orthographic Knowledge Language And Lit Dev  3
EDR 507  Comprehension & Vocabulary: Dev & Instruct  3
EDR 509  Writing Development and Instruction  3
EDR 535  Language, Learning And Literacy  3

Educational Technology
EDT 500  Integrating Ed Tech For Effective Instruction  3
EDT 530  Digital Media Production and Storytelling  3

Capstone Course
ECE 550  The Early Childhood Professional as Researcher  3

Total Credits Required  33

Sample Course Plan
To track their individual degree progress, students are advised to access their Degree Progress Report (DPR) via my WCU and consult their Graduate Coordinator. For more information, visit wcupa.edu/ DegreeProgressReport.

M.ED. IN EARLY CHILDHOOD EDUCATION - PROGRAM ADMINISTRATORS TRACK
College of Education and Social Work

Curriculum

Core Courses
ECE 502  Advanced Child Dev: Prebirth Through Eight Years  3
ECE 504  Play as a Learning Medium  3
ECE 505  Families, Communities and Education in a Multicultural Society  3
ECE 511  Trends and Issues in ECE  3
ECE 512  Integrated Curriculum & Assessment: Birth to Age 8  3
ECE 513  Advocating for Young Children and Families  3
ECE 515  Coaching and Supervision in ECE  3
EDA 508  Introduction to Early Childhood/Special Education  3

Program Administrators Track
ECE 514  Leadership in ECE  3
Sample Course Plan

To track their individual degree progress, students are advised to access their Degree Progress Report (DPR) via my WCU and consult their Graduate Coordinator. For more information, visit wcupa.edu/DegreeProgressReport.

POST-BACCALAUREATE TEACHER CERTIFICATION - GRADE 4 THROUGH GRADE 8

College of Education and Social Work

GROUP I

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDP 501</td>
<td>Young Adolescent/Adolescent Cognition, Development and Learning Theories</td>
<td>3</td>
</tr>
<tr>
<td>EGP 520</td>
<td>Professional Dimensions of Teaching: Middle Grades</td>
<td>3</td>
</tr>
<tr>
<td>EDA 542</td>
<td>Foundations of Special Education</td>
<td>3</td>
</tr>
</tbody>
</table>

GROUP II

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDP 551</td>
<td>Developmental Field Experience in Inclusive Classrooms</td>
<td>3</td>
</tr>
<tr>
<td>EDR 518</td>
<td>Language Arts for Grades 4-8</td>
<td>3</td>
</tr>
<tr>
<td>EDR 528</td>
<td>Reading in Grades 4-8</td>
<td>3</td>
</tr>
<tr>
<td>EDR 538</td>
<td>Literacy Field Experience Grades 4-8</td>
<td>3</td>
</tr>
<tr>
<td>EDP 550</td>
<td>Literacy Development for Students w/ Disabilities in Inclusive Classrooms</td>
<td>3</td>
</tr>
<tr>
<td>LAN 569</td>
<td>Teaching English Language Learners (ELLs) PK-12</td>
<td>3</td>
</tr>
<tr>
<td>MGP 535</td>
<td>Teaching Social Studies Grades 4-8</td>
<td>3</td>
</tr>
<tr>
<td>MTE 553</td>
<td>Teaching Children Mathematics I</td>
<td>3</td>
</tr>
<tr>
<td>MTE 555</td>
<td>Teaching Children Mathematics II</td>
<td>3</td>
</tr>
<tr>
<td>SCE 530</td>
<td>Science Methods for Middle Level</td>
<td>3</td>
</tr>
</tbody>
</table>

GROUP III (Professional Semester) 1

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EGP 550</td>
<td>Developmental Field Experience in Inclusive Classrooms</td>
<td>3</td>
</tr>
<tr>
<td>EGP 551</td>
<td>Student Teaching</td>
<td>3-6</td>
</tr>
<tr>
<td>EGP 552</td>
<td>Student Teaching</td>
<td>3-6</td>
</tr>
</tbody>
</table>

Total Minimum Credits Required 51

1. Since these courses include fieldwork, students must have all current criminal, child abuse, FBI fingerprinting, and TB test clearances on file before the first day of class.

Students wishing to enroll in the Professional Semester must have: a) completed all required course work and field hours in Group I and II courses; b) achieved Formal Admission to Teacher Education (FATE); and c) shown evidence of having taken the PDE mandated Specialty Area PECT test(s). This Professional Semester can only take place in the Spring.

DEPARTMENT OF ENGLISH

College of Arts and Humanities

541/531 Main Hall
West Chester University
West Chester, PA 19383
Phone: 610-436-2745
610-436-2822

Department of English (http://www.wcupa.edu/english)

Dr. Mader (rmader@wcupa.edu), Chairperson
Dr. Navitsky (jnavitsky@wcupa.edu), Assistant Chairperson - Faculty
Dr. Halko (ghalko@wcupa.edu), Assistant Chairperson - Student Issues and Student Learning Post Bac Adviser
Dr. Dodson-Robinson (cdodson-robinson@wcupa.edu), Graduate Coordinator

Program of Study

The M.A. in English offers three tracks: one in literature; one in writing, teaching, and criticism; and, one in creative writing. In the literature and writing, teaching, and criticism tracks, students may choose between thesis and non-thesis options. Students in the creative writing track must write a creative thesis. The master of arts in English helps students attain a number of goals. It offers opportunities for the study of language, literature, rhetoric and composition, pedagogy, creative writing, and literary and cultural critical theory. The diverse and comprehensive selection of courses cultivates scholarly knowledge and enhances cultural literacy in an atmosphere that engages students intellectually and creatively. The program prepares students to enroll in advanced graduate programs (for the Ph.D. in literature or composition and rhetoric, for example), to teach literature or writing in secondary schools or two-year colleges, and to enter a range of other professions in which writing expertise and analytical thinking are valued. The Certificate in Publishing is dedicated to providing high quality preparation for diverse publishing and related new media careers.
WCU’s certificate program distinguishes itself by hybrid and online courses and a curriculum that can be completed in as little time as eleven months. The WCU program aims to equip its students not only with a well-rounded, hands-on understanding of contemporary publishing and digital media but also with multifaceted knowledge of publishing history and media transformations.

The Department of English also participates in an interdisciplinary program leading to the master of arts in teaching English as a second language. (See the section “Teaching English as a Second Language (p. 236).”) In addition, the Department of English welcomes students who wish to take courses for professional growth and provides assistance and advice to post-baccalaureate students wishing to acquire secondary teaching certification in English.

**Master of Arts in English**

The MA in English offers three tracks: Literature; Writing, Teaching, and Criticism; and, Creative Writing. The Literature and Writing, Teaching, and Criticism Tracks have a thesis and non-thesis option. The Creative Writing Track requires a creative thesis. All tracks are 36-credits, require a capstone experience, and share a six-credit common core (ENG 500 and ENG 501).

**Certificate in Publishing**

The Certificate in Publishing benefits from its innovative integration of media history with professional training and its incorporation of the theoretical with practical application. The required foundational course focuses closely on the effects of technological and cultural shifts on writing, publishing, and reading over the centuries. This historical perspective equips graduates with an especially rich understanding of current media transformations and thus enhances their ability to navigate and respond to the rapidly changing environment in which the publishing and media industries operate.

**Secondary English Certification Option**

Some students pursue certification for Pennsylvania teaching after they graduate with bachelor’s degrees from West Chester or other universities. The Department of English normally accepts equivalent courses from colleges or universities accredited in the United States or their equivalent from schools in other countries. Students seeking post-baccalaureate certification should consult with the appropriate adviser in the Department of English to see which requirements they have already fulfilled in their undergraduate program and which they need to fulfill to get their teaching certificate. These students should also meet with their adviser in English to plan their academic progress and to ensure they are keeping up with requirements, and they should meet with an adviser in the Department of Professional and Secondary Education for information on required education courses. Students pursuing post-baccalaureate certification must meet all requirements for formal admission and student teaching.

The State Board of Education adopted changes that affect all of Pennsylvania’s teacher certification programs by adding nine credits or 270 hours or equivalent combination for adaptations and accommodations for diverse students in an inclusive setting, and three credits or 90 hours or equivalent combination to meet the instructional needs of English language learners. Although these regulatory changes became effective on September 22, 2007, the Pennsylvania Department of Education has not yet developed final requirements for colleges/universities to follow. Therefore, additional program requirements will be developed and incorporated into the certification programs to comply with new regulations that became effective January 1, 2011.

**Programs**

**Master’s Programs in English**

- M.A. in English - Literature Track (p. 135)
- M.A. in English - Creative Writing Track (p. 135)

**Certificate in English**

- Certificate in Publishing (p. 137)
- Gainful employment information: Certificate in Publishing (http://wcupa.edu/gainfulEmployment)
- Secondary English Certification Option (p. 137)

**Admissions**

All applicants to one of West Chester University’s graduate programs will be held to the graduate admissions requirements (p. 10). When applicable, additional requirements for admission into specific department program(s) may be listed below.

**Master of Arts in English Applicants**

Applicants for the M.A. in English will need to submit the following materials:

1. Completed application
2. Official transcript(s)
3. Statement of academic and professional goals (included on the application)
4. Writing sample (5-6 pages) of analytical writing on a subject related to the study of English
5. Two letters of recommendation

**Graduate Publishing Certificate Program**

Applicants for the Graduate Publishing Certificate Program will need to submit the following materials:

1. Completed application
2. Official transcript(s)
3. A 2-page statement of interest and professional goals
4. Writing sample (3-5 pages), either professional or academic
5. Resumé
6. Two letters of recommendation

*Inquiries should be directed to Dr. Eleanor F. Shevlin.

**Secondary English Certification Option**

Applicants for Certification in Secondary English will need to submit the following materials:

1. Completed application
2. Official transcript(s)
3. B.A. degree with GPA of 2.8 or higher

**Policies**

All students in graduate programs are held to the academic policies and procedures (http://catalog.wcupa.edu/graduate/academic-policies-procedures) outlined in the graduate catalog. When applicable, additional policies for specific department program(s) may be listed below.

**Faculty**

**Professors**

Hannah Ashley (hashley@wcupa.edu) (2001)
B.S., Cornell University; M.Ed., Ph.D., Temple University
Christian K. Awuyah (cawuyah@wcupa.edu) (1989)
B.A., University of Ghana; M.A., University of Guelph; Ph.D., University of Alberta
Jen S. Bacon (jbacon@wcupa.edu) (2000)
B.A., University of South Carolina; M.A., University of Cincinnati; Ph.D., Rensselaer Polytechnic Institute
Mary Buckelew (mbuckelew@wcupa.edu) (1999)
Director, Pennsylvania Writing and Literature Project
B.A., M.A., Ph.D., University of New Mexico
Robert P. Fletcher (rfletcher@wcupa.edu) (1992)
B.A., University of California; M.A., Ph.D., University of California, Los Angeles
Paul D. Green (pgreen@wcupa.edu) (1971)
A.B., Temple University; A.M., Ph.D., Harvard University
Gabrielle Halko (ghalko@wcupa.edu) (2006)
Assistant Chairperson, English
B.A., College of William and Mary; M.F.A., Bowling Green State University; Ph.D., Western Michigan University
Jane E. Jeffrey (jjeffrey@wcupa.edu) (1991)
B.A., Memphis State; M.A., Ph.D., University of Iowa
Seth Kahn (skahn@wcupa.edu) (2002)
B.A., Wake Forest University; M.A., Florida State University; Ph.D., Syracuse University
William Lalicker (wlalicker@wcupa.edu) (1995)
B.A., Loyola Marymount University; M.A., Ph.D., University of Washington
Graham Macphee (gmacphee@wcupa.edu) (2005)
B.A., University of London; M.A., Ph.D., University of Sussex (England)
Rodney Mader (rmader@wcupa.edu) (1999)
Chairperson, English
B.A., Ph.D., Temple University
Paul L. Maltby (pmalby@wcupa.edu) (1991)
B.A., Thames Polytechnic; M.A., London University; Ph.D., Sussex University
Garrett G. Molholt (gmolholt@wcupa.edu) (1987)
B.A., M.A., M.A., Ph.D., University of Wisconsin-Madison
Cherise Pollard (cppollard@wcupa.edu) (1999)
B.A., Rutgers - The State University; M.A., Ph.D., University of Pittsburgh
Geetha Ramanathan (gramanathan@wcupa.edu) (1987)
M.A., University of Bombay; A.M., University of Illinois; Ph.D., University of Illinois at Urbana-Champaign
Eleanor F. Shevlin (eshevlin@wcupa.edu) (2001)
A.B., Georgetown University; M.A., Ph.D., University of Maryland
Jeffrey Sommers (jsommers@wcupa.edu) (2008)
B.A., University of Pennsylvania; M.A., Ph.D., New York University
Carolyn Sorisio (csorisio@wcupa.edu) (1999)
B.A., Pennsylvania State University; M.A., Ph.D., Temple University
Victoria Tischio (vtischio@wcupa.edu) (1998)
B.S., M.A., Southern Connecticut State University; Ph.D., State University of New York at Albany
Carla Lee Verderame (cverderame@wcupa.edu) (1998)
A.B., Smith College; M.A.T., Brown University; Ph.D., University of Michigan
Cheryl L. Wanko (cwanoko@wcupa.edu) (1993)
B.A., New York University; M.A., Ph.D., Pennsylvania State University

**Associate Professors**

Kim Suzanne Bridgford (kbridgetford@wcupa.edu) (2010)
B.A., University of Iowa; A.M., Ph.D., University of Illinois
Juanita Rodgers Comfort (jcomfort@wcupa.edu) (2001)
B.A., M.A., Old Dominion University; Ph.D., Ohio State University
Margaret Ervin (mervin@wcupa.edu) (2003)
Director, Writing Center
Courses

ENG

ENG 500. The Discipline of English Studies. 3 Credits.
An introduction to key analytical/paradigmatic concepts shared across the discipline and to the academic skills/methods appropriate to graduate level study in English.

ENG 501. Critical Theory. 3 Credits.
Study of various methods of theoretical analysis and critique associated with the discipline of literary, cultural, and rhetorical analysis and the application of these methods to specific literary and cultural texts.

ENG 502. Rhetorical Traditions. 3 Credits.
A historiographic survey of cultural rhetorical theories from the ancients to the 19th century, with special emphasis placed on the pedagogical aspects of these varied traditions and their implications for the teaching of rhetorical literacy in the 21st-century classroom. Pre / Co requisites: Graduate status. Typically offered in Spring.

ENG 503. Manuscript, Print, and Digital Cultures. 3 Credits.
This course studies the history of the creation, production, distribution, circulation, and reception of the written word. As it traces how authorship, reading, publishing, and the physical properties of texts have altered over time, the course examines both historically and analytically, the intellectual, social, and cultural impact of changing communications technologies against the backdrop of our current digital age. This historical perspective uniquely equips students with the skills and knowledge to navigate effectively the transformations affecting the publishing and related media industries. Distance education offering may be available.

ENG 504. Methods & Materials Of Publishing. 3 Credits.
This course is designed to familiarize graduate students with the history of the book and to provide them with the opportunity to gain practical experience in book production.

ENG 505. Queer Theory. 3 Credits.
This course will examine major texts in the emergent field of cultural criticism known as Queer Theory, which posits the cultural construction of current ideas of gender and sexuality.

ENG 506. Critical Pedagogies & Literature. 3 Credits.
This course introduces student to two complementary bodies of literature: critical literacy and critical pedagogy. Students will analyze the educational system’s role in maintaining or challenging diverse values, policies, and interests. To do so, students will ask questions about what we teach, how we teach, who we teach, and who we are as teachers: questions designed to frame the educational system socially, politically and institutionally.

ENG 507. Language Seminar. 3 Credits.
Contact department for more information about this course. Repeatable for Credit.

ENG 508. Writing Seminar. 3 Credits.
Experience in nonfiction prose writing: discussion and development of major projects. Repeatable for Credit.

ENG 509. Writing Seminar in the Novel I. 3 Credits.
A course in the writing and preparing of book-length manuscripts (novels, novellas, and ‘nonfictional’ novels) with the intention of submission for publication. Also includes coverage of fictional aspects and techniques used in writing memoirs, biography, and current history. Repeatable for Credit.

ENG 516. Publishing and Media Internship. 3 Credits.
This internship is designed to provide onsite, supervised experience in publishing or media work specific to the student’s focus of study (e.g., editorial, marketing, production). In conjunction with the internship, students will complete a capstone project in which they produce a paper analyzing how the internship has contributed to their professional development and a portfolio documenting the work completed. The portfolio is intended to demonstrate professional skills and competencies you must meet with the Certificate Program Director the semester previous to taking this course to select desired placements, apply for internships, and complete the internship agreement form. Pre / Co requisites: ENG 516 requires prerequisites of ENG 503, four certificate track electives with one minimally from, BLA 501, MKT 501, MGT 501, one ART XXX, and one from ENG 504, ENG 514. ENG 515 or approved ENG 615. Typically offered in Fall, Spring & Summer.
ENG 518. Chaucer. 3 Credits.
A study of the Canterbury Tales and Troilus and Criseyde.

ENG 519. 16th Century Poetry & Prose. 3 Credits.
A survey of the major poetry and prose written in England during the Tudor period from Skelton to Shakespeare.

ENG 520. Spenser & Milton. 3 Credits.
The major works of Spenser and Milton studied in relation to the intellectual climate of the Renaissance. Emphasis on The Faerie Queene and Paradise Lost.

ENG 521. Major Renaissance Writers. 3 Credits.

ENG 522. English Drama To 1642. 3 Credits.
A survey of English drama (exclusive of Shakespeare) from its medieval beginnings to the closing of the theatres in 1642.

ENG 525. Shakespeare. 3 Credits.
This course introduces students to Shakespeare's plays and poetry, the conventions of early modern drama, and the history of Shakespearean performance and criticism. Attention to the original theatrical and literary conditions under which Shakespeare worked will include a survey of early modern culture and the contexts relevant to the current study of the plays. A full range of genres will be covered, and students will have the opportunity to read, analyze, and compare texts across the Shakespearean canon and reflect on the enduring legacy of the works. Typically offered in Fall, Spring & Summer.

ENG 526. Shakespeare's Comedies & Poems. 3 Credits.
The comedies analyzed. The poems read in relation to Shakespeare's developing dramatic and poetic power.

ENG 527. 17th Century Poetry and Prose. 3 Credits.
An in-depth study of the major poets and prose writers from Donne to Milton.

ENG 530. Restoration and 18th Century Drama. 3 Credits.
Critical history of the British drama from the re-opening of the theatres to Sheridan. Major playwrights and study of theatre history.

ENG 531. 18th Century British Novel. 3 Credits.

ENG 534. Victorian Poetry. 3 Credits.
A study of Tennyson, Browning, Arnold, Hopkins, Swinburne, and Hardy.

ENG 535. Culture & Society In The 19th Century. 3 Credits.
A study of Victorian literature against its social and intellectual background.

ENG 536. 19th Century British Novel. 3 Credits.
The British novel from Scott to Hardy.

ENG 537. 20th Century British Novel. 3 Credits.
A study of the British novel from 1914 to the present.

ENG 539. Major 20th Century Irish Writers. 3 Credits.
A comprehensive study of significant Irish writers of the 20th century: Yeats, Joyce, O'Casey, Synge, O'Connor, O'Faolain, Beckett, and Shaw.

ENG 544. Seminar In English Literature. 3 Credits.
Contact department for more information about this course. Distance education offering may be available. Repeatable for Credit.

ENG 545. Medieval Women's Culture. 3 Credits.
This course studies writings by medieval women and their contribution to the development of medieval culture.

ENG 547. American Literary Movements. 3 Credits.
Major movements in the development of American literature. Influence of leading writers on literary concepts, trends, and critical dicta. Topics announced when offered. Repeatable for Credit.

ENG 548. Early American Literature. 3 Credits.
Studies in early American literature and culture. For example, 'contact zones', spiritual narratives, belle-lettrism, the revolutionary public sphere.
ENG 581. Teaching Reading And Writing To ESL Stds. 3 Credits.
ESL/second language reading and writing research and theory; connections to first language/linguistic models, techniques, materials, and tasks that facilitate the acquisition of ESL/second language literacy.
Distance education offering may be available.

ENG 583. Second Language Acquisition. 3 Credits.
Contact department for more information about this course.

ENG 587. ESL Practicum I. 3 Credits.
Assists students in developing ESL teaching skills. Encourages reflection on practice and examination of personal beliefs on practice.
Repeatable for Credit.

ENG 588. ESL Practicum II. 1-3 Credits.
This course is designed for graduate students and ESL professionals who desire additional practical experience in ESL contexts. Special topics covered include some of the following: program design, teacher development and supervision, and materials writing.
Repeatable for Credit.

ENG 589. Language Seminar. 3 Credits.
Studies in English language and linguistics. Topics announced when offered.
Pre / Co requisites: ENG 589 requires prerequisite of LIN 501 or LIN 230 or ENG 230.
Repeatable for Credit.

ENG 590. Independent Study. 1-3 Credits.
Research projects, reports, and specialized readings.
Consent: Permission of the Department required to add.
Repeatable for Credit.

ENG 591. Modern Techniques For The Teaching Of English. 3 Credits.
Techniques of teaching language arts, composition, and literature in the secondary school.
Practice in planning and designing units and courses of study. Exploration into the latest research in teaching English.

ENG 592. Literature For The Elementary School. 3 Credits.
Contact department for more information about this course.

ENG 593. Literature For The Secondary School. 3 Credits.
An examination of the literary interests of the secondary school student. A discussion of the works of major writers who appeal to the teenage student.

ENG 594. Directed Studies In Composition & Rhetor. 3 Credits.
Offers students systematic guidance and instruction in a specially formulated project involving scholarly or empirical research in composition.

ENG 595. Teaching Composition. 3 Credits.
A survey of developments and research in composition. Focus on the writing process, grading and evaluation, case approaches to writing assignments, writing across the curriculum, and remedial and developmental writing.

ENG 596. Composition & Rhetoric. 3 Credits.
Contact department for more information about this course.

ENG 597. Re-Writing the Teaching of Research: Theories and Practices. 3 Credits.
Drawing on recent theories of composition and literacy work, this course will consider a range of options for developing students' understanding of and ability in research and writing. It will emphasize connections among research in classroom projects, the seeking and wondering that play an important role in intellectual processes, and everyday issues of information sources and other's ideas.

ENG 600. Tutoring Composition. 3 Credits.
Theory and practice of teaching basic writing in the tutoring environment.

ENG 601. Creative Writing Seminar. 3 Credits.
A specialized writing seminar. Topics announced when offered. Longer prose works, short story, fantasy/ science fiction, narrative verse, lyric/meditative verse, etc. A portfolio is required at the end of the course.
Repeatable for Credit.

ENG 602. Creative Writing: Directed Studies. 3 Credits.
A course of individual study for students who have completed two workshops in a single genre. Concentrated work in a special poetry or prose topic.
Repeatable for Credit.

ENG 605. Poetry Workshop I. 3 Credits.
Contact department for more information about this course.
Repeatable for Credit.

ENG 606. Poetry Workshop II. 3 Credits.
Extended work in poetic forms with additional emphasis on contemporary poetry in translation. A critical paper on contemporary poetry and poetics and a completed portfolio are required.
Repeatable for Credit.

ENG 608. Short Story Workshop I. 3 Credits.
Techniques of composing the short story with emphasis on its elements of form: point of view, diction, characterization, and dialogue. Readings in traditional and contemporary criticism and short stories. Completed portfolio of revised works is required.
Repeatable for Credit.

ENG 609. Short Story Workshop II. 3 Credits.
Extended work in the short story form with opportunities for exploring more experimental forms of short fiction. Additional readings in short fiction and criticism. A critical paper on a contemporary short story writer is required.
Repeatable for Credit.

ENG 611. Content Based ESL Instruction. 3 Credits.
Designed for teachers of content areas, as well as for ESL/second language teachers. Examines program models, curriculum design, materials adaptation and evaluation/assessment that combine language and content. Students consider shortcomings of this second language teaching trend.

ENG 612. Assessment of ESL Students. 3 Credits.
Selection, evaluation, adaptation, and creation of assessment instruments for ESL/second language students. Practice in administering tests and interpreting results. Overview of issues in assessing second language students.
Cross listed courses ENG 612, LAN 612.

ENG 614. Capstone Writing and Research Seminar. 3 Credits.
The ENG 610 Capstone Writing and Research Seminar creates a space where graduate students form a community of writers to work on their capstone projects as they heighten their rhetorical awareness and explore writing in the myriad areas that comprise English Studies and the profession.
Pre / Co requisites: ENG 614 requires prerequisites of ENG 500 and ENG 501.

ENG 615. Special Topics. 3 Credits.
Variable topics, usually interdisciplinary, incorporating issues related to literary fields, genres, historical periods, and theoretical approaches.
Repeatable for Credit.

ENG 616. Research Methods for Writing, Teaching and Criticism. 3 Credits.
Research class in which students design independent research projects derived from their prior interests, expertise, and coursework in areas of writing, teaching, and criticism. Class includes instruction in research methodologies and collaborative critiquing and workshopping.

ENG 617. Writing Diverse Discourses-Classroom. 3 Credits.
This course will take up theories and practices of cultural diversities in written classroom discourses. Reading assignments cover theories of representation and examples of classroom pedagogies and research, all of which offer various ways to think about diversity in the classroom and the rich, varied discourses that develop from them. Individual research and writing projects will utilize ethnographic and teacher research methods to look at issues of diversity in the written discourses of the classrooms in which we participate as either teachers or students. Other writing assignments will include memoir and journal writing.

ENG 619. Cultural Studies: Pedagogy & Politics. 3 Credits.
Cultural studies asks us to carefully consider the relationships among people interpreting texts, people producing texts and the cultural contexts in which we find text. This course will introduce students to cultural studies as a framework for the critical interpretation of cultural texts, as a philosophical basis for teaching, and as an object of study in its own right.

ENG 620. M.A. Essay. 3 Credits.
Required final extended paper (about 40 pages) written under the direction of an adviser. Further details available in the Graduate English Studies Handbook. Oral defense required. Repeatable for Credit.
ENG 622. The Rhetorics of Masculinities and Men's Studies. 3 Credits.
This course introduces students to the literature, both theoretical and popular, that examines how males are represented in and socialized by contemporary language and culture. Students read, discuss, and write about a variety of written and visual texts concerning men’s experiences and masculine identities, as they relate to both men and women.

ENG 626. Rhetoric, Culture, Identity. 3 Credits.
Rhetoric, Culture, and Identity offers varying topics through which to explore the rhetorics and ideologies of race, gender, sexuality, and class. Participants will analyze representations of and by members of disenfranchised groups in historical, literary, critical, and cultural texts, and with particular attentions to the discursive nature and social bases of representations within and in response to structures of power. Course titles may include, for example, "Reading/ Writing Asian American Women"; "African American Rhetorics". Typically offered in Fall.

ENG 999. Transfer Credits (Graduate). 3-9 Credits.
Transfer credit.

PWP
PWP 501. Workshop: The Writing Process. 1 Credit.
A practical introduction to the writing process approach to teaching writing. Consent: Permission of the Department required to add. Repeatable for Credit.

PWP 502. Strategies for Teaching Writing. 2-3 Credits.
This basic course is designed to familiarize teachers with successful practices and related research and theory in the field. Consent: Permission of the Department required to add. Repeatable for Credit.

PWP 503. Strategies for Teaching Writing II. 3 Credits.
Practical and research-based skills of prewriting, writing conferences, revision, editing, and evaluation. Pre / Co requisites: PWP 503 requires prerequisites of PWP 502 or PWP 510. Consent: Permission of the Department required to add. Repeatable for Credit.

PWP 508. Workshop: Computers and Writing (Level III). 3 Credits.
This course explores all the technological approaches to writing instruction, including a combination of classroom instruction and on-line hours. Participants actually take parts of this course on-line so they can experience this mode of learning themes. Repeatable for Credit.

PWP 509. Workshop: Computers and Writing (Advanced). 4 Credits.
Covers pertinent points of composition training. Stages in the composing process are related to software packages and computer-assisted teaching techniques. Theoretical and practical questions will prepare teachers of writing to incorporate useful computer assistance into their classrooms and to offer demonstrations to other teachers. Consent: Permission of the Department required to add. Repeatable for Credit.

PWP 510. Writing, Reading, Talking Across Curriculum. 3 Credits.
Rationale and strategies for critical language experiences in all subjects. Supports PCRP2 state curriculum framework. Consent: Permission of the Department required to add.

PWP 511. Writing Assessment. 3 Credits.
Large-scale and classroom writing assessment; implications for writing instruction. Consent: Permission of the Department required to add.

PWP 512. Teacher-Research Seminar. 3 Credits.
Individual research projects for classroom studies of teaching, learning, and literacy. Consent: Permission of the Department required to add. Repeatable for Credit.

PWP 513. PCRP2 Seminar: Writing/Thinking Across Curriculum. 3 Credits.

PWP 520. Teaching Literature. 3 Credits.
Focus on instructional practices that reflect current theories and approaches to classroom use of literature, K-12. Consent: Permission of the Department required to add. Repeatable for Credit.

PWP 521. Seminar in Teaching Literature. 3 Credits.
Intensive study to develop advanced skills in teaching literature. Consent: Permission of the Department required to add. Repeatable for Credit.

PWP 597. Seminar for Master Teachers. 6 Credits.
Participants develop advanced skills in the teaching of writing, receive training as in-service teacher/consultants, and develop relationships with other writing teachers who seek to improve their teaching and writing. Consent: Permission of the Department required to add. Repeatable for Credit.

PWP 599. Pennsylvania Writing Project Workshop. 1-6 Credits.
Topic varies. Each workshop will focus on specific issues and problems in the teaching of writing or literature and will introduce appropriate instructional materials and techniques. Consent: Permission of the Department required to add. Repeatable for Credit.

M.A. IN ENGLISH - CREATIVE WRITING TRACK

College of Arts and Humanities

Curriculum

Required Core Courses for all English MA Students

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 500</td>
<td>The Discipline of English Studies</td>
<td>3</td>
</tr>
<tr>
<td>ENG 501</td>
<td>Critical Theory</td>
<td>3</td>
</tr>
</tbody>
</table>

Required Courses for Creative Writing Track

Four Writing Workshops 12 Credits

Syllabi are to select four poetry and/or fiction workshops from among courses listed in the Creative Writing category. For course categories, see the Graduate Catalog or Handbook for English Graduate Students.

Electives 12 Credits

Students are to select four electives from among courses in the following categories: General Topics and Theory, English Literature, American Literature, Comparative Literature, Composition and Rhetoric, Research and Special Topics, and the Pennsylvania Writing and Literature Project.

Required Capstone Experience 3 Credits

ENG 614 Capstone Writing and Research Seminar 3

ENG 620 M.A. Essay (thesis) [pre-requisite–ENG 614] This course, to be taken under the supervision of a member of the creative writing faculty, is to result in the production of a creative thesis project. The project is to include a portfolio of original fiction, creative non-fiction or poetry and a section considering the student's literary influences and connections with contemporary literary traditions.

Additional Requirements

ENG 501 and ENG 500 are to be taken before the completion of 12 semester hours of graduate credit.

Non-canonical requirement: At least one of the four electives must be taken in a topic addressing writing, literature, and/or pedagogy relating to under-represented groups.

Total Credits Required 36

Sample Course Plan

To track their individual degree progress, students are advised to access their Degree Progress Report (DPR) via my WCU and consult their Graduate Coordinator. For more information, visit wcupa.edu/DegreeProgressReport.

M.A. IN ENGLISH - LITERATURE TRACK

College of Arts and Humanities
Curriculum

Thesis Option

Required Core Courses for All English MA Students

ENG 500  The Discipline of English Studies  3
ENG 501  Critical Theory  3

Required Courses for Literature Track, Thesis Option

Select one course in literature before 1660  3
Select one course in literature between 1660 and 1900  3
Select one course in literature between 1900 and the present  3
ENG 550  History, Form, & Ideology  3
ENG 560  Locating Literature  3

Electives

Students are to select two electives from among courses in the following categories: General Topics and Theory, English Literature, American Literature, Comparative Literature, Composition and Rhetoric, and Research and Special Topics. For course categories, see the Graduate Catalog or Handbook for English Graduate Students.

Students are to select one free elective chosen from among all ENG categories, including those listed in the paragraph above and in the categories of Language, Teaching Skills, Creative Writing, and PWP courses (The Pennsylvania Writing and Literature Project).

Required Capstone Experience

ENG 614  Capstone Writing and Research Seminar  3
ENG 620  M.A. Essay  3

Additional Requirements

American literature requirement: At least one course must be taken in American literature.

Non-canonical requirement: At least one course must be taken in a topic addressing writing, literature, and/or pedagogy relating to under-represented groups.

ENG 500 and ENG 501 are to be taken before the completion of 12 semester hours of graduate course work in English.

Total Credits Required  36

Non-Thesis Option

Required Core Courses for all English MA Students

ENG 500  The Discipline of English Studies  3
ENG 501  Critical Theory  3

Required Courses for Literature Track, Non-Thesis Option

Select at least one course in literature before 1660  3
Select at least one course in literature between 1660 and 1900  3
Select at least one course in literature between 1900 and the present  3
ENG 550  History, Form, & Ideology  3
ENG 560  Locating Literature  3

Electives

Students are to select three electives from among courses in the following categories: General Topics and Theory, English Literature, American Literature, Comparative Literature, Composition and Rhetoric, and Research and Special Topics. For course categories, see the Graduate Catalog or Handbook for English Graduate Students.

Students are to select one free elective chosen from among all ENG categories, including those listed in the paragraph above and in the categories of Language, Teaching Skills, Creative Writing, and PWP courses (The Pennsylvania Writing and Literature Project).

Required Capstone Experience

ENG 614  Capstone Writing and Research Seminar  3

Additional Requirements

American literature requirement: At least one course must be taken in American literature.

Non-canonical requirement: At least one course must be taken in topics addressing writing, literature, and/or pedagogy relating to under-represented groups.

ENG 500 and ENG 501 are to be taken before the completion of 12 semester hours of graduate course work in English.

Total Credits Required  36

Sample Course Plan

To track their individual degree progress, students are advised to access their Degree Progress Report (DPR) via my WCU and consult their Graduate Coordinator. For more information, visit wcupa.edu/DegreeProgressReport.

M.A. IN ENGLISH - WRITING, TEACHING, AND CRITICISM TRACK

College of Arts and Humanities

Curriculum

Thesis Option

Required Core Courses for all English MA Students

ENG 500  The Discipline of English Studies  3
ENG 501  Critical Theory  3

Required Courses for WTC Track, Thesis Option

Composition and Rhetoric

ENG 506  Critical Pedagogies & Literature  3
PWP 502  Strategies for Teaching Writing  2-3
ENG 550  History, Form, & Ideology  3
or ENG 560  Locating Literature  3

Select two additional courses from two of following areas:  6
Composition and Rhetoric
Pennsylvania Writing and Literature Project (PWP)

Literature

Electives

Students are to select three electives from among courses in the following categories: General Topics and Theory, English Literature, American Literature, Comparative Literature, Composition and Rhetoric, Research and Special Topics, and PWP. One of the three electives may be selected from among all ENG categories—including those listed above and in the categories of Language, Teaching Skills, and Creative Writing—or from a different discipline, in cases where it would enhance the student’s program of study.

Required Capstone Experience

ENG 616  Research Methods for Writing, Teaching and Criticism  3
ENG 620  M.A. Essay  3

Additional Requirements

Non-canonical requirement: At least one course must be taken in a topic that addresses the writing, literature, and/or pedagogy relating to under-represented groups.

PWP courses: No more than 12 credits (including the required six credits of PWP courses described above) may be taken in courses taught by PAWLP master-teachers.

ENG 506, PWP 502, ENG 500, and ENG 501 are to be taken before the completion of 18 semester hours of graduate credit.

Total Credits Required  36

Non-Thesis Option

Required Core Courses for all English MA Students

ENG 500  The Discipline of English Studies  3
ENG 501  Critical Theory  3
CERTIFICATE IN PUBLISHING

Required Courses for WTC Track, Non-Thesis Option

Composition and Rhetoric

ENG 506 Critical Pedagogies & Literature 3
PWP 502 Strategies for Teaching Writing 2-3
ENG 550 History, Form, & Ideology 3
or ENG 560 Locating Literature

Select two additional courses from two of the following areas: 6
· Composition and Rhetoric
· Pennsylvania Writing and Literature Project (PAWLP)

Literature

Sample Course Plan

To track their individual degree progress, students are advised to access their Degree Progress Report (DPR) via my WCU and consult with their Graduate Coordinator. For more information, visit wcupa.edu/ DegreeProgressReport.

SECONDARY ENGLISH CERTIFICATION OPTION

College of Arts and Humanities

Group I

EDA 542 Foundations of Special Education 3
EGP 501 Human Development from Gestation 1 3
EGP 520 Professional Dimensions of Teaching Early Grades 1 3

GROUP II

EGP 522 PreK Programs & Methods and PreK-4 Family Partnerships 1 6
EGP 535 Teaching Social Studies and Health PreK-4 3
EGP 540 Building Community & Integrating the Arts in the PreK-4 Classroom 3
EDP 553 Assessment for Learning Early Grades 3
EDR 503 Language Arts Pre K-4 3
EDR 513 Reading in PreK-4 Classroom 3
EDR 523 Literacy Field Experience PreK-4 1 3
EDR 550 Literacy Development for Students w/ Disabilities in Inclusive Classrooms 3
LAN 569 Teaching English Language Learners (ELLs) PK-12 3
MTE 553 Teaching Children Mathematics I 3
SCE 520 PK-4 Science Instruction 3

Group III (Professional Semester) 2

EGP 550 Developmental Field Experience in Inclusive Classrooms 1 3
EGP 551 Student Teaching 1 3-6
EGP 552 Student Teaching 1 3-6

Total Minimum Credits Required 57

1 Since these courses include fieldwork, students must have all current criminal, child abuse, FBI fingerprinting, and TB test clearances on file before the first day of class.
2 Students wishing to enroll in the Professional Semester must have: a) completed all required course work and field hours in Group I and II courses; b) achieved Formal Admission to Teacher Education (FATE); and c) shown evidence of having taken the PDE mandated Specialty Area PECT test(s). This Professional Semester can only take place in the Spring

Notes

· Students must attain a GPA of 3.0 to student teach and have a GPA of 3.0 at the conclusion of their program.
· Students should be formally admitted to the teacher certification program and should have taken ENG 230, ENG 331, EDM 300, EDP 351, and EDS 306 before taking the advanced methods courses (ENG 390, ENG 392). “Formal admission” means that students have met the requirements to do advanced study in a teacher education program. To be formally admitted, students must pass all their Praxis I (PPST) tests, earned at least 48 college credits (including three in writing, three in literature, and six in math), attained the required GPA (usually 2.8), and passed the Department of English’s test of writing competency. Then they need to apply for formal admission at the College of Education and Social Work.
· The Department of English’s test of writing competency is offered once in the fall and once in the spring. It is the student’s responsibility to find out when the test is given and to make arrangements for attendance.
· Students must submit a successful writing portfolio before student teaching.

Notes

• Students must attain a GPA of 3.0 to student teach and have a GPA of 3.0 at the conclusion of their program.
• Students should be formally admitted to the teacher certification program and should have taken ENG 230, ENG 331, EDM 300, EDP 351, and EDS 306 before taking the advanced methods courses (ENG 390, ENG 392). “Formal admission” means that students have met the requirements to do advanced study in a teacher education program. To be formally admitted, students must pass all their Praxis I (PPST) tests, earned at least 48 college credits (including three in writing, three in literature, and six in math), attained the required GPA (usually 2.8), and passed the Department of English’s test of writing competency. Then they need to apply for formal admission at the College of Education and Social Work.
• The Department of English’s test of writing competency is offered once in the fall and once in the spring. It is the student’s responsibility to find out when the test is given and to make arrangements for attendance.
• Students must submit a successful writing portfolio before student teaching.
Many of these classes are offered during the day and during the fall
and spring semesters only, especially the advanced methods courses.

Students should contact the Department of Professional and
Secondary Education to be properly advised about education
courses.

For more information concerning secondary English certification
for post-baccalaureate students, contact the Department of English
graduate coordinator.

DEPARTMENT OF GEOGRAPHY AND PLANNING

College of Business and Public Management
103 Ruby Jones Hall
West Chester University
West Chester, PA 19383
610-436-2343
Fax: 610-436-2889
Department of Geography and Planning (http://www.wcupa.edu/
geographyPlanning)
Dr. Ives-Dewey (divesdewey@wcupa.edu), Chairperson and Coordinator
of Graduate Certificate Programs
Dr. Katarai (mkatarai@wcupa.edu), Graduate Coordinator

Programs of Study

The Department of Geography and Planning offers a master of arts
in geography. The degree is designed to develop skills and expertise
in areas such as urban and regional planning, sustainability and
environment, conservation of resources, and GIS analysis, including
business and commercial applications. It also prepares students for
entrance into Ph.D. programs in geography and in planning. The M.A.
degree has thesis and nonthesis options.

The department offers two certificate programs -- one in urban and
regional planning and the other in geographic information systems
(GIS) -- for students who desire specific programs of study but not a
degree. The GIS certificate is offered in a classroom-based format or
online. The certificate in urban and regional planning may be combined
with the core courses of the master of public administration (M.P.A.)
to complete the M.P.A. degree. The latter is an interdisciplinary degree
described under Master of Public Administration (p. 222).

Programs

Master’s Program in Geography and Planning

• M.A. in Geography (p. 140)

Certificates in Geography and Planning

• Urban and Regional Planning (p. 140)
  • Gainful Employment Information: Certificate in Urban and
    Regional Planning (http://wcupa.edu/gainfulEmployment)

• Geographic Information Systems (p. 140)
  • Gainful Employment Information: Certificate in
    Geographic Information Systems (GIS) (http://wcupa.edu/
    gainfulEmployment)

Admissions

All applicants to one of West Chester University’s graduate programs
will be held to the graduate admissions requirements (p. 10). When
applicable, additional requirements for admission into specific
department program(s) may be listed below.

Admission M.A. in Geography

Applicants should submit transcripts of all undergraduate work, two
letters of recommendation, a resume that indicates relevant work
experience, and a statement of career background and goals. GRE or
other standardized scores are useful in the admission process but are not
required. The department welcomes qualified applicants who have no
previous background in geography, although additional preliminary or
concurrent work may be required. Admission is based on department
evaluation of course work taken for the baccalaureate degree and
additional course work, if any, in combination with the other criteria
above.

Admission to Certificate Programs

Students who want to enroll in a certificate program must hold a
bachelor’s degree (in any subject area) from an accredited institution
and have an undergraduate grade point average (GPA) of 2.8.
Interested students should complete the online graduate studies
application available at www.wcupa.edu/grad, and follow the
instructions for the self-managed application process.

If a certificate student subsequently or simultaneously applies for and
is accepted into the master of arts degree program in geography, the
gerography courses taken for the certificate programs can be counted
towards the degree.

Policies

All students in graduate programs are held to the academic policies
and procedures (http://catalog.wcupa.edu/graduate/academic-policies-
procedures) outlined in the graduate catalog. When applicable,
additional policies for specific department program(s) may be listed
below.

Faculty

Professors

Dorothy Ives-Dewey (divesdewey@wcupa.edu) (2005)
Chairperson, Geography and Planning
Graduate Coordinator, Geography and Planning
B.A., Lafayette College; M.P.I., University of Southern California;
Ph.D., University of Pennsylvania

James P. Lewandowski (jlewandowski@wcupa.edu) (1991)
B.A., M.A., University of Toledo; Ph.D., Ohio State University

Joan M. Welch (jwelch@wcupa.edu) (1990)
B.A., St. Cloud State University; M.A., Ph.D., Boston University

Associate Professors

Gary Coutu (gcoutu@wcupa.edu) (2005)
B.A., Duquesne University; M.S.P.M.P., Carnegie Mellon University;
Ph.D., Texas A&M University

Kristen B. Crossney (kcrossney@wcupa.edu) (2008)
B.S., University of Maryland-Baltimore County; M.A., Temple
University; Ph.D., Rutgers University

Joy Fritschle (jfritschle@wcupa.edu) (2007)
B.A., Humboldt State University; M.S., University of Memphis; Ph.D.,
University of Wisconsin-Madison

Matin Katarai (mkatarai@wcupa.edu) (2009)
Graduate Coordinator, Geography and Planning
B.A., York University, Toronto; M.P.H., University of Kentucky
College of Public Health; Ph.D., University of Louisville

Assistant Professor

Megan L. Heckert (mheckert@wcupa.edu) (2014)
B.S., Brown University; M.A., Ph.D., Temple University

Courses

GEO 502. Topical Seminar in Geography. 3 Credits.
Special topics in geography or planning not offered under existing, regularly offered courses.
Typically offered in Fall & Spring.
Repeatable for Credit.
GEO 503. Seminar in Modern Geography. 3 Credits.
A survey of modern geographic research, with historical perspective. Attention is given to research methodology, and to the breadth of subfields and perspectives in the discipline. Typically offered in Fall.

GEO 505. Planning Design. 3 Credits.
Methods and techniques of planning design. Presentation of statistical data in map form. Consent: Permission of the Department required to add. Typically offered in Spring.

GEO 506. Seminar in Physical Geography. 3 Credits.
This course examines aspects of the physical environment that must be considered when planning any site for urban, industrial, or suburban activity. Typically offered in Spring.

GEO 507. Internet Applications of Geographic Information Systems. 3 Credits.
The course examines the principles and applications of web-based and mobile geographic information systems (GIS). Internet map services, navigation/GPS systems and cell phone based applications are examined through the use of ArcGIS Internet map Server, Google Earth, Google APIs and cell phone applications. Distance education offering may be available. Typically offered in Fall & Summer.

GEO 508. Seminar in Modern Geography. 3 Credits.
A survey of modern geographic research, with historical perspective. Attention is given to research methodology, and to the breadth of subfields and perspectives in the discipline. Typically offered in Fall.

GEO 521. Suburbanization and Land Development. 3 Credits.
Component systems and functional operations of urban/suburban communities, including ecological and demographic aspects. Emphasis on organization, development, change, and problems of communities. Typically offered in Spring.

GEO 524. Population Processes. 3 Credits.
Characteristics and distribution of world populations are studied. The dynamic processes of population change (mortality, fertility, and migration) are examined. Typically offered in Spring.

GEO 525. Urban and Regional Planning. 3 Credits.
Application of community-planning theories and methods to designated urban and regional systems. Typically offered in Fall & Spring.

GEO 526. Metropolitan Systems and Problems. 3 Credits.
Urbanization processes and problems; urban systems in the expanding metropolitan and regional setting; present and proposed efforts to solve urban problems. Typically offered in Fall, Spring & Summer.

GEO 527. Planning Law and Organization. 3 Credits.
An insight into the role of federal, state, and local governments in instituting, executing, and judicially reviewing laws and regulations pertaining to land uses. Emphasis on the legal organization of the planning process, particularly at the local level. Major land-use court cases are presented and reviewed. Typically offered in Spring.

GEO 530. Land Use Planning. 3 Credits.
A study of the principles and applications of land use planning in urban and non-urban settings. Computer assignments use EMME/2 package. Typically offered in Spring.

GEO 531. Transportation Planning. 3 Credits.
Transportation issues that face today’s planners are studied and various means of analysis demonstrated. Computer assignments use EMME/2 package. Typically offered in Spring.

GEO 534. Geographic Information Systems. 3 Credits.
The common principles and concepts of Geographic Information Systems; examination of the theory and tools of spatial data analysis through specific applications. Distance education offering may be available. Typically offered in Fall & Summer.

GEO 536. Environmental Planning. 3 Credits.
In-depth instruction on the concepts and tools of environmental planning which include landscape form and function in planning. Applications to local and regional issues are stressed. Typically offered in Fall.

GEO 538. Environmental Modeling with Geographic Information Systems. 3 Credits.
This course reviews the principles of geodatabase development and use in geographic information systems (GIS). It is a study of how GIS software is used to enhance decision-making process through advanced database operation. The course includes an in-depth exploration of database design and management techniques. The process of creating information models of real world processes is examined through the development of a geodatabase. These data will then be spatially examined and manipulated to review the process of database development and decision-making. Distance education offering may be available. Typically offered in Fall & Summer.

GEO 544. Geography of Latin America. 3 Credits.
Regional geography of Latin America: its physical base, settlement, agriculture, demography, and manufacturing. Typically offered in Fall & Spring.

GEO 545. Geography of Europe (Excluding Russia). 3 Credits.
Regional study of Europe. Influences of environmental factors, such as climate, landforms, and soils on the economic, social, and political condition of European nations. Typically offered in Fall, Spring & Summer.

GEO 554. Geography and Planning of Housing. 3 Credits.
This course provides an overview of the spatial, economic, social, physical and political forces that structure and affect current housing conditions and prospects. This course introduces key concepts and institutions that influence the production, distribution, maintenance and location of housing. The Philadelphia metropolitan area is emphasized as a case study for understanding the implications of present housing geography trends for the future, as well as the development of rational housing policies and plans. Typically offered in Fall.

GEO 556. Introduction to Business GIS. 3 Credits.
This course makes use of large datasets and GIS in analytical studies and strategic decision-making in the commercial sector, involving store location, geodemographics and marketing information. Distance education offering may be available. Typically offered in Spring.

GEO 572. Seminar in Resource Management. 3 Credits.
Applied research problem solving for resource management and environmental issues designed for an individual student or team-study basis. Typically offered in Spring. Repeatable for Credit.

GEO 577. Geodatabases. 3 Credits.
This course reviews the principles of geodatabase development and use in GIS. It is also a study of how GIS software is used to enhance the decision-making process through advanced database operations. Using ESRI’s ArcGIS software, students will add demographic, environmental, political, economic, and other types of data to GIS applications. These data will then be spatially examined and manipulated to review the process of database development and decision making. Typically offered in Spring.

GEO 584. Applications of Geographic Information Systems. 3 Credits.
This course builds on GEO 534, expands upon important technical concepts in greater detail, and explores a range of GIS application areas. Pre / Co requisites: GEO 584 requires prerequisite of GEO 534. Distance education offering may be available. Typically offered in Spring.

GEO 585. Geography Field Methods. 3 Credits.
An advanced field course that includes urban and land-use studies. Use of field methods, mapping, and data collection for geographical reports. Typically offered in Fall.

GEO 600. Independent Research in Geography. 3 Credits.
Research projects, reports, and readings in geography. Consent: Permission of the Department required to add. Typically offered in Fall, Spring & Summer. Repeatable for Credit.
GEO 610. Thesis in Geography. 3-6 Credits.
A thesis is developed on a research problem for which the student formulates a theory, proposition or hypothesis, and investigates available information on the subject. Typically offered in Fall, Spring & Summer. Repeatable for Credit.

GEO 615. Internship in Urban and Regional Planning. 3-6 Credits.
On-the-job experience in the application of theory, execution of substantive research, and provision of service with professional agencies at selected off-campus locations. Typically offered in Fall, Spring & Summer. Repeatable for Credit.

GEO 999. Transfer Credits (Graduate). 3-9 Credits.
Transfer Credits. Typically offered in Fall, Spring & Summer. Repeatable for Credit.

M.A. IN GEOGRAPHY
College of Business and Public Management

Curriculum

Thesis Option

Required Courses
- GEO 503 Seminar in Modern Geography 3
- GEO 509 Quantitative Methods in Planning/Geography 3
- GEO 534 Geographic Information Systems 3
- GEO 585 Geography Field Methods 3

Thesis
- GEO 610 Thesis in Geography 3-6
Oral examination in defense of thesis (required)

Elective Courses
Selected under advisement from geography, geology, mathematics, statistics, computer science, environmental health, or other appropriate disciplines 15

Total Credits Required 33

Non-Thesis Option

Required Courses
- GEO 503 Seminar in Modern Geography 3
- GEO 509 Quantitative Methods in Planning/Geography 3
- GEO 534 Geographic Information Systems 3
- GEO 584 Applications of Geographic Information Systems 3
- GEO 585 Geography Field Methods 3
- GEO 600 Independent Research in Geography 3

Elective Courses
Selected under advisement from geography, geology, mathematics, statistics, computer science, environmental health, or other appropriate disciplines 15

Total Credits Required 33

Sample Course Plan
To track their individual degree progress, students are advised to access their Degree Progress Report (DPR) via my WCU and consult their Graduate Coordinator. For more information, visit wcupa.edu/ DegreeProgressReport.

CERTIFICATE IN GEOGRAPHIC INFORMATION SYSTEMS
College of Business and Public Management

The certificate in GIS is designed for students and professionals who wish to enhance their knowledge and skills in the application of geographic technologies. It is also appropriate for people who wish to enter fields that use these technologies.

Required
- GEO 534 Geographic Information Systems 3
- GEO 584 Applications of Geographic Information Systems 3

Elective Courses
Select four of the following: 12
- ENV 533 Water Quality and Health
- ENV 570 Emergency Preparedness
- GEO 507 Internet Applications of Geographic Information Systems
- GEO 538 Environmental Modeling with Geographic Information Systems
- GEO 556 Introduction to Business GIS
- GEO 577 Geodatabases
- GEO 585 Geography Field Methods
- GEO 615 Internship in Urban and Regional Planning

Topical application elective 1

Total Credits Required 18

1 Chosen in consultation with the graduate coordinator to combine GIS application with the student’s topical area of interest.

CERTIFICATE IN URBAN AND REGIONAL PLANNING
College of Business and Public Management

The certificate in urban and regional planning is designed for professionals and students who seek to enhance their skills and qualifications in the public sector planning process. It is appropriate for people interested in urban and regional planning as a career. It is also appropriate for professionals in related careers who want to enhance their knowledge and skills in a range of planning areas including land use and development, transportation, housing, and the environment.

Required
- GEO 525 Urban and Regional Planning 3

Planning Electives
Select 15 semester hours under advisement with the graduate coordinator 15
- GEO 502 Topical Seminar in Geography
- GEO 503 Seminar in Modern Geography
- GEO 505 Planning Design
- GEO 506 Seminar in Physical Geography
- GEO 507 Internet Applications of Geographic Information Systems
- GEO 509 Quantitative Methods in Planning/Geography
- GEO 521 Suburbanization and Land Development
- GEO 524 Population Processes
- GEO 526 Metropolitan Systems and Problems
- GEO 527 Planning Law and Organization
- GEO 531 Transportation Planning
- GEO 534 Geographic Information Systems
- GEO 536 Environmental Planning
- GEO 538 Environmental Modeling with Geographic Information Systems
- GEO 554 Geography and Planning of Housing
- GEO 577 Geodatabases
- GEO 584 Applications of Geographic Information Systems
- GEO 585 Geography Field Methods
- GEO 600 Independent Research in Geography
- GEO 615 Internship in Urban and Regional Planning

15
The certificate in urban and regional planning can be used to fulfill the requirements of the general concentration of the Master of Public Administration (M.P.A.) degree (see page 97). Students pursuing an M.P.A. take 18 credits to fulfill the administration core requirements of the degree and simultaneously complete the Certificate in Urban and Regional Planning to fulfill the concentration requirements. The capstone course (PPA 600) can serve as a planning elective for students pursuing the M.P.A. degree.

DEPARTMENT OF EARTH AND SPACE SCIENCES

College of the Sciences and Mathematics

207 Merion Science Center
West Chester University
West Chester, PA 19383
610-436-2727
Department of Earth and Space Sciences (http://www.wcupa.edu/earthSpaceSciences)
Dr. Helmke (mhelmke@wcupa.edu), Chairperson
Dr. Hilliker (jhilliker@wcupa.edu), Graduate Coordinator

Programs of Study
The Department of Earth and Space Sciences offers a 36-semester-hour master of science degree in Geoscience designed for the professional development of geologists and pre-college teachers. Students can obtain Pennsylvania teaching certification in earth and space science and/or general science with the appropriate selection of courses.

Programs
Master's Program in Earth and Space Sciences
• M.S. in Geoscience (p. 143)

Certification in Earth and Space Sciences
• General Science Teaching Certificate (p. 144)

Admissions
All applicants to one of West Chester University’s graduate programs will be held to the admission requirements (p. 10). When applicable, additional requirements for admission into specific department program(s) may be listed below.

Applications should be submitted to the University’s Office of Graduate Studies, which will forward the application to the department’s graduate coordinator. The Graduate Review Committee will screen all applications. An interview may be requested of the applicant. The admission decision will be based on the strength of the application and the interview, if scheduled.

All Applicants
1. Completed application
2. Prerequisites of ESS 101 Introduction to Geology; CHE 103 and CRL 103 General Chemistry I and lab; PHY 130 General Physics; MAT 115 Algebra, Functions, and Trigonometry; and MAT 121 Statistics I
3. Permission of Graduate Review Committee

Applicants with Teaching Certification
1. Copy of teaching license
2. If the undergraduate GPA is less than 2.8, the student must take one of these standardized tests and score as indicated: GRE (more than 1000), MAT (greater than the 50th percentile), or Praxis

PPST (greater than the Pennsylvania Department of Education minimum).

Applicants without Teaching Certification
If the undergraduate GPA is less than 2.8 and the degree older than five years, a student may be admitted provisionally with one of these standardized tests and score as indicated: GRE (more than 1000), MAT (greater than the 50th percentile), or Praxis PPST (greater than the Pennsylvania Department of Education minimum).

Policies
All students in graduate programs are held to the academic policies and procedures (http://catalog.wcupa.edu/graduate/academic-policies-procedures) outlined in the graduate catalog. When applicable, additional policies for specific department programs may be listed below.

Faculty

Professors
Richard M. Busch (rbusch@wcupa.edu) (1990)
A.B., Franklin and Marshall College; M.A., Temple University; Ph.D., University of Pittsburgh

Marc Gagné (mgagne@wcupa.edu) (1999)
B.S., University of Montreal; Ph.D., University of Georgia

Martin Helmke (mhelmke@wcupa.edu) (2005)
Chairperson, Geology and Astronomy

B.S., Antioch College; Ph.D., Iowa State University

Timothy Lutz (tlutz@wcupa.edu) (1998)
B.A., Wesleyan University; Ph.D., University of Pennsylvania

Elizabeth Leann Srogi (lsrogi@wcupa.edu) (1991)
B.S., Yale University; Ph.D., University of Pennsylvania

Associate Professors
Cynthia Hall (chall@wcupa.edu) (2008)
B.S., Howard University; Ph.D., Georgia Institute of Technology

Joby Hilliker (jhilliker@wcupa.edu) (2004)
Graduate Coordinator, Geology and Astronomy

B.S., M.S., Ph.D., Pennsylvania State University

Daria Nikitina (dnikitina@wcupa.edu) (2006)
M.S., Moscow State University; Ph.D., University of Delaware

Karen M. Schwarz (kschwarz@wcupa.edu) (2005)
B.S., New Mexico Institute of Mining and Technology; Ph.D., Arizona State University

Arthur R. Smith (asmith2@wcupa.edu) (1984)
A.B., M.S., Ed.D., University of Pennsylvania

Assistant Professor
Howell Bosbyshell (hbosbyshell@wcupa.edu) (2011)
B.S., West Chester University; Ph.D., Bryn Mawr College

Courses

ESS

ESS 502. Investigating Earth Materials. 3 Credits.
Origins of minerals and rocks. Observation, data collection, and analysis applied to the study of earth materials. Hands-on experience in sample identification and mineral analysis in the laboratory and field. Introduction to software and Internet resources for minerals and rocks. Preparation of teaching modules involving minerals, rocks, and local geology. Required one-day field trip on a weekend. CHE 103 and 104 or equivalent is strongly recommended. Typically offered in Fall.
ESS 505. Petrology. 3 Credits.
LEC (2), LAB (2)
Pre / Co requisites: ESS 505 requires prerequisite of ESS 502.
Typically offered in Spring.

ESS 507. Geology of the Solar System. 3 Credits.
The geology, origin, and properties of planets, comets, asteroids, moons, and meteorites; planetary exploration.
Typically offered in Spring.

ESS 513. Principles of Geochemistry. 3 Credits.
Migration and distribution of the chemical elements within the earth; chemistry of the lithosphere, hydro-sphere, and biosphere; chemical changes throughout earth history; the geochemical cycle.
Typically offered in Spring.

ESS 520. Structural Geology. 3 Credits.
LEC (2), LAB (2)
An introduction to structural analysis: a study of the deformational features of the earth's crust and the forces responsible for producing them.
Pre / Co requisites: ESS 520 requires prerequisite of ESS 505.
Typically offered in Spring.

ESS 521. Geometrics. 3 Credits.
Application of computational and statistical methods to geological problems. Geologic sampling, data comparisons in environmental, petrologic, paleontologic, and geochemical problems.
Typically offered in Fall.

ESS 523. Field Geology of Southeastern Pennsylvania. 3 Credits.
Methods of geologic data collection, analysis, and presentation using a variety of geologic sites in SE Pennsylvania; the use and interpretations of geologic maps to understand the geologic events that produced this region.
Typically offered in Summer.

ESS 527. Electron Microscopy I. 3 Credits.
A one–semester lecture/laboratory course in theory operation and applications of electron beam technology in scientific research. Course scheduled on student-demand basis. Cannot be applied to the M.A. degree without prior approval of the graduate committee.

ESS 530. Principles of Oceanography. 3 Credits.
Geology of the ocean floor, water movements, chemical characteristics of sea water, and vertical and horizontal distribution of plants and animals. Brief history of oceanography.
Typically offered in Spring.

ESS 531. Introduction to Paleontology. 3 Credits.
LEC (2), LAB (2)
Identification, paleobiology, and importance of fossils; paleoecology; and evolution.
Typically offered in Spring.

ESS 532. Advanced Oceanography. 3 Credits.
An advanced course in oceanography covering resources, oceanographic literature, animal–sediment relationships, field techniques, estuaries, salt marshes, sea level changes, and pollution.
Pre / Co requisites: ESS 532 requires prerequisites of ESS 330 or ESS 530.
Typically offered in Spring.

ESS 535. Remote Sensing. 3 Credits.
An introduction to the science and technology of remote sensing and the applications of remote sensing data to geology, oceanography, meteorology, and the environment. Includes a discussion of the history and principles of remote sensing; fundamentals of electromagnetic radiation; theory and types of active and passive remote sensing systems; fundamentals of image interpretation; digital analysis of LANDSAT and AVHRR data; operation of environmental satellites; and future imaging systems.

ESS 536. Environmental Geology. 3 Credits.
Application of geology to problems such as environmental degradation, pollution, and hazards, which arise from human interaction with natural materials and processes.
Typically offered in Spring.

ESS 539. Hydrogeology. 3 Credits.
This applied course covers groundwater flow, well hydraulics, water resources, contaminant transport, and groundwater remediation. Familiarity with calculus is recommended.
Pre / Co requisites: ESS 539 requires prerequisites of ESS 101 and CHE 103 or equivalent.
Typically offered in Spring.

ESS 542. Geophysics. 3 Credits.
This course investigates the gravitational, magnetic, seismic, thermal and electrical properties of rocks and minerals and the application of these properties to imaging the subsurface of the earth, both the near-surface and deep interior. Topics also include radioactivity and radiometric dating. One semester of calculus and one semester of physics recommended.
Typically offered in Spring.

ESS 543. Geomorphology I. 3 Credits.
Lectures will present the constructive and degradational processes that have shaped present landforms and are constantly modifying those landforms. Laboratories will focus on the interpretation of topographic maps and the use of remote sensing materials.
Typically offered in Spring.

ESS 544. Geomorphology II. 3 Credits.
A continuation of the study of earth surface processes. Laboratories will focus on the interpretation of topographic maps and the use of remote sensing materials.
Pre / Co requisites: ESS 544 requires prerequisite of ESS 543.

ESS 547. Earth and Space Science Seminar. 1 Credit.
Weekly seminar course featuring guest lectures by geoscience professionals, prominent scientists, faculty, and students. Each week students will read professional literature, attend and participate in the lecture, and write a summary and/or analysis of each seminar.
Typically offered in Fall.
Repeatable for Credit.

ESS 548. International Geology Field Studies. 3 Credits.
Field investigations of selected country's physical environments focusing on geology and natural resources in relationship to cultural traditions, lifestyle and sustainability. Case studies of human adaptation to local and global environmental challenges will be considered. Two hours of lecture and two hours of lab.
Pre / Co requisites: ESS 548 requires prerequisite ESS 101 or ESS 102.

ESS 549. Advanced Hydrogeology. 3 Credits.
An advanced groundwater course covering complex well hydraulics, contaminant fate and transport processes, heat flow, saltwater and NAPL behavior, numerical groundwater and solute modeling, emerging remediation technologies, isotope methods, and other contemporary topics. A previous course in hydrogeology or significant hydrogeology experience recommended.
Typically offered in Fall.

ESS 550. Sedimentation & Stratigraphy. 3 Credits.
LEC (2), LAB (2)
The nature and origin of stratified deposits; the temporal-spatial relationships among stratified deposits, and other geologic and biologic phenomena; and the reconstruction of paleoenvironments.
Typically offered in Fall.

ESS 555. Intermediate Astronomy. 3 Credits.
An analytical and qualitative analysis of selected astronomical topics: orbits, stellar properties, telescopes, photometry, solar surface details, nebulae, galaxies, and stellar evolution. Two-hour lecture and two-hour lab, including independent observatory work.

ESS 562. History of Astronomy. 3 Credits.
The development of astronomical theories from Greek times to the 20th century.

ESS 570. Principles of Meteorology. 3 Credits.
An in-depth study of the dynamic nature of the atmosphere with an emphasis on the role of weather-related phenomena in daily life.
Typically offered in Fall.
ESS 571. Advanced Meteorology. 3 Credits.
A further investigation of atmospheric behavior, including exploring more advanced meteorology topics, such as vorticity, advection, and the ageostrophic wind. Students also participate in a semester-long research project where an online severe weather database is used to identify atmospheric ingredients necessary to produce severe weather in Pennsylvania. A manuscript and presentation are required at the end of the semester. One introductory meteorology course and one course in algebra/trigonometry required.
Pre / Co requisites: ESS 571 requires prerequisite of ESS 170 or ESS 370 or ESS 570.
Typically offered in Fall.

ESS 580. Special Problems. 1-3 Credits.
Study of special topics and current developments in the earth and space sciences. Consent: Permission of the Department required to add. Repeatable for Credit.

ESS 590. Fundamentals of Soil. 3 Credits.
LEC (2), LAB (2)
Soil properties, classification, and genesis from geologic, agricultural, and engineering perspectives. Topics include pedology, soil physics, geotechnical engineering, erosion, septic systems, soil contamination, and remediation.
Pre / Co requisites: ESS 590 requires a prerequisite of ESS 101.
Typically offered in Fall.

ESS 591. Independent Study. 1-3 Credits.
An investigation by the student. Consent: Permission of the Department required to add. Repeatable for Credit.

ESS 594. Geology of Northwestern National Parks. 4 Credits.
This course includes a field trip to the national parks in South Dakota, Wyoming, Montana, Idaho, northern Utah, and Colorado. The purpose of the course is to look at the geologic features of the national parks in these states and to develop an appreciation of the geology and geologic history of the region.
Consent: Permission of the Department required to add.

ESS 595. Geology of Southwestern National Parks. 4 Credits.
The course includes a field trip to the national parks in New Mexico, Arizona, southern Utah, and Colorado to look at the geologic features of these parks and to develop an appreciation of the geology and geologic history of the region.
Consent: Permission of the Department required to add.

ESS 596. Earth Systems Science. 3 Credits.
Energy drives interactions between the lithosphere, hydrosphere, atmosphere, and oceansphere producing an earth system of biogeochemical cycles that may be in homeostasis or change. The geological records of past icehouse and greenhouse climates are examined as potential models for evaluating the consequences of human-induced global environmental change and the choices that face society at local, national, and international scales. Instruction and assessments designed to model innovative strategies and current themes in earth systems science.
Pre / Co requisites: ESS 596 requires prerequisites of ESS 523 or ESS 530 or ESS 536 or ESS 570.
Typically offered in Summer.

ESS 602. Directed Research. 1-3 Credits.
This course, typically taken the semester before graduation, provides students dedicated time (~5 hours/week) to focus on a research project with an assigned faculty member, who will serve as a research advisor. By the end of the semester, students must construct and submit a ~15-20 page research manuscript and ~15-30 min oral presentation. These products will then be showcased to a 3-person graduate committee as part of the required final project for the M.S. Geoscience degree. Throughout the semester, the student is expected to communicate regularly to his/her research advisor, provide task updates and receive guidance.
Consent: Permission of the Department required to add. Typically offered in Fall, Spring & Summer. Repeatable for Credit.

ESS 603. Directed Research II. 3 Credits.
A theory is developed on a research problem for which the student produces a graduate paper. Consent: Permission of the Department required to add. Repeatable for Credit.

SCE 520. PK-4 Science Instruction. 3 Credits.
A science methods course for Pre-K teachers and administrators to master classroom and materials preparation and the design of developmentally effective instruction and assessment. Methods that promote children’s ability to inquire and master PA academic standards in science and technology and environment and ecology will be addressed.
Pre / Co requisites: SCE 520 requires completion of science and math requirements. Typically offered in Fall & Spring.

SCE 530. Science Methods for Middle Level. 3 Credits.
A course to prepare the middle level teachers for teaching science with a focus on the developmental and pedagogical needs of middle level students. Teacher candidates will apply science content, develop knowledge on how students learn science, explore materials and resources, and learn how to plan and access effective standards based on middle level science instruction.
Pre / Co requisites: SCE 530 requires prerequisite MGP 520 and completion of science and math program requirements. Typically offered in Fall & Spring.

SCE 550. Science Education in the Secondary School. 3 Credits.
Philosophy, objectives, and methods of science teaching for Grades 7-12. Practical experience provided.
Pre / Co requisites: SCE 550 requires Formal Admission to teacher education and up to date clearances (criminal record, child abuse, FBI, and TB)
Typically offered in Fall.

SCE 595. Elementary School Science Instruction. 3 Credits.
Contact department for more information about this course.

M.S. IN GEOSCIENCE

Curriculum

Core Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ESS 523</td>
<td>Field Geology of Southeastern Pennsylvania</td>
<td>3</td>
</tr>
<tr>
<td>ESS 536</td>
<td>Environmental Geology</td>
<td>3</td>
</tr>
<tr>
<td>ESS 547</td>
<td>Earth and Space Science Seminar</td>
<td>1</td>
</tr>
<tr>
<td>ESS 596</td>
<td>Earth Systems Science</td>
<td>3</td>
</tr>
</tbody>
</table>

Courses for Precollege Teachers

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ESS 530</td>
<td>Principles of Oceanography</td>
<td>3</td>
</tr>
<tr>
<td>ESS 570</td>
<td>Principles of Meteorology</td>
<td>3</td>
</tr>
</tbody>
</table>

Select 20 semester hours of electives approved by their committee, at least 11 of which must be ESS or SCE courses.

Courses for Professional Geologists

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ESS 521</td>
<td>Geometrics</td>
<td>3</td>
</tr>
<tr>
<td>ESS 539</td>
<td>Hydrogeology</td>
<td>3</td>
</tr>
</tbody>
</table>

Select 20 semester hours of electives approved by their committee, at least 11 of which must be ESS or SCE courses.

Total Credits Required

36

All students complete a project submitted as part of the degree candidacy application (after completing nine credits towards degree), and a final written project that is presented at the geoscience seminar.

Sample Course Plan

To track their individual degree progress, students are advised to access their Degree Progress Report (DPR) via my WCU and consult their Graduate Coordinator. For more information, visit wcupa.edu/DegreeProgressReport.

The following is a suggested course sequence for this program; courses offerings and availability are not guaranteed. Students should consult their academic advisor with any questions.
**Starting: Fall Semester**

### Year One

#### Semester One

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ESS 521</td>
<td>Geometrics</td>
</tr>
<tr>
<td>ESS 547</td>
<td>Earth and Space Science Seminar</td>
</tr>
<tr>
<td>Select one of the following:</td>
<td>3</td>
</tr>
<tr>
<td>ESS 570</td>
<td>Principles of Meteorology</td>
</tr>
<tr>
<td>ESS SXX Elective</td>
<td></td>
</tr>
</tbody>
</table>

#### Semester Two

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ESS SXX Elective</td>
<td></td>
</tr>
<tr>
<td>Select one of the following:</td>
<td>3</td>
</tr>
<tr>
<td>ESS 530</td>
<td>Principles of Oceanography</td>
</tr>
<tr>
<td>ESS 536</td>
<td>Environmental Geology</td>
</tr>
<tr>
<td>ESS SXX Elective</td>
<td></td>
</tr>
</tbody>
</table>

#### Summer Session I

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ESS 523</td>
<td>Field Geology of Southeastern Pennsylvania</td>
</tr>
<tr>
<td>ESS 596</td>
<td>Earth Systems Science</td>
</tr>
</tbody>
</table>

#### Year Two

#### Semester Three

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ESS SXX Elective</td>
<td></td>
</tr>
<tr>
<td>Select one of the following:</td>
<td>3</td>
</tr>
<tr>
<td>ESS 530</td>
<td>Principles of Oceanography</td>
</tr>
<tr>
<td>ESS 536</td>
<td>Environmental Geology</td>
</tr>
<tr>
<td>ESS SXX Elective</td>
<td></td>
</tr>
</tbody>
</table>

#### Semester Four

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ESS Sxx elective</td>
<td>2-3</td>
</tr>
<tr>
<td>Select one of the following:</td>
<td>3</td>
</tr>
<tr>
<td>ESS 570</td>
<td>Principles of Meteorology</td>
</tr>
<tr>
<td>ESS Sxx elective</td>
<td></td>
</tr>
</tbody>
</table>

#### Summer

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ESS 596</td>
<td>Earth Systems Science</td>
</tr>
</tbody>
</table>

**Starting: Spring Semester**

### Year One

#### Semester One

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ESS Sxx elective</td>
<td>3</td>
</tr>
<tr>
<td>Select one of the following:</td>
<td>3</td>
</tr>
<tr>
<td>ESS 530</td>
<td>Principles of Oceanography</td>
</tr>
<tr>
<td>ESS 536</td>
<td>Environmental Geology</td>
</tr>
<tr>
<td>ESS Sxx elective</td>
<td></td>
</tr>
</tbody>
</table>

#### Semester Two

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ESS 521</td>
<td>Geometrics</td>
</tr>
<tr>
<td>ESS 547</td>
<td>Earth and Space Science Seminar</td>
</tr>
<tr>
<td>Select one of the following:</td>
<td>3</td>
</tr>
<tr>
<td>ESS 570</td>
<td>Principles of Meteorology</td>
</tr>
<tr>
<td>ESS Sxx elective</td>
<td></td>
</tr>
</tbody>
</table>

#### Summer Session I

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ESS 523</td>
<td>Field Geology of Southeastern Pennsylvania</td>
</tr>
</tbody>
</table>

**Year Two**

### Semester Three

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ESS SXX Elective</td>
<td></td>
</tr>
<tr>
<td>Select one of the following:</td>
<td>3</td>
</tr>
<tr>
<td>ESS 530</td>
<td>Principles of Oceanography</td>
</tr>
<tr>
<td>ESS 536</td>
<td>Environmental Geology</td>
</tr>
</tbody>
</table>

**Credits**

7

### Semester Four

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ESS Sxx elective</td>
<td>2-3</td>
</tr>
<tr>
<td>Select one of the following:</td>
<td>3</td>
</tr>
<tr>
<td>ESS 570</td>
<td>Principles of Meteorology</td>
</tr>
<tr>
<td>ESS Sxx elective</td>
<td></td>
</tr>
</tbody>
</table>

**Credits**

5-6

**SUMMARY**

- **Total Credits:** 65
- **Elective Courses:** 12
- **Required Courses:** 53

**Notes:**
- ESS 591 can fulfill the 2-credit requirement.
- ESS 502, ESS 505, ESS 520, ESS 539, and ESS 543 are recommended courses if planning on taking the Professional Geologist (PG) exam.

**GENERAL SCIENCE TEACHING CERTIFICATION**

**College of the Sciences and Mathematics**

The following courses will complete the requirements for secondary general science teaching certification:

Select 12 semester hours of electives within one of the below science disciplines that demonstrate proficiency in fieldwork, research, and technology (see adviser for specifics):

- BIO 110 General Biology
- BIO 215 General Botany
- BIO 217 General Zoology
- CHE 103 General Chemistry I
- CHE 104 General Chemistry II
- CHE 103 & CHE 104 General Chemistry I and Experimental General Chemistry I (LAB)
- CHE 104 & CHE 104 General Chemistry II and Experimental General Chemistry II (LAB)
- ESS 101 Introduction to Geology
- ESS 111 Other Worlds, Other Stars
- ESS 530 Principles of Oceanography
- ESS 570 Principles of Meteorology
- PHY 130 General Physics I
- PHY 140 General Physics II
- PHY 170 Physics I
- PHY 180 Physics II
- Select one interdisciplinary science course from the following:
  - ENV 102 Humans and the Environment
  - SCB 102 Humans and the Environment
  - ESS 102 Humans and the Environment
  - SCB 210 The Origin of Life and the Universe
  - MAT 115 Algebra, Functions, and Trigonometry
  - MAT 131 Precalculus
  - MAT 121 Introduction to Statistics I

**Education Course(s)**

- SCE 350 Science Education in the Secondary School
- SCE 550 Science Education in the Secondary School

Select course work required by the College of Education
**DEPARTMENT OF HEALTH**

**College of Health Sciences**

207 Sturzebecker Health Sciences Center
West Chester University
West Chester, PA 19383
Phone: 610-436-2931
Department of Health (http://www.wcupa.edu/health)
Dr. Cinelli (bcinelli@wcupa.edu), Chairperson
Dr. Carson (lcarson@wcupa.edu), Assistant Chairperson and Graduate Coordinator

**Program of Study**

The Department of Health offers degree programs leading to the master of education in health (M.Ed.) and the master of public health (M.P.H.).

The M.Ed. enriches academic preparation for teaching health education in elementary and secondary schools. A concentration in school health is offered.

The M.P.H. is designed primarily to meet the individual needs of the graduate student pursuing a career in public health, with emphasis in community health, environmental health, and health care management.

**Communication with the Department**

All inquiries and other communications regarding the graduate program in health should be addressed to the coordinator of graduate studies by email, lcarson@wcupa.edu. Students also may call for information at 610-436-2138 or fax at 610-436-2860.

**Master of Public Health**

The master of public health is accredited by the Council on Education for Public Health. For more information on the M.P.H. program, contact the department.

**Admissions**

All applicants to one of West Chester University’s graduate programs will be held to the graduate admissions requirements (p. 10). When applicable, additional requirements for admission into specific department program(s) may be listed below.

**Admission Requirements for the Master of Public Health**

Applicants must meet the basic requirements of the University for admission to graduate study and must present either a baccalaureate degree attained in their anticipated major area of health or equivalent preparation in a related field, and two letters of recommendation. Students applying to the M.P.H. program need an undergraduate course in statistics. Students who do not have adequate academic and professional preparation in the desired program of study will be required to take foundation courses. WCU undergraduates may be eligible to fast track into the M.P.H. program. Contact the department for details.

**Admission Requirements for the M.Ed. in School Health**

In addition to meeting the basic requirements of the University, applicants must present a baccalaureate degree attained in the field of health, or equivalent preparation in a related field and two letters of recommendation.

**Admission Requirements for the Graduate Certificate in Health Care Management**

Applicants must meet the basic requirements of the University and present either a baccalaureate degree attained in their anticipated major area of health or equivalent preparation in a related field. They must also submit a one-page statement of career objectives and arrange for two letters of recommendation. For more information contact Dr. Gopal Sankaran, gsankaran@wcupa.edu.

**Admission Requirements for the Graduate Certificate in Emergency Preparedness**

Applicants must meet the basic requirements of the University and present either a baccalaureate degree attained in their anticipated major area of health or equivalent preparation in a related field. They must also submit a one-page statement of career objectives and arrange for two letters of recommendation. For more information contact Dr. Charles Shorten, 610-436-2860; fax, 610-436-2860; or email, cshorten@wcupa.edu.

**Admission Requirements for the Graduate Certificate in Integrative Health**

Applicants must meet the basic requirements of the University and present either a baccalaureate degree attained in their anticipated major area of health or equivalent preparation in a related field. They must also submit a one-page statement of career objectives and arrange for two letters of recommendation. For more information contact Dr. Donal McCown at dmccown@wcupa.edu.

**Admission Requirements for the Graduate Certificate in Gerontology**

Applicants must meet the basic requirements of the University and present either a baccalaureate degree attained in their anticipated major area of health or equivalent preparation in a related field. They must also submit a one-page statement of career objectives and arrange for two letters of recommendation. For more information contact Dr. Mary Bowen at mbowen@wcupa.edu.
Policies
All students in graduate programs are held to the academic policies and procedures (http://catalog.wcupa.edu/graduate/academic-policies-procedures) outlined in the graduate catalog. When applicable, additional policies for specific department programs(s) may be listed below.

Requirements for the M.P.H.
Requirements for Admission to Degree Candidacy in the Master of Public Health
Within the 12-15 semester hours of precandidacy, majors in health must complete departmental and concentration core courses with a minimum grade point average for these and all other courses during precandidacy of 3.0.

MPH Community Service Requirement:
All students need to complete at least 6 hours of community service. Courses where the MPH Community Service Requirement is met are noted on the MPH Track Advising Sheets.

Graduation Requirement
Students must complete the M.P.H. curriculum with a minimum overall grade point average (GPA) of 3.0.

Requirements for the M.Ed.
1. Satisfactory completion of the M.Ed. curriculum, with a minimum overall GPA of 3.0 in the concentration.
2. Successful completion of the research project

Registration Policy for Research Credits
Research credits for the M.Ed. are earned in HEA 601. These credits must be preceded by successful completion of the degree core, concentration core, and concentration electives taken under advisement. The student can enroll in HEA 601 only once.

Requirements for Admission to Degree Candidacy for the M.Ed. in School Health
Within the 12-15 semester hours of precandidacy, the student must complete departmental and concentration core courses with a minimum grade point average (GPA) of 3.0. Students who do not have adequate professional and/or academic preparation for the desired program of study will be required to take foundation courses. Teaching certification is not offered through this program.

Faculty
Professors
Debra Bill (dbill@wcupa.edu) (1998)
B.A., Central Connecticut State University; M.P.H., University of North Carolina; Ph.D., Temple University
James W. Brenner (jbrenner@wcupa.edu) (2004)
B.S., West Chester University; M.Ed., College of New Jersey; Ph.D., Temple University
Lynn Carson (lcarson@wcupa.edu) (1991)
Graduate Coordinator, Health
Assistant Chairperson, Health
B.A., Neumann College; M.S., St. Joseph’s University; Ph.D., Temple University
Bethann Cinelli (bcinelli@wcupa.edu) (1987)
Chairperson, Health
B.S., Indiana University of Pennsylvania; M.Ed., Temple University; D.Ed., Pennslyvania State University
Tammy C. James (tjames@wcupa.edu) (1994)
B.S., M.E., Ph.D., Kent State University
Gopal Sankaran (gsankaran@wcupa.edu) (1989)
B.S., M.B., Maulanaazad Medical College (India); M.D., All India Institute of Medical Sciences; M.P.H., Dr.P.H., University of California, Berkeley
Charles V. Shorten (cshorten@wcupa.edu) (1989)
B.S., M.S., Virginia Polytechnic Institute and State University; Ph.D., Clemson University

Associate Professors
Tanya Gatenby (tgatenby@wcupa.edu) (2000)
B.A., M.S., University of Arkansas; Ph.D., University of North Carolina
Christine Williams (cwilliams3@wcupa.edu) (2009)
B.S., M.S., University of Delaware; Ph.D., Middle Tennessee State University

Assistant Professors
Mathias Akuoko (makuoko@wcupa.edu) (2016)
Undergraduate Kwame Nkrumah University of Science and Technology, Ghana; MPA, Southern Illinois University; MPH, University of North Texas; Ph.D. Public Health, University of North Texas
Mary Elizabeth Bowen (mbowen@wcupa.edu) (2013)
B.A., William and Mary College; M.A., University of Kansas; Ph.D., Virginia Tech
Sharon Bernecki Dejoy (sdejoy@wcupa.edu) (2012)
A.S., Miami-Dade College; B.A., Columbia University; M.P.H., Ph.D., University of South Florida
Harry Holt (hholt@wcupa.edu) (2016)
B.S., Economics/Pre-Law/Political Science, Indiana University; Juris Doctorate, MBA Case Western University; Ph.D. Health Policy and Administration, The Pennsylvania State University
Whitney Katirai (wkatirai@wcupa.edu) (2016)
BA University of Louisville; MPH University of Kentucky; EdD University of Kentucky
Donald McCown (dmccown@wcupa.edu) (2011)
B.A., Eastern University; M.S.S., Bryn Mawr College; Ph.D. Tilburg University
Neha Sunger (nsunger@wcupa.edu) (2014)
M.S. Indian Institute of Technology- Kanpur; Ph.D. Drexel University

Courses
ENV
ENV 524. Industrial Hygiene. 3 Credits.
A study of the recognition, evaluation, and control of health hazards in the work environment. Pre / Co requisites: ENV 524 requires prerequisite of ENV 530. Consent: Permission of the Department required to add. Typically offered in Fall.

ENV 530. General Environmental Health. 3 Credits.
This course will address the protection of human health from environmental disease agents. Students will learn current issues in environmental risk assessment, air and water pollution, waste management, and workplace health and safety. Students will use this information to communicate effectively the relevant environmental risk to populations they serve. Training and education strategies and the use of instructional resources, including the Internet, will be integrated into the learning experience. Distance education offering may be available. Typically offered in Fall.

ENV 532. Hospital Environment. 3 Credits.
A comprehensive assessment of the environmental health aspects of hospitals, including micro-biologic considerations, environmental hygiene, safety, general sanitation, and administration.
ENV 533. Water Quality and Health. 3 Credits.
An examination of the physical, chemical, and biological characteristics of natural waters and their significance for human health; methods of water treatment and distribution also will be considered.
Typically offered in Summer.

ENV 538. Ground Water Contamination. 3 Credits.
Provides a qualitative and quantitative examination of the fate, transport, and remediation of contaminants in ground water.

ENV 545. Risk Assessment. 3 Credits.
Provides a qualitative and quantitative examination of hazard, toxicity, and exposure assessment to establish human health and ecological risk from environmental contamination. Typically offered in Spring.

ENV 547. Environmental Regulations. 3 Credits.
Provides a fundamental overview of major environmental law principles. Focuses on a wide range of air, waste, water, transportation, and occupational regulations. Typically offered in Fall.

ENV 551. Environmental Toxicology. 3 Credits.
A multifaceted investigation of the health problems caused by various toxins and hazards found in the general environment and the workplace. The human body’s reactions to environmental toxins; how suspected environmental toxins are experimentally investigated and the specific health effects of critical environmental toxins will be emphasized.
Pre/Co requisites: ENV 551 requires prerequisite of ENV 530.
Typically offered in Spring.

ENV 553. Occupational Safety. 3 Credits.
A study of the practices to reduce safety risks in the work environment through recognition, evaluation, and control of safety hazards.
Pre/Co requisites: ENV 553 requires a prerequisite of ENV 530.
Consent: Permission of the Department required to add.
Typically offered in Spring.

ENV 570. Emergency Preparedness. 3 Credits.
This course examines the historical, legal, and regulatory framework for dealing with emergencies emphasizing the four phases of emergency management. It addresses emergency preparedness by schools, businesses, communities, and counties for natural disasters, failures of technology (spills, accidents, and explosions), and acts of war or terrorism.
The course is designed for professionals in environmental and public health, emergency responders (police, fire, hazmat, and medical), planners, educators, and others who may serve in a leadership capacity.
Typically offered in Summer.

ENV 575. Bioterrorism Bio-Crises & Public Health. 3 Credits.
This course addresses the protection of the public’s health and that of workers such as first responders from biological agents that cause disease and/or death. Students will learn scientific concepts, issues and techniques currently used in disaster mitigation and response for bio-crisis such as disease outbreaks, epidemics and pandemics as well as bioterrorism emergencies. Students will manage scenarios to enhance leadership skills. As available, a service learning research project will be incorporated.
Typically offered in Fall.

ENV 581. Special Topics: ENV. 1-3 Credits.
An in-depth study of selected, current topics relevant to the development of environmental health professionals. Specific topics will be noted in the master schedule.
Pre/Co requisites: ENV 581 requires prerequisite of ENV 530.
Consent: Permission of the Department required to add.
Typically offered in Fall, Spring & Summer.
Repeatable for Credit.

HEA 401. Integrative Health. 3 Credits.
A comprehensive evaluation of alternative and complementary medicine aimed at describing how these modalities are being integrated with allopathic care. Focus will be on Eastern, African, and Native American traditions; homeopathy; naturopathy; botanical medicine; energy work; and mind/body health.
Typically offered in Spring.

HEA 502. Human Development Implications Health Education. 3 Credits.
This course examines human development from an applied perspective. Health educators and others working with preschool and school-aged children, as well as adolescents will examine physical, cognitive, and emotional development. Course participants will explore developmentally appropriate approaches to education and mentoring of children and youth. The course includes the use of readings on contemporary issues and policy initiatives affecting children and youth, along with case studies.

HEA 511. Stress Management Techniques and Program Development. 3 Credits.
The first half of the course is devoted to examining basic stress concepts, the psychophysiology of stress, common stressors and their effect, and the relationship between stress and disease. The second half consists of a comprehensive review of stress management techniques that deal with cognitive restructuring, relaxation, and relationship building. Considerable emphasis is placed on personal application and group interaction in the classes.
Typically offered in Spring.

Epidemiology of HIV/AIDS; natural history of HIV infection, psychosocial, economic, educational, ethical, legal, and health care issues related to HIV/AIDS will be addressed.
Impact on social groups (minorities, women, and adolescents) will be discussed. Heath promotion and disease prevention strategies will be highlighted.
Typically offered in Fall.

HEA 513. Legal Aspects of Health Care. 3 Credits.
An analysis of the basic legal concepts and major legal issues that are important to and directly affect the health services administrator. Topics include legal frameworks of health organizations and health practitioners, administrative policy, contracts, consent, patient's rights, legal death, insurance, liability, and research.
Distance education offering may be available.
Typically offered in Spring.

HEA 514. Approaches to Health Care Delivery. 3 Credits.
The future of managed care depends on the performance of the managed care industry, especially the goal of providing high quality health care at the lowest costs possible. This course will discuss the challenges faced by managed care organizations and strategies used to overcome them.
Distance education offering may be available.
Typically offered in Summer.

HEA 516. Health Care Management. 3 Credits.
Administrative and management techniques acquired in the administrative core are applied to the problems involved in health administration/management. Topics will include federal, state, and local health agencies; health care centers; organization principles; personnel factors; public relations; and fiscal management.
Distance education offering may be available.
Typically offered in Fall, Spring & Summer.

HEA 520. Public Health Epidemiology. 3 Credits.
An overview of the epidemiological model of disease causation. Various epidemiological study designs and their applications will be presented.
Pre/Co requisites: HEA 520 requires a prerequisite of MAT 121 or equivalent.
Typically offered in Fall & Spring.

HEA 526. Biostatistics for Public Health. 3 Credits.
An overview of scientific methods, research designs, sampling, and survey techniques pertinent to the study of health issues will be presented. Choice and use of epidemiological and statistical software to analyze health data sets will be emphasized.
Pre/Co requisites: HEA 526 requires a prerequisite of MAT 121 or equivalent.
Distance education offering may be available.
Typically offered in Fall & Spring.

HEA 572. Human Sexuality & Family Life Education. 3 Credits.
This course will address current trends in family life education and the development and implementation of programs in schools and community settings. Emphasis will be placed on developing appropriate content and strategies useful in the classroom.
HEA 529. Mental Health Issues & Sch Hea Program. 3 Credits.
This course provides an overview of mental health and counseling issues affecting children and youth in today's school and communities. The goal of the course is to broaden the student's understanding of key mental health issues children face in school and community settings. This course will provide relevant background information that will be used to promote positive mental health in the school, clinic, and community setting.

HEA 531. The Community as a Basis for Health. 3 Credits.
An analysis of the community with its diverse population and its response to critical and current health problems. Emphasis will be placed on the need for balance between individual and community needs, rights, and responsibilities. Typically offered in Fall.

HEA 537. Women's Health Issues A Transcultural Perspective. 3 Credits.
Using a life cycle approach, a comparative analysis of women's lives and their health status across different cultures and nations will be made. Women's health status as related to their multiple roles in the family and society.

HEA 543. Transcultural Health Practices. 3 Credits.
An introduction to the role of culture in health and illness, and its role in accessing and utilizing health care in the United States. Typically offered in Fall.

HEA 544. Program Administration in Health and Human Service. 3 Credits.
This course will provide students with the skills needed to administer community health programs in a non-profit setting with a focus on program management in non-profit agencies. Typically offered in Summer.

HEA 555. Women's Health Issues A Transcultural Perspective. 3 Credits.
Using a life cycle approach, a comparative analysis of women's lives and their health status across different cultures and nations will be made. Women's health status as related to their multiple roles in family and society.

HEA 550. Evidence-Based Medicine and Public Health. 3 Credits.
A seminar on learning salient principles of evidence-based medicine and evidence-based public health and their applications to improve health of individuals and populations. Typically offered in Spring.

HEA 553. Women's Health Issues A Transcultural Perspective. 3 Credits.
Using a life cycle approach, a comparative analysis of women's lives and their health status across different cultures and nations will be made. Women's health status as related to their multiple roles in family and society.

HEA 581. Special Topics: Health. 1-3 Credits.
In-depth study of selected health topics current to the interests and needs of professionals serving in various health and health-related areas. Topics will be announced prior to the first day of each semester. Typically offered in Spring & Summer. Repeatable for Credit.

HEA 601. Research/Report Writing. 3 Credits.
The M.Ed. candidate selects a school health issue or a critical topic for review of the literature and produces a scholarly manuscript for publication in a professional journal. Consent: Permission of the Department required to add. Typically offered in Fall, Spring & Summer.

HEA 610. Integrative Health Coaching. 3 Credits.
The purpose of this course is to provide students with an overview of the theory and practice of health coaching in integrative health and health promotion programs and settings.

HEA 611. Field Placement. 3 Credits.
A project for students in health concentrations. All core course work should be completed before beginning the project. Consent: Permission of the Department required to add.

HEA 613. Advocacy and Quality of Health Care Services. 3 Credits.
An introduction to patient advocacy for graduate students in health professions. Topics include ethics, health care financing and policy, health advocacy for special populations, and key strategies for system change. Distance education offering may be available. Typically offered in Fall.

HEA 614. Health Care Technology and Information Management. 3 Credits.
This course will provide future health care managers with the knowledge and skills they need to work effectively with information systems technology. Topics covered in this course include emerging technology, information systems, the Internet's impact on health care organizations, and system standards, among others. Distance education offering may be available. Typically offered in Fall.

HEA 616. Strategic Leadership in Health Care. 3 Credits.
Healthcare industry requires visionary, creative and transformational leaders who can navigate effectively through a dynamic and complex landscape. This course will provide foundational concepts and principles necessary for exercising strategic leadership. Distance education offering may be available. Typically offered in Spring.

HEA 620. School Health Programs. 3 Credits.
This course provides the theoretical underpinnings of the profession, professional responsibilities, and programmatic and critical issues in comprehensive school health programs. Typically offered in Spring.

HEA 622. Principles of Curriculum and Instruction for Health. 3 Credits.
This course will address the foundation, philosophy, and practice of comprehensive school health education. Major focus is on the development, implementation, and evaluation of K-12 comprehensive school health education. Typically offered in Fall.
HEA 623. Substance Abuse Prevention. 3 Credits.
Designed for future and present school and public health educators, this course includes content and program planning skills for community and school: tobacco, alcohol, and other drug prevention curriculum and programs.
Typically offered in Spring.

HEA 632. Social and Behavior Aspects of Public Health. 3 Credits.
An advanced course on current theories in health behavior and the application of these theories to management methods in the health care field. Topics include trends in health behavior, health concerns, analysis of the decision-making process, and factors affecting health behavior.
Distance education offering may be available.
Typically offered in Fall & Spring.

HEA 645. Global Community Health Promotion. 3 Credits.
Global Community Health Promotion (3) This course focuses on the core concepts involved in the planning, assessment and implementation of global community health promotion among different cultures from around the world. Topics will include key concepts in global community health, how to measure global community health, tools to assess a specific country’s health status, culture, and resources, as well as strategies to improve a specific country’s health status, issues of health equity and aging around the world, and key organizations involved in global community health. Students will be asked to develop a country-specific community health promotion plan from a global community health perspective.
Typically offered in Summer.

HEA 648. Research Methods in Public Health. 3 Credits.
This course focuses on the theory and practice of research applied to public health problems. Students will be exposed to the design and implementation of public health research projects.
The course is centered on the tools and techniques of research and their application to formal research design.
Pre / Co requisites: HEA 648 requires prerequisites of HEA 520 and HEA 526.
Distance education offering may be available.
Typically offered in Fall & Spring.

HEA 649. Applied Learning Experience I. 3 Credits.
This course prepares students for the Applied Learning Experience II which includes the culminating experience (research report) and practicum. This preparation will include a comprehensive and integrated application of MPH curriculum in the development of the research and major project plan.
Typically offered in Fall, Spring & Summer.

HEA 650. Applied Learning Experience II. 3 Credits.
This course is intended as a capstone experience in the M.S. in health program. It is intended to bring students together from a wide array of subdisciplines in public health, and through field and research experience explore and share common principles of public health practice.
Students will choose a project within their area of expertise, and under faculty guidance, produce an end product that meets professional standards. A formal student presentation of the final product is the culminating experience of the seminar.
Typically offered in Fall, Spring & Summer.

HEA 999. Transfer Credits (Graduate). 3-9 Credits.
transfer credits.
### Year Two

#### Semester Four

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HEA 632</td>
<td>3</td>
</tr>
<tr>
<td>HEA 531</td>
<td>3</td>
</tr>
<tr>
<td>Health Elective (or in summer)</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total Credits</strong></td>
<td>9</td>
</tr>
</tbody>
</table>

#### Semester Five

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENV 530</td>
<td>3</td>
</tr>
<tr>
<td>HEA 516</td>
<td>3</td>
</tr>
<tr>
<td>HEA 544</td>
<td>3</td>
</tr>
<tr>
<td>HEA 649&lt;sup&gt;1&lt;/sup&gt;</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total Credits</strong></td>
<td>12</td>
</tr>
</tbody>
</table>

<sup>1</sup> This course can be taken in the same semester as HEA 649 if completed during the first half of the semester.

### Part Time

#### Year One

#### Semester One

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENV 447</td>
<td>3</td>
</tr>
<tr>
<td>ENV 530</td>
<td>3</td>
</tr>
<tr>
<td>HEA 520</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total Credits</strong></td>
<td>9</td>
</tr>
</tbody>
</table>

#### Semester Two

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENV 451</td>
<td>3</td>
</tr>
<tr>
<td>HEA 526</td>
<td>3</td>
</tr>
<tr>
<td>HEA 516</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total Credits</strong></td>
<td>9</td>
</tr>
</tbody>
</table>

#### Semester Three

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HEA 539</td>
<td>3</td>
</tr>
<tr>
<td>HEA 538</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total Credits</strong></td>
<td>6</td>
</tr>
</tbody>
</table>

#### Semester Four

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Health Elective (summer)</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total Credits</strong></td>
<td>3</td>
</tr>
</tbody>
</table>

#### Year Two

#### Semester Five

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HEA 526</td>
<td>3</td>
</tr>
<tr>
<td>HEA 543</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total Credits</strong></td>
<td>6</td>
</tr>
</tbody>
</table>

#### Semester Six

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HEA 544</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total Credits</strong></td>
<td>3</td>
</tr>
</tbody>
</table>

#### Semester Seven

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HEA 648</td>
<td>3</td>
</tr>
<tr>
<td>ENV 530</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total Credits</strong></td>
<td>6</td>
</tr>
</tbody>
</table>

#### Semester Eight

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HEA 632</td>
<td>3</td>
</tr>
<tr>
<td>HEA 516</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total Credits</strong></td>
<td>6</td>
</tr>
</tbody>
</table>

#### Semester Nine

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HEA 649</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total Credits</strong></td>
<td>3</td>
</tr>
</tbody>
</table>

### MPH Environmental Health Track

#### Full Time

Recommended course rotation to complete the degree within six semesters (two years), with a fall semester start:

Students in this rotation will generally take three courses a semester (except for summer sessions) – recommended for students who are full-time or graduate assistants. In most cases the time commitment will be two-three nights a week for fall/spring semesters and variable for each summer course.

#### Year One

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENV 447</td>
<td>3</td>
</tr>
<tr>
<td>ENV 530</td>
<td>3</td>
</tr>
<tr>
<td>HEA 520</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total Credits</strong></td>
<td>9</td>
</tr>
</tbody>
</table>

#### Semester Two

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENV 451</td>
<td>3</td>
</tr>
<tr>
<td>HEA 526</td>
<td>3</td>
</tr>
<tr>
<td>HEA 516</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total Credits</strong></td>
<td>9</td>
</tr>
</tbody>
</table>

#### Semester Three

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENV 524</td>
<td>3</td>
</tr>
<tr>
<td>ENV ___ EH Elective</td>
<td>0</td>
</tr>
<tr>
<td>GEO 534</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total Credits</strong></td>
<td>6</td>
</tr>
</tbody>
</table>

#### Semester Four

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENV 545</td>
<td>3</td>
</tr>
<tr>
<td>HEA 632</td>
<td>3</td>
</tr>
<tr>
<td>HEA 648</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total Credits</strong></td>
<td>9</td>
</tr>
</tbody>
</table>

#### Semester Five

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summer at End of Program</td>
<td>3</td>
</tr>
<tr>
<td>HEA 650</td>
<td>3</td>
</tr>
<tr>
<td>HEA 649</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total Credits</strong></td>
<td>6</td>
</tr>
</tbody>
</table>

### Part Time

Recommended course rotation to complete the degree within nine semesters (three years), fall semester start:

Students in this rotation will generally take one or two courses a semester – recommended for students who are working part-time towards the degree. In most cases the time commitment will be one or two nights a week for fall/spring semesters and variable for each summer course.

#### Year One

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENV 530</td>
<td>3</td>
</tr>
<tr>
<td>ENV 447</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total Credits</strong></td>
<td>6</td>
</tr>
</tbody>
</table>

#### Semester Two

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENV 451</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total Credits</strong></td>
<td>3</td>
</tr>
</tbody>
</table>
HEA 520  Public Health Epidemiology  3

Summer
ENV ___ EH Elective
Credit  0

Year Two
Semester Three
ENV 524  Industrial Hygiene  3
GEO 534  Geographic Information Systems  3
Credit  6

Semester Four
HEA 526  Biostatistics for Public Health  3
HEA 516  Health Care Management  3
Credit  6

Year Three
Semester Five
HEA 632  Social and Behavior Aspects of Public Health  3
ENV ___ EH Elective
Credit  3

Semester Six
EN 545  Risk Assessment  3
HEA 648  Research Methods in Public Health  3
Credit  6

Semester Seven
Summer at End of Program
HEA 649  Applied Learning Experience I  3
HEA 650  Applied Learning Experience II  3
Credit  6

MPH in Health Care Management
Full Time
Year One
Semester One
HEA 520  Public Health Epidemiology  3
HEA 526  Biostatistics for Public Health  3
HEA 613  Advocacy and Quality of Health Care Services  3
Credit  9

Semester Two
HEA 648  Research Methods in Public Health  3
HEA 513  Legal Aspects of Health Care  3
HEA 616  Strategic Leadership in Health Care  3
Credit  9

Summer
HEA 514  Approaches to Health Care Delivery  3
Approved HCM Elective
Credit  0

Year Two
Semester Five
HEA 632  Social and Behavior Aspects of Public Health  3
HEA 612  Health Care Financial Analysis and Management  3
Credit  6

Semester Six
ENV 530  General Environmental Health  3
HEA 649 1  Applied Learning Experience I  3
Credit  6

Summer
HEA 650 2  Applied Learning Experience II  3
Credit  3

1 Course prerequisites HEA 520, HEA 526, HEA 648 - this course can be taken in the same semester as HEA 649 - if completed during the first half of the semester.
2 All courses need to be completed before the start of HEA 650.

CERTIFICATE IN GERONTOLOGY
College of Health Sciences
The certificate in gerontology is an interdisciplinary program designed to serve individuals who are now employed or anticipate working in the field of aging. Students will broaden their formal and practical knowledge of the elderly while gaining research and service experience.
in gerontology. The certificate program provides students with nationally recognized documentation of their academic training in the field.

**Curriculum (18 semester hours)**

**Certificate Core Courses**

- NGF 554 APN Adult Health/Gero Theories of Normal Aging 3
- HEA 548 A Life Span Approach to Public Health 3
- NTD 601 Nutrition & Health in Aging 3
- NGF 556 APN Adult Health/Gero Health Illness Transitions 3

**Applied Experience in Aging/Gerontology** 3

Dependent on student’s discipline of interest (e.g., Nursing, Nutrition, Health, Social Work, Kinesiology), if only enrolled in the certificate program, students will take HEA 650

**Electives**

In addition to the certificate core, one elective course chosen under advisement with the Gerontology Program Coordinator in the Department of Health. Students from the Health, Kinesiology and Social Work departments are encouraged to take the elective in their program of study to supplement their primary degree. Students in other departments are advised to choose the elective that best fits with their career trajectory. Elective courses include HEA 645 or SWG 571.

**Total Credits Required** 18

Students are required to complete their internship, ALE, capstone, etc. hours at an aging site. If in MPH or other graduate program with applied experience (e.g., nursing practicum, exercise physiology capstone) this experience counts for these 3 credits as long as site is approved by Gerontology Certificate Coordinator.

**GRADUATE CERTIFICATE IN EMERGENCY PREPAREDNESS IN PUBLIC HEALTH**

**College of Health Sciences**

**Curriculum**

This certificate is designed for public health, environmental health, occupational health, and emergency professionals along with managers and educators who need to upgrade their skills in the area of protecting people in emergencies. HEA 520 provides a solid preparation in fundamental skills such as epidemiology and public health practice, while ENV 530 allows the student to learn how to identify, measure, and control environmental hazards. ENV 545 and ENV 551 expand the student’s knowledge about risks and how they are measured, modeled, and communicated. ENV 570 and ENV 575 focus on the specifics of emergency preparedness and on the mitigation of the risks of chemical and biological hazards. For more information, contact Dr. Charles V. Shorten, 610-436-2360; fax, 610-436-2860; or e-mail, cshorten@wcupa.edu.

**Curriculum (18 semester hours)**

**Required Courses**

- ENV 530 General Environmental Health 3
- ENV 545 Risk Assessment 3
- ENV 551 Environmental Toxicology 3
- ENV 570 Emergency Preparedness 3
- ENV 575 Bioterrorism Bio-Crises & Public Health 3
- HEA 520 Public Health Epidemiology 3

**Total Credits Required** 18

**Sample Course Plan**

To track their individual degree progress, students are advised to access their Degree Progress Report (DPR) via my WCU and consult their Graduate Coordinator. For more information, visit wcupa.edu/DegreeProgressReport.

The following is a suggested course sequence for this program; courses offerings and availability are not guaranteed. Students should consult their academic advisor with any questions.

**Year One**

<table>
<thead>
<tr>
<th>Semester One</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENV 530</td>
<td>3</td>
</tr>
<tr>
<td>ENV 575</td>
<td>3</td>
</tr>
<tr>
<td>HEA 520</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total Credits Required** 9

<table>
<thead>
<tr>
<th>Semester Two</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENV 545</td>
<td>3</td>
</tr>
<tr>
<td>ENV 551</td>
<td>3</td>
</tr>
</tbody>
</table>

**Summer**

<table>
<thead>
<tr>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
</tr>
</tbody>
</table>

**Total Credits Required** 6

**GRADUATE CERTIFICATE IN HEALTH CARE MANAGEMENT**

**College of Health Sciences**

**Curriculum**

The graduate certificate in health care management provides health care professionals an opportunity to expand their knowledge of health care management issues. An accelerated format is available for many of the courses so the certificate can possibly be earned in three semesters or less.

**Required Courses**

- HEA 513 Legal Aspects of Health Care 3
- HEA 514 Approaches to Health Care Delivery 3
- HEA 516 Health Care Management 3
- HEA 613 Advocacy and Quality of Health Care Services 3
- HEA 614 Health Care Technology and Information Management 3
- HEA 616 Strategic Leadership in Health Care 3

**Total Credits Required** 18

**Sample Course Plan**

To track their individual degree progress, students are advised to access their Degree Progress Report (DPR) via my WCU and consult their Graduate Coordinator. For more information, visit wcupa.edu/DegreeProgressReport.

The following is a suggested course sequence for this program; courses offerings and availability are not guaranteed. Students should consult their academic advisor with any questions.

This program will benefit physicians, nurses, clinicians, managers, and professional staff in the health care industry. In addition, it will be valuable to those in managed care and not-for-profit organizations, government, consulting firms, and the pharmaceutical industry, among others. A certificate in health care management will be issued when the requirements of the certificate program have been fulfilled. This certificate can also be earned as part of the Master of Public Health program (Health Care Management Track).

**Year One**

<table>
<thead>
<tr>
<th>Semester One</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HEA 516</td>
<td>3</td>
</tr>
<tr>
<td>HEA 613</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total Credits Required** 6
GRADUATE CERTIFICATE IN INTEGRATIVE HEALTH

The graduate certificate in integrative health is designed for healthcare professionals desiring graduate study of evidence-based integrated approaches to health promotion, disease prevention, and treatment. Please note that this certificate is not designed to prepare practitioners in any given modality. For more information, contact Dr. Bethanne Cinelli, chairperson, Department of Health, 610-436-2931; fax, 610-436-2860; or e-mail, bcinelli@wcupa.edu.

Required Course

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HEA 501</td>
<td>Integrative Health</td>
<td>3</td>
</tr>
</tbody>
</table>

Electives

Select six graduate health courses under advisement:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENV 530</td>
<td>General Environmental Health</td>
<td>3</td>
</tr>
<tr>
<td>HEA 500</td>
<td>DISEASES</td>
<td></td>
</tr>
<tr>
<td>HEA 511</td>
<td>Stress Management Techniques and Program Development</td>
<td>3</td>
</tr>
<tr>
<td>HEA 512</td>
<td>Challenge of HIV/AIDS: ISS-IMP-PREV-CONT</td>
<td></td>
</tr>
<tr>
<td>HEA 538</td>
<td>Evaluation of Health Programs</td>
<td></td>
</tr>
<tr>
<td>HEA 545</td>
<td>Mind/Body Medicine</td>
<td></td>
</tr>
<tr>
<td>HEA 547</td>
<td>Principles Of Botanical Medicine</td>
<td></td>
</tr>
<tr>
<td>HEA 550</td>
<td>Evidence-Based Medicine and Public Health</td>
<td></td>
</tr>
<tr>
<td>HEA 581</td>
<td>Special Topics: Health (e.g., homeopathy or traditional Chinese medicine)</td>
<td>3</td>
</tr>
<tr>
<td>NTD 503</td>
<td>Human Nutrition</td>
<td></td>
</tr>
</tbody>
</table>

Total Credits Required 21

DEPARTMENT OF HISTORY

College of Arts and Humanities

404 Wayne Hall
West Chester University
West Chester, PA 19383
610-436-2201

Department of History (http://www.wcupa.edu/history)
Dr. Hanley (whanley@wcupa.edu), Chairperson
Dr. Chien (cchien@wcupa.edu), Assistant Chairperson
Dr. Gaydosh (bgaydosh@wcupa.edu), Graduate Coordinator

The Department of History offers two degrees: the master of arts in history and, in cooperation with the College of Education and Social Work, the master of education in history.

The master of arts in history provides a broad base for teaching excellence, a platform for studies leading to the Ph.D., and skills for informed decision making in the public and private sectors. Students with permission of the graduate coordinator may take up to six semester hours in a discipline related to their major field of study. The M.A. in history may be earned by completing either a thesis or non-thesis program.

The non-thesis option is designed for students who desire more content courses as background for their own teaching, further academic work, or personal enrichment.

Students must concentrate in one of three fields: world/comparative, European, or United States.

The master of education in history is designed to provide in-service teachers with additional professional education courses and an opportunity to enlarge their understanding of the historical past. This degree program is not designed for initial teacher certification. Students in this program are advised by the Department of History.

The department also offers a non-degree professional growth program in which students take graduate courses for personal and professional growth without enrolling in the graduate program.

Programs

Master's Programs in History

- M.A. in History (p. 156)
- M.Ed. in History (p. 156)

Admissions

All applicants to one of West Chester University's graduate programs will be held to the graduate admissions requirements (p. 10). When applicable, additional requirements for admission into specific department program(s) may be listed below.

The Department of History requires a 3.0 grade point average (GPA) in history and a 2.8 overall GPA for admission to its graduate programs. A statement of professional goals, two letters of recommendation (preferably academic), current resume/curriculum vitae, and a sample of analytical writing that demonstrates proficiency in writing skills also are required. Applicants must have completed undergraduate surveys in U.S. history and world or Western civilization, and an undergraduate course in historical methodology or historical research. Applicants who do not meet the above criteria may be admitted on a provisional basis. Students also may take up to three graduate courses before formal admission to either graduate program.

Policies

All students in graduate programs are held to the academic policies and procedures (http://catalog.wcupa.edu/graduate/academic-policies-procedures) outlined in the graduate catalog. When applicable, additional policies for specific department programs(s) may be listed below.

Degree Requirements

Students must maintain a minimum GPA of 3.0 and apply for degree candidacy upon completion of 12-18 hours of applicable course work. In both programs candidates must pass a written comprehensive examination at or near the conclusion of their course work. The comprehensive examination is administered each semester. Those candidates wishing to take the examination in a given semester should contact the graduate coordinator during the first three weeks of the semester. Students may take the comprehensive examination twice. Failure to successfully pass the comprehensive examination in two attempts will result in the student's dismissal. With approval of the graduate coordinator, candidates also may complete up to two courses in a field related to history. Candidates also may apply towards their degree up to six credits of graduate course work taken elsewhere.

Comprehensive Exam

Candidates failing the comprehensive examination may retake it once. A candidate who fails for the second time will be dropped from the program.
Undergraduate Courses for Graduate Credit

The Department of History has approved the following undergraduate courses for graduate credit when scheduled with the approval of the graduate coordinator or the department’s chairperson. No more than six credits of 400-level course work may be used to satisfy graduate degree requirements.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIS 411</td>
<td>Middle East to 1700</td>
<td>3</td>
</tr>
<tr>
<td>HIS 412</td>
<td>Middle East Since 1600</td>
<td>3</td>
</tr>
<tr>
<td>HIS 415</td>
<td>History of Science</td>
<td>3</td>
</tr>
<tr>
<td>HIS 416</td>
<td>Crime &amp; Punishment In Europe: 1450-1789</td>
<td>3</td>
</tr>
<tr>
<td>HIS 421</td>
<td>History Of England To 1688</td>
<td>3</td>
</tr>
<tr>
<td>HIS 422</td>
<td>History Of England Since 1688</td>
<td>3</td>
</tr>
<tr>
<td>HIS 423</td>
<td>Modern Germany</td>
<td>3</td>
</tr>
<tr>
<td>HIS 425</td>
<td>Twentieth-Century Russia</td>
<td>3</td>
</tr>
<tr>
<td>HIS 427</td>
<td>Modern France: 1789 To Present</td>
<td>3</td>
</tr>
<tr>
<td>HIS 428</td>
<td>History Of Spain</td>
<td>3</td>
</tr>
<tr>
<td>HIS 435</td>
<td>European Intellectual History Since 1800</td>
<td>3</td>
</tr>
<tr>
<td>HIS 450</td>
<td>Internship In History</td>
<td>1-3</td>
</tr>
<tr>
<td>HIS 451</td>
<td>Women In History</td>
<td>3</td>
</tr>
<tr>
<td>HIS 474</td>
<td>American Religions</td>
<td>3</td>
</tr>
<tr>
<td>HIS 480</td>
<td>Digital History</td>
<td>3</td>
</tr>
</tbody>
</table>

Faculty

Professors

Jonathan Friedman (jfriedman@wcupa.edu) (2002)
Director, Holocaust and Genocide Studies
Graduate Coordinator, Holocaust and Genocide Studies
B.A., Kent State University; M.A., Ph.D., University of Maryland - College Park
Karim E. Gedge (kgedge@wcupa.edu) (1997)
B.A., Lake Forest College; M.A., State University of New York at Brockport; Ph.D., Yale University
Wayne Hanley (whanley@wcupa.edu) (2000)
Chairperson, History
B.A., M.A., Central Missouri State University; Ph.D., University of Missouri
Charles A. Hardy (chardy@wcupa.edu) (1990)
B.A., M.A., Ph.D., Temple University
Lisa A. Kirschenbaum (lkirschenbaum@wcupa.edu) (1996)
A.B., Brown University; M.A., Ph.D., University of California, Berkeley

Associate Professors

Cecilia Lee-Fang Chien (cchien@wcupa.edu) (2005)
Assistant Chairperson, History
B.A., Central Michigan University; M.A., Ph.D., Harvard University
Eric Fournier (efournier@wcupa.edu) (2008)
History
B.A., M.A., Universite de Montreal; Ph.D., University of California, Santa Barbara
Steven Gimber (sgimber@wcupa.edu) (2007)
Coordinator, American Studies Program
B.A., Rowan University; M.A., University of Pennsylvania; Ph.D., American University
Robert Kodosky (rkodosky@wcupa.edu) (2009)
B.S., University of Pennsylvania; M.A., Villanova University; Ph.D., Temple University

Assistant Professors

Martha Donkor (mdonkor@wcupa.edu) (2014)
B.A., University of Cape Coast; M.A., University of Guelph; Ph.D., University of Toronto
Brenda L. Gaydosh (bgaydosh@wcupa.edu) (2013)
Graduate Coordinator
B.S., Allentown College of St. Francis de Sales; M.A., West Chester University; Ph.D., American University
Anne Krulikowski (akrulikowski@wcupa.edu) (2013)
B.A., Immaculata University; M.A., Villanova University; Ph.D., University of Delaware
Tia Malkin-Fontecchio (tmalkin@wcupa.edu) (2006)
B.A., University of California, Berkeley; M.A., Ph.D., Brown University
Brent J. Ruswick (bruswick@wcupa.edu) (2013)
B.S., University of Nebraska; M.A., Ph.D., University of Wisconsin
Jannene Smucker (jsmucker@wcupa.edu) (2012)
B.A., Goshen College; M.A., Ph.D., University of Nebraska
Elizabeth D. Urban (eurban@wcupa.edu) (2014)
B.A., Rice University; M.A., Ph.D., University of Chicago

Instructor

James M. Scythes (jscythes@wcupa.edu) (2013)
A.S., Cumberland County College; B.A., Rowan University; M.A., Villanova University

Courses

HIS

HIS 500. Methods & Materials Of Rsrch In History. 3 Credits.
Basic techniques and procedures in research; major types of research and methods for locating, evaluating, and interpreting evidence. The student develops a tentative outline, bibliography, and summary of an investigative procedure. Required of all degree-program students. Typically offered in Fall.

HIS 505. Studies In The History & Culture Of East. 3 Credits.
The traditional basis for modern Chinese, Japanese, and Korean societies. The interaction between European and Asian cultures and resulting changes in East Asia.

HIS 509. The Modern Middle East And The West. 3 Credits.
Recent history of major Middle Eastern societies; Iran and the oil situation; Israel and the Palestinian question; conflicting cultures.

HIS 511. Africa to Independence. 3 Credits.
Emergence of modern African nationalism against the background of traditional African society and the legacy of European colonialism.

HIS 512. Independent Africa. 3 Credits.
The post-war experience of Sub-Saharan Africa, viewed in the light of the end of European colonial administration and the growth of an independent African society.

HIS 515. Latin American Since Independence. 3 Credits.
Pre-Columbian art and thought, scholasticism, mercantilism, the Great Debate, Baroque architecture, Enlightenment, conservatism, liberalism, Romanticism, Modernism, Positivism, Aprismo, Mexican muralists, novel of social protest, existentialism, and music. Lineaments of the Latin-American mind.

HIS 520. Racism, Bigotry, Prejudice. 3 Credits.
Course examines the evolution and roots of human prejudice and bigotry from a variety of perspectives - historical, sociological, and psychological.
HIS 523. History of Germany. 3 Credits.
Germany in the 19th and 20th centuries: Napoleon era, rise of Prussia, nationalism and unification, imperialism and World War I, National Socialism, World War II, divided Germany and Reunification. Typically offered in Spring.

HIS 530. Problems In Medieval Civilization. 3 Credits.
Rise and fall of the Byzantine Empire, conquests of the Arabs and Turks, the crusades for the recovery of the Holy Land, the religious orders and the universal aspirations of the Papacy.

HIS 532. The Reformation. 3 Credits.
Major and minor Protestant leaders and their movements; effects on the evolving nation-states; the Church of Rome’s response; Wars of Religion and Treaty of Westphalia; the Scientific Revolution.

HIS 533. Dynastic Europe 17th Century. 3 Credits.
Compares and contrasts political, economic, and social developments of two major dynastic powers, namely Spain and France, during the 17th century.

HIS 534. French Revolution & Napoleonic Era. 3 Credits.
The central themes of the French Revolution, from the origins during the ancien regime to the fall of Napoleon and Congress of Vienna.

HIS 535. Nationalism & Democracy: 1815-1914. 3 Credits.
Aftermath and effect of the French Revolutionary era; events brought on by the growth of nationalism and democracy; development of the industrial revolution. Roots of the First World War.

HIS 536. Europe Since 1914. 3 Credits.
Twentieth-century Europe, with emphasis on causes of World War I, Europe between World War I and World War II, and problems of contemporary Europe.

HIS 540. The Evolution Of Modern Russia. 3 Credits.
A cultural approach to the historical development of Russia from the foundation of Kiev to the Revolution of 1917. Emphasis is on Russia’s political and aesthetic uniqueness.

HIS 543. Jews In Modern European History. 3 Credits.
This course assesses Jewish life and thought in the context of major European historical developments during the 19th and 20th centuries. Special attention is given to the emancipation and acculturation process and the proliferation of anti-Semitism. Typically offered in Fall.

HIS 544. Final Solution. 3 Credits.
This course explores the “Final Solution” of the “Jewish Question,” the core of the Nazi Holocaust as it was administered in each country in Europe under German occupation during World War II.

HIS 545. The Holocaust. 3 Credits.
The study of steps leading to the Holocaust (1933-1945), the Holocaust itself, and the aftermath. The rise of Nazism is included. Typically offered in Fall.

HIS 546. Genocide In Modern History. 3 Credits.
Case studies of major atrocities of the 20th century, analyzing how and why particular genocides were committed. Typically offered in Spring.

HIS 547. Asocials And The Holocaust. 3 Credits.
This course studies the other victims of the Holocaust: Gypsies; homosexuals, people with handicaps, Jehovah’s Witnesses and others.

HIS 548. Women And The Holocaust. 3 Credits.
An examination of women’s experiences in Nazi-occupied Europe. Also explores the role of gender in Nazi ideology and in postwar testimonies.

HIS 550. Colonial America: 1607-1763. 3 Credits.
Development of the 13 colonies of Anglo-America from their settlement to mid-18th century. Emphasis on a conceptual analysis of specific events and problems.

HIS 551. Revolutionary America: 1763-1789. 3 Credits.
American development from the mid-18th century to the framing of the Constitution, with emphasis on the causes of the American Revolution and the evolution of American institutions and ideas throughout the period.

HIS 553. The Rise Of The New Nation: 1789-1850. 3 Credits.
A historiographical approach involving interpretations of the foundations and development of the Federalist Party, emergence of Jeffersonian Democracy, evolution of Jacksonian Democracy, and events of the Middle Period leading to the decade of controversy.

HIS 554. Civil War & Reconstruction: 1850-1877. 3 Credits.
The war and its aftermath as the great watershed of United States national history. Emphasis on the conflicting interpretations of the causes, nature, and effects of the Civil War.

HIS 555. Emergence Of Modern America: 1876-1923. 3 Credits.
The rise of industrial capitalism, urbanization, mass consumer society, and culture, and the impact of modernization on class gender, race relations, governance, and foreign policy.

HIS 557. Problems In Amer Constitut Development. 3 Credits.
Selected problems in the development of American constitutional government. The progressive adaptation of the law to a changing social and economic order. Conflicts such as nationalism versus states’ rights, and vested rights versus police power.

HIS 558. History Of The Cold War. 3 Credits.
American foreign policy in Europe, Asia, Latin America, and the Middle East from 1945 to the end of the Cold War. Objectives sought by the United States and the political, military, economic, and social policies pursued during the Cold War.

HIS 559. American Urban History. 3 Credits.
Research methods and approaches for studying the history of cities in America. Emphasis on quantitative analysis, including studies of urban population, social mobility, and voting patterns.

HIS 561. The Indian in America's Past. 3 Credits.
The dispossession of the American Indian: land seizures, wars and treaties, cultural contact; customs, mores, economic, and religious life of the Indian; assimilation and preservation of Indian culture.

HIS 601. Directed Readings in American History. 3 Credits.
A critical examination of significant works on selected topics in the field. Consent: Permission of the Department required to add. Repeatable for Credit.

HIS 602. Directed Readings in European History. 3 Credits.
A critical examination of significant works on selected topics in the field. Consent: Permission of the Department required to add. Repeatable for Credit.

HIS 603. Directed Readings World/Regional History. 3 Credits.
A critical examination of significant works on selected topics in the field. Consent: Permission of the Department required to add. Repeatable for Credit.

HIS 650. Seminar in American History. 3 Credits.
Selected problems in American history. Subject announced in advance of each semester. Pre / Co requisites: HIS 650 requires prerequisite of HIS 500. Typically offered in Spring. Repeatable for Credit.

HIS 651. Seminar in European History. 3 Credits.
Selected problems in European history. Subject announced in advance of each semester. Pre / Co requisites: HIS 651 requires prerequisite of HIS 500. Typically offered in Spring. Repeatable for Credit.

HIS 652. Seminar in History of non-Western World. 3 Credits.
Selected problems in non-Western world history. Subject announced in advance of each semester. Pre / Co requisites: HIS 652 requires prerequisite of HIS 500. Typically offered in Spring. Repeatable for Credit.

HIS 660. Field Studies In History. 3-6 Credits.
A fully supervised learning experience, usually a tour, designed to expose students to the culture, artifacts, and research facilities of a given country or area.

HIS 690. Independent Studies in History. 1-3 Credits.
Research projects, reports, and readings in history. Consent: Permission of the Department required to add.
HIS 691. Thesis I: Research. 3 Credits.
This course allows students to complete the research necessary to the writing of a thesis. Consent: Permission of the Department required to add.

HIS 692. Thesis II: Writing. 3 Credits.
This course allows students to complete their thesis. Pre / Co requisites: HIS 692 requires a prerequisite of HIS 691.

HIS 999. Transfer Credits (Graduate). 3-9 Credits.
Transfer credits.

SSC
SSC 502. Meths & Maters For Tchg Social Studies. 3 Credits.
Current practices and procedures; organization and planning; the use of classroom, library, and curriculum materials; testing, measurements, and evaluation; bibliographical sources for both teachers and students.

SSC 503. Teaching Holocaust - Genocide Secondary Education. 3 Credits.
Special secondary social studies methods to prepare teachers of the Holocaust and genocides.

SSC 540. Topics In Holocaust And Genocide. 3 Credits.
Topics in Holocaust and Genocide studies. Subject announced in advance of each semester. Repeatable for Credit.

United States history courses:
HIS 520, 550, 551, 553, 554, 555, 557, 558, 559, 561, 601, 650, 660, 690, 691, 692

European history courses:
HIS 520, 523, 530, 532, 533, 534, 535, 536, 540, 543, 544, 545, 547, 548, 558, 602, 651, 660, 690, 691, 692

World/regional courses:
HIS 505, 509, 511, 512, 515, 520, 546, 558, 603, 652, 660, 690, 691, 692

M.A. IN HISTORY
College of Arts and Humanities

Thesis Option

Required
HIS 500 Methods & Materials Of Rsrch In History 1 3
Choose one of the following: 3
HIS 650 Seminar in American History
HIS 651 Seminar in European History
HIS 652 Seminar in History of non-Western World

Major Field
Select four HIS courses in student concentration 12

Minor Field
Select two HIS courses 6

Third Field
Select one course 3

Related Field Option
To be substituted and counted where appropriate above 3-6

Thesis
HIS 691 Thesis I: Research 2 3
HIS 692 Thesis II: Writing 3

Total Credits Required 36-39

1 Ordinarily to be taken in first semester, but no later than during first 12 semester hours.
2 Normally taken as three semester hours in two consecutive semesters.

Non-Thesis Option

Required
HIS 500 Methods & Materials Of Rsrch In History 1 3

Major Field
Choose one of the following: 3
HIS 650 Seminar in American History
HIS 651 Seminar in European History
HIS 652 Seminar in History of non-Western World

Select four additional HIS courses 12

Minor Field
Select two HIS courses 6

Third Field
Select two courses 6

Related Field Option
To be substituted and counted where appropriate 3-6

Total Credits Required 33-36

1 Ordinarily to be taken in first semester, but no later than during first 12 semester hours.

Sample Course Plan
To track their individual degree progress, students are advised to access their Degree Progress Report (DPR) via my WCU and consult their Graduate Coordinator. For more information, visit wcupa.edu/ DegreeProgressReport.

M.E.D. IN HISTORY
College of Arts and Humanities

Curriculum

Professional Education Requirements
See Professional and Secondary Education 12

Required Course
HIS 500 Methods & Materials Of Rsrch In History 1 3

Major Field
Select three courses under advisement and one of the following: 12
HIS 650 Seminar in American History
HIS 651 Seminar in European History
HIS 652 Seminar in History of non-Western World

History Electives
Select 3 semester hours in each of the nonmajor fields 6

Electives
Select one course in Professional education or academic 3

Total Credits Required 36

1 Generally to be taken in the first semester, but no later than during the first 12 credits.

Sample Course Plan
To track their individual degree progress, students are advised to access their Degree Progress Report (DPR) via my WCU and consult their Graduate Coordinator. For more information, visit wcupa.edu/ DegreeProgressReport.

HOLOCAUST AND GENOCIDE STUDIES PROGRAM

College of Arts and Humanities
409 Main Hall
West Chester University
West Chester, PA 19383
610-436-2789
610-436-2345
Department of Holocaust and Genocide Studies (http://www.wcupa.edu/holocaustStudies)
Dr. Friedman (jfriedman@wcupa.edu), Director and Coordinator of Graduate Studies

Programs of Study
Holocaust and genocide studies offers a master of arts degree for students who complete the necessary 30 hours in the degree program. For the master’s degree, field studies and a thesis are options. A graduate certificate is also offered for students who complete an 18-hour program of study.

Master of Arts in Holocaust and Genocide Studies
The purpose of this program is to provide its graduates with the background and intellectual skills needed to either pursue careers as teachers or as history professionals for work in museums, archives, libraries, and other institutions.

Programs
Master’s Program in Holocaust and Genocide Studies
• M.A. in Holocaust and Genocide Studies (p. 157)

Certificate in Holocaust and Genocide Studies
• Holocaust and Genocide Studies (p. 158)
  • Gainful Employment Information:Certificate in Holocaust & Genocide Studies (http://wcupa.edu/gainfulEmployment)

Admissions
All applicants to one of West Chester University's graduate programs will be held to the graduate admissions requirements (p. 10). When applicable, additional requirements for admission into specific department program(s) may be listed below.

In addition to satisfying the University's general graduate admission requirements, applicants must submit two letters of recommendation and a statement of personal goals.

Policies
All students in graduate programs are held to the academic policies and procedures (http://catalog.wcupa.edu/graduate/academic-policies-procedures) outlined in the graduate catalog. When applicable, additional policies for specific department programs(s) may be listed below.

• Any history course with a grade of less than 3.0 GPA will not be accepted for credit toward the degree.
• In order to complete the program, students must pass a written comprehensive examination.

Faculty
Professors
Mary P. Brewster (mbrewster@wcupa.edu) (1993)
Chairperson, Criminal Justice
B.A., St. Joseph's College; M.A., Fordham University; Ph.D., Rutgers University

Kevin W. Dean (kdean@wcupa.edu) (1991)
Director, Honors College
B.S., Bowling Green University; M.A., Miami University of Ohio; Ph.D., University of Maryland

Jonathan Friedman (jfriedman@wcupa.edu) (2002)
Director, Holocaust and Genocide Studies
Graduate Coordinator, Holocaust and Genocide Studies
B.A., Kent State University; M.A., Ph.D., University of Maryland - College Park

Paul D. Green (pgreen@wcupa.edu) (1971)
A.B., Temple University; A.M., Ph.D., Harvard University

Lisa A. Kirschenbaum (lkirschenbaum@wcupa.edu) (1996)
A.B., Brown University; M.A., Ph.D., University of California, Berkeley

Margarete J. Landwehr (mlandwehr@wcupa.edu) (1992)
B.S., Georgetown University; M.A., Ph.D., Harvard University

David G. Levasseur (dlevasseur@wcupa.edu) (1997)
B.A., M.A., University of Maryland-College Park; Ph.D., University of Kansas

Deborah Mahlstedt (dmahlstedt@wcupa.edu) (1988)
B.S., State University of New York at Rockport; M.Ed., Ph.D., Temple University

Yury Polsky (ypolsky@wcupa.edu) (1989)
B.A., M.A., University of Moscow; Ph.D., University of Michigan

Frauke I. Schnell (fschnell@wcupa.edu) (1992)
Chairperson, Political Science
B.A., University of Tuebingen (Germany); M.A., Ph.D., State University of New York at Stony Brook

Jasmin Tahmaseb-McConatha (jmconatha@wcupa.edu) (1990)
B.A., University of Utah; M.S., Jacksonville State University; Ph.D., University of Georgia

Associate Professors
Brian F. O’Neill (boneill@wcupa.edu) (1998)
B.A., University of Pittsburgh; M.S.W., Marywood College; Ph.D., City University of New York

Christopher J. Teutsch (cteutsch@wcupa.edu) (1989)
M.A., Jagiellonian University (Poland); Ph.D., University of Wisconsin-Milwaukee

Joan Woolfrey (jwoolfrey@wcupa.edu) (2000)
Chairperson, Philosophy
Graduate Coordinator, Philosophy
B.S., North Dakota State University; M.A., The New School for Social Research; Ph.D., University of Oregon

Assistant Professor
Brenda L. Gaydosh (bgaydosh@wcupa.edu) (2013)
Graduate Coordinator
B.S., Allentown College of St. Francis de Sales; M.A., West Chester University; Ph.D., American University

Courses
Course titles and descriptions in holocaust and genocide studies are listed under the relevant department.

M.A. IN HOLOCAUST AND GENOCIDE STUDIES

College of Arts and Humanities

Curriculum

Phase I - Core Content

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIS 523</td>
<td>History of Germany</td>
<td>3</td>
</tr>
<tr>
<td>HIS 543</td>
<td>Jews In Modern European History</td>
<td>3</td>
</tr>
<tr>
<td>HIS 545</td>
<td>The Holocaust</td>
<td>3</td>
</tr>
<tr>
<td>HIS 546</td>
<td>Genocide In Modern History</td>
<td>3</td>
</tr>
</tbody>
</table>

Phase II - Electives
Select four courses from the following: 12

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>COM 503</td>
<td>Communication &amp; Persuasive Influence</td>
</tr>
<tr>
<td>COM 505</td>
<td>Rhetoric And Leadership</td>
</tr>
<tr>
<td>COM 509</td>
<td>Communication &amp; Conflict Resolution</td>
</tr>
</tbody>
</table>
CERTIFICATE IN HOLOCAUST AND GENOCIDE STUDIES

Phase III - Thesis or NonThesis Options

Select one of the following: 6

Thesis Option

HIS 691 Thesis I: Research
Oral thesis defense

NonThesis Option

Research paper in one of the following:
HIS 545 The Holocaust
HIS 546 Genocide In Modern History
HIS 650 Seminar in American History
HIS 651 Seminar in European History
HIS 652 Seminar in History of non-Western World

Select two courses from the following:
COM 503 Communication & Persuasive Influence
COM 505 Rhetoric And Leadership
COM 509 Communication & Conflict Resolution
CRJ 505 Criminological Theory
CRJ 555 Topical Seminar in Criminal Justice
EDF 589 Sociological Foundations Of Education
EGE 409 Impact Of Holocaust on Lit and Film
ENG 573 Literature Of The Holocaust
GER 420 German for Reading
HIS 520 Racism, Bigotry, Prejudice
HIS 535 Nationalism & Democracy: 1815-1914
HIS 536 Europe Since 1914
HIS 544 Final Solution
HIS 547 Asocials And The Holocaust
HIS 548 Women And The Holocaust
HIS 602 Directed Readings in European History
HIS 660 Field Studies In History
PHI 512 Ethical Theories
PHI 570 Bioethics
PHI 590 Independent Studies in Philosophy
PSY 609 Advanced Social Psychology
PSY 540 Multicultural Psychology

Sample Course Plan

To track their individual degree progress, students are advised to access their Degree Progress Report (DPR) via my WCU and consult their Graduate Coordinator. For more information, visit wcupa.edu/DegreeProgressReport.

DEPARTMENT OF KINESIOLOGY

College of Health Sciences

206 Sturzebecker Health Sciences Center
West Chester University
West Chester, PA 19383
610-436-2260

Department of Kinesiology (http://www.wcupa.edu/kinesiology)
Dr. Fry, (ffry@wcupa.edu) Chairperson and Graduate Coordinator, M.S. in General Physical Education
Dr. Stevens (cstevens@wcupa.edu), Assistant Chairperson
Dr. Cleland (icleland@wcupa.edu), Assistant Chairperson
Dr. Atkinson (eatkinson@wcupa.edu), Graduate Coordinator, M.P.A. with a Graduate Certificate in Sport Management and Athletics
Programs of Study

The Department of Kinesiology offers two programs leading to a master of science degree, one in exercise and sport physiology and the other in general physical education. The M.S. in exercise and sport physiology, which also offers a concentration in athletic training, enriches academic preparation for working in adult fitness, cardiac rehabilitation, and corporate wellness. The M.S. in general physical education offers academic course work for teaching physical education in schools or for obtaining employment in various professions related to physical education. Both master of science degrees offer thesis tracks that are designed primarily to meet the individual needs of graduate students who want to pursue graduate work beyond the master’s degree or a career in research.

In addition, the department offers a master of public administration degree with a graduate certificate in sport management and athletics and graduate certificate in administration. This professional degree focuses on the comprehensive career preparation of practicing athletic and sport managers. Designed for individuals aspiring to leadership and management roles in the complex world of interscholastic, intercollegiate, recreational, and professional sports, as well as corporate fitness programs, the curriculum is built on acquiring the experiential understanding of administrative and managerial practices in athletic settings. It will prepare candidates with the knowledge and skill necessary to apply theory, research, and experience to solve academic, athletic, and sport/event management challenges. Culminating internships are an integral part of the program where students are mentored in sport management experiences within their concentration area, including interscholastic (middle and high school), intercollegiate (NCAA Division I, II, or III), professional (major or minor leagues), club or recreational activities (YMCA and other youth sport organizations), and corporate fitness.

Programs

Master’s Programs in Kinesiology

- M.S. in Physical Education (p. 163)
- M.S. in Exercise and Sport Physiology (p. 163)
- M.S. in Exercise and Sport Physiology - Concentration in Athletic Training (p. 163)
- M.P.A. with a Graduate Certificate in Sport Management and Athletics (p. 163)
  - Gainful Employment Information: Sport Management and Athletics (http://wcupa.edu/gainfulEmployment)

Certificate in Adapted Physical Education

- Adapted Physical Education (p. 164)
- Gainful Employment Information: Certificate in Adapted Physical Education (http://wcupa.edu/gainfulEmployment)

Admissions

All applicants to one of West Chester University’s graduate programs will be held to the graduate admissions requirements (p. 10). When applicable, additional requirements for admission into specific department program(s) may be listed below.

Admission Requirements for the M.S. in Physical Education

In addition to meeting the general requirements for admission to a graduate degree program at West Chester University, applicants must present either a baccalaureate degree earned in their anticipated major area of health or health and physical education, or equivalent preparation in a related field, and the following:

1. Undergraduate prerequisites:
   a. Human anatomy
   b. Human physiology
   c. Kinesiology
   d. Exercise physiology

2. Requirements of a 2.8 G.P.A. or higher on a 4.0 scale in either the thesis track or research report track

3. Approval of application by the department graduate committee

Acceptance recommendations are made by the department graduate committee.

Admission Requirements for the M.S. in Exercise and Sport Physiology

In addition to meeting the general requirements for admission to a graduate program at West Chester University, applicants must present a bachelor’s degree in exercise science or related field and have satisfied the following prerequisites prior to admission:

- Anatomy and Physiology (I and II)
- Exercise Physiology
- Biomechanics or Kinesiology
- Statistics

Students may be accepted provisionally while taking one or more of the prerequisites.

Requirements for one of the following tracks:

Thesis Track

1. GPA: 2.8 or higher on a 4.0 scale
2. GRE: 1000 (combined verbal and math) or higher recommended

Research Report Track

1. GPA: 2.8 or higher on a 4.0 scale
2. GRE: 900 (combined verbal and math) or higher recommended
3. Approval of application by the department graduate committee

Acceptance recommendations are made by the department graduate committee.

Admission Requirements for the M.P.A. with a Graduate Certificate in Sport Management and Athletics

In addition to meeting the graduate requirements for admission to a graduate program at West Chester University, applicants must submit an essay with a clear focus on career plans and two letters of reference from professional supervisors that address the applicant’s administrative potential. All application materials are to be submitted to the Office of Graduate Studies and labeled: “Attention, M.P.A. Application of (student’s name).” Following receipt of these materials, the M.P.A. director will review the admissions dossiers of the applicant.

Policies

All students in graduate programs are held to the academic policies and procedures (http://catalog.wcupa.edu/graduate/academic-policies-procedures) outlined in the graduate catalog. When applicable, additional policies for specific department program(s) may be listed below.

Requirements for the M.S. in Physical Education

1. Satisfactory completion of the M.S. curriculum with a minimum GPA of 3.0
2. Satisfactory performance on written and/or oral comprehensive examination
3. Successful completion of the thesis or research project
4. Oral defense of the thesis (for thesis track only)

**Admission to M.S. Degree Candidacy**
During the 12 to 15 hours of precandidacy, students must complete any three of the departmental core courses with a minimum GPA for these and all other courses of 3.0.

Students must apply for candidacy within one semester after completing 12-15 hours of precandidacy.

**Requirements for the M.S. Degree in Exercise and Sport Physiology**
1. Satisfactory completion of the M.S. curriculum with a GPA of 3.0
2. Satisfactory performance on written and/or oral comprehensive examination (not required for the athletic training concentration)
3. Successful completion of the thesis or research project (EXS 698 Research I/EXS 699 Research II)
4. Oral defense of the thesis (for thesis track only)

**Requirements for Admission to Degree Candidacy**
During the 12 to 15 hours of precandidacy, students must complete any three of the departmental core courses with a minimum GPA for these and all other courses of 3.0.

Students must apply for candidacy within one semester after completing 12-15 hours of precandidacy course work.

**Requirements for the M.P.A. with a Graduate Certificate in Sport Management and Athletics**
1. Satisfactory completion of the M.P.A. curriculum with a minimum overall GPA of 3.0.

**Admission to M.P.A. Degree Candidacy**
During the 15 semester hours of precandidacy, majors in the graduate certificate program must complete three of the administrative core courses, and two of the sport and athletic administration core courses with a minimum GPA for these courses of 3.0.

**Faculty**

**Professors**
Eve Atkinson (eatkinson@wcupa.edu) (2008)
B.S., M.S., West Chester University; D.Ed., Temple University
Frances E. Cleland (fcleland@wcupa.edu) (1994)
Assistant Chairperson, Kinesiology
B.S., Purdue University; M.S., P.É.D., Indiana University
Kathleen Ellis (mellis@wcupa.edu) (2009)
B.A., University of North Carolina at Wilmington; M.Ed., Bowling Green State University; Ph.D., Michigan State University
Frank F. Fry (ffry@wcupa.edu) (1993)
Chairperson, Kinesiology
B.S., West Chester University; M.Ed., Colorado State University; D.P.E., Springfield College
John G. Helion (jhelion@wcupa.edu) (1990)
Monica P. Lepore (mlepore@wcupa.edu) (1983)
B.S., College of Mount Saint Vincent; M.S., University of Wisconsin; Ed.D., New York University
Sheri A. Melton (smelton@wcupa.edu) (1998)
B.A., Loyola University; M.Ed., University of New Orleans; Ph.D., Louisiana State University
Margaret Ottley (mottley@wcupa.edu) (2001)
B.A., Spelman College; M.Ed., Ph.D., New York University
David J. Stearne (dstearne@wcupa.edu) (2005)
Graduate Coordinator, Kinesiology
B.A., Rowan University; M.S., University of Florida; Ph.D., Temple University
Karin A.C. Volkwein (kvolkwein@wcupa.edu) (1992)
Staatsexamen, University of Marburg (Germany); Ph.D., University of Tennessee

**Associate Professors**
Matthew Cumminskey (mcumminskey@wcupa.edu) (2009)
B.S., Ithaca College; M.S., State University of New York at Cortland; Ph.D., Temple University
W. Craig Stevens (cstevens@wcupa.edu) (1992)
Assistant Chairperson, Kinesiology
B.A., Johns Hopkins University; M.S., Springfield College; Ph.D., Temple University

**Assistant Professors**
Kenneth Clark (kclark@wcupa.edu) (2016)
B.A Swarthmore College; M.S West Chester University; PhD Southern Methodist University
Stanley J. Cramer (scramer@wcupa.edu) (2000)
B.S., M.S., West Chester University; Ph.D., Temple University
Hyunsoo Kim (hkim@wcupa.edu) (2016)
Bachelor’s Yonsei University; MS UNC Greensboro; Master’s Yonsei University; PhD Brigham Young University
Melissa A. Reed (mreed3@wcupa.edu) (2011)
B.S., East Stroudsburg University; M.A., Ph.D., East Carolina University
Melissa A. Whidden (mwhidden@wcupa.edu) (2011)
B.S., M.S., State University of New York at Buffalo; Ph.D., University of Florida

**Instructors**
Ed Kubachka (ekubachka@wcupa.edu) (2016)
B.S., Pennsylvania State University; B.S., M.S., West Chester University
Mary M. Williams (mwwilliams@wcupa.edu) (1995)
M.A., University of London

**Courses**

**EXS**

**EXS 572. Advanced Motor Learning. 3 Credits.**
An investigation of the theories, research, and practical applications of the processes and conditions involved in the teaching and learning of physical skills.
Typically offered in Fall.

**EXS 585. Biomechanics. 3 Credits.**
A review of, or introduction to, the basic principles of biomechanics and the application of those principles to research and teaching.
Typically offered in Fall.

**EXS 587. Environmental Physiology. 3 Credits.**
A survey course investigating the multidisciplinary nature of environmental physiology. It will explore the impact of different environments on the physiology of humans while at work and play. This course will examine the thermal environments (hot, cold, humidity), baraphysiology (altitude and depth), microgravity and space, air pollution, and chronobiological rhythms. Laboratory experiences, both computer simulation and “hands-on”, will be included in the course. EXS 681 is recommended.
Pre / Co requisites: EXS 587 requires prerequisite EXS 380 or BIO 468 or BIO 469. EXS 681 is recommended.
EXS 600. Rsrch Methods In Hlth, Phys Ed, Recreat. 3 Credits.
Techniques of research applied to the field of health, physical education, and recreation. Typically offered in Fall.

EXS 640. Applied Sport and Exercise Psychology. 3 Credits.
This course aimed at covering psychological influences on sport performance and exercise behaviors in a diverse population. Additionally, it will cover how sport and exercise performance and behaviors impact psychological processes. Students will use existing theory in developing best practices for working directly with the population. They will begin to employ sport and exercise consulting techniques and strategies in a classroom setting with their peers.

EXS 641. Group Dynamics in Sport and Exercise. 3 Credits.
EX 641 is a course designed to acquaint students with theory, research and practical issues associated with group dynamics and team cohesion in a sport and exercise setting. The course will address leadership, group/team processes, and team building. Students will learn about the impact of roles, communication, accountability and diversity on team function and dysfunction. Students will engage in both theoretical and practical lessons associated with team dynamics to ensure they leave with a more complete understanding of what is both effective and ineffective in building a united team and achieving a successful outcome.

EXS 645. Sport & Exercise Psychology Practicum. 3 Credits.
This course will be a mentored experience in the organization, delivery and evaluation of applied psychological skills training and behavioral interventions with sport and/or exercise participants.

EXS 650. Scientific Principles Of Coaching. 3 Credits.
Recent trends in theories and techniques of teaching sports. Mechanical principles of efficient movement. Research related to competitive performance. Specialists serve as guest panelists.

EXS 681. Advanced Exercise Physiology. 3 Credits.
Clinical and laboratory use of exercise in evaluating, maintaining, and modifying human physiological processes: growth development, metabolism, and weight control; cardiovascular and respiratory functions in health and disease; and neuromuscular integration and performance. Stress physiology, and training and conditioning. Typically offered in Spring.

EXS 687. Applied Muscular Physiology. 3 Credits.
This course is designed to provide an in-depth understanding of the structure and function of skeletal muscle and its responses and adaptations to exercise. Typically offered in Spring.

EXS 688. Applied Cardiovascular Physiology. 3 Credits.
This course is designed to provide an in-depth understanding of the mechanisms underlying cardiovascular function and the effects of acute and chronic exercise on these mechanisms. Typically offered in Spring.

EXS 690. Exercise and Older Adults. 3 Credits.
A course designed to prepare professionals to assess fitness levels of persons over the age of 50 and scientifically design exercise and fitness programs to meet the specific needs of the older participant.

Distance education offering may be available.

EXS 691. Adv Clinical Exercise Testing & Prescrip. 3 Credits.
An in-depth study of how exercise is used in clinical settings for diagnostic, rehabilitative, and preventive purposes. ACSM guidelines will be emphasized. Designed to prepare the student for the ACSM certification exam (exercise specialist).

EXS 692. Clinical Practicum in Exercise Science. 3 Credits.
The course provides experience in a clinical setting under the supervision of qualified medical staff. Experience will include exercise prescription and supervision of exercise of patients in settings such as hospitals and outpatient clinics.

Consent: Permission of the Department required to add.

EXS 698. Research I. 3 Credits.
This course along with the subsequent EXS 699, is the culminating experience in the program curriculum. It includes development of hypothesis and methods under the direction of a faculty advisor. If taken to theses, this course should culminate in the acceptance of the thesis proposal by an appropriate committee of faculty. If taken as either a report or theses, the course results in the writing of the first three chapters (Introduction, Review of Literature and Methods) and IRB approval. Typically offered in Fall & Spring.

EXS 699. Research II. 3 Credits.
This course includes data collection, statistical analysis, and the writing of the last three chapters of the report/thesis. Reports are submitted to the faculty research advisor for grade. Thesis must be defended and approved by the committee. After approval by the examining committee, thesis must be typed in accordance with specifications contained in the "Guide to the Preparation of the Master's Thesis", a copy of which may be obtained from departmental offices or online.

After the Dean of Graduate Studies and extended education has approved the proposal, thesis must be typed in accordance with specifications contained in the "Guide to the Preparation of the Master's Thesis", a copy of which may be obtained from departmental offices or online. After the Dean of Graduate Studies and extended education has approved the thesis, the student is responsible for transmitting all required copies to the library for binding.

Pre / Co requisites: EXS 699 requires a prerequisite of EXS 698. Typically offered in Fall & Spring.

KIN

KIN 500. Contemp Probs In Phys Ed, Recreat & Athl. 3 Credits.
Problems in teaching health, physical education, and recreation; in-service aspects; factors and variables that influence solutions of these problems.

KIN 513. Theories and Principles of Sport Management. 3 Credits.
This course is designed to provide an overview of the management responsibility of the sport administrator, including planning, organizing, staffing, directing, and controlling the sport enterprise. Emphasis will be placed on personnel, financial concerns, facility management, and public relations. Typically offered in Fall & Spring.

KIN 514. Problems and Issues in Sport Management. 3 Credits.
This course is designed to provide an overview of contemporary problems and issues in sport management, including an analysis of sport trends with a review of sport-governing agencies and organizations and their affect on athletic department programs. Typically offered in Fall & Spring.

KIN 521. Adventure Based Education. 3 Credits.
The introduction of Adventure Education as a stand-alone component of the K-12 Physical Education curriculum will be introduced. The developmentally appropriate modification of activities from “icebreakers” through “Initiatives Problem Solving” will be presented, analyzed and practiced in the class.

KIN 522. Foundations for Experiential Education. 3 Credits.
Adventure Education has rapidly become one of the fastest growing areas in the K-12 Physical Education curriculum. This course will examine the specific aspects of the concept known as the ‘Adventure Wave’ and its’ relevance to the overall K-12 Physical Education curriculum. The historical underpinnings of Experiential Education as it relates to Adventure Education will be researched and discussed.

KIN 523. Essential Components for Adventure Education. 3 Credits.
The Adventure Education Model, as developed from Outward Bound and Project Adventure philosophies, and the concept of Experiential Education will be investigated as a content component within a K-12 Physical Education curriculum. Students will attempt to garner the overall concept behind the use of Adventure Education as a curricular component in programming.

KIN 524. Facilitation & Reflection in Adventure Education. 3 Credits.
Reflection is an integral component of Experiential Education and the Adventure Wave. The development of a variety of techniques, methods or ‘tools’ by an individual who ‘leads’ or facilitates experiential or adventure programming can enhance the overall educational experience for the participants as well as promote a more lasting effect. This course will introduce, investigate and provide ‘practice opportunities’ in a variety of techniques, methods and ‘tools’ for facilitators in programming.

KIN 534. Exploring The Art Of Dance. 3 Credits.
The purpose of this course shall be to provide the graduate student an opportunity to explore dance as an art form, as well as relate, to their core of study, information regarding various aspects of dance in both art and education. Topics shall include a brief history of dance, a study of dance genres, the role of dance in education, and today’s trends in dance.

KIN 545. Educational Foundations of Adventure. 3 Credits.
This course will examine the specific aspects of the concept known as the “Adventure Wave” and it’s relevance to the overall K-12 Physical Education curriculum.

KIN 551. Elem Phys Educ/Recreation Music Workshop. 2 Credits.
Leading and teaching rhythmic activities and singing in elementary physical education and recreation. Fundamental level. Instruction programmed music textbook; piano and guitar chords. Creating and teaching recreational and singing games.
KIN 553. Facility, Event and Risk Management in Sport. 3 Credits.
This course is designed to provide an overview of planning and management of sport facilities and events. The student will study the elements of planning and designing sport facilities while investigating the inherent risk management issues associated with operating sport venues. Additionally, the student will learn how to plan, execute, and manage various sporting events while addressing safety and risk management issues.

KIN 554. Gender Equity & Sport Law. 3 Credits.
The course entails the study and discussion of gender equity issues in sport that affect both females and males. In depth case studies on Title IX and analysis of Title IX regulations and compliance are explored. General principles of sport law as it relates to gender equity issues are reviewed. Research is conducted on various Equity in Athletics Disclosure Act (EADA) reports. Typically offered in Summer.

KIN 570. Leadership In Outdoor Adventure Education. 3 Credits.
Contact department for more information about this course.

KIN 579. Inclusive Practices in Adapted Physical Education. 3 Credits.
The purpose of his course is to explore the concept of inclusive practices in physical education, observe programs and classes in the field, discuss and debate best practices in inclusion in PE, identify barriers to successful inclusive students with disabilities. This is not a course that will solve all your problems with inclusion. Distance education offering may be available.

KIN 580. Societal & Psychological Aspects of Sport & Physiology. 3 Credits.
Social, psychological, and cultural factors influencing sport and physical education. Discussion of pertinent issues and research applications.

KIN 582. Assess & Develop of Indiv Programs in Adapted Physical Activity. 3 Credits.
The purpose of this course is to prepare health and physical education teachers to address the needs of children and teens with disabilities through quality assessment, development of physical education curriculum, establishment of individual, group and programs goals and objectives, adaptations to physical activities, and effective evaluation. Inclusive practices and establishment of criteria for recommendations. Distance education offering may be available.

KIN 583. Medical & Pathological Issues Related to Adapted Physical Activity. 3 Credits.
The purpose of this course is to familiarize graduate students in Physical Education or Special Education with the health and medical issues of low incidence disabilities and the impact these issues have on participation in adapted physical activity programs. Distance education offering may be available.

KIN 584. Disability Sport & Adapted Aquatics. 3 Credits.
The purpose of this course is to provide information about disability sports, athletics, and competitive adapted activities to physical education professionals. In addition, students in this course will understand the concepts of vertical integration, segregated vs. inclusion sport participation, rules, regulations and procedures for a variety of adapted and disability sports, and the psychosocial impact of sports on people with disabilities. Also this course will cover adapted aquatics and provide national credentialing in Teacher of Adapted Aquatics through AAHPERD if prerequisites are met, or if not, the Teaching Assistant of Adapted Aquatics Credential. Distance education offering may be available.

KIN 586. Professional Issues in Adapted Physical Activity. 3 Credits.
The purpose of this course is to develop skills needed to be a professional adapted physical educator. Current issues being professionally debated in the field will be discussed, synthesized and explored including professional philosophy, technology use, consultation strategies and services in adapted PE, professional and ethical behaviors, confidentiality, collaboration and cross disciplinary models of service, adapted physical education national standards and exams. Distance education offering may be available.

KIN 587. Contemporary Issues in Adapted Phy Activity: Students in the Autistic Spectrum. 3 Credits.
Introduction to the issues of adapting physical activities for individuals within the autistic spectrum including school based physical education and community based recreation programs. Distance education offering may be available.

KIN 603. Professional Literature Seminar. 3 Credits.
Provides students with the skills necessary to review and critically analyze the professional literature and current findings in physical education; useful for the student planning to conduct research. Distance education offering may be available. Repeatable for Credit.

KIN 604. Admin/Supervision Practices for Health, Physical Education, Recreation and Athletics. 3 Credits.
Nature of the positions of directors or supervisors of physical education, recreation, and athletics. Job specifications; operational principles and procedures.

KIN 605. Curricular Trends in Physical Education. 3 Credits.
Analysis and design of contemporary curriculum models of instruction in K-12 physical education.

KIN 606. Research Project Seminar I. 2 Credits.
A course for master’s candidates who select the report option. Students select a problem for the research report, review literature, develop procedures, and collect data. They are expected to complete the first three chapters of their research reports during Seminar I. Pre / Co requisites: KIN 606 requires prerequisite of KIN 600. Typically offered in Fall & Spring.

KIN 607. Research Project Seminar II. 2 Credits.
Master’s candidates register for this course after completing Seminar I. In this course, students complete chapters four and five of the research report. Pre / Co requisites: KIN 607 requires prerequisite of KIN 606. Typically offered in Fall & Spring.

KIN 608. Thesis Seminar. 3 Credits.
A course for the student who selects the thesis option. The candidate selects a topic, reviews the literature, develops procedures, and prepares a proposal acceptable to the thesis committee. They then register for KIN 610. Pre / Co requisites: KIN 608 requires prerequisite of KIN 600. Typically offered in Fall & Spring.

KIN 609. Independent Study & Special Projects. 1-3 Credits.
Students select independent study projects and develop proposals. These projects may be in support of students’ research or related to their vocations. The proposals must be accepted and approved by the coordinator of graduate studies in the semester prior to registration for independent study.

KIN 610. Thesis. 3 Credits.
Students must register for the thesis after completion of KIN 608. One additional enrollment in KIN 610 may be allowed with the approval of the graduate coordinator. Pre / Co requisites: KIN 610 requires prerequisite of KIN 608.

KIN 611. Intern Study I. 3 Credits.
For the MPA student in athletic administration who needs or desires practical experience in administering athletic programs. (The student may elect 3-6 credits of internship experience.)

KIN 612. Intern Study II. 3 Credits.
For the MPA student in athletic administration who needs or desires practical experience in administering athletic programs. (The student may elect 3-6 credits of internship experience.)

KIN 614. Positive Behavioral Support in Physical Education. 3 Credits.
This course examines practical psychological and sociological information for teaching physical education in today’s society with an emphasis on creating a positive classroom environment, promoting positive conduct, preventing student misbehavior and effectively managing misbehavior when it arises.

KIN 615. Special Topics. 1-3 Credits.
In depth study of selected topics current to the interests and needs of professionals serving in the field of Kinesiology. Repeatable for Credit.

KIN 650. The Child & Physical Education. 3 Credits.
Contributions of physical education to a child’s physical, social, emotional, and intellectual growth and to developmental needs and interests. The influences of various activities on growth and development.

KIN 999. Transfer Credits (Graduate). 3-9 Credits.
Transfer credit.
M.S. IN EXERCISE AND SPORT PHYSIOLOGY

College of Health Sciences

Curriculum

Degree Core
EXS 572 Advanced Motor Learning 3
EXS 585 Biomechanics 3
EXS 600 Rsrch Methods In Hlth, Phys Ed, Recreat 3
EXS 698 Research I 3
EXS 699 Research II 3
Statistics Course
STA 511 Intro Stat Computing & Data Management (recommended) 3

Concentration Core
EXS 681 Advanced Exercise Physiology 3
EXS 687 Applied Muscular Physiology 3
EXS 688 Applied Cardiovascular Physiology 3

Electives
An additional six credit hours are required for the thesis track
KIN 608 Thesis Seminar 3
KIN 610 Thesis 3

Internship
KIN 611 Intern Study I 3
& KIN 612 Intern Study II 3
Internship experience may be required of students in the research report track who did not have comparable experience as an undergraduate and/or have no work experience in their chosen field of study.

Total Credits Required 33-40

Sample Course Plan
To track their individual degree progress, students are advised to access their Degree Progress Report (DPR) via my WCU and consult their Graduate Coordinator. For more information, visit wcupa.edu/DegreeProgressReport.

M.S. IN PHYSICAL EDUCATION

College of Health Sciences

Curriculum

Degree Core
EXS 572 Advanced Motor Learning 3
EXS 585 Biomechanics 3
EXS 600 Rsrch Methods In Hlth, Phys Ed, Recreat 3
EXS 681 Advanced Exercise Physiology 3
HEA 550 Evidence-Based Medicine and Public Health 3
EXS 572 Advanced Motor Learning 3
EXS 681 Advanced Exercise Physiology 3
EXS 687 Applied Muscular Physiology 3
EXS 688 Applied Cardiovascular Physiology 3
EXS 691 Adv Clinical Exercise Testing & Prescrip 3
SMD 595 Orthopaedic Surgical Techniques 3

Electives
Select two of the following:
NDT 503 Human Nutrition 3
HEA 550 Evidence-Based Medicine and Public Health 3
EXS 572 Advanced Motor Learning 3
KIN 603 Professional Literature Seminar 3
EXS 681 Advanced Exercise Physiology 3
EXS 687 Applied Muscular Physiology 3
EXS 688 Applied Cardiovascular Physiology 3
EXS 691 Adv Clinical Exercise Testing & Prescrip 3
SMD 595 Orthopaedic Surgical Techniques 3

Total Credits Required 33-40

The thesis proposal must be formally approved during thesis seminar (KIN 608) before the student may register for thesis (KIN 610).

Sample Course Plan
To track their individual degree progress, students are advised to access their Degree Progress Report (DPR) via my WCU and consult their Graduate Coordinator. For more information, visit wcupa.edu/DegreeProgressReport.

M.P.A. WITH A GRADUATE CERTIFICATE IN SPORT MANAGEMENT AND ATHLETICS

College of Health Sciences

Curriculum

Public Administration Core
PPA 500 Foundations of Public Service 3
PPA 501 Research Methods in Public Administration 3
CERTIFICATE IN ADAPTED PHYSICAL EDUCATION

PPA 502  Policy Analysis and Program Evaluation 3
PPA 503  Public Budgeting & Finance 3
PPA 504  Public Human Resource Management 3
PPA 505  Public Sector Organization Theory 3
PPA 600  Capstone Seminar in Public Administration 3

Certificate Requirements

Sport Management and Athletic Core

KIN 513  Theories and Principles of Sport Management 3
KIN 514  Problems and Issues in Sport Management 3
KIN 553  Facility, Event and Risk Management in Sport 3
KIN 554  Gender Equity & Sport Law 3

Internship

KIN 611  Intern Study I (must complete) 3
KIN 612  Intern Study II (must complete) 3

Consult adviser to determine appropriate time, arrangements, and placement for internship.

Total Credits Required

Note: Students who do not want to enroll in a degree program can apply for the certificate-only program in sport management and athletics, which includes the 18 semester hours listed above. Contact the sport management and athletics graduate coordinator for more information.

Sample Course Plan

To track their individual degree progress, students are advised to access their Degree Progress Report (DPR) via my WCU and consult their Graduate Coordinator. For more information, visit wcupa.edu/degreatedegreeprogressreport.

CERTIFICATE IN ADAPTED PHYSICAL EDUCATION

College of Health Sciences

The certificate in adapted physical education is designed to meet the adapted physical education National Standards for Competency in Teaching Adapted Physical Education in the public schools.

KIN 579  Inclusive Practices in Adapted Physical Education 3
KIN 582  Assess & Develop of Indiv Programs in Adapted Physical Activity 3
KIN 583  Medical & Pathological Issues Related to Adapted Physical Activity 3
KIN 584  Disability Sport & Adapted Aquatics 3
KIN 586  Professional Issues in Adapted Physical Activity 3
KIN 587  Contemporary Issues in Adapted Phy Activity: Students in the Autistic Spectrum 3

Total Credits Required

18

DEPARTMENT OF LANGUAGES AND CULTURES

College of Arts and Humanities

109 Main Hall
West Chester University
West Chester, PA 19383
610-436-2700
Department of Languages and Cultures (http://www.wcupa.edu/languagesCultures)
Dr. Sanz-Sanchez (isanzsanchez@wcupa.edu), Interim Chairperson
Dr. Moscatelli (amoscatelli@wcupa.edu), Assistant Chairperson
Dr. Sage (msage@wcupa.edu), Assistant Chairperson
Dr. Van Liew (mvanliew@wcupa.edu), Graduate Coordinator

Programs of Study

West Chester and Millersville Universities offer a new combined graduate degree program, the Master of Arts in Languages and Cultures (MALC), starting in fall 2014. This single joint degree is a collaboration between both language departments and facilitates prompt and successful completion of the students’ coursework, as meaningfully and efficiently as possible. The 33-credit degree program may be completed in 2-5 years.

Courses will be offered in all six academic sessions of each calendar year, including both semesters, the three summer sessions, and the winter session.

Students may enroll in up to three courses in the program while they are finalizing their application which includes a cover form, two letters of recommendation, a goals statement in the language for which the student is applying, and transcripts of all completed post-secondary coursework. Any student transcript from another country must be evaluated by WES and forwarded to our admissions offices to be considered in the application.

Graduate Certification

Students may enroll in graduate certification in a number of languages, as a separate second “career.” Four of the required courses for graduate certification may be included in the MALC. Students must consult the university’s Certification Office and the College of Education and Social Work for formal admission to teacher education (FATE) before they can enroll in certain required courses. Additionally, clearances are required for enrollment in several of the required courses: EDP 550, EDP 531, EDS 505, and LAN 503. Students are encouraged to complete any unmet undergraduate course requirements before enrolling in graduate certification or the MALC, since they will be charged graduate tuition once they are admitted, and grades for these courses will be factored into their graduate GPA. Additionally, the five-year window for completion will begin at that point.

Certification may be completed separately from the master's degree.

Programs

Master’s Program in Languages and Cultures

• M.A. in Languages and Cultures (French, German, or Spanish) (p. 168)

Admissions

All applicants to one of West Chester University's graduate programs will be held to the graduate admissions requirements (p. 10). When applicable, additional requirements for admission into specific department program(s) may be listed below.

Entrance Requirements

To enroll, students must have an undergraduate degree and reach the Advanced Low (AL) proficiency level of the ACTFL OPI (Oral Proficiency Interview) and WPT (Written Proficiency Test). Students scoring less than AL may complete a provisional semester and be retested at the end of that semester. Qualified students may take additional coursework in a second program language with a performance level of Intermediate High on the ACTFL OPI and WPT tests.

The department encourages students to apply for a Graduate Assistantship at WCU for 3-12 semester credits of tuition waiver and a graduate stipend, in exchange for 5-20 hours a week with the department faculty or in other departmental service.

Policies

All students in graduate programs are held to the academic policies and procedures (http://catalog.wcupa.edu/graduate/academic-policies-procedures) outlined in the graduate catalog. When applicable,
additional policies for specific department programs(s) may be listed below.

Degree Requirements

The program contains three core seminars totaling 9 credits to be taken by all students enrolled for the 33-credit degree program: LNC 501 Linguistic Studies, LNC 502 Interpretive Strategies, on critical thinking and analysis, and LNC 503 Cultural Studies. These seminars are offered each academic year, shared by both schools, and will be taught in English, to allow students in all three languages to study and work together.

Additionally students will complete 12 semester hours of a general curriculum in the language of their choice, either French, German, or Spanish, which includes courses in communicative proficiencies and cultural competencies.

To complete the master’s degree experience, students may choose 12 semester credit hours from elective options, in accord with their experience, needs, and future professional career plans. These include courses in other fields such as nursing, marketing, criminal justice, etc., study abroad, an internship, courses in pedagogy, courses from the PA K-12 Graduate Certification in Foreign Languages curriculum, or courses from the MALC General Curriculum.

Exit Requirement

All students have their choice of three options:
1. an exit capstone assessment project of an oral and written specialized exam,
2. a research project,
3. or a portfolio defended at an oral exam with the faculty.

Faculty

Professors

Margarete J. Landwehr (mlandwehr@wcupa.edu) (1992)
B.S., Georgetown University; M.A., Ph.D., Harvard University
Frederick R. Patton (fpatton@wcupa.edu) (1981)
B.A., M.Ed., Temple University; M.A., Ph.D., University of Pennsylvania
Michel H. Sage (msage@wcupa.edu) (1994)
Assistant Chairperson, Languages and Cultures
M.A., San Diego University; Ph.D., University of California, Berkeley
Stacey Schlu (sschlu@wcupa.edu) (1985)
B.A., M.A., Queens College; Ph.D., City University of New York
Alice J. Speh (aspeh@wcupa.edu) (1989)
Director, Liberal Studies Program
A.B., Brown University; M.A., Ph.D., Bryn Mawr College
Maria Van Liew (mvanliew@wcupa.edu) (1998)
B.A., Clark University; Ph.D., University of California, San Diego
Andrea Varricchio (avarricchio@wcupa.edu) (1986)
Coordinator, Languages and Cultures
B.A., Chestnut Hill College; M.A., Middlebury College; Ph.D., Temple University

Associate Professors

Mahmoud Amer (mamer@wcupa.edu) (2011)
B.A., Mutah University; M.A., University of Toledo; Ph.D., Indiana University of Pennsylvania
Maria José Cabrera (mcabrera@wcupa.edu) (2007)
Coordinator, Languages and Cultures
B.A., Universidad de Murcia (Spain); M.A., West Virginia University; Ph.D., Rutgers University
Marcos Campillo-Fenoll (mcampillo@wcupa.edu) (2009)
Director, Latin American and Latino/a Studies Program
B.A., Universidad de Murcia (Spain); M.A., Ph.D., University of Illinois at Urbana-Champaign
Anne-Marie L. Moscatelli (amoscatelli@wcupa.edu) (1991)
Assistant Chairperson, Languages and Cultures
B.A., Fordham University; M.A., Ph.D., Bryn Mawr College
Israel Sanz-Sanchez (isanzsanch@wcupa.edu) (2009)
Director, Linguistics Program
Chairperson, Languages and Cultures
B.A., University of Valladolid (Spain); M.A., San Diego State University; Ph.D., University of California, Berkeley

Assistant Professors

Jason A. Bartles (jbartles@wcupa.edu) (2014)
B.A., Gettysburg College; M.A., Ph.D., University of Maryland, College Park
Cristobal Cardemil-Krause (ckrause@wcupa.edu) (2013)
Licenciado en Letras, Pontifica Universidad; M.A., Ph.D., Rutgers University
Jelena Colovic-Markovic (jcovic@wcupa.edu) (2013)
B.A., University of Belgrade; M.A., Brigham Young University; Ph.D., University of Utah
Megan L. Corbin (mcorbin@wcupa.edu) (2014)
B.A., M.A., Ph.D., University of Minnesota
William Keith Corbett (wcorbett@wcupa.edu) (2013)
Coordinator, Languages and Cultures
A.A., Monterey Peninsula College; B.A., High Point University; M.A., University of Delaware; M.A., Ph.D., University of Indiana
Gloria Maite Hernández (ghernandez@wcupa.edu) (2011)
B.F.A., Instituto Superior de Arte (Cuba); Ph.D., Emory University
Daniela Salvo Johannes (djohannes@wcupa.edu) (2016)
BA Universidad Catolica de Chile; MA University of Arizona; PhD University of Arizona
Joseph W. Moser (jmoser2@wcupa.edu) (2014)
B.A., Hiram College; M.A., Ohio State University; Ph.D., University of Pennsylvania
Iliana Pagan-Teitelbaum (ipagan@wcupa.edu) (2014)
B.A., University of Puerto Rico; M.A., Ph.D., Harvard University
Innhwa Park (ipark@wcupa.edu) (2013)
B.A. Seoul National University; M.A., University of California; Ph.D., University of California, Los Angeles
Megan Saltzman (msaltzman@wcupa.edu) (2012)
B.A., M.A., Ph.D., University of Michigan
Chui Kian Smidt (csmidt@wcupa.edu) (2011)
B.Ed., University of Exeter; M.A., Iowa State University; Ph.D., University of Minnesota
Dominik Wolff (dwolff@wcupa.edu) (2016)
BA Gerhard Mercator University; MA Syracuse University; PhD Michigan State University

Instructors

Margaret Niiler (mniiiler@wcupa.edu) (2016)
M.A., University of Delaware
John P. Rosso (jrosso@wcupa.edu) (1998)
Coordinator, Languages and Cultures
B.A., Haverford College; M.A., University of Pennsylvania
Ana C. Sanchez (asanchez@wcupa.edu) (2016)
B.A. National University of Costa Rica; M.A. National University of Costa Rica; M.A. West Chester University
Courses

FLG
FLG 999. Transfer Credit (Graduate). 3-9 Credits.
Transfer credit.

FRE
FRE 501. French Business Culture. 3 Credits.
The course offers advanced French language skills in an international Francophone business context. It covers intercultural management, work ethics, business etiquette, communication guidelines and cross-cultural self-awareness. Activities include case studies, market simulations, international correspondence, mock interviews and preparation for internships in French owned or French related companies. Regularly scheduled online group discussions and individual research presentations are required components of the course. No prior knowledge of business or economics is necessary.
Distance education offering may be available.
Typically offered in Fall.

FRE 503. Oral Proficiency. 3 Credits.
Advanced oral discussion of prepared topics in Francophone culture to aid graduate students in achieving or maintaining ACTFL Advanced Low capabilities in open dialogical exchange.
Typically offered in Fall.

FRE 504. Francophone Literature & Culture. 3 Credits.
This course offers francophone literature texts in context with art, music, political history and cultural traditions through presentations involving images, audio and video.
Distance education offering may be available.
Typically offered in Fall.

FRE 505. Writing Proficiency. 3 Credits.
Writing Proficiency course emphasizing expression on a variety of topics to aid students in achieving the performance level of Advanced Low as outlined by ACTFL.
Typically offered in Spring.

FRE 510. French Theater. 3 Credits.
Principal French dramatists analyzed against the social, political, literary, and critical backgrounds of their age.
Typically offered in Spring.

FRE 511. Modernism in French Literature. 3 Credits.
Close consideration of some prime innovative texts of fiction, poetry, film, and polemic as manifestations of the spirit and aesthetic of modernism.
Typically offered in Spring.

FRE 512. French Narrative. 3 Credits.
A study of prose texts, their ethos, and their narrative techniques, from the epics and contes of the Middle Ages to the experimental works of the late 20th century.
Typically offered in Fall.

FRE 514. Contemporary France. 3 Credits.
A study of France since 1945, with emphasis on current events and social changes.
Typically offered in Fall.

FRE 515. French Civilization. 3 Credits.
A study of France since 1789, with emphasis on social, political, economic, and educational institutions.
Distance education offering may be available.
Typically offered in Spring.

FRE 520. Topics in French Literature and Language. 3 Credits.
Course topics courses will vary by semester and instructor, and may include titles such as genre studies, film study, women writers, francophone writers, the study of literary periods or movements, and structural and applied linguistics.
Typically offered in Fall & Summer.
Repeatable for Credit.

FRE 521. Topics in French Literature. 3 Credits.
Course topics courses will vary by semester and instructor, and may include titles such as genre studies, film study, women writers, francophone writers, the study of literary periods or movements, and structural and applied linguistics.
Typically offered in Fall & Spring.
Repeatable for Credit.

FRE 522. Topics in French Literature. 3 Credits.
Course topics courses will vary by semester and instructor, and may include titles such as genre studies, film study, women writers, francophone writers, the study of literary periods or movements, and structural and applied linguistics.
Typically offered in Fall & Spring.
Repeatable for Credit.

FRE 523. Translation Techniques. 3 Credits.
A theoretical and practical study of modes of lexical and syntactic transposition, from L1 to neutral zone to L2. Extensive practical exercise in diverse types of translation.
Typically offered in Summer.

FRE 540. Writing French Children's Stories. 3 Credits.
This course is a writing workshop for advanced French students consisting of authoring 5 children's stories in French and studying narrative structure and techniques of developing description, dialogue, character and plot. Group participation through critical feedback in D2L.
Distance education offering may be available.
Typically offered in Spring.

FRE 550. French Film Studies. 3 Credits.
Viewing and reviewing 75 years of French cinema, to develop critical analytical skills regarding 20th and 21st century French culture.
Distance education offering may be available.
Typically offered in Fall.

GER
GER 500. 20th Century German Culture. 3 Credits.
This course offers a cultural history of 20th century Germany including artistic, philosophical, cinematic and literary contributions to Western culture. Emphasis will be given to representative literary works of each era and to themes such as the contribution of women, Jews and minorities to German culture, and questions of political vs. cultural identity.
Typically offered in Fall.

GER 501. Post-Wall German Literature and Film. 3 Credits.
This course will offer students a cultural history of postwar Germany primarily through the lens of post-wall German literature and film. The class will consist of lectures, screenings of excerpts from German films and discussions of literary texts, articles, assigned films and current events in Germany and Europe.
Typically offered in Fall.

GER 505. 20th c. German Culture through Cinematic Texts. 3 Credits.
An analysis of German culture through 20c. German films.
Typically offered in Fall.

GER 508. German Society: Dramatic texts: Wilhelmine era to the Present. 3 Credits.
Analysis of the political and social concerns of German society through the lens of dramatic texts.
Typically offered in Fall.

GER 516. The Novelle. 3 Credits.
Contact department for more information about this course.
Typically offered in Spring.

GER 518. The Novelle. 3 Credits.
Contact department for more information about this course.
Typically offered in Spring.

GER 522. Austrian Literature and Culture. 3 Credits.
This course will introduce students to the many facets of Austrian literature and culture from 1900 to the present. The texts read in class convey literary themes as well as contextual insights into Austrian society, culture, and history. Course topics include: an overview over the turbulent history of the country from Fin-de-Siècle Vienna, World War I and the collapse of the Habsburg Monarchy, the First Republic, Austro-Fascism, the Anschluss to Hitler's Germany, the Holocaust, World War II, to the Second Republic. These important historical contexts are all reflected in a wide range of literary and cultural readings from Austria.
Typically offered in Fall.

Transfer credit.

GER 599. Transfer Credit (Graduate). 3-9 Credits.
Transfer credit.

Courses

DEPARTMENT OF LANGUAGES AND CULTURES

WEST CHESTER UNIVERSITY
LANG 500. Methods and Materials of Research in Second Language Education. 3 Credits.
Techniques of research in foreign language education, including sources, design, interpretation, evaluation, and reporting of data.
Typically offered in Fall.
LANG 503. Techniques of Second Language Teaching. 3 Credits.
Advanced course in recent theoretical bases, methods for teaching beginning and advanced levels, curriculum design, and evaluation.
Typically offered in Fall & Spring.
LANG 505. Introduction to Bilingual/Bicultural Education. 3 Credits.
Typically offered in Fall.
LANG 525. Internship in Foreign Languages. 3-12 Credits.
A structured and supervised experience for students wishing to enhance their foreign language study directly in the workplace. Credits earned are based on time spent on the job. Consent: Permission of the Department required to add.
LANG 527. Intro Applied Linguistics-For Lang Major. 3 Credits.
Contact department for more information about this course.
LANG 569. Teaching English Language Learners (ELLs) PK-12. 3 Credits.
Graduate-level study of issues and the application of techniques, strategies, materials for meeting the needs of English Language Learners (ELLs) in inclusive classrooms. Emphases include: sociocultural issues in educational contexts, linguistics, second language acquisition, the integration and applications of the PA English Language Proficiency Standards PK-12 (ELPs) and current trends in second language teaching, learning and assessment. Includes a field component.
Distance education offering may be available.
Typically offered in Fall, Spring & Summer.
LANG 578. Teaching Listening and Speaking to ESL/SL learners. 3 Credits.
A graduate course on the theoretical and practical approaches to the study of cultural context, in literature, the youth culture, and in contemporary media; an introduction to Austrian dialects, Bavarian, and Yiddish; use of the German language in an international context, in literature, the youth culture, and in contemporary media; an introduction to German phonetics and to recent developments in German such as the decline in the use of the genitive case and variations in vocabulary and grammar between East and West Germans. It will include spoken and written German in countries within and beyond Europe, including the Federal Republic of Germany, Austria, Switzerland, Liechtenstein, Eastern Europe and New York City (Yiddish), and Pennsylvania German of the Mennonites and Amish.
Pre/Co requisites: GER 525 requires prerequisite of admission to graduate program. Repeatable for Credit.
LANG 580. Seminar in Second Language Education. 1-4 Credits.
Specialized workshop seminar devoted to a particular area of foreign language education. Repeatable for Credit.
LANG 583. Second Language Acquisition. 3 Credits.
Introduction to key issues in SLA research and theory. Analysis of SLA studies in connection to second language teaching. Design of original mini-study of second language learning.
Typically offered in Spring.
LANG 585. Institute In Second Language Education. 4-8 Credits.
Contact department for more information about this course. Repeatable for Credit.
LANG 586. Teaching ELLs PK-12. 3 Credits.
Graduate level study of issues and the application of techniques, strategies, and materials for meeting the needs of English Language Learners (ELLs) in inclusive classrooms. Emphases include: sociocultural issues in educational contexts, linguistics, second language acquisition, the integration and applications of the PA English Language Proficiency Standards PK-12 (ELPS) and current trends in second language teaching, learning and assessment. Includes a field component.
Cross listed courses ENG 586, LAN 586.
LANG 590. Independent Study. 1-3 Credits.
Contact department for more information about this course.
LANG 610. Thesis. 6 Credits.
Thesis. Typically offered in Fall.
LANG 612. Assessment of ESL Students. 3 Credits.
Selection, evaluation, adaptation, and creation of assessment instruments for ESL/second language students. Practice in administering tests and interpreting results. Overview of issues in assessing second language students. Typically offered in Fall & Spring.
Cross listed courses ENG 612, LAN 612.
LNC
LNC 501. Linguistic Studies. 3 Credits.
The study of the basics of linguistics as the scientific, principled analysis of human language and individual languages, and on the applications of linguistics to a variety of fields of human activity, including language teaching, translation and interpretation, or the study of communicative disorders. Online course. The course is taught in English, but frequent examples and some parts of the coursework will be dedicated to French, German and Spanish, the languages of the MALC program.
Distance education offering may be available. Typically offered in Spring.
LNC 502. Interpretive Strategies. 3 Credits.
A graduate course for foreign language majors on the theoretical and practical approaches to literary studies in a cross-cultural context. Students will explore the various schools of modern literary criticism to interpret a wide array of texts and genres, and they will learn how to apply these methodologies to cultural texts in their target language of specialization.
Distance education offering may be available. Typically offered in Fall.
LNC 503. Cultural Studies. 3 Credits.
A graduate course on the theoretical and practical approaches to the study of cultural context, practice and production. Students will explore the various threads of modern cultural criticism to interpret cultural production and practices in terms of local-global tensions. Students will also learn how to apply these methodologies to cultural contexts in their target language of specialization.
Distance education offering may be available. Typically offered in Spring.
SPA
SPA 510. Spanish Phonetics and Applied Linguistics. 3 Credits.
A study of Spanish morphology, phonology, and syntax (sound, word, sentence formation). The structure of the language will be studied from a theoretical and practical perspective.
Typically offered in Spring.
SPA 511. Spanish Through Time and Space. 3 Credits.
A study of the history of the Spanish language and the factors leading to the dialectal diversity that Spanish exhibits in the present. The course allows students to familiarize themselves with the main internal processes that have shaped the evolution of the language and to expose them to the basics of research in the history of a language, by making use of primary sources and other objects of interest to diachronic linguistics.
SPA 512. Advanced Spanish Grammar and Stylistics. 3 Credits.
An informal, rapid review of Spanish grammar, with emphasis on problems fundamental to the American classroom. Exercises include idiomatic expression, various levels of style, and translation. Distance education offering may be available. Typically offered in Fall & Spring.

SPA 513. Living in Two Languages. 3 Credits.
This course examines the diversity of historical, social and cultural issues related to the use of Spanish in the United States alongside other languages, mainly English. The goals of the course are to allow students to familiarize themselves with the main sociolinguistic facts of Spanish language use in the United States, encourage students to establish connections between facts and social perceptions, and to expose students to the fundamentals of research in language sociology, by making use of primary sources and applying fundamental theoretical concepts to their analysis.

SPA 514. Contemporary Latin America. 3 Credits.
An interdisciplinary exploration of contemporary Latin America: geography, history, economy, politics, social institutions, religion, cultures, and the arts.

SPA 530. Spanish Comedia of the Golden Age. 3 Credits.
Survey of the comedia before Lope de Vega; the contributions of Lope de Vega; Tirso de Molina and Ruiz de Alarcon; the Baroque theatre of Calderon de la Barca.

SPA 532. Spanish Literature of the Golden Age (Novel and Poetry). 3 Credits.

SPA 533. Cervantes. 3 Credits.
Life and works of Miguel Cervantes Saavedra: Novelas ejemplares, Ocho comedias y otro entremeses, La Numancia, La Galatea, all of which lead to the study of the meaning, philosophy, and influence of Don Quijote.

SPA 535. The Rise of Nationalism: From Romanticism to Modernism. 3 Credits.
This course explores the literary texts (mainly poetry and narrative) and cultural artifacts (policies, medical and sociological discourses, images, exhibitions) that led to the development of modern nations in the Hispanic world during the nineteenth century. Alternative visions, which questioned or challenged official discourses, will also be studied. This course focuses on literary movements such as Romanticism, Costumbrosmo, Realism, Naturalism, and Modernism.

SPA 536. The Generation of 1898. 3 Credits.
The revitalizing forces which took hold in the late 19th century, and a study of the works of Unamuno, Azorin, Menendez Pidal, Pio Baroja, Valle Inclan, Benavente, Martinez Sierra, and Ruben Dario.

SPA 541. Colonial Latin American Literature. 3 Credits.
Contact department for more information about this course.

SPA 542. Shaping National Identity in Latin America. 3 Credits.
An examination of the coming to maturity of Latin American nationalism from independence to 1950. The ways in which political and intellectual leadership were intertwined will be at the center of inquiry. Ideas, texts, and other cultural forms that contributed to this process will be studied. Representative authors include: Andrés Bello, José Marti, Eugenio Hostos, Rubén Dario, César Vallejo, and Clorinda Matto de Turner.

SPA 543. Contemporary Latin American Literature. 3 Credits.
Contact department for more information about this course.

SPA 544. Latin American Theatre. 3 Credits.
Contact department for more information about this course.

SPA 545. Mapping Latin America: From Jungle to City. 3 Credits.
Historically, the geography and climate of Latin America have exerted a strong influence on its cultures. This course discusses how this phenomenon affects its literary development. We will read short stories by Horacio Quiroga and the work of Alejo Carpentier, among other authors who have written of the jungle -- the biggest expression of “nature” in the Latin American literary tradition -- with the objective of thinking about the opposition between “civilization” and “barbarism,” a recurrent topic. Also, we will read the work of Domingo Faustino Sarmiento, José Eustasio Rivera, and Rómulo Gallegos. Finally, we will discuss the city, as one of the central foci of Latin American narrative throughout the greater part of the 20th century, and which is explained by migration movements from the countryside to the city because of industrialization. This last part of the course will be presented in novels by Nicomedes Guzmán, Isabel Allende, and Diamela Eltit.

SPA 547. Hispanic Women Writers. 3 Credits.
Contact department for more information about this course.

SPA 549. Masterpieces & Movements In Spanish Lit. 3 Credits.
A seminar on the development of Spanish thought and artistic expression through selected masterpieces of literature and art.

SPA 556. Seminar I. 3 Credits.
Contact department for more information about this course. Repeatable for Credit.

SPA 557. Seminar II. 3 Credits.
Contact department for more information about this course. Repeatable for Credit.

SPA 560. Nobel Laureates in Hispanic Letters. 3 Credits.
A course devoted to study those Spanish-language writers from Spain and Spanish America who won the Nobel Prize in Literature during the 20th and 21st centuries for their literary achievements; to analyze their works and the sociopolitical context of their writings; and to examine the politics of literary awards and the significance of their recognition.

M.A. IN LANGUAGES AND CULTURES

College of Arts and Humanities

Curriculum

Required Courses for all languages

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>LNC 501</td>
<td>Linguistic Studies</td>
</tr>
<tr>
<td>LNC 502</td>
<td>Interpretive Strategies</td>
</tr>
<tr>
<td>LNC 503</td>
<td>Cultural Studies</td>
</tr>
</tbody>
</table>

Electives

Select 12 semester hours of electives from below, or from the general curriculum:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>FRE 501</td>
<td>French Business Culture</td>
</tr>
<tr>
<td>LAN 525</td>
<td>Internship in Foreign Languages</td>
</tr>
<tr>
<td>SPA 556</td>
<td>Seminar I</td>
</tr>
</tbody>
</table>

Electives for teaching professionals

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>FRE 521</td>
<td>Topics in French Literature</td>
</tr>
<tr>
<td>LAN 500</td>
<td>Methods and Materials of Research in Second Language Education</td>
</tr>
<tr>
<td>LAN 503</td>
<td>Techniques of Second Language Teaching</td>
</tr>
<tr>
<td>LAN 569</td>
<td>Teaching English Language Learners (ELLs) PK-12</td>
</tr>
</tbody>
</table>

Electives for graduate certification in a language

Select four of the following required courses for certification in the College of Education and Social Work at WCU; graduate language methods courses are also available at Millersville University. 1

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDA 511</td>
<td>Inclusion &amp; Collaboration</td>
</tr>
<tr>
<td>EDA 542</td>
<td>Foundations of Special Education</td>
</tr>
<tr>
<td>EDP 531</td>
<td>Principles Of Educational Testing</td>
</tr>
<tr>
<td>EDP 550</td>
<td>Advanced Educational Psychology</td>
</tr>
<tr>
<td>EDR 550</td>
<td>Literacy Development for Students w/ Disabilities in Inclusive Classrooms</td>
</tr>
<tr>
<td>EDS 505</td>
<td>Field Experience For Secondary Teachers</td>
</tr>
<tr>
<td>EDT 500</td>
<td>Integrating Ed Tech For Effective Instruction</td>
</tr>
<tr>
<td>LAN 503</td>
<td>Techniques of Second Language Teaching</td>
</tr>
</tbody>
</table>

French Concentration

Communication

Select two of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>FRE 503</td>
<td>Oral Proficiency</td>
</tr>
<tr>
<td>FRE 523</td>
<td>Translation Techniques</td>
</tr>
<tr>
<td>FRE 540</td>
<td>Writing French Children's Stories</td>
</tr>
</tbody>
</table>

Culture

Select two of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>FRE 504</td>
<td>Francophone Literature &amp; Culture</td>
</tr>
</tbody>
</table>

Typically offered in Fall & Spring.
Distance education offering may be available.
Spanish Concentration

Communication
Select two of the following:  
SPA 510  Spanish Phonetics and Applied Linguistics  
SPA 512  Advanced Spanish Grammar and Stylistics  
SPA 513  Living in Two Languages

Culture
Select two of the following:  
SPA 514  Contemporary Latin America  
SPA 530  Spanish Comedia of the Golden Age  
SPA 532  Spanish Literature of the Golden Age (Novel and Poetry)  
SPA 536  The Generation of 1898  
SPA 541  Colonial Latin American Literature  
SPA 542  Shaping National Identity in Latin America  
SPA 544  Latin American Theatre  
SPA 547  Hispanic Women Writers  
SPA 549  Masterpieces & Movements In Spanish Lit  
SPA 560  Nobel Laureates in Hispanic Letters

German Concentration

German Communication courses available at Millersville University.
Select two

Culture
Select two of the following:
GER 500  20th Century German Culture  
GER 501  Post-Wall German Literature and Film  
GER 505  20th c. German Culture through Cinematic Texts  
GER 508  German Society: Dramatic texts: Wilhelmine era to the Present

Please see the MATESL program (http://catalog.wcupa.edu/graduate/arts-sciences/teaching-english-second-language) for electives from the graduate ESL courses.

1 Millersville University course offerings and descriptions available at the following website: http://www.millersville.edu/academics/graduate.php (Click on “Current Graduate Catalog.”)

Sample Course Plan

To track their individual degree progress, students are advised to access their Degree Progress Report (DPR) via my WCU and consult their Graduate Coordinator. For more information, visit wcupa.edu/DegreeProgressReport.

Program of Study

Although West Chester presently offers no graduate degree in linguistics, students interested in developing a concentration in this area may elect courses from the following list or from additional related courses offered by the departments of Communication Sciences and Disorders (p. 104), Communication Studies (p. 108), English (p. 129), Languages and Cultures (p. 164), and Philosophy (p. 200). For additional information, consult the coordinator.

Courses

Linguistics
Symbol: LIN
LIN 501. Introduction to Linguistics. 3 Credits.
Analysis and characterization of what humans know when they know a language, including knowledge of the sound, word formation, sentence structure, meaning, and pragmatic systems. Development of tools and skills for describing and analyzing language. Application of linguistic principles to such cross-disciplinary studies of language as sociolinguistics, language classification, and language acquisition.
Typically offered in Fall & Spring.
LIN 540. Sociolinguistics. 3 Credits.
The study of language in its social context: the ethnography of communication; language and society, social classes, ethnic groups, politics, sex, and education.
Pre / Co requisites: LIN 540 requires prerequisite of LIN 501.
Typically offered in Fall & Spring.
LAN 583. Second Language Acquisition. 3 Credits.
Introduction to key issues in SLA research and theory. Analysis of SLA studies in connection to second language teaching. Design of original mini-study of second language learning.
Typically offered in Spring.
LAN 590. Independent Study. 1-3 Credits.
Contact department for more information about this course.

DEPARTMENT OF LITERACY

College of Education and Social Work
108 Recitation Hall
West Chester University
West Chester, PA 19383
610-436-2877
Department of Literacy (http://www.wcupa.edu/literacy)
Dr. Smith (csmith3@wcupa.edu), Chairperson
Dr. Flanigan (kflanigan@wcupa.edu), Graduate Coordinator

Programs of Study

The Department of Literacy offers the master of education degree with a major in reading and reading specialist certification. Students who complete either program are recommended for Pennsylvania certification as a reading specialist. These programs prepare candidates to serve in reading specialist positions and as classroom teachers of reading in elementary or secondary schools.
In 1997, the Pennsylvania State Board of Education implemented revisions to the Pennsylvania School Code. These revisions require all students who apply for Pennsylvania reading specialist certificates to pass competency tests.
As changes are made in requirements for reading specialist certification, it is the student’s responsibility to satisfy the new requirements.

Programs

Master’s Program in Literacy
• M.Ed. in Reading (leads to a PA K-12 Reading Specialist Certification) (p. 172)

Certificates and Endorsements in Literacy
• Literacy Certificate (p. 172)
Admissions

All applicants to one of West Chester University’s graduate programs will be held to the graduate admissions requirements (p. 10). When applicable, additional requirements for admission into specific department program(s) may be listed below.

Admissions Requirements for the M.Ed. in Reading

Applicants are expected to have an undergraduate degree from an accredited college or university. In addition, they must meet an undergraduate grade point average (GPA) entry requirement of 3.0 on a scale of 4.0 calculated on the last 48 credits earned. The total cumulative undergraduate GPA must be at least 3.0. Students who cannot meet this requirement must take either the Miller Analogies Test (MAT) or the Graduate Record Examination (GRE). A satisfactory score as determined by the department on the GRE or MAT will demonstrate a student’s academic competence in lieu of the required GPA.

Applicants must possess initial teaching certification.

Applicants must submit two letters of professional recommendation.

Formal Admission to Reading Specialist Certification Program

1. Students must meet the above program entry requirements.
2. Students must file a form in the Certification Office listing required courses for certification.

Admission Requirements for the Literacy Coaching Endorsement

Admission requirements include an undergraduate GPA of 3.0 or above, two letters of recommendation, Instructional I Certificate, reading specialist certification, and a minimum of three years’ successful teaching experience. Graduate level transcript required showing completion of graduate level courses in the following areas: Orthography, Comprehension and Vocabulary, Writing Development, Reading in the Content Areas, Children’s Literature, Problems in Literacy Development, Literacy Practicum/Seminar, Diversity, Organization and Supervision of Reading Programs.

Policies

All students in graduate programs are held to the academic policies and procedures (http://catalog.wcupa.edu/graduate-academic-policies-procedures) outlined in the graduate catalog. When applicable, additional policies for specific department program(s) may be listed below.

Precandidacy Requirements (for M.Ed. Candidates Only)

1. Students must apply for candidacy after the completion of 15 credits.
2. Courses required within the precandidacy period include EDR 505, EDR 507, EDR 509, EDR 514, and one additional course from the prescribed program.
3. Students must maintain an overall GPA of 3.0 during the precandidacy period.

Degree Requirements

In addition to meeting degree requirements of the University, the candidate must:

1. Successfully complete 30 credits in literacy and six additional credits in professional education. Workshops will not be accepted to satisfy this requirement.
2. Achieve an overall GPA of at least 3.0.
3. Perform satisfactorily on the comprehensive examination in reading.

Students are responsible for meeting all requirements within the specified time.

The Comprehensive Examination

Students are eligible for the comprehensive examination after they have completed EDR 505, EDR 507, EDR 509, and EDR 516 and have maintained a cumulative GPA of 3.0 or higher. The examination is given the first Saturday in February, the last Saturday in June, and the first Saturday in October. Application for the examination must be made in writing to the graduate coordinator by December 1 for the February examination, April 1 for the June examination, and July 1 for the October examination. Candidates who fail the comprehensive examination are permitted one re-examination within a two-year period. Candidates who fail the re-examination are dropped from the degree program.

Admissions

All applicants to one of West Chester University’s graduate programs will be held to the graduate admissions requirements. Additional policies for specific department programs may be listed below.

Formal Admission to Reading Specialist Certification Program

1. Students must meet the above program entry requirements.
2. Students must file a form in the Certification Office listing required courses for certification.

Admission Requirements for the Literacy Coaching Endorsement

Admission requirements include an undergraduate GPA of 3.0 or above, two letters of recommendation, Instructional I Certificate, reading specialist certification, and a minimum of three years’ successful teaching experience. Graduate level transcript required showing completion of graduate level courses in the following areas: Orthography, Comprehension and Vocabulary, Writing Development, Reading in the Content Areas, Children’s Literature, Problems in Literacy Development, Literacy Practicum/Seminar, Diversity, Organization and Supervision of Reading Programs.

Policies

All students in graduate programs are held to the academic policies and procedures outlined in the graduate catalog. When applicable, additional policies for specific department programs may be listed below.

Precandidacy Requirements (for M.Ed. Candidates Only)

1. Students must apply for candidacy after the completion of 15 credits.
2. Courses required within the precandidacy period include EDR 505, EDR 507, EDR 509, EDR 514, and one additional course from the prescribed program.
3. Students must maintain an overall GPA of 3.0 during the precandidacy period.

Degree Requirements

In addition to meeting degree requirements of the University, the candidate must:

1. Successfully complete 30 credits in literacy and six additional credits in professional education. Workshops will not be accepted to satisfy this requirement.
2. Achieve an overall GPA of at least 3.0.
3. Perform satisfactorily on the comprehensive examination in reading.

Students are responsible for meeting all requirements within the specified time.

The Comprehensive Examination

Students are eligible for the comprehensive examination after they have completed EDR 505, EDR 507, EDR 509, and EDR 516 and have maintained a cumulative GPA of 3.0 or higher. The examination is given the first Saturday in February, the last Saturday in June, and the first Saturday in October. Application for the examination must be made in writing to the graduate coordinator by December 1 for the February examination, April 1 for the June examination, and July 1 for the October examination. Candidates who fail the comprehensive examination are permitted one re-examination within a two-year period. Candidates who fail the re-examination are dropped from the degree program.

Faculty

Professors

Dena G. Beeghly (dbeeghly@wcupa.edu) (1992)
B.S., Southern Connecticut State University; M.Ed., Ed.D., University of Georgia

Kevin Flanigan (kflanigan@wcupa.edu) (2003)
Graduate Coordinator, Literacy

B.A., Mary Washington College; M.Ed., James Madison University; M.Ed., Ph.D., University of Virginia

Associate Professors

Susan F. Caroff (scaroff@wcupa.edu) (1995)
B.A., University of Pittsburgh; M.Ed., The Citadel; Ph.D., Purdue University

Sunita Mayor (smayor@wcupa.edu) (2000)
B.A., University of Calcutta; B.Ed., University of Rohtak; M.Ed., Xavier University; Ed.D., University of Cincinnati

Diane Santori (dsantori@wcupa.edu) (2008)
B.S., Temple University; M.S., St. Joseph’s University; Ed.D., University of Pennsylvania

Heather Schugar (hschugar@wcupa.edu) (2008)
B.S., M.Ed., Ph.D., University of Maryland

Carol A. Smith (csmith3@wcupa.edu) (2008)
Chairperson, Literacy

B.A., Rowan University of New Jersey; M.Ed., Ed.D., Widener University

Assistant Professors

Melissa E. Adams-Buddde (madams@wcupa.edu) (2014)
B.A., University of Maryland, College Park; M.S., Johns Hopkins University; Ph.D., University of North Carolina

Kathleen Riley (kriley@wcupa.edu) (2013)
B.A., Colby College; M.A., American University; Ph.D., University of Pennsylvania

Tina Selvaggi (tselvaggi@wcupa.edu) (2012)
B.A., M.S., St. Joseph’s University; Ed.D., Widener University

Kathryn Solic (ksolic@wcupa.edu) (2013)
B.A., University of Notre Dame; M.Ed., University of Florida; Ph.D., University of Tennessee
EDR 503. Language Arts Pre K-4. 3 Credits.
An exploration of theory and practice for developing a supportive language arts environment, with focus on facilitating the development of language competencies-writing, listening, speaking, viewing and visually representing-in children.

Pre / Co requisites: EDR 503 requires a prerequisite of EGP 501.

EDR 505. Orthographic Knowledge Language And Lit Dev. 3 Credits.
The purpose of this course is to acquaint students with the development of orthographic knowledge from its earliest awareness to its full fruition and its relation to language and literacy acquisition and instruction. Assessment strategies along each stage of its development will be explored as well as concomitant pedagogy. Attention will be paid to the causes of difficulties in acquiring orthographic knowledge and to appropriate instruction.

EDR 507. Comprehension & Vocabulary: Dev & Instruc. 3 Credits.
This course introduces students to the theoretical bases of comprehension and vocabulary development. Best practices in teaching, supporting and assessing comprehension and vocabulary will be an integral part of the course.

Distance education offering may be available.

EDR 509. Writing Development and Instruction. 3 Credits.
Strategies for teaching the language arts. Methods, materials, and resources for organizing creative programs in school settings.

EDR 510. Foundations Of Reading Instruction: K-12. 3 Credits.
Psychology and pedagogy of reading instruction. The nature of the reading process; the nature of the learner; skill development; instructional strategies.

EDR 512. Literacy Practicum and Seminar I. 3 Credits.
A practicum course in assessment and instruction of the young reader/writer. Major attention given to understanding a child's language and literacy development, and planning and carrying out appropriate instruction for that child. Students will use a variety of formal and informal assessments to design an individual instructional program. Field clearances are required.

Pre / Co requisites: EDR 512 requires prerequisites of EDR 505, EDR 507, EDR 509 and EDR 516.

EDR 513. Reading in PRE K-4 Classroom. 3 Credits.
This course prepares students for teaching using a balanced approach of various theoretical teaching models based on current research and knowledge. Through readings, lectures, and class activities, students will develop a solid understanding of the reading process, and how to construct and manage a classroom environment that promotes optimal literacy learning. Students will learn to meet the diverse needs of learners at all stages of literacy development, assess students to monitor reading progress, and plan appropriate reading instruction.

Pre / Co requisites: EDR 513 requires a prerequisite of EGP 501.

EDR 514. Reading In The Content Areas. 3 Credits.
Reading skills, reading problems, teaching techniques, and reading activities in content subjects at the elementary and secondary levels.

EDR 515. Teaching Reading with Child's and Adolescent's Lit. 3 Credits.
Based on the philosophy that literature should be an integral element of reading programs. The emphasis is on fostering wide reading and response to literature in K-12 reading programs. Students will learn instructional strategies and develop materials and a selected bibliography.

Pre / Co requisites: EDR 515 requires prerequisites of EDR 505 and EDR 507 and EDR 509.

EDR 516. Problems in Literacy Development. 3 Credits.
The purpose of this course is to acquaint the student with the theoretical bases and the nature of differences in literacy development. The developmental nature of literacy growth and the importance of instruction within students' zone of proximal development will be explored. Students will investigate how literacy differences are influenced by social, emotional, psychological, physical, and educational factors. Best practices in teaching, supporting, and assessing students with literacy differences will be an integral part of the course.

Pre / Co requisites: EDR 516 requires prerequisites of EDR 505, EDR 507 and EDR 509.

Distance education offering may be available.

EDR 518. Language Arts for Grades 4-8. 3 Credits.
A study of theory, trends, curriculum, and pedagogy for integrating language arts across the curriculum in grades 4 through 8, with emphasis on connections among listening, speaking, writing, and reading.

Pre / Co requisites: EDR 518 requires prerequisite of EDP 501.

EDR 519. Issues of Diversity in Teaching Reading. 3 Credits.
This course examines the historical, cultural, and educational contexts of literacy, language, and learning as they relate to teaching instruction.

Pre / Co requisites: EDR 519 requires prerequisites of EDR 505, EDR 507, EDR 509 and EDR 515.

EDR 523. Literacy Field Experience PreK-4. 3 Credits.
A field-based course designed to enable its participants to review, practice, and investigate various approaches to planning, teaching, and evaluating literacy practices within the context of a grade PreK-4 reading practicum. Field clearances are required.

Pre / Co requisites: EDR 523 requires prerequisite EDR 503, EDR 513.

EDR 526. Emerging Literacy and Beginning Reading. 3 Credits.
Concerned with young children's literacy development from preschool through the primary grades. Emphasis on instructional recommendations and implementations for a range of abilities. Included are supervised one-on-one and/or small-group teaching experiences.

EDR 528. Reading in Grades 4-8. 3 Credits.
An exploration of current research and practice to prepare candidates to utilize a balanced approach to teach reading to children and young adolescents in grades 4 through 8.

Pre / Co requisites: EDR 528 requires a prerequisite of EDP 501.

EDR 532. Literacy and Practicum Seminar II. 3 Credits.
A practicum course in assessment and instruction of independent readers/writers. Using formal and informal measures, students will complete a case study of an independent reader/writer, analyze strengths and areas of need, and design an individualized plan for literacy growth. Using this plan, students will tutor children and evaluate the results. Field clearances are required.

Pre / Co requisites: EDR 532 requires prerequisites of EDR 505, EDR 507, EDR 509, EDR 514, and EDR 516.

EDR 535. Language, Learning And Literacy. 3 Credits.
Contact department for more information about this course.

EDR 538. Literacy Field Experience Grades 4-8. 3 Credits.
EDR 538 is a field-based course designed to enable its participants to review, practice, and investigate various approaches to planning, teaching, and evaluating literacy practices within the context of a grade 4-8 reading practicum. Field clearances are required.

Pre / Co requisites: EDR 538 requires prerequisite EDR 518, EDR 528.

EDR 541. Organization and Supervision of Literacy Programs. 3 Credits.
Development, organization, and supervision of literacy programs K-12. Emphasis is on the use of the total school community in meeting individual needs. Field clearances are required.

Pre / Co requisites: EDR 541 requires prerequisites of EDR 505, EDR 507, EDR 509, EDR 512, and EDR 516.

Distance education offering may be available.

EDR 546. Reading Bytes: E-Reading in K-12 Classroom. 3 Credits.
This online course addresses the unique and changing demands put upon readers as they are expected to read and comprehend digital texts. Participants gain understanding of theories of digital reading, instructional strategies for improving students’ comprehension of digital texts, and assessments of digital literacy.

Distance education offering may be available.

EDR 550. Literacy Development for Students w/ Disabilities in Inclusive Classrooms. 3 Credits.
This course is designed to help students understand literacy acquisition and development for students with disabilities. This course will focus on the challenges that reading and writing pose for students with disabilities and resulting appropriate assessment and instructional techniques. Response to Intervention Tier 1 and Tier 2 instruction will be addressed. Content area literacy for students with disabilities will be included.

Distance education offering may be available.

EDR 590. Independent Study. 1-6 Credits.
Individual investigation and exploration of related reading research. Topic must be approved by the supervising instructor prior to registration.

EDR 591. Workshop In Literacy Education. 1-6 Credits.
Contact department for more information about this course. Repeatable for Credit.
EDR 592. Workshop In Literacy Education. 1-6 Credits.
Contact department for more information about this course. Repeatable for Credit.

EDR 593. Workshop In Literacy Education. 1-6 Credits.
Contact department for more information about this course. Repeatable for Credit.

EDR 595. Workshop In Literacy Education. 1-6 Credits.
Contact department for more information about this course. Repeatable for Credit.

EDR 598. Workshop In Literacy Education. 1-6 Credits.
Contact department for more information about this course. Repeatable for Credit.

EDR 602. Literacy Coaching & Professional Development. 3 Credits.
Students will examine the roles of Literacy Coaches, approaches to coaching, and their underlying conceptual frameworks. Topics will include: conducting coaching cycles, collaborating with and providing support to teachers, analyzing and designing literacy programs, designing and implementing needs-based professional development. Field clearances are required.

EDR 604. Literacy Program Evaluation & Data Analysis. 3 Credits.
This course is designed to help candidates understand how to collect, analyze, interpret, and communicate results for reading assessments administered at the school, state, national, and international levels.
Pre / Co requisites: EDR 604 requires a prerequisite of EDR 602.

EDR 606. Practicum & Seminar in Literacy Coaching. 3 Credits.
This course provides candidates the opportunity to learn and apply skills of observing and providing feedback to teachers during reading and writing instruction in K-12 classrooms. Candidates will learn how to conduct and model lessons, collect data on teachers’ professional development and students’ instructional needs, and apply the coaching cycle to promote continuous improvement of literacy instruction. Field clearances are required.
Pre / Co requisites: EDR 606 requires prerequisite of EDE 605, EDR 602, EDR 604.

M.ED. IN READING

College of Education and Social Work

Curriculum

Professional Education Requirements
Select two of the following, chosen under advisement: 6
EDA 511 Inclusion & Collaboration
EDA 542 Foundations of Special Education
LAN 569 Teaching English Language Learners (ELLs) PK-12
EDE 551 Child and Adolescent Development I
EDF 501 Research Methods For Teachers
EDF 510 Educational Foundations
EDR 589 Sociological Foundations Of Education
EDP 550 Advanced Educational Psychology
EDP 569 Adolescent Development & Learning
EDT 500 Integrating Ed Tech For Effective Instruction
EDR 604 Literacy Program Evaluation & Data Analysis

Professional Education Electives
EDR 535 Language, Learning And Literacy

Reading Education Requirements
EDR 505 Orthographic Knowledge Language And Lit Dev 3
EDR 507 Comprehension & Vocabulary: Dev & Instruc 3
EDR 509 Writing Development and Instruction 3
EDR 512 Literacy Practicum and Seminar I 3
EDR 514 Reading In The Content Areas 3
EDR 515 Teaching Reading with Child’s and Adolescent’s Lit 3
EDR 516 Problems in Literacy Development 3
EDR 519 Issues of Diversity in Teaching Reading 3
EDR 532 Literacy and Practicum Seminar II 3
EDR 541 Organization and Supervision of Literacy Programs 3

Total Credits Required 36

Degree Progress
To track their individual degree progress, students are advised to access their Degree Progress Report (DPR) via my WCU and consult their Graduate Coordinator. For more information, visit wcupa.edu/ DegreeProgressReport.

CERTIFICATE IN LITERACY

College of Education and Social Work
The literacy certificate is an 18-credit graduate certificate (not a teaching certification). Admission requirements are the same as for an M.Ed. in reading.

Credits earned for the literacy certificate may be applied to an M.Ed. in reading and/or reading specialist certification.

Required Courses
EDR 505 Orthographic Knowledge Language And Lit Dev 3
EDR 507 Comprehension & Vocabulary: Dev & Instruc 3
EDR 509 Writing Development and Instruction 3
EDR 512 Literacy Practicum and Seminar I 3
EDR 514 Reading In The Content Areas 3
EDR 515 Teaching Reading with Child’s and Adolescent’s Lit 3

Total Credits Required 18

READING SPECIALIST CERTIFICATION

College of Education and Social Work
Requirements for the certification program, 30 semester hours:
1. The student must possess an Instructional I Certificate.
2. Courses required within the first 15 credits are EDR 505, 507, 509, 512.
3. The student must maintain an overall GPA of 3.0.
4. In order to obtain the certificate, the student must successfully complete the reading education courses listed as part of the M.Ed. in reading program. The student is not required to take the two courses in professional education but must meet any additional state requirements.
5. The student must perform successfully on the comprehensive examination.
6. The student must attempt the state designated advanced licensure exam (e.g., Praxis II) prior to program completion.

ENDORSEMENT IN LITERACY COACHING

College of Education and Social Work

Required Courses
EDR 602 Literacy Coaching & Professional Development 3
EDR 604 Literacy Program Evaluation & Data Analysis 3
EDR 606 Practicum & Seminar in Literacy Coaching 3
EDE 605 Educational Leadership & Change Theory 3

Total Credits Required 12

DEPARTMENT OF MANAGEMENT

College of Business and Public Management

Overview
312B Anderson Hall
Admissions

All applicants to one of West Chester University’s graduate programs will be held to the graduate admissions requirements (p. 10). When applicable, additional requirements for admission into specific department program(s) may be listed below.

Master of Science in Human Resource Management

General Admission

Successful applicants meet the following criteria:

1. Hold a bachelor’s degree or above in any major/field from an accredited institution;
2. Earn a GMAT minimum overall score (or GRE equivalent) of 460 or above within 5 years prior to the date of application. GMAT/GRE waivers are granted at the discretion of the MS Director based on prior academic performance and experience;
3. Earn an admissions score (Cumulative GPA from highest degree earned x 200) + GMAT Score) of 1100 or above;
4. Complete up to 3 MS courses with a cumulative 3.0 GPA within 1 year of provisional admission. The courses are determined by the MS Director based on the applicant’s background.

Provisional Admission

Provisional admission is in certain cases available to applicants who have a strong professional background (either coursework or experience) but either do not meet the admissions score for full admission. Provisionally admitted students meet the following criteria before full admission:

1. Hold a bachelor’s degree or above in any major/field from an accredited institution;
2. Earn a GMAT minimum overall score (or GRE equivalent) of 460 or above within 5 years prior to the date of application. GMAT/GRE waivers are granted at the discretion of the MBA Director based on prior academic performance and experience;
3. Earn an admissions score (Cumulative GPA from highest degree earned x 200) + GMAT Score) of 1000 or above;
4. At least two years of professional experience in HR is desired, but not required. Students without sufficient professional experience will be required to complete an internship in HR as one of their electives.
5. To increase the student’s ability to reason analytically and critically and enhance information literacy
6. To increase the student’s awareness of the concepts and terms used in current managerial practice
7. To increase the student’s awareness of the international dimension of business

Policies

All students in graduate programs are held to the academic policies and procedures (http://catalog.wcupa.edu/graduate/academic-policies-procedures) outlined in the graduate catalog. When applicable, additional policies for specific department program(s) may be listed below.

Faculty

Associate Professors

Monica Zimmerman (mzimmerman@wcupa.edu) (2008)
B.S., Messiah College; M.B.A., Pennsylvania State University; Ph.D., Temple University

Assistant Professors

Lisa Calvano (lcalvano@wcupa.edu) (2011)
Assistant Chairperson, Management
B.S., Drexel University; M.Sc., London School of Economics; M.B.A., Ph.D., Temple University

Guohua Jiang (gjiang@wcupa.edu) (2013)
B.S., Shanghai Jiaotong University; M.S., Nanjing University; Ph.D., Florida Atlantic University

Matthew I. Shea (mshea@wcupa.edu) (2012)
B.A., Connecticut College; M.H.A., M.B.A., University of Pittsburgh; Ph.D., Temple University

Ma Ga (mark) Yang (myang@wcupa.edu) (2013)
B.A., Hankuk University of Foreign Studies; M.B.A., Ph.D., The University of Toledo

Assistant Chairperson, Management
B.S., Drexel University; M.Sc., London School of Economics; M.B.A., Ph.D., Temple University

Kelly Fisher (kfisher@wcupa.edu) (2014)
B.S., Excelsior College; M.B.A., University of North Florida; Ph.D., Monash University

Guohua Jiang (gjiang@wcupa.edu) (2013)
B.S., Shanghai Jiaotong University; M.S., Nanjing University; Ph.D., Florida Atlantic University

Matthew I. Shea (mshea@wcupa.edu) (2012)
B.A., Connecticut College; M.H.A., M.B.A., University of Pittsburgh; Ph.D., Temple University

Ma Ga (mark) Yang (myang@wcupa.edu) (2013)
B.A., Hankuk University of Foreign Studies; M.B.A., Ph.D., The University of Toledo
Courses

HRM

HRM 601. Components of Effective Leadership. 3 Credits.
An introductory course that examines management theory and its relationship to human resource functions. Traces the development of management and organization principles and theories, with an emphasis on applying them to human resource issues. Topics covered include leadership and motivation, attitudes, selection, performance appraisal, and individual and group decision-making.
Pre / Co requisites: HRM 601 requires a prerequisite of majors only or department consent. Distance education offering may be available. Typically offered in Fall, Spring & Summer.

HRM 602. Employment Law & Labor Relations. 3 Credits.
This course provides an overview of major employment laws and emphasizes the relationship between employees and management in both nonunionized and unionized environments. Topics include policy formulation, employee rights, compliant systems, labor contracts, unions and the legal aspects of collective bargaining. This class is delivered in an online format, and includes video lectures, readings and discussion boards.
Pre / Co requisites: HRM 602 requires a prerequisite of majors only or department consent. Distance education offering may be available. Typically offered in Fall & Spring.

HRM 603. Strategic Talent Management. 3 Credits.
Examines all aspects talent acquisition and management in organizations, including workforce planning, staffing, training, career development and performance management. The importance of building an ethical culture that enhances employee engagement and organizational effectiveness is emphasized.
Pre / Co requisites: HRM 603 requires a prerequisite of majors only or department consent. Distance education offering may be available. Typically offered in Fall, Spring & Summer.

HRM 604. Compensation Analysis. 3 Credits.
Examines the development and implementation of strategic rewards systems in organizations. Topics covered include compensation philosophies; economic and social factors affecting compensation plans; and specific types of financial and non-financial compensation and benefits programs.
Pre / Co requisites: HRM 604 requires a prerequisite of majors only or department consent. Distance education offering may be available. Typically offered in Fall, Spring & Summer.

HRM 605. HR Information Systems and Analytics. 3 Credits.
Introduces students to research theory, research design, quantitative methodologies and technology to analyze and interpret data that supports effective organizational decision-making. Topics include: HRIS; data analysis techniques such as HR benchmarking, trend and ratio analysis and balanced scorecards; data mining; and risk management.
Pre / Co requisites: HRM 605 requires a prerequisite of majors only or department consent. Distance education offering may be available. Typically offered in Fall, Spring & Summer.

HRM 606. Ethics, Social Responsibility & Sustainability in HRM. 3 Credits.
Introduces students to management theories and practical tools related to ethical decision-making in organizations. Challenges students to consider the ethical dimension of human resource management, including the obligations of organizations to their stakeholders and current issues related to fair, ethical and humane treatment of employees.
Pre / Co requisites: HRM 606 requires a prerequisite of majors only or department consent. Distance education offering may be available. Typically offered in Fall, Spring & Summer.

HRM 607. Managing Diverse and Globalized Workforces. 3 Credits.
Examines dimensions of diversity and inclusivity in domestic and international organizations and the development and implementation of related HRM policies and practices. Topics include the regulatory environment and legal considerations; managing in cross-cultural environments; managing diverse team; and international assignment management.
Pre / Co requisites: HRM 607 requires a prerequisite of majors only or department consent. Distance education offering may be available. Typically offered in Fall, Spring & Summer.

HRM 699. Capstone Seminar - Strategic HRM Challenges. 3 Credits.
Students complete a directed research project in which they integrate knowledge from the across the curriculum and use it to demonstrate mastery of required competencies. Gives students the opportunity to demonstrate their ability to analyze, synthesize, think critically, and solve the problems while linking HR strategy to organizational strategy.
Consent: Permission of the Department required to add.
Distance education offering may be available. Typically offered in Fall, Spring & Summer.

MGT

MGT 573. Management of Small Business Enterprises. 3 Credits.
The operation of an on-going small business enterprise. Topics include forecasting, budgeting, inventory control, pricing, promotion, and record keeping. The roots of failure and success off small business enterprises will be examined. Selected guest speakers will share their views and experiences with students on pertinent topics. Cases and outside readings will be used to broaden students' exposure to small business management issues.
Pre / Co requisites: MGT 573 requires prerequisite of MGT 571.

MGT 999. Transfer Credits (Graduate). 3-9 Credits.
Transfer credit.

M.S. IN HUMAN RESOURCE MANAGEMENT

Curriculum

Core Requirements

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HRM 601</td>
<td>Components of Effective Leadership</td>
<td>3</td>
</tr>
<tr>
<td>or MBA 604</td>
<td>Components of Effective Leadership</td>
<td>3</td>
</tr>
<tr>
<td>HRM 602</td>
<td>Employment Law &amp; Labor Relations</td>
<td>3</td>
</tr>
<tr>
<td>HRM 603</td>
<td>Strategic Talent Management</td>
<td>3</td>
</tr>
<tr>
<td>HRM 604</td>
<td>Compensation Analysis</td>
<td>3</td>
</tr>
<tr>
<td>HRM 605</td>
<td>HR Information Systems and Analytics</td>
<td>3</td>
</tr>
<tr>
<td>HRM 606</td>
<td>Ethics, Social Responsibility &amp; Sustainability in HRM</td>
<td>3</td>
</tr>
<tr>
<td>HRM 607</td>
<td>Managing Diverse and Globalized Workforces</td>
<td>3</td>
</tr>
<tr>
<td>HRM 699</td>
<td>Capstone Seminar - Strategic HRM Challenges</td>
<td>3</td>
</tr>
</tbody>
</table>

Electives

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elective</td>
<td>Elective</td>
<td>6</td>
</tr>
</tbody>
</table>

Total Minimum Credits Required 30

Sample Course Plan

To track their individual degree progress, students are advised to access their Degree Progress Report (DPR) via myWCU regularly. For more information, visit wcupa.edu/DegreeProgressReport.

DEPARTMENT OF MATHEMATICS

College of the Sciences and Mathematics
25 University Avenue, Room 101
West Chester University
West Chester, PA 19383
610-436-2440

Department of Mathematics (http://www.wcupa.edu/mathematics)
Dr. Glidden (pglidden@wcupa.edu), Chairperson
Dr. Kolpas (akolpas@wcupa.edu), Assistant Chairperson
Dr. Gallitano (ggallitano@wcupa.edu), Mathematics Graduate Coordinator
Dr. Rieger (rieger@wcupa.edu), Applied Statistics Graduate Coordinator
Dr. McKibben (mcmckibben@wcupa.edu), Applied and Computational Mathematics Graduate Coordinator
Suzanne Loeffler (sloeffler@wcupa.edu), Secretary
Programs of Study
The Department of Mathematics offers the master of arts degree with options in mathematics and mathematics education, the master of science degrees with options in applied and computational mathematics and applied statistics, and a certificate in applied statistics.

Master of Arts in Mathematics
The MA in Mathematics is for students interested in furthering their mathematical background. It provides the foundation for continued work in mathematics leading to the Ph.D. in mathematics.

Master of Science in Applied and Computational Mathematics
The M.S. in Applied and Computational Mathematics program is designed to prepare students to join the workforce as a consulting mathematician or to pursue doctoral study in computational and industrial mathematics or other computationally-intensive field of study.

Master of Science in Applied Statistics
Vital to a wide variety of disciplines, applied statisticians have found employment in pharmaceutical research and development, government public policy, economic forecasting and analysis, psychometrics, public health research, and many other areas. The mission of the program in applied statistics is to train students to possess the skills necessary for immediate employment and/or provide a course of study that would make further (doctoral) study in statistics, biostatistics, biomathematics, or other related fields feasible. The program provides strong training in statistical analysis and programming, design of scientific studies, and the ability to communicate statistical concepts.

Programs

Master's Programs in Mathematics
• M.A. in Mathematics (p. 179)
• M.A. in Mathematics - Mathematics Education Option (p. 179) (no longer accepting new students)
• M.S. in Applied and Computational Mathematics (p. 179)
• M.S. in Applied Statistics (p. 180)

Certificates in Mathematics
• Secondary Mathematics Certification Option (p. 181)
• Certificate in Applied Statistics (p. 181)
  • Gainful Employment Information: Certificate in Applied Statistic (http://wcupa.edu/gainfulEmployment)

Accelerated Bachelor's to Master's
• B.A. to M.A. in Mathematics (http://catalog.wcupa.edu/undergraduate/sciences-mathematics/mathematics/mathematics-bs)
• B.S. to M.S. in Mathematics - Computational Mathematics Concentration (http://catalog.wcupa.edu/undergraduate/sciences-mathematics/mathematics-bs-computational-mathematics-concentration)
• B.S. to M.S. in Mathematics - Industrial Mathematics Concentration (http://catalog.wcupa.edu/undergraduate/sciences-mathematics/mathematics-bs-industrial-mathematics-concentration)
• B.S. to M.S. in Mathematics - Mathematics Concentration (http://catalog.wcupa.edu/undergraduate/sciences-mathematics/mathematics-bs-mathematics-concentration)

Admissions
All applicants to one of West Chester University’s graduate programs will be held to the graduate admissions requirements (p. 10). When applicable, additional requirements for admission into specific department program(s) may be listed below.

Admission to the M.A. in Mathematics Program

Mathematics Education Option
In addition to meeting the basic admission requirement of the University, applicants must have a bachelor’s degree with a mathematics major or related field. Applicants must schedule an interview with the graduate coordinator prior to enrollment. Deficiencies, as determined by the graduate coordinator, may be removed by successfully completing appropriate course(s). Applicants must submit scores for the general section of the Graduate Record Examination (GRE).

Mathematics Option
In addition to meeting the basic admission requirements of the University, applicants must have a bachelor’s degree in mathematics or a related field. Applicants must schedule an interview with the graduate coordinator prior to enrollment. A full treatment of calculus along with an advanced undergraduate course in modern algebra, linear algebra, differential equations, and geometry is recommended. Deficiencies in these areas may be removed by successfully completing appropriate courses. Applicants must submit scores for the general section of the GRE.

Admission to the M.S. Applied and Computational Mathematics Program
In addition to meeting the general requirements for admission to a graduate program at West Chester University, applicants must have successfully completed the undergraduate calculus sequence, as well as courses in differential equations and linear algebra. Applicants must submit two letters of reference addressing their academic ability, and complete an in-person interview with the Graduate Coordinator.

Admission to the M.S. Applied Statistics Program
In addition to meeting the basic admission requirements of the University, applicants must have knowledge of calculus and linear algebra. Deficiencies, as determined by the program director, may be removed by successfully completing appropriate course(s). Borderline candidates for admission may be required to present GRE scores at the discretion of the program director.

Admission to the Certificate Option in Applied Statistics
In addition to meeting the basic admission requirements of the University, applicants must have at least one undergraduate level (or higher) course in statistics. Deficiencies, as determined by the program director, may be removed by successfully completing an appropriate course.

Policies
All students in graduate programs are held to the academic policies and procedures (http://catalog.wcupa.edu/graduate/academic-policies-procedures) outlined in the graduate catalog (Link to appropriate page). When applicable, additional policies for specific department programs(s) may be listed below.

Requirements for the M.A. in Mathematics Degree
In addition to completing the course requirements, candidates must either pass a comprehensive examination or submit a thesis.

Requirements for the M.S. in Applied and Computational Mathematics Degree
The electronic portfolio is developed cumulatively as the student progresses through curriculum of the program and must be submitted prior to graduation for approval by a faculty committee.
Requirements for the M.S. in Applied Statistics
Degree
Students must achieve a grade of B- or better in the following foundational courses: STA 504* or STA 505, STA 511, and STA 512. Per University policy, students may only repeat at most two total courses and must maintain an overall GPA of 3.0 or higher to remain in good academic standing. (*STA 504 is a 4 credit alternative and will increase the curriculum to 33 credits)

Faculty
Professors
Gail M. Gallitano (ggallitano@wcupa.edu) (1992)
Graduate Coordinator, Mathematics
B.S., Monmouth College; M.S., Farleigh Dickinson University; M.A., M.Ed., Ed.D., Columbia University
Robert J. Gallop (rgallop@wcupa.edu) (2001)
B.S., Pennsylvania State University; M.S., Ph.D., Drexel University
Peter L. Glidden (pglidden@wcupa.edu) (1995)
Chairperson, Mathematics
B.A., College of Wooster, M.A., Ph.D., Columbia University
James McLaughlin (jmlaughlin2@wcupa.edu) (2005)
B.S., University of Ulster; M.S., Queen’s University Belfast; Ph.D., University of Illinois
Viorel Nitica (vnitica@wcupa.edu) (2001)
B.S., M.S., University of Bucharest; Ph.D., Pennsylvania State University
Scott Parsell (sparsell@wcupa.edu) (2009)
B.S., Massachusetts Institute of Technology; M.S., Ph.D., University of Michigan
Randall H. Rieger (rrieger@wcupa.edu) (2000)
B.A., Bowdoin College; M.S., Ph.D., University of North Carolina
Waclaw Szymanski (wszymanski@wcupa.edu) (1985)
M.A., Jagiellonian University (Poland); Ph.D., D.Sc., Polish Academy of Sciences
Lin Tan (ltan@wcupa.edu) (1989)
B.S., M.A., Zhejiang University; M.S., Ph.D., University of California, Los Angeles

Associate Professors
Andreas Aristotelous (aaristotels@wcupa.edu) (2016)
B.S. University of Cyprus; MS Florida Institute of Technology; PhD University of Tennessee, Knoxville
Brian Bowman (bbowmon@wcupa.edu) (2010)
B.S.Ed., West Chester University; M.Ed., Ph.D., University of Delaware
Michael J. Fisher (mfisher@wcupa.edu) (2008)
B.S., Millersville University; M.S., Ph.D., Lehigh University
Shiv K. Gupta (sgupta@wcupa.edu) (1985)
B.S., M.S., Delhi University; M.S., University of Wisconsin; Ph.D., Case Western Reserve University
Clifford A. Johnston (cjohnston@wcupa.edu) (1992)
B.S.E., Mansfield University; M.A., Ph.D., Temple University
Lisa E. Marano (lmarano@wcupa.edu) (2002)
Mathematics
B.A., Rider University; M.S., Ph.D., Lehigh University
Scott McClintock (smclintoc@wcupa.edu) (2007)
B.S., San Jose State University; M.S., M.A., Ph.D., University of Kentucky
Mark A. McKibben (mmckibben@wcupa.edu) (2013)
B.S., M.S., Ph.D., Ohio University

Assistant Professors
Andrew Crossett (acrossett@wcupa.edu) (2012)
B.A., Canisius College; M.A., Ph.D., Carnegie Mellon University
Daniel Robert Ilaria (dilariaw@wcupa.edu) (2011)
B.A., Drew University; Ed.M., M.S., Ph.D., Rutgers University
Kim Johnson (kjohnson2@wcupa.edu) (2013)
B.S., MS.Ed., Millersville University; Ph.D., Pennsylvania State University
Premalatha Junius (pjunius@wcupa.edu) (2014)
B.S., M.S., University of Madras; M.A., Ph.D., University of Northern Colorado
Allison Kolpas (akolpas@wcupa.edu) (2011)
Assistant Chairperson, Mathematics
B.A., Revelle College; M.A., Ph.D., University of California, Santa Barbara
Chuan Li (cli@wcupa.edu) (2016)
BS University of Science and Technology of China; MS Ohio University; PhD University of Tennessee Knoxville
Kathleen M. McAneny (kmcaneny@wcupa.edu) (2014)
B.A., M.A., West Chester University of Pennsylvania; Ph.D., University of Delaware
Rosemary Sullivan (rsullivan@wcupa.edu) (2008)
B.S., Pennsylvania State University; M.S., Ph.D., Lehigh University
Peter Zimmer (pzimmer@wcupa.edu) (2000)
B.S., M.S., University of Wisconsin; Ph.D., University of Kansas

Instructor
Joann H. Kump (jkump@wcupa.edu) (2013)
B.S., Florida State University; M.A.T., Indiana University

Courses
MAT
MAT 500. Fundamentals of Applied Mathematics. 3 Credits.
This course is designed to provide an intense review of the core concepts essential to the study of applied mathematics. Topics include the main theorems of differential and integral calculus; techniques and theorems of vector analysis; sequences and power series; complex arithmetic and elementary complex-valued functions; first-order, second-order, and systems of linear differential equations; matrix algebra and vector spaces. The computer algebra systems Matlab and Mathematica will be introduced as computational tools for these topics. Typically offered in Fall, Spring & Summer.

MAT 503. History of Mathematics. 3 Credits.
Contact department for more information about this course.

MAT 513. Linear Algebra. 3 Credits.
Vectors, vector spaces, determinants, linear transformations, matrices, and bilinear and quadratic forms.
Pre / Co requisites: MAT 513 requires prerequisite of MAT 512.

MAT 514. Theory Of Numbers. 3 Credits.
Contact department for more information about this course.

MAT 515. Algebra I. 3 Credits.
Elements of abstract algebra, groups, commutative ring theory, modules, and associative algebras over commutative rings. Offered in fall of odd-numbered years.
MAT 516. Algebra II. 3 Credits.
A continuation of MAT 515. Vector spaces, representation theory, and Galois theory.
Pre / Co requisites: MAT 516 requires prerequisite of MAT 515. Typically offered in Spring.

MAT 517. Topics In Algebra. 3 Credits.
Contact department for more information about this course. Repeatable for Credit.

MAT 521. Discrete Mathematics & Graph Theory. 3 Credits.
Contact department for more information about this course.
MAT 532. Geometry I. 3 Credits.
This course is a rigorous introduction to geometry from a transformational point of view, emphasizing Euclidean, hyperbolic, and/or projective geometry. Other topics such as Spherical geometry, symplectic geometry, or Affine geometry may be included if time permits.

MAT 533. Geometry II. 3 Credits.
A study of geometry using calculus as our main tool. The course covers the basics of differential geometry: parametrizations, tangent spaces, curvature, geodesics; leading to Stokes theorem and the Gauss–Bonnet theorem. Several examples will be studied in depth, including the sphere and the projective plane (which were introduced in the first course).

MAT 535. Topology. 3 Credits.
Contact department for more information about this course.

MAT 536. Algebraic Topology. 3 Credits.
Contact department for more information about this course.

MAT 541. Advanced Calculus. 3 Credits.
For students with background deficiencies in analysis. Ordinary and uniform limits; sequences of functions; and the Riemann integral. Typically offered in Summer.

MAT 543. Topics in Differential Equations. 3 Credits.
An advanced topics course. Existence and uniqueness theorems, stability theory, singular points, regular singular points, Sturm separation theorem, and the "method of Liapunov.

MAT 545. Real Analysis I. 3 Credits.
A rigorous study of real-valued functions of real variables. Typically offered in Fall.

MAT 546. Real Analysis II. 3 Credits.
Continuation of MAT 545. Pre / Co requisites: MAT 546 requires prerequisite of MAT 545. Typically offered in Spring.

MAT 548. Industrial Mathematics - Continuous Models. 3 Credits.
This course is designed to provide a survey of mathematical concepts, techniques, and numerical algorithms used to study real-world continuous mathematical models. Application areas include population dynamics, climatology, feedback and control systems, traffic flow, diffusion, fluids and transport, and epidemiology. Computer software packages such as Matlab, Mathematica, and Maple will be used in the analysis of the problems. Pre / Co requisites: MAT 548 requires prerequisite of MAT 500. Typically offered in Fall.

MAT 549. Industrial Mathematics - Discrete Models. 3 Credits.
This course is designed to provide a survey of mathematical concepts, techniques, and numerical algorithms used to study real-world discrete mathematical models. Application areas include forestation, particle dynamics, image processing, genetics, queues, efficient call and traffic routing, and optimal scheduling. Computer software packages such as Matlab, Mathematica, and Maple will be used in the analysis of the problems. Pre / Co requisites: MAT 549 requires prerequisite of MAT 500. Typically offered in Spring.

MAT 552. Operations Research. 3 Credits.
This course provides an overview of deterministic operations research methodology including linear, integer, nonlinear, and dynamic programming, and classical optimization problems. The computer algebra system MATLAB and other software will be used as an investigative tool in analyzing the problems that arise. Pre / Co requisites: MAT 552 requires prerequisite of MAT 500. Typically offered in Fall.

MAT 553. Stochastic Modeling. 3 Credits.
This course introduces topics in stochastic optimization and control (including Markov chains, queueing theory, reliability theory, inventory theory, and forecasting), discrete-event and Monte Carlo simulation, and stochastic differential equations. Applications are drawn from manufacturing, finance, logistics, and service systems. The computer algebra system MATLAB and other software will be used as an investigative tool in analyzing these models. Pre / Co requisites: MAT 553 requires prerequisite of MAT 500. Typically offered in Spring.

MAT 554. Scientific Computing. 3 Credits.
This case-study driven course will illustrate the use of computational tools in multiple science and engineering domains. The focus is on using MATLAB and appropriate numerical methods (including solutions of linear and nonlinear algebraic equations, solutions of ordinary and partial differential equations, finite elements, linear programming, optimization algorithms, and fast-Fourier transforms) to assist in investigating mathematical models of phenomena in the physical, ecological, and financial realms. Pre / Co requisites: MAT 554 requires prerequisite of MAT 500. Typically offered in Fall.

MAT 555. Industrial Mathematics Practicum. 3 Credits.
This is a case study, team problem-solving based course focused on solving real-world problems that can be modeled using discrete or continuous mathematics techniques and which emanate from industry. Ideally, the problems would be obtained from partnerships with local industry. Until these relationships develop, extant problems or problems arising in WCU faculty research (in math, physics, biology, geology, finance, etc.) will be used. Pre / Co requisites: MAT 555 requires prerequisites of MAT 548, MAT 549, and one of MAT 552, MAT 553 or MAT 554. Typically offered in Fall, Spring & Summer. Repeatable for Credit.

MAT 575. Complex Analysis I. 3 Credits.
Contact department for more information about this course.

MAT 583. Operations Research & Applied Mathematic. 3 Credits.
Contact department for more information about this course.

MAT 599. Transfer Credits (Graduate). 3-9 Credits.
Contact department for more information about this course.

MTE 501. Fundamental Concepts of Mathematics I. 3 Credits.
Selected topics that reflect the spirit and the content of the modern elementary school mathematics programs. Logic, sets, functions, number systems, integers, number theory, rational numbers, and problem solving, including estimations and approximations, proportional thinking, and percentages.

MTE 502. Fundamental Concepts of Mathematics II. 3 Credits.
A continuation of MTE 501. The real number system, probability, statistics, geometry, measurement (including the metric system), and problem solving. Pre / Co requisites: MTE 502 requires prerequisite of MTE 501.

MTE 507. Foundations of Secondary Mathematics Education. 3 Credits.
Research methods in mathematics education; forces which have shaped mathematics education; classroom implications of 20th-century learning theorists; assessment in the classroom; methods of organizing for instruction; cultural and gender considerations. Typically offered in Summer.
MTE 510. Algebra for the Elementary Teacher. 3 Credits.
Pre / Co requisites: MTE 510 requires prerequisite of MTE 501.
Typically offered in Fall.

MTE 512. Sr. High School Math - Curriculum, Instruction and Assessment. 3 Credits.
This course will focus on the curricula, methods of instruction, and assessment techniques used to
teach mathematics in a senior high school setting. Course topics will include geometries, algebra II, trigonometry, precalculus, and discrete mathematics. Teachers also will explore strategies that can be used to integrate the scientific and graphing calculator, computer, and
the new CD-ROM technologies into the mathematics classroom.
Pre / Co requisites: MTE 512 requires prerequisite of MTE 502.
Typically offered in Spring.

MTE 530. Geometry for the Elementary Teacher. 3 Credits.
Basic concepts in geometry. Euclidean geometry and postulative systems.
Pre / Co requisites: MTE 530 requires prerequisite of MTE 502.
Typically offered in Fall.

MTE 553. Teaching Children Mathematics I. 3 Credits.
In-depth treatment of strategies, methods, and materials for teaching the following concepts in an elementary classroom: place value; addition, subtraction, multiplication, and division of whole numbers; measurement; elementary number theory; geometry; fractions; and integers.
Pre / Co requisites: MTE 553 requires prerequisites of two mathematics courses.
Typically offered in Fall, Spring & Summer.

MTE 555. Teaching Children Mathematics II. 3 Credits.
a continuation of the strategies and methods for teaching the topics covered in MTE 553 extended to real numbers, deeper concepts of geometry in the plane and space, percents, proportional thinking and algebra.
Pre / Co requisites: MTE 555 requires prerequisite MTE 553; field clearances.
Typically offered in Fall, Spring & Summer.

MTE 560. Teaching Algebra In The Secondary School. 3 Credits.
Contact department for more information about this course.

MTE 561. Calculus For Teachers. 3 Credits.
Contact department for more information about this course.

MTE 567. Teaching Geometry In Secondary School. 3 Credits.
Contact department for more information about this course.

MTE 568. Seminar For Second School Math Tchrs. 3 Credits.
Selected topics of current interest in secondary school mathematics for the in-service teacher.
Repeatable for Credit.

MTE 595. Topics in Mathematics Education. 1-3 Credits.
Topics announced at time of offering.
Consent: Permission of the Department required to add.

MTE 599. Independent Study. 1-3 Credits.
Contact department for more information about this course.

MTE 604. Research Seminar. 3 Credits.
This course will focus on the study of research in mathematics education. Contemporary topics of research will be discussed and perused. Students will be expected to report on a topic of research of their choosing. In addition, empirical study and design will be discussed along with data analysis and the reporting of results.

MTE 610. Thesis. 3-6 Credits.
Contact department for more information about this course.

STA

STA 501. Methodologies in Applied Statistics. 3 Credits.
This course will teach the commonly used statistical techniques that are most likely to be encountered in graduate research. Topics will include t-tests, multiple linear regression, ANOVA, chi-squared tests and power/sample size calculations.

STA 504. Mathematical Statistics I with Calculus Review. 4 Credits.
A rigorous treatment of probability spaces and an introduction to the estimation of parameters. This course will also review relevant calculus topics.
Typically offered in Fall.

STA 505. Mathematical Statistics I. 3 Credits.
A rigorous treatment of probability spaces and an introduction to the estimation of parameters.
Typically offered in Fall.

STA 506. Mathematical Statistics II. 3 Credits.
Continuation of STA 505. Correlation, sampling, tests of significance, analysis of variance, and other topics.
Pre / Co requisites: STA 506 requires a prerequisite of STA 505 or STA 504.
Typically offered in Fall.

STA 507. Introduction to Categorical Data Analysis. 3 Credits.
Data-driven introduction to statistical techniques for analysis of data arising from medical and public health studies. Contingency tables, logistic regression survival models, non parametric methods and other topics.
Pre / Co requisites: STA 507 requires prerequisites of STA 511 and STA 512 or permission of instructor.

STA 510. Statistical Methods for Research. 3 Credits.
This course will provide the tools and methods for designing a research project, conducting the research, managing and manipulating a dataset, and finally analyzing data. This course is for students not enrolled in the Applied Statistics Graduate Degree Program. It requires no prior course in statistics or computer science. Topics covered will include: 1. Research Design 2. Basic Statistics 3. Introductory statistical programming using SAS and Excel 4. Statistical Analysis (including t-tests, linear regression, ANOVA, and chi-squared tests) 5. Writing a final report, including graphics, summarizing the results.

STA 511. Intro Stat Computing & Data Management. 3 Credits.
Course will give students the ability to effectively manage and manipulate data, conduct statistical analysis and generate reports and graphics, primarily using the SAS Statistical Software package.
Typically offered in Fall.

STA 512. Principles of Experimental Analysis. 4 Credits.
Course provides technology-driven introduction to regression and other common statistical multivariable modeling techniques. Emphasis on interdisciplinary actions.
Pre / Co requisites: STA 512 requires prerequisite: STA 511 or permission of instructor.
Typically offered in Spring.

STA 513. Intermediate Linear Models. 4 Credits.
Rigorous mathematical and computational treatment of linear models.
Pre / Co requisites: STA 513 requires prerequisites of STA 505 or STA 504, STA 506, STA 511, and STA 512 or permission of instructor.

STA 514. Modern Experimental Design. 3 Credits.
Focusing on recent journal articles, this course will investigate issues associated with design of various studies and experiments. Pharmaceutical clinical trials, case-controlled studies, cohort studies, survey design, bias, causality and other topics.
Pre / Co requisites: STA 514 requires prerequisites of STA 511 and STA 512 or consent of instructor.

STA 521. Statistics I. 3 Credits.
For nonmathematics majors. Emphasis on applications to education, psychology, and the sciences. Distributions, measures of central tendency and variability, correlation, regression and hypothesis testing, and other topics.

STA 531. Topics In Applied Statistics. 3 Credits.
Contact department for more information about this course.
Repeatable for Credit.

STA 532. Survival Analysis. 3 Credits.
This course will provide students with the knowledge and tools to conduct a complete statistical analysis of time to event data. Students will get experience using common methods for survival analysis, including Kaplan–Meier Methods, Life Table Analysis, parametric regression methods, and Cox proportional Hazard Regression. Additional topics include discrete time data, competing risks, and sensitivity analysis.

STA 533. Longitudinal Data Analysis. 3 Credits.
Introduction to the application and theory of models for clustered and longitudinal data.
Course will address the analysis for both continuous and categorical response data. Course will be held in the statistics lab and use the statistical software package SAS. Other software such as R, HLM, SPSS, MIXORMIXREG may be introduced.
Pre / Co requisites: STA 533 requires prerequisites: STA 511, STA 512, STA 507 and STA 513 or permission of Director of M.S. Applied Statistics.
STA 534. Time Series. 3 Credits.
Time series analysis deals with the statistical study of random events ordered through
time. This class will focus on the characteristics inherent in such processes such as repetitive
cycles and deteriorating dependence. Course topics will include seasonal decomposition,
exponential smoothing, and ARIMA models. Emphasis will be placed on real life data analysis
and statistical communication. Data analysis will be done with a variety of programs such as
SAS, R, and Excel.
Pre / Co requisites: STA 534 requires prerequisite of STA 511 and STA 512.

STA 535. Multivariate Data Analysis. 3 Credits.
Multivariate data typically consist of many records, each with readings on two or more
variables, with or without an “outcome” variable of interest. Procedures covered in this course
include multivariate analysis of variance (MANOVA), principal component analysis, factor
analysis and classification techniques.
Pre / Co requisites: STA 535 requires prerequisite: STA 505, STA 506, STA 511, STA 512.

STA 536. Data Mining. 3 Credits.
LEC (0), LAB (0)
The purpose of this course is to give you an introduction to many of the modern techniques
that are used to analyze a wide array of data sets. We will be applying these methods using
the statistical programming language R.

STA 537. Advanced Statistical Programming Using SAS. 3 Credits.
This course will focus on skills and techniques considered essential to advanced SAS
programming. The primary topics covered will be SAS SQL and SAS Macro Programming. Other
advanced topics such as indices, efficient programming techniques, memory usage, graphics,
and using best programming practices will also be covered.
Pre / Co requisites: STA 537 requires a prerequisite of STA 511.

STA 599. Independent Study. 1-3 Credits.
Individual exploration of a topic in statistics.
Typically offered in Fall, Spring & Summer.
Repeatable for Credit.

STA 601. Internship In Applied Statistics. 1-6 Credits.
In cooperation with a regional industrial company student will perform an internship in
applied statistics.
Typically offered in Fall, Spring & Summer.

STA 609. Thesis I. 3-6 Credits.
Preliminary research under the guidance of a mathematics faculty member. Students must
present oral preliminary findings before proceeding to STA 610.
Typically offered in Fall, Spring & Summer.
Repeatable for Credit.

STA 610. Thesis II. 3-6 Credits.
Research project under the guidance of the mathematics faculty.
Pre / Co requisites: STA 610 requires prerequisite of STA 609.
Typically offered in Fall, Spring & Summer.
Repeatable for Credit.

M.A. IN MATHEMATICS

Curriculum

Required Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAT 515</td>
<td>Algebra I</td>
<td>3</td>
</tr>
<tr>
<td>MAT 516</td>
<td>Algebra II</td>
<td>3</td>
</tr>
<tr>
<td>MAT 545</td>
<td>Real Analysis I</td>
<td>3</td>
</tr>
<tr>
<td>MAT 546</td>
<td>Real Analysis II</td>
<td>3</td>
</tr>
<tr>
<td>MAT 532</td>
<td>Geometry I</td>
<td>3</td>
</tr>
<tr>
<td>STA 505</td>
<td>Mathematical Statistics I</td>
<td>3</td>
</tr>
</tbody>
</table>

Electives

A student may choose from among 500-level MAT course offerings, as well as
MTE 507, MTE 508, MTE 512, and MTE 604. A student may select CSC or STA
courses with approval of their advisor.

Capstone Experience

A student may choose one of two different capstone experiences:

Thesis - Student selects MAT 609 and MAT 610, which replace 6 credits of
electives.
Oral Comprehensive Exam in 3 different subject areas.

Total Minimum Credits Required 33

Sample Course Plan

To track their individual degree progress, students are advised to access their Degree Progress Report (DPR) via my WCU and consult
their Graduate Coordinator. For more information, visit wcupa.edu/
DegreeProgressReport.

M.S. IN APPLIED AND COMPUTATIONAL MATHEMATICS

Curriculum

Required Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAT 500</td>
<td>Fundamentals of Applied Mathematics</td>
<td>3</td>
</tr>
<tr>
<td>MAT 548</td>
<td>Industrial Mathematics - Continuous Models</td>
<td>3</td>
</tr>
<tr>
<td>MAT 549</td>
<td>Industrial Mathematics - Discrete Models</td>
<td>3</td>
</tr>
<tr>
<td>MAT 552</td>
<td>Operations Research</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credits Required 33

1 Elective courses to be scheduled in advance on a rotating basis.
MAT 553 Stochastic Modeling 3
MAT 554 Scientific Computing 3
MAT 555 Industrial Mathematics Practicum (MAT 555 must be taken twice) 3
STA 505 Mathematical Statistics I 3
STA 511 Intro Stat Computing & Data Management 3

Electives
One three credit elective must be chosen from one of the following
MAT 514 Theory Of Numbers
MAT 515 Algebra I
MAT 516 Algebra II
MAT 532 Geometry I
MAT 533 Geometry II
MAT 535 Topology
MAT 545 Real Analysis I
MAT 546 Real Analysis II
MAT 575 Complex Analysis I
An additional three credit elective must be chosen from any 500-level mathematics or statistics course not completed from the above list.

Total Credits Required 36

M.S. IN APPLIED STATISTICS

College of the Sciences and Mathematics

Curriculum

After admission to the program, students will be allowed to select the thesis or nonthesis track for the M.S. in applied statistics. The thesis option replaces one of the elective classes and STA 531 with a six-credit thesis, to be initiated after the completion of STA 504 or STA 505 and STA 506.

Non-Thesis Option

Required
STA 505 Mathematical Statistics I 3-4
or STA 504 Mathematical Statistics I with Calculus Review 3
STA 506 Mathematical Statistics II 3
STA 507 Introduction to Categorical Data Analysis 3
STA 511 Intro Stat Computing & Data Management 3
STA 512 Principles of Experimental Analysis 4
STA 513 Intermediate Linear Models 4
STA 514 Modern Experimental Design 3
STA 531 Topics In Applied Statistics 3

Electives
Select two, three-credit electives from a selected area of concentration or STA 601 and one additional three-credit elective from a selected area of concentration

Total Minimum Credits Required 32

Thesis Option

Required
STA 505 Mathematical Statistics I 3-4
or STA 504 Mathematical Statistics I with Calculus Review 3
STA 506 Mathematical Statistics II 3
STA 507 Introduction to Categorical Data Analysis 3
STA 511 Intro Stat Computing & Data Management 3
STA 512 Principles of Experimental Analysis 4
STA 513 Intermediate Linear Models 4
STA 514 Modern Experimental Design 3
STA 609 Thesis I 3-6

STA 610 Thesis II 3-6

Electives
Select one three-credit elective from a selected area of concentration or STA 601 3

Total Minimum Credits Required 32

Sample Course Plan

To track their individual degree progress, students are advised to access their Degree Progress Report (DPR) via my WCU and consult their Graduate Coordinator. For more information, visit wcupa.edu/DegreeProgressReport.

The following is a suggested course sequence for this program; courses offerings and availability are not guaranteed. Students should consult their academic advisor with any questions.

Non-Thesis Option

Year One
Semester One Credits
STA 505 or 504 Mathematical Statistics I 3-4
STA 511 Intro Stat Computing Data Management 3
Credits 6-7

Semester Two Credits
STA 506 Mathematical Statistics II 3
STA 512 Principles of Experimental Analysis 4
Credits 7

Summer Credits
STA 601 Internship In Applied Statistics 1-6
(Optional)
Elective (Optional) 3
Credits 4-9

Year Two
Semester Three Credits
STA 507 Introduction to Categorical Data Analysis 3
STA 513 Intermediate Linear Models 4
Elective (Optional) 3
Credits 10

Semester Four Credits
STA 514 Modern Experimental Design 3
Elective (Optional) 3
Credits 6

Summer Credits
Elective (Optional) 3
Credits 3

1 Can take more than one elective (any STA course numbered STA 531 or above) each summer.

Thesis Option

Year One
Semester One Credits
STA 505 or 504 Mathematical Statistics I 3-4
STA 511 Intro Stat Computing Data Management 3
Credits 6-7

Semester Two Credits
STA 506 Mathematical Statistics II 3
STA 512 Principles of Experimental Analysis 4
Credits 7

Summer Credits
STA 601 Internship In Applied Statistics 3-6
(Optional)
### SECONDARY MATHEMATICS CERTIFICATION OPTION

**College of the Sciences and Mathematics**

Some students pursue certification for Pennsylvania teaching after they graduate with bachelor's degrees from West Chester or other universities. The Department of Mathematics normally accepts equivalent courses from colleges or universities accredited in the United States or their equivalent from schools in other countries. Students seeking post-baccalaureate certification should consult with the appropriate adviser in the Department of Mathematics to see which requirements they have already fulfilled in their undergraduate program and which they need to fulfill to get their teaching certificate. These students should also meet with their adviser to plan their academic progress and to ensure they are keeping up with requirements, and they should meet with an adviser in the Department of Professional and Secondary Education for information on required education courses. Students pursuing post-baccalaureate certification must meet all requirements for formal admission and student teaching.

### CERTIFICATE IN APPLIED STATISTICS

**College of the Sciences and Mathematics**

### Curriculum

**Required**

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>STA 507</td>
<td>Introduction to Categorical Data Analysis</td>
<td>3</td>
</tr>
<tr>
<td>STA 511</td>
<td>Intro Stat Computing &amp; Data Management</td>
<td>3</td>
</tr>
<tr>
<td>STA 512</td>
<td>Principles of Experimental Analysis</td>
<td>4</td>
</tr>
<tr>
<td>STA 514</td>
<td>Modern Experimental Design</td>
<td>3</td>
</tr>
</tbody>
</table>

**Electives**

Select two courses from a selected area of concentration 6

**Total Credits Required** 19

### Sample Course Plan

To track their individual degree progress, students are advised to access their Degree Progress Report (DPR) via my WCU and consult their Graduate Coordinator. For more information, visit wcupa.edu/\DegreeProgressReport.

The following is a suggested course sequence for this program; courses offerings and availability are not guaranteed. Students should consult their academic advisor with any questions.

<table>
<thead>
<tr>
<th>Year One Semester One</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>STA 511 Intro Stat Computing Data Management</td>
<td>3</td>
</tr>
</tbody>
</table>

**Note:** Electives can be taken during various semesters.

### Elective

3

<table>
<thead>
<tr>
<th>Semester Two</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>STA 512 Principles of Experimental Analysis</td>
<td>4</td>
</tr>
</tbody>
</table>

### Year Two Semester Three

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>STA 507</td>
<td>Introduction to Categorical Data Analysis</td>
<td>3</td>
</tr>
<tr>
<td>Elective</td>
<td>Courses (6 credits total) can be taken any time</td>
<td>6</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year Two Semester Four</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>STA 514 Modern Experimental Design</td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Semester Four</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>STA 514 Modern Experimental Design</td>
<td>3</td>
</tr>
</tbody>
</table>

1 Two Electives (6 credits total) can be taken any time during the two-year period.

### SCHOOL OF MUSIC INFORMATION

**College of Arts and Humanities**

Swope Music Building and the Performing Arts Center
West Chester University
West Chester, PA 19383
610-436-2222
610-436-2739
School of Music (http://www.wcupa.edu/music)
Dr. Blair, (tblair@wcupa.edu) Dean
Dr. Martin (mmartin@wcupa.edu), Graduate Coordinator

The School of Music has three departments: Applied Music (combining the areas of instrumental, keyboard, and vocal/choral music); Music Education; and Music Theory, History, and Composition.

**Mission**

The mission of the School of Music at West Chester University is to create a learning environment that provides the highest order of education in all major aspects of music, to establish a foundation for life-long growth in music, and to offer programs and degrees that are tradition based but future oriented. In pursuing this mission, we reaffirm our commitment to diversity within the School of Music. Our faculty members strive to be inspiring teachers as well as musical and intellectual leaders. Further, we endeavor to expand the music opportunities available to all University students and to enhance the quality of our community's musical life.

**Programs of Study**

The School of Music offers programs leading to the master of music degree in music education, performance, music history or music theory/composition, and piano pedagogy. Course selections to meet degree requirements are made by candidates in consultation with their advisers and with consideration of the candidates' goals, abilities, needs, and interests.

**Samuel Barber Institute for Music Educators**

The Samuel Barber Institute for Music Educators offers an innovative combination of traditional academic courses and special subjects seminars featuring nationally renowned leaders in 21st century music education. These courses may be applied to NASM-accredited master's degrees in music education, applied music, piano pedagogy, music history and literature, and music theory as well as meeting requirements for teacher certification renewal and professional growth. Master's degrees in the School of Music may be earned through an intensive four-summer program or a combination of regular semester and summer studies. Contact the coordinator of graduate studies for details on these programs.
Applied Music
(Formerly the departments of Instrumental, Keyboard, and Vocal/Choral Music)

Dr. Hanning, Chairperson

See the Department of Applied Music for more information on programs offered. (p. 83)

Music Education

Dr. Burton, Chairperson

See the Department of Music Education for more information on programs offered. (p. 182)

Music Theory, History, and Composition

Dr. Maggio, Chairperson

See the Department of Music Theory, History, and Composition for more information on programs offered. (p. 188)

Admissions

All applicants to one of West Chester University’s graduate programs will be held to the graduate admissions requirements (p. 10). When applicable, additional requirements for admission into specific department program(s) may be listed below.

In addition to meeting the general requirements for admission to a degree program at West Chester University, music applicants are considered on the basis of academic record, interviews, School of Music Graduate Placement Test, portfolio review in composition, and auditions for performance programs.

Prior to enrollment all applicants must

1. Possess appropriate undergraduate degrees and may be required to remedy not more than 12 credits of deficiency
2. Schedule interviews with the graduate coordinator and appropriate department chairperson in the School of Music.

The areas of concentration, directed electives, and free electives are described fully in a student handbook compiled by, and available from, the graduate coordinator of the School of Music, and on the College of Arts and Humanities website.

During the first semester or summer session in which graduate music courses are taken, each graduate student must take the School of Music Graduate Placement Test. This examination will be administered twice each semester and once during the summer session to allow the greatest degree of accessibility for students and to facilitate student progress through degree curricula.

The examination will assess student competencies in music history/literature and music theory including skills and knowledge of two areas:

1. Music history/literature - styles, forms, and genres of all major periods of music history, representative composers and their works, and philosophical and societal issues relating to music history. This knowledge will be assessed through a combination of written questions and aural listening exam.
2. Music theory - music terminology, part-writing techniques, analysis of harmonic and melodic structures, basic arranging and composition, and aural skills. These skills and knowledge will be assessed through a combination of written and aural questions.

Contact the graduate coordinator for the School of Music for test dates and registration forms for the School of Music Graduate Placement Test.

Each degree candidate is individually responsible for satisfying degree candidacy and graduation requirements stated elsewhere in this catalog and for meeting deadline dates for the May, August, or December graduation, as appropriate.

Policies

All students in graduate programs are held to the academic policies and procedures (http://catalog.wcupa.edu/graduate/academic-policies-procedures) outlined in the graduate catalog. When applicable, additional policies for specific department programs(s) may be listed below.

DEPARTMENT OF MUSIC EDUCATION

College of Arts and Humanities

Swope Music Building and the Performing Arts Center
West Chester University
West Chester, PA 19383
610-436-2222
610-436-2739
Department of Music Education (http://www.wcupa.edu/musicEducation)
Dr. Blair (tblair@wcupa.edu), Dean
Dr. Burton (jburton3@wcupa.edu), (jburton@wcupa.edu) Chairperson
Dr. Martin, (mmartin@wcupa.edu) Graduate Coordinator

Programs

Master’s Program in Music Education

• M.M. in Music Education (p. 185)
• M.M. in Music Education - Kodaly Concentration (p. 186)
• M.M. in Music Education - Music Technology Concentration (p. 186)
• M.M. in Music Education - Orff-Schulwerk Concentration (p. 187)
• M.M. in Music Education - Performance Concentration (p. 187)

Certificates in Music Education

• Kodaly Methodology (p. 188)
  • Gainful Employment Information: Certificate in Kodaly Methodology (http://wcupa.edu/gainfulEmployment)
• Music Technology (p. 188)
  • Gainful Employment Information: Certificate in Music Technology (http://wcupa.edu/gainfulEmployment)
• Orff-Schulwerk (p. 188)
  • Gainful Employment Information: Certificate in Orff-Schulwerk (http://wcupa.edu/gainfulEmployment)
  • (http://www.wcupa.edu/_services/fin_aid/gainfulEmployment/GEDOrffSchulwerk.html)Post-Baccalaureate Teacher Certification in Music Education (p. 188)

Admissions

All applicants to one of West Chester University’s graduate programs will be held to the graduate admissions requirements (p. 10). When applicable, additional requirements for admission into specific department program(s) may be listed below.

Admission Requirements for the Certificate in Kodaly Methodology

Admission requires a baccalaureate degree in music education, an undergraduate overall GPA of 2.8, major field GPA of 3.0, and a completed application for admission to graduate studies (including transcripts and letters of recommendation). Nonmusic education majors with degrees in related fields of study may enter a certificate-only program in Kodaly methodology. Admission requirements include demonstrable music literacy and performance skills with voice or one
instrument; a baccalaureate degree in music performance, music theory, or choral conducting; an undergraduate GPA of 2.8; a major field GPA of 3.0; and a completed application for admission to graduate studies (including transcripts and letters of recommendation).

Admission Requirements for the Certificate in Music Technology
Admission requires a baccalaureate degree in music education, an undergraduate overall GPA of 2.8, a major field GPA of 3.0, and completion of the application for admission to graduate studies (including transcripts and letters of recommendation). Nonmusic education majors may enter a certificate-only program in technology. Admission requirements include a baccalaureate degree in an appropriate field of study (i.e., applied music, music theory, music performance, music business), an undergraduate overall GPA of 2.8, a major field GPA of 3.0, and a completed application for admission to graduate studies (including transcripts and letters of recommendation).

Admission Requirements for the Certificate in Orff-Schulwerk
Admission requires a baccalaureate degree in music education, an undergraduate overall GPA of 2.8, major field GPA of 3.0, and a completed application for admission to graduate studies (including transcripts and letters of recommendation). Nonmusic education majors with degrees in related fields of study may enter a certificate-only program in Orff-Schulwerk. Admission requirements include demonstrable music literacy and performance skills with voice or one instrument; a baccalaureate degree in music performance, music therapy, dance, or movement; an undergraduate GPA of 2.8; a major field GPA of 3.0, and a completed application for admission to graduate studies (including transcripts and letters of recommendation).

Policies
All students in graduate programs are held to the academic policies and procedures (http://catalog.wcupa.edu/graduate/academic-policies-procedures) outlined in the graduate catalog. When applicable, additional policies for specific department programs(s) may be listed below.

Faculty
Professor
J. Bryan Burton (jburton3@wcupa.edu) (1991)
Chairperson, Music Education
B.M., West Texas State University; M.A., Western State College of Colorado; D.M.E., University of Southern Mississippi

Associate Professor
Mark Gregory Martin (mmartin@wcupa.edu) (2011)
Graduate Coordinator, Music Education
B.M.E., Eastern Kentucky University; M.M.A., James Madison University; D.M.A., University of Texas

Assistant Professors
Angela Guerriero (aguerriero@wcupa.edu) (2002)
B.S., M.Ed., M.M., West Chester University; M.A. Immaculata University, Ph.D., Drexel University
Marc M. Major (mmajor@wcupa.edu) (2016)
BS West Chester University; MM Michigan State University; PhD The Ohio State University

Courses

MUE
MUE 500. Methods & Materials Of Research. 3 Credits.

MUE 503. Philosophical Foundations Of Music Educ. 3 Credits.
Historical and philosophical foundations of music education. Application of principles of education to music. Major emphasis on development of a philosophy of the discipline.

MUE 510. Current Trends In Music Education. 3 Credits.
Present practices and emerging developments in music education.

MUE 511. Vitalizing Music In The Elem School. 3 Credits.
Exploration and examination of current pedagogy, materials, and technology available to enhance learning through music in the elementary classroom. Elementary education majors only.

MUE 516. Administrat and Supervis of School Music. 3 Credits.
Administrative problems, curricular content and scheduling, in-service training of teachers, and specialized supervisory techniques for the music curriculum.

MUE 517. Psychology Of Music. 3 Credits.
In-depth study of learning theories as related to music education and the nature of music.

MUE 518. Multicultural Perspectives In Music Educ. 3 Credits.
Understanding the diversity of musical expressions of our planet and the multicultural musical dynamics of American culture; provides music educators with the information, materials and teaching strategies required for the creation and maintenance of a multicultural music curriculum.

MUE 528. Music In Special Education. 3 Credits.
Characteristics of special pupils; adaptation of teaching techniques; materials curriculum.

MUE 536. Children’s Choir Practicum for Music Educators. 3 Credits.
Review, analysis, and practical application of current and developing pedagogy, literature, and materials for teaching and conducting a children’s choir. Students will have the opportunity to observe and conduct a laboratory children’s choir. Instructors will include leading innovative guest faculty who are nationally and internationally recognized for their expertise in this area.

MUE 541. Folk Music According To Kodaly Concept. 3 Credits.
Designed to review and identify folk music genre, identify principle researchers and collections, analyze materials collected and submit project containing all materials.

MUE 542. Brass Essentials for the Music Educator. 3 Credits.
Development of brass performance and pedagogical skills for teaching brass instruments in the elementary and secondary school instrumental program. This course is designed for the non-brass major in-service or pre-service music educator.

MUE 543. Woodwind Essentials for the Music Educator. 3 Credits.
Development of the woodwind performance and pedagogical skills appropriate for teaching woodwind instruments in the elementary and secondary school instrumental program. This course is designed for the non-woodwind major in-service or pre-service music educator.

MUE 544. Guitar Essentials for the Music Educator. 3 Credits.
Development of the guitar performance and pedagogical skills appropriate for teaching guitar in the elementary and secondary school instrumental program. Development of the guitar performance and pedagogical skills appropriate for teaching guitar in the elementary and secondary school instrumental program. This course is designed for the non-guitar major in-service or pre-service music educator.

MUE 547. Choral Conducting Practicum for Music Educators. 3 Credits.
Development of choral conducting skills and choral pedagogy appropriate for teaching advanced choral ensembles in the school music program. This course is designed for the experienced choral music educator.

MUE 548. String Essentials for the Music Educator. 3 Credits.
Development of string performance and pedagogical skills appropriate for teaching string instruments in the elementary and secondary instrumental program. This course is designed primarily for the non-string major in-service or pre-service music educator.

MUE 552. Teaching Ethnic Music. 3 Credits.
Study and analysis of cultural background, musical materials, and performance techniques of music from target cultures. Development of teaching strategies appropriate for public school classrooms. Target cultures will vary. Course may be repeated for credit with permission of Department of Music Education. Repeatable for Credit.
DEPARTMENT OF MUSIC EDUCATION

MUE 560. Kodaly Level I Musicianship Training. 2 Credits.
Designed to develop musicianship for teaching the Kodaly process in primary grades and to develop students’ ability to sing pentatonic literature and basic rhythms at sight in a classroom setting.

MUE 561. Kodaly: Level I Methodology. 2 Credits.
Designed to present lesson-planning strategies for teaching Kodaly-based methodology in the primary grades.

MUE 562. Kodaly: Level II Musicianship Training. 2 Credits.
Designed to develop musicianship for teaching the Kodaly process in intermediate grades and the student’s ability to sing diatonic literature and advanced rhythms at sight in a classroom setting.
Pre / Co requisites: MUE 562 requires prerequisite of MUE 560 or MUE 561.

MUE 563. Kodaly: Level II Methodology. 2 Credits.
Designed to present lesson-planning strategies for teaching Kodaly-based methodology in the intermediate grades.
Pre / Co requisites: MUE 563 requires prerequisite of MUE 560 or MUE 561.

MUE 564. Kodaly: Level III Musicianship Training. 2 Credits.
Designed to develop musicianship skills for teaching the Kodaly process in secondary grades through classical music.
Pre / Co requisites: MUE 564 requires prerequisite of MUE 562 or MUE 563.

MUE 565. Kodaly: Level III Methodology. 2 Credits.
Strategies and materials for listening lessons will be presented as well as teaching techniques for secondary classrooms. Students are expected to submit a 30-35 minute teaching tape for purposes of coordinating all Kodaly teaching skills.
Pre / Co requisites: MUE 565 requires prerequisite of MUE 562 or MUE 563.

MUE 566. Kodaly Conducting. 2 Credits.
Designed to acquaint the student with the application and development of children’s choral literature in performance using composed works of Kodaly and various other composers who have written for children.

MUE 567. Kodaly: Folk Music. 2 Credits.
Designed to review and identify folk song genre, identify principal researchers and collections, analyze materials collected, and submit project containing all materials.

MUE 568. Kodaly: Games And Materials. 2 Credits.
Designed to provide participants with materials for preparing, presenting, and reinforcing rhythmic and melodic concepts through game playing and dances.

MUE 569. Kodaly Final Project. 1 Credit.
The graduate student will prepare and demonstrate his/her ability to teach using developmental and sequential Kodaly methodology. Project will include a written lesson plan, videotaped teaching demonstration, and post conference reflection that demonstrate the graduate student’s ability to satisfy the principles and process of Kodaly methodology to the music classroom. This project is a program culminating activity required to qualify for certification in this methodology.

MUE 570. Orff-Schulwerk: Lev I Basic Musicianship. 2 Credits.
Designed to develop fundamental Orff processes through the acquisition of basic musical skills through pentatonic activities.

MUE 571. Orff Schulwerk: Level I Recorder. 1 Credit.
Designed to develop fundamental Orff processes through elemental proficiency on the soprano recorder.

MUE 572. Orff Schulwerk: Level I Movement. 1 Credit.
Designed to develop fundamental Orff processes through movement, locomotor, dance, descriptive, free improvisation.

MUE 573. Orff Schulwerk: Level II Basic Musicianship. 2 Credits.
Designed to develop theoretical comprehension of the evolution of elemental music through the Baroque period. Liturgical and diatonic modes are used as vehicles in developing harmonic concepts. Admission to program by audition.
Pre / Co requisites: MUE 573 requires prerequisites of MUE 570 and MUE 571 and MUE 572.

MUE 574. Orff Schulwerk: Level II Recorder. 1 Credit.
Designed to develop skills on alto, tenor, and bass recorders through improvisation, accompaniment, and ensemble playing in various styles and historical periods.
Pre / Co requisites: MUE 574 requires prerequisites of MUE 570 and MUE 571 and MUE 572.

MUE 575. Orff Schulwerk: Level II Movement. 1 Credit.
Continued development of movement techniques through improvisation, choreography in set or free focus with either rhythm, music, or dramatic content, or a combination thereof.
Pre / Co requisites: MUE 575 requires prerequisites of MUE 570 and MUE 571 and MUE 572.

MUE 576. Orff Schulwerk: Level III Basic Musicianship. 2 Credits.
Designed to develop comprehension of 20th-century styles, theoretical and performance practices of Western and non-Western music, while using both ethnic and popular means.
Pre / Co requisites: MUE 576 requires prerequisites of MUE 573 and MUE 574 and MUE 575.

MUE 577. Orff Schulwerk: Level III Recorder. 1 Credit.
Continuation of Level II proficiency and exploration of consort materials found in Orff-Schulwerk, Volumes 1-5.
Pre / Co requisites: MUE 577 requires prerequisites of MUE 573 and MUE 574 and MUE 575.

MUE 578. Orff Schulwerk: Level III Movement. 1 Credit.
Continuation of Level II proficiencies; the analysis of ethnic and historical dances with appropriate choreographic notation in set and free form focus or a combination thereof.
Pre / Co requisites: MUE 578 requires prerequisites of MUE 573 and MUE 574 and MUE 575.

MUE 579. Orff Schulwerk: Recorder Ensemble. 1 Credit.
A culmination of recorder instruction, through performance analysis, and discussion into a survey of repertoire suitable for recorder consort and consort with subordinate instruments.
Pre / Co requisites: MUE 579 requires prerequisites of MUE 573 and MUE 574 and MUE 575.

MUE 580. Orff Schulwerk: Movement. 1 Credit.
An in-depth study to develop visual and spatial awareness, coordination and body control, imagination, improvisation, and kinesthetic understanding of musical elements as they interact within the Schulwerk process. Open, as an elective, to students demonstrating proficiency in creative movement, improvisation, and ethnic dance. Admission by audition.
Pre / Co requisites: MUE 580 requires prerequisites of MUE 573 and MUE 574 and MUE 575.

MUE 581. Orff Schulwerk: Instrumentarium Practicum. 1 Credit.
A survey of works by Carl Orff and Gunild Keetman for the instrumentarium which requires advanced performance skills. Open, as an elective, to students demonstrating playing proficiencies using basic techniques or untripped and pitched instruments, as well as improvisational skills. Admission by audition.
Pre / Co requisites: MUE 581 requires prerequisites of MUE 573 and MUE 574 and MUE 575.

MUE 582. Orff Schulwerk Final Project. 1 Credit.
Preparation of Orff-Schulwerk final project. Project will include written and audio-visual documents applying the principles and process of Orff-Schulwerk to the music classroom.

MUE 583. Seminar in Orff Schulwerk. 2 Credits.
Innovations and best practices in the Orff Schulwerk Process. Distinguished guest instructors will provide new direction for music educators.
Pre / Co requisites: MUE 583 requires prerequisites of MUE 570, MUE 571, MUE 572.

MUE 591. Intro Notation, Sequencing & Elec Inst. 3 Credits.
This course covers music notation software, sequencing software and electronic instruments in the elementary and secondary music classroom.

MUE 592. Intro CAI, Multimedia and Internet. 3 Credits.
This course covers computer-assisted instruction, multimedia and the Internet in elementary and secondary music classroom.

MUE 593. Notation for Music Educators. 3 Credits.
This course covers notation software in the music classroom and as a tool for creating original recordings and multimedia files for the Internet and multimedia projects.
Pre / Co requisites: MUE 593 requires prerequisites of MUE 591 and MUE 592.

MUE 594. Sequencing for Music Educators. 3 Credits.
This course covers advanced techniques in sequencing, MIDI theory and digital audio theory pertaining to recording, editing, and playback. Students will acquire the necessary knowledge to make critical judgments about the appropriateness of selected music software and hardware for particular educational applications and platforms. Typically offered in Summer.

MUE 596. Multimedia Authoring Mus Ed. 3 Credits.
This course covers using, creating and editing multimedia lessons for the music classroom. There will be an emphasis on customizing multimedia templates and the development of custom, interactive music lessons.
Pre / Co requisites: MUE 596 requires prerequisites of MUE 591 and MUE 592.
MUE 597. Digital Media for Music Educators. 3 Credits.
This course covers creating and editing digital multimedia for the music classroom with an emphasis on text, graphics, sound and video. Digital media will be integrated into presentation programs and stand-alone formats such as audio and video tape and CD. Pre / Co requisites: MUE 597 requires prerequisites of MUE 591 and MUE 592.

MUE 598. Integrating Music Tech in Classroom. 3 Credits.
This course will cover effective teaching strategies using music technology. Topics will include computer-assisted instruction, multimedia, Internet, notation software, sequencing software and electronic instruments. Pre / Co requisites: MUE 598 requires prerequisites of MUE 591 and MUE 592.

MUE 600. Assessing and Evaluating Musical Learning. 3 Credits.
Review analysis and practical application of print and electronic assessment and evaluation strategies in music education. Strategies and tools will be developed for assessment of musical performance, musical creativity and writing about music and musical experiences in all facets and levels of elementary/secondary school music program. Distance education offering may be available.

MUE 601. Innovations in Elementary Music Education. 3 Credits.
Review analysis and practical applications of current and developing pedagogy, materials, and assessment techniques for the K-6 elementary general music classroom. Instructors will include leading innovative guest faculty who are nationally and internationally recognized for their expertise in this area. May be repeated one time for credit with permission of department.

MUE 602. Innovations in Middle School Music Education. 3 Credits.
Review analysis and practical applications of current and developing pedagogy, materials, assessment techniques for the Grade 5-8 middle school general music classroom. Instructors will include leading innovative guest faculty who are nationally and internationally recognized for their expertise in this area.

MUE 603. Innovations in Instrumental Music Education. 3 Credits.
Review analysis and practical applications of current and developing pedagogy, materials, assessment techniques for the elementary/secondary instrumental music program. Instructors will include leading innovative guest faculty who are nationally and internationally recognized for their expertise in this area.

MUE 604. Innovations in Choral Music Education. 3 Credits.
Review analysis and practical applications of current and developing pedagogy, materials, assessment techniques for the elementary/secondary choral music program. Instructors will include leading innovative guest faculty who are nationally and internationally recognized for their expertise in this area. May be repeated one time for credit with permission of department. Typically offered in Fall, Spring & Summer. Repeatable for Credit.

MUE 605. Innovations in Movement in Music Education. 3 Credits.
Review analysis and practical applications of current and developing pedagogy, materials, assessment techniques for movement activities in the elementary/secondary school general music classroom. Instructors will include leading innovative guest faculty who are nationally and internationally recognized for expertise in this area. May be repeated one time for credit with permission of department.

MUE 679. Special Subjects Seminar. 1-3 Credits.
Contact department for more information about this course. Repeatable for Credit.

MUE 681. Independent Study in Music. 1 Credit.
Individual research under the guidance of a faculty member. Consent: Permission of the Department required to add.

MUE 683. Independent Study in Music. 3 Credits.
Individual research under the guidance of a faculty member. Consent: Permission of the Department required to add.

MUE 691. Research Seminar In Music. 2 Credits.
A research proposal with supporting procedures is developed. Guidance in individual research topics, with tutorial assistance in form and style of research writing. Distance education offering may be available.

MUE 692. Research Report. 2 Credits.
Contact department for more information about this course. Distance education offering may be available.

MUE 693. Music Technology Final Project. 1 Credit.
Preparation of a music technology project is developed in consultation with a faculty advisor. This can be in one of three domains: * Guided research into relevant topics in technology and music education. Students will select an appropriate topic, under advisement, and carry out research and appropriate written document. * Curriculum development. Student will develop the curriculum for a course in music technology * Computer Aided Instruction development. Student will select an appropriate topic, under advisement, and design and build a stand-alone or web-based application.

MUE 698. Recital Research. 1 Credit.
Contact department for more information about this course. Distance education offering may be available.

MUE 999. Transfer Credits (Graduate). 3-9 Credits.
Transfer credit.

M.M. IN MUSIC EDUCATION

College of Arts and Humanities

Curriculum

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUE 500</td>
<td>Methods &amp; Materials Of Research</td>
<td>3</td>
</tr>
<tr>
<td>MUE 503</td>
<td>Philosophical Foundations Of Music Educ</td>
<td>3</td>
</tr>
<tr>
<td>MUE 510</td>
<td>Current Trends In Music Education</td>
<td>3</td>
</tr>
<tr>
<td>Select 6 semester hours in music education</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>Select 3 semester hours in applied music</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Select 3 semester hours in music theory</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Select 3 semester hours in music history</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Select 5 semester hours in free electives</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Select 3 semester hours in concentration electives</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>MUE 698</td>
<td>Recital Research</td>
<td>1</td>
</tr>
<tr>
<td>VOI/AIM/PIA 696</td>
<td>Recital</td>
<td>1</td>
</tr>
</tbody>
</table>

Candidates desiring to pursue the recital option in voice must audition before the voice jury and receive permission to pursue that option before earning 15 graduate semester hours or after completing VOI 543, whichever comes first.

Total Credits Required: 34

All students in M.M. programs in music education also must complete a comprehensive exit examination. Students not holding Level I Certification in music education must complete prerequisite undergraduate work prior to admission into a graduate program that requires Level I Certification.

Sample Course Plan

To track their individual degree progress, students are advised to access their Degree Progress Report (DPR) via my WCU and consult their Graduate Coordinator. For more information, visit wcupa.edu/ DegreeProgressReport.

The following is a suggested course sequence for this program; courses offerings and availability are not guaranteed. Students should consult their academic advisor with any questions.

Research Report Option

<table>
<thead>
<tr>
<th>Year One</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summer</td>
</tr>
<tr>
<td>Cognate Selected from Music History or Music Theory</td>
</tr>
<tr>
<td>Elective</td>
</tr>
<tr>
<td>Applied Music</td>
</tr>
<tr>
<td>Select one of the following MUE Core courses:</td>
</tr>
<tr>
<td>MUE 500</td>
</tr>
<tr>
<td>MUE 503</td>
</tr>
<tr>
<td>MUE 510</td>
</tr>
</tbody>
</table>

Credits 10-11
M.M. IN MUSIC EDUCATION - KODALY CONCENTRATION

College of Arts and Humanities

Curriculum

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUE 500</td>
<td>Methods &amp; Materials Of Research</td>
<td>3</td>
</tr>
<tr>
<td>MUE 503</td>
<td>Philosophical Foundations Of Music Educ</td>
<td>3</td>
</tr>
<tr>
<td>MUE 510</td>
<td>Current Trends In Music Education</td>
<td>3</td>
</tr>
<tr>
<td>MUE 569</td>
<td>Kodaly Final Project</td>
<td>1</td>
</tr>
</tbody>
</table>

Select 18 semester hours in Kodaly (MUE 560-MUE 568) 18
Select 3 semester hours in directed electives 3
Select 3 semester hours in music history 3

Total Credits Required 34

All students in M.M. programs in music education also must complete a comprehensive exit examination. Students not holding Level I Certification in music education must complete prerequisite undergraduate work prior to admission into a graduate program that requires Level I Certification.

Sample Course Plan

To track their individual degree progress, students are advised to access their Degree Progress Report (DPR) via my WCU and consult their Graduate Coordinator. For more information, visit wcupa.edu/DegreeProgressReport.

Four Summer Sequence

Year One

<table>
<thead>
<tr>
<th>Summer</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cognate (History or Theory)</td>
<td>3</td>
</tr>
<tr>
<td>MUE 591 Intro Notation, Sequencing Elec Inst</td>
<td>3</td>
</tr>
<tr>
<td>MUE 592 Intro CAI, Multimedia and Internet</td>
<td>3</td>
</tr>
<tr>
<td>Select one of the following Music Education Core courses:</td>
<td>3</td>
</tr>
<tr>
<td>MUE 500 Methods Materials Of Research</td>
<td></td>
</tr>
<tr>
<td>MUE 503 Philosophical Foundations Of Music Educ</td>
<td></td>
</tr>
<tr>
<td>MUE 510 Current Trends In Music Education</td>
<td></td>
</tr>
</tbody>
</table>

Total Credits Required 12

Year Two

<table>
<thead>
<tr>
<th>Summer</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cognate (History or Theory)</td>
<td>3</td>
</tr>
<tr>
<td>MUE 598 Integrating Music Tech in Classroom</td>
<td>3</td>
</tr>
<tr>
<td>Applied Music</td>
<td>1-2</td>
</tr>
<tr>
<td>Select one of the following Music Education Core courses:</td>
<td>3</td>
</tr>
<tr>
<td>MUE 500 Methods Materials Of Research</td>
<td></td>
</tr>
<tr>
<td>MUE 503 Philosophical Foundations Of Music Educ</td>
<td></td>
</tr>
<tr>
<td>MUE 510 Current Trends In Music Education</td>
<td></td>
</tr>
</tbody>
</table>

Total Credits Required 10-11

Year Three

<table>
<thead>
<tr>
<th>Summer</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Concentration Elective: Technology or Free Elective</td>
<td>2-4</td>
</tr>
<tr>
<td>Applied Music</td>
<td>1-2</td>
</tr>
<tr>
<td>Select one of the following Music Education Core courses:</td>
<td>3</td>
</tr>
<tr>
<td>MUE 500 Methods Materials Of Research</td>
<td></td>
</tr>
</tbody>
</table>
M.M. IN MUSIC EDUCATION - ORFF-SCHULWERK CONCENTRATION

College of Arts and Humanities

Curriculum

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUE 500</td>
<td>Methods &amp; Materials Of Research</td>
<td>3</td>
</tr>
<tr>
<td>MUE 503</td>
<td>Philosophical Foundations Of Music Educ</td>
<td>3</td>
</tr>
<tr>
<td>MUE 510</td>
<td>Current Trends In Music Education</td>
<td>3</td>
</tr>
<tr>
<td>MUE 582</td>
<td>Orff-Schulwerk Final Project</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Select 15 semester hours in Orff-Schulwerk (MUE 570-MUE 581)</td>
<td>15</td>
</tr>
<tr>
<td></td>
<td>Select 3 semester hours of music history</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Select 7 semester hours of free electives</td>
<td>7</td>
</tr>
</tbody>
</table>

Total Credits Required 34

Credit for remedial courses may NOT be counted toward total credits required nor may remedial courses be counted as part of cognate requirements for the degree program.

Completion of degree in four summers presumes:

- No remedial courses are required based on Graduate Admission Test
- Each course has adequate enrollment to be offered
- Course offerings do not significantly conflict

Credit load may be reduced by electing one course during the academic year.

Cognate and core courses are on a regular rotation sequence during both academic year and summer sessions.

M.M. IN MUSIC EDUCATION - PERFORMANCE CONCENTRATION

College of Arts and Humanities

Curriculum

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUE 500</td>
<td>Methods &amp; Materials Of Research</td>
<td>3</td>
</tr>
<tr>
<td>MUE 503</td>
<td>Philosophical Foundations Of Music Educ</td>
<td>3</td>
</tr>
<tr>
<td>MUE 510</td>
<td>Current Trends In Music Education</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Select 6 semester hours in music education</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>Select 3 semester hours in applied music</td>
<td>4</td>
</tr>
</tbody>
</table>

Select 3 semester hours in music theory 3
Select 3 semester hours in music history 3
Select 5 semester hours in free electives 3
Select 3 semester hours in concentration electives 3
MUE 698  Recital Research 1

Applied lesson
VOI/AIM/PIA 696  Recital 1

Candidates desiring to pursue the recital option in voice must audition before the voice jury and receive permission to pursue that option before earning 15 graduate semester hours or after completing VOI 543, whichever comes first.

Total Credits Required 34

All students in M.M. programs in music education also must complete a comprehensive exit examination. Students not holding Level I Certification in music education must complete prerequisite undergraduate work prior to admission into a graduate program that requires Level I Certification.

Sample Course Plan

To track their individual degree progress, students are advised to access their Degree Progress Report (DPR) via my WCU and consult their Graduate Coordinator. For more information, visit wcupa.edu/ DegreeProgressReport.

The following is a suggested course sequence for this program; courses offerings and availability are not guaranteed. Students should consult their academic advisor with any questions.

Year One

<table>
<thead>
<tr>
<th>Summer</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cognate Selected from Music History or Music Theory</td>
<td>3</td>
</tr>
<tr>
<td>Elective</td>
<td>3</td>
</tr>
<tr>
<td>Applied Music</td>
<td>1-2</td>
</tr>
<tr>
<td>Select one of the following MUE Core courses:</td>
<td>3</td>
</tr>
<tr>
<td>MUE 500  Methods Materials Of Research</td>
<td></td>
</tr>
<tr>
<td>MUE 503  Philosophical Foundations Of Music Educ</td>
<td></td>
</tr>
<tr>
<td>MUE 510  Current Trends In Music Education</td>
<td></td>
</tr>
</tbody>
</table>

Year Two

<table>
<thead>
<tr>
<th>Summer</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cognate Selected from Music History or Music Theory</td>
<td>3</td>
</tr>
<tr>
<td>Elective</td>
<td>3</td>
</tr>
<tr>
<td>Applied Music</td>
<td>1-2</td>
</tr>
<tr>
<td>Select one of the following MUE Core courses:</td>
<td>3</td>
</tr>
<tr>
<td>MUE 500  Methods Materials Of Research</td>
<td></td>
</tr>
<tr>
<td>MUE 503  Philosophical Foundations Of Music Educ</td>
<td></td>
</tr>
<tr>
<td>MUE 510  Current Trends In Music Education</td>
<td></td>
</tr>
</tbody>
</table>

Year Three

<table>
<thead>
<tr>
<th>Summer</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUE 503 or 510 (MUE Core)</td>
<td>3</td>
</tr>
<tr>
<td>Applied Music</td>
<td>1-2</td>
</tr>
<tr>
<td>Elective</td>
<td>3-6</td>
</tr>
</tbody>
</table>

Year Four

<table>
<thead>
<tr>
<th>Summer</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Applied Music</td>
<td>1</td>
</tr>
<tr>
<td>MUE 698  Recital Research</td>
<td>1</td>
</tr>
<tr>
<td>Elective</td>
<td>3</td>
</tr>
<tr>
<td>Comprehensive Exit Exam</td>
<td>0</td>
</tr>
</tbody>
</table>
CERTIFICATE IN KODALY METHODOLOGY

College of Arts and Humanities

This program is designed for in-service music educators who wish to upgrade their choral teaching skills in K-12 music classrooms using the materials, musicianship abilities, and instructional processes in a focused program based on the teaching approaches developed by Zoltan Kodaly.

The Kodaly methodology certificate program is designed to be completed in three consecutive summers of study:

First Summer
MUE 560 Kodaly Level I Musicianship Training 2
MUE 561 Kodaly: Level I Methodology 2

Second Summer
MUE 562 Kodaly: Level II Musicianship Training 2
MUE 563 Kodaly: Level II Methodology 2

Third Summer
MUE 564 Kodaly: Level III Musicianship Training 2
MUE 565 Kodaly: Level III Methodology 2

Total Credits Required 18

MUE 566, MUE 567, and MUE 568 may be taken in either the second or third summer of study (after students have successfully completed MUE 560 and MUE 561).

CERTIFICATE IN MUSIC TECHNOLOGY

College of Arts and Humanities

This program is designed for in-service music educators who wish to upgrade their skills in music technology and apply the materials, musicianship skills, and methodologies in a focused program to enhance music learning in all facets of the music curriculum, yet who do not wish to undertake a full master's degree curriculum.

Music Technology Core
MUE 591 Intro Notation, Sequencing & Elec Inst 3
MUE 592 Intro CAI, Multimedia and Internet 3
MUE 598 Integrating Music Tech in Classroom 3

Select One Course from Each Category
Category I:
MUE 593 Notation for Music Educators 3

Category II:
MUE 596 Multimedia Authoring Mus Ed 3
MUE 597 Digital Media for Music Educators 3

Technology Elective
Select one Music Technology elective drawn from the categories above 3

Total Credits Required 18

CERTIFICATE IN ORFF-SCHULWERK

College of Arts and Humanities

This program is designed for in-service music educators who wish to upgrade their skills in the classroom and choral instruction using the materials, musicianship skills, and methodologies in a focused program based on the teaching approaches developed by Carl Orff, yet who do not wish to undertake a full master's degree curriculum.

The Orff-Schulwerk certificate program is designed to be completed in three consecutive summers of study:

First Summer
MUE 570 Orff Schulwerk: Lev I Basic Musicianship 2
MUE 571 Orff Schulwerk: Level I Recorder 1
MUE 572 Orff Schulwerk: Level I Movement 1

Second Summer
MUE 573 Orff Schulwerk: Level II Basic Musicianship 2
MUE 574 Orff Schulwerk: Level II Recorder 1
MUE 575 Orff Schulwerk: Level II Movement 1

Third Summer
MUE 576 Orff Schulwerk: Level III Basic Musicianship 2
MUE 577 Orff Schulwerk: Level III Recorder 1
MUE 578 Orff Schulwerk: Level III Movement 1
MUE 582 Orff-Schulwerk Final Project 1
MUE 583 Seminar in Orff Schulwerk 2

Total Credits Required 18

MUE 579, MUE 580, and MUE 581 may be taken in either the second or third summer of study (after students have successfully completed MUE 571, MUE 572, and MUE 573).

POST-BACCALAUREATE TEACHER CERTIFICATION IN MUSIC EDUCATION

College of Arts and Humanities

The post-baccalaureate teacher certification in music education provides a pathway to Pennsylvania Level I Teacher Certification in Music K-12 for candidates who hold a baccalaureate degree in a music field (performance, music theory and composition, or music history and literature). Students who do not hold a baccalaureate degree in music and do not have a significant number of earned credits in music, such as a minor in music, are better served through enrollment in a second baccalaureate degree program with a major in music education. Each student’s program will be unique as applications and transcripts are examined on an individual basis and an appropriate course of study designed. Completion of this program usually takes from five to eight semesters of full-time study. For further information regarding this process, contact the department chairperson.

DEPARTMENT OF MUSIC THEORY, HISTORY, AND COMPOSITION

College of Arts and Humanities

Swope Music Building and the Performing Arts Center
West Chester University
West Chester, PA 19383
610-436-2222
610-436-2739
Department of Music Theory, History, and Composition (http://www.wcupa.edu/musicTheory)
Dr. Blair (tblair@wcupa.edu), Dean
Dr. Maggio (rmaggio@wcupa.edu), Chairperson
Dr. Martin (mmartin@wcupa.edu), Graduate Coordinator

Return to Music
Programs

Master's Programs in Music Theory, History, and Composition

- M.M. with a Concentration in History and Literature (p. 191)
- M.M. in Music Theory, History and Composition: Concentration in Music Theory and Composition (p. 190)

Admissions

All applicants to one of West Chester University's graduate programs will be held to the graduate admissions requirements (p. 10). When applicable, additional requirements for admission into specific department program(s) may be listed below.

Admission Requirements for the M.M. with a Concentration in History and Literature

In addition to the general requirements for admission to degree programs in music, music history and literature applicants must submit a writing sample and must take the School of Music Graduate Admission Test prior to beginning course work in music history.

Admission Requirements for the M.M. in with a Concentration in Theory and Composition

In addition to the general requirements for admission to degree programs in music, theory/composition applicants must

1. schedule an interview with a faculty committee appointed by the chairperson of the Department of Music Theory, History, and Composition; and
2. demonstrate sufficient pianistic ability, sight singing, and aural perception to meet the demands of the program.

In addition, composition applicants must submit original works showing technical facility in composition.

Policies

All students in graduate programs are held to the academic policies and procedures (http://catalog.wcupa.edu/graduate/academic-policies-procedures) outlined in the graduate catalog. When applicable, additional policies for specific department program(s) may be listed below.

Faculty

Professors
Robert C. Maggio (rmaggio@wcupa.edu) (1991)
Chairperson, Music Theory History and Composition
B.A., Yale University; M.A., Ph.D., University of Pennsylvania

Julian Onderdonk (jonderdonk@wcupa.edu) (2001)
B.A., Bowdoin College; M.A., Ph.D., New York University

Mark T. Rimple (mrimple@wcupa.edu) (2000)
B.Mus., University of the Arts; M.Mus., D.M.A., Temple University

Alexander Rozin (arozin@wcupa.edu) (2002)
B.A., University of California, Berkeley; Ph.D., University of Pennsylvania

Associate Professors
Adam B. Silverman (asilverman@wcupa.edu) (2008)
B.M., University of Miami; M.M., M.M.A., D.M.A., Yale University

Van Stiefel (vstiefel@wcupa.edu) (2006)
B.A., Yale College; M.M., Yale School of Music; Ph.D., Princeton University

Assistant Professors
Jacob Cooper (jcooper@wcupa.edu) (2014)
B.A., Amherst College; M.A., A.D., D.M.A., Yale School of Music

Hayoung Heidi Lee (hlee2@wcupa.edu) (2013)
B.A., M.A., University of Washington; Ph.D., Stanford University

Thomas Winters (twinters@wcupa.edu) (1988)
B.A., Bucknell University; M.A., Ph.D., University of Pennsylvania

Courses

MHL

MHL 501. Style Form & Genre - A Review. 3 Credits.
An introduction to the study of music at the graduate level designed as a survey of Western art music with emphasis on fundamental considerations of form, style, and genre. Typically offered in Spring & Summer.

MHL 510. Collegium Musicum. 1 Credit.
A chamber ensemble specializing in the use of authentic instruments and performance techniques in the music of the Medieval, Renaissance, and Baroque eras. Open by audition. Typically offered in Fall & Spring. Repeatable for Credit.

MHL 610. Topics in Medieval Music. 3 Credits.
Exploration of selected topics in medieval music. Specific topics deal with various aspects of music and musical development during this period. The specific topics and their number will vary with each offering of the course. Taught as a seminar with emphasis placed on student participation and research.

MHL 611. Topics in Renaissance Music. 3 Credits.
Exploration of selected topics in fifteenth and sixteenth-century music. Specific topics deal with various aspects of music and music development during this historical epoch. The specific topics and their number will vary with each offering of the course. Taught as a seminar with emphasis placed on student participation and research.

MHL 612. Topics in Baroque Music. 3 Credits.
Exploration of selected topics in the history of music in the baroque period. Specific topics deal with various aspects of music and musical development during this historical epoch. The specific topics and their number will vary with each offering of the course. Taught as a seminar with emphasis placed on student participation and research.

MHL 613. Topics in Music from 1750 to 1810. 3 Credits.
Exploration of selected topics in the history of music in the classic period. Specific topics deal with various aspects of music and musical development during this historical epoch. The specific topics and their number will vary with each offering of the course. Taught as a seminar with emphasis placed on student participation and research.

MHL 614. Topics in Music from 1810 to 1880. 3 Credits.
Exploration of selected topics in the history of music in the nineteenth century. Specific topics deal with various aspects of music and musical development during this historical epoch. The specific topics and their number will vary with each offering of the course. Taught as a seminar with emphasis placed on student participation and research.

MHL 615. Topics in Music from 1880 to Present. 3 Credits.
Exploration of selected topics in the history of music from the late Romantic to the Present. Specific topics deal with various aspects of music and musical development during this historical epoch. The specific topics and their number will vary with each offering of the course. Taught as a seminar with emphasis placed on student participation and research.

MHL 620. World Music. 3 Credits.
An introduction to the study of tribal, folk, popular, and oriental music and ethnomusicological methodology. Open to music majors and nonmusic majors without prerequisites. Typically offered in Spring.

MHL 622. History of Jazz. 3 Credits.
A survey of the history of jazz, including representative performers and their music. Typically offered in Fall.

MHL 654. History of Opera. 3 Credits.
The composers and their major contributions to the various schools of opera. Typically offered in Spring.
### MUSIC THEORY AND COMPOSITION

#### MHL 655. History Of Orchestral Music. 3 Credits.
How the symphony orchestra developed from the Baroque period to the present in its function, literature, instrumentation, and performance practices.

#### MHL 658. Performance Practices. 3 Credits.
A consideration of the special problems encountered in the stylistic realization and performance of music from the Medieval through the Romantic eras. Particular attention will be focused on original sources, period instruments, and performance problems.

#### MHL 659. Topics In American Music. 3 Credits.
Exploration of selected topics in the history of music in America from 1620 to the present.

#### MHL 679. Topics In Music History I. 3 Credits.
Contact department for more information about this course. Repeatable for Credit.

#### MHL 681. Independent Study In Music. 3 Credits.
Contact department for more information about this course. Repeatable for Credit.

#### MHL 682. Independent Study In Music. 2 Credits.
Contact department for more information about this course. Repeatable for Credit.

#### MHL 683. Independent Study In Music. 3 Credits.
Contact department for more information about this course. Repeatable for Credit.

#### MHL 698. Directed Research In Musicology. 3 Credits.
This course is designed to assist the graduate music history major to focus research pursuits toward formulation of a potentially successful thesis topic.

#### MHL 999. Transfer Credits (Graduate). 3-9 Credits.
Transfer credit.

### MMU

#### MMU 699. Thesis. 3 Credits.
Thesis in Music History, Theory, or Composition.

### MTC

#### MTC 512. Advanced Composition I. 3 Credits.
Free composition in larger forms for ensembles, solo voice and chorus, chamber groups, and orchestra.
Pre / Co requisites: MTC 512 requires prerequisite of MTC 213. Typically offered in Fall & Spring.

#### MTC 513. Advanced Composition II. 3 Credits.
Free composition in larger forms for ensembles, solo voice and chorus, chamber groups, and orchestra.
Pre / Co requisites: MTC 513 requires prerequisite of MTC 213. Typically offered in Fall & Spring.

#### MTC 514. Advanced Composition III. 3 Credits.
Free composition in larger forms for ensembles, solo voice and chorus, chamber groups, and orchestra.
Pre / Co requisites: MTC 514 requires prerequisite of MTC 213. Typically offered in Fall & Spring.

#### MTC 517. Advanced Computer Music. 3 Credits.
Consent: Permission of the Department required to add. Typically offered in Spring.

#### MTC 541. Advanced Orchestration. 3 Credits.
Original composition or arrangement for orchestra. Typically offered in Fall.

#### MTC 542. Music Analysis. 3 Credits.
This course presents an overview of major trends in music analysis including formal analysis, motivic analysis, Roman numeral analysis, set theory, Schenkerian analysis, reductive techniques, theories of music perception, and theories of rhythm and meter. Music examined includes that of the Baroque, Classical, and Romantic eras, as well as early music, atonality, jazz, Broadway, and popular music. Primary goals of the course are to develop students' abilities to read music analyses critically and to develop and improve scholarly prose. Typically offered in Fall.

#### MTC 544. Advanced Counterpoint I. 3 Credits.
Contrapuntal techniques of the 16th century. Typically offered in Fall.

#### MTC 545. Advanced Counterpoint II. 3 Credits.
Continuation of MTC 544. Includes the canon, invertible counterpoint, and fugue. Pre / Co requisites: MTC 545 requires prerequisite of MTC 544. Typically offered in Spring.

#### MTC 561. Jazz Harmony and Arranging. 3 Credits.
Jazz/popular harmony and arranging techniques, including contemporary chord symbols and terminology, and basic voicing for brass, reed and rhythm sections. Typically offered in Fall.

#### MTC 579. Music Theory and Composition Seminar. 1-3 Credits.
Special topics seminar designed to meet specific needs of music majors in the area of theory research.

#### MTC 591. Advanced Chromatic Harmony. 3 Credits.
Graduate level review of tonal harmony. Distance education offering may be available. Typically offered in Fall.

#### MTC 681. Independent Study In Music. 1 Credit.
Individual research under the guidance of a faculty member. Consent: Permission of the Department required to add. Repeatable for Credit.

#### MTC 682. Independent Study In Music. 2 Credits.
Individual research under the guidance of a faculty member. Consent: Permission of the Department required to add. Repeatable for Credit.

#### MTC 683. Independent Study In Music. 3 Credits.
Individual research under the guidance of a faculty member. Consent: Permission of the Department required to add. Repeatable for Credit.

#### MTC 691. Research Seminar In Music. 2 Credits.
A research proposal with supporting procedures is developed. Guidance in individual research topics with tutorial assistance in form and style of research writing. Repeatable for Credit.

#### MTC 697. Thesis. 3 Credits.
Private instruction for Masters Thesis.

#### MTC 698. Research Report. 1 Credit.
Contact department for more information about this course.

#### MTC 699. Musical Composition. 3 Credits.
Private instruction, for graduate majors in composition only.

#### MMU 699. Thesis. 3 Credits.
Thesis in Music History, Theory, or Composition.

### MWS

#### MWS 536. Contemp Applics Of Keyboard Synthesizers. 3 Credits.
A hands-on workshop involving programming techniques for synthesizers and the study of MIDI networks. Performance and composition will be emphasized.

### M.M. IN MUSIC THEORY, HISTORY AND COMPOSITION: CONCENTRATION IN MUSIC THEORY AND COMPOSITION

#### Curriculum

**Required Music Theory Course**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MTC 542</td>
<td>Music Analysis</td>
<td>3</td>
</tr>
</tbody>
</table>

**Area of Concentration**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MTC 512</td>
<td>Advanced Composition I</td>
<td>3</td>
</tr>
<tr>
<td>MTC 517</td>
<td>Advanced Computer Music</td>
<td>3</td>
</tr>
<tr>
<td>MTC 544</td>
<td>Advanced Counterpoint I</td>
<td>3</td>
</tr>
</tbody>
</table>
MTC 579  Music Theory and Composition Seminar  1-3

may substitute one course from concentration electives listed below

**Concentration Electives**

Select two of the following:  6

- MTC 513  Advanced Composition II
- MTC 514  Advanced Composition III
- MTC 541  Advanced Orchestration
- MTC 542  Music Analysis
- MTC 545  Advanced Counterpoint II

**Music History**

Select one MHL course at the 600 level  3

**Free Electives**

Select one free elective  3

**Research Component**

MMU 699  Thesis  3

**Total Credits Required**  30

---

**Sample Course Plan**

To track their individual degree progress, students are advised to access their Degree Progress Report (DPR) via my WCU and consult their Graduate Coordinator. For more information, visit wcupa.edu/DegreeProgressReport.

The following is a suggested course sequence for this program; courses offerings and availability are not guaranteed. Students should consult their academic advisor with any questions.

### Year One

#### Semester One

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MTC 512</td>
<td>3</td>
</tr>
<tr>
<td>MTC 541 or 542</td>
<td>3</td>
</tr>
<tr>
<td><strong>Credits</strong></td>
<td>6</td>
</tr>
</tbody>
</table>

#### Semester Two

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MTC 513 (Free Elective)</td>
<td>3</td>
</tr>
<tr>
<td>MTC 545</td>
<td>3</td>
</tr>
<tr>
<td>MTC 517</td>
<td>3</td>
</tr>
<tr>
<td><strong>Credits</strong></td>
<td>9</td>
</tr>
</tbody>
</table>

### Year Two

#### Semester Three

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MTC 514 or 579</td>
<td>3</td>
</tr>
<tr>
<td>MTC 541 or 542</td>
<td>3</td>
</tr>
<tr>
<td>MTC 544</td>
<td>3</td>
</tr>
<tr>
<td><strong>Credits</strong></td>
<td>9</td>
</tr>
</tbody>
</table>

#### Semester Four

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MHL ## Music History Elective</td>
<td>3</td>
</tr>
<tr>
<td>MMU 699</td>
<td>3</td>
</tr>
<tr>
<td>Thesis Defense (no credit)</td>
<td></td>
</tr>
<tr>
<td><strong>Credits</strong></td>
<td>6</td>
</tr>
</tbody>
</table>

---

**M.M. WITH A CONCENTRATION IN HISTORY AND LITERATURE**

*College of Arts and Humanities*

**Curriculum**

**Required Music Theory Course**

- MTC 542  Music Analysis  3

**Area of Concentration**

Select five courses in music history at the 600 level (other than MHL 698 or MMU 699) with three from the following:  15

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MHL 610</td>
<td>Topics in Medieval Music</td>
</tr>
<tr>
<td>MHL 611</td>
<td>Topics in Renaissance Music</td>
</tr>
<tr>
<td>MHL 612</td>
<td>Topics in Baroque Music</td>
</tr>
<tr>
<td>MHL 613</td>
<td>Topics in Music from 1750 to 1810</td>
</tr>
<tr>
<td>MHL 614</td>
<td>Topics in Music from 1810 to 1880</td>
</tr>
<tr>
<td>MHL 615</td>
<td>Topics in Music from 1880 to Present</td>
</tr>
<tr>
<td>MHL 679</td>
<td>Topics In Music History I</td>
</tr>
</tbody>
</table>

**Free Electives**

May be taken in music history or other areas  6

**Research Component**

- MHL 698  Directed Research In Musicology  3
- MMU 699  Thesis  3

Demonstration of competency in one non-English language

Exit oral examination (including thesis defense)

**Total Credits Required**  30

---

**Sample Course Plan**

To track their individual degree progress, students are advised to access their Degree Progress Report (DPR) via my WCU and consult their Graduate Coordinator. For more information, visit wcupa.edu/DegreeProgressReport.

### Year One

#### Semester One

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MHL ## (any course in music history)</td>
<td>3</td>
</tr>
<tr>
<td><strong>Select one of the following:</strong></td>
<td></td>
</tr>
<tr>
<td>MHL 610</td>
<td>Topics in Medieval Music</td>
</tr>
<tr>
<td>MHL 611</td>
<td>Topics in Renaissance Music</td>
</tr>
<tr>
<td>MHL 612</td>
<td>Topics in Baroque Music</td>
</tr>
<tr>
<td>MHL 613</td>
<td>Topics in Music from 1750 to 1810</td>
</tr>
<tr>
<td>MHL 614</td>
<td>Topics in Music from 1810 to 1880</td>
</tr>
<tr>
<td>MHL 615</td>
<td>Topics in Music from 1880 to Present</td>
</tr>
<tr>
<td><strong>Credits</strong></td>
<td>6</td>
</tr>
</tbody>
</table>

#### Semester Two

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MHL ## (any course in music history)</td>
<td>3</td>
</tr>
<tr>
<td>MTC 517</td>
<td>Advanced Computer Music 3</td>
</tr>
<tr>
<td><strong>Select one of the following:</strong></td>
<td></td>
</tr>
<tr>
<td>MHL 610</td>
<td>Topics in Medieval Music</td>
</tr>
<tr>
<td>MHL 611</td>
<td>Topics in Renaissance Music</td>
</tr>
<tr>
<td>MHL 612</td>
<td>Topics in Baroque Music</td>
</tr>
<tr>
<td>MHL 613</td>
<td>Topics in Music from 1750 to 1810</td>
</tr>
<tr>
<td>MHL 614</td>
<td>Topics in Music from 1810 to 1880</td>
</tr>
<tr>
<td>MHL 615</td>
<td>Topics in Music from 1880 to Present</td>
</tr>
<tr>
<td><strong>Credits</strong></td>
<td>9</td>
</tr>
</tbody>
</table>

### Year Two

#### Semester Three

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MHL 698</td>
<td>Directed Research In Musicology 3</td>
</tr>
<tr>
<td>Free Elective (under advisement)</td>
<td>3</td>
</tr>
<tr>
<td><strong>Select one of the following:</strong></td>
<td></td>
</tr>
<tr>
<td>MHL 610</td>
<td>Topics in Medieval Music</td>
</tr>
<tr>
<td>MHL 611</td>
<td>Topics in Renaissance Music</td>
</tr>
<tr>
<td>MHL 612</td>
<td>Topics in Baroque Music</td>
</tr>
<tr>
<td>MHL 613</td>
<td>Topics in Music from 1750 to 1810</td>
</tr>
<tr>
<td>MHL 614</td>
<td>Topics in Music from 1810 to 1880</td>
</tr>
<tr>
<td>MHL 615</td>
<td>Topics in Music from 1880 to Present</td>
</tr>
<tr>
<td><strong>Credits</strong></td>
<td>9</td>
</tr>
</tbody>
</table>

#### Semester Four

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MHL 698</td>
<td>Directed Research In Musicology 3</td>
</tr>
<tr>
<td>Free Elective (under advisement)</td>
<td>3</td>
</tr>
</tbody>
</table>

---
DEPARTMENT OF NURSING

College of Health Sciences

222 Strozubecker Health Sciences Center
West Chester University
West Chester, PA 19383
610-436-2219
Department of Nursing (http://www.wcupa.edu/nursing)
Dr. Mackey (cmackey@wcupa.edu), Chairperson
Dr. Schlamb (cschlamb@wcupa.edu), Graduate Coordinator
Dr. Mraz (mmraz@wcupa.edu), Assistant Chairperson and Graduate Coordinator – School Nurse Certification

Mission

The mission of the Department of Nursing at West Chester University is to provide high quality professional degree education in nursing. The baccalaureate program prepares graduates for entry into nursing practice. The master’s program prepares graduates for advanced practice in adult health/gerontology or nursing education and the post-master's doctor of nursing practice prepares advanced practice nurses to fully implement evidence-based findings into clinical practice. The goal of the department is to prepare nurses for leadership and advocacy in health promotion, disease prevention and health restoration of individuals, families and communities. Graduates of these nursing program will be professionals capable of assuming leadership in present and emerging health care roles, citizens who contribute to society, and who are committed to life-long learning and personal development.

Programs of Study in Nursing

The Department of Nursing offers programs leading to the Doctor of Nursing Practice and the Master of Science in Nursing.

The Doctor of Nursing Practice (D.N.P.) is a practice-oriented program of study that provides the terminal academic preparation for advanced nursing practice. Graduates of this program will be qualified to assume leadership roles in a variety of settings: management of quality initiatives, executives in health-care organizations, directors of clinical programs, and faculty positions responsible for clinical program delivery and clinical teaching. The program is offered in a distance-education format, with the exception of the first two-credit course which is offered on campus.

At the end of the D.N.P. program, the graduate will be able to:

1. Utilize collaborative leadership skills on inter- and intra-professional teams to foster effective communication, enrich patient outcomes, and foster change in healthcare delivery systems
2. Integrate evidence-based strategies to ensure safety and quality healthcare for patients, populations, and communities
3. Evaluate information systems, considering ethical and regulatory issues to improve patient care and health-care systems
4. Assess policies, trends, and forces influencing healthcare policy to design, implement, and evaluate the effect on future patient outcomes
5. Analyze the scope of healthcare economics and key information sources as they affect health care for patients and populations
6. Conduct a comprehensive systematic assessment of health and illness parameters incorporating diverse and culturally sensitive approaches

The M.S. in Nursing (M.S.N.) will offer a choice of instructional focus after completing the eight core component courses in the graduate program: adult-gerontology clinical nurse specialist (CNS) or nursing education. Graduates of the adult-gerontology CNS track will be eligible to take the American Nurses Credentialing Center (ANCC) certification exam in adult gerontology. Graduates of the nursing-education track will be eligible to take the National League for Nursing (NLN) certified nurse educator exam. The program will be offered in a combination of face-to-face, hybrid, and distance-education formats.

At the end of the M.S.N. program, the graduate will be able to:

1. Synthesize philosophy, theory, content, and methods of nursing science as a basis for advanced nursing practice
2. Demonstrate advanced clinical skills in society including culturally diverse and/or medically underserved individuals and aggregates
3. Assume beginning roles in education or administration
4. Design healthcare strategies in which nurses contribute to the health promotion and disease prevention of individuals and aggregates
5. Evaluate healthcare issues, trends, and policies
6. Pursue and evaluate professional development as a continuing professional learner
7. Collaborate with interdisciplinary groups in the community for the purpose of healthcare planning to achieve the objectives of Healthy People 2020
8. Acquire a foundation for doctoral study in nursing
9. Assume the role of advocate in healthcare settings to promote accessibility of health-care services and to enhance quality of care
10. Demonstrate a philosophy of nursing that reflects commitment to social justice and the advancement of nursing science
11. Participate in scientific inquiry directed to the healthcare needs of populations as well as individuals and families

Programs

Degrees in Nursing

- Doctor of Nursing Practice (D.N.P.) (p. 196)
- Master of Science in Nursing (M.S.N.) - Nursing-Education Track (p. 197)
- Master of Science in Nursing (M.S.N.) - Adult-Gerontology CNS Track (p. 196)

Certificates in Nursing

- School Nurse Certification (p. 197)

Admissions

All applicants to one of West Chester University’s graduate programs will be held to the graduate admissions requirements (p. 10). When applicable, additional requirements for admission into specific department program(s) may be listed below.

D.N.P. Admission Requirements

In addition to meeting the general requirements for admission to a graduate program at West Chester University, applicants must have an earned master’s degree in nursing in an advanced nursing practice specialty from a nationally accredited program. Advanced practice is defined as direct-care specialization (e.g., nurse practitioner, clinical nurse specialist, nurse anesthetist, nurse midwife) or indirect care specialization (nursing administration, nursing informatics). The curriculum recognizes attainment of the advanced-practice specialty master’s degree.

Advanced practice nurses must be certified by a nationally recognized certifying agency (e.g. ANCC or AANP).

Nurse Educators must hold the credential of Certified Nurse Educator (CNE) which is the National League of Nursing’s (NLN) certification credential for Nurse Educators prior to admission.

Applicants must have a GPA of at least 3.0 on a 4.0 scale and be a licensed registered nurse in their state. Prerequisite courses would
include a graduate research course and a statistics course at the graduate or undergraduate level.

Applicants must submit two letters of reference addressing the student’s academic ability and professional competence, as well as complete a telephone or in-person interview with the program coordinator.

M.S.N. Admission Requirements
The minimum admission standards for the Department of Nursing are a B.S.N. degree from a National League for Nursing Accrediting Commission (NLNAC) or a Commission on Collegiate Nursing Education (CCNE) accredited program, an undergraduate GPA of at least 2.8, a course in statistics, a course in physical assessment, current licensure as a registered nurse (Pennsylvania licensure required prior to the clinical practicum), at least two years of recent full-time experience as a nurse providing direct clinical care, and two letters of recommendation from individuals familiar with the applicant’s academic and/or professional qualifications. RN applicants with a bachelor’s degree in another discipline may apply for the M.S.N. and will be evaluated on an individual basis.

Policies
All students in graduate programs are held to the academic policies and procedures (http://catalog.wcupa.edu/graduate/academic-policies-procedures) outlined in the graduate catalog. When applicable, additional policies for specific department programs(s) may be listed below.

Special Requirements for the M.S.N. and D.N.P. Programs

Insurance. Students are required to carry liability insurance coverage in the amount of $1,000,000/$3,000,000 when enrolled in nursing courses having a clinical component.

CPR Certification. Students enrolled in nursing courses having a clinical component are required to be currently certified by the American Red Cross, American Heart Association, or other acceptable resource in life support (two-person) cardiopulmonary resuscitation. The CPR course must include resuscitation of infants and children.

Health Requirements. Students enrolled in nursing courses having a clinical component must provide the Department of Nursing with evidence of a current (within one year) health assessment performed by a physician or certified nurse practitioner. Documentation of immunity to Rubella, rubeola, measles, mumps, poliomyelitis, tetanus, diphtheria, hepatitis B, varicella, and TB testing is required.

Substance-Abuse Policy. Students are expected to perform unimpaired. Students must comply with substance abuse testing policies of the agencies that they are affiliated with for practicum or Capstone courses. Students should have a negative substance abuse test result.

TB Testing. In order to comply with agency requirements, a 2 step tuberculin skin test will be required for all students prior to practicum or Capstone courses. Additional testing may be required for students testing positive for TB exposure to verify that the student does not have active TB.

Background Check. Students will be required to complete a background check prior to practicum or Capstone courses as a requirement imposed by clinical agency.

Faculty

Graduate Nursing Faculty

Professors
Janet S. Hickman (jhickman@wcupa.edu) (1992)
B.S.N., University of Bridgeport; M.S.N., Northern Illinois University; Ed.D., Temple University

Charlotte Mackey (mackey@wcupa.edu) (1998)
Chairperson, Graduate Nursing
B.S.N., Eastern College; M.S.N., D.Ed., Widener University

Associate Professors
Edward Mackey (emackey@wcupa.edu) (2009)
B.S., Eastern College; M.S., St. Joseph's University; M.S.N., West Chester University; Ph.D., Northcentral University

Cheryl Ann Monturo (cmonurt@wcupa.edu) (2005)
B.S.N., William Paterson University; M.S.N., Ph.D., University of Pennsylvania

Megan Ann Mraz (mmraz@wcupa.edu) (2008)
Graduate Coordinator, Undergraduate Nursing
Assistant Chairperson, Undergraduate Nursing
B.S.N., M.S.N., West Chester University; Ph.D., Duquesne University

Christine Thomas (cthomas@wcupa.edu) (1999)
B.S.N., Allentown College of St. Francis; M.S.N., Indiana University of Pennsylvania; D.N.S., Widener University

Assistant Professors
Jacquelyn M. Owens (jowens@wcupa.edu) (2014)
B.S., University of Delaware; M.S., Syracuse University; D.N.P., Thomas Jefferson University

Norine Pulliam (npulliam@wcupa.edu) (2016)
BAN West Chester University; MSN West Chester University

Cheryl Schlamb (cschlamb@wcupa.edu) (2006)
Graduate Coordinator, Undergraduate Nursing
B.S.N., University of Pittsburgh; M.S.N., University of Pennsylvania; D.N.P., CRNP, Case Western Reserve University

Veronica Wilbur (vwilbur@wcupa.edu) (2016)
BSN University of Delaware; MSN Widener University; PhD Widener University

Courses

NSG

NSG 502. Perspectives of School Nursing. 4 Credits.
This course examines the structure of the educational organization issues that specifically affect the certified school nurse and impact the student in the learning environment. Emphasis will be placed on the school nurse’s responsibility to enhance the student’s ability to learn in relation to promotion, restoration, and maintenance of health. Pre / Co requisites: NSG 502 requires a corequisite of NSG 501.

NSG 509. Public Health Nursing Administration. 3 Credits.
Principles of administration, leadership, and organization related to the delivery of community health nursing care. Organizational, management, power, decision-making, motivational, and change theories will be examined in relationship to the community health nurse administrator.

NSG 510. Nursing Administration in Public Health Nursing Settings. 3 Credits.
Examination of management skills for nurse-administrators in a service setting in community health. Includes both classroom and clinical practicum administrative experience, as well as seminars with other students enrolled. Focus is community health nursing throughout. Pre / Co requisites: NSG 510 requires prerequisite of NSG 509.

NSG 512. Legal Mandates Of School Nursing. 3 Credits.
This course examines the structure of the educational organization and legal issues that specifically affect the certified school nurse and impact the student in the learning environment. Emphasis will be placed on the school nurse’s responsibility to enhance the student’s ability to learn in relation to promotion, restoration, and maintenance of health.

NSG 517. Selected Topics In Nursing. 1-6 Credits.
An in-depth study of selected, current topics relevant to the development of nursing majors. This course will emphasize the critical analysis of current topics that impact on professional nursing. Each student will develop a commitment to reading and critiquing nursing research in professional journals as part of the teaching-learning process. Repeatable for Credit.
DEPARTMENT OF NURSING

NSG 523. Suggestive Therapeutics for the Practicing Healthcare Professional. 3 Credits.
This course will provide a practical framework for the healthcare professional to structure suggestions and pattern communication with patients. Participants in this level will be able to effectively utilize suggestion in a variety of situations. The most recent innovations and research in the field will be presented and a variety of approaches will be synthesized into a comprehensive approach to the practice of suggestive therapeutics.

NSG 530. Nursing Theories & Issues. 3 Credits.
Exploration of a variety of theories and current issues that affect nursing practice, education, and administration.
Distance education offering may be available.

NSG 531. Healthcare Policy, Finance & Organization. 3 Credits.
This course will introduce students to the concepts and tools of health policy development as well as the skills necessary to be an effective policy analyst. The course will address healthcare finance and organization for the advanced practitioner.
Distance education offering may be available.

NSG 532. Pathophysiology for Advanced Practice Nursing. 3 Credits.
This course is designed to explore pathophysiological concepts beginning at the cellular level and proceeding through major body systems. Emphasis will be placed on pathophysiological changes across the lifespan. This course analyzes the signs and symptoms of various diseases enabling the student and advanced practice nurse to identify the mechanisms of disease and the clinical manifestations of those diseases so that rational therapies and interventions can be designed and implemented based on the pathophysiological changes. Appropriate screening and diagnostic laboratory evaluative methods will also be included.
Distance education offering may be available.

NSG 533. Physical Assessment for APNs. 4 Credits.
This course combines comprehensive theoretical and laboratory experience to enable the nurse in advanced practice to complete a holistic health assessment of the client. Opportunity is provided to enhance the participant’s ability to collect relevant data via use of appropriate interviewing methods, developmental and physical assessment techniques, critical thinking, and psychomotor skills (two hours, lecture; three hours, laboratory).

NSG 534. Pharmacology for APN. 3 Credits.
This course will build upon the pharmacological knowledge acquired at the baccalaureate level. This course will introduce the advanced practice nurse to pharmacologic concepts utilized in advanced practice roles. Clinical decision making is applied as students explore pharmacologic aspects of disease management. Communication is encouraged and required through in-class discussion and written assignments.
Distance education offering may be available.

NSG 535. Population-based Health Promotion. 3 Credits.
An overview of the epidemiological model of disease causation. Various epidemiological study designs and their applications will be presented.
Distance education offering may be available.

NSG 536. Evidence Based Practice Research. 4 Credits.
Critical analysis of research design and outcomes, using existing nursing research studies from the professional literature and existing computerized simulated research to develop skill in research modalities.
Distance education offering may be available.

NSG 537. Bioethical Decision Making in Health Care. 3 Credits.
This is a core course in the Master of Science Nursing Program. Students will examine ethical principles, theories and concepts affecting clinical practice. Using these principles, students will focus on the identification, articulation and planned action for ethical concerns of the patient, family, healthcare provider, system, community and public policy levels.
Distance education offering may be available.

NSG 541. History & Philosophy of Higher Education & Nsg Education. 3 Credits.
This course is designed as an introduction to nursing education. The course examines historical and current philosophies of education which impact nursing education. The history of nursing education is examined and discussed in relation to current and future trends in nursing education. Philosophical similarities and differences between higher education and nursing education models are examined from a historical perspective with emphasis on the present and future state of nursing education. External and internal factors and issues influencing nursing education are discussed.
Distance education offering may be available.

NSG 542. Curriculum Development & Design in Nursing Education. 3 Credits.
This course is designed to examine the theory and practice of curriculum development as a group process, synthesizing basic principles of curriculum in nursing education. Distance education offering may be available.

NSG 543. Measurement & Evaluation in Nursing Education. 3 Credits.
This course will focus on the application of principles of measurement and evaluation within nursing education. Practical experiences will include the construction and evaluation of classroom tests and clinical assessment instruments, as well as interpretation of standardized tests used within nursing education. Current trends and issues related to evaluation will be discussed.
Distance education offering may be available.

NSG 544. Teaching Strategies for Classroom & Clinical Settings. 3 Credits.
The course explores the various teaching strategies used in nursing classroom and clinical settings for students with diverse needs. The course is designed to prepare students to facilitate learning in these settings. It will provide the student with the opportunity to synthesize and integrate educational theories, research and curriculum planning and evaluation into the role of nurse educator. The course will facilitate the student’s examination of the teaching-learning process and skills in professional nursing. The use of information technologies to support the teaching-learning process will also be explored.
Pre / Co requisites: NSG 544 requires prerequisites of NSG 530, NSG 531, NSG 532, NSG 533, NSG 541, and NSG 542.

NSG 545. Nursing Education Teaching Practicum. 3 Credits.
Examination of the teaching-learning process and skills in professional nursing, with emphasis on baccalaureate or in-service education. Includes both classroom and clinical practicum teaching experience, as well as seminars with other students enrolled. Focus is community health nursing throughout.
Pre / Co requisites: NSG 508 requires prerequisite of NSG 507.

NSG 551. Wellness & Health Promotion. 2 Credits.
This course provides an opportunity to integrate theory and practice which prepares students for advanced nursing practice as an adult/gerontology clinical nurse specialist (CNS). Students use theories from nursing and other sciences to plan, manage and evaluate direct care services provided to adults and families in community settings. Clinical experiences focus on case management, including advanced assessment, diagnosis, planning, and evaluation as it relates to wellness, health promotion and maintenance in this population. Opportunities for interprofessional experience are provided. Students participate in faculty led seminars discussing current topics related to the clinical focus areas with emphasis on clinical decision-making skills. Advance Practice Registered Nurses (APRN) mentor students in a clinical practice setting (Clinical practicum Wellness Promotion)
Pre / Co requisites: NSG 551 requires prerequisites: NSG 530, NSG 531, NSG 532, NSG 533 and NSG 534.

NSG 552. Management of Adults with Acute & Chronic Illness. 3 Credits.
This course provides an opportunity to integrate theory and practice which prepares students for advanced nursing practice as adult/gerontology clinical nurse specialist (CNS). Students use theories from nursing and other sciences to plan, manage and evaluate direct care services provided to adults and families in all institutional and community settings. Clinical experience focuses on case management, including advanced assessment, diagnosis, planning, and evaluation as it relates to the management of acute and chronic comorbidities in this population. Opportunities for interprofessional experience and collaborative practice are provided. Students participate in faculty led seminars discussing current topics related to the clinical focus areas with emphasis on clinical decision-making skills. Advance Practice Registered Nurses (APRN) mentor students in a clinical practice setting.
Pre / Co requisites: NSG 552 requires prerequisites: NSG 530, NSG 531, NSG 532, NSG 533 and NSG 534.
NSG 553. Management of Adults with Complex Acute & Chronic Illness. 3 Credits.
This course provides an opportunity to integrate theory and practice which prepares students for advanced nursing practice as an adult/gerontological clinical nurse specialist (CNS). Students use theories from nursing and other sciences to plan, manage and evaluate direct care services provided to adults and families in acute care and long term care institutional settings. Clinical experience focuses on case management, including advanced assessment, diagnosis, planning, and evaluation as it relates to the management of acute and complex chronic comorbidities in this population. Opportunities for multidisciplinary and collaborative practice are provided. Students participate in faculty led seminars related to the clinical focus areas with emphasis on clinical decision-making skills. Advance Practice Registered Nurses (APRN) mentor students in a clinical practice setting. Pre / Co requisites: NSG 553 requires prerequisites: NSG 530, NSG 531, NSG 532, NSG 533 and NSG 534.

NSG 554. APN Adult Health/Gero Theories of Normal Aging. 3 Credits.
As the percentage of the aging population grows the need to understand the aging process increases and has become a priority for public health. This course will present in-depth analysis of aging theories (various developmental, biological, physiological, psychological, and social) and how they explain the process of normal aging and disease development. Students will discuss the major theoretical themes, clinical perspectives for theory application, and identify trends and topics in modern aging research. The defined population of the adult-gerontology CNS practice to be discussed in this course includes young adults (including late adolescents and emancipated minors), adults and older adults (including young-old, old and old-old adults). Distance education offering may be available.

NSG 555. APN Adult Health/Gero Theories of Differential Diagnosis. 3 Credits.
This course provides didactic content to prepare the CNS to provide primary and/or acute care to older adults. From a case study approach students will examine advanced nursing management of health, illness, and disease states in older adults as compared to younger adults. Content addresses differential diagnosis and management of common health problems, including appropriate physical assessment, diagnostic procedures, laboratory tests, and follow-up care for patients with both acute and chronic conditions. Students use evidence-based care and clinical guidelines to provide safe, holistic and cost effective care to the adult and geriatric patient in variety of healthcare settings. Distance education offering may be available.

NSG 556. APN Adult Health/Gero Health Illness Transitions. 3 Credits.
This course introduces Transitions Theory as the underpinning for the constantly shifting healthcare needs of individuals across the age continuum (from late adolescence to older age) and in a variety of settings. After a brief introduction, learning will occur through application of this theory to a variety of developmental, situational and health-illness transitions. Distance education offering may be available.

NSG 701. Transition to Doctoral Study. 2 Credits.
Students address the evolution of the doctorate and its development in the nursing profession. Current and future practice issues that affect the advanced practice nurse are examined. Analysis of the PhD, DNS, and DNP are explored. Driving forces leading to the need for the Doctorate of Nursing Practice (DNP) are considered along with evidence-based findings from nursing leaders and organizations. A dialogue about the DNP Project is introduced. Consent: Permission of the Department required to add. Typically offered in Fall & Spring.

NSG 702. Leadership for Advanced Nursing Practice. 3 Credits.
Students examine the role development of advanced practice nursing, including a strong focus on ethical practice. Theoretical leadership concepts are synthesized in relation to personal and professional values. Emphasis is on working with multiple disciplines and on leading multiple and diverse constituencies. Issues of creativity, power, innovation, communication, negotiation, conflict resolution, and resources management are addressed. Distance education offering may be available.

NSG 703. Healthcare Policy and Advocacy. 3 Credits.
Students explore the roles and accountability of healthcare providers in responding to the health and social needs of the public and shaping health policy. The course introduces students to the concepts and tools of health policy development and the skills necessary to be an effective health policy analyst and advocate. Distance education offering may be available. Typically offered in Fall & Summer.

NSG 704. Analytical Methods for Evidence Based Practice in Healthcare I. 3 Credits.
Students utilize analytic methods to critique existing literature and other evidence to implement the best evidence for practice. Methods of designing processes to evaluate outcomes of practice, practice patterns, and systems of care within a practice setting are explored. Distance education offering may be available. Typically offered in Fall & Spring.

NSG 705. Analytical Methods of Evidence Based Practice II. 3 Credits.
Students design and evaluate quality improvement methodologies to promote safe, timely, effective, efficient, equitable and patient-centered care. Quantitative and qualitative data collection and analysis is covered. Emphasis is placed on applying relevant findings to affect practice guidelines and improve quality in practice and the practice environment. Pre / Co requisites: NSG 703 requires a prerequisite of NSG 704. Distance education offering may be available. Typically offered in Fall & Summer.

NSG 706. Nursing Ethics in Clinical Practice & Leadership. 3 Credits.
Students examine ethical principles and legal precedents affecting clinical practice and health care policy. Strategies to assist in the resolution of current ethical issues within a student’s particular practice or research area are developed through the application of select theories and concepts. Ethical issues are addressed through a case-based approach. Distance education offering may be available. Typically offered in Fall & Spring.

NSG 707. Healthcare Economics for the Advanced Practitioner. 3 Credits.
Students describe the scope of healthcare economics and key information sources as they affect the advanced practitioner. Highlights of the characteristics of healthcare financing and the quality of health economics financing are explored. Distance education offering may be available. Typically offered in Fall & Spring.

NSG 708. Program Evaluation. 3 Credits.
Students review evaluation methods best suited for professionals in leadership roles. Standards of evaluation, planning designs and approaches are examined. Students examine methodologies for classifying interventions and outcomes and for evaluating the quality of healthcare delivered to individual clients and aggregates. Issue related to the implementation of outcome and quality management programs are explored. Distance education offering may be available. Typically offered in Spring & Summer.

NSG 709. Nursing Informatics. 2 Credits.
Students use information systems and technology, and provide leadership, to support and improve patient care and healthcare systems. Emphasis is on the knowledge and skills expected of a DNP graduate in analysis of technology, design and selection of information systems, proficiency in quality improvement technologies and evaluation of patient care systems. Related ethical, regulatory, and legal issues are discussed. Distance education offering may be available. Typically offered in Spring & Summer.

NSG 810. DNP Project Seminar I. 4 Credits.
Students identify and begin the development of their DNP Project, which focuses on a clinical practice problem. This project should be appropriate with the domain of scholarship of the student. This process begins with the formulation of a problem statement, a synthesis of the literature, methods to be used, anticipated analysis and potential implications for the project. The DNP Project team guides students in making a contribution applicable to their practice setting, community, and/or career focus. For successful completion of NSG 810, student expectations include: completion of a written DNP Project proposal and application for protection of human subjects/Institutional Review Board (IRB). Pre / Co requisites: NSG 810 requires prerequisites of NSG 701, NSG 702, NSG 703, NSG 704, NSG 705, NSG 706, NSG 707, NSG 708, and NSG 709. Distance education offering may be available. Typically offered in Fall, Spring & Summer.
**DOCTOR OF NURSING PRACTICE (D.N.P.)**

**College of Health Sciences**

## Curriculum

**Nursing Science**

- **NSG 701** Transition to Doctoral Study 2
- **NSG 706** Nursing Ethics in Clinical Practice & Leadership 3
- **NSG 708** Program Evaluation 3
- **NSG 709** Nursing Informatics 2

**Leadership**

- **NSG 702** Leadership for Advanced Nursing Practice 3
- **NSG 703** Healthcare Policy and Advocacy 3
- **NSG 707** Healthcare Economics for the Advanced Practitioner 3

**Practice**

- **NSG 704** Analytical Methods for Evidence Based Practice in Healthcare I 3
- **NSG 705** Analytical Methods for Evidence Based Practice II 3
- **NSG 810** DNP Project Seminar I 4
- **NSG 811** DNP Project Seminar II 3
- **NSG 812** DNP Project Seminar III 3

### Total Credits Required

35

All course work, with the exception of the first course (NSG 701), will be completed online.

## Degree Progress

To track their individual degree progress, students are advised to access their Degree Progress Report (DPR) via my WCU and consult their Graduate Coordinator. For more information, visit wcupa.edu/DegreeProgressReport.

## MASTERS OF SCIENCE IN NURSING (M.S.N.) - ADULT-GERONTOLOGY CNS TRACK

**College of Health Sciences**

### Core Curriculum

- **NSG 530** Nursing Theories & Issues 3
- **NSG 531** Healthcare Policy, Finance & Organization 3
- **NSG 532** Pathophysiology for Advanced Practice Nursing 3
- **NSG 533** Physical Assessment for APNs 4
- **NSG 534** Pharmacology for APN 3
- **NSG 535** Population-based Health Promotion 3
- **NSG 536** Evidence Based Practice Research 4
- **NSG 537** Bioethical Decision Making in Health Care 3

#### Adult-Gerontology CNS Track

- **NSG 551** Wellness & Health Promotion 2
- **NSG 552** Management of Adults with Acute & Chronic Illness 3
- **NSG 553** Management of Adults with Complex Acute & Chronic Illness 3
- **NSG 554** APN Adult Health/Gero Theories of Normal Aging 3
- **NSG 555** APN Adult Health/Gero Differential Diagnosis 3
- **NSG 556** APN Adult Health/Gero Health Illness Transitions 3

### Total Credits Required

43

### Year One

<table>
<thead>
<tr>
<th>Semester One</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HEA 548</td>
<td>3</td>
</tr>
<tr>
<td>NSG 556</td>
<td>3</td>
</tr>
<tr>
<td>Total Credits</td>
<td>6</td>
</tr>
</tbody>
</table>

### Semester Two

<table>
<thead>
<tr>
<th>Semester Two</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NTD 601</td>
<td>3</td>
</tr>
<tr>
<td>NSG 554</td>
<td>3</td>
</tr>
<tr>
<td>Total Credits</td>
<td>6</td>
</tr>
</tbody>
</table>

### Year Two

<table>
<thead>
<tr>
<th>Semester Three</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Select one of the following:</td>
<td>3</td>
</tr>
<tr>
<td>HEA 645</td>
<td>3</td>
</tr>
<tr>
<td>DKS 690</td>
<td>3</td>
</tr>
<tr>
<td>SWG 571</td>
<td>3</td>
</tr>
<tr>
<td>Total Credits</td>
<td>3</td>
</tr>
</tbody>
</table>

### Semester Four

<table>
<thead>
<tr>
<th>Semester Four</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Select one of the following:</td>
<td>3</td>
</tr>
<tr>
<td>HEA 650 (HEA and Applied Learning Experience II NTD and NSG)</td>
<td>3</td>
</tr>
<tr>
<td>SWG 597</td>
<td>3</td>
</tr>
<tr>
<td>Total Credits</td>
<td>3</td>
</tr>
</tbody>
</table>
MASTER OF SCIENCE IN NURSING (M.S.N.) - NURSING-EDUCATION TRACK

College of Health Sciences

Curriculum

Core Curriculum

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NSG 530</td>
<td>Nursing Theories &amp; Issues</td>
<td>3</td>
</tr>
<tr>
<td>NSG 531</td>
<td>Healthcare Policy, Finance &amp; Organization</td>
<td>3</td>
</tr>
<tr>
<td>NSG 532</td>
<td>Pathophysiology for Advanced Practice Nursing</td>
<td>3</td>
</tr>
<tr>
<td>NSG 533</td>
<td>Physical Assessment for APNs</td>
<td>4</td>
</tr>
<tr>
<td>NSG 534</td>
<td>Pharmacology for APN</td>
<td>3</td>
</tr>
<tr>
<td>NSG 535</td>
<td>Population-based Health Promotion</td>
<td>3</td>
</tr>
<tr>
<td>NSG 536</td>
<td>Evidence Based Practice Research</td>
<td>4</td>
</tr>
<tr>
<td>NSG 537</td>
<td>Bioethical Decision Making in Health Care</td>
<td>3</td>
</tr>
</tbody>
</table>

Nursing - Education Track

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NSG 541</td>
<td>History &amp; Philosophy of Higher Education &amp; Nursing</td>
<td>3</td>
</tr>
<tr>
<td>NSG 542</td>
<td>Curriculum Development &amp; Design in Nursing Education</td>
<td>3</td>
</tr>
<tr>
<td>NSG 543</td>
<td>Measurement &amp; Evaluation in Nursing Education</td>
<td>3</td>
</tr>
<tr>
<td>NSG 544</td>
<td>Teaching Strategies for Classroom &amp; Clinical Settings</td>
<td>3</td>
</tr>
<tr>
<td>NSG 545</td>
<td>Nursing Education Teaching Practicum</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credits Required: 41

Degree Progress

To track their individual degree progress, students are advised to access their Degree Progress Report (DPR) via my WCU and consult their Graduate Coordinator. For more information, visit wcupa.edu/DegreeProgressReport.

SCHOOL NURSE CERTIFICATION

College of Health Sciences

The School Nurse Certification program is a post baccalaureate program that prepares students for initial Pennsylvania Department of Education certification as an Educational Specialist I - School Nurse.

Required Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NSG 502</td>
<td>Perspectives of School Nursing</td>
<td>4</td>
</tr>
<tr>
<td>NSG 512</td>
<td>Legal Mandates Of School Nursing</td>
<td>3</td>
</tr>
<tr>
<td>NSG 533</td>
<td>Physical Assessment for APNs</td>
<td>4</td>
</tr>
<tr>
<td>EDA 542</td>
<td>Foundations of Special Education</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Minimum Credits Required: 14

The goal of the department is to prepare nurses for safe and effective care in the school setting. Graduates will be professionals capable of functioning in a holistic manner and able to collaborate with the various disciplines within the school system for health promotion and disease prevention of the child and adolescent.

See Nursing Department for additional electives.

DEPARTMENT OF NUTRITION

College of Health Sciences

222 Sturzebecker Health Sciences Center
West Chester University
West Chester, PA 19383
Phone: 610-436-2125
Department of Nutrition (http://www.wcupa.edu/nutritionandDietetics)
Dr. Harris, (jharris@wcupa.edu) Chairperson
Dr. Gilboy (mgilboy@wcupa.edu), Graduate Coordinator

Program of Study

The M.S. in Community Nutrition is a research-focused program for those seeking an advanced degree in community nutrition. The M.S. promotes nutritional health and disease prevention in communities with an emphasis on vulnerable populations. The curriculum (33 credits) is offered in an online format and includes courses representing nutrition science, applied nutrition, and research techniques. The program culminates with a capstone paper.

Communication with the Department

All inquiries and other communications regarding the M.S. in Community Nutrition should be addressed to the graduate coordinator, Dr. Mary Beth Gilboy. Students also may call for information at 610-738-2125, fax at 610-436-2860, or e-mail mgilboy@wcupa.edu.

Programs

Master's Program in Community Nutrition

- Master of Science in Community Nutrition (p. 199)

Accelerated Bachelor's to Master's

- B.S. to M.S. in Nutrition and Dietetics (http://catalog.wcupa.edu/undergraduate/health-sciences/nutrition/nutrition-dietetics-bs)

Admissions

All applicants to one of West Chester University’s graduate programs will be held to the graduate admissions requirements (p. 10). When applicable, additional requirements for admission into specific department program(s) may be listed below.

Admission Requirements

All applicants for the M.S. Degree in Community Nutrition must meet the following general requirements for admission:

1. Applicants must have a baccalaureate degree from a regionally accredited college or university.
2. Minimum academic prerequisites for admission for those without an undergraduate nutrition degree include undergraduate introduction to nutrition, anatomy & physiology I and II, organic chemistry and biochemistry. Applicants must also have an undergraduate statistics course.
3. An undergraduate GPA of 3.0 or greater is recommended for admission.

Application Requirements

West Chester University has an online application process. The M.S. in Community Nutrition will accept applications on a rolling basis for fall and spring admissions. The following materials are required from all applicants for the M.S. in Community Nutrition:

1. One official copy of your academic records (transcripts) from every college and university attended (except West Chester University).
2. A written statement of your professional goals should be inserted into the online application.
3. A copy of your resume.
4. Two letters of recommendation, one from an academic reference and one from a professional reference are encouraged.
5. In the online application, you will be asked about your academic and employment history.

Policies

All students in graduate programs are held to the academic policies and procedures (http://catalog.wcupa.edu/graduate/academic-policies-procedures) outlined in the graduate catalog. When applicable,
additional policies for specific department programs(s) may be listed below.

Faculty

Professors

Jeffrey E. Harris (jharris@wcupa.edu) (1983)
Chairperson, Nutrition
University of California, San Diego; D.H.Sc., M.P.H., Loma Linda University

Janet Lacey (jlacey@wcupa.edu) (2000)
B.S., Simmons College; M.S., M.Ed., University of Massachusetts;
Dr.P.H., University of North Carolina

Associate Professors

Mary Beth Gilboy (mgilboy@wcupa.edu) (2007)
B.S., Marywood University; M.P.H., University of North Carolina;
Ph.D., Temple University

Gina Pazzaglia (gpazzaglia@wcupa.edu) (2010)
B.S., Pennsylvania State University; M.S., Syracuse University; Ph.D.,
Pennsylvania State University

Sandra Walz (swalz@wcupa.edu) (1997)
B.S., M.S., North Dakota State University; Ph.D., Kansas State University

Assistant Professors

Joanne Christaldi (jchristald@wcupa.edu) (2013)
B.S., College of Saint Elizabeth; M.S., University of Delaware; Ph.D.,
University of Georgia

Patricia G. Davidson (p davids on@wcupa.edu) (2013)
B.S. Southern Illinois University; M.S., Virginia Polytechnic Institute
and State University; D.C.N., University of Medicine and Dentistry of
New Jersey

Amir Golmohamadi (agolmohama@wcupa.edu) (2016)
BS University of Tehran; MS Isfahan University of Technology; PhD
University of Idaho

Kimberly Johnson (kjohns on4@wcupa.edu) (2016)
BS Cornell University; MS Syracuse University; PhD Syracuse University

Christine Karpinski (ckarpinski@wcupa.edu) (2010)
B.S., West Chester University; M.A., Immaculata University; PhD,
Rutgers University

Lynn Monahan-Couch (lmonahan@wcupa.edu) (2000)
B.S., University of California, Berkeley; M.P.H., West Chester University;
D.C.N., University of Medicine and Dentistry of New Jersey

Regina Subach (rsbach@wcupa.edu) (2016)
BS Immaculata University; MA Immaculata University; EdD Capella
University

Courses

NTD

NTD 501. Nutrition Concepts and Controversies. 3 Credits.
This course examines food and nutrition concepts and controversies. Practical consumer-
oriented nutrition principles that complement personal needs, preference, and lifestyles are
discussed. Emphasis is placed on methods of evaluating nutrition-related literature and claims,
and interpretation of data and scientific studies relevant to nutrition.
Typically offered in Summer.

NTD 502. Vegetarian Nutrition and Cuisine. 3 Credits.
This course is an evidence-based, interactive approach to the health-promoting aspects
of vegetarianism and concerns about nutritional adequacy at all stages of the life cycle.
Students will critically evaluate a number of vegetarian dietary approaches, with case
studies, presentations, and meal plan reviews. Students will participate in plan-based recipe
modifications and take part in cooking demonstrations/taste testing.
Pre / Co requisites: NTD 502 requires a prerequisite of C or better in an introductory nutrition
course.
Consent: Permission of the Department required to add.
Typically offered in Fall, Spring & Summer.

NTD 503. Human Nutrition. 3 Credits.
This course is an advanced study of macronutrient and selected micronutrient metabolism
in humans and their impact on nutritional well-being. A thorough understanding of the
metabolism of key nutrients will allow the student to use current, evidence-based research in
critically evaluating nutrition public health messages and recommendations.
Distance education offering may be available.
Typically offered in Fall.

NTD 504. Nutrition Education K-12. 3 Credits.
This 3-credit course provides an understanding of the optimal nutritional needs and nutrition
education principles for students in kindergarten through grade 12. Topics include evidence
based principles of healthy eating for children and adolescents, examination of food choices
and barriers to healthy food, with an emphasis on behaviorally focused nutrition education
relating to critical school nutrition issues. Course work completed in school settings requires
that students provide documentation of active field clearances. See clearance policies and
Pre / Co requisites: None.
Distance education offering may be available.
Typically offered in Summer.

NTD 515. Public Health Nutrition. 3 Credits.
The purpose of this course is to provide students with a practice based approach to public
health nutrition processes through readings, discussions and active participation. Topics
include public health nutrition concepts, guidelines and key nutrition issues for particular
populations. Students will be introduced to the needs of diverse and vulnerable populations
and evidence-based nutrition programs.
Distance education offering may be available.
Typically offered in Fall.

NTD 517. Nutrition Research Techniques. 3 Credits.
The course examines the research process, research designs, and statistical procedures
as applied to nutrition. Students will use campus resources for conducting reviews of the
scientific literature such as Endnote and Illiad. Statistical software such as SPSS and NVivo will
be used to analyze data. Students will apply both parametric and nonparametric statistical
tests. They will learn how to conduct a systematic review of scientific literature. An evidence-
based approach to community nutrition will be emphasized. This course is a preparatory
course for the MS in Community Nutrition.
Pre / Co requisites: Open to MSN students or permission of the Instructor.
Distance education offering may be available.

NTD 520. Perspectives on Obesity. 3 Credits.
This course is a rigorous, evidence-based exploration of the issue of obesity. Through process-
oriented assignments and discussions students formulate their own perspectives on origins,
prevention, and treatment of obesity.
Pre / Co requisites: NTD 520 requires students to be in the MS in Community Nutrition or by
approval of the instructor.
Distance education offering may be available.
Typically offered in Fall & Summer.

NTD 522. Nutrition - Health, Fitness and Performance. 3 Credits.
Study of nutrition as it relates to health, fitness and performance. Attention will be given to
nutritional guidelines for optional health and physical performance.
Pre / Co requisites: NTD 522 requires a prerequisite of C or better in an introductory nutrition
course.
Typically offered in Fall, Spring & Summer.

NTD 581. Nutrition Workshop. 3 Credits.
Special workshops on contemporary nutrition, foods and food service related problems and
issues. Topics announced at time of offering.
Typically offered in Fall, Spring & Summer.
NTD 600. Maternal & Child Nutrition. 3 Credits.
This course introduces students to maternal and child nutrition with primarily a domestic focus. Emphasis on understanding the role of research, policies, and programmatic issues on nutritional health for pregnant, lactating, infant children and adolescents. Students will gain an understanding of key issues within the social, educational, political and environmental influences and their impact on nutrition status within vulnerable maternal/child populations. 
Pre / Co requisites: NTD 600 requires a prerequisite of NTD 503 or permission of instructor. 
Distance education offering may be available.
Typically offered in Spring.

NTD 601. Nutrition & Health in Aging. 3 Credits.
This course examines how good nutrition, physical activity, other lifestyle behaviors including mind/body medicine across the life span may reduce the risk for disease and promote healthy aging. Additional topics explore the barriers to good nutrition in later life and management of chronic conditions in the older years.
Distance education offering may be available.

NTD 610. Nutrition Assessment. 3 Credits.
The course provides students with practice and application of anthropometric, biochemical, and dietary methods for assessing nutritional status with a focus of public health application. Exercises include the measurement of body composition, use of food composition tables and classification of nutritional status.
Pre / Co requisites: NTD 610 requires a prerequisite of NTD 503 or permission of instructor. 
Distance education offering may be available.
Typically offered in Fall.

NTD 612. Nutrition and Human Behavior. 3 Credits.
This course will examine theoretical perspectives on nutrition, food and health-related behavior change. Students will study the key constructs from a variety of nutrition and health behavior theories and frameworks such as the Theory of Planned Behavior, the Health Belief Model, Social Cognitive Theory and the Transtheoretical Model. This course will provide the depth of knowledge for students to critically evaluate nutrition programs using the theories and frameworks. These theories and frameworks will be used to design and deliver community interventions and programs.
Pre / Co requisites: Open to MSCN students or permission of the Instructor. 
Distance education offering may be available.

NTD 615. Nutrition and Disease an Evidence Based Approach. 3 Credits.
This course will provide the student with the skills to apply and combine the principles of nutrition, physiology, genetics, pathology, and pharmacology in the development of an evidence based approach to Medical Nutrition Therapy (MNT) for disease management. The lectures will expand the students understanding of disease risk, prevention, progression, management, epidemiology, and the role of NUT in such diseases, but not limited to, as gastrointestinal, endocrine, cardiovascular, cancer, and urological disorders, with a focus on current concepts and methods in clinical nutrition research.
Pre / Co requisites: Open to MSCN students or permission of the Instructor. 
Distance education offering may be available.

NTD 625. Nutrition Policy and Programs. 3 Credits.
Introduction to program and policy approaches for improving nutritional status of populations. 
Rationale for nutrition policy introduced. Topics include legislative advocacy and analysis of current nutrition programs at local, state and federal levels.
Pre / Co requisites: NTD 625 requires a prerequisite of NTD 515. 
Distance education offering may be available.
Typically offered in Spring.

NTD 630. Capstone Course. 3 Credits.
This culminating capstone course provides MS students with an opportunity to synthesize, integrate, and apply the knowledge they have acquired from core required and elective courses. This involves the development of a relevant research question and thorough review and critical evaluation of the literature. Students will write a peer-reviewed journal formatted paper and conduct a professional presentation.

M.S. IN COMMUNITY NUTRITION

College of Health Sciences

Curriculum

Nutrition Science Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NTD 503</td>
<td>Human Nutrition</td>
<td>3</td>
</tr>
<tr>
<td>NTD 610</td>
<td>Nutrition Assessment</td>
<td>3</td>
</tr>
</tbody>
</table>

Applied Nutrition Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NTD 515</td>
<td>Public Health Nutrition</td>
<td>3</td>
</tr>
<tr>
<td>NTD 600</td>
<td>Maternal &amp; Child Nutrition</td>
<td>3</td>
</tr>
<tr>
<td>NTD 601</td>
<td>Nutrition &amp; Health in Aging</td>
<td>3</td>
</tr>
<tr>
<td>NTD 615</td>
<td>Nutrition &amp; Disease an Evidence Based Approach</td>
<td>3</td>
</tr>
<tr>
<td>NTD 625</td>
<td>Nutrition Policy and Programs</td>
<td>3</td>
</tr>
<tr>
<td>Elective course</td>
<td></td>
<td>3</td>
</tr>
</tbody>
</table>

Capstone Paper

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NTD 517</td>
<td>Nutrition Research Techniques</td>
<td>3</td>
</tr>
<tr>
<td>NTD 630</td>
<td>Capstone Course</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Minimum Credits Required

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>33</td>
</tr>
</tbody>
</table>

Sample Course Plan

To track their individual degree progress, students are advised to access their Degree Progress Report (DPR) via my WCU and consult their Graduate Coordinator. For more information, visit wcupa.edu/DegreeProgressReport.

PHARMACEUTICAL PRODUCT DEVELOPMENT PROGRAM

College of the Sciences and Mathematics

117A Schmucker Science Center South
610-436-2939
Department of Pharmaceutical Product Development (http://www.wcupa.edu/pharm)
Dr. Zimmiski, (szimmiski@wcupa.edu) Director

Pharmaceutical product development offers, on a limited basis, graduate courses in this area to graduate students from other programs of study.

Faculty

Professors

John Gault (jgault@wcupa.edu) (1991)
B.S., U.S. Naval Academy; M.B.A., University of Pennsylvania; Ph.D., Drexel University
Gustave N. Mbuy (gmbuy@wcupa.edu) (1985)
B.A., University of California; M.M., Ph.D., University of Cincinnati
Randall H. Rieger (rrieger@wcupa.edu) (2000)
B.A., Bowdoin College; M.S., Ph.D., University of North Carolina

Associate Professors

Joel M. Ressner (jressner@wcupa.edu) (1984)
B.S., Lehigh University; M.Sc., University of Sussex; Ph.D., Lehigh University
Joan Woolfrey (jwoolfrey@wcupa.edu) (2000)
Chairperson, Philosophy
Graduate Coordinator, Philosophy
B.S., North Dakota State University; M.A., The New School for Social Research; Ph.D., University of Oregon
Stephen J. Zimmiski (szimmiski@wcupa.edu) (2006)
Director, Pre-Medical Program
B.S., University of Maine- Orono; M.A., University of Missouri; Ph.D., Boston University

Assistant Professor

James R. Pruitt (jpruitt@wcupa.edu) (2011)
B.S., Ph.D., University of California
Courses

PPD

PPD 535. Pharmaceutical Chemistry. 3 Credits.
Through the use of case studies, the student will learn the role of the chemist in drug discovery and development. Specifically, target identification, competitive surveillance, lead discovery and optimization, counterscreens for selectivity, pharmacokinetics, selection criteria for entering development and synthetic optimization will be elucidated.
Cross listed courses CHE 535, PPD 535.

PPD 581. Drug Design I. 3 Credits.
This introductory graduate level course provides an overview of the pharmaceutical industry and the drug development process, including lectures of each phase of the process and the organization of a typical pharmaceutical company. In addition to weekly reading assignments students will be expected to analyze specific case studies on a weekly basis.
Typically offered in Spring.

PPD 582. Drug Design II. 3 Credits.
This graduate level course provides an overview of the pharmaceutical industry and the drug development process, including lectures of each phase of the manufacturing process and drug development process including the role of regulatory and government affairs in drug development. In addition to weekly reading assignments students will be expected to analyze specific case studies on a weekly basis.
Typically offered in Fall.

PPD 583. Drug Design III. 3 Credits.
This graduate level course provides an overview of the pharmaceutical industry and the drug discovery process, including lectures on the use of computers in drug design the newest targets for development as well as lectures on proteomics, HTS and translational medicine.
Typically offered in Spring.

PPD 590. Special Topics in Drug Development. 1 Credit.
This special topics course is designed to offer in-depth seminars about novel and exciting areas of research in the field of pharmaceutical product development and drug discovery. Topics will change each semester. Invited speakers from the pharmaceutical industry will be presenting the most up-to-date information about their areas of expertise.
Pre / Co requisites: PPD 590 requires a prerequisite of PPD 581.
Repeatable for Credit.

DEPARTMENT OF PHILOSOPHY

College of Arts and Humanities
108 Anderson Hall
West Chester University
West Chester, PA 19383
610-436-2841
Department of Philosophy (http://www.wcupa.edu/philosophy)
Dr. Woolfrey (jwoolfrey@wcupa.edu), Interim Chairperson and Graduate Coordinator

Programs of Study
The Department of Philosophy offers a program leading to the master of arts in philosophy, with or without an applied ethics concentration. This degree will serve as a foundation for studies leading to a Ph.D. in philosophy or prepare students for positions in industry, government, or college teaching.

Programs
Master's Programs in Philosophy
• M.A. in Philosophy - Standard Concentration (p. 202)
• M.A. in Philosophy - Applied Ethics Concentration (p. 202)

Certificates in Philosophy
• Certificate in Business Ethics (p. 203)
• Gainful Employment Information: Certificate in Business Ethics (http://wcupa.edu/gainfulEmployment)
• Certificate in Healthcare Ethics (p. 203)

Admissions
All applicants to one of West Chester University's graduate programs will be held to the graduate admissions requirements (p. 10). When applicable, additional requirements for admission into specific department program(s) may be listed below.

In addition to meeting general requirements for admission to a degree program at West Chester, applicants must provide two letters of reference (preferably from undergraduate philosophy professors), as well as a writing sample or GRE scores, and must present a minimum of 12 semester hours of undergraduate philosophy, including courses in history of ancient philosophy, history of modern philosophy, ethics, and logic. Admission to the graduate certificate program does not require a background in philosophy.

Policies
All students in graduate programs are held to the academic policies and procedures (http://catalog.wcupa.edu/graduate/academic-policies-procedures) outlined in the graduate catalog. When applicable, additional policies for specific department program(s) may be listed below.

Final Examination Requirement
One comprehensive, written final examination on metaphysics and epistemology is required of all students after completing the required course PHI 525. Students not doing a thesis will be required to take two additional comprehensive examinations in central areas of philosophy. See the Graduate Student Handbook or graduate coordinator for details.

Undergraduate Courses for Graduate Credit
(Applied Ethics Concentration - Nonthesis)
Students are limited to one of the following courses that can be taken for graduate credit.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHI 405</td>
<td>Feminist Theory</td>
<td>3</td>
</tr>
<tr>
<td>PHI 480</td>
<td>Environmental Ethics</td>
<td>3</td>
</tr>
</tbody>
</table>

Faculty
Professor
Ruth Porritt (rporritt@wcupa.edu) (1991)
B.A., John Carroll University; Ph.D., Purdue University

Associate Professors
Matthew Pierlott (mpierlott@wcupa.edu) (2006)
Assistant Director, Honors College
B.A., University of Scranton; Ph.D., Marquette University

Helen Schroepfer (hschroepfer@wcupa.edu) (2005)
Chairperson, Philosophy
B.A., College of St. Benedict/St. John's University; M.A., St. Mary's Seminar and University; Ph.D., Temple University

Cassie Ann Striblen (cstriblen@wcupa.edu) (2010)
B.A., Ohio University; M.A., Ph.D., University of Cincinnati

Joan Woolfrey (jwoolfrey@wcupa.edu) (2000)
Chairperson, Philosophy

Graduate Coordinator, Philosophy
B.S., North Dakota State University; M.A., The New School for Social Research; Ph.D., University of Oregon

Assistant Professors
Daniel Forbes (dforbes@wcupa.edu) (2007)
B.A., Dickinson College; Ph.D., University of Georgia
Steven Patrick James (sjames@wcupa.edu) (2014)
B.A., University of Colorado; Ph.D., University of Texas

Dean J. Johnson (djohnson4@wcupa.edu) (2013)
B.A., Manchester University; M.A., Bethany Theological Seminary; Ph.D., University of Denver

Robert Main (rmain@wcupa.edu) (2016)
BA University of Washington; MA Temple University; PhD Temple University

Joshua Mason (jmason@wcupa.edu) (2015)
B.A., University of Oregon; M.A., Loyola Marymount University; Ph.D., University of Hawaii

Jea Sophia Oh (joh@wcupa.edu) (2016)
M.A. Austin Presbyterian Seminary; S.T.M. Yale Divinity School; M. Phil Drew University; Ph.D. Drew University

E. Simon Ruchti (eruchti@wcupa.edu) (2011)
B.A., Mount Holyoke College; M.A., New York University; Ph.D., Ohio University

Irwin Larry Udell (iudell@wcupa.edu) (2011)
B.A., M.A., Ph.D., Ohio State University

Courses

PHI

PHI 501. Graduate Proseminar. 3 Credits.
An introduction to graduate work in Philosophy, emphasizing philosophical methodologies and current professional practices in the field.
Typically offered in Fall.

PHI 502. History of Western Ethics. 3 Credits.
This course involves the study of the branch of philosophy called ethics, and will pay specific attention to the development of ethical ideas and approaches in Western thought throughout its history. The course will cover some of the major contributions to moral thought by Plato, Aristotle, Aquinas, Kant, and Mill, as well as other vital figures. These figures will cover the four major ethical approaches of Virtue Theory, Natural Law Theory, Deontology, and Consequentialism. Restricted to those with minimal preparation in Philosophy. Distance education offering may be available.
Typically offered in Summer.

PHI 512. Ethical Theories. 3 Credits.
An inquiry into the meaning, interpretations, and function of ethical theory in our lives. The course will explore some combinations of classic, modern, and contemporary ethical theories.
Typically offered in Fall.

PHI 513. Aesthetic Theories. 3 Credits.
History of aesthetics, as seen in classic interpretations. Psychological and sociological origins of art; the role of art works in the enrichment of life.
Typically offered in Spring.

PHI 514. Philosophy of Religion. 3 Credits.
Dominant trends in religious philosophy of the Western world. Religious language, reason and faith, science, the nature of man, the existence of God, and mysticism.
Typically offered in Fall.

PHI 515. Existentialism. 3 Credits.
Background and themes of current existentialism, as reflected in Kierkegaard, Jaspers, Marcel, Heidegger, and Sartre. Evaluation of existentialism and its impact on contemporary literature, drama, art, and society.
Typically offered in Fall.

PHI 520. Philosophy of Mind. 3 Credits.
The human mind, according to representative views. Presuppositions and implications, both scientific and philosophical, traced and analyzed. The mind-body problem, perception, memory, and the implications of depth psychology.
Typically offered in Fall.

PHI 521. Philosophy of Law. 3 Credits.
Consideration of the philosophical foundations of law. Topics may include the nature of law and its relation to rights, liberties, duties, liability, and responsibility, and privacy; the nature of judicial reasoning; concepts of responsibility and liability; theories of punishment; causation in the law; discrimination and equality; the relation of law and morality; civil disobedience.
Pre / Co requisites: PHI 421 requires prerequisite of 3 hours of Philosophy or permission of instructor.
Typically offered in Fall.

PHI 522. Philosophy of Science. 3 Credits.
The course begins with case studies in science and derives general principles from them. Scientific law, analogy, models, variant theories, confirmation, and interpretation.
Typically offered in Fall.

PHI 525. Epistemology. 3 Credits.
This course is designed to provide an introduction to the major issues in contemporary analytic epistemology. Though epistemology has a long history in philosophy, contemporary epistemology has brought the modern scientific worldview and psychological accounts of the mind to bear on articulating the nature and justification of knowledge and belief. Moreover, in the 20th century many philosophers began to investigate the social factors (including race and gender) and values on our understanding of knowledge. Among the topics we will examine are skepticism, epistemic contextualism, defining knowledge, foundationalism, and coherentism, epistemic externalism, naturalized epistemology, and feminist and social epistemology.
Typically offered in Spring.

PHI 531. Asian Philosophy. 3 Credits.
Central figures and classic teachings of Eastern philosophy and religion: Islam, Hinduism, Buddhism, Confucianism, Taoism, and Shintoism; naturalistic and humanistic elements of religious traditions through a postcolonial interreligious lens. We will compare spiritual and religious views of the ecosystem, its meaning, and its relation to human beings. Students will be asked to critically examine these efforts and also explore issues of environmental injustice. Furthermore, this course introduces postcolonial ecocriticism that promises to make new contributions to the analysis of how imperialism, colonialism, and neocolonialism create basic conditions of inequality between the colonizer and the colonized. This high level online course is offered for both graduate and undergraduate students.
Pre / Co requisites: PHI 551 requires prerequisite of one PHI course.
Distance education offering may be available.
Typically offered in Fall.

PHI 570. Bioethics. 3 Credits.
Philosophical analysis of ethical issues in medicine, research and biotechnology.
Typically offered in Spring.

PHI 580. Business Ethics. 3 Credits.
Examination of ethical theory and its application to issues in business and management.
Pre / Co requisites: PHI 580 requires prerequisite of PHI 512.
Typically offered in Fall & Spring.

PHI 581. Philosophy of Human Rights. 3 Credits.
An examination of theories of human rights and the bearing of these theories on public policy issues such as legitimacy of war and terrorism, economic justice, and whether future generations have rights. Topics include whether there are basic human rights, and if so, what they are, what is there nature or basis, and what arguments can be brought to bear upon these questions.
Typically offered in Spring.

PHI 582. Social Philosophy. 3 Credits.
The relation between man and the state, especially as seen by recent thinkers. Justice, natural rights, political obligation, freedom, and equality.
Typically offered in Spring.
M.A. IN PHILOSOPHY - APPLIED ETHICS CONCENTRATION

WEST CHESTER UNIVERSITY

PHI 590. Independent Studies in Philosophy. 3 Credits.
Topic to be approved by supervising faculty member. Requires approval of Graduate Coordinator and Department Chair.
Consent: Permission of the Department required to add.
Repeatable for Credit.

PHI 599. Philosophic Concepts and Systems. 3 Credits.
Basic concepts of the philosophic enterprise: form, matter, the categories, cause, and purpose.
Relation of premises to method and conclusions. Rival theories are compared for justification and adequacy.
Typically offered in Fall & Spring.
Repeatable for Credit.

PHI 600. Thesis I. 3 Credits.
This course is intended to guide a student through the early stages of writing a graduate thesis. Under the direction of their faculty adviser, the student completes the requirements to establish the necessary research foundation. This course will include 1) selection of an appropriately narrow topic, 2) a comprehensive literature review, and 3) drafting a formal thesis proposal.

PHI 610. Thesis. 3-6 Credits.
Thesis.
Consent: Permission of the Department required to add.
Typically offered in Fall & Spring.
Repeatable for Credit.

PHI 999. Transfer Credits (Graduate). 3-9 Credits.
Transfer Credits.

M.A. IN PHILOSOPHY - APPLIED ETHICS CONCENTRATION

College of Arts and Humanities

Curriculum

This degree offers training in the theoretical justification and the practical application of moral reasoning. Students may choose to concentrate their courses in business ethics or health care ethics or in combination and will develop skills in seeing, analyzing, and resolving problems in the workplace. Prerequisites are six credits of upper-division undergraduate work in philosophy.

Thesis Option

Required Core

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHI 501</td>
<td>Graduate Proseminar</td>
<td>3</td>
</tr>
<tr>
<td>PHI 525</td>
<td>Epistemology</td>
<td>3</td>
</tr>
<tr>
<td>PHI 599</td>
<td>Philosophic Concepts and Systems</td>
<td>3</td>
</tr>
<tr>
<td>PHI 640</td>
<td>Seminar</td>
<td>3</td>
</tr>
</tbody>
</table>

Philosophy Concentration

Select two of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHI 512</td>
<td>Ethical Theories (recommended)</td>
<td></td>
</tr>
<tr>
<td>PHI 570</td>
<td>Bioethics (recommended)</td>
<td></td>
</tr>
<tr>
<td>PHI 580</td>
<td>Business Ethics (recommended)</td>
<td></td>
</tr>
</tbody>
</table>

Electives

6

Thesis

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHI 600</td>
<td>Thesis I</td>
<td>3</td>
</tr>
<tr>
<td>PHI 610</td>
<td>Thesis</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credits Required

30

Non-Thesis Option

Required Core

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHI 501</td>
<td>Graduate Proseminar</td>
<td>3</td>
</tr>
<tr>
<td>PHI 525</td>
<td>Epistemology</td>
<td>3</td>
</tr>
<tr>
<td>PHI 599</td>
<td>Philosophic Concepts and Systems</td>
<td>3</td>
</tr>
<tr>
<td>PHI 640</td>
<td>Seminar</td>
<td>3</td>
</tr>
</tbody>
</table>

Philosophy Concentration

Select 6 semester hours in philosophy

Electives

6

Thesis

M.A. IN PHILOSOPHY - STANDARD CONCENTRATION

College of Arts and Humanities

Curriculum

Thesis Option

Required Core

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHI 501</td>
<td>Graduate Proseminar</td>
<td>3</td>
</tr>
<tr>
<td>PHI 525</td>
<td>Epistemology</td>
<td>3</td>
</tr>
<tr>
<td>PHI 599</td>
<td>Philosophic Concepts and Systems</td>
<td>3</td>
</tr>
<tr>
<td>PHI 640</td>
<td>Seminar</td>
<td>3</td>
</tr>
</tbody>
</table>

Philosophy Concentration

Select 6 semester hours in philosophy

Electives

Total Credits Required

30

Sample Course Plan

To track their individual degree progress, students are advised to access their Degree Progress Report (DPR) via my WCU and consult their Graduate Coordinator. For more information, visit wcupa.edu/DegreeProgressReport.
CERTIFICATE IN BUSINESS ETHICS

College of Arts and Humanities

The graduate certificate in business ethics, which requires no previous background in philosophy, offers training in moral reasoning within the medical setting for those with undergraduate degrees who meet the graduate school’s and department’s entrance requirements. Students will develop skills in seeing, analyzing, and resolving problems in the workplace. The certificate, which can be completed in three semesters, consists of the following:

**Required Courses**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHI 502</td>
<td>History of Western Ethics</td>
</tr>
<tr>
<td>PHI 570</td>
<td>Business Ethics</td>
</tr>
</tbody>
</table>

**Focused Electives**

Select two of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHI 405</td>
<td>Feminist Theory</td>
</tr>
<tr>
<td>PHI 522</td>
<td>Philosophy of Science</td>
</tr>
<tr>
<td>PHI 582</td>
<td>Social Philosophy</td>
</tr>
</tbody>
</table>

**Other Electives**

Select two of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>WOS 539</td>
<td>Independent Study For The Woman Admin</td>
</tr>
</tbody>
</table>

**Total Credits Required**

18

Selected with advisement.
practice and develop action research agendas to inform possible solutions and initiatives.

**Core Components**
The Ed.D. in Policy, Planning, and Administration consists of five main components:

- **Professional Core**
  Addresses applied research within the context of eight program goals.
- **Research Methods**
  Prepares candidates in both quantitative and qualitative research methodologies to study their practice in intentional, deliberate ways.
- **Area of Concentration**
  Affords candidates the opportunity for in-depth study in an area of interest and associated educational settings.
- **Comprehensive Exam**
  Provides candidates the opportunity to demonstrate knowledge across educational domains and research methodologies and the intersection of this knowledge with their Areas of Concentration.
- **Capstone Experience**
  Offers a supervised research opportunity to identify site-specific challenges/questions, develop an action research plan, and collect and analyze data to inform solutions.

**Program Goals**
After successfully completing the Ed.D. program, candidates will be able to:

- Understand the process and usefulness of applied research in the contemporary education environment
- Enhance the capacity to strategically plan and organize pursuits to affect successful outcomes and policy formation
- Exhibit a sense of integrity, purpose, fairness, and ethical behavior
- Possess the knowledge, skills, and dispositions to positively impact the learning of all students
- Conduct applied research to produce reliable findings to advance one’s ability to make informed decisions, produce effective planning, and contribute to the development of relevant educational policy
- Appreciate the value of working collaboratively with others, recognizing the diversity of the talent and skills of all, while providing leadership as appropriate
- Understand current trends in education that affect multiple stakeholders across varying contexts
- Effectively communicate critical issues in education to various audiences

**Programs**

**Doctor of Education Program**
- Ed.D. in Policy, Planning, Administration (p. 205)

**Admissions**
All applicants to one of West Chester University’s graduate programs will be held to the graduate admissions requirements (p. 10). When applicable, additional requirements for admission into specific department program(s) may be listed below.

The Admissions Committee will consider the following data points in making an admissions recommendation:

- Master’s degree, from a regionally accredited college or university.
- GRE Requirement: Needed for all individuals with a master’s GPA lower than 3.85.
- Three letters of recommendation from education professionals.

- Professional writing demonstration at the time of application (waived for applicants who present a GRE analytical writing score of 4.5 or higher)
- Professional Goals Statement
- Resume or vita
- Interview (upon committee request)

**Policies**
All students in graduate programs are held to the academic policies and procedures (http://catalog.wcupa.edu/graduate/academic-policies-procedures) outlined in the graduate catalog. When applicable, additional policies for specific department programs(s) may be listed below.

**Progression Requirements**
- Comprehensive Exam Requirement
- Professional Dispositions Recommendations
- Capstone Experience

**Professional Dispositions Recommendations**
Candidates must obtain professional disposition recommendations from three on-site professional education representatives before beginning the research experience sequence (EDD 801 – EDD 804). Recommendations should include reference to related experiences and professional dispositions (see College of Education and Social Work Professional Dispositions Expectations) necessary to conduct applied research in the educational setting of interest.

**Courses**

**EDD**

**EDD 700. Doctoral Seminar in Educational Studies. 3 Credits.**
The doctoral seminar explores the elements and purpose of the doctorate in Education Policy, Planning and Administration and provides students with an introductory survey of philosophical and historical foundations of education. The seminar serves as an introduction to applied doctoral studies and doctoral-level scholarship in Education, with a specific emphasis on each student’s development as a critically reflective scholar.

**EDD 701. Social and Ethical Foundations of Education Policy Research. 3 Credits.**
This course is intended to help students think critically about debates, research, and frameworks in contemporary education policy in the United States, with an emphasis on the interplay between local, state and federal policy contexts. Throughout the semester, we will explore the tensions between key policy goals such as access and equality, accountability, the purposes of public vs. private education, and funding of public education, as well as the consequences (intended and unintended) of those tensions.

**EDD 702. Innovation in Curriculum Development and Evaluation. 3 Credits.**
An investigation of curriculum development, implementation and evaluation through historical, theoretical, political and cultural lenses, with examination of contemporary curriculum frameworks, the use of large and small scale data for evaluation and an examination of curriculum planning, processes and management of resources toward improved teaching and learning.

**EDD 703. Educating All Students in a Diverse Society. 3 Credits.**
This course examines the unique role Education leaders play in the formation and implementation of school policy, planning and administration relating to educating students from a variety of backgrounds and environments. The course supports candidates as they advance their knowledge and skills as decision-makers who understand and embrace the complexities of social and cultural diversity, and can help maximize positive outcomes for all students.
EDD 704. Political and Legal Trends in Educational Policy. 3 Credits.
Schools are impacted by diverse factors, not the least of which is law and political interests. This course provides an introduction to school law and the complex and often contested field of politics and education. The purpose of the course is to provide students with an understanding of the forces that have shaped, and continue to shape, educational policy, with an emphasis on governance structures, stakeholders, public engagement, and current policy issues and political contexts. Within this context, this course seeks to examine the legal and governmental aspects, which increasingly influence public school policy, planning and administration.

EDD 705. Critical Issues in Special Education. 3 Credits.
Special Education is the intersection of policy and evidenced-based practice. This course provides students the opportunity for in-depth analysis of current problems and issues in the field of Special Education. Topics to be included (but not limited to): over- and under-representation; response to intervention; high-stakes testing; teacher shortages; adult outcomes/transitions; trends in recreation and leisure; gifted education; co-morbidity; teaming; funding; policy and law; positive behavior supports; and addressing fads/fallacies. Each issue will be addressed from several perspectives including historical, legal, and theoretical.

EDD 720. Educational Research Design and Measurement. 3 Credits.
This course provides individuals the opportunity to master basic competencies in understanding and evaluating educational research as well as planning and conducting original research. The course provides a framework for evaluating existing research including quantitative and qualitative research methods, research designs, sample selection, data collection, experimental research, and data analysis.

EDD 721. Educational Statistics. 3 Credits.
This course introduces statistical theories and techniques commonly used by Education professionals in data analysis and program evaluation. Topics include major statistical techniques and the fundamentals of quantitative analysis. Included will be an introduction to frequently used Nonparametrics.

EDD 722. Qualitative Methods for Educational Researchers. 3 Credits.
This course examines important theories and practices in planning and designing qualitative research in educational environments. Students will develop proper qualitative techniques for implementing educational leadership practices, school policies, administrative actions and evaluation within diverse settings. Topics include action research, narrative, case studies, interviewing, focus groups, participant observations, ethnography, and evaluation of qualitative research.

EDD 723. Quantitative Methods for Educational Researchers. 3 Credits.
This course focuses on advanced quantitative methods commonly used by Education professionals in data analysis and program evaluation. Topics include the Scientific Method, variations on Experimental Design, variations on Correlational Design, and the use of statistical inference, advanced statistical techniques such as multivariate regression, regression with limited dependent variables, time-series analysis, and nonparametric statistics. The practice and use of these statistical tools will be applied to the development of authentic research problems.

EDD 801. Education Research Experience I: Research Questions/ Literature Review. 3 Credits.
The EdD Capstone Experience is a series of four courses whereby students demonstrate mastery of required competencies through the completion of a final culminating independent applied research project. Education Research Seminar I is designed to guide and support students in the identification of a research topic, the development of the research question(s), and the investigation of relevant professional literature to be used to inform their work as education researchers.

EDD 802. Education Research Experience II: Instrumentation and Data Collection. 3 Credits.
The EdD Capstone Experience is a series of four courses whereby students demonstrate mastery of required competencies through the completion of a final culminating independent applied research project. Education Research Seminar II is designed to guide and support students in the development of an appropriate research design (selection of participants, data collection planning, instrumentation), following from the development of the students' research and the investigation of relevant professional literature and in the collection of data period.

EDD 803. Education Research Experience III: Quantitative and Qualitative Analysis. 3 Credits.
The EdD Capstone Experience is a series of four courses whereby students demonstrate mastery of required competencies through the completion of a final culminating independent applied research project. Education Research Seminar III is designed to guide and support students in the identification of and use of appropriate qualitative and/or quantitative data analysis methodologies following data collection.

EDD 804. Education Research Experience IV: Findings and Conclusions. 3 Credits.
The EdD Capstone Experience is a series of four courses whereby students demonstrate mastery of required competencies through the completion of a final culminating independent applied research project. Education Research Seminar IV is designed to guide and support students in formulating findings and conclusions and identifying implications/recommendations/action planning for their setting or other educational settings.

ED.D. IN POLICY, PLANNING, ADMINISTRATION

College of Education and Social Work

Curriculum

<table>
<thead>
<tr>
<th>Professional Core</th>
<th>18</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDD 700</td>
<td>Doctoral Seminar in Educational Studies</td>
</tr>
<tr>
<td>3</td>
<td></td>
</tr>
<tr>
<td>EDD 701</td>
<td>Social and Ethical Foundations of Education Policy Research</td>
</tr>
<tr>
<td>3</td>
<td></td>
</tr>
<tr>
<td>EDD 702</td>
<td>Innovation in Curriculum Development and Evaluation</td>
</tr>
<tr>
<td>3</td>
<td></td>
</tr>
<tr>
<td>EDD 703</td>
<td>Educating All Students in a Diverse Society</td>
</tr>
<tr>
<td>3</td>
<td></td>
</tr>
<tr>
<td>EDD 704</td>
<td>Political and Legal Trends in Educational Policy</td>
</tr>
<tr>
<td>3</td>
<td></td>
</tr>
<tr>
<td>EDD 705</td>
<td>Critical Issues in Special Education</td>
</tr>
<tr>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Research Methods</td>
<td>12</td>
</tr>
<tr>
<td>EDD 720</td>
<td>Educational Research Design and Measurement</td>
</tr>
<tr>
<td>3</td>
<td></td>
</tr>
<tr>
<td>EDD 721</td>
<td>Educational Statistics</td>
</tr>
<tr>
<td>3</td>
<td></td>
</tr>
<tr>
<td>EDD 722</td>
<td>Qualitative Methods for Educational Researchers</td>
</tr>
<tr>
<td>3</td>
<td></td>
</tr>
<tr>
<td>EDD 723</td>
<td>Quantitative Methods for Educational Researchers</td>
</tr>
<tr>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Area of Concentration</td>
<td>12</td>
</tr>
<tr>
<td>12 credits of coursework related to candidate’s area of focus.</td>
<td></td>
</tr>
</tbody>
</table>

Comprehensive Exam 1

Prerequisites: Professional Core, Research Methods, Area of Concentration (42 earned credits).

Capstone Experience 1

| 12 |
| EDD 801 | Education Research Experience I: Research Questions/ Literature Review |
| 3 |
| EDD 802 | Education Research Experience II: Instrumentation and Data Collection |
| 3 |
| EDD 803 | Education Research Experience III: Quantitative and Qualitative Analysis |
| 3 |
| EDD 804 | Education Research Experience IV: Findings and Conclusions |
| 3 |

Total Minimum Credits Required 54

1 After successful completion of the professional core, specialized content area coursework, and the research methods, candidates will sit for comprehensive examination. Candidates will be required to pass written and/or oral qualifying examinations before beginning the research project portion of the program. The qualifying exams will cover content from the core and methods courses as well as content from the specialized content area. Candidates not passing the qualifying exam on the first try will be permitted one additional attempt.

2016-2017 GRADUATE CATALOG 205
2 The EdD Capstone Experience is a series of four courses whereby students demonstrate mastery of required competencies through the completion of a final culminating independent applied research project. Candidates will conduct the project in a setting related to their area of concentration, presumably their current employment setting. The student will enroll in EDD 801-804 and select an Education Research Advisory group who will serve to provide support, feedback, and approvals throughout the Capstone Experience. All EdD candidates will solicit participation of an Education Research Advisory group to be maintained for the entirety of the Capstone Experience EDD 801-804 (a minimum of two semesters). The advisory group shall consist of the following: 1 faculty adviser, 2 peer WCU EdD candidates, 1 WCU faculty member (external to the course), 1 Educational Agency Representative (site-based research consultant), and other education experts as approved by the faculty adviser.

Sample Course Plan
To track their individual degree progress, students are advised to access their Degree Progress Report (DPR) via my WCU and consult their Graduate Coordinator. For more information, visit wcupa.edu/ DegreeProgressReport.

DEPARTMENT OF PROFESSIONAL AND SECONDARY EDUCATION

College of Education and Social Work
201 Recitation Hall
West Chester University
West Chester, PA 19383
610-436-2958
Department of Professional and Secondary (http://www.wcupa.edu/ profSecEd)
Dr. Elmore (jelmore@wcupa.edu), Chairperson
Dr. Haworth (rhaworth@wcupa.edu), Graduate Coordinator

Programs of Study
The Department of Professional and Secondary Education offers the master of education, as well as graduate programs leading to teacher certification.

Master of Education in Secondary Education
Dr. Haggard (chaggard@wcupa.edu), Program Coordinator
This program is designed primarily to strengthen the professional knowledge, skills, and understanding of the graduate student. Practicing teachers will increase their knowledge base of effective teaching. In addition to the education courses offered, the 15 semester-hour elective area allows students to increase their knowledge in the academic content area.

Master of Education
The Master of Education program has concentrations in chemistry, French, history, and Spanish, offered cooperatively by the College of Education and Social Work and the College of Sciences and Mathematics. The academic requirements for each concentration are found under the respective department listing.

With this degree, students can strengthen their knowledge in the major subject area, as well as their professional knowledge and competence.

Students earning degrees in this program are advised primarily by their academic department representative but also must consult with a professional and secondary education adviser concerning the education portion of their program. Note: This program does not lead to teacher certification without additional course work.

Graduate Certificate Program in Education for Sustainability
Dr. Morgan (pmorgan@wcupa.edu), Coordinator
The graduate certificate program in education for sustainability (EFS) is designed for professionals who want to help others (students, co-workers, citizens) better understand the challenge of sustainability and become active participants in solutions. The EFS program consists of six courses that provide the perspective, experiences, and practical methods needed to integrate sustainability into the school, workplace, or community.

Graduate Certificate in Educational Technology
Dr. Penny (cpenny@wcupa.edu), Coordinator
The educational technology certificate is designed to support professional educators with technology that connects them to data, content, resources, expertise, and learning experiences that empower and inspire them to provide more effective learning for all students. Effective teaching in the 21st century requires innovation, problem solving, creativity, continuous improvement, research, diagnostic use of data, and flexible and personalized approaches to meeting students’ diverse needs and strengths.

Since the department believes the best way to prepare teachers for connected teaching is to have them experience it, this program provides technology-supported learning experiences that promote and enable the use of technology to improve learning, assessment, and instructional practices. The certificate in educational technology supports and develops educator identities as fluent users of advanced technology, creative and collaborative problem solvers, and adaptive, socially aware experts.

Programs

Master’s Programs in Professional and Secondary Education

• M.Ed. in Secondary Education (p. 209)
• M.Ed. with Concentrations in Chemistry, French, History, and Spanish (p. 210)

Certificates in Professional and Secondary Education

• Secondary Teaching Certificate (p. 210)
• Graduate Certificate in Education for Sustainability (p. 210)
  • Gainful Employment Information: Certificate in Education for Sustainability (http://wcupa.edu/gainfulEmployment)
• Graduate Certificate in Educational Technology (p. 210)
  • Gainful Employment Information: Certificate in Educational Technology (http://wcupa.edu/gainfulEmployment)
  • (http://www.wcupa.edu/_services/fin_aid/gainfulEmployment/GEDEducationalTechnology.html) Graduate Certificate in Entrepreneurial Education (p. 210)
  • Gainful Employment Information: Certificate in Entrepreneurial Education (http://wcupa.edu/gainfulEmployment)

Admissions
All applicants to one of West Chester University’s graduate programs will be held to the graduate admissions requirements (p. 10). When applicable, additional requirements for admission into specific department program(s) may be listed below.
Admission Requirements for the M.Ed. in Secondary Education

In addition to meeting admission requirements of the University, the student must:

1. Be approved by the Department of Professional and Secondary Education for graduate work.
2. Attain an acceptable score on the Graduate Record Examination or the Miller Analogies Test. It is strongly recommended that the applicant have a valid teaching certificate.

Applicants whose certification is not in secondary education may, at the department chairperson's discretion, be required to take course work beyond the minimum semester-hour requirements for the degree.

Upon admission, students will be assigned advisers who will help them to outline the appropriate program. All work for the program must be approved by the program coordinator.

Policies

All students in graduate programs are held to the academic policies and procedures (http://catalog.wcupa.edu/graduate/academic-policies-procedures) outlined in the graduate catalog. When applicable, additional policies for specific department programs(s) may be listed below.

Requirements for Admission to Degree Candidacy for the M.Ed. in Secondary Education

During the precandidacy period, the student must:

1. Attain full status, if admission status to the program was provisional.
2. Complete these required courses: EDF 500 and EDF 510, and EDP 550.
3. Achieve a minimum overall grade point average (GPA) of 3.0 and a minimum GPA of 3.0 in the required courses in the area of concentration.
4. Show evidence of academic, personal, and professional qualities that satisfy the adviser and the departmental graduate committee.

Faculty

Professors

Deborah S. Brown (dbrown2@wcupa.edu) (1992)
B.S., West Chester University; M.A., Ph.D., University of Delaware
John Elmore (jelmore@wcupa.edu) (2005)
Chairperson
B.A., B.S., Kansas Wesleyan University; M.S., Ph.D., Kansas State University
Paul Morgan (pmorgan@wcupa.edu) (1999)
B.A., University of Illinois; Ph.D., Columbia University
Christian V. Penny (cpenny@wcupa.edu) (2002)
B.S., Lock Haven University; M.Ed., East Stroudsburg University; Ph.D., Pennsylvania State University
Lesley A. Welsh (lwelsh@wcupa.edu) (1991)
B.A., Eastern Connecticut State University; M.A., Ph.D., University of Connecticut

Associate Professors

David L. Bolton (dbolton@wcupa.edu) (1991)
B.A., Seminar Marionhohe (Germany); M.A., Andrews University; Ph.D., Florida State University
Cynthia S. Haggard (chaggard@wcupa.edu) (1990)
B.A., M.A., Ed.D., Indiana University

Stephanie L. Hinson (shinson@wcupa.edu) (1992)
A.B., Princeton University; M.Ed., Ed.D., University of Virginia
Jane L. Kenney (jkenney@wcupa.edu) (1992)
B.A., Pennsylvania State University; M.A., Ohio State University; Ph.D., Temple University

Robert Haworth (rhaworth@wcupa.edu) (2012)
Graduate Coordinator, Professional and Secondary Education
B.A., University of Utah; M.A., Ph.D., New Mexico State University
Curry S. Malott (cmalott@wcupa.edu) (2011)
B.A., Miami University; M.A., Ph.D., New Mexico State University

Courses

EDC

EDC 540. Assessment Methods in Counseling. 3 Credits.
Emphasis is on the test and non-test assessment of intelligence, achievement, special abilities, and aptitudes, including concepts such as reliability, validity, and standardization.

EDF

EDF 500. Methods & Materials Of Research In Educa. 3 Credits.
Historical, descriptive, and experimental methods of research. Methods for locating, evaluating, interpreting, and reporting research data. Each student prepares a research prospectus.
Distance education offering may be available.

EDF 501. Research Methods For Teachers. 3 Credits.
Designed to offer a practical and accurate introduction to various research methods that can be applied to a classroom setting for improving teaching practice.

EDF 502. Methods & Materials Of Research For Counselor Education. 3 Credits.
Designed to enable the counselor to read experimental, quasi-experimental, descriptive, and correlational research reported in the professional journals. Both univariate and multivariate designs are emphasized.
Pre / Co requisites: EDF 502 requires prerequisite of EDC 540.

EDF 506. Design & Use Of Indiv Learning Packages. 3 Credits.
Contact department for more information about this course.

EDF 509. Contemporary Teaching Trends. 3 Credits.
Team teaching, programmed instruction, and various media of communication in the elementary and secondary schools are evaluated. Effective adaptation to newer practices is emphasized.

EDF 510. Educational Foundations. 3 Credits.
History of education, integrated with educational philosophy and thought; the long evolution of education theory and issues.

EDF 511. Foundations of Transformative Education. 3 Credits.
History of education, integrated with educational philosophy and thought; the long evolution of education theory and issues.

EDF 520. Comparative Education. 3 Credits.
Contact department for more information about this course.

EDF 580. History Of American Education. 3 Credits.
Nature and direction of American education, studied through individual and group research.

EDF 581. Philosophy Of Education. 3 Credits.
Selected philosophies and their influence on educational principles and practices in a democratic social order.

EDF 582. Seminar In The Hist Of Probs Of Educ. 3 Credits.
Historical study of the recurrent problems of education and their solutions. Implications of these solutions for contemporary American educational problems.

EDF 583. The American School As Social Narrative. 3 Credits.
An integrated exploration of the philosophical culture, social, and physical foundations of schooling and education in the United States.
EDF 588. Critical Pedagogy and the Politics of Education. 3 Credits.  
This course examines the historical development of critical pedagogy from its roots to its current models. By encouraging students to engage in a critical study of the educational system, this course seeks to aid in the development of analytical skills in regard to educational issues and provide a context within which future issues may be examined as they emerge. Pre / Co requisites: EDF 588 requires prerequisite of EDF 511.

EDF 589. Sociological Foundations Of Education. 3 Credits.  
Study of the socio-cultural influences on the structure of American educational institutions.

EDF 591. Introduction to Critical Action Research. 3 Credits.  
Students will be introduced to the action research process. At the conclusion of this course students will demonstrate understanding of the steps involved in conducting systematic, data-driven inquiry and applying reflective practices in the context of educational and social change.

EDF 593. Evaluation of Educational and Social Change. 3 Credits.  
This course provides the students with techniques to help the student evaluate educational and social change within the context and practice of action research. These techniques include both quantitative and qualitative methods. Specifically, students will learn to develop systematic approaches, which can be used to assess the effect of changes in educational practices and policies within the context of classrooms, schools, and school districts and society.

EDF 595. Critical Action Research Thesis Project. 3 Credits.  
Students will design an action research project on a topic of interest related to educational change and transformation. They will formulate their design into a research proposal and defend the proposal. Pre / Co requisites: EDF 595 requires prerequisites of EDF 591 and EDF 593.

EDF 599. Workshop In Professional Education. 3 Credits.  
Contact department for more information about this course. Repeatable for Credit.

EDO 500. Environmental & Sustainability Education. 3 Credits.  
Advanced overview of the development of environmental and sustainability education with emphasis on theoretical perspectives and professional applications.

EDO 510. Systems and Sustainability. 3 Credits.  
Examination of how systems thinking applies to learning for sustainability in schools and other institutions. Topics include curriculum, grounds, facilities, and missions.

EDO 520. Outdoor and Place-Based Education. 3 Credits.  
School and organization-based applications of outdoor and place-based education, with emphases on experiential and authentic learning.

EDO 525. Independent Studies in Environment Educ. 3 Credits.  
Special research projects, reports, and readings in conservation and outdoor education. Consent: Permission of the Department required to add.

EDO 550. Education for Sustainability: Methods & Projects. 3 Credits.  
Methods for integrating education for sustainability into schools and non-formal settings, using authentic projects to demonstrate and apply learning.

EDO 598. Workshop In Environmental Education. 3 Credits.  
Contact department for more information about this course.

EDT 500. Integrating Ed Tech For Effective Instruction. 3 Credits.  
This course covers the breadth of the conceptual foundation needed to integrate technology into teaching. In this survey course, the focus is on learning a process for determining which electronic tools and which methods for implementing them are appropriate for classroom situations. Distance education offering may be available.

EDT 501. Using Internet Resources - Curriculum and Assessment. 3 Credits.  
An in-depth course utilizing Internet resources for curriculum design, development, and assessment. Particular attention will be paid to the process of moving theory into practice to improve student learning. Extensive exposure to Web-based technologies and on-line resources, including professional journals, will be required in order to enhance familiarity with current educational issues and best practices. Pre / Co requisites: EDT 501 requires a prerequisite of EDT 500.

EDT 502. Seminar and Field Experience in Educational Technology. 3 Credits.  
Supervised use of educational technology integration in the field: clinical application of knowledge balancing the dynamic relationship of learning, teaching, and technology. Portfolio documentation of internship is required, as well as demonstration of professional skills and competencies, and pedagogical knowledge.
EDT 503. Learning And Leading With Technology. 3 Credits.
Participants will design comprehensive technology plans to create enhanced learning environments for all students to succeed. This course develops an informed leader involved with the change process in educational organization. The participants will analyze the impact of technology in the learning environment and identify key elements of professional development and support for change. In addition, educators will become familiar with technology funding sources and the grant writing process.

EDT 510. Instructional Design with Emerging Technology. 3 Credits.
In this course students will apply their understanding of educational technology to curriculum design process. Students will be asked to follow content area and pedagogical best practices in the design process. Special attention will be given to national standards, emerging technologies, and professional development. In addition, students will be required to research current methods and techniques in the application of educational emerging technologies. Distance education offering may be available.

EDT 511. Social and Cultural Implications of Educational Technology. 3 Credits.
This course is focused on the social, cultural, economic, and educational implications of modern learning technologies. Importantly, in this class participants will be analyzing current theoretical and empirical research for a broader understanding of the dynamic influences of educational technology on social change. The positive and negatives effects of technology upon the schools and students will be explored, as well as global issues, such as the digital divide (i.e. who has and who does not have access to technology, why, and what can be done). Pre / Co requisites: EDT 511 requires Prerequisite of EDT 588.

EDT 517. Technology and Universal Design for Learning. 3 Credits.
This course provides an introduction to the principles of Universal Design for Learning (UDL), the incorporation of assistive technologies to accomplish UDL, and the strategies for its inclusion in diverse instructional settings. Distance education offering may be available.

EDT 519. Introduction to Assistive Technology. 3 Credits.
This course focuses on the awareness of assistive technologies as it relates to education, communication, vocation, recreation, and mobility for students with disabilities. Distance education offering may be available.

EDT 530. Digital Media Production and Storytelling. 3 Credits.
This course offers an introduction to methods and strategies for the design and production of digital media and digital stories. Participants get hands-on experience with multimedia tools, produce their own new media and digital stories, learn to integrate digital stories in a school setting; and develop lessons that involve students in creating and sharing digital stories. Course topics include digital storytelling as an educational tool, assessing digital stories, the art and practice of storytelling, the media production process, copyright and fair use in education. Distance education offering may be available.

EDT 540. Teaching and Learning Online. 3 Credits.
This is a course about teaching and engaging the online learner. The overarching goal of this class is for teachers, and teacher candidates, to develop strategies to help learners be successful in an online environment. To accomplish this goal, the primary objectives for participants in this courses are to: understand the emerging field of teaching K-12 students online and the essential differences from traditional face-to-face teaching; perceive the affordances and challenges offered by online resources, technologies, and online teaching; integrate various web 2.0 tools to enhance online teaching and learning; develop strategies to foster student collaboration and communication within an online environment; comprehend the broad concept of digital citizenship and its implications including ethical and legal issues. Distance education offering may be available.

EDU

EDU 590. Independent Study. 1-3 Credits.
Contact department for more information about this course.

EDU 599. Workshop In Urban Education. 3 Credits.
Contact department for more information about this course.

EEE

EEE 500. Entrepreneurial Educator. 3 Credits.
This course offers support and practical tools for innovative educators to transform creative ideas into classroom practice. Educators collaborate to create or expand upon instructional ideas, develop strategic partnerships and formulate project plans to support implementation of these ideas.

EEE 501. Emerging Science & Technology. 3 Credits.
This course demonstrates Problems-Based Learning and the utilization of technology to inform education in emerging sciences. Distance education offering may be available.

EEE 503. Applied Learning Seminar. 3 Credits.
Participants will learn and demonstrate the application of problem based learning appropriate to classroom curriculum.

EEE 504. The 21st Century Educator Externship. 3 Credits.
Educators dialogue with leaders in business, industry, and research and job shadow 35 hours with professionals. Distance education offering may be available.

RES

RES 590. Independent Study in Education Research. 1-3 Credits.
Research project, reports, readings in educational research. Consent: Permission of the Department required to add.

RES 610. Thesis. 3 Credits.
Contact department for more information about this course.

SEE

SEE 999. Transfer Credits (Graduate). 3-9 Credits.
Transfer credit.

M.ED. IN SECONDARY EDUCATION

College of Education and Social Work

Curriculum

<table>
<thead>
<tr>
<th>Required Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDF 500</td>
</tr>
<tr>
<td>EDF 591</td>
</tr>
<tr>
<td>EDT 510</td>
</tr>
<tr>
<td>EDT 511</td>
</tr>
<tr>
<td>EDP 550</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Area of Concentration Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Select a minimum of 12 semester hours from the following:</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDF 506</td>
</tr>
<tr>
<td>EDF 509</td>
</tr>
<tr>
<td>EDF 520</td>
</tr>
<tr>
<td>EDF 580</td>
</tr>
<tr>
<td>EDF 588</td>
</tr>
<tr>
<td>EDF 589</td>
</tr>
<tr>
<td>EDT 531</td>
</tr>
<tr>
<td>EDS 502</td>
</tr>
<tr>
<td>EDS 505</td>
</tr>
<tr>
<td>EDS 599</td>
</tr>
<tr>
<td>EDT 500</td>
</tr>
<tr>
<td>EDT 501</td>
</tr>
<tr>
<td>EDT 502</td>
</tr>
<tr>
<td>EDT 503</td>
</tr>
<tr>
<td>EDT 511</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Electives</th>
</tr>
</thead>
<tbody>
<tr>
<td>The electives may be from courses listed above, or from courses in the student's teaching field. They also may be a combination of both.</td>
</tr>
<tr>
<td>Total Credits Required</td>
</tr>
</tbody>
</table>

Comprehensive Examination

Students must perform satisfactorily on a written comprehensive examination. To be eligible, students must have

1. Taken the required courses: EDF 500 and EDF 510, and EDP 550.
M.E.D. WITH CONCENTRATIONS IN CHEMISTRY, FRENCH, HISTORY, AND SPANISH

2. Completed 28 semester hours of work, including the nine semester hours of required courses and 12 semester hours from the area of concentration.
3. Attained a minimum overall GPA of 3.0 and a minimum GPA of 3.0 in the required courses and the courses in the area of concentration.
4. Received the approval of the departmental graduate coordinator.

Students who fail the comprehensive examination are allowed a second attempt. A second failure terminates candidacy.

Degree Progress

To track their individual degree progress, students are advised to access their Degree Progress Report (DPR) via my WCU and consult their Graduate Coordinator. For more information, visit wcupa.edu/DegreeProgressReport.

M.E.D. WITH CONCENTRATIONS IN CHEMISTRY, FRENCH, HISTORY, AND SPANISH

College of Education and Social Work

Curriculum

Professional Education Requirements

EDF 510  Educational Foundations  3
Select a minimum of one course from each of the following groups:  9

Group 1:

EDF 520  Comparative Education
EDF 580  History of American Education
EDF 589  Sociological Foundations of Education

Group 2:

EDF 509  Contemporary Teaching Trends
EDP 531  Principles of Educational Testing
EDP 550  Advanced Educational Psychology
EDP 569  Adolescent Development & Learning

Group 3:

EDC 567  Group Dynamics
EDF 506  Design & Use of Indiv Learning Packages
EDS 502  Curriculum Development in a Diverse Society

Concentration Requirements

EDF 500  Methods & Materials of Research in Educa  3
Academic subjects (See respective academic department for details)  18-20
Electives  1
Select 1-3 semester hours of professional or academic electives  1-3
Total Credits Required  36

1  Chosen in conference with the secondary education and academic advisers according to the student’s needs.

Comprehensive Examination

The student must perform satisfactorily on the final comprehensive examination covering the subject matter concentration and the professional education requirements.

Degree Progress

To track their individual degree progress, students are advised to access their Degree Progress Report (DPR) via my WCU and consult their Graduate Coordinator. For more information, visit wcupa.edu/DegreeProgressReport.

Graduate Certificate Program in Education for Sustainability

College of Education and Social Work

Required

EDO 500  Environmental & Sustainability Education  3
EDO 510  Systems and Sustainability  3
EDO 520  Outdoor and Place-Based Education  3
EDO 550  Education for Sustainability: Methods & Projects  3
Select two elective courses selected in consultation with the program’s director  6
Total Credits Required  18

Graduate Certificate in Educational Technology

College of Education and Social Work

Required

EDT 500  Integrating Ed Tech For Effective Instruction  3
EDT 510  Instructional Design with Emerging Technology  3
EDT 517  Technology and Universal Design for Learning  3
EDT 530  Digital Media Production and Storytelling  3
EDT 540  Teaching and Learning Online  3
Electives
Select one under advisement of the program director  3
Total Credits Required  18

Graduate Certificate in Entrepreneurial Education

College of Education and Social Work

Required

EDE 563  Teachers as Leaders  3
EEE 500  Entrepreneurial Educator  3
Select two of the following:  6

EEE 501  Emerging Science & Technology
EEE 503  Applied Learning Seminar
EEE 504  The 21st Century Educator Externship
MAT 595  Topics in Mathematics
Electives
Select two under advisement of the program director  6
Total Credits Required  18

Secondary Teaching Certificate

College of Education and Social Work

The Department of Professional and Secondary Education offers a nondegree program for post-baccalaureate students seeking secondary teaching certification. Students must apply through the Office of Graduate Studies and Extended Education for the certification program and meet admission requirements specified by the Pennsylvania Department of Education (PDE) for the University. (See “Formal Admission to Teacher Education for Certification (p. 71).”)

The program consists of six education courses, including a methods course offered by the academic area, plus a full semester of student teaching. Students must have academic course work in their subject area discipline(s) equivalent to an undergraduate B.S.Ed. from West Chester University. Undergraduate transcripts will be evaluated by the content area department to assess any additional course work that may be needed in the academic discipline.
Courses required for certification:

- **EDA 511** Inclusion & Collaboration 3
- **EDF 589** Sociological Foundations Of Education 3
- **EDP 531** Principles Of Educational Testing 3
- **EDP 550** Advanced Educational Psychology 3
- **EDS 505** Field Experience For Secondary Teachers 3
- **EDR 515** Teaching Reading with Child’s and Adolescent’s Lit 3
- **EDT 500** Integrating Ed Tech For Effective Instruction 3
- **LAN 586** Teaching Ells PK-12 3

Select a subject area methods course 3

Total Credits Required 30

(Note: Some course work taken for certification may count for the M.Ed. in secondary education.)

Candidates must show evidence of completion of required ETS Praxis I and II tests to student teach. They must pass all Praxis tests to become program completers and qualify for Pennsylvania certification. See the department for current requirements.

The PDE has recently issued new program guidelines for secondary education. Candidates must meet with an adviser to ascertain new requirements.

**DEPARTMENT OF PSYCHOLOGY**

College of the Sciences and Mathematics

Peoples Building  
West Chester University  
West Chester, PA 19383  
610-436-2945

Department of Psychology (http://www.wcupa.edu/psychology)  
Dr. Kerr (skerr@wcupa.edu), Interim Chairperson  
Dr. Shivde (gshivde@wcupa.edu), Assistant Chairperson  
Dr. Clarke (aclarke@wcupa.edu), Graduate Coordinator, Clinical Psychology  
Dr. Yorges (syorges@wcupa.edu), Graduate Coordinator, I/O & General Programs  
Bridgid Fitzgerald (bfitzgerald@wcupa.edu), Graduate Administrative Assistant

**Programs of Study**

The Department of Psychology offers the master of arts (M.A.) degree with concentrations in general psychology and industrial/organizational psychology, as well as a doctorate in psychology (Psy.D.) in clinical psychology.

**Master of Arts in Psychology (36-39 semester hours)**

**Doctorate in Psychology (Minimum of 114 semester hours)**

The West Chester University Psy.D. program in clinical psychology follows a practitioner-scholar model that prepares students for leadership roles as culturally competent psychologists. Graduates of WCU’s program will be able to employ evidence-based interventions to assess, treat, and prevent mental, emotional, and behavioral disorders, particularly among individuals who are at greatest risk and demonstrate the greatest need. The program prepares students to be critical consumers of research, and to develop and evaluate interventions for the purpose of quality improvement and clinical decision-making. The program provides significant training in assessment and therapeutic interventions through didactic coursework and supervised clinical training experiences beginning in the first year of the program. The Psy.D. program is a full-time, year-round program in which students are expected to be on campus for classes, clinical practicum, and dissertation research during the Fall, Spring, and Summer. Students will select elective courses that support their specific training goals and that enhance their learning in one of two specialty tracks: Trauma or Child/Adolescent Mental Health. Graduates of WCU’s program will be adaptive to new knowledge in the field and responsive to emerging needs in an increasingly diverse society.

**Psychology Post-Master's Letter of Completion in Clinical Mental Health in Preparation for Counseling Licensure**

**Programs**

**Master's Programs in Psychology**

- M.A. in Psychology - Clinical Psychology Concentration (p. 216)  
  (no longer accepting new students)
- M.A. in Psychology - General Psychology Concentration (p. 217)
- M.A. in Psychology - Industrial/Organizational Psychology Concentration (p. 217)

**Doctor of Psychology**

- Psy.D. in Clinical Psychology (p. 215)

**Certificates**

- Industrial/Organizational Psychology Certificate (p. 217)

**Other Programs in Psychology**

- Psychology Post-Master's Letter of Completion in Clinical Mental Health in Preparation for Counseling Licensure (p. 217)

**Admissions**

All applicants to one of West Chester University's graduate programs will be held to the graduate admissions requirements (p. 10). When applicable, additional requirements for admission into specific department program(s) may be listed below.

**Master's of Psychology**

The minimum admission standards for the Department of Psychology are an undergraduate GPA of 3.0, a psychology GPA for three or more courses of 3.25, GRE scores of 500 on both verbal and quantitative areas, and three letters of reference. An interview with the department admissions committee also may be required. Typically, admissions are made on a once-a-year basis with March 1 serving as the application deadline. Students accepted into a concentration may, with the approval of the graduate committee, transfer to another concentration. A few applicants who do not fully meet the outlined admission requirements may be admitted on a provisional basis depending on their maturity, relevant work experiences, and academic promise.

**Doctor of Psychology in Clinical Psychology**

Preferred minimum scores for consideration for admission in the Psy.D. in Clinical Psychology are:

- An undergraduate overall GPA of 3.0, and a GPA of 3.25 in Psychology.
- GRE General test scores of 153 on the Verbal test, 144 on the Quantitative test, and 3.0 on the Written test.
- Successful completion of PSY courses (at the undergraduate level) in Abnormal/Clinical Psychology, Research Methods, and Statistics.
- Three letters of recommendation (at least two from academic references).
- A personal goals statement.
- Other requirements, as published in the Graduate Catalog of the university.

In addition, applicants who are not Psychology majors may be required to complete undergraduate Psychology courses as a condition of admission to the program. A subset of qualified applicants will be selected for interviews. In person interviews and a tour of the
department are required as part of the application process. Only students who have completed the interview process will be eligible for matriculation.

Policies

All students in graduate programs are held to the academic policies and procedures (http://catalog.wcupa.edu/graduate/academic-policies-procedures) outlined in the graduate catalog. When applicable, additional policies for specific department programs(s) may be listed below.]

Doctor of Psychology in Clinical Psychology

Degree Completion Policy

Students will complete course work in years 1 and 2, defend their dissertation proposal, complete course work in year 3, and pass the comprehensive exams thus earning their M.A. degree in Psychology. Students will then complete course work in year 4, defend their dissertation, and complete a full time internship in order to earn a Psy.D.

There will be annual reviews of student progress. Psy.D. students will prepare an annual review of program progress for faculty. Faculty will review student progress as described below:

- At the end of the first year, all students are evaluated by the Clinical Training Committee. Any problems noted, suggesting an inability to effectively complete the program, will be addressed formally with the student, and the student will be placed on probation. Mid-way through the second year, any student on probation is re-evaluated and provided feedback on their progress (or lack thereof). (ANY student may be re-evaluated at this point if a concern has developed following the initial 1st year evaluation.) At the end of the 2nd year, all students are again evaluated. Those who are evaluated favorably will continue with the program and upon successful completion of the dissertation proposal and the comprehensive exam are awarded their Master's degree. Those who are evaluated unfavorably will be dismissed from the program. The Clinical Training Committee will determine whether it is appropriate to let the student complete the dissertation proposal and comprehensive exams in order to earn the Master's degree.

- Following the successful completion of the dissertation proposal, students apply for degree candidacy. Degree candidacy can be denied and students removed from the program at this point.

- All students are evaluated following the comprehensive exams (i.e., end of year 3). Any student can be removed from the program for failing the comprehensive exams.

Faculty

Professors

Eleanor Brown (ebrown@wcupa.edu) (2005)
B.A., Haverford College; Ph.D., University of Delaware

Susan Gans (sgans@wcupa.edu) (1997)
Psychology
B.A., New York University; M.A., Ph.D., University of Chicago

Lauri Hyers (lhyers@wcupa.edu) (2004)
B.A., Ph.D., Pennsylvania State University

Vanessa K. Johnson (vjohnson@wcupa.edu) (1999)
B.S., University of Washington, Seattle; M.A., Ph.D., University of California, Berkeley

Sandra L. Kerr (skerr@wcupa.edu) (1994)
Chairperson, Psychology
B.A., Boston College; M.A., Ph.D., State University of New York at Stony Brook

V. Krishna Kumar (vkumar@wcupa.edu) (1977)
B.S., Osmania University (India); M.S., Indian Agricultural Research Institute; M.S., Ph.D., University of Wisconsin-Madison

Deborah Mahlstedt (dmahlstedt@wcupa.edu) (1988)
B.S., State University of New York at Rockport; M.Ed., Ph.D., Temple University

Loretta Rieser-Danner (lriesser-danner@wcupa.edu) (1997)
B.S., Pennsylvania State University; Ph.D., University of Texas at Austin

Jasmin Tahmaseb-McConatha (jmconatha@wcupa.edu) (1990)
B.A., University of Utah; M.S., Jacksonville State University; Ph.D., University of Georgia

Thomas Treadwell (ttreadwell@wcupa.edu) (1968)
B.A., Morris Harvey College; M.S., University of Bridgeport Moreno Institute, New York (Certified Psychodramatist, T.E.P.); Ed.D, Temple University

Associate Professors

Julian Azeptosa (jazzeptosa@wcupa.edu) (2001)
B.A., M.A., Ph.D., University of Delaware

Angela Clarke (aclearke@wcupa.edu) (2007)
Graduate Coordinator, Psychology
B.S., M.A., Ph.D., University of North Carolina-Chapel Hill

Geeta Shivde (gshivde@wcupa.edu) (2005)
Assistant Chairperson, Psychology
B.A., Oberlin College; M.S., Ph.D., University of Oregon

Assistant Professors

Erin Michelle Hill (ehill@wcupa.edu) (2013)
B.A., Laurentian University; M.A., Carleton University; Ph.D., Auckland University of Technology

Farzindar (farzind@wcupa.edu) (2014)
B.S., University of Toronto; M.S., Villanova University; Ph.D., Drexel University

Vipanchi Misra (vmisra@wcupa.edu) (2014)
B.A., M.A., University of Delhi; M.S., University of Hartford; Ph.D., University at Albany, SUNY

Karen J. Mitchell (kmitchell@wcupa.edu) (2014)
B.A., the Pennsylvania State University; M.A., Ph.D., Kent State University

Aaron S. Rundus (arundus@wcupa.edu) (2011)
B.A., University of South Florida; M.S., Ph.D., University of California, Davis

Ekeoma E. Uzoaga (euzoaga@wcupa.edu) (2016)
B.A. Boston University; M.A. University of Michigan; M.P.H. University of Michigan; Ph.D. University of Michigan

Courses

PSY

PSY 506. Learning And Cognition. 3 Credits.
Survey and critical review of existing theories of learning and relevant research data. Typically offered in Spring.
PSY 510. Graduate Research in Psychology. 3 Credits.
This course is designed to allow graduate psychology students an opportunity to learn about and engage in psychological research, independent of required or optional thesis research. Most 510 research participation will be of a collaborative nature, with students working closely with a departmental faculty member. Typically offered in Fall & Spring.

PSY 512. Psychology Of Personality. 3 Credits.
The interaction and effects of forces that influence personality development. Normal and neurotic development are contrasted. Principles of personality measurement are explored. Typically offered in Fall.

PSY 514. Group Interventions II. 3 Credits.
Continuation of PSY 513 at an advanced level with emphasis on clinical sociometry, the social atom concept, auxiliary ego techniques, and directing. Instruction will include both didactic and experiential modes.

PSY 521. Issues in Autism: Diagnosis and Behavioral Treatments. 3 Credits.
Study of the assessment and treatment of children and adults with autism spectrum disorders, related disorders, and associated problems. Detailed coverage of current validated assessment and treatment practices, with emphasis on behavior analytic procedures. Instruction will occur via current books, periodicals, testing materials, videos, and role-play activities. Distance education offering may be available.

PSY 524. Psychometrics: Measurement and Evaluation. 3 Credits.
A survey of measurement theory in psychology with emphasis on the logic of measurement, scaling models, statistical methods, construction of valid and reliable measures. Pre / Co requisites: PSY 524 requires prerequisite of PSY 501. Typically offered in Fall & Summer.

PSY 530. Human Sexual Behavior. 3 Credits.
Contact department for more information about this course.

PSY 540. Multicultural Psychology. 3 Credits.
Contact department for more information about this course.

PSY 543. Psychology of Group Processes. 3 Credits.
Survey of psychological group processes, tracing the origins and historical development of the major theoretical orientations. Typically offered in Spring.

PSY 546. Advanced Systems Analysis. 3 Credits.
Systems analysis applied to the design, development, and management of human performance systems within organizations. Typically offered in Fall.

PSY 547. Interpersonal Relationships within Groups. 3 Credits.
A study of processes and factors in establishing, maintaining, and terminating relationships via the use of group methods. Typically offered in Spring.

PSY 560. Advanced Industrial Psychology. 3 Credits.
Advanced survey of theory, research, and applications in major topical areas of industrial psychology. Topics include job analysis, employee recruitment, employee selection, selection decisions, performance appraisal, uses and development of psychological tests. Distance education offering may be available. Typically offered in Fall.

PSY 562. Organizational Psychology. 3 Credits.
Advanced survey of theory and research on the behavior of individuals and groups in organizations. Topics include job attitudes, leadership, work motivation, organizational culture, teams and group processes. Distance education offering may be available. Typically offered in Spring.

PSY 565. Psychology Of Women. 3 Credits.
Contact department for more information about this course. Typically offered in Fall.

PSY 566. Seminar In Indust & Organizat Psychology. 3 Credits.
Recent technical, legal, social, and ethical aspects of the field are covered. Affirmative action and assessment, equal opportunity, minorities and women in the work force, and other pertinent issues are emphasized. Pre / Co requisites: PSY 566 requires prerequisite of PSY 501 and PSY 502 and PSY 524 and PSY 560 and PSY 562. Typically offered in Spring.

PSY 567. Psychology & Training. 3 Credits.
This course is focused on psychological principles and methods used for planning and analysis of training performance in organizations. Topics include training needs assessment, methods of training, transfer of training effects as well as design and experimental evaluation of training techniques. Typically offered in Fall.

PSY 568. Psychopharmacology. 3 Credits.
An introduction to the mechanisms of action, effects and side effects of those psychoactive drugs most commonly encountered by mental health practitioners. Both psychotherapeutic drugs and drugs of abuse will be discussed. The course will focus on the implications of these drugs for our understanding of the neurochemical basis of both normal and abnormal behavior.
Consent: Permission of the Department required to add.

PSY 569. Ethics and Professional Skills in Organizational Practice. 3 Credits.
Tools, techniques, and practices required for successfully applying Industrial/Organizational psychology knowledge within organizations. Pre / Co requisites: PSY 569 requires a prerequisite of PSY 560 or PSY 562. Distance education offering may be available. Typically offered in Fall.

PSY 571. Workplace Stress and Health. 3 Credits.
Advanced survey of processes, theories, research, and practical applications related to stress and health in the workplace. Topics include workplace stress interventions, corporate wellness programs, and work-life integration. Distance education offering may be available. Typically offered in Fall.

PSY 572. Introduction to People Analytics. 3 Credits.
LEC (3), LEC (3)
An introduction to metrics, analysis, measurement, and data interpretation critical to human resource (people) analytics. Students will learn various quantitative decision-making techniques and methods for common personnel management issues such as talent acquisition, training evaluation, performance management, employee attitudes and engagement, HR effectiveness, and financial return-on-investment. Distance education offering may be available. Typically offered in Spring.

PSY 581. Eating Disorders. 3 Credits.
Contact department for more information about this course.

PSY 590. Topical Seminar in Psychology. 1-3 Credits.
Special topics in psychology not offered under existing regularly offered courses. Consent: Permission of the Department required to add. Repeatable for Credit.

PSY 600. Research Report. 3 Credits.
Contact department for more information about this course. Typically offered in Fall & Spring.

PSY 601. Introduction to Statistics/Research Methods. 3 Credits.
Critical examination of research methods in psychology, including experimental and quasi-experimental designs, correlational methods, and survey methods. Students will receive practical experience in the design, implementation, analysis, and interpretation of data, and in preparation of written reports for research projects. Typically offered in Fall.

PSY 602. Advanced Statistical Methods. 3 Credits.
Critical examination of research methods in psychology, including experimental and quasi-experimental designs, correlational methods, and survey methods. Students will receive practical experience in the design, implementation, analysis, and interpretation of data, and in preparation of written reports for research projects. Pre / Co requisites: PSY 602 requires prerequisite of PSY 601. Typically offered in Spring.
PSY 604. History and Systems of Psychology. 3 Credits.
An integrated overview of the history of psychology as well as the systems, theories, and fundamental issues with which psychologists have concerned themselves in the past, recent, and current stages of the science. Typically offered in Summer.

PSY 605. Biological Bases of Behavior. 3 Credits.
This course provides an overview of the anatomical, physiological, endocrinological and psychopharmacological underpinnings of behavior, including emotion, learning, memory, movement, and neurobehavioral dysfunction. Typically offered in Fall.

PSY 606. Ethical-Affective Bases of Behavior. 3 Credits.
This course emphasizes cognitive and affective processes that influence behavior, and the interaction of emotion and cognition. Areas of emphasis include attention, memory, decision making, emotion regulation and disorders of emotion. Typically offered in Spring.

PSY 607. Cognitive-Affective Bases of Behavior. 3 Credits.
This course emphasizes cognitive and affective processes that influence behavior, and the interaction of emotion and cognition. Areas of emphasis include attention, memory, decision making, emotion regulation and disorders of emotion. Typically offered in Fall.

PSY 608. Developmental Bases of Behavior. 3 Credits.
Study of developmental theories explaining typical human development. Emphasis on current theoretical issues involved in the effects of early experience and environment. Typically offered in Fall.

PSY 609. Advanced Social Psychology. 3 Credits.
Emphasizes contemporary approaches to the study of social behavior including cognitive, social, and experimental and quasi-experimental research methodology. Typically offered in Fall.

PSY 610. Thesis. 3-6 Credits.
An original empirical study. Consent: Permission of the Department required to add. Typically offered in Fall & Spring. Repeatable for Credit.

PSY 630. Internship in Industrial/Organizational. 3 Credits.
Supervised professional participation in applied psychological activities within a business or organizational setting. Consent: Permission of the Department required to add. Typically offered in Fall.

PSY 680. Advanced Health Psychology. 3 Credits.
An in-depth study of the behavioral, biological, psychological and social factors in physical health and illness. Emphasis will be placed on contemporary health psychology research and current areas of focus in the field. Typically offered in Fall.

PSY 700. Adult Psychopathology. 3 Credits.
Advanced study of abnormal human behavior and a description of pertinent types, including symptoms, causes, and treatment. Current and recent theoretical approaches and research findings relevant to the etiology and treatment of these disorders. Consent: Permission of the Department required to add. Typically offered in Fall.

PSY 701. Child and Adolescent Psychopathology. 3 Credits.
Advanced study of abnormal child and adolescent behavior and a description of pertinent types, including symptoms, causes, and treatment. Current and recent theoretical approaches and research findings relevant to the etiology and treatment of these disorders. Pre / Co requisites: PSY 701 requires prerequisite of PSY 700. Typically offered in Fall.

PSY 705. Multicultural Clinical Psychology. 3 Credits.
This course provides students an overview of multiculturalism in the practice of clinical psychology. The focus of this course is on the role of culture, viewed broadly in terms of multiple social identities (e.g., class, race, age, gender, sexual orientation) and the intersection of these identities, in understanding human behavior, particularly in the context of therapeutic interactions. Typically offered in Fall.

PSY 708. Ethical, Legal, and Professional Issues in Psychotherapy. 3 Credits.
The focus of this course is on the ethical practice of counseling/psychotherapy. Ethical standards of the American Psychological Association, the American Counseling Association, and Pennsylvania law will guide discussion of the ethical and legal issues that may arise for psychotherapists during their various professional activities. Typically offered in Summer.

PSY 710. Psychotherapy I: Cognitive and Behavior Therapy. 3 Credits.
This course is designed to familiarize students with the cognitive model from an applied and theoretical perspective. Students will become acquainted with some of the commonly used assessment tools and various intervention techniques in cognitive behavioral treatment. The course is viewed as a practitioner-application environment utilizing basic CBT techniques emphasizing collaborative components of the cognitive model. Typically offered in Fall & Spring.

PSY 712. Psychotherapy II: Interpersonal and Psychodynamic Theory. 3 Credits.

PSY 714. Psychotherapy III: Child and Family Therapy. 3 Credits.
This course will provide students the opportunity to learn skills necessary for conducting psychotherapy with children, adolescents, and families. Theoretical considerations, principles, techniques, and problems involved in psychotherapy with children, adolescents, and families will be discussed. Contemporary theories of psychotherapy encompass a wide range of thought, differing models of mind, and competing clinical perspectives. In this course we will contrast and evaluate various psychotherapy models for treating children and adolescents, including psychodynamic, cognitive behavioral, narrative, and family systems approaches. Pre / Co requisites: PSY 714 requires prerequisites of PSY 710 and PSY 712. Typically offered in Spring.

PSY 716. Psychotherapy IV: Group Dynamics/Group Interventions. 3 Credits.
This course introduces theory and practice of psychodrama as a psychotherapeutic modality, emphasizing psychodramatic and sociometric techniques. It gives each person a chance to participate in using sociodrama and psychodrama techniques and integrates the theoretical with the applied components of psychodrama. Pre / Co requisites: PSY 716 requires prerequisites of PSY 710, PSY 712, and PSY 714. Typically offered in Summer.

PSY 720. Assessment I: Intellectual Assessment. 3 Credits.
Historical development, administration, scoring, and interpretation of the Wechsler scales. Typically offered in Fall.

PSY 721. Assessment II: Personality Assessment. 3 Credits.
History and theory of personality testing. Introduction to administration, scoring, and interpretation of projective and objective techniques. Typically offered in Summer.

PSY 730. Clinical Skills Practicum. 3 Credits.

PSY 731. Clinical Supervision. 1 Credit.
For students working in the WCU Community Mental Health Clinic. This course provides face-to-face, individual supervision with a member of the WCU Clinical Psychology faculty. By working closely with their supervisors, students will develop their assessment and psychotherapy skills, learn appropriate professional conduct, and will develop into ethical and effective mental health practitioners. Pre / Co requisites: PSY 731 requires prerequisite of PSY 730. Consent: Permission of the Department required to add. Typically offered in Fall, Spring & Summer. Repeatable for Credit.

PSY 732. Consultation and Supervision in Clinical Practice. 3 Credits.
This course will provide students with an overview of the theory, research, and practice of clinical supervision and consultation within a multicultural framework. Students will develop skills that will help them become effective and ethical supervisors and consultants. Pre / Co requisites: PSY 732 requires prerequisite of PSY 708. Typically offered in Spring.
PSY 733. Psychology Clinic Practicum. 2 Credits.
For students working in the WCU Community Mental Health Clinic. This course will provide supervised, educational, graduate-level experience in an outpatient mental health setting in the intake process, assessment, diagnosis, report writing, and individual, family, and/or group psychotherapy.
Pre / Co requisites: PSY 733 requires prerequisite of PSY 730.
Consent: Permission of the Department required to add.
Typically offered in Fall, Spring & Summer.
Repeatable for Credit.

PSY 734. Advanced Clinical Practicum. 2-3 Credits.
Supervised professional participation in applied psychological activities, or projects in cooperating agencies and institutions.
Pre / Co requisites: PSY 734 requires prerequisite of PSY 730.
Consent: Permission of the Department required to add.
Typically offered in Fall, Spring & Summer.
Repeatable for Credit.

PSY 740. Research Practicum. 3 Credits.
This course gives graduate psychology students an opportunity to learn about and engage in psychological research to augment the dissertation research by as siting students in learning the process of developing a research program and a dissertation proposal.
Pre / Co requisites: PSY 740 requires prerequisite of PSY 601 and PSY 602.
Typically offered in Fall & Summer.
Repeatable for Credit.

PSY 742. Program Evaluation. 3 Credits.
This course is designed to introduce advanced graduate students to a variety of approaches to program evaluation and a range of skills required to develop and implement an evaluation. Topics include needs analysis, statement of objectives, definition and verification of treatment, operational measures, evaluation design, analysis/interpretation of data, and report writing. Typically offered in Fall.

PSY 750. Community Interventions. 3 Credits.
This course will provide students with an overview of the theory, research, and practice of clinical supervision and consultation within a multicultural framework. Students will develop skills that will help them become effective and ethical supervisors and consultants. Typically offered in Spring.

PSY 752. Clinical Neuropsychology. 3 Credits.
This course provides an introduction to the subspecialty of clinical neuropsychology, with a focus on understanding brain-behavior relationships using culturally and ethnically informed neuropsychological assessment methods.
Pre / Co requisites: PSY 752 requires prerequisite of PSY 605 and PSY 721. Typically offered in Summer.

PSY 760. Adolescence and Emerging Adulthood. 3 Credits.
Key topics of adolescence and emerging adulthood. Focus will be on the (a) biological, cognitive, social, emotional, and psychological changes of these age periods, (b) contexts of development, such as families, peers, and schools, and (c) ways in which individual development is related to income, gender, sexual orientation, and racial/ethnic group membership.
Pre / Co requisites: PSY 760 requires prerequisite of PSY 608 and PSY 701. Typically offered in Fall.

PSY 761. Infant Mental Health. 3 Credits.
This course provides an introduction to infant mental health, a growing area of psychological research and practice. Among other topics, we will cover development and context, risk and protective factors, assessment, psychopathology or significant difficulties, and prevention and intervention.
Pre / Co requisites: PSY 761 requires prerequisite of PSY 608 and PSY 701. Typically offered in Spring.

PSY 770. Trauma and Treatment. 3 Credits.
This course reviews the history, etiology, symptoms, diagnosis and treatment of trauma-related dysfunction, particularly post-traumatic stress disorder (PTSD), acute stress disorder (ASD), and common comorbid conditions.
Pre / Co requisites: PSY 770 requires prerequisite of PSY 700, PSY 710, and PSY 712. Typically offered in Summer.

PSY 780. Trauma Interventions for Children and Adolescents. 3 Credits.
Critical examination of etiology and treatment issues related to psychology studies in traumatic stress for children. Review of empirical research and psychotherapeutic principles for mitigating the negative consequences of trauma in children.
Pre / Co requisites: PSY 780 requires prerequisites of PSY 701, PSY 710, PSY 712, and PSY 714. Typically offered in Fall.

PSY 781. Ecological Contexts of Trauma. 3 Credits.
This course focuses on the ecological contexts of psychological trauma, ranging from microsystem influences such as family and friends to macrosystem influences such as the broader culture and its systems of oppression. Consideration of ecological context is important for understanding how to define traumatic events, why these events occur, why some social groups are disproportionately likely to experience them, and how we might promote recovery for individuals and communities as well as prevent or reduce the occurrence of future trauma.
Pre / Co requisites: PSY 781 requires prerequisites of PSY 605, PSY 609, PSY 700, and PSY 701. Typically offered in Spring.

PSY 800. Dissertation. 3 Credits.
An empirical research study with an oral defense approved by at least 2 faculty members from the WCU Psychology Department.
Pre / Co requisites: PSY 800 requires prerequisite of PSY 740.
Consent: Permission of the Department required to add.
Typically offered in Fall, Spring & Summer.
Repeatable for Credit.

PSY 890. Pre-Doctoral Clinical Internship. 1 Credit.
Contact department for more information about this course.
Pre / Co requisites: PSY 890 requires prerequisite of PSY 734 and permission of program director.
Consent: Permission of the Department required to add.
Typically offered in Fall, Spring & Summer.
Repeatable for Credit.

PSY 999. Transfer Credits (Graduate). 3-9 Credits.
Transfer credit.

PSY.D. IN CLINICAL PSYCHOLOGY

College of the Sciences and Mathematics

Curriculum

Required

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY 601</td>
<td>Introduction to Statistics/Research Methods</td>
<td>3</td>
</tr>
<tr>
<td>PSY 602</td>
<td>Advanced Statistical Methods</td>
<td>3</td>
</tr>
<tr>
<td>PSY 604</td>
<td>History and Systems of Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSY 605</td>
<td>Biological Bases of Behavior</td>
<td>3</td>
</tr>
<tr>
<td>PSY 607</td>
<td>Cognitive-Affective Bases of Behavior</td>
<td>3</td>
</tr>
<tr>
<td>PSY 608</td>
<td>Developmental Bases of Behavior</td>
<td>3</td>
</tr>
<tr>
<td>PSY 609</td>
<td>Advanced Social Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSY 700</td>
<td>Adult Psychopathology</td>
<td>3</td>
</tr>
<tr>
<td>PSY 701</td>
<td>Child and Adolescent Psychopathology</td>
<td>3</td>
</tr>
<tr>
<td>PSY 705</td>
<td>Multicultural Clinical Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSY 708</td>
<td>Ethical, Legal, and Professional Issues in Psychotherapy</td>
<td>3</td>
</tr>
<tr>
<td>PSY 710</td>
<td>Psychotherapy I: Cognitive and Behavior Therapy</td>
<td>3</td>
</tr>
<tr>
<td>PSY 712</td>
<td>Psychotherapy II: Interpersonal and Psychodynamic Theory</td>
<td>3</td>
</tr>
<tr>
<td>PSY 714</td>
<td>Psychotherapy III: Child and Family Therapy</td>
<td>3</td>
</tr>
<tr>
<td>PSY 716</td>
<td>Psychotherapy IV: Group Dynamics/Group Interventions</td>
<td>3</td>
</tr>
<tr>
<td>PSY 720</td>
<td>Assessment I: Intellectual Assessment</td>
<td>3</td>
</tr>
<tr>
<td>PSY 721</td>
<td>Assessment II: Personality Assessment</td>
<td>3</td>
</tr>
<tr>
<td>PSY 730</td>
<td>Clinical Skills Practicum</td>
<td>3</td>
</tr>
<tr>
<td>PSY 731</td>
<td>Clinical Supervision</td>
<td>1</td>
</tr>
<tr>
<td>PSY 732</td>
<td>Consultation and Supervision in Clinical Practice</td>
<td>3</td>
</tr>
<tr>
<td>PSY 733</td>
<td>Psychology Clinic Practicum</td>
<td>2</td>
</tr>
<tr>
<td>PSY 734</td>
<td>Advanced Clinical Practicum</td>
<td>2-6</td>
</tr>
<tr>
<td>PSY 740</td>
<td>Research Practicum</td>
<td>3</td>
</tr>
</tbody>
</table>
PSY 742  Program Evaluation  3  
PSY 800  Dissertation  3  
PSY 890  Pre-Doctoral Clinical Internship  3-12  

**Electives**

Please choose four courses from the following:  12  
- PSY 680  Advanced Health Psychology  
- PSY 750  Community Interventions  
- PSY 752  Clinical Neuropsychology  
- PSY 760  Adolescence and Emerging Adulthood  
- PSY 761  Infant Mental Health  
- PSY 770  Trauma and Treatment  
- PSY 780  Trauma Interventions for Children and Adolescents  
- PSY 781  Ecological Contexts of Trauma  

**Total Minimum Credits Required**  114  

---

**Sample Course Plan**

To track their individual degree progress, students are advised to access their Degree Progress Report (DPR) via my WCU and consult their Graduate Coordinator. For more information, visit wcupa.edu/DegreeProgressReport.  

(*Note: As of Fall 2016, this program is no longer accepting applications.*)  

### Year One

<table>
<thead>
<tr>
<th>Semester One</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY 601  Introduction to Statistics/Research Methods</td>
<td>3</td>
</tr>
<tr>
<td>PSY 700  Adult Psychopathology</td>
<td>3</td>
</tr>
<tr>
<td>PSY 712  Psychotherapy II: Interpersonal and Psychodynamic Theory</td>
<td>3</td>
</tr>
<tr>
<td>Elective</td>
<td>3</td>
</tr>
<tr>
<td><strong>Credits</strong></td>
<td><strong>12</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Semester Two</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY 524  Psychometrics: Measurement and Evaluation</td>
<td>3</td>
</tr>
<tr>
<td>PSY 720  Psychotherapy I: Cognitive and Behavior Therapy</td>
<td>3</td>
</tr>
<tr>
<td>PSY 721  Assessment II: Personality Assessment</td>
<td>3</td>
</tr>
<tr>
<td>PSY 722  Psychotherapy II: Interpersonal and Psychodynamic Theory</td>
<td>3</td>
</tr>
<tr>
<td>PSY 708  Ethical, Legal, and Professional Issues in Psychotherapy</td>
<td>3</td>
</tr>
<tr>
<td>PSY 730  Clinical Skills Practicum</td>
<td>3</td>
</tr>
<tr>
<td><strong>Credits</strong></td>
<td><strong>11-12</strong></td>
</tr>
</tbody>
</table>

### Year Two

<table>
<thead>
<tr>
<th>Semester Three</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY 524 (Or Year One, Summer)  Psychometrics: Measurement and Evaluation</td>
<td>3</td>
</tr>
<tr>
<td>PSY 710 (Or Year Two, Semester Four)  Psychotherapy I: Cognitive and Behavior Therapy</td>
<td>3</td>
</tr>
<tr>
<td>PSY 720 (Or Year Two, Semester Four)  Assessment I: Intellectual Assessment</td>
<td>3</td>
</tr>
<tr>
<td>PSY 734  Advanced Clinical Practicum</td>
<td>2-3</td>
</tr>
<tr>
<td><strong>Credits</strong></td>
<td><strong>11-12</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Semester Four</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY 721 (Or Year Two, Semester Three)  Assessment II: Personality Assessment</td>
<td>3</td>
</tr>
<tr>
<td>PSY 890  Pre-Doctoral Clinical Internship</td>
<td>1</td>
</tr>
<tr>
<td>Elective 2</td>
<td>3</td>
</tr>
<tr>
<td>Elective 3</td>
<td>3</td>
</tr>
<tr>
<td><strong>Credits</strong></td>
<td><strong>10</strong></td>
</tr>
</tbody>
</table>

---

**Total Credits Required**  48  

---

**M.A. IN PSYCHOLOGY - CLINICAL PSYCHOLOGY CONCENTRATION**

*College of the Sciences and Mathematics*

*(*Note: As of Fall 2016, this program is no longer accepting new students.)*

The clinical concentration involves the following required course work:

<table>
<thead>
<tr>
<th>Required</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY 601  Introduction to Statistics/Research Methods</td>
<td>3</td>
</tr>
<tr>
<td>PSY 602  Advanced Statistical Methods</td>
<td>3</td>
</tr>
<tr>
<td>PSY 700  Adult Psychopathology</td>
<td>3</td>
</tr>
<tr>
<td>PSY 524  Psychometrics: Measurement and Evaluation</td>
<td>3</td>
</tr>
<tr>
<td>PSY 710  Psychotherapy I: Cognitive and Behavior Therapy</td>
<td>3</td>
</tr>
<tr>
<td>PSY 540  Multicultural Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSY 720  Assessment I: Intellectual Assessment</td>
<td>3</td>
</tr>
<tr>
<td>PSY 721  Assessment II: Personality Assessment</td>
<td>3</td>
</tr>
<tr>
<td>PSY 712  Psychotherapy II: Interpersonal and Psychodynamic Theory</td>
<td>3</td>
</tr>
<tr>
<td>PSY 708  Ethical, Legal, and Professional Issues in Psychotherapy</td>
<td>3</td>
</tr>
<tr>
<td>PSY 730  Clinical Skills Practicum</td>
<td>3</td>
</tr>
</tbody>
</table>

In addition, a two-semester-hour clinical practicum and a four semester-hour clinical internship are required.

<table>
<thead>
<tr>
<th>Electives</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY 734  Advanced Clinical Practicum</td>
<td>2</td>
</tr>
<tr>
<td>PSY 890  Pre-Doctoral Clinical Internship</td>
<td>4</td>
</tr>
</tbody>
</table>

Select nine semester hours of electives from the following:  9  
- PSY 506  Learning And Cognition  
- PSY 609  Advanced Social Psychology  
- PSY 512  Psychology Of Personality  
- PSY 716  Psychotherapy IV: Group Dynamics/Group Interventions  
- PSY 514  Group Interventions II  
- PSY 701  Child and Adolescent Psychopathology  
- PSY 530  Human Sexual Behavior  
- PSY 543  Psychology of Group Processes  
- PSY 547  Interpersonal Relationships within Groups  
- PSY 565  Psychology Of Women  

---

**Sample Course Plan**

To track their individual degree progress, students are advised to access their Degree Progress Report (DPR) via my WCU and consult their Graduate Coordinator. For more information, visit wcupa.edu/DegreeProgressReport.

The following is a suggested course sequence for this program; courses offerings and availability are not guaranteed. Students should consult their academic advisor with any questions.

*(*Note: As of Fall 2016, this program is no longer accepting applications.*)*
M.A. IN PSYCHOLOGY - GENERAL PSYCHOLOGY CONCENTRATION

Curriculum

Required

- PSY 601 Introduction to Statistics/Research Methods 3
- PSY 602 Advanced Statistical Methods 3
- PSY 524 Psychometrics: Measurement and Evaluation 3
- PSY 560 Advanced Industrial Psychology 3
- PSY 562 Organizational Psychology 3
- PSY 566 Seminar In Indust & Organizat Psychology 3
- PSY 569 Ethics and Professional Skills in Organizational Practice 3
- PSY 630 Internship in Industrial/Organizational 3
- PSY 600 Research Report 3

Select 9 semester hours of the following:

- PSY 464 Biopsychology Seminar
- PSY 470 Sensory and Perceptual Processes
- PSY 506 Learning And Cognition
- PSY 609 Advanced Social Psychology
- PSY 512 Psychology Of Personality
- PSY 700 Adult Psychopathology
- PSY 540 Multicultural Psychology
- PSY 560 Advanced Industrial Psychology
- PSY 562 Organizational Psychology
- PSY 568 Psychopharmacology

Total Credits Required 36

Sample Course Plan

To track their individual degree progress, students are advised to access their Degree Progress Report (DPR) via my WCU and consult their Graduate Coordinator. For more information, visit wcupa.edu/DegreeProgressReport.

INDUSTRIAL/ORGANIZATIONAL PSYCHOLOGY CERTIFICATE

Curriculum

Required Courses

- PSY 560 Advanced Industrial Psychology 3
- PSY 562 Organizational Psychology 3
- PSY 569 Ethics and Professional Skills in Organizational Practice 3
- PSY 572 Introduction to People Analytics 3

Total Minimum Credits Required 12

Sample Course Plan

To track their individual degree progress, students are advised to access their Degree Progress Report (DPR) via myWCU regularly. For more information, visit wcupa.edu/DegreeProgressReport.

PSYCHOLOGY POST-MASTER'S LETTER OF COMPLETION IN CLINICAL MENTAL HEALTH IN PREPARATION FOR COUNSELING LICENSURE

Curriculum

Required Courses

- PSY 560 Advanced Industrial Psychology 3
- PSY 562 Organizational Psychology 3
- PSY 569 Ethics and Professional Skills in Organizational Practice 3
- PSY 572 Introduction to People Analytics 3

Total Minimum Credits Required 12

Sample Course Plan

To track their individual degree progress, students are advised to access their Degree Progress Report (DPR) via myWCU regularly. For more information, visit wcupa.edu/DegreeProgressReport.
is tailored to individual students based on their prior master’s level course work and their interests. The admissions process includes the development of an individualized, planned course of study designed to allow students to complete course work in areas necessary to be eligible for Pennsylvania licensure as a professional counselor. Students, in close consultation with program advisers, select courses from the current graduate offerings in the Department of Psychology. Courses are selected by examining students’ master’s degree programs and determining their areas of need, based on the National Board of Certified Counselors (NBCC) criteria, and/or based on students’ interests. These courses are as follows:

EDC 556 Career Development Theories and Practices 3
PSY 601 Introduction to Statistics/Research Methods 3
PSY 602 Advanced Statistical Methods 3
PSY 506 Learning And Cognition 3
PSY 609 Advanced Social Psychology 3
PSY 512 Psychology Of Personality 3
PSY 716 Psychotherapy IV: Group Dynamics/Group Interventions 3
PSY 521 Issues in Autism: Diagnosis and Behavioral Treatments 3
PSY 524 Psychometrics: Measurement and Evaluation 3
PSY 710 Psychotherapy I: Cognitive and Behavior Therapy 3
PSY 540 Multicultural Psychology 3
PSY 543 Psychology of Group Processes 3
PSY 720 Assessment I: Intellectual Assessment 3
PSY 547 Interpersonal Relationships within Groups 3
PSY 721 Assessment II: Personality Assessment 3
PSY 712 Psychotherapy II: Interpersonal and Psychodynamic Theory 3
PSY 565 Psychology Of Women 3
PSY 730 Clinical Skills Practicum 3
PSY 734 Advanced Clinical Practicum 2-6
PSY 890 Pre-Doctoral Clinical Internship 3-12

DEPARTMENT OF PUBLIC POLICY AND ADMINISTRATION

College of Business and Public Management
Graduate Center
1160 McDermott Drive, Suite 101
West Chester University
West Chester, PA 19383
Phone: 610-436-2438
Fax: 610-436-3047
E-mail: mpa@wcupa.edu
Department of Public Policy and Administration (http://www.wcupa.edu/publicPolicyAdmin)
Dr. Turner (aturner@wcupa.edu), Chairperson and M.P.A. Program Director
Dr. Phillips (http://catalog.wcupa.edu/graduate/business-public-management/public-policy-administration/ Mailto:jphillips26@wcupa.edu), D.P.A Director

Mission of the Department and Program

The mission of the Department of Public Policy and Administration, doctor of public administration program, and the master of public administration (M.P.A.) program at West Chester University is to provide high-quality, accessible public service education for a diverse group of emerging and existing public service leaders. This department prepares students to manage and lead across boundaries of the public, nonprofit, and private sectors. A community of accomplished scholars and practitioners instructs and mentors students in pursuing the public interest with accountability and transparency; serving professionally with competence, efficiency, and objectivity; acting ethically to uphold the public trust; and demonstrating respect, equity, and fairness in dealings with citizens and fellow public servants. The M.P.A. program, with its affiliated Center for Social and Economic Policy Research, provides community access to faculty expertise, applied scholarship, and guidance in the practice of public affairs, administration, and policy.

Doctor of Public Administration Program

The Doctor of Public Administration degree at West Chester University is designed to meet regional employer and student needs by preparing individuals to advance the practice of public affairs and administration at the highest levels. D.P.A. courses will focus on the development of core competencies in the areas of strategic management, public sector economic and financial decision-making, and policy advocacy and leadership. Through a sequence of three methodology courses, students will be prepared to engage in the highest levels of program and policy evaluation. The acquisition of methodological competence through the evaluation lens will assist students in identifying the most effective and efficient solutions to the problems they encounter in practice. In consultation with an advisor, concentration courses will be selected from among the departments of Public Policy & Administration, Criminal Justice, Geography and Planning, and Graduate Social Work. Finally, students will complete a capstone project that demonstrates a high level of competence in applying the D.P.A. student learning outcomes to the solution of an actual organizational or public problem/issue.

At the end of the D.P.A. program, students will be able:

1. To lead and manage in public governance: the ability to appraise both the internal and external organizational environment, including the culture, politics, and institutional setting, and to use this knowledge to lead and manage personnel, programs, policy and outcomes.
2. To participate in and contribute to the public policy process: the ability to understand the policy making process, including defining the problem, facilitating stakeholder involvement in agenda-setting, formulating, implementing, and evaluating policies and developing the expertise to effectively contribute to the policy-making process.
3. To analyze, synthesize, think critically, solve problems, and make decisions: the ability to evaluate and synthesize information in order to propose solutions for public problems, think critically by demonstrating both procedural and conceptual knowledge, analyze data using a variety of research methods, and make evidence-based and ethical decisions regarding public policy and organizational outcomes.
4. To articulate and apply a public service perspective: the ability to understand and apply public service values appropriate to public affairs, administration, and policy.
5. To communicate and interact productively with a diverse and changing workforce and citizenry: the ability to respond thoughtfully to diversity both in the workplace and the citizenry and work productively in teams, including interacting effectively, demonstrating composure, professionalism, and respect for others, and sharing information, expertise, and resources.

Master of Public Administration Program

The Department of Public Policy and Administration offers the master of public administration (M.P.A.). The M.P.A. is a professional degree with areas of concentration in general public administration, human resource management, and nonprofit administration. In addition, graduate certificates, which can be coupled with the M.P.A., are offered in health-care administration, sport management and athletics, and urban and regional planning.

The degree is designed to equip students with the skills necessary to enhance the field of public service through positions both inside and outside government in the nonprofit and even private sector, e.g., as consultants to governmental organizations or as governmental service providers. The M.P.A. curriculum provides students with a foundation in the practice of public administration. Beyond that, students earning
the degree will possess a high level of competency in administrative processes for the public and nonprofit sectors.

The curriculum is designed for individuals with professional work experience who want to enhance their administrative and public management skills, as well as pre-service students who do not have professional experience. Students who lack work experience will incorporate a relevant internship or other job experiences into their programs.

Programs

Doctor of Public Administration

• D.P.A. Doctor of Public Administration (p. 221)

Master's Programs in Public Policy and Administration

• M.P.A. Master of Public Administration (p. 222)
• M.P.A. Human Resources Management Concentration (p. 222)
• M.P.A. Nonprofit Administration Concentration (p. 223)
• M.P.A. Public Administration Concentration (p. 223)

Certificates in Public Policy and Administration

• Administration (p. 224)  
  • Gainful Employment Information: Certificate in Administration (http://wcupa.edu/gainfulEmployment)
• Human Resources Management (p. 224)  
  • Gainful Employment Information: Certificate in Human Resource Management (http://wcupa.edu/gainfulEmployment)
• Nonprofit Administration (p. 224)  
  • Gainful Employment Information: Certificate in Non-Profit Administration (http://wcupa.edu/gainfulEmployment)

Admissions

All applicants to one of West Chester University’s graduate programs will be held to the graduate admissions requirements (p. 10). When applicable, additional requirements for admission into specific department program(s) may be listed below.

D.P.A. Degree Admissions Requirements

D.P.A. Admissions Committee will require/consider the following data points in making an admissions recommendation:

• Master’s degree, from a regionally accredited college or university. Students whose master’s degrees are not in public administration, public affairs, policy analysis, political science, public health or nonprofit management or a related field, and or do not have relevant work experience may be required to complete additional coursework in public administration.
• GRE Requirement: Needed for all individuals with a master’s GPA of lower than 3.85.
• Three letters of recommendation (2 letters of recommendation from faculty in the student’s masters program and 1 letter from an employer)
• Supplemental Application Questions
• Sample of professional writing
• Resume or vita

M.P.A. Degree Admissions Requirements

Students should submit the following materials to the Office of Graduate Studies:

• Official academic transcript(s) from all colleges and universities attended at both the undergraduate and graduate levels, demonstrating the achievement of an undergraduate GPA of 3.00 (Students who do not meet this requirement may be considered for provisional status.)
• Completed graduate application, including a statement of how the M.P.A. furthers the individual’s professional goals
• Official academic transcript(s) from all colleges and universities attended at both the undergraduate and graduate levels
• Two letters of reference from current or former supervisors who can attest to the applicant’s management potential
• Resume

Policies

All students in graduate programs are held to the academic policies and procedures (http://catalog.wcupa.edu/graduate/academic-policies-procedures) outlined in the graduate catalog. When applicable, additional policies for specific department program(s) may be listed below.

D.P.A. Comprehensive Exam Requirements

After completing the administration core and methods sequence, students are required to sit for a comprehensive examination. Students will be required to successfully pass a written qualifying exam before enrolling in DPA 803. The qualifying exam will cover content from both the core and methods courses. An oral exam may be required of students with noted deficiencies in their written qualifying exams. Students not passing the qualifying exam on the first try will be permitted only one additional attempt.

Faculty

Professors

R. Lorraine Bernotsky (lbernotsky@wcupa.edu) (1996)
B.A., Messiah College; M.A., Temple University; M.Phil, D.Phil., University of Oxford

Jeffery L. Osgood (josgood@wcupa.edu) (2009)
B.S., Austin Peay State University; M.P.A., Western Kentucky University; Ph.D., University of Louisville

Associate Professors

Amanda Olejarski (aolejarski@wcupa.edu) (2015)
B.A., Rutgers University; M.P.A., Rutgers University; Ph.D., Virginia Tech

Allison H. Turner (aturner@wcupa.edu) (2010)
Director, M.P.A Program
Chairperson, Public Policy and Administration
B.A., Centre College; M.P.A., Ph.D., University of Louisville

Assistant Professors

Mark W. Davis (mdavis2@wcupa.edu) (2013)
B.S., Washington University; M.P.A., Indiana University

Susan Fiorentino (sfiorentin@wcupa.edu) (2013)
B.A., West Chester University; M.A., J.D., Villanova University

Jeremy N. Phillips (jphillips2@wcupa.edu) (2012)
B.A., University of Southern Indiana; M.P.A., Western Kentucky University; Ph.D., Southern Illinois University-Carbondale

Michelle L. Wade (mwade@wcupa.edu) (2013)
B.S., M.P.A., Missouri State University; Ph.D., Southern Illinois University
Courses

DPA

DPA 700. Pre-Doctoral Seminar in Public Policy and Administration. 1 Credit.
The pre-doctoral seminar explores the development of the doctorate of public administration. Topics of effective leadership in the practice of public policy and administration are explored. Special emphasis is placed on knowledge and theory application by those with advanced practice doctorates in the field.

Distance education offering may be available.

DPA 701. Advanced Practice and Applied Theories of Public Policy and Administration. 3 Credits.
This course engages students in an advanced examination of the scope and theory of public administration. Emphasis is placed on how the evolution and diversification of public policy and administration theory has impacted practice. Coursework will train students in the identification and evaluation of lessons or knowledge derived from the theoretical literature.

Distance education offering may be available.

DPA 702. Strategic Public Sector Management and Governance. 3 Credits.
This course focuses on the key internal and external factors that drive strategic management and governance within the public sector. Issues related to the management of human capital in cooperation, collaboration, strategic planning, and performance measurement within and among organizations are explored.

Distance education offering may be available.

DPA 703. Advanced Public Sector Economic and Financial Decision Making. 3 Credits.
This course trains students on the use of economic and financial management tools and theories to evaluate the impact of public policies and fiscal decisions. Emphasis is placed on the application of economic and budget theory to financial decision making in the fields of public administration, and policy. Particular attention is paid to economic and budgetary functions, including: control, management, planning, policy, and collaboration.

Distance education offering may be available.

DPA 704. Advocacy and Leadership in Public Policy and Administration. 3 Credits.
This course highlights the unique role public administrators play in the formation and implementation of public policy. Students are trained in strategies and skills to influence public policy decision-making to maximize policy outcomes for the communities and individuals they serve.

Distance education offering may be available.

DPA 705. Research Design for Program and Policy Evaluation. 3 Credits.
This course covers proper design of empirical research. While research design is discussed broadly, an emphasis is placed on common quantitative and qualitative designs used by public sector practitioners. Topics covered in the course include issues related to proper measurement, sampling, and data collection. Students will learn to track program and policy outcomes and establish causation.

Distance education offering may be available.

DPA 706. Quantitative Methods of Program and Policy Evaluation. 3 Credits.
This course introduces statistical theories and techniques commonly used by public sector managers in policy analysis and program evaluation. Topics include probability theory, statistical inference, and advanced statistical techniques such as multivariate regression, regression with limited dependent variables, and time-series analysis.

Pre / Co requisites: DPA 706 requires a prerequisite of DPA 705.
Distance education offering may be available.

DPA 707. Qualitative Methods of Program and Policy Evaluation. 3 Credits.
This course prepares students to properly design and implement qualitative research techniques for policy analysis and program evaluation. Topics include case studies, interviewing, focus groups, participant observations, ethnography, and document analysis.

Pre / Co requisites: DPA 707 requires a prerequisite of DPA 705.
Distance education offering may be available.

DPA 801. Capstone Seminar I: Research Questions and Framing the Literature. 3 Credits.
The DPA Capstone Seminar is a series of four courses whereby students demonstrate mastery of required competencies through the completion of a final culminating independent applied research project. The Capstone Seminar I is the first in a series of four courses designed to guide and support students in the identification of research questions and tracing the relevant literature.

Distance education offering may be available.

DPA 802. Capstone Seminar II: Data and Measurements. 3 Credits.
The DPA Capstone Seminar is a series of four courses whereby students demonstrate mastery of required competencies through the completion of a final culminating independent applied research project. The Capstone Seminar II is the second in a series of four courses designed to guide and support students in the identification and collection of data and the formulation of appropriate measurement techniques.

Distance education offering may be available.

DPA 803. Capstone Seminar III: Quantitative and Qualitative Analysis. 3 Credits.
The DPA Capstone Seminar is a series of four courses whereby students demonstrate mastery of required competencies through the completion of a final culminating independent applied research project. The Capstone Seminar III is the third in a series of four courses designed to guide and support students in the evaluation of data using both quantitative and qualitative methods.

Distance education offering may be available.

DPA 804. Capstone Seminar IV: Findings and Recommendations. 3 Credits.
The DPA Capstone Seminar is a series of four courses whereby students demonstrate mastery of required competencies through the completion of a final culminating independent applied research project. The Capstone Seminar IV is the fourth in a series of four courses designed to guide and support students in completing the capstone project by formulating findings and recommendations.

Distance education offering may be available.

PPA

PPA 500. Foundations of Public Service. 3 Credits.
Introduces students to the practice and discipline of public administration. Core functions of the field are surveyed including: organization theory, public personnel administration, and budgeting and finance.

Distance education offering may be available.

PPA 501. Research Methods in Public Administration. 3 Credits.
Application of the logic of scientific methodology and research design construction to the practice and discipline of public administration. Emphasizes hypothesis development and testing, data collection, measurement problems, and theory application.

Distance education offering may be available.

PPA 502. Policy Analysis and Program Evaluation. 3 Credits.
This course introduces students to the practice of policy analysis and program evaluation. Emphasis is placed on the applied nature of both. Students are introduced to both the quantitative and qualitative methods of evaluation.

Distance education offering may be available.

PPA 503. Public Budgeting & Finance. 3 Credits.
This course introduces students to the principles and procedures of public budgeting and finance. Emphasis is placed on the budgeting process.

Distance education offering may be available.

PPA 504. Public Human Resource Management. 3 Credits.
This course introduces students to human resource management in the public and non profit sectors. Topics include: federal and state employment laws, job analysis, recruitment and selection, performance evaluation, compensation and benefits, training and development, labor-management relations and human resource information technology.

Distance education offering may be available.

PPA 505. Public Sector Organization Theory. 3 Credits.
This course introduces students to the study of organization theory within the context of the public sector. Issues of organization design and effectiveness are explored. Schools of thought include: classical, neoclassical, human resources, modern structural, organizational culture and open systems theory.

Distance education offering may be available.

PPA 506. Public Administration. 3 Credits.
Intensive study of selected topics in public administration current to the interest sand needs of students.

Repeatable for Credit.

PPA 511. Technologies for Public Administrators. 3 Credits.
This course introduces students to the technologies of public policy and administration. Topics include: e-government (web based service delivery), computer software and networks, geographic information systems, and web presence.
PPA 512. Communications for Public Administrators. 3 Credits.
Development of communication skills for the effective writing of letters, memos, reports, and proposals. The course will survey communication issues specific to public and nonprofit management.

PPA 513. Law for Public Administrators. 3 Credits.
A survey of the legal environment of public administration. Topics include: the development of and trends in administrative law, including the rights, duties and liabilities of public officials. Distance education offering may be available.

PPA 514. American Public Policy. 3 Credits.
Survey of literature; examination of approaches; discussion of concepts and issues in the field of American politics and policy processes.

PPA 530. Topics in Nonprofit Administration. 3 Credits.
Intensive study of selected topics in nonprofit administration that are current to the interests and needs of students. Repeatable for Credit.

PPA 531. Foundations in Non Profit Administration. 3 Credits.
Introduces students to the practice of non profit administration. Core functions of the field are surveyed including: financial and organizational management, role of boards, and strategic planning.

PPA 532. Grant Writing. 3 Credits.
Art of grant writing via proposal development processes. Targeting proposals to public, private and non profit agencies. Distance education offering may be available. Typically offered in Summer.

PPA 533. Nonprofit Fundraising Essentials. 3 Credits.
This course emphasizes the concepts and tools necessary for understanding the fundraising process. Topics include relationship building, the solicitation process, specific fundraising strategies, and ethical considerations. Distance education offering may be available.

PPA 534. Nonprofit Program Evaluation and Assessment. 3 Credits.
Examines performance measurement and outcomes assessment as they relate to managing nonprofit organizations. An emphasis will be placed on the process of assessment and closing the loop by incorporating assessment outcomes into decision making and planning.

PPA 535. Strategic Management for Non Profit Organizations. 3 Credits.
This course is an advanced management course in the Nonprofit Concentration of the MPA degree program, and is designed to prepare students for a career in executive management in public sector organizations. The course examines the overall concepts of management and strategy in the nonprofit and government settings, and the role of board and executive leadership in providing strategic direction for the organization. The course examines topics of special importance in the governance and strategic management of public sector organizations, including organization development, board leadership, strategic planning, human resource management, organizational performance and effectiveness, and marketing.

PPA 550. Topics in HR Management. 3 Credits.
Intensive study of selected topics in human resource management that are current to the interests and needs of students. Repeatable for Credit.

PPA 551. Staffing and Development. 3 Credits.
Examines all legal and regulatory factors affecting staff selection and development. Includes all applicable federal laws and practices as well as employee orientation, training, and development. Distance education offering may be available.

PPA 552. Employee Relations. 3 Credits.
Emphasizes employee relationships with management, particularly in a nonunion environment. Covers issues such as policy formulation, compliant systems, employee rights, methodology of performance appraisals, employee morale and motivation, and factors affecting employee health, safety, and security. Distance education offering may be available. Typically offered in Spring.

PPA 553. Labor Relations. 3 Credits.
Analyzes labor-management relationships, particularly with respect to federal laws and regulations, administration of labor contracts, mediation, and arbitration processes. Incorporates all legal aspects of collective bargaining as well as related practices, and strategies of negotiation, unfair labor practices, and the management of organization, union relations. Distance education offering may be available.

PPA 554. Compensation Analysis and Benefits Planning. 3 Credits.
Examines the legal and regulatory factors affecting compensation and benefit administration within the public and nonprofit sectors. Reviews compensation philosophies and economic factors affecting pay plans, as well as the type and characteristics of specific compensation and benefit programs.

PPA 600. Capstone Seminar in Public Administration. 3 Credits.
This course integrates knowledge from the curriculum and uses it to demonstrate mastery of required competencies to complete a capstone portfolio. Students will also submit their required competencies assessment portfolio. Repeatable for Credit.

PPA 601. Public Policy and Administration Internship. 3-6 Credits.
Intensive field placement in a public sector or nonprofit organization through faculty guidance and supervision. Students will be required to complete a project as part of their internship. Repeatable for Credit.

PPA 602. Professional Seminar in Public Administration. 3 Credits.
A course designed to provide students with an equivalent experience to that of an internship in the public sector. Students will interact with practicing public administrators and non-profit professionals on a weekly basis and engage in assigned readings of case studies focused on the practice of public administrations. Students are required to spend an intensive two to three day period of time with a selected public sector or nonprofit organization. Lastly, as a class, students will complete a public service project over the course of a semester. Students are strongly encouraged to take the internship and enrollment in this course requires the permission the program director.

D.P.A. DOCTOR OF PUBLIC ADMINISTRATION

College of Business and Public Management

Doctoral Study

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>DPA 700</td>
<td>Pre-Doctoral Seminar in Public Policy and Administration</td>
<td>1</td>
</tr>
</tbody>
</table>

Administrative Course

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>DPA 701</td>
<td>Advanced Practice and Applied Theories of Public Policy and Administration</td>
<td>3</td>
</tr>
<tr>
<td>DPA 702</td>
<td>Strategic Public Sector Management and Governance</td>
<td>3</td>
</tr>
<tr>
<td>DPA 703</td>
<td>Advanced Public Sector Economic and Financial Decision Making</td>
<td>3</td>
</tr>
<tr>
<td>DPA 704</td>
<td>Advocacy and Leadership in Public Policy and Administration</td>
<td>3</td>
</tr>
</tbody>
</table>

Methods Sequence

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>DPA 705</td>
<td>Research Design for Program and Policy Evaluation</td>
<td>3</td>
</tr>
<tr>
<td>DPA 706</td>
<td>Quantitative Methods of Program and Policy Evaluation</td>
<td>3</td>
</tr>
<tr>
<td>DPA 707</td>
<td>Qualitative Methods of Program and Policy Evaluation</td>
<td>3</td>
</tr>
</tbody>
</table>

Concentration Area

May be selected from among the following departments: public policy and administration, criminal justice, geography and planning, and graduate social work

Capstone Project

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>DPA 801</td>
<td>Capstone Seminar I: Research Questions and Framing the Literature</td>
<td>3</td>
</tr>
<tr>
<td>DPA 802</td>
<td>Capstone Seminar II: Data and Measurements</td>
<td>3</td>
</tr>
<tr>
<td>DPA 803</td>
<td>Capstone Seminar III: Quantitative and Qualitative Analysis</td>
<td>3</td>
</tr>
<tr>
<td>DPA 804</td>
<td>Capstone Seminar IV: Findings and Recommendations</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credits Required: 43
M.P.A. HUMAN RESOURCES MANAGEMENT CONCENTRATION

College of Business and Public Management

Curriculum

This concentration is designed for individuals who want to enhance their knowledge of personnel administration. It is appropriate both for people interested in human resources management as a career as well as for operations managers who want to enhance their supervisory skills in employee assessment, placement, evaluation, and development.

Public Administration Core

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PPA 500</td>
<td>Foundations of Public Service</td>
<td>3</td>
</tr>
<tr>
<td>PPA 501</td>
<td>Research Methods in Public Administration</td>
<td>3</td>
</tr>
<tr>
<td>PPA 502</td>
<td>Policy Analysis and Program Evaluation</td>
<td>3</td>
</tr>
<tr>
<td>PPA 503</td>
<td>Public Budgeting &amp; Finance</td>
<td>3</td>
</tr>
<tr>
<td>PPA 504</td>
<td>Public Human Resource Management</td>
<td>3</td>
</tr>
<tr>
<td>PPA 505</td>
<td>Public Sector Organization Theory</td>
<td>3</td>
</tr>
</tbody>
</table>

Concentration Requirements

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PPA 551</td>
<td>Staffing and Development</td>
<td>3</td>
</tr>
<tr>
<td>PPA 552</td>
<td>Employee Relations</td>
<td>3</td>
</tr>
<tr>
<td>or PPA 553</td>
<td>Labor Relations</td>
<td>3</td>
</tr>
<tr>
<td>PPA 554</td>
<td>Compensation Analysis and Benefits Planning</td>
<td>3</td>
</tr>
</tbody>
</table>

Electives

Selected under advisement of M.P.A. director or faculty adviser 6

Capstone Seminar

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PPA 600</td>
<td>Capstone Seminar in Public Administration</td>
<td>3</td>
</tr>
</tbody>
</table>

Internship or Professional Seminar

Required for students without sufficient, professional public sector work experience

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PPA 601</td>
<td>Public Policy and Administration Internship</td>
<td>3-6</td>
</tr>
<tr>
<td>or PPA 602</td>
<td>Professional Seminar in Public Administration</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credits Required 39

Sample Course Plan

To track their individual degree progress, students are advised to access their Degree Progress Report (DPR) via my WCU and consult their Graduate Coordinator. For more information, visit wcupa.edu/DegreeProgressReport.

The following is a suggested course sequence for this program; courses offerings and availability are not guaranteed. Students should consult their academic advisor with any questions.

Fulltime Student Sample Plan of Study (36 credits if an internship is not required)

Year One

<table>
<thead>
<tr>
<th>Semester One</th>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PPA 500</td>
<td>Foundations of Public Service</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>PPA 501</td>
<td>Research Methods in Public Administration</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>PPA 551</td>
<td>Staffing and Development</td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>

Credits 9

<table>
<thead>
<tr>
<th>Semester Two</th>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PPA 502</td>
<td>Policy Analysis and Program Evaluation</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>PPA 554</td>
<td>Compensation Analysis and Benefits Planning</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>PPA 5XX</td>
<td>Elective</td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>

Credits 9

Year Two

<table>
<thead>
<tr>
<th>Semester Three</th>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PPA 503</td>
<td>Public Budgeting Finance</td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>

M.P.A. MASTER OF PUBLIC ADMINISTRATION

College of Business and Public Management

Curriculum

Public Administration Core

To be completed by all M.P.A. students

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PPA 500</td>
<td>Foundations of Public Service</td>
<td>3</td>
</tr>
<tr>
<td>PPA 501</td>
<td>Research Methods in Public Administration</td>
<td>3</td>
</tr>
<tr>
<td>PPA 502</td>
<td>Policy Analysis and Program Evaluation</td>
<td>3</td>
</tr>
<tr>
<td>PPA 503</td>
<td>Public Budgeting &amp; Finance</td>
<td>3</td>
</tr>
<tr>
<td>PPA 504</td>
<td>Public Human Resource Management</td>
<td>3</td>
</tr>
<tr>
<td>PPA 505</td>
<td>Public Sector Organization Theory</td>
<td>3</td>
</tr>
</tbody>
</table>

Electives

Selected under advisement of the M.P.A. director or faculty adviser. Students may transfer these electives in from other departments within the University or from any approved graduate certificate program.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PPA 600</td>
<td>Capstone Seminar in Public Administration</td>
<td>3</td>
</tr>
</tbody>
</table>

Internship or Professional Seminar

Required for students without sufficient, professional public sector work experience. Students are strongly encouraged to take the internship instead of the professional seminar. Students must seek approval from the program director to enroll in the professional seminar.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PPA 601</td>
<td>Public Policy and Administration Internship</td>
<td>3-6</td>
</tr>
<tr>
<td>or PPA 602</td>
<td>Professional Seminar in Public Administration</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credits Required 39

Sample Course Plan

To track their individual degree progress, students are advised to access their Degree Progress Report (DPR) via my WCU and consult their Graduate Coordinator. For more information, visit wcupa.edu/DegreeProgressReport.

The following is a suggested course sequence for this program; courses offerings and availability are not guaranteed. Students should consult their academic advisor with any questions.

Fulltime Student Sample Plan of Study (36 credits if an internship is not required)

Year One

<table>
<thead>
<tr>
<th>Semester One</th>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PPA 500</td>
<td>Foundations of Public Service</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>PPA 501</td>
<td>Research Methods in Public Administration</td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>

Credits 6

<table>
<thead>
<tr>
<th>Semester Two</th>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PPA 502</td>
<td>Policy Analysis and Program Evaluation</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>PPA 554</td>
<td>Compensation Analysis and Benefits Planning</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>PPA 5XX</td>
<td>Elective</td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>

Credits 9

Year Two

<table>
<thead>
<tr>
<th>Semester Three</th>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PPA 503</td>
<td>Public Budgeting Finance</td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>
M.P.A. NONPROFIT ADMINISTRATION CONCENTRATION

College of Business and Public Management

Curriculum
This concentration is designed for those who want to enhance their knowledge of nonprofit administration. It is appropriate for individuals pursuing careers in a wide range of nonprofit fields and is intended to provide a core set of skills and knowledge for people who desire to enhance their management and supervisory skills within the context of a nonprofit organization.

Public Administration Core

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PPA 500</td>
<td>Foundations of Public Service</td>
<td>3</td>
</tr>
<tr>
<td>PPA 501</td>
<td>Research Methods in Public Administration</td>
<td>3</td>
</tr>
<tr>
<td>PPA 502</td>
<td>Policy Analysis and Program Evaluation</td>
<td>3</td>
</tr>
<tr>
<td>PPA 503</td>
<td>Public Budgeting &amp; Finance</td>
<td>3</td>
</tr>
<tr>
<td>PPA 504</td>
<td>Public Human Resource Management</td>
<td>3</td>
</tr>
<tr>
<td>PPA 505</td>
<td>Public Sector Organization Theory</td>
<td>3</td>
</tr>
</tbody>
</table>

Concentration Requirements

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PPA 531</td>
<td>Foundations in Non Profit Administration</td>
<td>3</td>
</tr>
<tr>
<td>PPA 533</td>
<td>Nonprofit Fundraising Essentials</td>
<td>3</td>
</tr>
<tr>
<td>PPA 535</td>
<td>Strategic Management for Non Profit Organizations</td>
<td>3</td>
</tr>
</tbody>
</table>

Electives

Selected under advisement of M.P.A. director or faculty adviser

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PPA 600</td>
<td>Capstone Seminar in Public Administration</td>
<td>3</td>
</tr>
</tbody>
</table>

Internship or Professional Seminar

Required for students without sufficient, professional public sector work experience

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PPA 601</td>
<td>Public Policy and Administration Internship</td>
<td>3-6</td>
</tr>
<tr>
<td>or PPA 602</td>
<td>Professional Seminar in Public Administration</td>
<td></td>
</tr>
</tbody>
</table>

Total Credits Required

39

Fulltime Student Sample Plan of Study (36 credits if an internship is not required)

Year One

<table>
<thead>
<tr>
<th>Semester One</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PPA 500</td>
<td>Foundations of Public Service</td>
</tr>
<tr>
<td>PPA 501</td>
<td>Research Methods in Public Administration</td>
</tr>
<tr>
<td>PPA 531</td>
<td>Foundations in Non Profit Administration</td>
</tr>
</tbody>
</table>

Year Two

<table>
<thead>
<tr>
<th>Semester Three</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PPA 504</td>
<td>Public Human Resource Management</td>
</tr>
<tr>
<td>PPA 505</td>
<td>Public Sector Organization Theory</td>
</tr>
</tbody>
</table>

Year Three

<table>
<thead>
<tr>
<th>Semester Four</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PPA 500</td>
<td>Public Policy and Administration Internship</td>
</tr>
<tr>
<td>or PPA 502</td>
<td>Professional Seminar in Public Administration</td>
</tr>
</tbody>
</table>

Total Credits Required

39

Sample Course Plan

To track their individual degree progress, students are advised to access their Degree Progress Report (DPR) via my WCU and consult their Graduate Coordinator. For more information, visit wcupa.edu/ DegreeProgressReport.

The following is a suggested course sequence for this program; courses offerings and availability are not guaranteed. Students should consult their academic advisor with any questions.
Sample Course Plan
To track their individual degree progress, students are advised to access their Degree Progress Report (DPR) via my WCU and consult their Graduate Coordinator. For more information, visit wcupa.edu/ DegreeProgressReport.

CERTIFICATE IN ADMINISTRATION
College of Business and Public Management
The certificate in administration is designed for persons who desire to enhance their management and supervisory skills. To earn the certificate, students must complete the 18-semester hour administration core with a minimum grade of B in each course. Those interested in the certificate option must follow and meet the same admissions criteria as master's degree students.

Degree students also may apply for the certificate after completing the administration core requirements with a minimum grade of B for each course.

Curriculum
Administration Core

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PPA 500</td>
<td>Foundations of Public Service</td>
<td>3</td>
</tr>
<tr>
<td>PPA 501</td>
<td>Research Methods in Public Administration</td>
<td>3</td>
</tr>
<tr>
<td>PPA 502</td>
<td>Policy Analysis and Program Evaluation</td>
<td>3</td>
</tr>
<tr>
<td>PPA 503</td>
<td>Public Budgeting &amp; Finance</td>
<td>3</td>
</tr>
<tr>
<td>PPA 504</td>
<td>Public Human Resource Management</td>
<td>3</td>
</tr>
<tr>
<td>PPA 505</td>
<td>Public Sector Organization Theory</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credits Required 18

CERTIFICATE IN HUMAN RESOURCES MANAGEMENT
College of Business and Public Management
The certificate in human resources management is designed for graduate students who want to enhance their skills and knowledge in the area of human resources. Students may earn the certificate by completing each of the following human resources management courses with a minimum grade of B in each:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PPA 504</td>
<td>Public Human Resource Management</td>
<td>3</td>
</tr>
<tr>
<td>PPA 550</td>
<td>Topics in HR Management</td>
<td>3</td>
</tr>
<tr>
<td>PPA 551</td>
<td>Staffing and Development</td>
<td>3</td>
</tr>
<tr>
<td>PPA 552</td>
<td>Employee Relations</td>
<td>3</td>
</tr>
<tr>
<td>PPA 553</td>
<td>Labor Relations</td>
<td>3</td>
</tr>
<tr>
<td>PPA 554</td>
<td>Compensation Analysis and Benefits Planning</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credits Required 18

Degree students in the M.P.A. human resources concentration are eligible for the certificate after completing the stated requirements. Individuals with a bachelor's degree may pursue the certificate independent of the full M.P.A. Such applicants must apply under the professional growth admissions category and must meet all the admissions requirements required for the M.P.A.

CERTIFICATE IN NONPROFIT ADMINISTRATION
College of Business and Public Management
The certificate in nonprofit administration is designed for those who desire to enhance their management and supervisory skills within the context of a nonprofit organization.
To earn the certificate, students must complete the following with a minimum grade of "B" in each course.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PPA 500</td>
<td>Foundations of Public Service</td>
<td>3</td>
</tr>
<tr>
<td>PPA 501</td>
<td>Research Methods in Public Administration</td>
<td>3</td>
</tr>
<tr>
<td>PPA 502</td>
<td>Policy Analysis and Program Evaluation</td>
<td>3</td>
</tr>
<tr>
<td>PPA 503</td>
<td>Public Budgeting &amp; Finance</td>
<td>3</td>
</tr>
<tr>
<td>PPA 504</td>
<td>Public Human Resource Management</td>
<td>3</td>
</tr>
<tr>
<td>PPA 505</td>
<td>Public Sector Organization Theory</td>
<td>3</td>
</tr>
<tr>
<td>PPA 531</td>
<td>Foundations in Non Profit Administration</td>
<td>3</td>
</tr>
<tr>
<td>PPA 533</td>
<td>Nonprofit Fundraising Essentials</td>
<td>3</td>
</tr>
<tr>
<td>PPA 535</td>
<td>Strategic Management for Non Profit Organizations</td>
<td>3</td>
</tr>
</tbody>
</table>

Electives
Select 6 semester hours of nonprofit administration electives under advisement 6

Total Credits Required 39

Degree students also may apply for the certificate after completing the administration core requirements with a minimum grade of "B" for each course. Arrangements and requirements are to be confirmed in writing.

DEPARTMENT OF GRADUATE SOCIAL WORK
College of Education and Social Work
Reynolds Hall
650 Reynolds Alley
West Chester University
West Chester, PA 19383
610-436-2664
Department of Graduate Social Work (http://www.wcupa.edu/ gradSocialWork)
Dr. Metz (smetz@wcupa.edu), Chairperson and M.S.W. Program Director
Dr. Bean (nbean@wcupa.edu), Assistant Chair
Dr. Lewis (tlewis@wcupa.edu), Graduate Coordinator Philadelphia Campus
Ms. Allen (lallen@wcupa.edu), Field Director

Programs of Study
The Department of Social Work is approved to offer the M.S.W. by West Chester University and the Pennsylvania State System of Higher Education. The program is accredited by the Council on Social Work Education (CSWE).

The M.S.W. is a 60-credit program with a concentration in direct practice with individuals and families. The program can be completed in two academic years of full-time study and three or four years of part time. However, qualified applicants who have earned a B.S.W. within the past seven years from a CSWE-accredited program may qualify for advanced standing and reduce their time of enrollment.

The first year of study focuses on foundations of social work practice, and the second year focuses on advanced practice. Besides course work, students are placed in field practica in social service agencies concurrently with practice courses. Advanced study in working with individuals and families is augmented by nine hours of graduate-level electives taken in the department or throughout the University.

Philadelphia Campus
Currently, the M.S.W. in Social Work (regular standing, part-time) is also offered at the Philadelphia campus.
Curriculums for programs offered at the alternative PASSHE Center City (http://wcupa.edu/philly) satellite campus in Philadelphia are equivalent to those found on WCU’s main campus. With state-of-the-art classrooms, the Center City location serves the needs of degree completers and/or adult learners who are balancing work and family obligations.
Programs

Master’s Program in Social Work

- Master of Social Work (p. 228)

Admissions

All applicants to one of West Chester University’s graduate programs will be held to the graduate admissions requirements (p. 10). When applicable, additional requirements for admission into specific department program(s) may be listed below.

All Applicants

Students applying to the program should meet the following criteria:

- GPA of 3.00 (students who do not meet this requirement may be considered for provisional status). The Department of Graduate Social Work does not give credit for life experience or previous work experience.
- For admission, competency is required in the following areas: humanities, English composition, social sciences (such as sociology, psychology, and women’s studies) and mathematics/science (preferably human biology and statistics, but other mathematics and science courses will be considered). Competency can be verified by completed course work, CLEP examination, or comprehensive examination. Applications without these core liberal arts requirements will be reviewed; however, applicants will be required to submit proof of competency prior to beginning field practicum.
- TOEFL score if applicant is not a native English speaker
- Appropriate visa for international students. International students should follow the admissions requirements outlined on the University’s International Studies website.
- Students applying to the program who have completed work in other accredited M.S.W. programs should make an appointment with the director to review official transcripts of previously completed work. Courses for transfer credit will be evaluated for comparability with the West Chester University M.S.W. curriculum on the basis of similarity in course objectives, textbooks, assignments, and required readings. Only practice and policy courses from CSWE-accredited programs will be considered for transfer into the practice and policy sequences (see M.S.W. policies (p. 225)).

Advanced Standing Applicants

A limited number of advanced-standing slots are open to students holding a B.S.W. from a program accredited by the CSWE. This optional form of program admittance allows the student to enter the program during the summer, enroll in three "bridge" courses, and move directly into the concentration year. Those with advanced-standing status can complete the program in one year of full-time study or two years of part-time study. To qualify for this level of enrollment, applicants must meet the minimum criteria as follows:

- B.S.W. from a CSWE-accredited program within the last seven years
- A GPA of 3.25 (based on a 4.0 scale) in the social work major
- An overall cumulative GPA of 3.0 (based on a 4.0 scale)
- An advanced standing recommendation completed by the director of the B.S.W. program that granted their degree
- All requirements set for regular admission to the M.S.W. program (see above)
- No grades lower than a B in the following undergraduate courses: two courses in practice, two courses in policy, two courses in human behavior in the social environment, one course in research methods, one course in statistics, a field experience of at least 400 clock hours supervised by an M.S.W. field instructor

Because the number of admission slots for advanced standing is limited, students who do not meet the criteria or are not admitted to this status because it is already filled automatically will be reviewed for regular admission.

Policies

All students in graduate programs are held to the academic policies and procedures (http://catalog.wcupa.edu/graduate/academic-policies-procedures) outlined in the graduate catalog. When applicable, additional policies for specific department programs(s) may be listed below.

Degree Candidacy Requirements

After completing foundation coursework and prior to enrolling in advanced coursework, students are eligible and must apply for degree candidacy.

1. Students must have achieved a grade of B or better in all Foundation Courses (SWG 501, 502, 511, 533, 541, 554, 555, 564, 596, 597) at the point the application is submitted.
2. Faculty members are asked to share each semester any concerns with the student’s professional behaviors.

Undergraduate Courses for Graduate Credit

M.S.W. student may request permission to take one of the 400-level courses below for elective credit. Permission must be gained in writing from the Department Chair. The course must be taken while matriculated as a graduate student. No 400-level credit hours taken as an undergraduate student will count toward the M.S.W. degree.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>SWG 423</td>
<td>Child Welfare Practice and Policy</td>
<td>3</td>
</tr>
<tr>
<td>SWG 490</td>
<td>Topical Seminar in Social Work</td>
<td>3</td>
</tr>
</tbody>
</table>

Field Practicum Policy

Students in the M.S.W. Program must earn a B or better in all field practicum courses (see below). Any grade of B- or lower in a field practicum course must be repeated with remediation. Only one field practicum course may be remediated and a grade of B or better is required before continuing on to the next field practicum course.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>SWG 596</td>
<td>Field Practicum I</td>
<td>3</td>
</tr>
<tr>
<td>SWG 597</td>
<td>Field Practicum II</td>
<td>3</td>
</tr>
<tr>
<td>SWG 598</td>
<td>Practicum III</td>
<td>3</td>
</tr>
<tr>
<td>SWG 599</td>
<td>Field Practicum IV</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credits: 12

Field Placement Policy

If an M.S.W. student is referred to three field placements and not accepted, due to unprofessionalism, the Field Office reserves the right to suspend the placement process. The student may reapply for field placement in the next academic year.

Field Dismissal Policy

Students who are dismissed from field by their placement agency for violations of Academic Integrity (p. 66) may immediately receive an F for the course, be removed from field and dismissed from the Graduate Social Work Program.

Transfer Credit

Students wishing to transfer credits taken in programs other than social work may petition to have courses in human behavior, research, and elective areas considered. The same criteria referred to above will apply to these requests.

Transfer requests forms can be found on the Office of Graduate Studies website (http://www.wcupa.edu/grad) and require supportive documentation – transcript and course syllabi. Transfer credit is limited
to courses in which a grade of A or B was attained. No credit is given for prior life or employment experiences.

**Faculty**

**Professor**

Gwenelle S. O'Neal (goneal@wcupa.edu) (1998)
B.A., Spelman College; M.S.W., New York University; D.S.W., Columbia University

**Associate Professors**

Nadine M. Bean (nbean@wcupa.edu) (1998)
Assistant Chairperson, Graduate Social Work
B.A., M.S.S.A., Ph.D., Case Western Reserve University
Page W. Buck (pbuck@wcupa.edu) (2008)
B.A., Middlebury College; M.S.S., Ph.D., Bryn Mawr College
Wan-Yi Chen (wchen@wcupa.edu) (2011)
B.A., Tunghai University; M.S.W., University of Pennsylvania; M.A., Ph.D., Columbia University

**Courses**

**SWG 501. Social Work Practice I. 3 Credits.**
This course provides an introduction to generalist social work practice including its models, purpose, method, values, and ethics. It incorporates a problem-solving framework and ecological systems perspective and stresses the influence of diversity on practice. Typically offered in Fall.

**SWG 502. Social Work Practice II. 3 Credits.**
This course focuses on change theories, intervention strategies, and extended knowledge and skills for working with individuals, families, groups, communities, and organizations. Typically offered in Spring.

**SWG 503. Integrative Bridge Course. 3 Credits.**
This course, required of all advanced-standing students, provides preparation for entry into the second year concentration in direct practice with individuals and families. It integrates foundation values, knowledge, and skills from the content areas of social work practice, the dialectic of oppression and liberation, social welfare policy, and social work research. It also sets the stage for the framework of the curriculum: recovery, resiliency, and capacity building, grounded in human rights and social and economic justice.
Pre / Co requisites: SWG 503 prerequisite - Advanced Standing MSW students only. Typically offered in Summer.

**SWG 511. The Dialectic of Oppression and Liberation. 3 Credits.**
Within the context of a diverse and stratified society, this course examines the impacts of discrimination and oppression on members of special groups, i.e., ethnic minorities, women, elderly, disabled, gays, and lesbians while considering the effects of diversity on human behavior and attitudes. It also considers the richness of human diversity. Typically offered in Fall.

**SWG 533. Methods of Social Work Research. 3 Credits.**
This course provides students with a theoretical foundation in the method of social work research. The characteristics of scientific inquiry, the structure of theories, problem and hypothesis formulation, models of research design, sampling, measurement, and the logic of casual inferences are taught. Typically offered in Spring.

**SWG 534. Advanced Research Methods: Program Evaluation. 3 Credits.**
This advanced research methods course focuses on the exploration of the techniques, methods, and issues relevant to ethical practice in evaluation research. Quantitative and qualitative evaluation of social service agency programs will be discussed. Topics covered include history, philosophies and conceptual approaches in program evaluation; design and conducting needs assessment; the analysis and management of program data using computer software; and the measurement of program goals/objectives through process and outcome evaluations. Participation in hands-on individual and/or small-group projects to experience all phases of the evaluation process will be a central pedagogical approach. Typically offered in Fall & Summer.

**SWG 541. Social Welfare Policies and Services. 3 Credits.**
This course emphasizes the historical, economic, political, and philosophical foundations of American social welfare policy. Typically offered in Fall.

**SWG 542. Advanced Policy and Community Practice. 3 Credits.**
This course emphasizes advanced level critical and comparative analysis of social policy. Theories of social and organizational change, administration, and legislative advocacy also are reviewed and applied to policy implementation. Typically offered in Spring.

**SWG 554. Human Development across the Lifespan. 3 Credits.**
This course uses a developmental and ecological perspective to explore the interaction of biological, psychological, and sociocultural systems, and the influence of human diversity and economics as determinants of human behavior of individuals and families. Distance education offering may be available. Typically offered in Fall.

**SWG 555. HBSE: Groups - Organizations - Communities. 3 Credits.**
Utilizing both critical and systems approaches, this mezzo/macro level course focuses on assessing the impact of diversity, culture, and oppression on group, organizational, and community development. Multicentric models of group, organizational, and community behavior will be explored and implications for social work practice examined.
Pre / Co requisites: SWG 555 requires prerequisites of SWG 511 and SWG 541. Typically offered in Spring.

**SWG 560. Mental Health: A Recovery Approach. 3 Credits.**
Using a bio-psycho-social-cultural-spiritual and recovery/resiliency/capacity building template for analysis; this course examines major childhood, adolescent and adult mental health disorders. The impact of the medical model, the DSM 5, managed care and the recovery movement is evaluated in light of social work values, ethics and practice, particularly human rights and social and economic justice. Typically offered in Spring & Summer.
SWG 561. Advanced Practice I: Individuals. 3 Credits.
Building on the strengths-based, collaborative model of social work practice covered in SWG 501 and 502 (or 503 for Advanced Standing students), this course focuses on theory driven and evidence-based practice with individuals with particular attention to enhancing recovery and building resiliency. Theories and models of practice to be covered in this course include attachment theory, object relations theory, cognitive-behavioral theory, humanistic/feminist theories, relational theory, social constructivist theory (which underlies the narrative approach) and the crisis intervention model.
Typically offered in Fall.

SWG 562. Advanced Social Work Practice With Families. 3 Credits.
This course will explore advanced theories, models, and skills for social work practice with families (including families with children and older adults). The strengths and needs of diverse family cultures and structures will be explored. Regardless of the theoretical perspective utilized in assessing family strengths and needs, the students in this class will be required to consider the family a full partner in assessment and intervention, thereby empowering the family for lasting and constructive change to work toward recovery and build resiliency, while mitigating the effects of trauma. The role of social workers in permanency planning, family preservation and family support services across the lifespan will be explored. Practical assessment and intervention tools arising from the major theoretical approaches will be learned experientially.
Typically offered in Fall.

SWG 563. Advanced Practice II: Integrative Seminar. 3 Credits.
Building on the strengths-based, collaborative model of social work practice covered in foundation practice courses and the theories and models of advanced practice in SWG 561: Advanced Practice I - Individuals and SWG 562: Advanced Social Work Practice With Families; this seminar focuses on a number evidence-based and theory driven practice models with individuals and/or families. In the true spirit of a graduate seminar; the approach will be one of collegial and critical examination and reflection on the material, with application in the field of paramount concern. The seminar is organized into three main areas of learning that will help advance student competencies in advanced practice skills, knowledge and values: 1) the impact of complex trauma and the strength and resiliency of individuals and families within the context of a recovery model; 2) Acceptance and Commitment Therapy; and 3) mind/body integrative health approaches including mindfulness and other meditative techniques with emphasis on the use of these techniques in self-care. Special attention will be paid to the social determinants of health and the crucial role of the social work perspective. The latest findings in neuro-science research will be emphasized. The DSM 5/ICD 10 and the pros and cons of the latest diagnostic schema in that manual will be examined and critiqued.
Typically offered in Spring.

SWG 570. Substance Use Disorders: Assessment and Intervention. 3 Credits.
This course reviews the major theoretical approaches to understanding substance use disorders and to assessment and treatment with individuals, families, groups and communities. The pharmacology of drugs and alcohol and the nature of addiction are included, as are the influence of culture, ethnicity, gender, the peer group, and mental health disorders. The principles of self-help and therapeutic communities are applied.
Typically offered in Fall, Spring & Summer.

SWG 571. Social Work With Older Adults. 3 Credits.
This course reviews the status and position of older Americans in society, the community, and the social service delivery system. There is a focus on social work assessment and intervention with elderly clients regarding issues of health, chronic illness, intellectual and emotional status, depression and dementia, relations with the family, care-giving social networks, poverty, retirement, death, and bereavement. Specific approaches to working with older adults are reviewed.
Pre / Co requisites: SWG 571 requires a prerequisite of SWG 502 or SWG 503.
Typically offered in Fall.

SWG 573. Advanced Thry - Prac Severe Mental Ill. 3 Credits.
This course focuses on diagnostic theories and principles of assessment and intervention with the severely mentally ill.
Pre / Co requisites: SWG 573 requires prerequisite of SWG 502 or SWG 503 and SWG 560.

SWG 574. Micro Practice Occup - Indus Social Work. 3 Credits.
This course covers theory, knowledge, and skills necessary for conducting micro-level practice in workplace settings.

SWG 576. Child Welfare: A Resilience and Trauma-informed Approach. 3 Credits.
This course will introduce students to the core concepts (theory, knowledge, and skills) informing evidence-based assessment and intervention for traumatized children and adolescents who are in the child welfare system. Trauma is broadly defined and includes children and adolescents exposed to traumatic events including abuse, neglect and witnessing interpersonal crime (e.g. domestic violence), community violence and other traumatic events who have come into contact with the child welfare system. The course will highlight the role of development, culture and empirical evidence in trauma-specific assessment, referral, and interventions with children, adolescents and their families within a child welfare context. It will address the level of functioning of primary care-giving environments and assess the capacity of the community and the child welfare system to facilitate restorative processes. It examines issues and builds practice skills related to assessing risk to safety in children, child maltreatment, family preservation services, substitute care including kinship care, foster care, and residential treatment facilities, and permanency planning including adoption. The connections between child maltreatment and family violence, substance abuse and mental illness will be studied and discussed. As child welfare practice is inextricably linked to the legislative and judicial systems in this country, this course will also explore the latest state and federal policies as they relate to making decisions about families served.
Pre / Co requisites: SWG 576 requires prerequisite of SWG 501 or SWG 503 or permission of instructor.
Typically offered in Spring.

SWG 577. Social Work in Disasters. 3 Credits.
This course focuses on the characteristics, strengths, and service needs of individuals, families, and communities that have experienced a disaster (whether natural or man-made) with resultant mass trauma, deaths, and extensive loss of housing and infrastructure. The course considers individual and family events within their ecological context (including global context) and works to build sensitivity to and acceptance of various family forms, community alliances, and cultural patterns. This course will cover all aspects of disaster relief work including mental health services, psychological first aid, critical incident stress management, community recovery, and policy development for disaster preparedness and community rebuilding.
Pre / Co requisites: SWG 577 requires prerequisite of SWG 502 or SWG 503 or permission of instructor.
Typically offered in Summer.

SWG 578. Soc Work w/ Veterans & Military Families: A Resilience and Trauma-informed Approach. 3 Credits.
This course will explore the latest innovations in behavioral health and social services to Veterans and military family members including: building resiliency, trauma-informed assessment and intervention with individuals and families, cognitive processing therapy, prolonged exposure therapy, trauma-focused cognitive behavioral therapy, psychosocial first aid for military families; suicide risk assessment and prevention, assessment and treatment of military sexual trauma, assessment of family violence and child maltreatment in military families and other research informed assessment and intervention tools. Services for military family members including children, during and post-deployment will also be explored. The wide array of services available within the Veterans Administration and in the community will be discussed. The course is a hybrid course; about 15% of the course is web-based training. Each student will be required to complete an online training and certificate in Cognitive Processing Therapy and Prolonged Exposure Therapy.
Pre / Co requisites: SWG 578 requires prerequisite: SWG 501 and SWG 502 or SWG 503.
Typically offered in Summer.

SWG 579. Social Work in Health Care. 3 Credits.
This course focuses on the role of social workers and the social work profession in varied health care settings. Particular attention is given to examining social determinants of health, working within an interdisciplinary team, health policy/payer sources, ethical concerns, and ethnocultural awareness and competency. This course also provides students with a framework to understand and apply appropriate theoretical models to work with individuals, families, and groups within the health care settings. The importance of evidence-based practice, evaluation, and self-care will also be explored.
Pre / Co requisites: SWG 579 requires a prerequisite of SWG 501 or SWG 503.
Typically offered in Summer.
SWG 580. Social Work in End of Life Care. 3 Credits.
This course examines the issues of death, dying, grief and loss. The field of end of life and palliative care will be reviewed. The course will discuss attitudes towards death and dying and additional topics such as death with dignity acts within the U.S. The course will also introduce students to dying and grief loss stages, models and theories; coping with dying and loss; self-care: grief and loss during different developmental stages; and cultural responsiveness during end of life and bereavement care.
Typically offered in Summer.

SWG 581. Loss and Grief Through A Life Cycle. 3 Credits.
This course will explore the latest innovations in behavioral health and social services to individuals and families facing losses of all kinds. Together we will explore: contemporary grief theory, assessment and intervention with grieving individuals and families, differences between living and death related losses, building resilience, and creative healing techniques.
Typically offered in Spring & Summer.

SWG 583. The Human-Animal Dynamic. 3 Credits.
This course focuses on the role of domestic animals in the lives of the individuals and families, with a focus on four primary dimensions of the human-animal dynamic: animal-assisted interventions, pet loss, animal hoarding and animal cruelty. Social workers have long recognized the importance of human-animal interactions. A strong bond can support resilience and recovery, while a lack of empathy towards animals is associated with anti-social behaviors. Domestic animals play an important role in the lives of many people, to the extent that some make important decisions based on their relationship with pets. This may include their willingness to get inpatient care or seek out-of-home support. Animal-assisted therapies (AAT) are rapidly becoming mainstream in medical and therapeutic settings. This course will provide students with the history and evidence behind AATs, as well as hands-on experiences. Typically offered in Summer.

SWG 590. Seminar in Social Work. 3 Credits.
In depth topics in social work offered to complement the program’s concentration and not offered in required courses.
Typically offered in Fall, Spring & Summer.
Repeatable for Credit.

SWG 591. Independent Study in Social Work. 1-3 Credits.
An independent project developed by a student under the guidance of a specific faculty member.
Typically offered in Fall, Spring & Summer.
Repeatable for Credit.

SWG 596. Field Practicum I. 3 Credits.
This course is a structured field experience at an approved social agency for 224 hours during the semester. Students learn the beginning application of the generalist model of practice and professional social work roles.
Pre/co requisites: SWG 596 requires a co-requisite of SWG 501.
Typically offered in Fall.

SWG 597. Field Practicum II. 3 Credits.
This course is a structured field experience at an approved social agency for 224 hours during the semester. Students learn the beginning application of the generalist model of practice and professional social work roles.
Pre/co requisites: SWG 597 requires a co-requisite of SWG 502.
Typically offered in Spring.

SWG 598. Practicum III. 3 Credits.
This course involves a structured field experience at an approved social agency for a total of 300 hours for the semester. Students incorporate advanced-level intervention into their professional roles.
Pre/co requisites: SWG 598 requires prerequisite of SWG 597 or SWG 503 and co-requisites of SWG 561 and SWG 562.
Typically offered in Fall.

SWG 599. Field Practicum IV. 3 Credits.
This course involves a structured field experience at an approved social agency for a total of 252 hours during the semester. The student’s experience in field practice culminates through coordination within the professional role: integration of theory to practice with individuals, families, and communities; knowledge of the impact of social policy; the role of research in practice; and the influence of diversity and oppression.
Pre/co requisites: SWG 599 requires a co-requisite of SWG 563.
Typically offered in Spring.

SWG 999. Transfer Credits (Graduate). 3-9 Credits.
Transfer credit.

MASTER OF SOCIAL WORK

College of Education and Social Work

Curriculum

The M.S.W. Program consists of 51 semester hours of core courses plus 9 additional hours of electives. Full-time students complete the program in two years and part-time students complete the program in three or four years. For full-time students, this is typically five courses per semester, one of which is the field placement. Daytime and evening sections are offered for each required course. Certain electives are also offered in the summer and winter sessions. The required courses are designed to be taken in a set sequence. Students are expected to follow this sequence; failure to do so jeopardizes timely completion of the program. Please view Sample Course Plan (p. 228) for details.

Sample Course Plan

To track their individual degree progress, students are advised to access their Degree Progress Report (DPR) via my WCU and consult their Graduate Coordinator. For more information, visit wcupa.edu/DegreeProgressReport.

The following is a suggested course sequence for this program; courses offerings and availability are not guaranteed. Students should consult their academic advisor with any questions.

Regular Standing, Full-time

Effective August 2015

All Regular Standing, Full-time students are required to take 20 graduate-level courses to graduate. Other than electives, all required courses must be taken in the sequential order presented below.

<table>
<thead>
<tr>
<th>Year One</th>
<th>Semester One</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SWG 501</td>
<td>Social Work Practice I</td>
<td>6</td>
</tr>
<tr>
<td>&amp; SWG 596 (must be same sections)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SWG 511</td>
<td>The Dialectic of Oppression and Liberation</td>
<td>3</td>
</tr>
<tr>
<td>SWG 554</td>
<td>Human Development across the Lifespan</td>
<td>3</td>
</tr>
<tr>
<td>SWG 541</td>
<td>Social Welfare Policies and Services</td>
<td>3</td>
</tr>
<tr>
<td><strong>Credits</strong></td>
<td><strong>15</strong></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Semester Two</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>SWG 502</td>
<td>Social Work Practice II</td>
</tr>
<tr>
<td>&amp; SWG 597 (must be same sections as semester one time slot)</td>
<td></td>
</tr>
<tr>
<td>SWG 560</td>
<td>Mental Health: A Recovery Approach</td>
</tr>
<tr>
<td>SWG 555</td>
<td>HBSE: Groups - Organizations - Communities</td>
</tr>
<tr>
<td>SWG 533</td>
<td>Methods of Social Work Research</td>
</tr>
<tr>
<td><strong>Credits</strong></td>
<td><strong>15</strong></td>
</tr>
</tbody>
</table>

| Year Two | Semester Three | |
|----------|----------------||
| SWG 561 | Advanced Practice I: Individuals | 6 |
| & SWG 598 (must be same sections) |
| SWG 562 | Advanced Social Work Practice With Families | 3 |
| SWG 534 | Advanced Research Methods: Program Evaluation | 3 |
| **Credits** | **12** |
### Semester Four

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SWG 563</td>
<td>Advanced Practice II: Integrative Seminar</td>
<td>6</td>
</tr>
<tr>
<td>&amp; SWG 599</td>
<td>(must be same sections as semester three time slot)</td>
<td></td>
</tr>
<tr>
<td>SWG 542</td>
<td>Advanced Policy and Community Practice</td>
<td>3</td>
</tr>
<tr>
<td>Elective 2</td>
<td></td>
<td>3</td>
</tr>
</tbody>
</table>

1. Human Development: can test out
2. Intro to Social Research: can test out
3. Can be taken in any semester. Can be in other departments with permission.

### Regular Standing, Part-Time

*Effective August 2015*

All Regular Standing, part-time students are required to take 20 graduate-level courses to graduate. Most part-time students graduate in 3 years, although students may spread out coursework to graduate in 3.5 or 4 years. Other than electives, all required courses must be taken in the sequential order presented below.

#### Year One

<table>
<thead>
<tr>
<th>Semester One</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SWG 511</td>
<td>The Dialectic of Oppression and Liberation</td>
</tr>
<tr>
<td>SWG 554¹</td>
<td>Human Development across the Lifespan</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Semester Two</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SWG 555</td>
<td>HBSE: Groups - Organizations - Communities</td>
</tr>
<tr>
<td>SWG 560</td>
<td>Mental Health: A Recovery Approach</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Semester Three</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SWG 501</td>
<td>Social Work Practice I</td>
</tr>
<tr>
<td>&amp; SWG 596</td>
<td>(must be same sections)</td>
</tr>
<tr>
<td>SWG 541</td>
<td>Social Welfare Policies and Services</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Semester Four</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SWG 502</td>
<td>Social Work Practice II</td>
</tr>
<tr>
<td>&amp; SWG 597</td>
<td>(must be same sections as semester three time slot)</td>
</tr>
<tr>
<td>SWG 533²</td>
<td>Methods of Social Work Research</td>
</tr>
</tbody>
</table>

1. Human Development: can test out – will need to take elective if student needs financial aid since 2 courses are required to receive aid.
2. Intro to Social Research: can test out – will need to take elective if student needs financial aid; as 2 courses are required to receive aid.
3. Can be taken in any semester. Can be in other departments with permission.

### Advanced Standing, Full-Time

*Effective May 2015*

Other than electives, all required courses must be taken in the sequential order presented below.

#### Summer Before Year 1 (May-July)

<table>
<thead>
<tr>
<th>Semester Session I</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SWG 503</td>
<td>Integrative Bridge Course</td>
</tr>
<tr>
<td>SWG 560</td>
<td>Mental Health: A Recovery Approach</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year One</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall</td>
<td></td>
</tr>
<tr>
<td>SWG 534</td>
<td>Advanced Research Methods: Program Evaluation</td>
</tr>
<tr>
<td>SWG 561</td>
<td>Advanced Practice I: Individuals</td>
</tr>
<tr>
<td>SWG 562</td>
<td>Advanced Social Work Practice With Families</td>
</tr>
<tr>
<td>SWG 598</td>
<td>Practicum III</td>
</tr>
<tr>
<td>Elective</td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Spring</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SWG 542</td>
<td>Advanced Policy and Community Practice</td>
</tr>
<tr>
<td>SWG 563</td>
<td>Advanced Practice II: Integrative Seminar</td>
</tr>
<tr>
<td>SWG 599</td>
<td>Field Practicum IV</td>
</tr>
</tbody>
</table>

### Advanced Standing, Part-Time

#### Summer Before Year 1 (May-July)

<table>
<thead>
<tr>
<th>Semester Session I</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SWG 503</td>
<td>Integrative Bridge Course</td>
</tr>
<tr>
<td>SWG 560</td>
<td>Mental Health: A Recovery Approach</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year 1</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall</td>
<td></td>
</tr>
<tr>
<td>SWG 561</td>
<td>Advanced Practice I: Individuals</td>
</tr>
<tr>
<td>SWG 562</td>
<td>Advanced Social Work Practice With Families</td>
</tr>
<tr>
<td>SWG 598</td>
<td>Practicum III</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Spring</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SWG 542</td>
<td>Advanced Policy and Community Practice</td>
</tr>
<tr>
<td>SWG 563</td>
<td>Advanced Practice II: Integrative Seminar</td>
</tr>
<tr>
<td>SWG 599</td>
<td>Field Practicum IV</td>
</tr>
</tbody>
</table>
DEPARTMENT OF SPECIAL EDUCATION

College of Education and Social Work
304 Recitation Hall
West Chester, PA 19383
610-436-2579
Department of Special Education (http://www.wcupa.edu/specialEducation)
Dr. Murphy (cmurphy@wcupa.edu), Chairperson
Dr. Hicks, (shicks@wcupa.edu) Graduate Coordinator

Programs of Study
The Department of Special Education offers the Master of Education in Special Education (in traditional or online formats), post-baccalaureate Pennsylvania teacher certification in Special Education, a graduate certificate in Autism Studies, and a graduate certificate in Universal Design for Learning and Assistive Technology (online program).

The Post-Baccalaureate Certification in Special Education leads to a Pennsylvania Level I certification.

The Master of Education program alone does not lead to Pennsylvania Level I certification in Special Education.

The graduate certificates do not lead to a Pennsylvania Level I certification in Special Education.

The Certificate in Universal Design for Learning and Assistive Technology (Online) provides professionals, parents, and other community members instruction and training in assessment, pedagogy, and technology that support the students who rely on UDL and AT for learning.

Programs
Master's Programs in Special Education
- M.Ed. in Special Education (p. 233)
- M.Ed. in Special Education (Online) (p. 233)

Certificates in Special Education
- Post-Baccalaureate Certification in Special Education (p. 234)
- Certificate in Autism (Online) (p. 233)
  • Gainful Employment Information: Certificate in Autism Studies (http://wcupa.edu/gainfulEmployment)
- Universal Design for Learning and Assistive Technology (Online) (p. 234)
  • Gainful Employment Information: Certificate in Universal Design for Learning & Assistive Technology (http://wcupa.edu/gainfulEmployment)

Admissions
All applicants to one of West Chester University's graduate programs will be held to the graduate admissions requirements (p. 10). When applicable, additional requirements for admission into specific department program(s) may be listed below.

Admission Requirements for the M.Ed. in Special Education
1. An undergraduate degree from an accredited college or university
2. Two letters of recommendation
3. Application, including goal statements
4. Submission of satisfactory GRE or MAT scores at the 50th percentile if GPA is below the required University GPA of 3.0
5. Admission interview (only if deemed necessary)

Admission Requirements for the M.Ed. in Special Education (Online)
1. An undergraduate degree from an accredited college or university
2. Two letters of recommendation
3. Application, including goal statements
4. Submission of satisfactory GRE or MAT scores at the 50th percentile if GPA is below the required University GPA of 3.0
5. Admission interview (only if deemed necessary)

Admission Requirements for the Post-Baccalaureate Certification in Special Education
The applicant must have the following:
1. A baccalaureate degree from a regionally accredited college or university
2. A minimum GPA of 3.0 on a 4.0 scale calculated on the most recent 48 credits of college/university course work and 2.8 total undergraduate cumulative GPA. (If the applicant possesses a master's degree, the GPA requirement applies to that degree.)

Policies
All students in graduate programs are held to the academic policies and procedures (http://catalog.wcupa.edu/graduate/academic-policies-procedures) outlined in the graduate catalog. When applicable, additional policies for specific department programs(s) may be listed below.

Degree Candidacy
Degree Candidacy for the M.Ed. in Special Education
Students must apply to be admitted to candidacy after the completion of 12 semester hours of work at West Chester University, including EDF 500 or EDF 501 and two courses from the special education program. Grade point averages must be consistent with standards required in graduate studies at West Chester University (minimum cumulative GPA of 3.0).

Degree Candidacy for the M.Ed. in Special Education (Online)
Students must apply to be admitted to candidacy after the completion of 12 semester hours of work at West Chester University, including EDF 500 or EDF 501 and two courses from the special education program. Grade point averages must be consistent with standards required in graduate studies at West Chester University (minimum cumulative GPA of 3.0).

Certification Requirements
A. Students seeking PDE Certification Special Education PreK-8 and/or Special Education 7-12 must already possessing an additional teacher certification in an approved area of study must have the following as defined by the Pennsylvania Department of Education (PDE):
1. Students should obtain current PDE certification information from the PDE website. As of this catalog printing, persons seeking PDE certification in Special Education must have completed certification in one of the following areas:
a. **Special Education PreK-8**: N-3, K-6, PreK-4, 4-8, K-12 (i.e., Art, Music, Health and PE, Foreign Language) and/or Reading Specialist
b. **Special Education 7-12**: 4-8, K-12 (i.e., Art, Music, Health and PE, Foreign Language) Reading Specialist, and/or Secondary Content Area such as Mathematics, English, Social Studies or Science

2. West Chester University recommends the following options for students seeking PDE Certification in Special Education:
   a. Attain a teaching certification before entrance into the Special Education Post-baccalaureate programs.
   b. Dual enrollment in teaching certification programs at WCU
   c. Simultaneous enrollment in a teaching certification program at another institution

3. West Chester University maintains the same content-based (coursework) requirements as the Pennsylvania Department of Education. When the Pennsylvania Department of Education modifies certification requirements in the middle of a catalog (academic) year, the Special Education Department will modify program completion requirements to align with the Pennsylvania Department of Education certification requirements.

4. Evidence of Chapter 49.13 competencies must be met. If this is not present, or if course work does not meet these competencies, students may need to take additional course work, under advisement.

**Dual Enrollment**

Students enrolled in two or more teacher certification programs, whereby one certification is an initial teacher certification are subject to the following requirements:

1. Baccalaureate degree from a regionally accredited college or university
2. Minimum GPA of 2.8 on a 4.0 scale calculated on the most recent 48 credits of college/university course work and 3.0 total undergraduate cumulative GPA. (If the applicant possesses a master's degree, the GPA requirement applies to that degree.)
3. Evidence of having completed college-level studies in English composition (three credits), literature (three credits), and mathematics (six credits).

Note: Students may be admitted provisionally without these courses; however, they must take them within the first two semesters of graduate work.

4. Formal Admission to Teacher Certification Program
   Students must do the following:
   1. Meet the above program entry requirements
   2. File a form in the certification office
   3. Receive department approval

**Certificate in Universal Design for Learning and Assistive Technology Policies**

Admission requirements are a bachelor's degree from an accredited, four-year, degree-granting institution and a 3.0 GPA.

**Faculty**

**Professors**

Vicki A. McGinley (vmcginley@wcupa.edu) (1997)
B.A., University of Pittsburgh; M.A.T., The College of New Jersey; Ph.D., Fayetteville State University

Donna Wandry (dwandry@wcupa.edu) (1999)
B.S., University of Wisconsin - Eau Claire; M.Ed., University of Utah; Ph.D., University of Florida

**Associate Professors**

Beatrice Adera (badera@wcupa.edu) (2010)
B.S., University of Nairobi (Kenya); M.Ed., Ph.D., University of North Texas

N. Kim Doan (ndoan@wcupa.edu) (2008)
B.A., M.A., California State University; Ph.D., University of Virginia

Tara C. Guerriero (tguerriero@wcupa.edu) (2008)
B.S., M.A., Ph.D., Northwestern University

Corinne Murphy (cmurphy@wcupa.edu) (2006)
Chairperson, Special Education

B.A., M.A., Ph.D., Ohio State University

Claire Verden (cverden@wcupa.edu) (2006)
B.S., West Chester University; M.Ed., Temple University; Ed.D., Arcadia University

York Williams (ywilliams@wcupa.edu) (2009)
B.A., North Carolina Central University; M.A., West Chester University; M.Ed., Ph.D., Temple University

**Assistant Professors**

S. Christy Hicks (shicks@wcupa.edu) (2011)
Graduate Coordinator, Special Education

B.A., M.A.T., Western Carolina University; Ph.D., University of North Carolina

Mary A. Houser (mhouser@wcupa.edu) (2013)
B.F.A., Kutztown University; M.A.T., The College of New Jersey; Ed.D., Fayetteville State University

Dawn Patterson (dpatterson@wcupa.edu) (2016)
MED University of North Carolina Charlotte; EdD University of North Carolina Charlotte

Dean Alexander Schofield (dschofield@wcupa.edu) (2013)
B.A., Keene State College; M.Ed., Western Carolina University; Ph.D., University of Virginia

**Courses**

**EDA**

EDA 503. Family Systems in Special Education. 3 Credits.

This course bases its objectives on the knowledge of families of children with disabilities as essential for the child's education. The family is studied so that the prospective student can best know how to work with diverse families and family systems. Distance education offering may be available. Typically offered in Summer.

EDA 504. Advanced Methods for Low Incidence Disabilities. 3 Credits.

The purpose of this course is to introduce students to the essentials of systematic instruction of functional life skills for learners with severe disabilities across the domains of a functional curriculum. A field component is required in the class. Distance education offering may be available.

EDA 505. Advanced Methods High Incidence Disabilities. 3 Credits.

This course is designed to prepare teachers to work with students with high incidence disabilities. It provides an overview of curriculum and instructional methods. Emphasis is placed on understanding and analysis of learning problems and academic interventions.

EDA 506. Legal Issues in Special Education. 3 Credits.

This course presents information on legislation that governs special education services. Attention will be given to teachers challenges in implementation and compliance, and writing legally sound IEPs and SAPs. Distance education offering may be available. Typically offered in Summer.
EDA 508. Introduction to Early Childhood/Special Education. 3 Credits.
This course is an overview of the field of early childhood special education (ECSE). We will
explore the processes of early intervention including screening, assessment, instructional
programming, integrating children with and without disabilities, and family involvement.
Emphasis is placed on assessing and promoting the development of cognitive, language,
social, self-help and motor skills.
Distance education offering may be available.
Typically offered in Summer.

EDA 510. Collaboration. 3 Credits.
Contact department for more information about this course.

EDA 511. Inclusion & Collaboration. 3 Credits.
The purpose of this course is to prepare teachers to cultural changes evident in American public
education with respect to inclusion and the education of students with disabilities. Students
will examine their beliefs about inclusion and collaboration, hear new perspectives on these
philosophies, learn how to work collaboratively with other professionals and learn practical
methods to support all students in the classroom.
Typically offered in Fall.

EDA 513. Career Dev and Transition Systems Structures. 3 Credits.
This course will address post-school support structures that serve students with disabilities as
they transition into adult life, stressing legislative foundations, inter agency linkages, school-
business partnerships, referral processes and seamless systems of service delivery. The teacher
practitioner as change agent will be an underlying theme.

EDA 514. PreK-8 Aspects of Transition. 3 Credits.
This course will address support structures that serve students with disabilities as they
transition from homebound to and throughout the Pre-K-8 school system.
Pre / Co requisites: EDA 514 requires prerequisite EDA 542.
Distance education offering may be available.
Typically offered in Fall.

EDA 515. Middle/Secondary Career Development and Transition. 3 Credits.
This course addresses life span issues for persons with disabilities, stressing assessment,
planning, and instructional strategies that promote successful movement to and through adult
roles.
Pre / Co requisites: EDA 515 requires prerequisite EDA 542.
Distance education offering may be available.
Typically offered in Summer.

EDA 516. Curriculum & Instruction for Individual Learning Differences I. 3 Credits.
This course is designed to prepare students to assist children and youth with disabilities
achieve skills in academics and functional life domains.
Pre / Co requisites: EDA 516 requires prerequisite EDA 542.
Distance education offering may be available.
Typically offered in Fall & Spring.

EDA 517. Technology and Universal Design for Learning. 3 Credits.
This course provides an introduction to the principles of Universal Design for learning (UDL),
the incorporation of assistive technologies to accomplish UDL, and strategies for it’s inclusion
in diverse instructional settings.
Distance education offering may be available.
Typically offered in Fall.

EDA 519. Introduction to Assistive Technology. 3 Credits.
This course focuses on the awareness of assistive technologies as it relates to education,
communication, vocation, recreation, and mobility for students with disabilities.
Distance education offering may be available.
Typically offered in Spring.

EDA 520. Intro to Autism: Understanding Autism and the Interdisciplinary Process. 3 Credits.
This course addresses the principles and strategies involved in an interdisciplinary approach
to the treatment of individuals with autism. Faculty from the departments of Communication
Disorders, Kinesiology, Psychology, and Special Education provide students with autism
spectrum disorders within an opportunity to reflect upon the characteristics of individuals with
autism spectrum disorders within the context of individual discipline and how to successfully
work within an interdisciplinary setting.

EDA 521. Assistive Technologies for Communication and Participation. 3 Credits.
This course will present various types of communication disorders and the impact of high and
low level technology, specifically, augmentative and alternative communication systems and
assistive technologies to support the child with disabilities in the K-12 classroom.
Distance education offering may be available.
Typically offered in Spring & Summer.
Cross listed courses EDA 521, SLP 521.

EDA 522. Integrating Assistive Technology in the Classroom. 3 Credits.
This seminar and field is the final course in the Assistive technology Certificate. It is designed
for educational professionals and is focused on the integration of assistive technologies into
the K-12 classroom.
Distance education offering may be available.
Typically offered in Fall.

EDA 523. Curriculum/Instruction for Individual Learning Differences II. 3 Credits.
This course is designed to support students in the research, development and implementation
of instruction for students with disabilities.
Pre / Co requisites: EDA 523 requires a prerequisite of EDA 574 and EDA 516.
Distance education offering may be available.
Typically offered in Spring & Summer.

EDA 530. Teaching Children with Autism. 3 Credits.
This course serves as an in-depth analysis of unique education needs of students with autism
spectrum disorders. Students will learn about the educational issues surrounding autism
spectrum disorders including history, etiology, current legislation, instructional strategies, and
issues related to transition. In addition students will develop a working sense of classroom
assessment and intervention strategies specific to educational settings for students with
autism spectrum disorders.
Distance education offering may be available.
Typically offered in Summer.

EDA 542. Foundations of Special Education. 3 Credits.
This course is designed to acquaint the prospective teacher with the historical legal evolution
of the field, special education processes, and the characteristics of individuals with disabilities.
Distance education offering may be available.
Typically offered in Fall, Spring & Summer.

EDA 544. Classroom Management. 3 Credits.
Exploration of current practices in the management and modification of behavior. The
professional’s role in achieving a better basis for meaningful communication with the special
child. Problems that may interfere with teacher effectiveness are discussed.
Pre / Co requisites: EDA 544 requires prerequisite of EDA 542.
Distance education offering may be available.
Typically offered in Fall & Spring.

EDA 573. Develop Assess Child With Lrg Disabil. 3 Credits.
Diagnostic procedures and subsequent educational prescriptions useful with students
experiencing learning difficulties.
Pre / Co requisites: EDA 573 requires prerequisite of EDA 541.
Distance education offering may be available.

EDA 574. Assessment and Special Education. 3 Credits.
This course is designed to introduce students to instructional assessment in special education
and the development of relevant education plans to meet federal regulations.
Pre / Co requisites: EDA 574 requires prerequisite of EDA 542.
Distance education offering may be available.
Typically offered in Fall & Spring.

EDA 580. Contemporary Issues and Trends. 3 Credits.
Current trends, problems, and issues in special education, teacher education, research, and
administration will be explored. Emerging concepts relating to special education will be
emphasized.
Pre / Co requisites: EDA 580 requires prerequisite of EDA 542.
Distance education offering may be available.
Typically offered in Spring.

EDA 581. Practicum: Special Education. 3 Credits.
Offers students an opportunity to put skills gained through course work into practice under
supervision from the department. Weekly seminar required.
Pre / Co requisites: EDA 581 requires a prerequisite of EDA 541.
EDA 582. Special Education Modified Student Teaching and Seminar. 1-3 Credits.
This is a required course for students pursuing special education certification at the post-baccalaureate level. The student will receive direct experience with students with disabilities receiving special education services. Field clearances required. Pre / Co requisites: EDA 542, EDA 516, EDA 544, EDA 574, and EDA 514 or EDA 515.
Repeatable for Credit.

EDA 590. Independent Study. 1-3 Credits.
Contact department for more information about this course.
Repeatable for Credit.

EDA 591. Final Project. 3 Credits.
This course will provide the student the opportunity to learn how to evaluate and interpret published research, to conduct a critical research review, and to develop and produce an original research paper. Offered on a two-semester basis with each part carrying three credits. Pre / Co requisites: EDA 591 requires prerequisite of EDF 500.
Repeatable for Credit.

EDA 592. Workshop In Special Education I. 1-3 Credits.
Typically offered in Spring.
Distance education offering may be available.
Pre / Co requisites: EDA 591 requires prerequisite of EDF 500.

EDA 599. Transfer Credits (Graduate). 3-9 Credits.
Transfer credits.

EDE

EDE 506. Infant And Toddler Development & Environment. 3 Credits.
Physical, social, emotional, and intellectual development of the child newborn to two years is studied. The use of developmental tests for the diagnosis of infant and toddler needs is related to the structuring of an appropriate learning environment.

EDE 507. Preschooling Learning Environment. 3 Credits.
Methods and materials, developmentally appropriate for children 2-5, are presented. Readiness assessments, curricular discussions, and teaching approaches are addressed across the full spectrum of child development.

M.ED. IN SPECIAL EDUCATION
College of Education and Social Work

Curriculum

Professional Education Courses
EDF 500  Methods & Materials Of Research In Educa 3
or EDF 501  Research Methods For Teachers 3
Select one of the following with adviser: 3
EDF 510  Educational Foundations 3
EDP 550  Advanced Educational Psychology 3
EDT 500  Integrating Ed Tech For Effective Instruction 3

Special Education Core
EDA 503  Family Systems in Special Education 3
EDA 506  Legal Issues in Special Education 3
EDA 544  Classroom Management 3
EDA 580  Contemporary Issues and Trends 3
EDA 591  Final Project 3

Areas of Concentration/Tracks
Student will select an area of concentration: 6
Universal design for learning and assistive technology (online program)
Autism 1
Diversity in the classroom/multicultural and urban education
Literacy
Mathematics
Sciences
Special education (high or low incidence)
TESL 1

Total Credits Required 33

1 This area of concentration has an optional certificate program. Certificate programs may require special admission and additional course work for certificate completion. Contact the host department for details.

Note: Applicants to the M.Ed. in special education who show evidence of Pennsylvania state teaching licensure issued prior to 2013 or teaching licensure from another state may be required to complete EDA 542 and/or EDA 505 to fulfill PDE Chapter 49.3 guidelines.

Sample Course Plan
To track their individual degree progress, students are advised to access their Degree Progress Report (DPR) via my WCU and consult their Graduate Coordinator. For more information, visit wcupa.edu/DegreeProgressReport.

M.ED. IN SPECIAL EDUCATION (ONLINE)

Curriculum

Professional Education Courses
EDF 500  Methods & Materials Of Research In Educa 3
EDT 500  Integrating Ed Tech For Effective Instruction 3

Special Education Core
EDA 503  Family Systems in Special Education 3
EDA 506  Legal Issues in Special Education 3
EDA 544  Classroom Management 3
EDA 580  Contemporary Issues and Trends 3
EDA 591  Final Project 3

Areas of Concentration/Tracks
Select one area of concentration from those below and complete four courses in that area: 12
Universal design for learning and assistive technology (online program)
Special education (high or low incidence)

Total Credits Required 33

Note: Applicants to the M.Ed. in special education who show evidence of Pennsylvania state teaching licensure issued prior to 2013 or teaching licensure from another state may be required to complete EDA 542 prior to special education (EDA) courses. This is determined through advisement and transcript review.

Sample Course Plan
To track their individual degree progress, students are advised to access their Degree Progress Report (DPR) via my WCU and consult their Graduate Coordinator. For more information, visit wcupa.edu/DegreeProgressReport.

CERTIFICATE IN AUTISM
College of Education and Social Work

This certificate is being offered for practitioners and parents alike who wish to earn a certificate of specialization in autism spectrum disorders. The program provides participants, who currently (or may in the future) work with individuals with autism spectrum disorders, the skill sets necessary to build and work within an interdisciplinary approach to effective and empirically based treatment of these individuals. Interdisciplinary areas covered include communicative disorders, kinesiology, psychology, and special education.

Admission requirements are a bachelor’s degree from an accredited, four-year, degree-granting institution and a 3.0 GPA.

Required Courses
EDA 503  Family Systems in Special Education 3
DEPARTMENT OF SPORTS MEDICINE

Overview

216 Sturzebecker Health Sciences Center
West Chester University
West Chester, PA 19383
610-436-3293
Department of Sports Medicine (http://www.wcupa.edu/sportsMed)
Dr. Jimenez (cjimenez@wcupa.edu), Chairperson
Dr. Curtis (ncurtis@wcupa.edu), Assistant Chairperson
Dr. Heinerichs (sheinerichs@wcupa.edu), Graduate Coordinator

Program of Study

The Master of Science in Athletic Training program is designed to prepare students to become certified athletic trainers. Athletic trainers are healthcare professionals who function as members of the sports medicine team working in collaboration with physicians. Athletic trainers may be employed in high schools, colleges or universities, rehabilitation clinics, professional sports, hospitals, physician offices, industry, and other healthcare settings. They are involved in the prevention, emergency care, diagnosis, treatment, and rehabilitation of acute and chronic medical conditions.

Our program is designed for students with minimal knowledge and experience in athletic training. Upon completion of this Commission on Accreditation of Athletic Training Education (CAAATE)-accredited program, students will be eligible to sit for the Board of Certification, Inc. (BOC) examination. Upon successful completion of this examination students will be BOC-certified athletic trainers (ATC). Most states use the results from the BOC examination to determine eligibility to practice athletic training.

This two-year program is only for students who have completed a bachelor’s degree (in any major) and have met the admission requirements for the professional phase of the MS in Athletic Training program. This program is intended for college graduates who have completed their bachelor’s degree and who may want to change careers, athletes who didn’t have time during their undergraduate years to major in athletic training, and international students who want a career in athletic training.

Programs

Degrees in Sports Medicine

• M.S. in Athletic Training (p. 236)

Admissions

All applicants to one of West Chester University’s graduate programs will be held to the graduate admissions requirements (p. 10). When applicable, additional requirements for admission into specific department program(s) may be listed below.

Master of Science in Athletic Training

In addition to meeting the general requirements for admission to a graduate program at West Chester University, applicants for the M.S. in Athletic Training must present a bachelor’s degree and have satisfied the following prerequisites prior to admission:

• A completed graduate application
• Personal statement
• Three letters of reference (one must be from a faculty member or academic advisor)
• Official transcripts from all institutions attended
• GRE scores
• TOEFL scores (international students only)
• Current Professional Rescuer CPR certification (including adult, child, infant CPR, and AED)
• Transcript verification that the following prerequisite coursework has been completed at the college level:
  • Human Anatomy (3-4 credits with lab. When anatomy and physiology are taken as a combined course, two semesters are necessary to meet this requirement)
  • Human Physiology (3-4 credits with lab. When anatomy and physiology are taken as a combined course, two semesters are necessary to meet this requirement)
  • Chemistry (3-4 credits; with lab recommended)
  • Physics (3-4 credits; a two-semester sequence with lab is recommended)
• Statistics (3–4 credits. One course to include descriptive statistics, correlation, and introduction to inferential statistics or research design)
• Exercise Physiology (3–4 credits)
• Kinesiology or Biomechanics

Note: You may have prerequisite courses still in progress at the time that you apply, but all prerequisites must be completed by the start of the program. If you have questions about whether a course fulfills one of the above requirements, please contact us.

Policies
All students in graduate programs are held to the academic policies and procedures (http://catalog.wcupa.edu/graduate/academic-policies-procedures) outlined in the graduate catalog. When applicable, additional policies for specific department programs(s) may be listed below.

Faculty
Professors
Sandra Fowkes-Godek (sfowkesgodek@wcupa.edu) (1991)
B.S., Pennsylvania State University; M.S., University of Colorado; Ph.D., Temple University
Carolyn Consuelo Jimenez (cjimenez@wcupa.edu) (1994)
Chairperson, Sports Medicine
B.A., Colorado College; M.S., University of Arizona; Ph.D., Temple University

Associate Professors
Neil Curtis (ncurtis@wcupa.edu) (1993)
Assistant Chairperson, Sports Medicine
B.S., Boston University; M.S., University of Arizona; Ed.M., Ed.D., Columbia University
Alison Gardiner-Shires (agardiner@wcupa.edu) (2008)
B.S., Salisbury University; M.S., California University of Pennsylvania; Ph.D., University of South Carolina
Scott Heinerichs (sheinerichs@wcupa.edu) (2004)
B.S., West Chester University; M.A.T., University of South Carolina; Ed. D., Widener University
Katherine Morrison (kmorrison@wcupa.edu) (2007)
Graduate Coordinator, Kinesiology
B.S., West Chester University; M.S., James Madison University; Ph.D., University of Delaware

Assistant Professors
Nicole Cattano (ncattano@wcupa.edu) (2007)
B.S., University of North Carolina at Greensboro; M.P.H., West Chester University; Ph.D, Temple University
Lindsey McGuire (lmcguire@wcupa.edu) (2016)
MS Lock Haven University; MS East Stroudsburg University; MS East Stroudsburg University; PhD Temple University

Instructor
Daniel Baer (dbaer@wcupa.edu) (2016)
BS West Chester University; MS University of Pittsburgh

Courses

SMD

SMD 500. Human Cadaver Anatomy. 2 Credits.
A regional study of the gross structure of the human body and human cadaver dissection covering the back, upper and lower limbs, head, neck, thorax, abdomen and pelvis. Emphasis is on the structure and function of the skeletal, muscular and peripheral nervous systems. Pre / Co requisites: SMD 501 requires a corequisite of SMD 501.

SMD 501. Human Cadaver Dissection. 4 Credits.
A human cadaver dissection course accompanying SMD 500. The gross structures of the back, upper and lower limbs, head and neck, and thorax, abdomen and pelvis are studied. Pre / Co requisites: SMD 501 requires a corequisite of SMD 500.

SMD 502. Prevention & Care of Injury and Illness. 3 Credits.
This course builds upon students’ existing knowledge of basic life support and first aid, providing an avenue for practice and discussion of advanced first aid techniques and management of sport-related medical emergencies. The course also takes an evidence based approach to common athletic injuries, principles of injury prevention, and the application of taping and bracing techniques used in athletic training. Typically offered in Summer.

SMD 505. Evidence Based Practice in Sports Medicine. 3 Credits.
The purpose of this course is to expose students to evidence based practice (EBP) and demonstrate the impact it has on clinical practice in the profession of athletic training and other allied health care professions. Students will be given all the necessary background information on EBP research design, tools to critically appraise, and will be equipped to perform an original EBP design or an analysis of consolidated EBP research. This course is designed to provide students with a greater understanding of how to prudently interpret research results as it pertains to influencing change in clinical practice. Pre / Co requisites: SMD 505 requires prerequisite MAT 121 or equivalent.

SMD 510. Therapeutic Agents. 3 Credits.
Therapeutic agents used in athletic training are presented with regards to physiological effects, physics, indications/contraindications as well as the evidence based practice for appropriate agent selection. Typically offered in Spring.

SMD 511. Principles of Rehabilitation. 3 Credits.
Principles, objectives, indications, contraindications, and progression of various exercise programs used in the rehabilitation of orthopedic injuries are presented. Typically offered in Fall.

SMD 512. Orthopedic Assessment 1. 3 Credits.
A comprehensive approach to the assessment and diagnosis of lower extremity and shoulder musculoskeletal injuries including the identification of risk factors, the role of clinical outcome measures, and appropriate referral decisions. Typically offered in Summer.

SMD 513. Orthopedic Assessment 2. 3 Credits.
A comprehensive approach to the assessment and diagnosis of the spine, thorax, upper extremity musculoskeletal and head injuries including the identification of risk factors, the role of clinical outcome measures, and appropriate referral decisions. Typically offered in Fall.

SMD 514. General Medical Conditions and Pharmacology in Athletic Training. 3 Credits.
A presentation of the pathology, pharmacology, and management strategies relevant to sports medicine. Emphasis will be on non orthopaedic conditions commonly encountered in a physically active population. Typically offered in Spring.

SMD 515. Athletic Training Clinical Experience 1. 3 Credits.
Clinical experience is provided in sports medicine settings. The student will have the opportunity to implement athletic training knowledges, skills and abilities while developing clinical reasoning and critical thinking in the delivery of health care. Emphasis with equipment intensive sports. Typically offered in Fall.

SMD 516. Athletic Training Clinical Experience 2. 3 Credits.
Clinical experience is provided in sports medicine settings. The student will have the opportunity to implement athletic training knowledges, skills and abilities while developing clinical reasoning and critical thinking in the delivery of health care. Emphasis with adolescent and special populations. Typically offered in Spring.

SMD 530. Organization and Administration of Athletic Training. 3 Credits.
An overview of administrative and organizational concepts that relate to health care entities that provides athletic training services. Focuses on issues in athletic training including facility design, fiscal management, insurance, medical, ethical and legal issues. Discusses current issues related to professional conduct and practice. Typically offered in Fall.
M.S. IN ATHLETIC TRAINING

SMD 582. Modern Principles Of Athletic Training. 3 Credits.  
A course for the physical educator and/or coach. Injuries which occur in class, practice, and game situations; preventative taping and wrapping; immediate first aid procedures, professional relations within the medical profession.

SMD 592. Seminar in Sports Medicine. 3 Credits.  
This class will require students to review and research papers on specific and timely topics in sports medicine. Papers will be read prior to class, presented by students in class and then critically reviewed by the instructor and students. The suggested topics will be subject to change if additional topics are viewed by the instructors as being more current and important issues related to athletic training and sports medicine. Repeatable for Credit.

SMD 595. Orthopaedic Surgical Techniques. 3 Credits.  
A course designed to enhance the sports medicine professionals knowledge and awareness of common orthopedic surgical techniques. Tissue response to surgical inervation and post-surgical rehabilitation considerations will be addressed.

SMD 616. Athletic Training Clinical Experience 3. 2 Credits.  
Clinical experience is provided in sports medicine settings. The student will have the opportunity to implement athletic training knowledge, skills and abilities while developing clinical reasoning and critical thinking in the delivery of health care. Emphasis with non-traditional seasons or settings. Typically offered in Summer.

SMD 617. Athletic Training Clinical Experience 4. 3 Credits.  
Clinical experience is provided in sports medicine settings. The student will have the opportunity to implement athletic training knowledge, skills and abilities while developing clinical reasoning and critical thinking in the delivery of health care and advanced clinical skills. Typically offered in Fall.

SMD 618. Athletic Training Clinical Experience 5. 3 Credits.  
Clinical experience is provided in sports medicine settings. The student will have the opportunity to implement athletic training knowledge, skills and abilities while developing clinical reasoning and critical thinking in the delivery of health care and advanced clinical skills. Typically offered in Spring.

SMD 630. Research Methods and Biostatistics for Athletic Training. 3 Credits.  
An overview of scientific methods, research designs, sampling, and survey techniques pertinent to study of the field of athletic training will be presented. Specifically, the course prepares you to read, understand, and evaluate research; retrieve research; and develop research-related skills for further graduate education. This course will also focus on the application of statistical methods to different athletic training related research designs, and data with different scales of measurement. Students will display and summarize data and also apply and interpret different statistical tests. Students will be able to complete all statistical tasks using SPSS. Methodology, data interpretation and professional write-up is emphasized. Typically offered in Summer.

SMD 640. Injury Risk and Prevention Strategies. 3 Credits.  
The purpose of this course is to expose students to injury prevention programs and research, including topics such as concussion, overuse, upper and lower extremity, and heat injuries as well as the female athlete triad. Injury prevention research discussed relates to the athletic as well as other special populations, such as athletes with an injury history, military population, and females. Students will be equipped to clinically integrate injury prevention programs, including educating the athlete, coaches, and other allied health professionals. This course is designed to provide students with a greater understanding of how to select injury prevention programs as it pertains to influencing change in clinical practice. Typically offered in Summer.

SMD 654. Sport Physiology in Various Populations and Environments. 3 Credits.  
This course will cover the advanced physiology of all major body systems during participation in sport and exercise with special attention to different populations such as body size, gender and age. The physiology of how the body reacts and adapts to exercise in different environmental conditions will be covered with special attention different populations. Typically offered in Fall.

SMD 693. Selected Topics in Sports Medicine. 3 Credits.  
A second year graduate course covering environmental topics, theory and practice of evidence-based sports medicine, educational and course assessment concerns for sports medicine professionals. Repeatable for Credit.

SML 510. Therapeutic Agents Lab. 1 Credit.  
Lab experiences for the application of therapeutic agents presented in SMD 510. Typically offered in Spring.

SML 511. Principles of Rehabilitation Lab. 2 Credits.  
Lab experiences in the application of exercises presented in SMD 511. Typically offered in Fall.

SML 654. Sport Physiology in Various Populations and Environments Lab. 1 Credit.  
This laboratory course will expose students to and involve them in activities related to the lecture course SML 654, Sport Physiology in Various Populations and Environments. Pre / Co requisites: SML 654 requires a co-requisite of SMD 654. Typically offered in Fall.

M.S. IN ATHLETIC TRAINING

Curriculum

College of Health Sciences

Degree Core

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SMD 500</td>
<td>Human Cadaver Anatomy</td>
<td>3</td>
</tr>
<tr>
<td>SMD 501</td>
<td>Human Cadaver Dissection</td>
<td>4</td>
</tr>
<tr>
<td>SMD 502</td>
<td>Prevention &amp; Care of Injury and Illness</td>
<td>3</td>
</tr>
<tr>
<td>SMD 505</td>
<td>Evidence Based Practice in Sports Medicine</td>
<td>3</td>
</tr>
<tr>
<td>SMD 510</td>
<td>Therapeutic Agents</td>
<td>3</td>
</tr>
<tr>
<td>SML 510</td>
<td>Therapeutic Agents Lab</td>
<td>1</td>
</tr>
<tr>
<td>SMD 511</td>
<td>Principles of Rehabilitation</td>
<td>3</td>
</tr>
<tr>
<td>SML 511</td>
<td>Principles of Rehabilitation Lab</td>
<td>2</td>
</tr>
<tr>
<td>SMD 512</td>
<td>Orthopedic Assessment 1</td>
<td>3</td>
</tr>
<tr>
<td>SMD 513</td>
<td>Orthopedic Assessment 2</td>
<td>3</td>
</tr>
<tr>
<td>SMD 514</td>
<td>General Medical Conditions and Pharmacology in Athletic Training</td>
<td>3</td>
</tr>
<tr>
<td>SMD 515</td>
<td>Athletic Training Clinical Experience 1</td>
<td>3</td>
</tr>
<tr>
<td>SMD 516</td>
<td>Athletic Training Clinical Experience 2</td>
<td>3</td>
</tr>
<tr>
<td>SMD 530</td>
<td>Organization and Administration of Athletic Training</td>
<td>3</td>
</tr>
<tr>
<td>SMD 615</td>
<td>Athletic Training Clinical Experience 3</td>
<td>2</td>
</tr>
<tr>
<td>SMD 616</td>
<td>Athletic Training Clinical Experience 4</td>
<td>3</td>
</tr>
<tr>
<td>SMD 617</td>
<td>Athletic Training Clinical Experience 5</td>
<td>3</td>
</tr>
<tr>
<td>SMD 630</td>
<td>Research Methods and Biostatistics for Athletic Training</td>
<td>3</td>
</tr>
<tr>
<td>SMD 640</td>
<td>Injury Risk and Prevention Strategies</td>
<td>3</td>
</tr>
<tr>
<td>SMD 654</td>
<td>Sport Physiology in Various Populations and Environments</td>
<td>3</td>
</tr>
<tr>
<td>SML 654</td>
<td>Sport Physiology in Various Populations and Environments Lab</td>
<td>1</td>
</tr>
</tbody>
</table>

Athletic Training Electives 6

Select two:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SMD 592</td>
<td>Seminar in Sports Medicine</td>
<td>3</td>
</tr>
<tr>
<td>SMD 595</td>
<td>Orthopaedic Surgical Techniques</td>
<td>3</td>
</tr>
<tr>
<td>SMD 693</td>
<td>Selected Topics in Sports Medicine</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credits Required 63

Sample Course Plan

To track their individual degree progress, students are advised to access their Degree Progress Report (DPR) via my WCU and consult their Graduate Coordinator. For more information, visit wcupa.edu/ DegreeProgressReport.

TEACHING ENGLISH AS A SECOND LANGUAGE PROGRAM

College of Arts and Humanities

232 Mitchell Hall
Students who do not meet the second language or linguistics background requirements upon application for admission may be admitted provisionally to the TESL program. Provisionally admitted students will, in consultation with their adviser, select additional English language courses in order to meet this language proficiency requirement by the time of degree candidacy (after 12-15 credits). Students who do not meet the second language or linguistics background requirements upon application for admission may be admitted provisionally and, in consultation with their adviser, will select additional courses in order to satisfy these requirements by the time of degree candidacy (after 12-15 credits). Students must pass an oral and written comprehensive examination before graduating.

2 Students who do not meet the second language or linguistics background requirements upon application for admission may be admitted provisionally and, in consultation with their adviser, will select additional courses in order to satisfy these requirements by the time of degree candidacy (after 12-15 credits). Students must pass an oral and written comprehensive examination before graduating.

### Policies

All students in graduate programs are held to the academic policies and procedures (http://catalog.wcupa.edu/graduate/academic-policies-procedures) outlined in the graduate catalog. When applicable, additional policies for specific department programs(s) may be listed below.

### Faculty

#### Professors
- Garrett G. Molholt (gmolholt@wcupa.edu) (1987)
- B.A., M.A., M.A., Ph.D., University of Wisconsin-Madison
- Frederick R. Patton (fpatton@wcupa.edu) (1981)
- B.A., M.Ed., Temple University; M.A., Ph.D., University of Pennsylvania
- Andrea Varricchio (avarricchio@wcupa.edu) (1986)
- Coordinator, Languages and Cultures

#### Associate Professors
- Mahmoud Amer (mamer@wcupa.edu) (2011)
- B.A., Mutah University; M.A., University of Toledo; Ph.D., Indiana University of Pennsylvania
- Maria José Cabrera (mcbarrera@wcupa.edu) (2007)
- Coordinator, Languages and Cultures

#### Assistant Professors
- Jelena Colovic-Markovic (jcolovic@wcupa.edu) (2013)
- B.A., University of Belgrade; M.A., Brigham Young University; Ph.D., University of Utah
- Chui Kian Smidt (csmidt@wcupa.edu) (2011)
- B.Ed., University of Exeter; M.A., Iowa State University; Ph.D., University of Minnesota

### M.A. IN TEACHING ENGLISH AS A SECOND LANGUAGE (TESL)

#### College of Arts and Humanities

#### Curriculum

#### Required Courses

---

### Programs

#### Master’s Program in Teaching English as a Second Language

- M.A. in Teaching English as a Second Language (TESL) (p. 237)

#### Certificate of Preparation in ESL Teaching (ESL Program Specialist Certificate)

- Certificate of Preparation in ESL Teaching (ESL Program Specialist Certificate) (p. 238)

#### Admissions

In addition to meeting the general requirements for admission (p. 10) to a graduate program at West Chester, applicants must document background in the following areas:

1. Introduction to Linguistics (subject to approval by a TESL program adviser)
2. Proficiency in English (one of the following three options):  
   a. TOEFL: 92 for the internet-based exam, 237 for the computer-based exam, 580 for the paper-based exam  
   b. IELTS: An overall score at bend 6.5 or above, and minimum scores of 6.5 for speaking, listening, reading, and writing are preferred.  
   c. WCU ELS Program
3. 24 semester hours of a second language/English/linguistics/philosophy/communications
4. Six semester hours of anthropology/sociology/psychology
5. Experience in learning a second language

Students with a TOEFL score slightly lower than 580 may be admitted provisionally to the TESL program. Provisionally admitted students will, in consultation with their adviser, select additional English language courses in order to meet this language proficiency requirement by the time of degree candidacy (after 12-15 credits).

Students who do not meet the second language or linguistics background requirements upon application for admission may be admitted provisionally and, in consultation with their adviser, will select additional courses in order to satisfy these requirements by the time of degree candidacy (after 12-15 credits). Students must pass an oral and written comprehensive examination before graduating.

---

### Programs of Study

The master of arts in teaching English as a second language is an interdisciplinary program contributed to by the departments of English, Languages and Cultures, Anthropology and Sociology, Communication Studies, and Philosophy. The program is designed for those preparing to teach English to students whose first language is not English; graduates of this program are also prepared to design ESL/EFL curriculum and to assess the linguistic development of second language students. Also offered is the certificate of preparation in ESL teaching, a graduate program that leads to the Pennsylvania Department of Education’s qualification for teaching ESL PK-12 in the public schools. The certificate courses may be applied toward the M.A. in TESL. Provided that entering students are precertified in a stand-alone area, this certificate qualifies graduates for public school ESL teaching in Pennsylvania. Both the M.A. and certificate programs provide background in linguistics, sociolinguistics and culture, and teaching methodology in TESL.

---
CERTIFICATE OF PREPARATION IN ESL TEACHING (ESL PROGRAM SPECIALIST CERTIFICATE)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 575</td>
<td>Structure Of Modern English</td>
<td>3</td>
</tr>
<tr>
<td>ENG 576</td>
<td>Curriculum And Materials For Tesl</td>
<td>3</td>
</tr>
<tr>
<td>ENG 581</td>
<td>Teaching Reading And Writing To Esl Stds</td>
<td>3</td>
</tr>
<tr>
<td>ENG 587</td>
<td>ESL Practicum I</td>
<td>3</td>
</tr>
<tr>
<td>LIN 540</td>
<td>Sociolinguistics</td>
<td>3</td>
</tr>
<tr>
<td>ENG/LAN 583</td>
<td>Second Language Acquisition</td>
<td>3</td>
</tr>
<tr>
<td>LAN 500</td>
<td>Methods and Materials of Research in Second Language Education</td>
<td>3</td>
</tr>
<tr>
<td>LAN 503</td>
<td>Techniques of Second Language Teaching</td>
<td>3</td>
</tr>
<tr>
<td>LIN 540</td>
<td>Sociolinguistics</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credits: 36

DEPARTMENT OF THEATRE AND DANCE

College of Arts and Humanities
119 E.O. Bull Center for the Arts
West Chester University
West Chester, PA 19383
610-436-3463
Department of Theatre and Dance (http://www.wcupa.edu/theatreDance)
Dr. Rovine (hrovine@wcupa.edu), Chairperson
The Department of Theatre and Dance does not offer a graduate degree. Graduate-level courses are open to those who hold a baccalaureate degree and meet West Chester University standards for admission to graduate studies.

Faculty

Professor

Harvey Rovine (hrovine@wcupa.edu) (1992)
Chairperson, Theatre and Dance
B.S., Towson State University; M.A., University of Central Florida; Ph.D., University of Illinois

Associate Professors

Leonard Kelly (lkelly@wcupa.edu) (2005)
B.A., West Chester University; M.F.A., University of Texas

Elizabeth Staruch (estaruch@wcupa.edu) (2007)
B.A., B.A., College of Wooster; M.F.A., University of North Carolina-Greensboro

Gretchen Studlien-Webb (gstudlien-webb@wcupa.edu) (1999)
B.F.A., Ohio State University; M.F.A., Temple University

Juliet Wunsch (jwunsch@wcupa.edu) (2000)
B.A., Wesleyan University; M.F.A., Carnegie Mellon University

Assistant Professors

John Bellomo (jbellomo@wcupa.edu) (2014)
B.F.A., The University of the Arts; M.F.A., Temple University

Constance Case (ccase@wcupa.edu) (2013)
B.A., Shippensburg University; M.F.A., Temple University

Martin Alan Dallago (mdallago@wcupa.edu) (2014)
B.S., Dickinson College; M.F.A., Temple University

Charles Delmarcelle (cdelmarcelle@wcupa.edu) (2016)
BSE Millersville University; MA Villanova University; MFA Temple University

Rebecca A. Field (rfield@wcupa.edu) (1998)
B.Mus., West Chester University; M.Mus., D.Mus., Indiana University

Thomas Haughey (thaughey@wcupa.edu) (2006)
B.S., Elizabethtown College; M.F.A., University of Connecticut

Maria Urrutia (murrutia@wcupa.edu) (2012)
B.F.A., The University of the Arts; M.Ed., Temple University
Courses

THA

THA 516. Theory & Applicat Of Creative Dramatics. 3 Credits.
The use of creative dramatics as a teaching method. Research and application of theories and techniques.

THA 999. Transfer Credits (Graduate). 3-9 Credits.
transfer credit.

DEPARTMENT OF WOMEN'S AND GENDER STUDIES

College of Arts and Humanities

535 Main Hall
West Chester University
West Chester, PA 19383
610-436-2853
Department of Women's and Gender Studies (http://www.wcupa.edu/womensstudies)
Dr. Ruchti (lruchti@wcupa.edu), Director and Chairperson

Programs of Study

Until further notice, no new students will be admitted into this program.

Courses

WOS

WOS 502. Special Topics. 3 Credits.
In depth study of selected topics in woman's studies not offered under existing, regularly offered courses.
Repeatable for Credit.

WOS 539. Independent Study For The Woman Administ. 3 Credits.
A project to be developed independently by the student working with a specific instructor.
Repeatable for Credit.
INDEX

A
About the University ................................................................. 4
Academic Integrity ............................................................... 66
Academic Probation & Dismissal ........................................ 69
Academic Records Information ........................................... 69
Accelerated Programs ......................................................... 13
Accreditations & Nationally Recognized Programs ............ 6
Additional Certification Policies ........................................... 71
Administration Information .................................................. 23
Anthropology and Sociology ................................................. 83
Applied Music ...................................................................... 83
Art + Design ........................................................................ 94
B
Biology ............................................................................... 95
Business Analytics Certificate ............................................. 103
C
Calendar & Term Information ............................................... 7
Campus & Facilities ............................................................ 7
Campus Services ................................................................ 78
Certificate in Adapted Physical Education ......................... 164
Certificate in Administration ................................................ 224
Certificate in Applied Statistics ........................................... 181
Certificate in Autism ............................................................. 233
Certificate in Business Ethics ................................................. 203
Certificate in Computer Security (Information Assurance) ... 113
Certificate in Geographic Information Systems .................. 140
Certificate in Gerontology ..................................................... 151
Certificate in Healthcare Ethics .......................................... 203
Certificate in Higher Education Counseling/Student Affairs .. 120
Certificate in Holocaust and Genocide Studies .................... 158
Certificate in Human Resources Management .................. 224
Certificate in Information Systems ..................................... 114
Certificate in Kodaly Methodology ..................................... 188
Certificate in Literacy .......................................................... 172
Certificate in Music Technology ......................................... 188
Certificate in Nonprofit Administration ................................. 224
Certificate in Orff-Schulwerk .............................................. 188
Certificate in Piano Pedagogy .............................................. 94
Certificate in Publishing ..................................................... 137
Certificate in Universal Design for Learning and Assistive Technology (Online) .................................................. 234
Certificate in Urban and Regional Planning ......................... 140
Certificate in Web Technology ............................................ 114
Certificate of Preparation in ESL Teaching (ESL Program Specialist Certificate) .................................................. 238
Certificate Program Admissions ......................................... 74
Chemistry ........................................................................... 104
Classification of Students .................................................... 72
Communication Sciences and Disorders ......................... 104
Communication Studies ....................................................... 108
Computer Science ............................................................. 110
Counselor Education ........................................................... 114
Course Policies ................................................................. 72
Course Prefix Guide ............................................................ 52
Criminal Justice ................................................................. 120
D
Degree Candidacy .............................................................. 74
Degree Program Admissions .............................................. 10
Doctor of Nursing Practice (D.N.P.) ................................. 196
DPA Doctor of Public Administration .................................. 221
E
Early and Middle Grades Education ................................. 123
Earth and Space Sciences .................................................. 141
Ed.D. in Policy, Planning, Administration ......................... 205
Endorsement in Literacy Coaching .................................... 172
English ............................................................................... 129
Enrolling in & Withdrawing from Courses ......................... 74
Enrollment Policy/Leave of Absence ................................. 74
Entrepreneurship Certificate ............................................... 103
F
Faculty Index ...................................................................... 25
Fees & Expenses ............................................................... 15
Financial Aid ................................................................. 19
G
General Science Teaching Certification ............................. 144
Geography and Planning .................................................. 138
Grade Information .............................................................. 75
Graduate Admissions ........................................................... 10
Graduate Assistantships & Scholarships ........................... 21
Graduate Business Certificate ............................................ 104
Graduate Certificate in Educational Technology ................ 210
Graduate Certificate in Emergency Preparedness in Public Health .................................................. 152
Graduate Certificate in Entrepreneurial Education ............. 210
Graduate Certificate in Health Care Management .............. 152
Graduate Certificate in Integrative Health ......................... 153
INDEX

Mission, Vision & Value Statement ......................................................... 4
MPA Human Resources Management Concentration ....................... 222
MPA Master of Public Administration ................................................. 222
MPA Nonprofit Administration Concentration .................................. 223
MPA Public Administration Concentration ....................................... 223
Music Education ............................................................................... 182
Music Theory, History, and Composition ......................................... 188
Non-Degree Admissions ..................................................................... 12
Non-Degree Admissions ..................................................................... 13
Nursing ............................................................................................... 192
Nutrition .............................................................................................. 197
Office of Services for Students with Disabilities ............................... 81
Other Admission Information ......................................................... 13
Payment Information .......................................................................... 18
Pharmaceutical Product Development Program ................................. 199
Philosophy ......................................................................................... 200
Policy, Planning, Administration ......................................................... 203
Post Baccalaureate Certification in Special Education ....................... 234
Post-Baccalaureate Teacher Certification - Grade 4 through Grade 8 .... 129
Post-Baccalaureate Teacher Certification - Pre-K through Grade 4 ...... 129
Post-Baccalaureate Teacher Certification in Music Education ............ 188
Post-Master's Licensed Professional Counselor Preparation Program .... 120
Professional and Secondary Education .............................................. 206
Program Index .................................................................................... 55
Project Management Certificate ......................................................... 103
Psy.D. in Clinical Psychology ............................................................. 215
Psychology ......................................................................................... 211
Psychology Post-Master's Letter of Completion in Clinical Mental Health in Preparation for Counseling Licensure ......................... 217
Public Policy and Administration ...................................................... 218
Public Safety ...................................................................................... 81
Reading Specialist Certification ......................................................... 172
Refund Information ........................................................................... 18
School Nurse Certification ................................................................. 197
School of Music Information .............................................................. 181
Secondary English Certification Option ............................................. 137
Secondary Mathematics Certification Option ..................................... 181
Secondary Teaching Certificate ......................................................... 210
Social Equity and ADA Information ................................................. 65
Special Education .............................................................................. 230
Specialist Certificate I in Counseling ................................................. 120
Sports Medicine ............................................................................... 234
Student Living ................................................................................... 82
Teaching English as a Second Language Program ............................ 236
Theatre and Dance ............................................................................ 238
Women's and Gender Studies ............................................................ 239
W