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MISSION, VISION & VALUES 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 is a community of educators that develops graduates to succeed personally and professionally and contribute to the common good.

WCU graduates will:
- Apply scientific reasoning and demonstrate quantitative and qualitative literacy
- Collaborate with others to solve problems and address societal needs
- Communicate effectively and participate in civic discourse
- Engage inclusively in a diverse society
- Understand the ethical implications of decisions and the world in which they live

Institutional Goals

To fulfill its Mission as a public institution serving the Commonwealth, West Chester University will focus on student success and institutional improvement as measured by the degree to which WCU demonstrates:
- Access to learning
- Community and cultural engagement
- Continuous improvement
- Critical thinking
- Inclusion
- Scholarly and creative activities
- Sustainability

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 in 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, music, and interdisciplinary studies. See Programs at West Chester (p. 56) 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. Several years ago, 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 17,000 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 received more than 14,000 applications for the fall 2017 first-year class, which was comprised of 2,550 students. We are the largest state-owned university in the Commonwealth of Pennsylvania and the premier state institution 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. More than 500 students took advantage of international learning experiences last year. These experiences included traditional study abroad programs, as well as participation in conferences, service learning, music performances, and more. An English-as-Second-Language program launched in 2016 and should help to further increase international enrollment on WCU’s campus.
Distance education — comprising both fully online and hybrid programs involving limited campus time — is helping WCU to meet enrollment demands. The University also offers a variety of programs at our Center City Philadelphia location, including an RN-to-BSN program in nursing, both a B.S.W. and M.S.W. in Social Work, and an M.S. in Criminal Justice with an advanced standing B.S. option.

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 Philips Memorial Building, Ruby Jones Hall, Recitation Hall, and the Old Library. Except for Philips, 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 of the State System of Higher Education - 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

<table>
<thead>
<tr>
<th>Mailing Address</th>
<th>West Chester University, West Chester PA 19383</th>
</tr>
</thead>
<tbody>
<tr>
<td>Telephones</td>
<td>Dial 610-436 plus number in parentheses. For offices not shown here, call University Information Center: 610-436-1000.</td>
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<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>Admissions (Undergraduate)</td>
<td>Office of Admissions, Messikomer Hall (3411); 877-315-2165 (toll free); <a href="mailto:ugradmiss@wcupa.edu">ugradmiss@wcupa.edu</a></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); <a href="mailto:bursar@wcupa.edu">bursar@wcupa.edu</a></td>
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<tr>
<td>Bookstore</td>
<td>Student Services, Inc., Sykes Student Union (2242)</td>
</tr>
<tr>
<td>Careers/Placement</td>
<td>Twardowski Career Development Center, Lawrence Center (2501); General: <a href="mailto:cdc@wcupa.edu">cdc@wcupa.edu</a>; Employers: <a href="mailto:recruit@wcupa.edu">recruit@wcupa.edu</a></td>
</tr>
<tr>
<td>Conference Services</td>
<td>Office of Conference Services, 13/15 University Ave. (6931); <a href="mailto:mkurimay@wcupa.edu">mkurimay@wcupa.edu</a></td>
</tr>
<tr>
<td>Counseling</td>
<td>Department of Counseling and Psychological Services, 241 Lawrence Center (2301); <a href="mailto:wcucc@wcupa.edu">wcucc@wcupa.edu</a></td>
</tr>
<tr>
<td>Financial Aid/Work Study</td>
<td>Office of Financial Aid, 25 University Ave. (2627); <a href="mailto:finaid@wcupa.edu">finaid@wcupa.edu</a></td>
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<tr>
<td>Graduate Studies</td>
<td>Office of Graduate Studies, McKelvie Hall (2943); <a href="mailto:gradstudy@wcupa.edu">gradstudy@wcupa.edu</a></td>
</tr>
<tr>
<td>Housing</td>
<td>Residence Life and Housing Services, Lawrence Center (3306 or 3307); <a href="mailto:housing@wcupa.edu">housing@wcupa.edu</a></td>
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<td>Non-Degree (Graduate)</td>
<td>Office of Graduate Studies, McKelvie Hall (2458); <a href="mailto:gradstudy@wcupa.edu">gradstudy@wcupa.edu</a></td>
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<tr>
<td>Non-Degree (Undergraduate/Senior Citizens)</td>
<td>Office of the Registrar, 25 University Ave. (3541); <a href="mailto:ugradnondegree@wcupa.edu">ugradnondegree@wcupa.edu</a></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); <a href="mailto:advising@wcupa.edu">advising@wcupa.edu</a></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); <a href="mailto:ossd@wcupa.edu">ossd@wcupa.edu</a></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 Center for Women and Gender Equity (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

The Ethnic Studies Institute, established in 1974, is designed to organize, support, and encourage interdisciplinary scholarly research, teaching, and service/outreach programs and activities that are directed toward exploring and understanding the social and historical experience of racial and ethnic groups in the United States. The Institute works with groups and constituencies concentrating on diversity, racial, and ethnic understanding, and fostering the development of a diverse university environment. The Institute encourages and supports faculty and students in their research on race and ethnic studies. The Ethnic Studies Institute also works with local groups to meet community needs.

The Ethnic Studies Institute offers an interdisciplinary minor which provides students with a critical understanding of the social and historical experience of racial and ethnic groups in the U.S. and the impact of social, economic, political, philosophical, and cultural systems and structures on these groups. The minor offers six areas of concentration: African American Studies, Asian American Studies, Jewish American Studies, Latino/a Studies, Native American Studies, and Multiethnic Studies. The Institute is responsible for curriculum development and assessment of the minor, and student academic advising.

For more information about the Ethnic Studies Institute (http://www.wcupa.edu/ethnicStudies) or the minor, contact Dr. Miguel Ceballos, director, at mcceballos@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 nation’s premier all-poetry writing conference), 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 Arts and Humanities. For more information, email (poetry@wcupa.edu) the Poetry Center, or call 610-436-3235.

WCU Community Mental Health Services (CMHS)

WCU Community Mental Health Services (CMHS) is affiliated with the West Chester University Doctor of Psychology (Psy.D) Program. CMHS serves as a training center for graduate students in the Psy.D. Program and as a clinical research site for faculty in the Psychology Program. As a non-profit training and research facility, CMHS provides low-cost, high-quality psychotherapy and testing for members of the
 greater West Chester community, staff and faculty of WCU, as well as WCU students referred from the University Counseling Center. Services include psychotherapy for a wide range of psychological disorders and educational assessments, including assessments for ADHD, learning disabilities, and other disorders that may require documentation to secure classroom accommodations. CMHS is located on the 8th Floor of Wayne Hall. For additional information or to schedule an appointment, please call 610-436-2510 or go to http://www.wcupa.edu/communityMentalHealth.

**Dub-C Autism Program (D-CAP)**
The Dub-C Autism Program (www.wcupa.edu/dcap) is part of the Pennsylvania State System of Higher Education (PASSHE) Autism Initiative. D-CAP is a campus program supporting full-time, matriculated students on the autism spectrum. The program provides students services across the areas of Executive Functioning, Self-Care, Social Competence, Self-Advocacy, and Career Preparation. Students set their own goals, and skill development is addressed via individual appointments, group meetings, and/or social engagements. In addition, the program provides training and support for faculty, staff, and peers helping West Chester University build an inclusive and accepting campus community. For additional information go to www.wcupa.edu/dcap or call 610-436-3168.

**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 (CAAHED) Pending Renewal
- Commission on Accreditation of Athletic Training Education (CAATE)
- Accreditation Council for Education in Nutrition and Dietetics (ACEND)
- Commission on Collegiate Nursing Education (CCNE)
- Committee on Accreditation for Respiratory Care (CoARC)
- Council for Accreditation of Counseling and Related Educational Programs (CACREP)
- Council on Education for Public Health (CEPH)
- Council of Social Work Education (CSWE)
- Forensic Science Education Programs Accreditation Communication (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 Council for Accreditation of Teacher Education (NCATE)
- 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 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 Science Teachers Association (NSTA)
- Society of Health and Physical Educators (SHAPE)

**CALENDAR & TERM INFORMATION**

**Fall and Spring Terms**
West Chester University operates on a semester system. 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 WCU’s 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).

**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 summer sessions. 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 architectural 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.
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. The Business and Public Management Center, which opened in January 2017, is now the largest academic classroom building on campus. The building features 23 multimedia classrooms, five collaborative classrooms, 13 classrooms with tiered seating, a 189-seat lecture hall, five seminar/conference rooms, and 137 offices.

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 Management Center, which is the largest academic building at WCU. 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 & Technology**

The Information Services & Technology Division (IS&T) 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 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 software and applications are also available for remote access through RamCloud. (http://www.wcupa.edu/InfoServices/ramCloud/)

The labs also provide access to multi-function printers and scanners. Student computing facilities are also located in Library and Sykes Student Union. IS&T provides many resources and services to promote the use of technology in the teaching and learning environment. More than 150 classrooms are equipped with multimedia 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/specialcoll) 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 four 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
- College of Education and Social Work

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 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.

Mather 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 impressive and 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/planetarium.

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, Doctor of Psychology, 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 70 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
West Chester, PA 19383-2600
610-436-2943
Fax: 610-436-2763
E-mail: gradstudy@wcupa.edu
Website: http://www.wcupa.edu/grad
Facebook: http://www.facebook.com/wcugrad
Student Responsibility

It is the responsibility of the applicant to recognize and observe all program admissions policies and procedures.

Admission Requirements for Degree Students

1. An earned baccalaureate degree is required for admission into a master’s program. A baccalaureate and master’s degree, if applicable, are required for admission to a doctoral program. All degrees must be awarded from a college or university that is regionally accredited in the United States or the equivalent from a foreign college or university prior to enrollment. A minimum 2.80 undergraduate GPA (on a 4.0 scale) is required. Please note that some programs may have higher GPA minimum requirements. Doctoral program GPA requirements are set by each program. Provisional acceptance may be possible, but is not guaranteed, under some circumstances for applicants who do not meet minimum requirements.

2. Applicants must submit scores from the Graduate Management Admission Test (GMAT) or the Graduate Record Examination (GRE) if these are required for admission to the program in which the student wishes to enroll. Students applying to a program with any of the above requirements who have an earned, recognized, post-baccalaureate degree from an accredited college or university may have this requirement waived. A student with an earned graduate-level certificate from West Chester University (see policy concerning certificates (p. 12)), applying to a graduate program, may have the standardized test waived at the recommendation of the graduate coordinator.

3. The department offering the desired degree program must recommend acceptance. Before such recommendation is given, an interview with a faculty member may be required. The applicant must also meet any other additional requirements established for the degree program, including grade point averages that exceed the minimum graduate admission requirements.

4. The Dean of Graduate Studies must give official acceptance. Only written notice from the dean constitutes approval of admission, not correspondence with a department or an individual faculty member.

5. Space must be available in the program.

6. Requirements to resolve academic deficiencies are to be met prior to registering for graduate courses. Individual departments may have more rigorous requirements.

At the graduate level, West Chester University performs an individualized and holistic review of all applications for admission to the University. Graduate admission decisions are rendered using multiple criteria that includes an evaluation of all college transcripts, letters of reference submitted independently by an evaluator, an applicant’s goal statement, and if required by the program, standardized test scores, and other similar program-specific requirements. Individuals who have questions about their admissibility are encouraged to contact the Office of Graduate Studies (gradstudy@wcupa.edu) or the appropriate graduate coordinator.

An applicant who has academic deficiencies may be granted provisional admission. The departmental graduate coordinator will specify course work which must be taken to remove such deficiencies and which might not be credited to degree requirements including, if necessary, undergraduate prerequisites. Admission to degree study does not constitute admission to degree candidacy. After a student has satisfactorily fulfilled certain course requirements specified in the 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 or master’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).
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 non-degree 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 Dean of Graduate Studies. Applicants will be notified of 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 advisors 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. The PsyD program requires a $400 matriculation deposit. 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 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 through their myWCU account.

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 Dean of Graduate Studies.
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).

NON-DEGREE ADMISSIONS

“Non-degree” is an academic term used to describe students who are “not formally accepted into a degree-seeking program.” 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 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.

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. 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 right 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. 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.
4. 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.
5. 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 certificate programs. Certificate programs do not lead toward a degree.

For more visa processing information please visit this site: The Visa Process (https://www.wcupa.edu/international/internationalStudents/wcuI20.aspx)

Proof of Financial Support
International students must provide proof of financial support in the amount of US$28,565 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 that is 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 (CIP) (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 may obtain information as to the amount of insurance required and the means of obtaining coverage to meet the insurance requirement.

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 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.

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.

Post-Baccalaureate Teacher Certification
Individuals who are interested in post-baccalaureate teacher certification, at either the undergraduate or graduate level, should contact the Office of Graduate Studies (http://www.wcupa.edu/grad) for admissions materials. Applicants will be referred to the appropriate
faculty advisor(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). 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:

Office of Admissions
West Chester University
West Chester, PA 19383

Readmitted students who have a disability that they previously did not disclose but wish to do so should contact the Office of Services for Students with Disabilities (http://www.wcupa.edu/ossd)(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 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.

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 enrollment form, indicating there is space available in the class. They then return their completed enrollment form, along with a signed Senior Citizen Fee Waiver form, to the Registrar's Office. The Registrar's Office then schedules the student and submits the fee waiver to the Bursar's Office.

For additional information, visit the Registrar's Office (http://www.wcupa.edu/registrar/nonDegreeSeniorCitizen.aspx) website.

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.

Definition

Criminal conviction: “Any instance in any state or national jurisdiction where you have plead guilty or been found guilty by judge or jury to charges that you committed a felony offense. This includes any plea of ‘no contest’ or ‘holo contendere,’ and any conviction that may be under current appeal.”

The term “criminal conviction” is not applicable to the following situations:

1. An arrest not resulting in a charge
2. A dropped charge
3. An acquittal
4. A conviction overturned on appeal
5. An expunged conviction
6. An executively pardoned conviction

Procedure

If a prospective student (degree-seeking or non-degree) who meets all criteria for general university admission confirms a prior criminal conviction on his or her admission application, the following process is carried out:

1. A copy of West Chester University's Criminal Convictions Policy is provided to the applicant.
2. A copy of the "Consent and Authorization to Access Additional Information" form is completed and returned by the applicant to the best of his or her ability.
3. The applicant provides a written, detailed explanation of each incident that led to a conviction.
4. The applicant submits a copy of all appropriate court documents.
   a. The criminal complaint(s) that initiated the criminal case(s)
   b. The guilty plea(s) or verdict form(s) that establish guilt
   c. The sentencing agreement(s) or order(s) that establish the criminal sentence
5. The application and related materials enter the review process.

Consideration of Applicant’s Information

A prior conviction, in and of itself, does not automatically result in the denial of admission to the University, to a particular academic program, or to housing. Cases are reviewed by the Criminal Convictions Review Committee on an individual basis, and information is only considered when it has been determined that all necessary admission criteria for the university and specific major to which the applicant applied have been met. 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, the University does not
generally accept anyone who has not completed their criminal sentence, absent any extraordinary circumstances.

Ultimately, decisions regarding admission and the imposition of conditions will be evaluated on the following criteria:

1. The nature and severity of the offense or offenses
2. The length of time since completion of the sentence, if applicable
3. Whether the student has other criminal conduct
4. The applicant’s attitude toward the offense and its effect on the applicant’s life
5. The extent to which the conduct would be relevant to the applicant’s participation in the University Community

Questions about this policy may be directed to Undergraduate Admissions (610-436-3479), Graduate Admissions (610-436-2462), or the Office of the Registrar for non-degree (610-436-3541).

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. Tuition rates and some fees shown here are in effect for the academic year 2016-2017 and apply to fall and spring semesters only. Tuition changes for 2017-2018, 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 QuizPAY 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

- Full-time students (between 12-18 credits) $3,619.00 per semester
- Part-time students (11 credits or less), or per credit hour for each credit over 18 $302.00 per credit hour

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

Undergraduate Tuition for Out-of State Students

- Full-time students (between 12-18 credits) $9,048.00 per semester
- Part-time students (11 credits or less), or per credit hour for each credit over 18 $754.00 per credit hour

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 QuizPAY 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)

- Legal residents of Pennsylvania $483.00 per credit hour
- Out-of-state students $725.00 per credit hour
- Out-of-state Distance Education $493.00 per credit hour

M.A. in Communicative Disorders; M.Ed. in Counseling; M.S.W. (Social Work); M.S. Clinical Mental Health Counseling

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

- Legal residents of Pennsylvania $531.00 per credit hour
- Out-of-state students $798.00 per credit hour

Doctor of Nursing Practice

- Legal residents of Pennsylvania $628.00 per credit hour
- Out-of-state students $641.00 per credit hour

Doctor of Public Administration

- Legal residents of Pennsylvania $604.00 per credit hour
- Out-of-state students $616.00 per credit hour

Doctor of Education

- Legal residents of Pennsylvania $604.00 per credit hour
- Out-of-state students $906.00 per credit hour

Doctor of Psychology

- Legal residents of Pennsylvania $628.00 per credit hour
- Out-of-state students $943.00 per credit hour

Undergraduate General Fee

The general fee of $1017.20 per full-time student (12 credits or more) or $84.76 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 ($81.21)
  This fee pays for the operation and use of the Sykes Student Union Building. The part-time rate is $6.77 per credit hour.
- Health Center Fee ($142.55)
  This charge is for the use of the University Health Center. The part-time rate is $11.88 per credit hour.
- 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 hour.
- Auxiliary Enhancement Fee ($60.00)
  This fee supports the recent renovation of Sykes Student Union. The part-time rate is $5.00 per credit hour.
- Educational Services Fee ($361.90)
  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 $30.16 per credit hour.
- Parking Improvement Fee ($83.57)
  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 $6.96 per credit hour.
- Student Recreation Center Fee ($147.87)
This fee supports the operation of the 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, multi-activity 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 $12.32 per credit hour.

**Graduate General Fee**

The general fee of $965.55 per full-time student (nine credits or more) or $108.50 per credit hour for the part-time student (eight credits or less) is a mandatory charge that covers the use of the following services:

- **Sykes Student Union Fee** ($81.21): This charge is for the operation and use of Sykes Student Union. The part-time rate is $9.02 per credit hour.
- **Student Health Center Fee** ($142.55): 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 ($15.84 per credit hour) 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.
- **Auxiliary Enhancement 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 $7.00 per credit hour.
- **Graduate Student Association Fee** ($10.00): This fee funds the activities of the Graduate Student Association. The part-time rate is $2.00 per credit hour with a maximum charge of $10.00.
- **Educational Services Fee** ($464.58): Students pay this fee in lieu of specific department charges. The part-time rate is $51.62 per credit hour.
- **Parking Improvement Fee** ($83.57): 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 $9.29 per credit hour.
- **Student Recreation Center Fee** ($147.87): This fee supports the operation of the 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, multi-activity 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 $16.43 per credit hour.

**Distance Education Access Fee**

Continuing 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. New students admitted for fall 2017 will be assessed a $75.00 per semester fee applies to all inbound international students to support compliance with requirements of the Student and Exchange Visitor Information System (SEVIS).

**International Student Service Fee**

This $75.00 per semester fee applies to all inbound international students to support compliance with requirements of the Student and Exchange Visitor Information System (SEVIS).
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 $200.00. 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.

- 14 meals per week, plus $250.00 flex $1,471.00 per semester
- 12 meals per week, plus $250.00 flex $1,437.00 per semester
- 9 meals per week, plus $250.00 flex $1,348.00 per semester
- Unlimited meal plan, plus $250.00 flex $1,826.00 per semester

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.

- 7 meals per week, plus $250.00 flex $1,208.95 per semester
- Flex only $150.00 minimum

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 to week until the end of each semester. However, there are no refunds for unused meals. Each plan includes a minimum flex amount of $250.00, with an option to add $25.00 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.

Art + Design Portfolio Fee
Electronic Portfolio Upload $10.00

Commencement Fee
The University charges $99.00 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 $92.00 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 $200.00 per semester; part-time students are charged $100 per semester.

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 $12.00 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 $15.00 for a replacement card. Damaged ID cards can be exchanged for a $10.00 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 $50.00 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 $35.00 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 $30.00 to replace the lock.

Music Audition Fee
Scheduling Fee $20.00
Video Fee $10.00

Music Instrument Rental Fees
Each student renting a musical instrument for a semester is charged $20.00 per instrument. Each student using a pipe organ for practice for one period each weekday is charged $36.00 per semester.

New Student Fee
All newly admitted undergraduate students, including transfers, will be assessed a one-time fee of $135.00 to attend orientation related services.

Parking 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 $30.00 per year. Parking permits are available at the Department of Public Safety or on the Web at https://www.wcupa.edu/parking. Parking fees are assessed at $20.00 up to $40.00 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 $75.00 per hour recording fee will be charged for non-instructional recording, mixing, and editing services provided by the School of Music, 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 $100.00 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 $7.00 per copy. Transcript request forms are available in the Office of the Registrar (http://www.wcupa.edu/registrar).

Undergraduate Credit Crossover Registration
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.

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/confirm attendance 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.
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 families, 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 February 15 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 a 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 financial 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, Suite 30
25 University Avenue
West Chester University
West Chester, PA 19383
610-436-2627

Office hours:
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 physical facilities; and its faculty.
3. What the cost of attending is and what its policies are on refunds to students who drop out.
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 February 15.

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 1 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, Ohio, Massachusetts, 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.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 $8,000 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 fnaid@wcupa.edu (fnaid@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.

**Title IV Federal Financial Aid Compliance Policy**

The administration of federal financial student aid under Title IV of the Higher Education Act requires universities to determine whether or not financial aid must be returned for Title IV recipients who withdraw (officially or unofficially) during the term. Proper calculation for the return of Title IV funds is dependent upon verifying attendance in academically related activities.

Attendance under Title IV regulations is defined more broadly than physically attending a class, and must be verified independent of an instructor’s individual course attendance policy. That is, even if an instructor does not require students to physically attend class, active participation in the course must be verified. This verification will be captured at two points during the semester, once at the end of the add/drop period, and again at the point when 60 percent of the term is completed.

Students who stop attending a course and fail to officially withdraw from it will receive a grade of Z, which indicates that the student was not engaged in academically related activities in the course. This also represents an unofficial withdrawal from the course. Students with unofficial course withdrawals may no longer be eligible for the full amount of Title IV funds that the student was originally scheduled to receive. The withdrawal date is set as the last date of an academically related activity in which the student participated.

Faculty will utilize their attendance verification roster in myWCU to electronically report whether their students are in good attendance. During the two attendance periods, faculty need to consider whether a student has been engaged in academically related activities for their course. A student’s absence from class on the attendance day is not the only factor to consider when noting attendance. The following guidelines have been developed to assist faculty and students in understanding what types of academically related activities should be considered when determining whether a student is in good attendance for the course. In the event that the student fails a course, faculty will be asked to report the date of last attendance.

Academically related activities include but are not limited to:

- Physically attending a class where there is an opportunity for direct interaction between the instructor and students;
- Submitting an academic assignment;
- Taking an exam, an interactive tutorial, or computer-assisted instruction;
- Attending a study group that is assigned by the instructor;
- Participating in an online discussion about academic matters;
- Initiating contact with a faculty member to ask a question about the academic subject studied in the course; and,
- Reporting to internship, practicum, or field experience site.

Academically related activities do not include activities where a student may be present but not academically engaged, such as:

- Living in institutional housing;
- Participating in the university’s meal plan;
- Logging into an online class without active participation; or,
- Participating in academic counseling or advisement.

**Academically related activity for distance education courses:** In a distance education context, documenting that a student has logged into an online class is not sufficient, by itself, to demonstrate academic attendance by the student. The faculty member must determine whether a student participated in class or was otherwise engaged in an academically related activity. Academically related activities in a distance education course include but are not limited to:

- Student submission of an academic assignment;
- Student submission of an exam;
- Documented student participation in an interactive tutorial or computer-assisted instruction;
- A posting by the student showing the student’s participation in an online study group that is assigned by the instructor;
- A posting by the student in a discussion forum showing the student’s participation in an online discussion about academic matters; and,
- An email from the student or other documentation showing the student initiated contact with a faculty member to ask a question about the academic subject studied in the course.

**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 any 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.

**Scholarships and Awards**


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**Applied Statistics Scholarship**

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

**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.

**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.

**Creative Financial Group Entrepreneurial Scholarship**

This program is designed to help entrepreneurial-minded individuals looking to pursue careers in the financial services industry. It was established by Gary Daniels, co-founder of the Creative Financial Group and an alumnus of West Chester University. Two $5,000 scholarships will be awarded to help defray the costs of education. The program offers not only a financial reward, but also a great opportunity for any student looking for an introduction to a preeminent firm within the financial services industry.

Applicants must be: 1) studying a discipline within the School of Business; 2) an undergraduate student entering his/her junior or senior year or a graduate student within the last two semesters of his/her program; and 3) in good academic standing.

**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.

**Donald Rittenhouse Scholarship**

Will support a student in the School of Music.

**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 3.51. 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.

**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.

**Frederick Douglass Society Scholarship**

Will support a full-time graduate student in good academic standing with demonstrated financial need and community service.

**Honorable L. Sugerman Scholarship**

Will support a student majoring in Pre-Law.
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 Graduate Grant
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.

Justin Corby Scholarship
Will support a student with demonstrated financial need. Strong community involvement and volunteer service is required.

Mary Kreider Scholarship
The scholarship is in memory of alumna Mary E. Kreider, to be awarded to a WCU student of any standing.

Megan Lynn Swan Scholarship
Will support undergraduate or graduate Health Science majors, including incoming freshmen, who have demonstrated financial need.

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.

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.

Up to two candidates will be selected by a Scholarship Committee upon review of a performance audition tape. For candidates meeting the application requirements, the basis for selection will be the faculty assessment of the student's potential to become an effective, positive and lifelong member of the profession.

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.

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

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.

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.

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

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.

WCU Alumni Association Graduate Scholarship
The criteria for selection are: (1) meritorious 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.

West Chester Off-Campus Housing Scholarship
Recipients must reside in West Chester Off-Campus Housing property (specifically, an O'Connell property) and be a current student in good standing with WCU and West Chester Off-Campus Housing. The student must have a minimum of 15 credits completed, a minimum GPA of 3.0 and at least one remaining semester of coursework after the end of the fall semester. Applicants should provide information on all community service performed during the current calendar year as a part of the application process. Four $1,000 scholarships will be awarded for community service and academic achievement and one $1,000 scholarship will be awarded to a student who has documented proof of future, current (including ROTC) or past military service.

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• Richard D. Merion ’59, M’69
• John F. Murphy ’43 (deceased)
• Luther B. Sowers ’49

Senior Administration

Christopher M. Fiorentino (1985) President
B.A., M.A., Ph.D., Temple University
R. Lorraine Bernotsky (1996) Executive Vice President and Provost, 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
Zebulun R. Davenport (2017) Vice President for Student Affairs
B.S., James Madison University; M.Ed., James Madison University; Ed.D., Nova Southeastern University
Dikran Kassabian (2016) Vice President for Information Services and Technology
B.S., Long Island University; M.S., University of Rochester; Ed.D., University of Pennsylvania
Janice Orlov (2017) Vice President for Administration and Finance
B.S., Pennsylvania State University; M.S., Drexel University; M.B.A., Wilkes University; Ed.D., University of Pennsylvania
Jeffery L. Osgood, Jr. (2009) Senior Vice Provost, 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
Mark G. Pavlovich (2000) Vice President for Advancement and Sponsored Research
B.A., M.A., Ph.D., University of Michigan
Corinne Murphy (2006) Interim Vice Provost, Professor of Special Education, Department of Special Education
B.A., M.A., Ph.D., Ohio State University
Joseph Santivasci (2003) Assistant Provost and Assistant Vice President for Strategic Enrollment Management
B.S., Widener University; M.Ed., University of Delaware
Timothy V. Blair (1992) Associate Vice President for Cultural Engagement
B.Mus., Susquehanna University; M.M., The New England Conservatory of Music; D.M.A., Catholic University of America
Amanda Phillips (2013) Interim Graduate Dean, Graduate Studies
B.A., Western Kentucky University; M.A.E., Western Kentucky University; Ph.D., Southern Illinois University
Jen S. Bacon (2000) Interim Dean, College of Arts and Humanities; Professor of English, Department of English
B.A., University of South Carolina; M.A., University of Cincinnati; Ph.D., Rensselaer Polytechnic Institute
Anthony Wheeler (2017) Dean, College of Business and Public Management
B.A., University of Maryland at College Park; M.S., Ph.D., University of Oklahoma
Jack Waber (1976) Interim Dean, College of the Sciences and Mathematics; Professor of Biology, Department of Biology
B.A., Hope College (Mich.); Ph.D., University of Hawaii
Kenneth D. Witmer, Jr. (2011) Dean, College of Education and Social Work
B.S., Indiana University of Pennsylvania; M.A., Ph.D., University of Maryland
Scott Heinrichs (2004) Interim Dean, College of Health Sciences; Professor of Sports Medicine, Department of Sports Medicine
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Chris L. Hanning (1995) Interim Dean, School of Music; Professor of Applied Music, Department of Applied Music
B.A., B.A., University of South Florida; M.M., University of Akron; D.M.A., University of Colorado
K. Hyoejin Yoon (2002) Senior Associate Dean, College of Arts and Humanities
B.S., B.A., M.A., Virginia Polytechnic Institute and State University; Ph.D., University at Albany, State University of New York
Jon Esser (2015) Associate Dean, College of Arts and Humanities
B.F.A., Purchase College, SUNY; M.F.A., Brooklyn College, CUNY
Lori Fuller (2008) Interim Associate Dean, College of Business and Public Management; Professor of Accounting, Department of Accounting
B.B.A., University of Oklahoma; Ph.D., Arizona State University
James P. Capolupo (2015) Associate Dean, College of Education and Social Work
B.S., West Chester University; M.A., C.A.S., Arcadia University; D.M.A., The Combs College of Music; D.H.L., Cabrini University
David Bell (2016) Associate Dean, College of Education and Social Work
B.S., University of Illinois at Urbana-Champaign, M.Ed., Loyola University, Ed.D., Loyola University
Vacant, Associate Dean, College of Health Sciences
Vishal Shah (2016) Associate Dean, College of the Sciences and Mathematics
B.S., M.S., Ph.D., Sardar Patel University, India

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Corinne Murphy, Interim Vice Provost
Joseph Santivasci, Assistant Provost and Assistant Vice President for Strategic Enrollment Management
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K. Hyoejin Yoon, Senior Associate Dean
Jon Esser, Associate Dean
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James Capolupo, Associate Dean for Partnerships, Grants, and Faculty Development
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Lisa Marano, Dean’s Assistant for Student Issues
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Chris Hanning, Interim Dean
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Amy Ward, 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

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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
HARRY SCHALK, History
*GERTRUDE K. SCHMIDT, Music
LEIGH SHAFFER, Anthropology and Sociology
JOHN SHEA, Political Science
MAURA SHEEHAN, Health
*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
ROBERTA SNOW, Management
*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
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C. JAMES TROTMAN, English
HARRY SCHALK, History
*GERTRUDE K. SCHMIDT, Music
LEIGH SHAFFER, Anthropology and Sociology
JOHN SHEA, Political Science
MAURA SHEEHAN, Health
*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
HONORARY DEGREES

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. ROSELLE, 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 GIOIA, 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 ETSHIED
W. GLENN KILLINGER

1987
THOMAS B. CHAMBERS
T. FRANK GANNON
WILLIAM E. HUGHES
MICHAEL J. JONES
SARA L. SCHMID
KURT STRAUSS

1989
ATSUSHI MINOHHARA
MASAYOSHI TANAKA

1990
CLIFFORD E. DeBAPTISTE

1991
MORGAN DOWD
ADELYENE KELLY
ALVY KELLY

1992
STANLEY J. YAROSEWICK

1993
ALBERT E. FILANO

1994
JAMES L. LARSON
F. JOSEPH LOEPER

1995
CARLOS R. ZIEGLER

1997
RAY M. MINCARELLI, JR.
ROSANNE D. MINCARELLI

1998
HENRY A. JORDAN
BARBARA M. JORDAN
JOHN F. UNRUH

1999
LITTLETON G. MITCHELL

2000
MURIEL BERMAN
LARRY MENDTE

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. Dininnman
Robert M. Tomlinson
2016
David P. Holveck
Patricia Holveck
Vincent Suppan
Carmen Evans Culp
Lawrence A. Dowdy
2015
Andrew E. Dininnman
Robert M. Tomlinson
2016
David P. Holveck
Patricia Holveck
Vincent Suppan

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 Baloch
2009
Lisa Kirschbaum
2010
Mark Rimple
2012
Viorel Nitica
2013
Charles Hardy
2014
Eleanor Brown
2015
Kurt Kolasinski
2017
Robert Gallop

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
HONORARY DEGREES

WEST CHESTER UNIVERSITY

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 GOUGHER

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

2016
ALEXANDER ROZIN

2017
JOHN PISCOTTA

E. Riley Holman Memorial Faculty Award

2011
MICHAEL BOYLE

2012
LYNDA BALOCH/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

2016
ELIZABETH GRILLO

2017
GRAHAM MACPHEE

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 MCOY
2005
CARL CRANMER
2006
OVIDIU MARINESCU
2007
LARRY NELSON
2008
JOHN VILLELLA
2009
CHRISTOPHER HANNING
2010
MARIA PURCIELLO
2011
EMILY BULLOCK

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
PHILLIP 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
MARC 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. KEFFE, 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 QUIGLE
2001 - 2002
DIANE DEVESTERN
2002 - 2003
MILDRED JOYNER
2003 - 2004
ALICE CONWAY
2004 - 2005
JACQUELINE HODES
2005 - 2006
MARY ANNE BURNS-PUFFY
2006 - 2007
GOPAL SANKARAN
2007 - 2008
WEI WEI CAI
2008 - 2009
JOHN BAKER
2009 - 2010
MONICA 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

Dean’s Award for Teaching Excellence in General Education

2015
BEANIE LAWTON
## Campus Diversity Award

### 2017

**ELI DEHOPE**

### 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>
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<tbody>
<tr>
<td>ABC</td>
<td>Brass</td>
<td>Applied Music</td>
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<td>ACC</td>
<td>Accounting</td>
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<tr>
<td>AEB</td>
<td>Band</td>
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<td>AEO</td>
<td>Orchestra</td>
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<td>AES</td>
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<td>Conducting</td>
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<td>AIM</td>
<td>Special Subjects in Instrument</td>
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<td>AJZ</td>
<td>Jazz</td>
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<td>ALC</td>
<td>Instrumental Literature</td>
<td>Applied Music</td>
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<td>AMA</td>
<td>Applied Music Arts</td>
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<td>AMC</td>
<td>Instrumental Master Class</td>
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<td>AME</td>
<td>Music Ensembles for Minors</td>
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<td>Live Performance Music</td>
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<td>ANT</td>
<td>Anthropology</td>
<td>Anthropology &amp; Sociology</td>
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<td>APC</td>
<td>Percussion</td>
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<td>ARA</td>
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<td>ARC</td>
<td>Instrumental Repertoire</td>
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<td>ASC</td>
<td>Instrumental Strings</td>
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<td>ASL</td>
<td>American sign language</td>
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<td>AWC</td>
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<td>Choir</td>
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<td>CPL</td>
<td>Civic Professional Leadership</td>
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<td>CRJ</td>
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<td>CSD</td>
<td>Communication Sciences and Disorders</td>
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<td>DAN</td>
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<td>DHM</td>
<td>Digital Humanities &amp; New Media</td>
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<td>DPA</td>
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<td>Deaf Studies</td>
<td>Kinesiology</td>
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<td>ECE</td>
<td>Early Childhood Education</td>
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<td>Teaching Strategies Early and Middle Grades Ed.</td>
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<td>Higher Educ Policy &amp; Stud Affa</td>
<td>Educational Found. &amp; Policy St</td>
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<td>Educational Found. &amp; Policy St</td>
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<td>Educational Found. &amp; Policy St</td>
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**Program Index**

**Degree/Program Requirements**

**Program Name**

- Adapted Physical Education Certificate
- African American Studies Minor (http://catalog.wcupa.edu/undergraduate/interdisciplinary-graduate-studies/african-american-studies/african-american-studies-minor)
- African/African American Literature Minor (http://catalog.wcupa.edu/undergraduate/arts-humanities/english/african/african-american-literature-minor)
- Air Force ROTC (Aerospace Studies) (http://catalog.wcupa.edu/undergraduate/interdisciplinary-graduate-studies/air-force-rotc-aerospace-studies)
- American Studies Minor (http://catalog.wcupa.edu/undergraduate/arts-humanities/american-studies/american-studies-minor)
- Applied and Computational Mathematics M.S.
- Applied Ethics Minor (http://catalog.wcupa.edu/undergraduate/arts-humanities/philosophy/appliedethics-minor)
- Applied Statistics Certificate
- Applied Statistics M.S.

**Graduate or Undergraduate Major, Minor, or Certificate**

- Undergraduate Major
- Undergraduate Minor
- Graduate Certificate
- Graduate Minor
- Graduate Masters
- Undergraduate Masters
- Undergraduate Minor
- Graduate Certificate
- Graduate Minor
- Graduate Masters
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Nursing B.S. - Advance-2-BSN (http://catalog.wcupa.edu/undergraduate/health-sciences/nursing/nursing-bs) Undergraduate Major

Nursing B.S. - RN-to-BSN (http://catalog.wcupa.edu/undergraduate/health-sciences/nursing/nursing-bs) Undergraduate Major

Nursing M.S.N. - Adult-Gerontology CNS Track Graduate Masters

Nursing M.S.N. - Nursing-Education Track Graduate Masters

Nursing Practice D.N.P. Graduate Doctoral 100% Online

Nutrition and Dietetics B.S. (http://catalog.wcupa.edu/undergraduate/health-sciences/nutrition/dietetics-bs) Undergraduate Major

Nutrition and Dietetics B.S. to M.S. in Community Nutrition Accelerated Program (http://catalog.wcupa.edu/undergraduate/health-sciences/nutrition/dietetics-bs) Undergraduate Major

Nutrition Minor (http://catalog.wcupa.edu/undergraduate/health-sciences/nutrition/nutrition-minor) Undergraduate Minor

Orff-Schulwerk Certificate Graduate Certificate

Peace and Conflict Studies Minor (http://catalog.wcupa.edu/undergraduate/arts-humanities/peace-conflict-studies/peace-conflict-studies-minor) Undergraduate Minor

Performance B.M. (http://catalog.wcupa.edu/undergraduate/school-of-music/performance-bm) Undergraduate Major

Performance M.M. - Conducting Concentration Graduate Masters

Performance M.M. - Instrumental Concentration Graduate Masters

Performance M.M. - Keyboard Concentration (Piano, Harpsichord, or Organ) Graduate Masters

Performance M.M. - Voice Concentration Graduate Masters


Philosophy B.A. (http://catalog.wcupa.edu/undergraduate/arts-humanities/philosophy/philosophy-ba) Undergraduate Major

Philosophy B.A. to M.A. in Philosophy Accelerated Program (http://catalog.wcupa.edu/undergraduate/arts-humanities/philosophy/philosophy-ba) Undergraduate Major

Philosophy M.A. - Applied Ethics Concentration Graduate Masters

Philosophy M.A. - Standard Concentration Graduate Masters

Philosophy Minor (http://catalog.wcupa.edu/undergraduate/arts-humanities/philosophy/philosophy-minor) Undergraduate Minor

Physical Education for Individuals with Disabilities Minor (http://catalog.wcupa.edu/undergraduate/health-sciences/kinesiology/physical-education-individuals-disabilities-minor) Undergraduate Minor

Physical Education M.S. Graduate Masters

Physics B.S. (http://catalog.wcupa.edu/undergraduate/sciences-mathematics/physics-pre-engineering/physics-bs) Undergraduate Major


Physics B.S.Ed. (http://catalog.wcupa.edu/undergraduate/sciences-mathematics/physics-pre-engineering/physics-bsed) Undergraduate Major

Physics Minor (http://catalog.wcupa.edu/undergraduate/sciences-mathematics/physics-pre-engineering/physics-minor) Undergraduate Minor

Piano Pedagogy Certificate Graduate Certificate

Piano Pedagogy M.M. Graduate Masters

Policy, Planning, and Administration Ed.D. Graduate Doctoral

Political Science B.A. - Applied Public Policy Concentration (http://catalog.wcupa.edu/undergraduate/sciences-mathematics/political-science/political-science-ba-applied-public-policy-concentration) Undergraduate Major

Political Science B.A. - Government and Politics Concentration (http://catalog.wcupa.edu/undergraduate/sciences-mathematics/political-science/political-science-ba-government-politics-concentration) Undergraduate Major
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<td>Special Education M.Ed. - Online</td>
<td>Graduate</td>
<td>Masters</td>
<td>100% Online</td>
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<td>Speech-Language Pathology M.A.</td>
<td>Graduate</td>
<td>Masters</td>
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<td>Minor</td>
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<td>White Collar Crime Minor</td>
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<td>Youth Empowerment and Urban Studies Minor</td>
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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. When reasonable accommodation is required, the University will make every effort to accommodate.
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 offering 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, 13/15 University Avenue, West Chester, PA 19383; phone 610-426-2433 or email klklingensmith@wcupa.edu.

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 Lynn Klingensmith, Social Equity Director/Title IX Coordinator, 13/15 University Avenue; phone 610-436-2433 or lklingensmith@wcupa.edu, or http://www.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 that
is encouraged to contact Lynn Klingensmith, Social Equity Director/Title IX Coordinator, 13/15 University Avenue, phone 610-436-2433 or lklingensmith@wcupa.edu.

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/usss/ossd/documents/RevisedADAhandbook.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 & 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 also 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 re-registered 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 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 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
- 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 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 advisors, who may be attorneys, and who may be present at hearings. The board chair must be notified in advance of the hearing as to whom the advisors will be. The advisors may only consult and interact privately with their advisees, and may not address the board. Advisors 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 advisor. 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.

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 will be dismissed. Graduate students earning a cumulative GPA of 2.00 or lower will be dismissed from their graduate program without a probationary period. Graduate students admitted provisionally who fail to meet the provisions of admission are subject to dismissal.

A graduate student earning an F grade in any course will be dismissed. Departments/programs reserve the right to establish an official policy in which students are not dismissed for an F grade. An F earned at West Chester University may not be made up at another institution of higher learning for the same course.

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 standing, 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 a graduate certificate or degree, graduate students must complete all requisite courses and credits with a minimum cumulative GPA of 3.00.

Graduate students on academic probation are not eligible for graduate assistantships. 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 (https://my.wcupa.edu) 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 policy found in the undergraduate catalog (http://catalog.wcupa.edu/undergraduate/academic-policies-procedures/grading-information) or graduate catalog (p. 78). 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 Associate 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. (See "(p. 72)WCU Use of Student Directory Information").

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

5. Additional Provisions

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, student identification card photo, and student discipline files.

For the purposes of record inspection and release, the University reserves the right to redact records so that personally identifiable information pertaining to other students can be removed. Pursuant to a subpoena or record request, student records shall be reviewed for all personally identifiable information related to students that are not named as part of the subpoena or request. Once identified, this information shall be redacted to ensure protection of student information as provided by FERPA.

It is the policy of West Chester University that no records of deceased students be released to third parties, unless specifically authorized by the executor of the deceased’s estate or in response to a validly issued subpoena.

WCU Use of Student Directory Information

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
• WCU 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 faculty and/or staff as pertains to their job responsibilities 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 (http://www.wcupa.edu/registrar/documents/nondisclosureDirectoryInformationRequestEN.pdf) 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. 74)"). 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 advisor. Provisional degree students should consult their advisors 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 post-baccalaureate 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 advisors.

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) Certification

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
CLASSIFICATION OF STUDENTS

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.

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 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 non-credit-bearing course. 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 - 600 series graduate-level courses
- 700 - 800 series doctoral-level courses

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

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. 56). 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).

Excused Absences Policy
I. Students participating in University-sanctioned events such as, but not limited to, the Marching Band and NCAA athletic events, will be granted an excused absence(s) by the respective faculty members for class periods missed. Students will be granted the privilege of taking, at an alternative time to be determined by the professor, scheduled examinations or quizzes that will be missed. The professor will designate such times prior to the event and the make up should be as soon as possible following the missed class. Professors can provide a fair alternative to taking the examination or quiz that will be missed. Students must recognize that some activities cannot be directly made up (e.g., a laboratory, group presentation, off-campus experience), and faculty will arrange a fair alternative to the missed work. Students must
submit original documentation on University letterhead signed by the activity director, coach, or advisor detailing the specifics of the event in advance. Specific requirements include the following:

1. Responsibility for meeting academic requirements rests with the student.
2. Students are expected to notify their professors as soon as they know they will be missing class due to a University-sanctioned event.
3. Students are expected to complete the work requirement for each class and turn in assignments due on days of the event prior to their due dates unless other arrangements are made with the professor.
4. If a scheduled event is postponed or canceled, the student is expected to go to class.
5. Students are not excused from classes for practice on non-event days.

The following are specifics for the student athlete:

1. The student athlete is expected, where possible, to schedule classes on days and at hours that do not conflict with athletic schedules.
2. Athletes are not excused from classes for practice or training-room treatment on nongame days.

II. West Chester University recognizes required (non-voluntary) service in the United States military including the Pennsylvania National Guard as a legitimate reason to miss up to the equivalent of 2 weeks during a 15-week semester. Service members must submit a copy of their orders to the Registrar’s Office. The Registrar’s Office will communicate with respective faculty members and the student will be granted an excused absence(s) for the class periods missed. All points covered in part I of this policy including make-up work and specific requirements 1-4 also apply. Service members required to miss more than the equivalent of 2 weeks during a 15-week semester can withdraw from the term in a non-punitive manner in accordance with Pennsylvania state law. Students are expected to work closely with faculty and the Registrar’s Office to ensure their academic success. Students in programs with external accrediting bodies must also be aware that there may be attendance requirements that cannot be made up.

III. In the event of a student’s unplanned medical emergency, including serious health conditions as outlined in the Family and Medical Leave Act, or the death of a student’s immediate family member, faculty members are expected to provide, within reason, an opportunity for students to make up work. Students are responsible for providing proper documentation and will work with respective faculty members to make up course work as described in part I of this policy. Students are encouraged to contact the Assistant Dean of Students and refer to the website on Student Assistance (http://www.wcupa.edu/_services/stu.sai) for additional information.

IV. Consistent with guidelines set forth by the Family and Medical Leave Act, students who become parents of new children or have children with serious health conditions that require the student-parent to miss up to the equivalent of 2 weeks during a 15-week semester shall be given an excused absence for the courses that are missed. Students will work with respective faculty members to make up course work as described in part I of this policy. Students required to miss more than the equivalent of 2 weeks during a 15-week semester can withdraw from the term up until the term-withdraw deadline. Students required to miss more than one semester should also refer to Admissions policy on consecutive non-enrollment. Students are encouraged to contact the Assistant Dean of Students and refer to the website on Student Assistance (http://www.wcupa.edu/_services/stu.sai) for additional information.

V. West Chester University recognizes excused absences in accordance with federal and state legal statutes including but limited to compliance with jury duty, subpoenas, and notices of deposition. Such excused absences will be dealt with as described in part I of this policy.

Closed Captioning Policy

West Chester University is committed to providing reasonable accommodations to qualified individuals with disabilities as defined by Sections 504 and 508 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. Individuals with hearing deficits or other documented disabilities can contact the Office of Services for Students with Disabilities (OSSD) (http://www.wcupa.edu/viceProvost/ussss/ossd) to set up alternative forms of classroom assistance.

The University recognizes that the most efficient means of providing equal access to video media is through use of products with open or closed captioning and/or subtitles. When faculty utilizes essential video material, they should ascertain if a captioned version is available. If such a version is available, the faculty member is required to use it.

Policy on Disruptive Classroom Behavior

1. Definition of disruptive classroom behavior
   a. Disruptive behavior is defined as an act that is disorderly, that might include but is not limited to that which disrespects, 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.
   b. Such behavior originates in a classroom, faculty member’s office, or other site so long as it is related to the academic classroom or classroom function.

2. Limitation of Policy
   a. 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 Ram’s Eye View.

3. Classroom Management
   a. 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
   a. 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
DEGREE CANDIDACY

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 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 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 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 advisors 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 advisor, 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. See the academic calendar (http://www.wcupa.edu/Registrar/calendars) published on the Registrar’s Office website for the official drop deadline dates for each semester.
2. A grade of W will be entered on the academic record of any student who drops a course between the end of the drop/add period 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).

 Withdrawal from the University
Term Withdrawal
Students are able to withdraw from all courses for a semester up until the term withdrawal deadline for the term and receive non-punitive grades of W for all courses. Please consult the academic calendar (http://www.wcupa.edu/Registrar/calendar) for term withdrawal deadlines.

To withdraw, students must provide written notification of the withdrawal. The withdrawal date is the date the student submits the withdrawal form to the appropriate university office.

 Undergraduate Students: Return a completed and signed term withdrawal form to the Office of the Registrar.
 Graduate Students: Return a completed and signed term withdrawal form to the Graduate Studies Office.

University Withdrawal
Students who do not intend to continue at West Chester University may withdraw from the university. Students who elect to withdraw from the university would then need to apply for readmission if they wish to re-enroll in courses.

Students who have not attended West Chester University for three or more consecutive fall/spring semesters are classified as “Inactive” and withdrawn from the institution. Please see the undergraduate or graduate readmission policies under “Other Admission Information (p. 13)” for more information about re-enrollment after an absence.

Administrative Withdrawal
Under exceptional circumstances the University may administratively withdraw students from a semester. This is done when the student is unavailable to complete the term withdrawal process due to extenuating circumstances (for example, incarceration or hospitalization of the student).

The Registrar’s Office will determine the utilization of the administrative withdrawal process. This will be done after confirming non-attendance with the student’s instructors and taking steps to confirm that the student is unable to complete the withdrawal process.

 All courses will be given a grade of “W” for the indicated withdrawn term.

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)

Title IV Federal Financial Aid Compliance Policy
See “Withdrawal/Enrollment Change and Aid (p. 19)” for information about the effects of an official or unofficial withdrawal from a term on Title IV financial aid funds awarded to a student.

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 GSR 799, 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 GSR 799 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 GSR 799. Students will only be permitted two consecutive semesters of enrollment in GSR 799. GSR 799 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 GSR 799
   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).
GRADE INFORMATION

Leaving 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>
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<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>
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<tr>
<td>C</td>
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<tr>
<td>C-</td>
<td>1.67</td>
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<tr>
<td>F</td>
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<td>Failure</td>
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<tr>
<td>Z</td>
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<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>
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<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 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 advisors. 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. 68) 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 advisor 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, student, and department chair or department committee) is reached at Step 2, the student may file 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 the 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 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 Senior 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 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 Senior 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 advisors, who may be attorneys, and who may be present at hearings. The board chair must be notified in advance of the hearing who the advisors will be. The advisors may only consult and interact privately with their advisees, and may not address the board. Advisors 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 advisor(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 advisor 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 Graduate Degree
1. Admission to degree candidacy, if required by the program.
2. Completion of all requisite courses and credits with a cumulative average of 3.00, and compliance with specific GPA requirements as stipulated by the individual degree program.
3. Satisfactory performance on a final written and/or oral comprehensive examination conducted by the student's advisory committee in the field of specialization, if applicable. 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, research report, dissertation, or capstone project 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 examination 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.

Defense of Doctoral Culminating Experience
Each doctoral program requires a culminating experience such as a dissertation, capstone or doctoral project. The process for defending the doctoral project is set by each individual program. Doctoral students should review program requirements.

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 graduate degree must apply to graduate on myWCU (https://my.wcupa.edu). An automatic fee of $99 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 and Doctoral Culminating Experience for Binding
After approval by the examining committee and Dean of Graduate Studies, theses and doctoral culminating experiences must be submitted in accordance with specifications outlined on the Office of Graduate Studies (http://www.wcupa.edu/Grad) website.

INTERNATIONAL STUDENTS
International Education, Programs, and Services
The Center for International Programs (CIP) was established in 1973. The CIP provides essential support services for international students, visiting scholars, education abroad, and the National Student Exchange. The CIP seeks to develop, serve and support international education at West Chester University (WCU) as a way of building understanding and peaceful cooperation between peoples, cultures and nations. The CIP exists to assist international students gain entry to WCU, to serve these students once enrolled and to educate U.S. students globally by fostering opportunities for education abroad and exchange programs.

The experienced CIP advising staff assists international students during their transition to American higher education and life at WCU. The CIP can provide basic information and assistance with a variety of other visa classifications. Advisors connect new and current international students and help them make a comfortable transition to the University. The staff provides continuous immigration guidance and support throughout the duration of the student's academic program.

The CIP also 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. (international@wcupa.edu)

UNIVERSITY SERVICES & STUDENT LIFE

CAMPUS SERVICES

Information Services & Technology

The Information Services & Technology Division (IS&T) 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 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 software and applications are also available for remote access through RamCloud. https://www.wcupa.edu/infoservices/ramcloud/

The labs also provide access to multi-function printers and scanners. Student computing facilities are also located in Library and Sykes Student Union. IS&T provides many resources and services to promote the use of technology in the teaching and learning environment. More than 150 classrooms are equipped with multimedia 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 at www.wcucampusstore.com 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.wcuronshop.com (https://wcursionshop.com).

Career Development Center

The Twadowski Career Development Center is committed to supporting graduate student success by facilitating programs and providing services that assist with identifying career options, researching and connecting with employment and continuing education opportunities, and developing the skills necessary to have a competitive edge in the job market. Services for graduate students include individual appointments and drop-in hours, resume and cover letter reviews, mock/practice interviews, career fairs, job postings online in Ram Career Network (http://wcu-csm.symplicity.com/students), and an on-campus interviewing program. The center’s website links to a variety of job search sites grouped by Career Communities (http://www.wcupa.edu/_services/stu/documents/CareerCommunitiesatWCU.pdf) to facilitate an effective online job search.

The 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.

Lawrence A. Dowdy Multicultural Center

The mission of the Lawrence A. Dowdy Multicultural Center (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 center collaborates with other offices, organizations, and departments to improve awareness of and appreciation for racial and cultural diversity for the University community.

The Multicultural Center serves as a general gathering place for all students and is also a home-base for the Lawrence A. Dowdy Multicultural Center Mentoring Program, the Board of Governors Scholarship program, and many multicultural student organizations. The center is located in Room 003 in Sykes Student Union and can be reached at 610-436-3273.

Sykes Student 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 multipurpose 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 ground floor features the Lawrence A. Dowdy Multicultural Center, Campus Store, SSI Service Center, a 350-seat theater, the Ram’s Den Lounge, and the east patio entrance. The first floor offers a food court and dining area, a multi-use outdoor terrace, a 5,000-square foot multipurpose ballroom designed for dances, concerts, banquets, and lectures, as well as the student union administrative offices and building Information Center.

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, Off Campus and Commuter 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 25-unit computer lab with quiet study and seminar space. Sykes Union also features 17 rooms accommodating groups from 4 to 500 for meetings, programs, and events.

For information concerning Sykes Union, please call the Information Center at 610-436-2984/3360.

**Center for Women and Gender Equity (CWGE)**

Since 1974, we have been celebrating, honoring, and empowering our campus community. We do this through a diverse range of educational programs, resources, and advocacy for all people.

**The Center for Women and Gender Equity (CWGE)** is a confidential resource where you can report incidents of sexual misconduct (dating/domestic violence, sexual assault, stalking, and harassment). We will provide you the support and resources you need to take your next steps.

**Mission**

CWGE promotes a campus culture and climate that supports principles of social justice, equity, inclusion, and community. We advocate for a campus community that values the safety, equality, and intellectual advancement of women and historically marginalized groups at West Chester University.

CWGE provides education, resources, and advocacy primarily on gender-related issues. We facilitate, sustain, and advance dialogue about how gender intersects with race, ethnicity, class, sexual identity, ability, age, and nationality.

Our mission is accomplished through:

- Educational programs that address a wide range of social justice issues that affect the success, well-being, and empowerment of women
- Special events, workshops, and trainings that promote awareness of the ways in which gender bias intersects with racism, classism, homophobia, and other forms of oppression
- Leadership opportunities that build confidence and provide skills to enhance the personal and professional growth of women
- Coordinating campus-wide violence prevention initiatives, including programming designed to engage men as allies in violence prevention
- Building allies and partners-in-movement through programming focused on healthier forms of masculinity and the ways in which gender impacts our everyday lives
- Confidential support and referrals for students experiencing sexual misconduct
- Information and referrals about issues that disproportionately impact women
- Advocating for systemic changes that support women and historically marginalized groups

The Center for Women and Gender Equity is located at 220 Lawrence Center. For more information, visit [www.wcupa.edu/womenscenter](http://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' 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 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 the Registrar’s 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. 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. (referred to as the Veterans Access, Choice, and Accountability Act of 2014).

In accordance with Act 46 of 2014, West Chester University offers Priority Registration for Veterans. For guidelines regarding priority scheduling please visit the Registrar’s website.

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 at (referred to as 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://www.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, club sports, group fitness/small group training and climbing wall programs, 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 climbing wall events are offered for all students and members. Additional programs include special one-day recreational events such as Madden Football, FIFA Soccer, racquetball, wallyball, tennis, and table tennis tournaments.

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 multi-activity court for indoor soccer, floor/roller/field hockey, basketball, volleyball, and tennis; three fitness studios; racquetball/squash courts; a three-story climbing wall; a cafe; and a social lounge.

With more than 170 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 610-436-1REC (X1732).

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
- Reimburse students for conference attendance and participation
- Hosting career development workshops for students interested in entering the workforce and pursuing further academic degrees
- Hosting social events for graduate students

All graduate students are members of the association by virtue of their graduate status. The GSA office is located in McKelvie Hall and can be reached at gsa@wcupa.edu. For more information, go to the Graduate Student Association (http://www.wcupa.edu/gsa) website.

Honor Societies
The University actively hosts several academic and honor-based societies. Undergraduates encompass the membership of these organizations, but a graduate student who is already a member may participate in activities. The organizations currently recognized are:

- Beta Alpha Psi
- Pi Kappa Delta
- Lambda Pi Eta
- Chi Sigma Iota
- Omicron Delta Epsilon
- Kappa Delta Pi
- Chi Alpha Epsilon
- Sigma Tau Delta
- Alpha Mu Gamma
- Gamma Theta Upsilon
- Sigma Gamma Upsilon
- Phi Alpha Theta
- Phi Epsilon Kappa
- Omicron Delta Kappa
- Alpha Upsilon Alpha
- Pi Mu Epsilon
- Pi Kappa Lambda
- Sigma Theta Tau
- Sigma Pi Sigma
- Pi Sigma Alpha
- Psi Chi
- Pi Gamma Mu
- Phi Alpha
- Alpha Kappa Delta
- Delta Alpha Pi
- Alpha Phi Sigma
- Pi Delta Phi
- Sigma Delta Pi
- Sigma Gamma Epsilon
- Sigma Iota Epsilon

Additionally, the fraternity and sorority community recognizes the Fraternal Values Society.

Health & Counseling Services
Student Health Services
The University maintains a Student Health Center (http://www.wcupa.edu/_services/stu.inf) 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 Promotion phone number is 610-436-0732.
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.

Department of Counseling and Psychological Services

The Department of Counseling and Psychological Services (http://www.wcupa.edu/counselingCenter) (The Counseling Center) is located in 241 Lawrence Center (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. **Assessment/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 sanctions through WCU's Office of Student Conduct.

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/clery2016.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/wcualert/
• 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/driver’s 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 2Campus 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 an 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 Office of Off Campus and Commuter Services (http://www.wcupa.edu/_services/stu.occ/default.aspx) (OCCS). OCCS partners with Places4Students.com (https://www.places4students.com) to provide a FREE service for all students to use as an effective method of finding roommates and a place to live off campus. The office is located in Sykes Student Union, Room 250, 610-436-2209.

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

Off Campus & Commuter Services (OCCS) was established to meet the needs of the off campus and commuter students by providing programs and resources to support your experience as a student at West Chester University. As an off campus or commuter student, you help make up approximately 69% of our student body. You are a part of the diverse population at WCU representing students who:

- Live at home and commute to campus
- Undergraduate and graduate student
- Reside in an off campus neighborhood adjacent to campus
- Reside in an off campus community further from campus
- Traditional and non-traditional student
- Full and part time student

OCCS oversees the Free Student Legal Service (http://www.wcupa.edu/legalAid), providing 15 minute consultations on a variety of civil and criminal issues - landlord/tenant, leases, citations, etc. This service is available by appointment for undergraduate and graduate 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 Borough of West Chester or one of the surrounding communities 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, to assist students in locating available rental apartments and/or houses. Please note that the Borough of West Chester has student zoned housing - "A living arrangement for at least two students to a maximum of four students who are unrelated by blood, marriage or legal adoption," and considers the definition of a student as the following: "An individual who is enrolled or has made application and been accepted at a university, college of trade school and is taking at least 6 credit hours and whose primary occupation is as a student or who is on a semester or summer break from studies at a university, college or trade school." This applies to undergraduate and graduate students.

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. Wholey (hwholey@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 graduate students are held to the academic policies and procedures (http://catalog.wcupa.edu/graduate/academic-policies-procedures) outlined in the graduate catalog. Students are encouraged to review departmental handbooks for program tips, suggested course sequences, and explanations of procedures. When applicable, additional policies for specific department program(s) may be listed below.

Faculty

Professors

Susan L. Johnston (sjohnston@wcupa.edu) (2001)
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 (pstoller@wcupa.edu) (1980)
B.A., University of Pittsburgh; M.S., Georgetown University; Ph.D., University of Texas at Austin

Heather Wholey (hwholey@wcupa.edu) (2005)
Chairperson, Anthropology and Sociology

B.A., State University of New York at Albany; M.A., Ph.D., Catholic University of America
School of Music

DEPARTMENT OF APPLIED MUSIC

Overview

Swope Music Building and the Performing Arts Center
West Chester University
West Chester, PA 19383
610-436-2222

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

Jacqueline Zalewski (jzalewski@wcupa.edu) (2007)
B.A., University of Wisconsin-Parkside; M.A., Ph.D., Loyola University, Chicago

Assistant Professors

León 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

Sebastian Guzman (sguzman@wcupa.edu) (2017)
B.A., Pontificia Universidad Catolica de Chile; M.A., New School University; Ph.D., New School University

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 568. Advanced Archaeological Field School. 3-6 Credits.
This course offers professional level training in archaeological field research methods. The course is designed for students with prior archaeology field experience wishing to increase their competencies, for students entering a graduate program who have not previously taken an archaeology field school, or for graduate students wishing to increase their competencies. Consent: Permission of the Department required to add.
Typically offered in Summer.

ANT 599. Independent Studies in Anthropology. 1-3 Credits.
Individual, graduate level research projects or reports under faculty supervision. Consent: Permission of the Department required to add.
Typically offered in Fall.

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.
Typically offered in Fall & Spring.
Repeatable for Credit.

Programs

Master's Programs in Applied Music

• M.M. in Performance - Keyboard Concentration (Piano, Harpsichord, or Organ) (p. 97)
• M.M. in Performance - Voice Concentration (p. 98)
• M.M. in Performance - Conducting Concentration (p. 96)
• M.M. in Performance - Instrumental Concentration (p. 97)
• M.M. in Piano Pedagogy (p. 98)

Certificate in Applied Music

• Piano Pedagogy (p. 99)
  • Gainful Employment Information: Certificate in Piano Pedagogy (http://www.wcupa.edu/_services(fin_aid/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
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 melodie, 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
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.

Gainful Employment Information: Certificate in Piano Pedagogy (http://www.wcupa.edu/_services(fin_aid/gainfulEmployment)
Policies

All graduate students are held to the academic policies and procedures outlined in the graduate catalog. Students are encouraged to review departmental handbooks for program tips, suggested course sequences, and explanations of procedures. 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 (hrgrabb@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)
B.A., B.A., University of South Florida; M.M., University of Akron; D.M.A., University of Colorado

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

Kimberley Reighley (kreighley@wcupa.edu) (2005)

Associate Professors

Emily Bullock (ebullock@wcupa.edu) (2004)
Chairperson, Applied Music
B.M., University of Colorado; M.M., University of Tulsa; D.M.A., University of Colorado

Vincent A. Craig (vcraig@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 Tuell-Malmaison (France); M.M., University of Maine; D.M.A., Arizona State University

Terry Klinefelter (tklinefelter@wcupa.edu) (2010)
B.S.Ed., M.M., West Chester University; M.M., Temple University; D.M.A., Catholic University of America

In Young Lee (ilee@wcupa.edu) (2009)
B.M., M.M., Seoul National University; M.M., D.M.A., Temple University

Ovidiu Marinescu (omarinescu@wcupa.edu) (2003)
B.M., 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

Elizabeth L. Pfaffle (epfaffle@wcupa.edu) (2012)
B.A., B.M.Ed, Ohio State University; M.M., Akron University; Mus.D., 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 (grileyl@wcupa.edu) (2002)
B.S., University of Alabama; M.M., University of Missouri - Kansas City; D.M.A., University of Southern California

Randall Scarlata (rscarlata@wcupa.edu) (2003)
B.M., Rochester University, Eastman School of Music; M.M., The Juilliard School

Assistant Professors

Joseph Caminiti (jcaminiti@wcupa.edu) (2015)
B.A., Calvin College; M.M., Ithaca College

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 (rkelley@wcupa.edu) (2013)
B.M., Houston Baptist University; M.M., University of Oklahoma; D.M.A., Michigan State University

Peter Paulsen (ppaulsen@wcupa.edu) (1989)
B.M., West Chester University

Igor Resnianski (iresnianski@wcupa.edu) (2011)
B.M., M.M., Novosibirsk Music College; Artist Diploma, Texas Christian University; D.M.A., Temple 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. Recital 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.
Typically offered in Fall & Spring.
Repeatable for 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.
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.

HAR 697. Harpsichord Recital. 2 Credits.
Contact department for more information about this course.

HRP
HRP 501. Harp Minor Priv Lesson. 1 Credit.
Contact department for more information about this course.

HRP 502. Harp Minor Priv Lesson. 1 Credit.
Contact department for more information about this course.

HRP 511. Harp Major Priv Lesson. 1 Credit.
Contact department for more information about this course.

HRP 512. Harp Major Priv Lesson. 1 Credit.
Contact department for more information about this course.

HRP 513. Harp Major Priv Lesson. 1 Credit.
Contact department for more information about this course.

HRP 514. Harp Major Priv Lesson. 1 Credit.
Contact department for more information about this course.

HRP 541. Advanced Harp Priv Lesson. 3 Credits.
Contact department for more information about this course.

HRP 542. Advanced Harp Priv Lesson. 3 Credits.
Contact department for more information about this course.

HRP 543. Advanced Harp Priv Lesson. 3 Credits.
Contact department for more information about this course.

HRP 544. Advanced Harp Priv Lesson. 3 Credits.
Contact department for more information about this course.

HRP 545. Advanced Harp Priv Lesson. 3 Credits.
Contact department for more information about this course.

INM
INM 999. Transfer Credits (Graduate). 1-9 Credits.
Transfer credit.

KEM
KEM 999. Transfer Credits (Graduate). 1-9 Credits.
Transfer Credits.

KEN
KEN 546. Piano Ensemble. 2 Credits.
Performance of duet and two-piano literature. Typically offered in Fall & Spring.

MAC
MAC 558. Master Class Organ. 1-2 Credits.
Contact department for more information about this course.

MAK
MAK 558. Master Class Keyboard. 1-2 Credits.
Contact department for more information about this course. Repeatable for Credit.

MIP
MIP 510. Musician Injury Prevention. 1 Credit.
This course investigates injury prevention and treatment for performing musicians. Typically offered in Spring.
MWB
MWB 536. 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.
MWB 537. 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.
MWB 538. 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.
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
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
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.

ORG
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.

ORG 513. 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 514. 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 541. Advanced Organ Private Lesson. 3 Credits.
Contact department for more information about this course.
ORG 542. Advanced Organ Private Lesson. 3 Credits.
Contact department for more information about this course.
ORG 543. Advanced Organ Private Lesson. 3 Credits.
Contact department for more information about this course.
ORG 544. Advanced Organ Private Lesson. 3 Credits.
Contact department for more information about this course.

ORG 551. Organ Literature I (Advanced Organ). 3 Credits.
A survey of literature for the organ from J.S. Bach to the present. The influence of the organ on
the literature. Recordings and performance by organ majors.
ORG 552. Organ Literature II (Advanced Organ). 3 Credits.
A survey of literature for the organ from the 13th century to the Baroque period. The influence
of the organ on the literature. Recordings and performance by organ majors.
ORG 553. Advanced Organ Pedagogy. 3 Credits.
Contact department for more information about this course.

PER
PER 501. Percussion Minor Priv Lesson. 1 Credit.
Contact department for more information about this course.
PER 502. Percussion Minor Priv Lesson. 1 Credit.
Contact department for more information about this course.
PER 511. Percussion Major Priv Lesson. 1 Credit.
Contact department for more information about this course.
PER 512. Percussion Major Priv Lesson. 1 Credit.
Contact department for more information about this course.
PER 513. Percussion Major Priv Lesson. 1 Credit.
Contact department for more information about this course.
PER 514. Percussion Major Priv Lesson. 1 Credit.
Contact department for more information about this course.
PER 541. Advanced Percussion Priv Lesson. 3 Credits.
Contact department for more information about this course.
PER 542. Advanced Percussion Priv Lesson. 3 Credits.
Contact department for more information about this course.
PER 543. Advanced Percussion Priv Lesson. 3 Credits.
Contact department for more information about this course.

PER 544. Advanced Percussion Priv Lesson. 3 Credits.
Contact department for more information about this course.

PER 545. Advanced Percussion Priv Lesson. 3 Credits.
Contact department for more information about this course.

PIA
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. Repeatable for Credit.

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 541. Advanced Piano Private Lesson. 3 Credits.
Individual, half-hour lessons once weekly. Advanced studies leading to a full-length recital at the master's level.

PIA 542. Advanced Piano Private Lesson. 3 Credits.
Individual, half-hour lessons once weekly. Advanced studies leading to a full-length recital at the master's level.

PIA 543. Advanced Piano Private Lesson. 3 Credits.
Individual, half-hour lessons once weekly. Advanced studies leading to a full-length recital at the master's level.

PIA 544. Advanced Piano Private Lesson. 3 Credits.
Contact department for more information about this course.

PIA 545. Advanced Piano Private Lesson. 3 Credits.
Contact department for more information about this course.

PIA 572. Accompanying I (Vocal). 3 Credits.
Survey of accompanying literature: (I) art songs, recitatives, cantata, opera, and oratorio arias; and (II) strings, winds, and brass. Performance and reading in class.

PIA 573. Accompanying II (Instrumental). 3 Credits.
Survey of accompanying literature: (I) art songs, recitatives, cantata, opera, and oratorio arias; and (II) strings, winds, and brass. Performance and reading in class.

PIA 578. Piano Pedagogy Private Lesson. 2 Credits.
Contact department for more information about this course. Repeatable for Credit.

PIA 579. Piano Pedagogy Private Lesson (Including Recital). 2 Credits.
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. Albeniz, Rachmaninoff, Debussy, Ravel, Prokofiev, Hindemith, Schoenberg, Bartok, 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 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.

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.

VOC 514. Master Class Voice: 20th Century Art Song. 1 Credit.
Discussion and performance of art songs from the 20th century.

VOC 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.

VOC 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.

VOC 526. Choral Literature. 3 Credits.
Examples of choral music from the various musical periods. Primarily larger works.
Typically offered in Fall & Spring.

VOC 529. Vocal Literature. 3 Credits.
Classic song literature, lieder, melodie, and contemporary art songs are discussed.

VOC 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.

VOC 538. Vocal-Choral Music Workshop. 1-3 Credits.
Participation-oriented workshops designed to meet specific needs in vocal/choral music.
Typically offered in Summer.

VOC 591. Vocal Pedagogy. 3 Credits.
Principles and techniques of teaching voice.
Typically offered in Spring.

VOC 613. Advanced Choral Conducting. 2 Credits.
Study and application of advanced choral conducting techniques.
Typically offered in Fall & Spring.

VOC 679. Special Subjects Seminar. 1-3 Credits.
Contact department for more information about this course.
Repeatable for Credit.

VOC 682. Independent Study In Music. 2 Credits.
Contact department for more information about this course.

VOC 683. Independent Study In Music. 3 Credits.
Contact department for more information about this course.

VOC 691. Research Seminar In Music. 2 Credits.
Contact department for more information about this course.

VOC 692. Research Seminar In Music. 1 Credit.
Contact department for more information about this course.

VOI

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

School of Music

Curriculum

Choral Concentration

Cognate Requirements
Select 3 credits in music history (MHL) 1
Select 3 credits in music theory (MTT) 2

Required Courses
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
VOI 526 Choral Literature 3
VOI 613 Advanced Choral Conducting 2

Concentration Electives
Select three credits of concentration electives from the following:
- VOC 516 French-German Diction
- VOC 591 Vocal Pedagogy
- MHL 654 History of Opera

Free Electives
Any 500-level course selected under advisement.

Recital Component
VOI 696 Recital 2

Total Minimum Credits Required 31

1 If the student fails the Graduate Placement Test, they MUST take MHL 501 PRIOR to satisfying this requirement.
2 If the student fails the Graduate Placement Test, they MUST take MTC 512 PRIOR to satisfying this requirement.

Instrumental Concentration

Cognate Requirements 6
Select 3 credits in music history (MHL) 1
Select 3 credits in music theory (MTT) 2

Required Courses
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

Concentration Electives
Select 3 credits of concentration electives from the following:
- AIC 551 Instrumental Literature 3
- MHL 655 History Of Orchestral Music 3

Free Electives
3

Any 500-level course selected under advisement.

Recital Component
AES 511 Chamber Recital 2
AIM 697 Recital Instrumental 2

Total Minimum Credits Required 30

1 If the student fails the Graduate Placement Test, they MUST take MHL 501 PRIOR to satisfying this requirement.
2 If the student fails the Graduate Placement Test, they MUST take MTC 512 PRIOR to satisfying this requirement.

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; course offerings and availability are not guaranteed. Students should consult their academic advisor with any questions.

Choral Conducting Program Sequence

Year One
Semester One Credits
MTH - Music Theory 3
CHO 612 Concert Choir 1
VOI - Concentration Elective 3

Credits 7

Semester Two
CHO 541 Applied Choral Conducting I 3
MHL - Music History 3
CHO 612 Concert Choir 1

Credits 7

Year Two
Semester Three
CHO 542 Applied Choral Conducting II 3
Free Elective 3

Credits 6
M.M. IN PERFORMANCE - INSTRUMENTAL CONCENTRATION

School of Music

Curriculum

Cognate Requirements
Select 3 credits in music history (MHL)
Select 3 credits in music theory (MTC)

Required Courses
Select 9 credits in individual lessons at the advanced level. (Must include course numbers 541 - 543.)

Concentration Electives
Select 5-6 concentration credits selected from AIC 512 and courses with the ALC prefix.

Free Electives
Any 500-level courses selected under advisement.

Recital Component
AIM 697 Recital Instrumental
AES 511 Chamber Recital

Comprehensive Exit Examination
Completion of a comprehensive exit examination is required.

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.

Year One

Semester One Credits
Music History or Music Theory 3
Advanced Lessons (541) 3
Concentration Elective 2-3

Credits 8-9

Semester Two
Music History or Music Theory 3
Advanced Lessons (542) 3
Free Elective 3

Credits 9

Year Two

Semester One
Advanced Lessons (543) 3
Concentration Elective 2-3
Chamber Recital 2

Credits 7-8

Semester Two
Advanced Lessons (544) - Free Elective 3
Recital 2
Comprehensive Exit Exam

Credits 5

M.M. IN PERFORMANCE - KEYBOARD CONCENTRATION (PIANO, HARPSCICHORD, OR ORGAN)

School of Music

Curriculum

Cognate Requirements
Select 3 credits of music history (MHL)
Select 3 credits of music theory (MTC)

Required Courses
Lessons
Select 9 credits in individual lessons at the advanced level:
ORG 541 Advanced Organ Private Lesson
ORG 542 Advanced Organ Private Lesson
ORG 543 Advanced Organ Private Lesson
PIA 541 Advanced Piano Private Lesson
PIA 542 Advanced Piano Private Lesson
PIA 543 Advanced Piano Private Lesson

Keyboard Literature
Select 6 credits in keyboard literature:
ORG 551 Organ Literature I (Advanced Organ)
ORG 552 Organ Literature II (Advanced Organ)
PIA 623 Baroque Keyboard Literature
PIA 624 Classical Piano Literature
PIA 625 Romantic Piano Literature
PIA 626 20TH Century Piano Literature

Concentration Electives
Select 3 credits of concentration electives from the following:
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

Free Electives
Any 500-level courses selected under advisement

Recital Component
Select 2 credits:
HAR 697 Harpsichord Recital
ORC 697 Recital (Organ)
PIA 697 Recital

Comprehensive Exit Examination
Completion of a comprehensive exit examination is required.

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.
The following is a suggested course sequence for this program; course 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>Music History or Music Theory</td>
<td>3</td>
</tr>
<tr>
<td>Advanced Lessons (541)</td>
<td>3</td>
</tr>
<tr>
<td>Keyboard Literature</td>
<td>3</td>
</tr>
<tr>
<td><strong>Credits</strong></td>
<td><strong>9</strong></td>
</tr>
</tbody>
</table>

#### Semester Two

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Music History or Music Theory</td>
<td>3</td>
</tr>
<tr>
<td>Advanced Lessons (542)</td>
<td>3</td>
</tr>
<tr>
<td>Keyboard Literature</td>
<td>3</td>
</tr>
<tr>
<td><strong>Credits</strong></td>
<td><strong>9</strong></td>
</tr>
</tbody>
</table>

### Year Two

#### Semester One

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advanced Lessons (543)</td>
<td>3</td>
</tr>
<tr>
<td>Concentration Elective</td>
<td>1-3</td>
</tr>
<tr>
<td>Free Elective</td>
<td>1</td>
</tr>
<tr>
<td><strong>Credits</strong></td>
<td><strong>7-9</strong></td>
</tr>
</tbody>
</table>

#### Semester Two

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advanced Lessons (544) - Free Elective</td>
<td>3</td>
</tr>
<tr>
<td>Recital</td>
<td>2</td>
</tr>
<tr>
<td>Concentration Elective</td>
<td>1-3</td>
</tr>
<tr>
<td>Comprehensive Exit Exam</td>
<td></td>
</tr>
<tr>
<td><strong>Credits</strong></td>
<td><strong>6-8</strong></td>
</tr>
</tbody>
</table>

### M.M. IN PERFORMANCE - VOICE CONCENTRATION

#### Curriculum

**Cognate Requirements**

Select 3 credits in music history (MHL)¹
Select 3 credits in music theory (MTC)²

**Concentration Requirements**

Select 9 credits in individual lessons at the advanced level:

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>VOI 541</td>
<td>Advanced Voice Private Lesson</td>
</tr>
<tr>
<td>VOI 542</td>
<td>Advanced Voice Private Lesson</td>
</tr>
<tr>
<td>VOI 543</td>
<td>Advanced Voice Private Lessons</td>
</tr>
<tr>
<td>VOC 524</td>
<td>Musico-Dramatic Productions</td>
</tr>
</tbody>
</table>

**Concentration Electives**

Select 4-6 credits from the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>VOC 511</td>
<td>Master Class Voice: Baroque Period</td>
</tr>
<tr>
<td>VOC 512</td>
<td>Master Class Voice: German Lied</td>
</tr>
<tr>
<td>VOC 513</td>
<td>Master Class Voice: French Melodie</td>
</tr>
<tr>
<td>VOC 514</td>
<td>Master Class Voice: 20th Century Art Song</td>
</tr>
<tr>
<td>VOC 516</td>
<td>French-German Diction</td>
</tr>
<tr>
<td>VOC 526</td>
<td>Choral Literature</td>
</tr>
<tr>
<td>VOC 529</td>
<td>Vocal Literature</td>
</tr>
<tr>
<td>VOC 591</td>
<td>Vocal Pedagogy</td>
</tr>
<tr>
<td>MHL 654</td>
<td>History of Opera</td>
</tr>
</tbody>
</table>

**Free Electives**

Any 500-level courses selected under advisement.

**Recital Component**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>VOI 697</td>
<td>Recital</td>
</tr>
</tbody>
</table>

**Comprehensive Exit Exam**

Completion of a comprehensive exit examination is required.

**Total Minimum Credits Required** 30

¹ If the student fails the Graduate Placement Test, they MUST take MHL 501 PRIOR to satisfying this requirement.

² If the student fails the Graduate Placement Test, they MUST take MTC 512 PRIOR to satisfying this requirement.

### 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; course 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>
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</thead>
<tbody>
<tr>
<td>Advanced Lessons (541)</td>
<td>3</td>
</tr>
<tr>
<td>Concentration Elective</td>
<td>1-3</td>
</tr>
<tr>
<td><strong>Total Credits</strong></td>
<td><strong>7-9</strong></td>
</tr>
</tbody>
</table>

#### Semester Two

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advanced Lessons (542)</td>
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</tr>
<tr>
<td>Concentration Elective</td>
<td>1-3</td>
</tr>
<tr>
<td><strong>Total Credits</strong></td>
<td><strong>7-9</strong></td>
</tr>
</tbody>
</table>

### Year Two

#### Semester One

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advanced Lessons (543)</td>
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</tr>
<tr>
<td>Concentration Elective</td>
<td>1-3</td>
</tr>
<tr>
<td>Free Elective</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total Credits</strong></td>
<td><strong>7-9</strong></td>
</tr>
</tbody>
</table>

#### Semester Two

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advanced Lessons (544)</td>
<td>3</td>
</tr>
<tr>
<td>Recital</td>
<td>2</td>
</tr>
<tr>
<td>Concentration Elective</td>
<td>3</td>
</tr>
<tr>
<td>Comprehensive Exit Exam</td>
<td></td>
</tr>
<tr>
<td><strong>Total Credits</strong></td>
<td><strong>8</strong></td>
</tr>
</tbody>
</table>

### M.M. IN PIANO PEDAGOGY

#### Curriculum

**Cognate Requirements**

Music history (MHL) course¹
Music theory (MTC) course²

**Concentration Requirements**

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>PIA 578</td>
<td>Piano Pedagogy Private Lesson</td>
</tr>
<tr>
<td>PIA 579</td>
<td>Piano Pedagogy Private Lesson (Including Recital)</td>
</tr>
<tr>
<td>PIA 588</td>
<td>Advanced Lessons</td>
</tr>
<tr>
<td>PIA 589</td>
<td>Advanced Lessons</td>
</tr>
</tbody>
</table>

**Pedagogy**

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>PIA 580</td>
<td>Perspectives in Pedagogy IV</td>
</tr>
<tr>
<td>PIA 581</td>
<td>Perspectives in Pedagogy I</td>
</tr>
<tr>
<td>PIA 582</td>
<td>Perspectives in Pedagogy II</td>
</tr>
<tr>
<td>PIA 583</td>
<td>Perspectives in Pedagogy III</td>
</tr>
<tr>
<td>PIA 631</td>
<td>Performance Practicum</td>
</tr>
</tbody>
</table>

¹ If the student fails the Graduate Placement Test, they MUST take MHL 501 PRIOR to satisfying this requirement.

² If the student fails the Graduate Placement Test, they MUST take MTC 512 PRIOR to satisfying this requirement.
CERTIFICATE IN PIANO PEDAGOGY

School of Music

Required Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>PIA 580</td>
<td>Perspectives in Pedagogy IV</td>
</tr>
<tr>
<td>PIA 581</td>
<td>Perspectives in Pedagogy I</td>
</tr>
<tr>
<td>PIA 582</td>
<td>Perspectives in Pedagogy II</td>
</tr>
<tr>
<td>PIA 583</td>
<td>Perspectives in Pedagogy III</td>
</tr>
<tr>
<td>PIA 591</td>
<td>Performance Practicum</td>
</tr>
<tr>
<td>PIA 592</td>
<td>Piano Major Private Lesson</td>
</tr>
<tr>
<td>PIA 631</td>
<td>Performance Practicum</td>
</tr>
<tr>
<td>PIA 632</td>
<td>Piano Major Private Lesson</td>
</tr>
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</table>

Credits Required: 34

Area of concentration

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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</thead>
<tbody>
<tr>
<td>PIA 591</td>
<td>Performance Practicum</td>
</tr>
<tr>
<td>PIA 592</td>
<td>Piano Major Private Lesson</td>
</tr>
</tbody>
</table>

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://catalog.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.

Policies

All graduate students are held to the academic policies and procedures (http://catalog.wcupa.edu/graduate/academic-policies-procedures) outlined in the graduate catalog. Students are encouraged to review departmental handbooks for program tips, suggested course sequences, and explanations of procedures. When applicable, additional policies for specific department program(s) may be listed below.

Faculty

Professors

Virginia M. Da Costa (vdacosta@wcupa.edu) (1998)
Chairperson, 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

Margaret Schiff Hill (mhill@wcupa.edu) (1990)
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.A., Texas A&M University; M.F.A., Texas Tech University

Assistant Professors

Snyder Andrew (asnyder@wcupa.edu) (2016)
B.S., Towson University; M.F.A., Towson University

Kristopher Benedict (kbenedic@wcupa.edu) (2014)
B.A., The Cooper Union for the Advancement of Science and Art; M.F.A., Columbia University

Jeremy Holmes (jholmes@wcupa.edu) (2016)
B.S. Philadelphia University; M.F.A. Temple University, Tyler School of Art
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

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. Typically offered in Fall & Spring.

**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 532. 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. Typically offered in Fall & Spring.

**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. Boettger (sboettger@wcupa.edu), Graduate Coordinator

**Programs**

**Master's Program in Biology**

- M.S. in Biology (p. 102)

**Accelerated Bachelor's to Master's**

- B.S. in Biology - Integrative Biology Concentration to M.S. in Biology (Thesis Option) (http://catalog.wcupa.edu/undergraduate/sciences-mathematics/biology/biology-bs-integrative-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.

Applicants 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 advisor 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 biology, 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 advisor 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 advisor 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 advisor.

**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 graduate students are held to the academic policies and procedures (http://catalog.wcupa.edu/graduate/academic-policies-procedures) outlined in the graduate catalog. Students are encouraged to review departmental handbooks for program tips, suggested course sequences, and explanations of procedures. When applicable, additional policies for specific department program(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 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 advisor. (Maximum six credits for both thesis and nonthesis students)

BIO 412 Organic Evolution 3
BIO 414 Applied and Industrial Microbiology 3
BIO 421 Cellular and Molecular Biology 4
BIO 428 Animal Histology 3
BIO 435 Course Topics in Biology 1-3
BIO 436 Course Topics in Biology 1-3
BIO 437 Course Topics in Biology 1-3
BIO 448 Animal Development 4
BIO 440 Human Genetics 3
BIO 443 Introduction to Gene Expression Methodology 3
BIO 452 Parasitology 3
BIO 453 Marine Mammals 3
BIO 454 Mycology 3
BIO 456 Virology 3
BIO 457 Functional Animal Morphology 3
BIO 468 Comparative Vertebrate Physiology 4
BIO 473 Conservation Biology 3
BIO 474 Microbial Ecology 4
BIO 478 Plant Evolution 3
BIO 485 Systematic Botany 3

Repeatable for Credit.
BIO 535 and 537. May be repeated for credit if a different topic is presented.

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.

Typically offered in Fall.

Typically offered in Spring.

Typically offered in Spring.

Typically offered in Fall.

Typically offered in Fall.

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., Hons, Ph.D., Murdoch University (Australia)

Xin Fan (xfan@wcupa.edu) (2006)
B.S., Jiangxi College of Medicine; M.S., Kunming Medical College; Ph.D., University of Pennsylvania

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

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

Harry Tiebout (hstiebout@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 Wafer (jwaber@wcupa.edu) (1976)
B.A., Hope College (Mich.); Ph.D., University of Hawaii

Associate Professors
Josh R. Auld (jauld@wcupa.edu) (2011)
Assistant Chairperson, Biology
B.S., Duquesne University; Ph.D., University of Pittsburgh

Stefanie Anne Boettger (sboettger@wcupa.edu) (2008)
Graduate Coordinator, Biology

B.S., Aberdeen University (Scotland); Ph.D., University of Alabama at Birmingham

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
Teresa Donze-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

Jennifer L. Maresh (jmaresh@wcupa.edu) (2016)
B.S., West Chester University; M.S., Duke University; Ph.D., University of California, Santa Cruz

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

Eric S. Sweet (esweet@wcupa.edu) (2016)
B.S. Virginia Tech; Ph.D. Rutgers 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 radiisotope 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 procaryotic 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 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 curricular 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 III. 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.

M.S. IN BIOLOGY

College of the Sciences and Mathematics

Curriculum

Thesis Option

Required Core

<table>
<thead>
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Research Methods Core

Select two of the following:

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<td>BIO 514</td>
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</tr>
<tr>
<td>BIO 515</td>
<td>Res Tech III: Computer App in Bio</td>
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Concentration Courses

Select two of the following:

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<tr>
<td>BIO 535</td>
<td>Course Topics in Biology I</td>
</tr>
<tr>
<td>BIO 536</td>
<td>Course Topics in Biology II</td>
</tr>
<tr>
<td>BIO 537</td>
<td>Course Topics in Biology III</td>
</tr>
<tr>
<td>BIO 590</td>
<td>Directed Study in Biology</td>
</tr>
</tbody>
</table>

Electives

Select 9 credits of electives from the following options:

- Any course listed in I or II above
- Any other 500-level biology course
- Up to 6 semester hours of 400-level courses, where no 500-level component is available
- Up to 6 semester hours of graduate course work from another department or university, but only with prior departmental approval

Total Credits Required: 30

1 A letter grade must be assigned for BIO 608 before the student may enroll in BIO 609.
A letter grade must be assigned for BIO 609 before the student may enroll in BIO 610.

May be repeated for credit as long as the topic is different.

To complete BIO 610 successfully, the student must present the thesis research in open seminar and also pass the final thesis defense before the thesis committee. The degree will not be awarded until the thesis has been accepted by the student's committee and signed by the dean of graduate studies.

Part-Time Students

Part-time students will be required to take the same group of courses as full-time students except they must complete BIO 608 (thesis proposal) by the end of their third year. As with the full-time students, part-time students cannot sign up for BIO 609 unless they have obtained a letter grade for BIO 608. In addition, they must sign up for BIO 610 (thesis) by the start of their sixth year and complete it by the end of that year.

Nonthesis Option

Required Core

- **BIO 511** Experimental Design and Analysis (3)
- **BIO 513** Research Techniques in Bio Sci I (3)
- **BIO 514** Research Techniques in Bio Sci II (3)
- **BIO 515** Res Tech III: Computer App in Bio (3)
- **BIO 535** Course Topics in Biology I (3)
- **BIO 536** Course Topics in Biology II (3)
- **BIO 537** Course Topics in Biology III (3)
- **BIO 591** Directed Research I (1-3)

Electives

Select 12 semester hours. See general information for details and restrictions

Total Credits Required

36

To complete BIO 591 successfully, the student must present the results of the project in an open seminar. In addition, during or immediately after the final semester of course work in the nonthesis program, the student must pass a written comprehensive examination prepared by the student's advisory committee. Students who fail this examination will not receive their degree.

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/GraduationProgressReport.

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://wwwwcupa.edu/chemistry)

Dr. Cichowicz (dcichowicz@wcupa.edu), Chairperson

Dr. Starn (tstarn@wcupa.edu), Assistant Chairperson

Programs of Study

There are no programs leading to a graduate degree in chemistry.

Policies

All graduate students are held to the academic policies and procedures (http://catalog.wcupa.edu/graduate/academic-policies-procedures) outlined in the graduate catalog. Students are encouraged to review departmental handbooks for program tips, suggested course sequences, and explanations of procedures. When applicable, additional policies for specific department program(s) may be listed below.

Faculty

Professors

Felix E. Goodson (fgoodson@wcupa.edu) (1998)

A.B., Princeton University; Ph.D., University of California, Berkeley

Kurt W. Kolasinski (kkolasinski@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)

Assistant Chairperson, Chemistry

B.S., Ph.D., Indiana University

John R. Townsend (jtownsend@wcupa.edu) (1998)

B.A., University of Delaware; M.S., Ph.D., Cornell University

Associate Professors

Mahrukh 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 (micichowicz@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.Sc., Osmania University (India); Ph.D., Florida International University

James R. Pruitt (jp Pruitt@wcupa.edu) (2011)

B.S., Ph.D., University of California

Thomas R. Simpson (tsimpson2@wcupa.edu) (2016)

B.S., Alleghany College; M.S., Ph.D., University of Rochester

Assistant Professors

David Dehm (ddehn@wcupa.edu) (2015)

B.S., 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 (cppistas@wcupa.edu) (2015)

B.Sc. Aristotle University of Thessaloniki, Thessaloniki, Greece; M.Sc., Ph.D. National and Kapodistrian University of Athens, Athens, Greece

Mark Shuman (mshuman@wcupa.edu) (2015)

B.S., Georgetown University; Ph.D., 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.

Prerequisite: CHE 535 requires prerequisite: CHE 232.

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.
DEPARTMENT OF COMMUNICATION SCIENCES AND DISORDERS

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
West Chester, PA 19383
610-436-3401
Department of Communication Sciences and Disorders (http://www.wcupa.edu/communicationSciencesDisorders)
Dr. Gunter (cgunter@wcupa.edu), Chairperson
Dr. Koenig (mkoenig@wcupa.edu), Graduate Coordinator

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. They may also be recommended for the Pennsylvania Educational Specialist Certificate upon satisfactory completion of required coursework and clinical practicum.

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:

- 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 them 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 graduate students are held to the academic policies and procedures (http://catalog.wcupa.edu/graduate/academic-policies-procedures) outlined in the graduate catalog. Students are encouraged to review departmental handbooks for program tips, suggested course sequences, and explanations of procedures. 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 for the M.A. in Speech-Language Pathology
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 complete 36 semester credits of didactic courses and 27 semester credits of clinical practicum courses. Also, 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.
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

WEST CHESTER UNIVERSITY
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. 1-3 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 or school. Designed to increase diagnostic and therapeutic skills with children and adults who have communication disorders.
Pre / Co requisites: SLP 553 requires a prerequisite of B or better in all SLP 551 practica 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 prepare 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.
# M.A. in Speech-Language Pathology

## Curriculum

### Core Courses

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<td>SLP 570</td>
<td>School Language/Speech/Hearing Programs</td>
<td>3</td>
</tr>
<tr>
<td>SLP 575</td>
<td>Medical Speech Pathology</td>
<td>3</td>
</tr>
<tr>
<td>SLP 582</td>
<td>Dysphagia</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total Minimum Credits Required:** 36

### Graduate Clinical Practicum

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SLP 551</td>
<td>Graduate Clinical Practicum</td>
<td>1.5-3</td>
</tr>
<tr>
<td>SLP 552</td>
<td>Medical Affiliation Practicum</td>
<td>3-9</td>
</tr>
<tr>
<td>SLP 553</td>
<td>School - based Affiliation Practicum</td>
<td>3-9</td>
</tr>
</tbody>
</table>

**Total Minimum 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.

The following is a suggested course sequence for this program; course 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)

#### Year One

<table>
<thead>
<tr>
<th>Semester One</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SLP 501</td>
<td>Foundations Of Research In Speech Pathol</td>
</tr>
<tr>
<td>SLP 511</td>
<td>Child Language Disorders I: 0 To 5 Years</td>
</tr>
<tr>
<td>SLP 526</td>
<td>Clinical Articulation Phonology</td>
</tr>
</tbody>
</table>

**Credits:** 12

<table>
<thead>
<tr>
<th>Semester Two</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SLP 512</td>
<td>Child Language Disorders II: School Age - Adolescent</td>
</tr>
<tr>
<td>SLP 516</td>
<td>Adult Neurogenic Speech and Language Disorders</td>
</tr>
<tr>
<td>SLP 551 (S/L Clinic-1)</td>
<td>Graduate Clinical Practicum</td>
</tr>
</tbody>
</table>

**Credits:** 10.5-12

<table>
<thead>
<tr>
<th>Summer</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>SLP 551 (Hearing Clinic)</td>
<td>Graduate Clinical Practicum</td>
</tr>
<tr>
<td>SLP 551 (S/L Dx Clinic)</td>
<td>Graduate Clinical Practicum</td>
</tr>
<tr>
<td>SLP 551 (S/L Clinic-2)</td>
<td>Graduate Clinical Practicum</td>
</tr>
</tbody>
</table>

**Credits:** 4.5-9

### Year Two

<table>
<thead>
<tr>
<th>Semester Three</th>
<th>Credits</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>
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<tr>
<td>SLP 582</td>
<td>Dysphagia</td>
</tr>
</tbody>
</table>

**Credits:** 9

<table>
<thead>
<tr>
<th>Semester Four</th>
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</tr>
</thead>
<tbody>
<tr>
<td>SLP 553</td>
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<tr>
<td>SLP 575</td>
<td>Medical Speech Pathology</td>
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</table>

**Credits:** 6-12

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>SLP 552</td>
<td>Medical Affiliation Practicum</td>
</tr>
</tbody>
</table>

**Credits:** 3-9

### Pattern 2 (Full Time)

#### Year One

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<tr>
<th>Semester One</th>
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</tr>
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<tr>
<td>SLP 511</td>
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<tr>
<td>SLP 526</td>
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**Credits:** 12

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**Credits:** 10.5-12

<table>
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<tbody>
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<td>SLP 551 (Hearing Clinic)</td>
<td>Graduate Clinical Practicum</td>
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<td>Graduate Clinical Practicum</td>
</tr>
<tr>
<td>SLP 551 (S/L Clinic-2)</td>
<td>Graduate Clinical Practicum</td>
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</table>

**Credits:** 4.5-9

### Year Two

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<tr>
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<th></th>
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<tbody>
<tr>
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<td>Elective</td>
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**Credits:** 9

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<td>Medical Speech Pathology</td>
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**Credits:** 6-12

<table>
<thead>
<tr>
<th>Summer</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>SLP 552</td>
<td>Medical Affiliation Practicum</td>
</tr>
</tbody>
</table>

**Credits:** 3-9

### Pattern 3 (Part Time)

#### Year One

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<tr>
<th>Semester One</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SLP 501</td>
<td>Foundations Of Research In Speech Pathol</td>
</tr>
<tr>
<td>SLP 511</td>
<td>Child Language Disorders I: 0 To 5 Years</td>
</tr>
</tbody>
</table>

**Credits:** 6

<table>
<thead>
<tr>
<th>Semester Two</th>
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<tbody>
<tr>
<td>SLP 512</td>
<td>Child Language Disorders II: School Age - Adolescent</td>
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</tbody>
</table>

**Credits:** 3

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>SLP 551 (Hearing Clinic)</td>
<td>Graduate Clinical Practicum</td>
</tr>
</tbody>
</table>

**Credits:** 1.5-3

### Year Two

<table>
<thead>
<tr>
<th>Semester Three</th>
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<tbody>
<tr>
<td>SLP 524</td>
<td>Fluency Disorders</td>
</tr>
</tbody>
</table>

**Credits:** 3

<table>
<thead>
<tr>
<th>Winter</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>SLP 570</td>
<td>School Language/Speech/Hearing Programs</td>
</tr>
</tbody>
</table>

**Credits:** 3
Programs of Study

The Master of Arts in Communication Studies is designed as both an academic and a professional development degree with thesis and non-thesis track options. Many students complete the program and pursue additional graduate work at the Ph.D. level. The program offers a thesis option for students interested in pursuing a large-scale research project in preparation for future Ph.D. work. In terms of professional development, all courses explore pragmatic issues of communication. The program offers tremendous flexibility enabling students to further their chosen career goals, and perhaps future success, by exploring up to 15 credits outside the Department of Communication Studies. For example, students 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 of 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’ papers and presentations.

Philadelphia Campus

The M.A. in Communication Studies has also been offered at the Philadelphia Campus. At this time, new students are no longer being admitted into the program there.

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. 109)

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 graduate students are held to the academic policies and procedures outlined in the graduate catalog. Students are encouraged to review departmental handbooks for program tips, suggested course sequences, and explanations of procedures. 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 advisor 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

Michael Boyle (mboyle@wcupa.edu) (2006)
B.A., East Stroudsburg University; M.A., University of Delaware; Ph.D., University of Wisconsin at Madison

Timothy J. Brown (tbrown@wcupa.edu) (2002)
B.A., M.A., West Chester University; Ph.D., Ohio 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

Denise M. Polk (dpolk@wcupa.edu) (2005)
Chairperson, Communication Studies

B.A., Baldwin-Wallace College; M.A., Miami University; Ph.D., Kent State University

Martin S. Remland (mremland@wcupa.edu) (1991)
B.A., Western Illinois University; M.A., Central Michigan University; Ph.D., Southern Illinois University

Philip A. Thompson (pthompson@wcupa.edu) (1997)
B.S., Northern Arizona University; M.S., University of Southwestern Louisiana; Ph.D., University of Utah

Associate Professors

María Kopacz (mkopacz@wcupa.edu) (2007)
M.A., Warsaw University (Poland); Ph.D., University of Arizona

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

L. Meghan Peirce (mmpeirce@wcupa.edu) (2011)
B.A., York College of Pennsylvania; M.A., West Chester University; Ph.D., Ohio 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) (2015)
B.A., Cal Poly, San Luis Obispo; M.A., University of Texas at Austin; Ph.D., University of Texas at Austin

Maxine Gesualdi (mggesualdi@wcupa.edu) (2016)
B.S., West Virginia University; M.A., West Chester University

Mark Hickman (mhickman@wcupa.edu) (2009)
B.A., Marshall University; M.A., Miami University of Ohio

Matthew Meier (mmeier@wcupa.edu) (2015)
B.A., Capital University; M.A., Purdue University Calumet; Ph.D., Bowling Green State University

Elizabeth Ann Munz (emunz@wcupa.edu) (2013)
Graduate Coordinator, Communication Studies

B.A., University of Richmond; M.A., Ph.D., Purdue University

Rajeev Subramanian (rssubramani@wcupa.edu) (2015)
B.A., Loyola College, University of Madras, India; M.A., University of Madras, India; Ph.D., Southern Illinois University - Carbondale

Julia Waddell (jwaddell@wcupa.edu) (2016)
B.A., B.S., University of Florida; M.S., University of North Carolina at Chapel Hill; Ph.D., 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.

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 explores 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.

Distance education offering may be available. Typically offered in Fall.

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.
Critical 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.

M.A. IN COMMUNICATION STUDIES

Curriculum

Nonthesis Option

Required Core

- COM 501 Theoretic Perspectives On Human Communication 3
- COM 502 Communication Research Methods 3
- 15 semester hours selected from departmental offerings 15

Elective Courses

- 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.

Total Credits Required 36

Thesis Option

Required Core

- COM 501 Theoretic Perspectives On Human Communication 3
- COM 502 Communication Research Methods 3
- COM 601 Communication Studies Thesis I 3
- COM 602 Communication Studies Thesis II 3
- 15 semester hours selected from departmental offerings 15

Elective Courses

- These courses are to be selected from other departments or from communication studies courses.

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), 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. 112)

**Certificates in Computer Science**

- Computer Security (Information Assurance) (p. 113)
- Information Systems (p. 113)
- Web Technology (p. 113)
- Gainful employment Information: Certificate in Web Technology [http://wcupa.edu/gainfulEmployment](http://wcupa.edu/gainfulEmployment)

**Accelerated Bachelor’s to Master’s**

- B.S. in Computer Science to M.S. in Computer Science [http://catalog.wcupa.edu/undergraduate/sciences-mathematics/computer-science/computer-science-bs](http://catalog.wcupa.edu/undergraduate/sciences-mathematics/computer-science/computer-science-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.

**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 are also 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.

**Policies**

All graduate students are held to the academic policies and procedures [http://catalog.wcupa.edu/graduate/academic-policies-procedures](http://catalog.wcupa.edu/graduate/academic-policies-procedures) outlined in the graduate catalog. Students are encouraged to review departmental handbooks for program tips, suggested course sequences, and explanations of procedures. When applicable, additional policies for specific department program(s) may be listed below.

**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**

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

**Associate Professors**

Zhen Jiang (zjiang@wcupa.edu) (2002)
M.S., University of Reading; Ph.D., Temple University
Robert M. Kline (rkline@wcupa.edu) (1991)
B.A., Millersville University; Ph.D., Washington University
Richard W. Wyatt (rwatt@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

**Assistant Professors**

Richard Burns (rburns@wcupa.edu) (2012)
B.A., Saint Joseph’s University; M.A., Ph.D., University of Delaware
Si Chen (schen@wcupa.edu) (2016)
B.S., China Agricultural University; M.S., Ph.D., SUNY, Buffalo
Liu Cui (lcui@wcupa.edu) (2016)
B.S., Northwestern Polytechnical University Xi’an China; M.S., Ohio University; Ph.D., University of Pittsburgh
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 an in-depth study 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 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 discussed 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. Systems Administration and Security. 3 Credits.
This course is a hands on study of the essentials of operating system administration with a strong focus on 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 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. 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

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
CSC 520 Foundations of Computer Science 3
CSC 530 Data Structures 3
CSC 540 Programming Languages 3
CSC 560 Analysis of Algorithms 3

Electives
Select at least four 500-level electives from the following: 12
CSC 525 Operating Systems
CSC 535 Networks and Data Communication

CSC 545 Database Systems Concepts
CSC 555 Software Engineering
CSC 565 Compiler Design
CSC 575 Artificial Intelligence
CSC 581 Topics in Computer Science
CSC 582 Topics in Information Systems
CSC 583 Topics in Computer Security
CSC 584 Topics in Web Technology
CSC 585 User Interface in Java
CSC 586 System Administration and Security
CSC 587 Web Services using XML and SOAP
CSC 588 Wireless Programming and Security

Select at least two 600-level courses from the following: 6
CSC 600 Advanced Seminar
CSC 603 Advanced Seminar in Security
CSC 604 Advanced Seminar Web Technology
CSC 605 Internship in Computer Science
CSC 610 Independent Research
CSC 620 Thesis (see stipulation #3 below)

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 my WCU and consult
For Students Starting in the Fall of Even Years

<table>
<thead>
<tr>
<th>Year One</th>
<th>Fall</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 535, 555, 588, or 600</td>
<td>Networks and Data Communication</td>
<td>3</td>
</tr>
<tr>
<td>Credits</td>
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<td>9</td>
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<tr>
<td>Spring</td>
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<tr>
<td>CSC 540, 560, 581, or 603</td>
<td>Programming Languages</td>
<td>3</td>
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<tr>
<td>Credits</td>
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<td>3</td>
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<tr>
<td>Summer</td>
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<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>
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<thead>
<tr>
<th>Year Two</th>
<th>Fall</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>CSC 583, 535, or 600</td>
<td>Topics in Computer Security</td>
<td>3</td>
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<tr>
<td>Credits</td>
<td></td>
<td>3</td>
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</tbody>
</table>

For Students Starting in the Fall of Odd Years

<table>
<thead>
<tr>
<th>Year One</th>
<th>Fall</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 535, 583, or 600</td>
<td>Networks and Data Communication</td>
<td>3</td>
</tr>
<tr>
<td>Credits</td>
<td></td>
<td>9</td>
</tr>
<tr>
<td>Spring</td>
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<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>
<tr>
<td>CSC 525, 545, or 582</td>
<td>Operating Systems</td>
<td>3</td>
</tr>
<tr>
<td>Credits</td>
<td></td>
<td>9</td>
</tr>
<tr>
<td>Summer</td>
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<tr>
<td>CSC 586</td>
<td>System Administration and Security</td>
<td>3</td>
</tr>
<tr>
<td>CSC 604</td>
<td>Advanced Seminar Web Technology</td>
<td>3</td>
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<tr>
<td>Credits</td>
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<thead>
<tr>
<th>Year Two</th>
<th>Fall</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>CSC 555, 535, 588, or 600</td>
<td>Software Engineering</td>
<td>3</td>
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<td>Credits</td>
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### CERTIFICATE IN COMPUTER SECURITY (INFORMATION ASSURANCE)

**College of the Sciences and Mathematics**

Select four of the following:

<table>
<thead>
<tr>
<th>Course</th>
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<tbody>
<tr>
<td>CSC 525</td>
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<tr>
<td>Operating Systems</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Course</th>
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<tbody>
<tr>
<td>CSC 535</td>
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<tr>
<td>Networks and Data Communication</td>
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<tr>
<td>CSC 555</td>
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<td>System Administration and Security</td>
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<tr>
<td>CSC 588</td>
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<tr>
<td>Wireless Programming and Security</td>
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<tr>
<td>CRJ 555</td>
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<tr>
<td>Topical Seminar in Criminal Justice</td>
</tr>
</tbody>
</table>

**Total Credits Required**: 12

### CERTIFICATE IN INFORMATION SYSTEMS

**College of the Sciences and Mathematics**

Select three or four of the following courses:

<table>
<thead>
<tr>
<th>Course</th>
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</thead>
<tbody>
<tr>
<td>STA 511</td>
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<tr>
<td>Intro Stat Computing &amp; Data Management</td>
</tr>
<tr>
<td>CSC 545</td>
</tr>
<tr>
<td>Database Systems Concepts</td>
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<tr>
<td>CSC 555</td>
</tr>
<tr>
<td>Software Engineering</td>
</tr>
<tr>
<td>CSC 582</td>
</tr>
<tr>
<td>Topics in Information Systems</td>
</tr>
<tr>
<td>CSC 586</td>
</tr>
<tr>
<td>System Administration and Security</td>
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</tbody>
</table>

If only three courses (9 cr.) are selected from the above list, select one additional course from the list below:

<table>
<thead>
<tr>
<th>Course</th>
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<tbody>
<tr>
<td>CSC 520</td>
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<tr>
<td>Foundations of Computer Science</td>
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<tr>
<td>CSC 525</td>
</tr>
<tr>
<td>Operating Systems</td>
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<tr>
<td>CSC 530</td>
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<tr>
<td>Data Structures</td>
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<tr>
<td>CSC 535</td>
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<td>CSC 565</td>
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<td>Compiler Design</td>
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<td>CSC 575</td>
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<td>Artificial Intelligence</td>
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<tr>
<td>Wireless Programming and Security</td>
</tr>
<tr>
<td>CSC 600</td>
</tr>
<tr>
<td>Advanced Seminar</td>
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<tr>
<td>CSC 603</td>
</tr>
<tr>
<td>Advanced Seminar in Security</td>
</tr>
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<td>CSC 604</td>
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<tr>
<td>Advanced Seminar Web Technology</td>
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</table>

**Total Minimum Credits Required**: 12

### CERTIFICATE IN WEB TECHNOLOGY

**College of the Sciences and Mathematics**

Select four of the following courses:

<table>
<thead>
<tr>
<th>Course</th>
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<tbody>
<tr>
<td>CSC 515</td>
</tr>
<tr>
<td>Introduction to Web Development</td>
</tr>
<tr>
<td>CSC 535</td>
</tr>
<tr>
<td>Networks and Data Communication</td>
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<tr>
<td>CSC 545</td>
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<tr>
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<tr>
<td>CSC 604</td>
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<tr>
<td>Advanced Seminar Web Technology</td>
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</tbody>
</table>

**Total Credits Required**: 12

### DEPARTMENT OF COUNSELOR EDUCATION

**College of Education and Social Work**

Graduate Business Center, Suite 102
Certificates in Counselor Education
- Higher Education Counseling/Student Affairs (p. 120) (no longer accepting new students)
- Gainful Employment Information: Certificate in Higher Education Counseling / Student Affairs (http://wcupa.edu/gainfulEmployment)
- Specialist Certificate I in Counseling (p. 120)
- Post-Master’s Certificate in Professional Counselor Licensure Preparation (p. 120)

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 School Counseling/Master of Education 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 Certificate in Professional Counselor Licensure Preparation
Master’s degree is required.

Policies
All graduate students are held to the academic policies and procedures (http://catalog.wcupa.edu/graduate/academic-policies-procedures) outlined in the graduate catalog. Students are encouraged to review departmental handbooks for program tips, suggested course sequences, and explanations of procedures. When applicable, additional policies for specific department program(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 506, 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...
Comprehensive Exam Policy for the Department of Counselor Education

All students will complete a comprehensive exam, which represents the major cognate evaluation of counseling candidates. The degree being pursued will be granted only when students have passed the department’s standards, which includes passing the comprehensive exam.

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 of 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

Karen L. Dickinson (kdickinson@wcupa.edu) (2011)
B.A., Rutgers University; M.A., West Chester University; Ph.D., University of Delaware
Vickie Ann McCoy (vmccoy@wcupa.edu) (2007)
B.A., M.S., M.A., Monmouth College; Ph.D., University of Southern Mississippi
Eric William Owens (eowens@wcupa.edu) (2011)
Chairperson, Counselor Education
B.A., University of Pittsburgh; M.A., Indiana University of Pennsylvania; Ph.D., Duquesne University
Matthew Snyder (msnyder@wcupa.edu) (2007)
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 Professor

Cheryl W. Neale-McFall (cneale@wcupa.edu) (2012)
Graduate Coordinator, Counselor Education
B.S., James Madison University; M.S., University of Georgia; M.Ed., Ph.D., Old Dominion University

Courses

EDC

EDC 503. 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 504. 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 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 506. Counseling Research Methods and Program Evaluation. 3 Credits.
This course is designed to provide a foundation for understanding research design and program evaluation specific to the counseling profession. Emphasis will be given to understanding and identifying multiple methods of research, strategies for conducting ethical research, understanding evidence-based practices, and understanding the purpose of a needs assessment. Typically offered in Fall, Spring & Summer.

EDC 520. 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 521. Human Development Through Life Span. 3 Credits.
Exploration of cognitive, social, emotional, and physical development over the life span. This course examines both theory and research in human development and applies this knowledge to the practice of counseling. Typically offered in Fall, Spring & Summer.

EDC 530. Introduction to Student Affairs. 3 Credits.
The primary goal of this course is to provide the graduate students in counseling/student affairs with a comprehensive introduction to the field of student affairs in American higher education including: an historical overview of student affairs, legal and professional ethics, models and practices of leadership, organizational management, consultation, and the many functions and activities associated with student affairs. The course is designed to examine student affairs in public and private institutions as well as two and four year institutions. Typically offered in Spring.
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 551. Introduction to Clinical Mental Health Counseling. 3 Credits.
This course introduces students to clinical mental health counseling, exploring the history and philosophy of the field, and the primary settings in which mental health counselors provide services. An understanding of the roles and functions of the clinical mental health counselor, and the scope and methods of counseling used, allows students to develop a coherent professional identity. The course emphasizes the importance of understanding client diversity, the implications of sociocultural, demographic and lifestyle factors, and the impact of oppression and discrimination, which enables students to empower their clients and advocate for change. The professional issues unique to clinical mental health counseling are also covered, including managed care, reimbursement, practice privileges, organizational challenges, and fiscal and legal aspects of community mental health settings.

EDC 552. Trauma and Crisis Intervention Work and the Professional Counselor. 3 Credits.
The purpose of this course is to provide students with an understanding of the theories and practices associated with counseling survivors of crises and other traumatic events. Upon completion of the course, students will understand the impact of crises, disasters, and other trauma-causing events on people, as well as how crisis intervention occurs within clinical mental health settings and the community at large. This course will review the principles of crisis intervention and trauma counseling, as well as methods for assessing individuals in crisis, such as suicidality, self-injury, and so forth. Participants will understand the appropriate use of diagnosis during a crisis, disaster, or other trauma-causing event, as well as learn to differentiate between pathological and developmentally appropriate reactions to these events.

EDC 553. Introduction to Addictions Counseling. 3 Credits.
An introduction to substance abuse counseling and related issues. This course provides an overview of the historical context, etiological theories, and psychoactive impact of substances on the brain and body. The course will focus on evidence-based assessment, diagnosis and treatment of substance abuse/dependence with emphasis on clinical counseling practice by theory and research.

EDC 554. Grief Counseling. 3 Credits.
This course will focus on the experiences of loss, grief and bereavement as it is viewed by individuals, families and loved ones. The aspiring counselor will become acquainted with the guidelines for conceptualizing loss and grief, coping mechanisms for clients, and strategies for loss adaptations. In addition, we will consider how social factors, including culture, ethnicity/ race, gender, class and sexual orientation may impact the grieving process. Students will be required to apply and integrate this knowledge through various written assignments, class discussion and introspective analysis.

EDC 555. Marriage and Family Counseling. 3 Credits.
A survey course that examines the dynamics of general systems theory, family systems, and the rationale and practice of marriage and family counseling. The student is introduced to various theories of family counseling; related approaches to therapeutic intervention; and the associated contextual, ethical, and professional practice issues. A significant portion of the class is devoted to experiential learning activities designed to facilitate integration of theory and practice and to stimulate self-reflection and assessment.

EDC 556. Career Development Theories and Practices. 3 Credits.
Theories and techniques relating to career development in children, adolescents, and adults. Career development programming within the context of a systems approach is stressed. Typically offered in Fall, Spring & Summer.

EDC 557. Advanced Counseling Skills and Techniques. 3 Credits.
The course will focus on the current issues in mental health counseling to include the role of ethical and legal consideration 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.

Pre / Co requisites: EDC 557 requires prerequisite of EDC 580.

EDC 558. Counseling Military Professionals, Veterans, and Their Families. 3 Credits.
This course explores the challenges facing military personnel, veterans and their families. Course work will prepare students to understand the mental health challenges facing all three populations, as well as the services and programs available for assistance. A special focus will be on mental health issues such as PTSD and coping with physical and psychological trauma.

EDC 559. Human Exceptionality for Counselors. 3 Credits.
The goal of this course is to provide future school counselors with an overview of human exceptionality and advanced educational psychology constructs as they pertain to new experiences of persons with disabilities in our educational system. Typically offered in Fall, Spring & Summer.

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 on 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 572. Fundamentals of Assessment, Diagnosis, and Mental Health Intervention. 3 Credits.
The purpose of this course is to provide the student with a comprehensive understanding of the role of psychological assessment in counseling and diagnostic processes, as well as the importance of mental health in optimal well-being. This course will focus on both the knowledge and skills required of professional counselors in assessing, diagnosing, and intervening with mental health concerns. The practice and evaluation of skill development is an essential element of this course.

Pre / Co requisites: EDC 572 requires prerequisites of EDC 503, EDC 506, EDC 570, EDC 571. Typically offered in Fall, Spring & Summer.

EDC 576. Consult & Coord In Guid & Couns. 3 Credits.
This practicum 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. The instructional procedures of this course will include didactic presentations, group discussions, video presentations, case studies, group and triadic supervision.
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, and EDC 571.
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, and 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.ED. IN SCHOOL COUNSELING

College of Education and Social Work

Curriculum

Common Core Requirements

<table>
<thead>
<tr>
<th>Course</th>
<th>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 506</td>
<td>Counseling Research Methods and Program Evaluation</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>
<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>
</tbody>
</table>
EDC 572  Fundamentals of Assessment, Diagnosis, and Mental Health Intervention  3
EDC 556  Career Development Theories and Practices  3

**Specialty Requirements**

EDC 552  Trauma and Crisis Intervention Work and the Professional Counselor  3
EDC 576  Consult & Coord In Guid & Couns  3
EDC 504  Organization & Administration of School Counseling Programs  3
EDC 505  School Counselors Working with Diverse Learners  3
EDC 559  Human Exceptionality for Counselors  3

**Field Experience Requirements**

EDC 590  Practicum in School Counseling  3
EDC 601  Counseling Internship Elementary School  3
EDC 602  Counseling Internship Secondary School  3

**Total Minimum Credits Required**  51

1  Courses meet CACREP accreditation requirements.

### 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/GraduateCounseling.

The following is a suggested course sequence for this program; course 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>
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<tbody>
<tr>
<td>EDC 503  Professional Orientation to Counseling</td>
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<tr>
<td>EDC 567  Group Dynamics</td>
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<tr>
<td>EDC 570  Fundamentals of the Helping Relationship</td>
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<tr>
<td>EDC 577  School Counseling Strategies for Change</td>
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**Semester Two**

<table>
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<tr>
<th>Credits</th>
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<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>EDC 571  Counseling Theory and Techniques</td>
<td>3</td>
</tr>
<tr>
<td>EDC 540  Assessment Methods in Counseling</td>
<td>3</td>
</tr>
<tr>
<td>EDC 590  Practicum in School Counseling</td>
<td>3</td>
</tr>
<tr>
<td>EDC 576  Consult Coord In Guid Couns</td>
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**Year Two**

<table>
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<tr>
<th>Semester Three</th>
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<tbody>
<tr>
<td>EDC 556  Career Development Theories and Practices</td>
<td>3</td>
</tr>
<tr>
<td>EDC 504  Organization Administration of School Counseling Programs</td>
<td>3</td>
</tr>
<tr>
<td>EDC 559  Human Exceptionality for Counselors</td>
<td>3</td>
</tr>
<tr>
<td>EDC 601 or 602  Counseling Internship Elementary School</td>
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</table>

**Semester Four**

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<tr>
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<tr>
<th>Course</th>
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<tbody>
<tr>
<td>EDC 520  Social and Cultural Diversity Issues in Counseling</td>
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<tr>
<td>EDC 521  Human Development Through Life Span</td>
<td>3</td>
</tr>
<tr>
<td>EDF 502  Methods Materials Of Research For Counselor Education</td>
<td>3</td>
</tr>
<tr>
<td>EDC 601 or 602  Counseling Internship Elementary School</td>
<td>3</td>
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</tbody>
</table>

1  EDC 540 and EDF 502 are offered through the Department of Educational Foundations and Policy Studies. Please note this information when registering for classes.

**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**

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<td>EDC 503  Professional Orientation to Counseling</td>
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<tr>
<td>EDC 506  Counseling Research Methods and Program Evaluation</td>
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</tr>
<tr>
<td>EDC 567  Group Dynamics</td>
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</tr>
<tr>
<td>EDC 570  Fundamentals of the Helping Relationship</td>
<td>1</td>
</tr>
<tr>
<td>EDC 571  Counseling Theory and Techniques</td>
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</table>

**Other Common Core Requirements**

<table>
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<tbody>
<tr>
<td>EDC 520  Social and Cultural Diversity Issues in Counseling</td>
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<td>EDC 572  Fundamentals of Assessment, Diagnosis, and Mental Health Intervention</td>
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**Specialty Requirements**

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<td>EDC 560  Diagnosis and Treatment Planning for Counselors</td>
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**Field Experience Requirements**

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<tr>
<td>EDC 580  Practicum in Mental Health Counseling</td>
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</tr>
<tr>
<td>EDC 605  Clinical Mental Health Counseling Internship</td>
<td>3</td>
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</tbody>
</table>

**Electives**

<table>
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<tbody>
<tr>
<td>EDC 554  Grief Counseling</td>
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<td>EDC 555  Marriage and Family Counseling</td>
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</tr>
<tr>
<td>EDC 561  Current Issues in Mental Health</td>
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<tr>
<td>EDC 558  Counseling Military Professionals, Veterans, and Their Families</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total Minimum Credits Required**  60

1  Required for degree candidacy. These courses must be taken before the student’s 9th course.

### 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 HIGHER EDUCATION COUNSELING/STUDENT AFFAIRS**

**College of Education and Social Work**

**Curriculum**

("Note: After Spring 2017, this program is no longer accepting new students. Interested students should see the M.S. in Higher Education Policy and Student Affairs offered by the Department of Educational Foundations and Policy Studies.)

- **Common Core**
  - EDC 503: Professional Orientation to Counseling 1
  - EDC 567: Group Dynamics 1
  - EDC 570: Fundamentals of the Helping Relationship 1
  - EDC 571: Counseling Theory and Techniques 1
  - EDC 540: Fundamentals of the Helping Relationship
  - EDC 571: Counseling Theory and Techniques

- **Semester One**
  - Year One: EDC 600
  - Elective

- **Semester Two**
  - Year One: EDC 521
  - Human Development Through Life Span

- **Field Experience Requirements**
  - EDC 530: Introduction to Student Affairs
  - EDC 552: Leadership and Management in Student Affairs
  - EDC 556: Career Development Theories and Practices 3

- **Specialty Requirements**
  - EDC 531: Theories of American College Student Development
  - EDC 532: Leadership and Management in Student Affairs
  - EDC 556: Career Development Theories and Practices
  - EDC 557: Counseling Theory and Techniques
  - EDC 567: Human Development Through Life Span

- **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; course 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**

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<tr>
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<td><strong>Total</strong></td>
<td><strong>Semester One</strong></td>
<td><strong>12</strong></td>
</tr>
<tr>
<td>EDC 530</td>
<td>Introduction to Student Affairs</td>
<td>3</td>
</tr>
<tr>
<td>EDC 540</td>
<td>Assessment Methods in Counseling</td>
<td>3</td>
</tr>
<tr>
<td>EDC 592</td>
<td>Practicum in Higher Education Student Affairs</td>
<td>3</td>
</tr>
<tr>
<td>EDC 556</td>
<td>Career Development Theories and Practices</td>
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</table>

**Beginning in Spring**

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<th>Year One</th>
<th>Semester One</th>
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</tr>
<tr>
<td>EDC 570</td>
<td>Fundamentals of the Helping Relationship</td>
<td>3</td>
</tr>
</tbody>
</table>

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1. Denotes a course required for degree candidacy. This course must be taken before the student's 9th course.
2. Denotes a course offered through the Department of Educational Foundations and Policy Studies.
3. This course must be taken before or concurrently with the first internship course.
4. Comprehensive exam must be completed during the last semester.
5. This practicum must be taken after or concurrently with EDC 530 or EDC 531. An application is required. The department will register each student into their practicum course. The Higher Education Practicum includes a minimum of 100 hours (with a minimum of 40 direct hours) in an approved higher education setting.
6. Degree candidacy must be completed before the student is admitted into an internship. Internship must be taken after or concurrently with EDC 556, EDC 531, and EDC 530. An application is required. The department will register the student into the internship course. Higher Education Internships must be completed with a minimum of 600 on-site hours over at least two semesters in a higher education environment. Each 3-credit internship course has a 200 hour minimum requirement. Students may use the internship course as an elective if they choose the option of three consecutive courses to complete the 600-hour internship requirement.

1. Prerequisites for Practicum.
2. EDC 540 and EDF 502 are offered through the Department of Educational Foundations and Policy Studies. Please note this information when registering for classes.
Program of Study

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 certificate, 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

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDC 560</td>
<td>Diagnosis and Treatment Planning for Counselors</td>
<td>3</td>
</tr>
<tr>
<td>EDC 620</td>
<td>Advanced Counseling Interventions</td>
<td>3</td>
</tr>
<tr>
<td>EDC 650</td>
<td>Advanced Counselor Internship</td>
<td>3</td>
</tr>
</tbody>
</table>

Electives 1

Select a minimum 3 semester hours with permission of adviser

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDC 594</td>
<td>Workshop in Counselor Education</td>
<td>3</td>
</tr>
<tr>
<td>EDC 595</td>
<td>Workshop in Counselor Education</td>
<td>3</td>
</tr>
<tr>
<td>EDC 596</td>
<td>Workshop in Counselor Education</td>
<td>3</td>
</tr>
<tr>
<td>EDC 597</td>
<td>Workshop in Counselor Education</td>
<td>3</td>
</tr>
<tr>
<td>EDC 598</td>
<td>Workshop in Counselor Education</td>
<td>3</td>
</tr>
<tr>
<td>EDC 630</td>
<td>Systems Concepts &amp; Skills Prof Counselor</td>
<td>3</td>
</tr>
<tr>
<td>PSY 700</td>
<td>Adult Psychopathology</td>
<td>3</td>
</tr>
<tr>
<td>&amp; PSY 701</td>
<td>Child and Adolescent Psychopathology</td>
<td>3</td>
</tr>
</tbody>
</table>

Other counselor education courses

Total Credits Required 12

1 Only courses taken post master’s at WCU will be counted toward required credits.

Certificate in Higher Education Counseling/Student Affairs

College of Education and Social Work

(*Note: As of Fall 2017, this program is no longer accepting new students.)

Core Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDC 530</td>
<td>Introduction to Student Affairs</td>
<td>3</td>
</tr>
<tr>
<td>EDC 531</td>
<td>Theories of American College Student Development</td>
<td>3</td>
</tr>
<tr>
<td>EDC 532</td>
<td>Leadership and Management in Student Affairs</td>
<td>3</td>
</tr>
<tr>
<td>EDC 600</td>
<td>Counseling Internship in Higher Education/Student Affairs</td>
<td>3</td>
</tr>
</tbody>
</table>

Electives

Select 6 semester hours of EDC courses under advisement

Total Credits Required 18

Post-Master’s Certificate in Professional Counselor Licensure Preparation

College of Education and Social Work
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

Philadephia 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 graduate students are held to the academic policies and procedures (http://catalog.wcupa.edu/graduate/academic-policies-procedures) outlined in the graduate catalog. Students are encouraged to review departmental handbooks for program tips, suggested course sequences, and explanations of procedures. 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
Jane M. Tucker (jtucker@wcupa.edu) (2011)
Graduate Coordinator, Criminal Justice
B.A., Valley Forge Christian College; M.S., West Chester University; Ph.D., Temple University

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. Bratina (mbratina@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)
B.S., Pennsylvania State University; J.D., Temple University School of Law
Chris J. Przemieniecki (cprzemieni@wcupa.edu) (2013)
B.A., Wright State University; M.S., Illinois State University; Ph.D., University of North Dakota

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 investigation of the difficult 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 520. 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 520 requirement - Majors only.

CRJ 522. Corporate and Financial Crime. 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 524. Juvenile Law. 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 well as 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. Victimization: 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, innate 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.
### M.S. IN CRIMINAL JUSTICE

#### Curriculum

**Required**
- CRJ 505: Criminological Theory 3
- CRJ 507: CRJ System: Contemporary and Ethical Issues 3
- CRJ 508: Research Design & Data Analysis 3
- CRJ 509: Criminal Jurisprudence 3
- CRJ 600: Proseminar 3

**Optional Thesis**
Select 3 semester hours

**Electives**
Select 12-15 semester hours from the following:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
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<tbody>
<tr>
<td>CRJ 500</td>
<td>Comparative Criminal Justice Systems</td>
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<td>CRJ 503</td>
<td>Criminal Behavior And The Law</td>
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<td>Leadership/Management Strategies for CRJ Professionals</td>
</tr>
<tr>
<td>CRJ 515</td>
<td>Crime Mapping and Analysis</td>
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<td>CRJ 522</td>
<td>Corporate and Financial Crime</td>
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<td>CRJ 524</td>
<td>Juvenile Law</td>
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</table>

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<tr>
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<tr>
<td>CRJ 525</td>
<td>Restorative Justice</td>
</tr>
<tr>
<td>CRJ 526</td>
<td>Contemporary Issues in Law Enforcement</td>
</tr>
<tr>
<td>CRJ 528</td>
<td>Advances in Law Enforcement Technology</td>
</tr>
<tr>
<td>CRJ 530</td>
<td>Advanced Interviewing Skills for CRJ Professionals</td>
</tr>
<tr>
<td>CRJ 545</td>
<td>Criminal Profiling</td>
</tr>
<tr>
<td>CRJ 546</td>
<td>Addiction</td>
</tr>
<tr>
<td>CRJ 555</td>
<td>Topical Seminar in Criminal Justice</td>
</tr>
<tr>
<td>CRJ 560</td>
<td>Applied Legal Studies</td>
</tr>
<tr>
<td>CRJ 565</td>
<td>Victimization: Theory, Research and Practice</td>
</tr>
<tr>
<td>CRJ 566</td>
<td>Contemporary Issues In Corrections</td>
</tr>
<tr>
<td>CRJ 570</td>
<td>Gender, Crime and Justice</td>
</tr>
<tr>
<td>CRJ 575</td>
<td>Bioterrorism, Bio-Crises &amp; Public Health</td>
</tr>
<tr>
<td>CRJ 580</td>
<td>Cyber Crime</td>
</tr>
<tr>
<td>CRJ 582</td>
<td>Controversial Criminal Jurisprudence</td>
</tr>
<tr>
<td>CRJ 599</td>
<td>Independent Studies in Criminal Justice</td>
</tr>
</tbody>
</table>

**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.

### 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. Lamb Kistler (slamb@wcupa.edu), Assistant Chairperson
Dr. DiLucchio (cdilucchio@wcupa.edu), Graduate Coordinator - M.Ed. in Applied Studies in Teaching and Learning
Dr. Prudhoe (cpprudhoe@wcupa.edu), Graduate Coordinator - M.Ed. in Early Childhood Education
Dr. Lucas (llucas@wcupa.edu), Graduate Coordinator - Post-Baccalaureate Teacher Certification Programs

### 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 of Education 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 course work designed to emphasize reflection, collaboration, and classroom-based inquiry.

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’s Programs 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)

Certificates in Early and Middle Grades Education
• 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 the 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.)
4. 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 Early Childhood Education - Program Administrators 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 3.0 on a 4.0 scale. (If the 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 graduate students are held to the academic policies and procedures (http://catalog.wcupa.edu/graduate/academic-policies-procedures) outlined in the graduate catalog. Students are encouraged to review departmental handbooks for program tips, suggested course sequences, and explanations of procedures. When applicable, additional policies for specific department program(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 advisor
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 advisor. 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
Sara Lamb Kistler (slamb@wcupa.edu) (2004)
Assistant Chairperson, Early and Middle Grades Education
B.S., M.A., West Chester University; Ph.D., University of Delaware
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
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B.S., James Madison University; M.S., Widener University; Ed.D., University of Pennsylvania

Associate Professors
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B.A., Lock Haven University; M.Ed., Cabrini College; Ed.D., Immaculata University
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B.S., West Chester University; M.S., Saint Joseph’s University; Ed.D., Temple University
Vicky M. Patton (vpatton@wcupa.edu) (2002)
B.A., M.A., University of Canterbury (New Zealand); Ph.D., Temple University

Assistant Professors
Jade Burris (jburris@wcupa.edu) (2015)
B.S., University of Florida; M.A., University of Florida; M.Ed., University of Florida; Ed.D., University of Delaware
Laura E. Fiorenza (lfiorenza@wcupa.edu) (1991)
B.A. West Chester University; M.Ed. West Chester University
Paul Skilton Sylvester (psylvester@wcupa.edu) (2016)
B.A., Earlham College; M.S., Bank Street College of Education; Ph.D., University of Pennsylvania
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.
Typically offered in Fall & Spring.

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.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECE 505</td>
<td>Families, Communities and Education in a Multicultural Society. 3 Credits.</td>
<td>3</td>
<td>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.</td>
</tr>
<tr>
<td>ECE 506</td>
<td>Curriculum &amp; Assessment I: Birth Through Age Eight. 3 Credits.</td>
<td>3</td>
<td>This course focuses on curriculum development and assessment in Early Childhood Education from Historical, national and cultural perspectives. Typically offered in Fall &amp; Spring.</td>
</tr>
<tr>
<td>ECE 507</td>
<td>Curriculum &amp; Assessment II: Birth Through Age Eight. 3 Credits.</td>
<td>3</td>
<td>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. Typically offered in Fall &amp; Spring.</td>
</tr>
<tr>
<td>ECE 508</td>
<td>Advocacy &amp; Leadership in Early Childhood Education. 3 Credits.</td>
<td>3</td>
<td>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. Typically offered in Fall &amp; Spring.</td>
</tr>
<tr>
<td>ECE 510</td>
<td>Trends and Issues in ECE. 3 Credits.</td>
<td>3</td>
<td>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.</td>
</tr>
<tr>
<td>ECE 511</td>
<td>Integrated Curriculum &amp; Assessment: Birth to Age 8. 3 Credits.</td>
<td>3</td>
<td>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.</td>
</tr>
<tr>
<td>ECE 513</td>
<td>Advocating for Young Children and Families. 3 Credits.</td>
<td>3</td>
<td>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.</td>
</tr>
<tr>
<td>ECE 514</td>
<td>Leadership in ECE. 3 Credits.</td>
<td>3</td>
<td>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.</td>
</tr>
<tr>
<td>ECE 515</td>
<td>Coaching and Supervision in ECE. 3 Credits.</td>
<td>3</td>
<td>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.</td>
</tr>
<tr>
<td>ECE 517</td>
<td>Small Business Management in ECE. 3 Credits.</td>
<td>3</td>
<td>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.</td>
</tr>
<tr>
<td>ECE 550</td>
<td>The Early Childhood Professional as Researcher. 3 Credits.</td>
<td>3</td>
<td>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.</td>
</tr>
<tr>
<td>ECE 598</td>
<td>Workshop in Early Childhood Education. 3 Credits.</td>
<td>3</td>
<td>Workshop in Early Childhood Education. Typically offered in Summer. Repeatable for Credit.</td>
</tr>
<tr>
<td>EDE 532</td>
<td>Teaching-Learning: Theory to Practice. 3 Credits.</td>
<td>3</td>
<td>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 &amp; Summer.</td>
</tr>
<tr>
<td>EDE 543</td>
<td>Creative Expression In The Elem School. 3 Credits.</td>
<td>3</td>
<td>Theories and techniques to promote creative thinking and enhance children’s creative potential in all areas of the school curriculum.</td>
</tr>
<tr>
<td>EDE 551</td>
<td>Child and Adolescent Development I. 3 Credits.</td>
<td>3</td>
<td>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.</td>
</tr>
<tr>
<td>EDE 554</td>
<td>The Reflective Teacher: Examining Cultural Paradigms in the Contemporary Classroom. 3 Credits.</td>
<td>3</td>
<td>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.</td>
</tr>
<tr>
<td>EDE 556</td>
<td>Human Development. 3 Credits.</td>
<td>3</td>
<td>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.</td>
</tr>
<tr>
<td>EDE 563</td>
<td>Teachers as Leaders. 3 Credits.</td>
<td>3</td>
<td>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.</td>
</tr>
<tr>
<td>EDE 571</td>
<td>Educational Change: A Systemic View. 3 Credits.</td>
<td>3</td>
<td>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.</td>
</tr>
<tr>
<td>EDE 586</td>
<td>Workshop: Elementary Curriculum Enrichment. 1-6 Credits.</td>
<td>1-6</td>
<td>Workshop in elementary education. Typically offered in Summer. Repeatable for Credit.</td>
</tr>
<tr>
<td>EDE 589</td>
<td>Workshop in Humanizing Teaching and Learning. 1-6 Credits.</td>
<td>1-6</td>
<td>Workshop in elementary education. Typically offered in Summer. Repeatable for Credit.</td>
</tr>
<tr>
<td>EDE 590</td>
<td>Independent Study. 1-3 Credits.</td>
<td>1-3</td>
<td>Enrollment by permission only; number of credits determined by graduate coordinator. Cross listed courses EDE 590, EGP 590, MGP 590.</td>
</tr>
<tr>
<td>EDE 591</td>
<td>Special Topics in Elementary Education. 1-3 Credits.</td>
<td>1-3</td>
<td>Special topics course in elementary education. Typically offered in Summer. Repeatable for Credit.</td>
</tr>
<tr>
<td>EDE 592</td>
<td>Special Topics in Elementary Education. 1-3 Credits.</td>
<td>1-3</td>
<td>Special topics course in elementary education. Typically offered in Summer. Repeatable for Credit.</td>
</tr>
<tr>
<td>EDE 593</td>
<td>Special Topics in Elementary Education. 1-3 Credits.</td>
<td>1-3</td>
<td>Special topics course in elementary education. Typically offered in Summer. Repeatable for Credit.</td>
</tr>
<tr>
<td>EDE 594</td>
<td>Special Topics in Elementary Education. 1-3 Credits.</td>
<td>1-3</td>
<td>Special topics course in elementary education. Typically offered in Summer. Repeatable for Credit.</td>
</tr>
<tr>
<td>EDE 595</td>
<td>Special Topics in Elementary Education. 1-3 Credits.</td>
<td>1-3</td>
<td>Special topics course in elementary education. Typically offered in Summer. Repeatable for Credit.</td>
</tr>
</tbody>
</table>

DEPARTMENT OF EARLY AND MIDDLE GRADES EDUCATION

WEST CHESTER UNIVERSITY
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.

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.
Normally offered in Spring.

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 field work required. Field Clearances Required.
Pre / Co requisites: EGP 520 requires 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
to Grade 4. National, state and local standards are utilized as frameworks to explore the
course, purpose, content, and interdisciplinary nature of the social studies and health.
Pre / Co requisites: EGP 535 requires 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 and 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 COREQ 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

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.

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.

M.ED. IN EARLY CHILDHOOD EDUCATION - PROGRAM ADMINISTRATORS TRACK

Curriculum
Core Courses
ECE 302 Advanced Child Dev: Prebirth Through Eight Years 3
ECE 304 Play as a Learning Medium 3
ECE 305 Families, Communities and Education in a Multicultural Society 3

Program Administrators Track
ECE 514 Leadership in ECE 3
ECE 517 Small Business Management in ECE 3

Capstone Course
ECE 650 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.

POST-BACCALAUREATE TEACHER CERTIFICATION - PRE-K THROUGH GRADE 4

College of Education and Social Work

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
EDP 553 Assessment for Learning Early Grades 3
EDR 503 Language Arts Pre K-4 3
EDR 513 Reading in Pre K-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 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.

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.

POST-BACCALAUREATE TEACHER CERTIFICATION - GRADE 4 THROUGH GRADE 8

College of Education and Social Work

GROUP I

EDP 501 Young Adolescent/Adolescent Cognition, Development and Learning Theories 1 3
MGP 520 Professional Dimensions of Teaching: Middle Grades 1 3
EDA 542 Foundations of Special Education 3

GROUP II

EDP 554 Assessment for Learning - Middle Grades 3
EDR 518 Language Arts for Grades 4-8 3
EDR 528 Reading in Grades 4-8 3
EDR 538 Literacy Field Experience Grades 4-8 3
EDR 550 Literacy Development for Students w/ Disabilities in Inclusive Classrooms 3
LAN 569 Teaching English Language Learners (ELLs) PK-12 3
MGP 535 Teaching Social Studies Grades 4-8 3
MTE 553 Teaching Children Mathematics I 3
MTE 555 Teaching Children Mathematics II 3
SCE 530 Science Methods for Middle Level 3

GROUP III (Professional Semester) 2

MGP 550 Developmental Field Experience in Inclusive Classrooms 1 3
MGP 551 Student Teaching 1 3-6
MGP 552 Student Teaching 1 3-6

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.

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.

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. Hilliker (jhilliker@wcupa.edu), Chairperson
Dr. Gagne (mgagne@wcupa.edu), Assistant Chairperson
Dr. Bosbyshell (tbosbyshell@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. 132)
Certificate in Earth and Space Sciences
- General Science Teaching Certificate (p. 133)
Accelerated Bachelor's to Master's
- B.S. in Geoscience - Earth Systems Concentration to M.S. in Geoscience (http://catalog.wcupa.edu/undergraduate/sciences-mathematics/geology-astroonomy/geoscience-bs-concentration-earth-systems)
- B.S. in Geoscience - Geology Concentration to M.S. in Geoscience (http://catalog.wcupa.edu/undergraduate/sciences-mathematics/geology-astroonomy/geoscience-bs-concentration-geology)
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.

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 graduate students are held to the academic policies and procedures (http://catalog.wcupa.edu/graduate/academic-policies-procedures) outlined in the graduate catalog. Students are encouraged to review departmental handbooks for program tips, suggested course sequences, and explanations of procedures. When applicable, additional policies for specific department program(s) 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)
Assistant Chairperson, Earth and Space Sciences
B.S., University of Montreal; Ph.D., University of Georgia
Martin Helmke (mhelmke@wcupa.edu) (2005)
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 Leeann Srogi (lsrogi@wcupa.edu) (1991)
B.S., Yale University; Ph.D., University of Pennsylvania

Associate Professors

Howell Bosbyshell (hbosbyshell@wcupa.edu) (2011)
Graduate Coordinator, Earth and Space Sciences
B.S., West Chester University; Ph.D., Bryn Mawr College

Cynthia Hall (chall@wcupa.edu) (2008)
B.S., Howard University; Ph.D., Georgia Institute of Technology

Joby Hilliker (jhilliker@wcupa.edu) (2004)
Chairperson, Earth and Space Sciences
B.S., M.S., Ph.D., Pennsylvania State University

Daria Nikitina (dnikutina@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

Assistant Professor

Yong Hoon Kim (ykim@wcupa.edu) (2016)
B.S., M.S., Seoul National University, Korea; Ph.D., University of South Carolina

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 deformatonal 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.
Typically offered in Fall & Spring.
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 533. 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 constructional 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 ESS101 or ESS102. Repeatable for Credit.

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.
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 Spring.

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 ecosphere 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.

SCE

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

College of the Sciences and Mathematics

Curriculum

Core Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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</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>
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</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>
</tbody>
</table>

ESS 539    | Hydrogeology                               | 3       |
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 myWCU and consult their Graduate Coordinator. For more information, visit wcupa.edu/ DegreeProgressReport.

The following is a suggested course sequence for this program; course 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>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>ESS 521</td>
<td>Geometrics</td>
<td>3</td>
</tr>
<tr>
<td>ESS 547</td>
<td>Earth and Space Science Seminar</td>
<td>1</td>
</tr>
</tbody>
</table>

Select one of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ESS 570</td>
<td>Principles of Meteorology</td>
<td>3</td>
</tr>
<tr>
<td>ESS 5XX</td>
<td>Elective</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credits 7

Semester Two

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ESS 5XX</td>
<td>Elective</td>
<td>3</td>
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</table>

Select one of the following:

<table>
<thead>
<tr>
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<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 536</td>
<td>Environmental Geology</td>
<td>3</td>
</tr>
<tr>
<td>ESS 5XX</td>
<td>Elective</td>
<td>3</td>
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</tbody>
</table>

Total Credits 6

Summer Session I

<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 596</td>
<td>Earth Systems Science</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credits 6

Year Two

Semester Three

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ESS 5XX</td>
<td>Elective</td>
<td>3</td>
</tr>
</tbody>
</table>

Select one of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ESS 570</td>
<td>Principles of Meteorology</td>
<td>3</td>
</tr>
<tr>
<td>ESS 5XX</td>
<td>Elective</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credits 9

Semester Four

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ESS 5XX</td>
<td>Elective</td>
<td>2-3</td>
</tr>
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</table>

Select one of the following:

<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 536</td>
<td>Environmental Geology</td>
<td>3</td>
</tr>
<tr>
<td>ESS 5XX</td>
<td>Elective</td>
<td>3</td>
</tr>
</tbody>
</table>

Present Final Project by first week of May

Total Credits 5-6

Starting: Spring Semester

Year One

Semester One

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ESS 5XX</td>
<td>Elective</td>
<td>3</td>
</tr>
</tbody>
</table>
Select one of the following:  
ESS 530 Principles of Oceanography  
ESS 536 Environmental Geology  
ESS 5xx elective  
Credits 6

**Semester Two**

ESS 521 Geometrics  
ESS 547 Earth and Space Science Seminar  
Select one of the following:  
ESS 570 Principles of Meteorology  
ESS 5xx elective  
Credits 7

**Summer Session I**

ESS 523 Field Geology of Southeastern Pennsylvania  
Credits 3

**Year Two**

**Semester Three**

ESS 5xx Elective  
Select one of the following:  
ESS 530 Principles of Oceanography  
ESS 536 Environmental Geology  
ESS 5xx Elective  
Credits 6

**Semester Four**

ESS 5xx elective  
Select one of the following:  
ESS 570 Principles of Meteorology  
ESS 5xx elective  
Credits 6

**Summer**

ESS 596 Earth Systems Science  
Credits 3

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)

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>BIO 110</td>
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<tr>
<td>BIO 215</td>
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<td>BIO 217</td>
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<td>PHY 130</td>
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<td>PHY 170</td>
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**Education Course(s)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SCE 350</td>
<td>3</td>
</tr>
<tr>
<td>SCE 550</td>
<td></td>
</tr>
</tbody>
</table>

Select course work required by the College of Education  

**Total Credits Required**  
133

**DEPARTMENT OF EDUCATIONAL FOUNDATIONS AND POLICY STUDIES**

*College of Education and Social Work*

902 Wayne Hall  
West Chester University  
West Chester, PA 19383  
610-436-2958

Department of Educational Foundations and Policy Studies (http://www.wcupa.edu/profSecEd)  
Dr. Elmore (jelmore@wcupa.edu), Chairperson  
Dr. Hodes (jhodes@wcupa.edu), Assistant Chairperson and Graduate Coordinator - M.S. in Higher Education Policy and Student Affairs  
Dr. Backer (dbacker@wcupa.edu), Graduate Coordinator - M.S. in Transformative Education and Social Change  
Dr. Morgan (pmorgan@wcupa.edu), Graduate Coordinator - Graduate Certificate of Education for Sustainability  
Dr. Kruger-Ross (mkruger-ross@wcupa.edu), Graduate Coordinator - Graduate Certificate in Educational Technology

**Department Mission**

The ability to function effectively as an educator of young people while navigating this changing world requires that educators cease to be passive objects within their schools and communities and instead become engaged and active leaders. The increasingly oligarchic nature of our society, which is manifested in both public and private power structures, has had a profound effect upon education; control over education comes increasingly from outside local communities and schools. Therefore, now more than ever, educators need to be able to work for change not only in their classrooms, but also in their school, their community, and in society at large if democracy is to be a defining and organizing force within our institutions. To make such a transition, educators need to examine and understand the political, social, and historical structures that affect them and their work. The Department of Educational Foundations and Policy Studies is dedicated to fostering the development of educators with the requisite critical consciousness to act as public intellectuals capable of fostering environments that are more relevant and effective for their students.

**Programs of Study**

The Department of Educational Foundations and Policy Studies currently offers three graduate certificate programs and two master degrees. The graduate certificate programs can be pursued independently or as part of any of the two graduate degree programs.
Master of Education in Secondary Education
This program is being reorganized and is currently no longer accepting new students. Any students already enrolled in this program should refer to their applicable catalog.

M.S. in Transformative Education and Social Change
Dr. Backer (dbacker@wcupa.edu), Coordinator
What has become vividly clear in recent years is that if education is to be truly reclaimed as a public good, if education for democratic citizenship is to be prioritized over mere workforce training, and if our students’ real learning is to take precedence over efficiency-driven standardized curricula and tests, such changes will not be initiated from the top. Such changes will only be generated from the ground up; they must begin with teachers. The Master of Science in Transformative Education and Social Change is primarily aimed at students who are current educators – in schools and/or communities – who seek to examine their profession, and their own practice within it, as well as their work in relation to the society in which they live. Within the context of the action research model, this innovative, interdisciplinary, practitioner-oriented program is designed to provide educators with an opportunity to identify concerns and conduct research that has direct impact on their professional lives, communities, and workplaces.

M.S. in Higher Education Policy and Student Affairs
Dr. Hodes (jhodes@wcupa.edu), Coordinator
Higher Education is ever changing. However, due to budget cuts, rising tuition accompanied by rising student debt, and other sociopolitical challenges to its most fundamental purposes, changes in recent decades have been especially dramatic. Nowhere are these changes felt more profoundly than with students. Support programs, student services, and institutional policies – especially as they relate to issues of equity and access – are struggling to keep up with these changes and meet the needs and wants of the current college student. The Master of Science in Higher Education Policy and Student Affairs seeks to prepare student affairs professionals and higher education policy-makers that can genuinely comprehend, analyze and meet those changing needs – working to assure that institutions of higher learning fulfill their stated missions as welcoming and supportive spaces for all students.

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. Kruger-Ross (mkruger-ross@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.

Programs
Master’s Programs in Educational Foundations and Policy Studies
• M.S. in Transformative Education and Social Change (p. 138)

Certificates in Educational Foundations and Policy Studies
• Secondary Teaching Certificate (p. 138)
• Graduate Certificate in Education for Sustainability (p. 139)
• Gainful Employment Information: Certificate in Education for Sustainability (http://wcupa.edu/gainfulEmployment)
• Graduate Certificate in Educational Technology (p. 138)
• 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. 139) (no longer accepting new students)
• 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 to the Higher Education Policy and Student Affairs Program
Applicants to the Higher Education Policy and Student Affairs graduate program must successfully complete an interview with program/departmental faculty as part of the application process.

Policies
All graduate students are held to the academic policies and procedures (http://catalog.wcupa.edu/graduate-academic-policies-procedures) outlined in the graduate catalog. Students are encouraged to review departmental handbooks for program tips, suggested course sequences, and explanations of procedures. When applicable, additional policies for specific department program(s) may be listed below.

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, Educational Foundations and Policy Studies
B.A., B.S., Kansas Wesleyan University; M.S., Ph.D., Kansas State University
Paul Morgan (pmorgan@wcupa.edu) (1999)
Graduate Coordinator, Educational Foundations and Policy Studies
B.A., University of Illinois; Ph.D., Columbia University
Christian V. Penny (cppenny@wcupa.edu) (2002)
B.S., Lock Haven University; M.Ed., East Stroudsburg University; Ph.D., Pennsylvania State University

Associate Professors
David L. Bolton (dbolton@wcupa.edu) (1991)
B.A., Seminar Marionhoche (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
Selected philosophies and their influence on educational principles and practices in a
EDF 581. Philosophy Of Education. 3 Credits.
Nature and direction of American education, studied through individual and group research.
EDF 520. Comparative Education. 3 Credits.
History of education, integrated with educational philosophy and thought; the long evolution
EDF 511. Foundations of Transformative Education. 3 Credits.
emphasized.
EDF 510. Educational Foundations. 3 Credits.
History of education, integrated with educational philosophy and thought; the long evolution
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.

Assistant Professors
David Backer (dbacker@wcupa.edu) (2016)
B.A., George Washington University; M.S., State University of New
York, Buffalo; M. Phil., Columbia University; Ph.D., Columbia
University, Teachers College
Robert Haworth (rhaworth@wcupa.edu) (2012)
Graduate Coordinator, Policy, Planning, and Administration
B.A., University of Utah; M.A., Ph.D., New Mexico State University
Jacqueline S. Hodes (jhodes@wcupa.edu) (2012)
Graduate Coordinator, Educational Foundations and Policy Studies
Assistant Chairperson, Educational Foundations and Policy Studies
B.A., M.Ed., Ed.D., University of Delaware
Matthew J. Kruger-Ross (mkruger@wcupa.edu) (2016)
Graduate Coordinator, Educational Foundations and Policy Studies
B.S., M.S., NC State University; Ph.D., Simon Fraser 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.
EDF 510. Educational Foundations. 3 Credits.
EDF 580. History Of American Education. 3 Credits.
EDF 581. Philosophy Of Education. 3 Credits.
EDF 582. Seminar In The Hist Of Probs Of Educ. 3 Credits.
EDF 583. The American School As Social Narrative. 3 Credits.
EDF 588. Critical Pedagogy and the Politics of Education. 3 Credits.
EDF 589. Introduction to Critical Action Research. 3 Credits.
EDF 590. Seminar In The Hist Of Probs Of Educ. 3 Credits.
EDF 591. Introduction to Critical Action Research. 3 Credits.
EDF 592. Seminar In The Hist Of Probs Of Educ. 3 Credits.
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EDF 596. Seminar In The Hist Of Probs Of Educ. 3 Credits.
EDF 597. Seminar In The Hist Of Probs Of Educ. 3 Credits.
EDF 598. Seminar In The Hist Of Probs Of Educ. 3 Credits.
EDF 599. Seminar In The Hist Of Probs Of Educ. 3 Credits.
EDH
EDH 500. Historical and Philosophical Foundations of Higher Education. 3 Credits.
EDH 510. Historical and Philosophical Foundations of Higher Education. 3 Credits.
EDH 515. Theories of College Student Identity Development. 3 Credits.
DEPARTMENT OF EDUCATIONAL FOUNDATIONS AND POLICY STUDIES  

EDH 520. Resource Management and Economic Policy in Higher Education. 3 Credits.
This course is designed to assist current and future student affairs/higher education professionals in exploring the basic concepts of resource development and economic policy development in higher education. Topics will include fundraising, development, simple budget management, alumni relations, human resources and an overview of internal grant proposal writing. The course will examine sources of funding including fees, budgetary allocations, alumni, foundations, corporations, major gift donors, etc.
Typically offered in Spring.

EDH 530. Internship I: Advising and Supporting Students. 3 Credits.
This field experience course requires that the student spend 250 hours of supervised practice in a student affairs or student services office. This course will also focus on the basic interpersonal skills necessary for successful student affairs educators and higher education professionals. Topics to be discussed include: individual advising and helping skills, crisis management skills, referral skills, dealing with difficult students and other stakeholders, group and organizational intervention.
Pre / Co requisites: EDH 530 requires prerequisites of EDF 591 and EDH 500 and prerequisites or co-requisites of EDH 510 and EDH 515.
Consent: Permission of the Department required to add.
Typically offered in Spring.

EDH 535. Law, Policy and Equity in Higher Education. 3 Credits.
This course explores current and emerging legal issues in higher education and student affairs. Laws and policies such as due process, free speech, discrimination and social equity, Title IX, liability issues, personnel decisions, contract negotiations, affirmative action and other legal/policy topics of importance to higher education practitioners and student affairs educators will be discussed.
Typically offered in Fall.

EDH 540. Transformative Leadership in Higher Education. 3 Credits.
This course is designed to prepare the student as an educational leader in higher education and student affairs. In this course students will review the policy implications that affect social, interpersonal, and academic success of college students. Students will learn how to make high impact decisions in an ever changing, challenging and political environment while focused on student access, retention, completion and excellence.
Typically offered in Spring.

EDH 545. Issues of Power and Privilege in Higher Education and Student Affairs. 3 Credits.
This course will explore issues of power and privilege in American higher education in relation to program and policy development. Students will develop the knowledge, skills and abilities needed to become culturally competent educators and practitioners in higher education. Students will understand the importance of advocating for policies and practices that result in creating and sustaining an inclusive campus community.
Typically offered in Fall.

EDH 555. Program Development and Evaluation in Higher Education. 3 Credits.
This course provides an introduction to program development, evaluation and assessment in higher education and student affairs. Students will learn how to create, implement, evaluate and assess small and large-scale programs. Student will learn how to create and utilize needs assessment, satisfaction surveys, benchmarking, student learning outcomes and outcomes assessment, higher education data sets and program evaluation.
Typically offered in Spring.

EDH 560. Internship II: Current Issues and Systems. 3 Credits.
This field experience course requires that the student spend 250 hours of supervised practice in a student affairs or student services office. This course will also focus on analyzing current issues in higher education and the impact of policies and procedures on programs and services.
Pre / Co requisites: EDH 560 requires a prerequisite of EDH 530 and a prerequisite or co-requirement of EDH 535.
Consent: Permission of the Department required to add.
Typically offered in Spring.

EDO

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 555. The Sustainable Campus. 3 Credits.
This course will provide future student affairs educators and higher education practitioners with an overview on sustainability as it relates to college and university campuses. Students will examine topics such as campus ecology, and environmental, human and economic sustainability. Student will learn how to develop and implement programs, plans and policies to create a more sustainable campus now and for the future.
Typically offered in Fall.

EDO 598. Workshop In Environmental Education. 3 Credits.
Contact department for more information about this course.

EDP

EDP 501. Young Adolescent/Adolescent Cognition, Development and Learning Theories. 3 Credits.
This course is a study of the physical, personal, social and emotional development of early through late adolescence in the context of classroom teaching; it also examines selected learning theories. There is a field component.

EDP 531. Principles Of Educational Testing. 3 Credits.
Contact department for more information about this course.

EDP 550. Advanced Educational Psychology. 3 Credits.
Processes by which skills, understanding, concepts, and ideas are acquired; teaching practices in relation to basic research concerning learning; similarities and differences in theories of learning.

EDP 553. Assessment for Learning Early Grades. 3 Credits.
This course is designed to provide students the knowledge and skills to use multiple developmentally appropriate assessments (authentic, screening, diagnostic, formative, and summative) to guide instruction related to standards, to monitor results of intervention and their implications for instruction for all students, and report assessment results.
Pre / Co requisites: EDP 553 requires a prerequisite of EGP 520.

EDP 554. Assessment for Learning- Middle Grades. 3 Credits.
This course is designed to provide middle grade candidates the knowledge and skills to use multiple developmentally appropriate assessments (authentic, screening, diagnostic, formative, and summative) to guide instruction related to standards, to monitor results of interventions and their implications for instruction for all students, and report assessment results.
Pre / Co requisites: EDP 554 requires prerequisite of MGP 520, EDP 501, EDA 542; field clearances.

EDP 569. Adolescent Development & Learning. 3 Credits.
Mental, physical, emotional, and social development and behavior of the adolescent with emphasis on various types of learning. Case studies are used.

EDP 570. Cognition and Transformation. 3 Credits.
A course in helping students understand theories of learning as they relate to the pre-k through high school learner as well as the cognitive and social development of the learner. The goal of the course is to understand the student’s cognitive and social needs within the framework of his or her education and social contexts and to empower the student to create educational and social change.

EDS

EDS 502. Curriculum Development in a Diverse Society. 3 Credits.
This course is designed to improve candidates’ skills as instructional designers within a diverse society. Within this course students will design an educational program/curriculum that will result in a positive impact on a specific thematic concern.
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 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 504. 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 technologies.
Distance education offering may be available.

EDT 510. 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. Important, 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 negative effects of technology upon the schools and students will be explored, as well as general 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 510 requires Prerequisite of EDT 508.

EDT 514. 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 525. Applications and Implications of Technology in Higher Education. 3 Credits.
This course will explore the application and impact of technology in higher education and student affairs. Students will examine the impact of technology on program development, policy development and individual student development/learning. Students will also learn how to integrate technology into their work as student affairs educators and higher education practitioners.
Typically offered in Fall.

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.

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.
Typically offered in Fall & Spring.

EEE 504. The 21st Century Educator Internship. 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.
Research project, reports, readings in educational research.
Contact department for more information about this course.

M.S. IN HIGHER EDUCATION POLICY AND STUDENT AFFAIRS

College of Education and Social Work
### Curriculum

#### Core Requirements

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDF 591</td>
<td>Introduction to Critical Action Research</td>
<td>3</td>
</tr>
<tr>
<td>EDH 500</td>
<td>Introduction to Higher Education Policy and Student Affairs</td>
<td>3</td>
</tr>
<tr>
<td>EDH 510</td>
<td>Historical and Philosophical Foundations of Higher Education</td>
<td>3</td>
</tr>
<tr>
<td>EDH 515</td>
<td>Theories of College Student Identity Development</td>
<td>3</td>
</tr>
<tr>
<td>EDH 520</td>
<td>Resource Management and Economic Policy in Higher Education</td>
<td>3</td>
</tr>
<tr>
<td>EDT 525</td>
<td>Applications and Implications of Technology in Higher Education</td>
<td>3</td>
</tr>
<tr>
<td>EDH 535</td>
<td>Law, Policy and Equity in Higher Education</td>
<td>3</td>
</tr>
<tr>
<td>EDH 540</td>
<td>Transformative Leadership in Higher Education</td>
<td>3</td>
</tr>
<tr>
<td>EDH 545</td>
<td>Issues of Power and Privilege in Higher Education and Student Affairs</td>
<td>3</td>
</tr>
<tr>
<td>EDO 555</td>
<td>The Sustainable Campus</td>
<td>3</td>
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</tbody>
</table>

#### Field Experience

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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</tr>
</thead>
<tbody>
<tr>
<td>EDH 530</td>
<td>Internship I: Advising and Supporting Students</td>
<td>3</td>
</tr>
<tr>
<td>EDH 560</td>
<td>Internship II: Current Issues and Systems</td>
<td>3</td>
</tr>
</tbody>
</table>

#### Thesis

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDF 595</td>
<td>Critical Action Research Thesis Project</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total Minimum Credits Required**: 42

### 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 TRANSFORMATIVE EDUCATION AND SOCIAL CHANGE

**College of Education and Social Work**

#### Curriculum

**Programmatic Core: Pre-Candidacy**

<table>
<thead>
<tr>
<th>Course Code</th>
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</tr>
</thead>
<tbody>
<tr>
<td>EDF 591</td>
<td>Introduction to Critical Action Research</td>
<td>3</td>
</tr>
<tr>
<td>EDF 511</td>
<td>Foundations of Transformative Education</td>
<td>3</td>
</tr>
<tr>
<td>EDP 570</td>
<td>Cognition and Transformation</td>
<td>3</td>
</tr>
<tr>
<td>EDT 511</td>
<td>Social and Cultural Implications of Educational Technology</td>
<td>3</td>
</tr>
</tbody>
</table>

**Programmatic Core: Candidacy**

These courses will be taken upon completion of all pre-candidacy coursework.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>EDF 588</td>
<td>Critical Pedagogy and the Politics of Education</td>
<td>3</td>
</tr>
<tr>
<td>EDF 580</td>
<td>History of American Education</td>
<td>3</td>
</tr>
</tbody>
</table>

**Focused Inquiry Electives**

A faculty advisor possessing expertise in the student’s thematic concern must approve the selection of the four focused inquiry electives. The courses chosen for the focused inquiry should assist the student in understanding and addressing the thematic concern, which was chosen and investigated within the Pre-Candidacy Phase, so that the courses help the student in fleshing out the problem and identifying potential solutions. The focused inquiry sequence does not need to be selected from a single content area, but may straddle many different areas; possibly from across the university.

**Curriculum and Thesis Development**

These courses should be taken concurrently upon completion of all other coursework.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDF 593</td>
<td>Transformative Curriculum Theory and Evaluation</td>
<td>3</td>
</tr>
<tr>
<td>EDF 595</td>
<td>Critical Action Research Thesis Project</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total Minimum 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.

#### SECONDARY TEACHING CERTIFICATE

**College of Education and Social Work**

The Department of Educational Foundations and Policy Studies 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. 73).”)

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:**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDA 511</td>
<td>Inclusion &amp; Collaboration</td>
<td>3</td>
</tr>
<tr>
<td>EDF 589</td>
<td>Sociological Foundations Of Education</td>
<td>3</td>
</tr>
<tr>
<td>EDP 531</td>
<td>Principles Of Educational Testing</td>
<td>3</td>
</tr>
<tr>
<td>EDP 550</td>
<td>Advanced Educational Psychology</td>
<td>3</td>
</tr>
<tr>
<td>EDH 505</td>
<td>Field Experience For Secondary Teachers</td>
<td>3</td>
</tr>
<tr>
<td>EDR 515</td>
<td>Teaching Reading with Child's and Adolescent's Lit</td>
<td>3</td>
</tr>
<tr>
<td>EDT 500</td>
<td>Integrating Ed Tech For Effective Instruction</td>
<td>3</td>
</tr>
<tr>
<td>LAN 586</td>
<td>Teaching ELLs PK-12</td>
<td>3</td>
</tr>
</tbody>
</table>

Select a subject area methods course

**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.

### GRADUATE CERTIFICATE IN EDUCATIONAL TECHNOLOGY

**College of Education and Social Work**

#### Required

<table>
<thead>
<tr>
<th>Course Code</th>
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<tbody>
<tr>
<td>EDT 500</td>
<td>Integrating Ed Tech For Effective Instruction</td>
<td>3</td>
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<td>EDT 510</td>
<td>Instructional Design with Emerging Technology</td>
<td>3</td>
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<tr>
<td>EDT 517</td>
<td>Technology and Universal Design for Learning</td>
<td>3</td>
</tr>
<tr>
<td>EDT 530</td>
<td>Digital Media Production and Storytelling</td>
<td>3</td>
</tr>
<tr>
<td>EDT 540</td>
<td>Teaching and Learning Online</td>
<td>3</td>
</tr>
</tbody>
</table>
Master's Programs in English

- M.A. in English - Literature Track (p. 145)
- M.A. in English - Creative Writing Track (p. 145)
- M.A. in English - Writing, Teaching, and Criticism Track (p. 146)

Certificates in English

- Certificate in Publishing (p. 148)
- Gainful employment information: Certificate in Publishing (http://wcupa.edu/gainfulEmployment)
• Secondary English Certification Option (p. 148)

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. Résumé
6. Two letters of recommendation

*Inquiries should be directed to Dr. Eleanor F. Shevlin (eshevlin@wcupa.edu).

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 graduate students are held to the academic policies and procedures (http://catalog.wcupa.edu/graduate/academic-policies-procedures) outlined in the graduate catalog. Students are encouraged to review departmental handbooks for program tips, suggested course sequences, and explanations of procedures. 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
Kim Suzanne Bridgford (kbridgford@wcupa.edu) (2010)
B.A., University of Iowa; A.M., Ph.D., University of Illinois
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
Jane E. Jeffrey (jeffrey@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. Malathy (pomalathy@wcupa.edu) (1991)
B.A., Thomas Polytechnic, M.A., Ph.D., Sussex University
Cherise Pollard (cpollard@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; M.A., University of Illinois; Ph.D., University of Illinois at Urbana-Champaign
Eleanor F. Shevlin (eshevlin@wcupa.edu) (2001)
Graduate Coordinator, English
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 Sorasio (csorasio@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 (cwanko@wcupa.edu) (1993)
B.A., New York University; M.A., Ph.D., Pennsylvania State University

Associate Professors

Margaret Ervin (mervin@wcupa.edu) (2003)
Director, Writing Center
B.A., Harvard University; Ph.D., University at Albany, State University of New York
Ayan Gangopadhyay (agangopadhy@wcupa.edu) (2010)
B.A., University of Calcutta (India); M.A., Jadavpur University, Calcutta; Ph.D., University of California, Los Angeles
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
Erin Hurt (ehurt@wcupa.edu) (2010)
Assistant Chairperson, English
B.A., University of North Texas; M.A., Ph.D., University of Texas at Austin
Assistant Professors

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

Rachel Banner (rbanner@wcupa.edu) (2013)
B.A., Oakland University; M.A., Ph.D., University of Pennsylvania

Charles R. Bauerlein (cbauerlein@wcupa.edu) (1988)
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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 both to familiarize publishing certificate and graduate students with the components of contemporary publishing and to afford them the opportunity to gain hands-on experience in proofreading and copyediting.
Distance education offering may be available.
Typically offered in Spring & Summer.

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.
Typically offered in Fall & Spring.

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. Literature Seminar. 3 Credits.
Contact department for more information about this course.
Typically offered in Fall & Spring.
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.
Typically offered in Fall & Spring.

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. British Literature and Culture of the Long Eighteenth Century. 3 Credits.
Covering the period from the Restoration through the beginnings of Romanticism, this course is a variable-topics offering. It may examine a particular genre such as the novel, drama, non-fiction prose, or poetry; study generic development overall; or be organized on a theme, such as crime and punishment, order and disorder, material culture, liberty and property, gender and sexuality, fame and fortune, transatlantic exchange, media transformations, or city vs. country. Research, criticism, and work with primary texts will be assigned.
Typically offered in Fall, Spring & Summer.

ENG 531. 18th Century British Novel. 3 Credits.

ENG 534. Victorian Poetry. 3 Credits.
A study of Tennyson, Browning, Arnold, Hopkins, Swinburne, and Hardy.
Typically offered in Fall & Spring.

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.
Typically offered in Fall & Spring.

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.
Typically offered in Fall & Spring.
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 549. 19th Century American Literature. 3 Credits.
An investigation of 19th-century literature and its cultural context. For example, Romantic writers and reform movements, realism and reconstruction. Typically offered in Fall & Spring.

ENG 550. History, Form, & Ideology. 3 Credits.
Study of critical approaches to literary texts that focus on the relationship between literary form and society and the involvement of representation in shaping subjectivity.

ENG 552. 20th Century Native American Literature. 3 Credits.
This course investigates the Native American novel and the struggle of Native Americans for self representation.

ENG 554. Seminar In American Literature. 3 Credits.
One or more major prose writers and literary movements from 1900 to the present.

ENG 560. Locating Literature. 3 Credits.
Study of critical approaches to literary texts that focus on the historical construction of literary value, canonicity, and norms of reading, including the idea of national literature and cross-cultural approaches to literature (postcolonial, transnational, multiethnic).

ENG 562. Modern Afro-American Literature. 3 Credits.
An intensive study in themes and trends in modern African-American literature.

ENG 564. Seminar In American Literature. 3 Credits.
Contact department for more information about this course. Distance education offering may be available. Repeatable for Credit.

ENG 565. Comparative Literature. 3 Credits.
Contact department for more information about this course. Repeatable for Credit.

ENG 566. Comparative Literature: The Greek Myths. 3 Credits.
Contact department for more information about this course.

ENG 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, TESOL through the content areas, linguistics, second language acquisition, the integration 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.

ENG 570. Feminist Film. 3 Credits.
This course covers the diverse genres of feminist film, exposes students to feminist film theory, and enables students to interpret feminist aesthetic practice.

ENG 571. Colonialism and the 20th Century Novel. 3 Credits.
An examination of the relationship of the colonialist theme and modernist techniques in the novel.

ENG 573. Literature Of The Holocaust. 3 Credits.
Contact department for more information about this course.

ENG 575. Structure Of Modern English. 3 Credits.
Contact department for more information about this course.

ENG 576. Curriculum and Materials for TESL. 3 Credits.
Application of second language learning principles for the analysis, development, and implementation of ESL materials, learner assessment instruments, and curriculum. Pre / Co requisites: ENG 576 requires prerequisite of LIN 501. Distance education offering may be available. Typically offered in Fall.

ENG 577. History of the English Language. 3 Credits.
Review of the major influences on the development of the English language. Pre / Co requisites: ENG 577 requires prerequisites of LIN 501 or LIN 503.

ENG 578. Modern English. 3 Credits.
Contact department for more information about this course.

ENG 579. History & Dialects Of American English. 3 Credits.

ENG 580. English Language Workshop. 1-4 Credits.
Contact department for more information about this course. Repeatable for Credit.

ENG 581. Teaching Reading And Writing To Esl Stds. 3 Credits.
ESL/second language reading and writing research and theory; connections to first language/literacy 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.

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 it. 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.

PWP

PWP 501. Workshop: The Writing Process. 1 Credit.
A practical introduction to the writing process approach to teaching writing. Typically offered in Fall & Spring. 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. 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. 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. 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.

PWP 511. Writing Assessment. 3 Credits.
Large-scale and classroom writing assessment; implications for writing instruction.

PWP 512. Teacher-Research Seminar. 3 Credits.
Individual research projects for classroom studies of teaching, learning, and literacy. Repeatable for Credit.

PWP 513. PCRP2 Seminar: Writing/Thinking Across Curriculum. 3 Credits.
Critical exploration of Pennsylvania state curriculum framework for language and learning. Repeatable for Credit.

PWP 520. Teaching Literature. 3 Credits.
Focus on instructional practices that reflect current theories and approaches to classroom use of literature. K-12. Repeatable for Credit.
PWP 521. Seminar in Teaching Literature. 3 Credits.
Intensive study to develop advanced skills in teaching literature.
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.
Typically offered in Summer.
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.
Repeatable for Credit.

M.A. IN ENGLISH - CREATIVE WRITING TRACK

College of Arts and Humanities

Curriculum

Required Core Courses for all English MA Students
ENG 500  The Discipline of English Studies 3
ENG 501  Critical Theory 3

Required Courses for Creative Writing Track
Four Writing Workshops 12
Students 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
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
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.

The following is a suggested course sequence for this program; course offerings and availability are not guaranteed. Students should consult their academic advisor with any questions.

Year One
Fall Credits
ENG 500  The Discipline of English Studies 3

Spring Credits
ENG 501  Critical Theory 3
ENG 614  Capstone Writing and Research Seminar 3
ENG 620  M.A. Essay 3

Year Two
Fall Credits
ENG 501  Critical Theory 3
ENG 614  Capstone Writing and Research Seminar 3
ENG 620  M.A. Essay 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.

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.
ENG 500 and ENG 501 are to be taken before the completion of 12 semester hours of graduate course work in English. ENG 614 is to be taken before ENG 620.

**Total Credits Required**

36

### Non-Thesis Option

#### Required Core Courses for all English MA Students

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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</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>
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</tbody>
</table>

#### Required Courses for Literature Track, Non-Thesis Option

<table>
<thead>
<tr>
<th>Semester</th>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall</td>
<td>ENG 500, ENG 501</td>
<td>History, Form, &amp; Ideology, Locating Literature</td>
</tr>
<tr>
<td>Fall</td>
<td>ENG XXX</td>
<td>Course in literature before 1660 or ENG elective (see advising sheet/handbook)</td>
</tr>
<tr>
<td>Spring</td>
<td>ENG 614</td>
<td>Capstone Writing and Research Seminar</td>
</tr>
</tbody>
</table>

#### 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

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
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<tbody>
<tr>
<td>ENG 614</td>
<td>Capstone Writing and Research Seminar</td>
</tr>
</tbody>
</table>

### 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**

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### 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/GraduateStudents.

The following is a suggested course sequence for this program; course offerings and availability are not guaranteed. Students should consult their academic advisor with any questions.

#### Thesis Option

**Year One**

<table>
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<tr>
<th>Semester</th>
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<tr>
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<td>Fall</td>
<td>ENG XXX</td>
<td>Course in literature before 1660 or ENG elective (see advising sheet/handbook)</td>
</tr>
</tbody>
</table>

**Credits**

9

<table>
<thead>
<tr>
<th>Semester</th>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spring</td>
<td>ENG 501</td>
<td>Critical Theory</td>
</tr>
<tr>
<td>Spring</td>
<td>ENG 560</td>
<td>Locating Literature</td>
</tr>
</tbody>
</table>

**Total Credits Required**

36

**Year Two**

<table>
<thead>
<tr>
<th>Semester</th>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall</td>
<td>ENG 614</td>
<td>Capstone Writing and Research Seminar</td>
</tr>
<tr>
<td>Fall</td>
<td>ENG XXX</td>
<td>Course in literature between 1900 and the present</td>
</tr>
<tr>
<td>Fall</td>
<td>ENG Elective (see advising sheet/handbook)</td>
<td></td>
</tr>
</tbody>
</table>

**Credits**

9

<table>
<thead>
<tr>
<th>Semester</th>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spring</td>
<td>ENG XXX</td>
<td>Course in American literature or ENG elective (see advising sheet/handbook)</td>
</tr>
<tr>
<td>Spring</td>
<td>ENG XXX</td>
<td>Non-canonical course or ENG elective (see advising sheet/handbook)</td>
</tr>
</tbody>
</table>

**Credits**

3

1 Courses that satisfy other requirements can be used to fulfill this requirement, and then this slot can be fulfilled by an elective.

### M.A. IN ENGLISH - WRITING, TEACHING, AND CRITICISM TRACK

#### Curriculum

#### Thesis Option

#### Required Core Courses for all English MA Students

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 500</td>
<td>The Discipline of English Studies</td>
</tr>
<tr>
<td>ENG 501</td>
<td>Critical Theory</td>
</tr>
</tbody>
</table>

#### Required Courses for WTC Track, Thesis Option

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 500, ENG 501</td>
<td>History, Form, Ideology</td>
</tr>
<tr>
<td>ENG XXX</td>
<td>Course in American literature or ENG elective (see advising sheet/handbook)</td>
</tr>
</tbody>
</table>

**Credits**

9

1 Courses that satisfy other requirements can be used to fulfill this requirement, and then this slot can be fulfilled by an elective.
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 following areas:
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 underrepresented 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

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; course offerings and availability are not guaranteed. Students should consult their academic advisor with any questions.

Thesis Option

Year One

Fall  Credits
ENG 500  The Discipline of English Studies  3
PWP 502  Strategies for Teaching Writing  3
ENG 550  History, Form, Ideology  3
ENG 616  Research Methods for Writing, Teaching and Criticism  3

Credits 9

Spring
ENG 501  Critical Theory  3
ENG 506  Critical Pedagogies Literature  3
ENG 550  History, Form, Ideology  3
ENG 560  Locating Literature  3

Credits 9

Year Two

Fall
ENG XXX  Either Comp/Rhet, PWP, or lit (see advising sheet/handbook)  3
ENG or PWP Elective (see advising sheet/handbook)  3
ENG 550  History, Form, Ideology  3
PWP 502  Strategies for Teaching Writing  3
ENG XXX  (noncanonical)  3

Credits 9

Spring
ENG 620  M.A. Essay  3
ENG XXX  Either Comp/Rhet, PWP, or lit (see advising sheet/handbook)  3
ENG 560  Locating Literature  3
ENG or PWP Elective (see advising sheet/handbook)  3

Credits 9

Courses that satisfy other requirements can be used to fulfill this requirement, and then this slot can be fulfilled by an elective.
Note: No more than 12 credits (including the PWP courses described above) may be taken in courses taught by PAWLP master-teachers.

Non-Thesis Option

Year One

<table>
<thead>
<tr>
<th>Fall</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 500 (offered every fall) The Discipline of English Studies</td>
<td>3</td>
</tr>
<tr>
<td>PWP 502 Strategies for Teaching Writing</td>
<td>3</td>
</tr>
<tr>
<td>ENG 550 (offered every spring; or take ENG 560 in spring)</td>
<td>3</td>
</tr>
<tr>
<td>or ENG XXX Either Comp/Rhet, PWP, or lit (see advising sheet/handbook)</td>
<td></td>
</tr>
</tbody>
</table>

| Credits | 9 |

Spring

| ENG 501 (offered every spring) Critical Theory                      | 3       |
| ENG 506 Critical Pedagogies Literature                              | 3       |
| ENG 560 (offered every spring; or take ENG 550 in fall)             | 3       |
| or ENG or PWP Elective (see advising sheet/handbook)                |         |

| Credits | 9 |

Year Two

<table>
<thead>
<tr>
<th>Fall</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 614 (offered every fall) Capstone Writing and Research Seminar</td>
<td>3</td>
</tr>
<tr>
<td>ENG XXX Either Comp/Rhet, PWP, or lit (see advising sheet/handbook)</td>
<td>3</td>
</tr>
<tr>
<td>ENG or PWP Elective (see advising sheet/handbook)</td>
<td>3</td>
</tr>
</tbody>
</table>

| Credits | 9 |

Spring

| ENG 616 Research Methods for Writing, Teaching and Criticism        | 3       |
| ENG or PWP Elective (see advising sheet/handbook)                   | 3       |
| ENG XXX (Non-canonical course)                                     | 3       |
| or ENG or PWP Elective (see advising sheet/handbook)                |         |

| Credits | 9 |

1 Courses that satisfy other requirements can be used to fulfill this requirement, and then this slot can be fulfilled by an elective.

Note: No more than 12 credits (including the PWP courses described above) may be taken in courses taught by PAWLP master-teachers.

CERTIFICATE IN PUBLISHING

College of Arts and Humanities

Foundation

| ENG 503 Manuscript, Print, and Digital Cultures                     | 3       |

Business Requirement

| Choose one of the following:                                        | 3       |
| MBA 604 Components of Effective Leadership                          |         |
| MBA 606 Innovation and Marketing Strategy                           |         |
| MBA 610 Law and Ethics in the Business Environment                  |         |
| MBA 611 Entrepreneurship and New Venture Creation                   |         |

Production/Design Requirement

| ART 315 Introduction to Letterpress                               | 3       |

Editing/English Requirement

| Choose one of the following:                                       | 3       |
| ENG 504 Methods & Materials Of Publishing                          |         |

| ENG 615 Special Topics                                             | 3       |

Elective

Choose another course from either the Business or Editing/English options above.

Internship/Capstone Requirement

| ENG 516 Publishing and Media Internship                            | 3       |

Total Minimum Credits Required

| 18 |

SECONDARY ENGLISH CERTIFICATION OPTION

College of Arts and Humanities

Required Courses

Select two of the following linguistics courses:

| ENG 230 Introduction to Linguistics                                | 3       |
| LIN 501 Introduction to Linguistics                                |         |
| ENG 331 Structure of Modern English                               |         |
| ENG 575 Structure Of Modern English                               |         |

Complete the following advanced method courses:

| ENG 390 Teaching English in Secondary Schools                      | 3       |
| ENG 392 Writing and Teaching Writing Secondary English             | 3       |

Advanced English Courses

Select one course in literary theory (e.g., ENG 296 or ENG 501)        | 3 |
Select one course in British literature                              |         |
Select one course in American literature                             |         |
Select one course in world literature                                |         |
Select one course in literature for young adults (e.g., LIT 398 or ENG 593; prereq: literary theory) | 3 |
Select a course that theorizes teaching (e.g., ENG 506, ENG 595, ENG 596, ENG 600, ENG 671) | 3 |
Select one course in reading texts rhetorically ("The Rhetoric[s] of...") | 3 |
Select one composition and rhetoric elective                         |         |
Select one English elective                                          |         |

Total Credits Required

| 36 |

1 "Advanced" means courses determined to be upper-level undergraduate or graduate courses. At West Chester, the courses that qualify are numbered in the 300s, 400s, 500s, or 600s.

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 Educational Foundations and Policy Studies 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
506 Business and Public Management Center
50 Sharpless Street
West Chester, PA 19383
610-436-2343
Fax: 610-436-2889
Department of Geography and Planning (http://www.wcupa.edu/geography-planning)
Dr. Ives-Dewey (divesdewey@wcupa.edu), Chairperson and Coordinator of Graduate Certificate Programs
Dr. Katirai (mkatirai@wcupa.edu), Graduate Coordinator – Master of Urban and Regional Planning; M.S. in Geography

Programs of Study
The Department offers two graduate degrees: a Master of Science in Geography and a Master of Urban and Regional Planning. The Master of Science in Geography is designed to develop skills and expertise in areas such as geospatial analysis, 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 Master of Urban and Regional Planning is a professional degree designed to prepare students for careers as professional planners or in related fields. The program is designed to develop skills and expertise in land use planning, economic development planning, and environmental planning. Geospatial analysis and techniques are integrated throughout the program. Students develop analytical and communication skills essential to a career in planning.

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. 234).

Programs

Master’s Programs in Geography and Planning
• M.S. in Geography (p. 151)
• Master of Urban and Regional Planning (p. 151)

Certificates in Geography and Planning
• Urban and Regional Planning (p. 152)
  • Gainful Employment Information: Certificate in Urban and Regional Planning (http://wcupa.edu/gainfulEmployment)
• Geographic Information Systems (p. 152)
  • Gainful Employment Information: Certificate in Geographic Information Systems (GIS) (http://wcupa.edu/gainfulEmployment)

Accelerated Bachelor’s to Master’s
• B.A. in Geography to M.S. in Geography (http://catalog.wcupa.edu/undergraduate/business-public-management/geography-planning/geography-ba)

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 M.S. 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 Science degree program in geography, the geography courses taken for the certificate programs can be counted towards the degree.

Policies
All graduate students are held to the academic policies and procedures (http://catalog.wcupa.edu/graduate/academic-policies-procedures) outlined in the graduate catalog. Students are encouraged to review departmental handbooks for program tips, suggested course sequences, and explanations of procedures. When applicable, additional policies for specific department program(s) may be listed below.

Faculty

Professors
Joy Fritschle (jfritschle@wcupa.edu) (2007)
B.A., Humboldt State University; M.S., University of Memphis; Ph.D., University of Wisconsin–Madison
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., Carnegie Mellon University; Ph.D., Texas A&M University
Matin Katirai (mkatirai@wcupa.edu) (2009)
Graduate Coordinator, Geography and Planning
Courses

GEO

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 509. Quantitative Methods in Planning/Geography. 3 Credits.
Fundamental statistics, methods, and techniques applied to geographic research and decision making, such as urban and regional planning. Typically offered in Spring.

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 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 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 557. 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 558. 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.

Assistant Professor

Megan L. Heckt (mheckert@wcupa.edu) (2014)
B.S., Brown University; M.A., Ph.D., Temple University
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.

PLN

PLN 505. Planning Design (Studio A). 3 Credits.
Selected experiences designed to assist the student (either as an individual or as a member of a group) to understand the fundamental knowledge and technical skills used by urban planners to research, analyze, create and implement plans and projects in the built environment. Typically offered in Fall.
Repeatable for Credit.

PLN 508. Qualitative Methods and Community Engagement Techniques. 3 Credits.
This course focuses on qualitative methods and citizen engagement techniques in the planning process. Topics include citizen participation, social justice, governance and working with under-represented populations. Students learn how to apply and analyze a range of qualitative techniques including community surveys, key person interviews, and focus groups. Students learn how to structure a public meeting and about techniques planners use to bring meaningful and representative citizen participation into community decision-making. Typically offered in Spring.

PLN 525. Planning History, Theory and Ethics. 3 Credits.
This course examines current planning theories including comprehensive, incremental, advocacy, equity, radical, communicative and just city approaches to planning. The course will examine several facets of planning theory including the role of planning within a democratic society, how planning influences society and society values, new directions within the field, and finally the relationship between planning theory and planning practice. As a result, it will enable students to critically examine the purpose and contribution of planning within society as well as the role of the planner including the issue of planning ethics, professional standards and conduct. Typically offered in Fall.

PLN 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.

PLN 605. Planning Design (Studio B). 3 Credits.
Selected experiences designed to assist the student (either as an individual or as a member of a group) in developing proficiency in applied planning techniques including site analysis and development design. Pre / Co requisites: PLN 605 requires a prerequisite of PLN 505. Typically offered in Spring. Repeatable for Credit.

M.S. IN GEOGRAPHY

M.S. IN GEOGRAPHY

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.

The following is a suggested course sequence for this program; course offerings and availability are not guaranteed. Students should consult their academic advisor with any questions.

MASTER OF URBAN AND REGIONAL PLANNING

Curriculum

Core Courses 27
PLN 508 Qualitative Methods and Community Engagement Techniques 3
GEO 509 Quantitative Methods in Planning/Geography 3
GEO 521 Suburbanization and Land Development 3
PLN 525 Planning History, Theory and Ethics 3
GEO 527 Planning Law and Organization 3
GEO 534 Geographic Information Systems 3
PLN 536 Environmental Planning 3
PLN 505 Planning Design (Studio A) 3
PLN 605 Planning Design (Studio B) 3

Elective Courses 21
Choose from the following (or others by advisement):
GEO 502 Topical Seminar in Geography
GEO 506 Seminar in Physical Geography
GEO 507 Internet Applications of Geographic Information Systems
GEO 524 Population Processes
GEO 526 Metropolitan Systems and Problems
GEO 531 Transportation Planning
GEO 538 Environmental Modeling with Geographic Information Systems
GEO 554 Geography and Planning of Housing
GEO 556 Introduction to Business GIS

2017-2018 GRADUATE CATALOG 151
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 appropriate for professionals in a wide variety of fields, both public and private, who wish to develop their knowledge and skills in the nature and use of geographic information and global positioning systems. It is also appropriate for people who wish to enter fields that use these technologies.

Required

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>GEO 534</td>
<td>Geographic Information Systems</td>
<td>3</td>
</tr>
<tr>
<td>GEO 584</td>
<td>Applications of Geographic Information Systems</td>
<td>3</td>
</tr>
<tr>
<td>GEO 577</td>
<td>Geodatabases</td>
<td>3</td>
</tr>
</tbody>
</table>

Elective Courses

Select one of the following (or another course by advisement)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENV 533</td>
<td>Water Quality and Health</td>
<td></td>
</tr>
<tr>
<td>ENV 570</td>
<td>Emergency Preparedness</td>
<td></td>
</tr>
<tr>
<td>GEO 507</td>
<td>Internet Applications of Geographic Information Systems</td>
<td></td>
</tr>
<tr>
<td>GEO 538</td>
<td>Environmental Modeling with Geographic Information Systems</td>
<td></td>
</tr>
<tr>
<td>GEO 556</td>
<td>Introduction to Business GIS</td>
<td></td>
</tr>
<tr>
<td>GEO 585</td>
<td>Geography Field Methods</td>
<td></td>
</tr>
<tr>
<td>GEO 615</td>
<td>Internship in Urban and Regional Planning</td>
<td></td>
</tr>
</tbody>
</table>

Topical application elective ¹

Total Minimum Credits Required ¹

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

Curriculum

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

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>GEO 525</td>
<td>Urban and Regional Planning</td>
<td>3</td>
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</tbody>
</table>

Planning Electives

Select 15 semester hours under advisement with the graduate coordinator

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>GEO 502</td>
<td>Topical Seminar in Geography</td>
<td>15</td>
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</tbody>
</table>
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.

Programs

Master's Programs in Health

- M.P.H. - Master of Public Health (p. 157)
- M.Ed. in School Health (p. 157) (no longer accepting new students)

Certificates in Health

- Emergency Preparedness in Public Health (p. 160)
- Health Care Management (p. 160)
  - Gainful Employment Information: Certificate in Health Care Management (http://wcupa.edu/gainfulEmployment)
- Integrative Health (p. 160)
  - Gainful Employment Information: Certificate in Integrative Health (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 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 grade point average (GPA) of 3.0. 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 must 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 at gsankaran@wcupa.edu.

Admission Requirements for the Graduate Certificate in Emergency Preparedness

Applicants must meet the basic requirements of the University and must 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 must 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 graduate students are held to the academic policies and procedures (http://catalog.wcupa.edu/graduate/academic-policies-procedures) outlined in the graduate catalog. Students are encouraged to review departmental handbooks for program tips, suggested course sequences, and explanations of procedures. When applicable, additional policies for specific department program(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.

M.P.H. Community Service Requirement:

All students need to complete at least 6 hours of community service. Courses where the M.P.H. Community Service Requirement is met are noted on the M.P.H. 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)
Chairperson, Health
B.S., West Chester University; M.Ed., College of New Jersey; Ph.D., Temple University
Lynn Carson (lcarson@wcupa.edu) (1991)
Graduate Coordinator, Health
B.A., Neumann College; M.S., St. Joseph’s University; Ph.D., Temple University
Bethann Cinelli (bcinelli@wcupa.edu) (1987)
B.S., Indiana University of Pennsylvania; M.Ed., Temple University; D.Ed., Pennsylvania 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
Donald McCown (dmccown@wcupa.edu) (2011)
B.A., Eastern University; M.S.S., Bryn Mawr College; Ph.D. Tilburg University
Christine Williams (cwilliams3@wcupa.edu) (2009)
B.S., M.S., University of Delaware; Ph.D., Middle Tennessee State University

Assistant Professors
Lorenzo Cena (lcena@wcupa.edu) (2016)
B.S., Brigham Young University; M.S., Iowa State University; Ph.D., University of Iowa
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)
B.A., University of Louisville; M.P.H., Ed.D., University of Kentucky
Neha Sunger (nsunger@wcupa.edu) (2014)
M.S. Indian Institute of Technology- Kanpur; Ph.D. Drexel University
Chiwoneso Tinago (c廷ago@wcupa.edu) (2016)
B.S., William Carey University; M.P.H., University of Southern Mississippi; Ph.D., University of South Carolina

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 disease outbreak investigation and management. Focus will be on biological weapons, their detection, and the identification, isolation, and characterization of disease outbreaks. Pre/co-requisites: ENV 526 requires a prerequisite of ENV 530.

HEA 500. DISEASES. 3 Credits.
Provides a contemporary view of disease and prevention, and a more precise understanding of disease processes. Body systems are reviewed, and the etiology, pathophysiology, symptoms, diagnostic techniques, and treatment methods used in selected diseases are studied. Illnesses most frequently found in our society are explored.

HEA 501. 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.

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.

HEA 544. Program Administration in Health and Human Service. 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 utilizing health care in the United States.

HEA 545. Mind/Body Medicine. 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.

HEA 546. 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 549. Health Promotion Program Planning. 3 Credits.
An advanced program planning course that provides students with an opportunity to apply theories, principles, teaching strategies and methods by developing a comprehensive plan for a health promotion program.

Typically offered in Spring.

HEA 554. 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. Mind/Body Medicine. 3 Credits.
A comprehensive evaluation of the mind’s role in disease prevention and healing. Emphasis will be placed on learning and practicing mind/body techniques and assessing the mind’s role in preventing disease and promoting healing.

Typically offered in Spring.
HEA 546. Medical Geography for Management. 3 Credits.
This course is a survey of medical geography which includes a broad range of geographical work in health care. Emphasis is placed on human-environment interactions and their influence on public health. Medical geography distinguishes itself from the discipline of geography by its thematic focus, not its methods or theoretical grounding. In this course, students will learn course content and in addition, develop their mapping skills through a computer-based program with the idea of helping students understand the importance of medical geography through the hands-on application of medical geography research. Distance education offering may be available. Typically offered in Summer.

HEA 547. Principles Of Botanical Medicine. 3 Credits.
A comprehensive evidence-based assessment of botanical medicines in health promotion, disease prevention and symptom management.

HEA 548. A Life Span Approach to Public Health. 3 Credits.
Using a life span approach, this course will examine how disability, disease and other poor health outcomes at end of life are associated with a range of adverse social and behavioral health risks incurred across the life span and stemming from early life conditions and experiences. Using this approach students will learn about current public health programs for older adults, develop and evaluate such programs and refine or develop interventions designed to prevent/delay poor health outcomes. Distance education offering may be available. Typically offered in Fall & Spring.

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 555. Women’s Health Issues A Transcultural Perspective. 3 Credits.
Using a life span 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 609. Independent Study and Special Projects. 1-3 Credits.
Research projects, seminar papers, reports of special conferences, and reading in health. Consent: Permission of the Department required to add.

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 prior to beginning the project. Consent: Permission of the Department required to add.

HEA 612. Health Care Financial Analysis and Management. 3 Credits.
This course is an introductory health care finance course for graduate students. Emphasis is placed on the most important accounting and financial management principles and concepts relevant to organizations that provide health care services. Distance education offering may be available.

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.
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 623. Substance Abuse Prevention. 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. Pre / Co requisites: HEA 649 requires prerequisites of HEA 520, HEA 526, and HEA 648. 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.

M.ED. IN SCHOOL HEALTH
College of Health Sciences
Curriculum
(“Note: As of Fall 2017, this program is no longer accepting new
students.)

School Health Core
HEA 620 School Health Programs 3
HEA 622 Principles of Curriculum and Instruction for Health 3

Concentration Electives
Selected under advisement

School health electives 18
Education electives 6

Additional Degree Requirements
HEA 601 Research/Report Writing 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.
The following is a suggested course sequence for this program; course
offerings and availability are not guaranteed. Students should consult
their academic advisor with any questions.

Year One
Semester One
(Fall Session)
HEA 622 Principles of Curriculum and Instruction for Health 3
HEA or Education Elective 3

Credits 6

Semester Two
(Winter Session)
HEA Elective 3

Credits 3

Semester Three
(Spring Session)
HEA or Education Electives 6

Credits 6

Semester Four
(Summer Session)
HEA or Education Electives 3-9

Credits 3-9

Year Two
Semester Five
(Fall Session)
HEA or Education Electives 6

Credits 6
### 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.

<table>
<thead>
<tr>
<th>Year One</th>
<th>Semester One</th>
<th>Credits</th>
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<tbody>
<tr>
<td>ENV 447</td>
<td>Environmental Regulations</td>
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<tr>
<td>ENV 530</td>
<td>General Environmental Health</td>
<td>3</td>
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<tr>
<td>HEA 520</td>
<td>Public Health Epidemiology</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>9</td>
</tr>
<tr>
<td>Summer</td>
<td></td>
<td></td>
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<tr>
<td>ENV ___ EH Elective</td>
<td></td>
<td>0</td>
</tr>
<tr>
<td></td>
<td></td>
<td>0</td>
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<tr>
<td>Year Two</td>
<td>Semester Three</td>
<td>Credits</td>
</tr>
<tr>
<td>ENV 524</td>
<td>Industrial Hygiene</td>
<td>3</td>
</tr>
<tr>
<td>ENV ___ EH Elective</td>
<td></td>
<td>3</td>
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<tr>
<td>GEO 534</td>
<td>Geographic Information Systems</td>
<td>3</td>
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<td></td>
<td></td>
<td>6</td>
</tr>
<tr>
<td>Semester Four</td>
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<td></td>
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<tr>
<td>ENV 545</td>
<td>Risk Assessment</td>
<td>3</td>
</tr>
<tr>
<td>HEA 632</td>
<td>Social and Behavior Aspects of Public Health</td>
<td>3</td>
</tr>
<tr>
<td>HEA 648</td>
<td>Research Methods in Public Health</td>
<td>3</td>
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<td></td>
<td></td>
<td>9</td>
</tr>
<tr>
<td>Semester Five</td>
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<td></td>
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<tr>
<td>Summer at End of Program</td>
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<tr>
<td>HEA 650</td>
<td>Applied Learning Experience II</td>
<td>3</td>
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<td>HEA 649</td>
<td>Applied Learning Experience I</td>
<td>3</td>
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<tr>
<td></td>
<td></td>
<td>6</td>
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</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.

<table>
<thead>
<tr>
<th>Year One</th>
<th>Semester One</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>ENV 530</td>
<td>General Environmental Health</td>
<td>3</td>
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</table>
### M.P.H. Master of Public Health

#### Semester Two
<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
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<tr>
<td>ENV 447</td>
<td>Environmental Regulations</td>
<td>3</td>
</tr>
<tr>
<td>ENV 451</td>
<td>Environmental Toxicology</td>
<td>3</td>
</tr>
<tr>
<td>HEA 520</td>
<td>Public Health Epidemiology</td>
<td>3</td>
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<td><strong>Total Credits</strong></td>
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#### Summer
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<th>Course</th>
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<tr>
<td>ENV ___</td>
<td>EH Elective</td>
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<tr>
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<td><strong>Total Credits</strong></td>
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#### Year Two

##### Semester Three
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<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>ENV 524</td>
<td>Industrial Hygiene</td>
<td>3</td>
</tr>
<tr>
<td>GEO 534</td>
<td>Geographic Information Systems</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td><strong>Total Credits</strong></td>
<td><strong>6</strong></td>
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</table>

##### Semester Four
<table>
<thead>
<tr>
<th>Course</th>
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</thead>
<tbody>
<tr>
<td>HEA 526</td>
<td>Biostatistics for Public Health</td>
<td>3</td>
</tr>
<tr>
<td>HEA 516</td>
<td>Health Care Management</td>
<td>3</td>
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<tr>
<td></td>
<td><strong>Total Credits</strong></td>
<td><strong>6</strong></td>
</tr>
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</table>

##### Semester Five
<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HEA 650</td>
<td>Applied Learning Experience II</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td><strong>Total Credits</strong></td>
<td><strong>3</strong></td>
</tr>
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</table>

#### Part Time

##### Year One

##### Semester One
<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HEA 520</td>
<td>Public Health Epidemiology</td>
<td>3</td>
</tr>
<tr>
<td>HEA 614</td>
<td>Health Care Technology and Information Management</td>
<td>3</td>
</tr>
<tr>
<td></td>
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</table>

##### Semester Two
<table>
<thead>
<tr>
<th>Course</th>
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<tbody>
<tr>
<td>HEA 516</td>
<td>Health Care Management</td>
<td>3</td>
</tr>
<tr>
<td>HEA 513</td>
<td>Legal Aspects of Health Care</td>
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##### Summer
<table>
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<tr>
<th>Course</th>
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<th>Credits</th>
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<tbody>
<tr>
<td>HEA 514</td>
<td>Approaches to Health Care Delivery</td>
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##### Year Two

##### Semester Three
<table>
<thead>
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<th>Course</th>
<th>Title</th>
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<tbody>
<tr>
<td>HEA 626</td>
<td>Biostatistics for Public Health</td>
<td>3</td>
</tr>
<tr>
<td>HEA 613</td>
<td>Advocacy and Quality of Health Care Services</td>
<td>3</td>
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<tr>
<td></td>
<td><strong>Total Credits</strong></td>
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##### Semester Four
<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
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</thead>
<tbody>
<tr>
<td>HEA 648</td>
<td>Research Methods in Public Health</td>
<td>3</td>
</tr>
<tr>
<td>HEA 616</td>
<td>Strategic Leadership in Health Care</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td><strong>Total Credits</strong></td>
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</table>

##### Semester Seven
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<thead>
<tr>
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<tbody>
<tr>
<td>HEA 650</td>
<td>Applied Learning Experience II</td>
<td>3</td>
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<td><strong>Total Credits</strong></td>
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### MPH in Health Care Management

#### Full Time

##### Year One

##### Semester One
<table>
<thead>
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<th>Course</th>
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<tbody>
<tr>
<td>HEA 520</td>
<td>Public Health Epidemiology</td>
<td>3</td>
</tr>
<tr>
<td>HEA 526</td>
<td>Biostatistics for Public Health</td>
<td>3</td>
</tr>
<tr>
<td>HEA 613</td>
<td>Advocacy and Quality of Health Care Services</td>
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##### Semester Two
<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>HEA 648</td>
<td>Research Methods in Public Health</td>
<td>3</td>
</tr>
<tr>
<td>HEA 513</td>
<td>Legal Aspects of Health Care</td>
<td>3</td>
</tr>
<tr>
<td>HEA 616</td>
<td>Strategic Leadership in Health Care</td>
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##### Summer
<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
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</thead>
<tbody>
<tr>
<td>HEA 514</td>
<td>Approaches to Health Care Delivery</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td><strong>Total Credits</strong></td>
<td><strong>3</strong></td>
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</table>

##### Year Two

##### Semester Three
<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>HEA 632</td>
<td>Social and Behavior Aspects of Public Health</td>
<td>3</td>
</tr>
<tr>
<td>HEA 612</td>
<td>Health Care Financial Analysis and Management</td>
<td>3</td>
</tr>
<tr>
<td>HEA 614</td>
<td>Health Care Technology and Information Management</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td><strong>Total Credits</strong></td>
<td><strong>9</strong></td>
</tr>
</tbody>
</table>

### Course prerequisites

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.
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)

<table>
<thead>
<tr>
<th>Required Courses</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENV 530 General Environmental Health</td>
<td>3</td>
</tr>
<tr>
<td>ENV 545 Risk Assessment</td>
<td>3</td>
</tr>
<tr>
<td>ENV 551 Environmental Toxicology</td>
<td>3</td>
</tr>
<tr>
<td>ENV 570 Emergency Preparedness</td>
<td>3</td>
</tr>
<tr>
<td>ENV 575 Bioterrorism Bio-Crises &amp; Public Health</td>
<td>3</td>
</tr>
<tr>
<td>HEA 520 Public Health Epidemiology</td>
<td>3</td>
</tr>
</tbody>
</table>

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; course 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>
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<tbody>
<tr>
<td>ENV 530 General Environmental Health</td>
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<tr>
<td>ENV 575 Bioterrorism Bio-Crises Public Health</td>
<td>3</td>
</tr>
<tr>
<td>HEA 520 Public Health Epidemiology</td>
<td>3</td>
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Credits 9

<table>
<thead>
<tr>
<th>Semester Two</th>
<th>Credits</th>
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<tbody>
<tr>
<td>ENV 545 Risk Assessment</td>
<td>3</td>
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<tr>
<td>ENV 551 Environmental Toxicology</td>
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</table>

Credits 6

<table>
<thead>
<tr>
<th>Summer</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENV 570 Emergency Preparedness</td>
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</tr>
</tbody>
</table>

Credits 3

GRADUATE CERTIFICATE IN INTEGRATIVE HEALTH

College of Health Sciences

Curriculum

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. Brenner, chairperson, Department of Health, 610-436-2931; fax, 610-436-2860; or e-mail, jbrenner@wcupa.edu.

Required Course

HEA 501 Integrative Health 3

Electives

Select six graduate health courses under advisement: 18

- ENV 530 General Environmental Health
- HEA 500 DISEASES

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

<table>
<thead>
<tr>
<th>Required Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HEA 513 Legal Aspects of Health Care</td>
<td>3</td>
</tr>
<tr>
<td>HEA 514 Approaches to Health Care Delivery</td>
<td>3</td>
</tr>
<tr>
<td>HEA 516 Health Care Management</td>
<td>3</td>
</tr>
<tr>
<td>HEA 613 Advocacy and Quality of Health Care Services</td>
<td>3</td>
</tr>
<tr>
<td>HEA 614 Health Care Technology and Information Management</td>
<td>3</td>
</tr>
<tr>
<td>HEA 616 Strategic Leadership in Health Care</td>
<td>3</td>
</tr>
</tbody>
</table>

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; course offerings and availability are not guaranteed. Students should consult their academic advisor with any questions.

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<table>
<thead>
<tr>
<th>Semester One</th>
<th>Credits</th>
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<tbody>
<tr>
<td>HEA 516 Health Care Management</td>
<td>3</td>
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<tr>
<td>HEA 613 Advocacy and Quality of Health Care Services</td>
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<td>HEA 614 Health Care Technology and Information Management</td>
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Credits 9

<table>
<thead>
<tr>
<th>Semester Two</th>
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</thead>
<tbody>
<tr>
<td>HEA 513 Legal Aspects of Health Care</td>
<td>3</td>
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<tr>
<td>HEA 616 Strategic Leadership in Health Care</td>
<td>3</td>
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</tbody>
</table>

Credits 6

<table>
<thead>
<tr>
<th>Summer</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HEA 514 Approaches to Health Care Delivery</td>
<td>3</td>
</tr>
</tbody>
</table>

Credits 3
HEA 511  Stress Management Techniques and Program Development
HEA 512  Challenge of HIV/AIDS: ISS-IMP-PREV-CONT
HEA 538  Evaluation of Health Programs
HEA 545  Mind/Body Medicine
HEA 547  Principles Of Botanical Medicine
HEA 550  Evidence-Based Medicine and Public Health
HEA 581  Special Topics: Health (e.g., homeopathy or traditional Chinese medicine)
NTD 503  Human Nutrition

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. Kodosky (rkodosky@wcupa.edu), Chairperson
Dr. Fournier (efournier@wcupa.edu), Assistant Chairperson
Dr. Gaydosh (bgaydosh@wcupa.edu), Graduate Coordinator

Programs of Study

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. 163)
• M.Ed. in History (p. 164)

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 graduate students are held to the academic policies and procedures (http://catalog.wcupa.edu/graduate/academic-policies-procedures) outlined in the graduate catalog. Students are encouraged to review departmental handbooks for program tips, suggested course sequences, and explanations of procedures. When applicable, additional policies for specific department program(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.

HIS 411  Middle East to 1700  3
HIS 412  Middle East Since 1600  3
HIS 415  History of Science  3
HIS 416  Crime & Punishment In Europe: 1450-1789  3
HIS 421  History Of England To 1688  3
HIS 422  History Of England Since 1688  3
HIS 423  Modern Germany  3
HIS 425  Twentieth-Century Russia  3
HIS 427  Modern France: 1789 To Present  3
HIS 428  History Of Spain  3
HIS 435  European Intellectual History Since 1800  3
HIS 450  Internship In History  1-3
HIS 451  Women In History  3
HIS 474  American Religions  3
HIS 480  Digital History  3

Faculty

Professors

Jonathan Friedman (jfriedman@wcupa.edu) (2002)
Director, Holocaust and Genocide Studies
Graduate Coordinator, Holocaust and Genocide Studies
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, Agrisimo, 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: Napoleonic era, rise of Prussia, nationalism and unification, imperialism and World War I, National Socialism, World War II, divided Germany and Reunification.

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. Typically offered in Fall & Spring.

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.

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. Typically offered in Fall & Spring.

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.

Holocaust and Genocide Studies Program

College of Arts and Humanities

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. 165)

Certificate in Holocaust and Genocide Studies

- Holocaust and Genocide Studies (p. 166)
  - 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.

M.ED. IN HISTORY

College of Arts and Humanities

Curriculum

Professional Education Requirements
See Educational Foundations and Policy Studies 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.
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 graduate students are held to the academic policies and procedures (http://catalog.wcupa.edu/graduate/academic-policies-procedures) outlined in the graduate catalog. Students are encouraged to review departmental handbooks for program tips, suggested course sequences, and explanations of procedures. When applicable, additional policies for specific department program(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)
Graduate Coordinator, Languages and Cultures
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)
B.A., University of Tuebingen (Germany); M.A., Ph.D., State University of New York at Stony Brook
Jasmin Tahmasb-McConatha (jmcconatha@wcupa.edu) (1990)
B.A., University of Utah; M.S., Jacksonville State University; Ph.D., University of Georgia

Associate Professors
Brian F. O’Neill (bonell@wcupa.edu) (1998)
B.A., University of Pittsburgh; M.S.W., Marywood College; Ph.D., City University of New York
Joan Woolfrey (jwoolfrey@wcupa.edu) (2000)
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, History
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

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>
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</table>

Phase II- Electives
Select four courses from the following: 12

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
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<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>
<tr>
<td>CRJ 505</td>
<td>Criminological Theory</td>
</tr>
<tr>
<td>CRJ 555</td>
<td>Topical Seminar in Criminal Justice</td>
</tr>
<tr>
<td>EDF 589</td>
<td>Sociological Foundations Of Education</td>
</tr>
<tr>
<td>EGE 409</td>
<td>Impact of Holocaust on Lit and Film</td>
</tr>
<tr>
<td>ENG 573</td>
<td>Literature Of The Holocaust</td>
</tr>
<tr>
<td>GER 420</td>
<td>German for Reading</td>
</tr>
<tr>
<td>HIS 520</td>
<td>Racism, Bigotry, Prejudice</td>
</tr>
<tr>
<td>HIS 535</td>
<td>Nationalism &amp; Democracy: 1815-1914</td>
</tr>
<tr>
<td>HIS 536</td>
<td>Europe Since 1914</td>
</tr>
<tr>
<td>HIS 544</td>
<td>Final Solution</td>
</tr>
<tr>
<td>HIS 547</td>
<td>Asocials And The Holocaust</td>
</tr>
<tr>
<td>HIS 548</td>
<td>Women And The Holocaust</td>
</tr>
<tr>
<td>HIS 602</td>
<td>Directed Readings in European History</td>
</tr>
<tr>
<td>HIS 651</td>
<td>Seminar In European History</td>
</tr>
<tr>
<td>HIS 660</td>
<td>Field Studies In History</td>
</tr>
<tr>
<td>PHI 512</td>
<td>Ethical Theories</td>
</tr>
<tr>
<td>PHI 570</td>
<td>Bioethics</td>
</tr>
<tr>
<td>PHI 590</td>
<td>Independent Studies in Philosophy</td>
</tr>
<tr>
<td>PSY 609</td>
<td>Advanced Social Psychology</td>
</tr>
<tr>
<td>PSY 540</td>
<td>Multicultural Psychology</td>
</tr>
<tr>
<td>PSY 543</td>
<td>Psychology of Group Processes</td>
</tr>
</tbody>
</table>

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
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIS 543</td>
<td>Jews In Modern European History</td>
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<tr>
<td>HIS 523</td>
<td>History of Germany</td>
<td>3</td>
</tr>
<tr>
<td>Non-History Elective, from Phases II and III</td>
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<td></td>
</tr>
<tr>
<td>Credits</td>
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<td>9</td>
</tr>
<tr>
<td><strong>Spring</strong></td>
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</tr>
<tr>
<td>History and Non-History Electives, from Phases II and III</td>
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<tr>
<td>Credits</td>
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<tr>
<td><strong>Year Two</strong></td>
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<tr>
<td><strong>Fall</strong></td>
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<tr>
<td>HIS 545</td>
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<td>3</td>
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<td><strong>Spring</strong></td>
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<td>HIS 546</td>
<td>Genocide In Modern History</td>
<td>3</td>
</tr>
<tr>
<td>Credits</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total Credits</strong></td>
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<td><strong>18</strong></td>
</tr>
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</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; course offerings and availability are not guaranteed. Students should consult their academic advisor with any questions.

<table>
<thead>
<tr>
<th>Year One</th>
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<tbody>
<tr>
<td><strong>Fall</strong></td>
<td></td>
<td></td>
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<tr>
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<tr>
<td><strong>Spring</strong></td>
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</tr>
<tr>
<td>History and Non-History Electives, from Phases II and III</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>Credits</td>
<td></td>
<td>6</td>
</tr>
</tbody>
</table>

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. Reed (mreed3@wcupa.edu), Chairperson
Dr. Whidden (mwhidden@wcupa.edu), Assistant Chairperson - Exercise Science Division
Dr. Cleland (fcleland@wcupa.edu), Assistant Chairperson - Health and Physical Education: Teacher Certification; Graduate Coordinator - M.S. in Physical Education
Dr. Atkinson (eakinson@wcupa.edu), Graduate Coordinator - M.P.A. with a Graduate Certificate in Sport Management and Athletics
Dr. Stearne (dstearne@wcupa.edu), Graduate Coordinator - M.S. in Exercise and Sport Physiology
Dr. Cattano (ncattano@wcupa.edu), Graduate Coordinator - M.S. in Exercise and Sport Physiology: Athletic Training Concentration
Dr. Ellis (melis@wcupa.edu), Graduate Coordinator - Certificate in Adapted Physical Education
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. 171)
- M.S. in Exercise and Sport Physiology (p. 171)
- M.S. in Exercise and Sport Physiology - Concentration in Athletic Training (p. 171)
- M.P.A. with a Graduate Certificate in Sport Management and Athletics (p. 171)
  - Gainful Employment Information: Sport Management and Athletics (http://wcupa.edu/gainfulEmployment)

Certificate in Kinesiology
- Adapted Physical Education (p. 172)
- 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 admissions docket of the applicant.

Policies
All graduate students are held to the academic policies and procedures (http://catalog.wcupa.edu/graduate-academic-policies-procedures) outlined in the graduate catalog. Students are encouraged to review departmental handbooks for program tips, suggested course sequences, and explanations of procedures. 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)
Graduate Coordinator, Kinesiology
Assistant Chairperson, Kinesiology
B.S., Purdue University; M.S., P.E.D., Indiana University
Kathleen Ellis (mellis@wcupa.edu) (2009)
Graduate Coordinator, Kinesiology
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)
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
Margaret Ortley (mortley@wcupa.edu) (2001)
B.A., Spelman College; M.Ed., Ph.D., New York University
David J. Stearns (dstearne@wcupa.edu) (2005)
Graduate Coordinator, Kinesiology
B.A., Rowan University; M.S., University of Florida; Ph.D., Temple University

Associate Professors
W. Craig Stevens (cstevens@wcupa.edu) (1992)
B.A., Johns Hopkins University; M.S., Springfield College; Ph.D., Temple University
Karin A.e. Volkwein (kvolkwein@wcupa.edu) (1992)
Staatsexamen, University of Marburg (Germany); Ph.D., University of Tennessee

Assistant Professors
Kenneth Clark (kclark@wcupa.edu) (2016)
B.A., Swarthmore College; M.S., West Chester University; Ph.D., Southern Methodist University
Hyunsoo Kim (hkim@wcupa.edu) (2016)
B.A., M.A., Yonsei University; M.S., University of North Carolina, Greensboro; Ph.D., Brigham Young University
Selen Razon (srazon@wcupa.edu) (2016)
B.S. Université Paris 5 René Descartes, France; M.S. University of Miami; Ph.D. Florida State University

Instructor
Ed Kubachka (ekubachka@wcupa.edu) (2016)
B.S., Pennsylvania State University; B.S., M.S., West Chester University

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), parapathophysiology (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 recommended.
Pre/Co requisites: EXS 587 requires prerequisite EXS 380 or BIO 468 or BIO 469. EXS 681 is recommended.

EXS 600. Resch 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.
EXS 641 is a graduate 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 680. 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 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 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 reliance 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 while 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. Ldrshp 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. Sociol & Psychol Aspects Sport & Phys Ed. 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. Typically offered in Fall & Spring. Repeatable for Credit.

KIN 604. Adm/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.
## M.S. IN EXERCISE AND SPORT PHYSIOLOGY

### Curriculum

#### Degree Core

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EXS 572</td>
<td>Advanced Motor Learning</td>
<td>3</td>
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<tr>
<td>EXS 585</td>
<td>Biomechanics</td>
<td>3</td>
</tr>
<tr>
<td>EXS 600</td>
<td>Resrch Methods In Hlth, Phys Ed, Recreat</td>
<td>3</td>
</tr>
<tr>
<td>EXS 698</td>
<td>Research I</td>
<td>3</td>
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<tr>
<td>EXS 699</td>
<td>Research II</td>
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#### Statistics Course

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<tr>
<th>Course Code</th>
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<tbody>
<tr>
<td>STA 511</td>
<td>Intro Stat Computing &amp; Data Management (recommended)</td>
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#### Concentration Core

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<tr>
<th>Course Code</th>
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<tbody>
<tr>
<td>EXS 681</td>
<td>Advanced Exercise Physiology</td>
<td>3</td>
</tr>
<tr>
<td>EXS 687</td>
<td>Applied Muscular Physiology</td>
<td>3</td>
</tr>
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<td>EXS 688</td>
<td>Applied Cardiovascular Physiology</td>
<td>3</td>
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</table>

#### Electives

- An additional six credit hours are required for the thesis track
- An additional nine credit hours are required for the research report track

<table>
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<tr>
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<tbody>
<tr>
<td>KIN 608</td>
<td>Thesis Seminar</td>
<td>3</td>
</tr>
<tr>
<td>KIN 610</td>
<td>Thesis</td>
<td>3</td>
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#### Internship

<table>
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<tr>
<th>Course Code</th>
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<th>Credits</th>
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<tbody>
<tr>
<td>KIN 611</td>
<td>Intern Study I</td>
<td>3</td>
</tr>
<tr>
<td>&amp; KIN 612</td>
<td>Intern Study II</td>
<td>3</td>
</tr>
</tbody>
</table>

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

### Curriculum

#### Degree Core

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<td>EXS 681</td>
<td>Advanced Exercise Physiology</td>
<td>3</td>
</tr>
<tr>
<td>HEA 526</td>
<td>Biostatistics for Public Health</td>
<td>3</td>
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<tr>
<td>or STA 511</td>
<td>Intro Stat Computing &amp; Data Management (recommended)</td>
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</tr>
<tr>
<td>EXS 698</td>
<td>Research I</td>
<td>3</td>
</tr>
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<td>EXS 699</td>
<td>Research II</td>
<td>3</td>
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#### Internship

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<tr>
<th>Course Code</th>
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<tbody>
<tr>
<td>KIN 580</td>
<td>Social &amp; Psychol Aspects Sport &amp; Phys Ed</td>
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</table>

#### Select one of the following tracks:

- Thesis Track
  - KIN 608 | Thesis Seminar                                    | 3       |
  - KIN 610 | Thesis                                            | 3       |
- Research Report Track
  - KIN 606 | Research Project Seminar I                        | 3       |
  - KIN 607 | Research Project Seminar II                       | 3       |

Electives selected under advisement

#### 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

### Curriculum

#### Public Administration Core

<table>
<thead>
<tr>
<th>Course Code</th>
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<tbody>
<tr>
<td>PPA 500</td>
<td>Foundations of Public Service</td>
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<tr>
<td>PPA 501</td>
<td>Research Methods in Public Administration</td>
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<tr>
<td>PPA 502</td>
<td>Policy Analysis and Program Evaluation</td>
<td>3</td>
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### M.S. IN EXERCISE AND SPORT PHYSIOLOGY - CONCENTRATION IN ATHLETIC TRAINING

### Curriculum

#### Degree Core

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<td>EXS 600</td>
<td>Resrch Methods In Hlth, Phys Ed, Recreat</td>
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<td>Biomechanics</td>
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</table>

#### Concentration Core

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<tbody>
<tr>
<td>SMD 500</td>
<td>Human Cadaver Anatomy</td>
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<tr>
<td>SMD 501</td>
<td>Human Cadaver Dissection</td>
<td>4</td>
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<tr>
<td>SMD 505</td>
<td>Evidence Based Practice in Sports Medicine</td>
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<td>SMD 592</td>
<td>Seminar in Sports Medicine</td>
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<tr>
<td>SMD 693</td>
<td>Selected Topics in Sports Medicine</td>
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#### Electives

Select two of the following:

<table>
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<tr>
<th>Course Code</th>
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<tbody>
<tr>
<td>NTD 503</td>
<td>Human Nutrition</td>
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<tr>
<td>HEA 550</td>
<td>Evidence-Based Medicine and Public Health</td>
<td>3</td>
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<tr>
<td>EXS 572</td>
<td>Advanced Motor Learning</td>
<td>3</td>
</tr>
<tr>
<td>KIN 603</td>
<td>Professional Literature Seminar</td>
<td>3</td>
</tr>
<tr>
<td>EXS 681</td>
<td>Advanced Exercise Physiology</td>
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<tr>
<td>EXS 688</td>
<td>Applied Cardiovascular Physiology</td>
<td>3</td>
</tr>
<tr>
<td>EXS 691</td>
<td>Adv Clinical Exercise Testing &amp; Prescrip</td>
<td>3</td>
</tr>
<tr>
<td>SMD 595</td>
<td>Orthopaedic Surgical Techniques</td>
<td>3</td>
</tr>
</tbody>
</table>

#### Total Credits Required

39

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.
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

224 Mitchell Hall
West Chester University
West Chester, PA 19383
610-436-2700
Department of Languages and Cultures (http://www.wcupa.edu/languagesCultures)
Dr. Amer (mamer@wcupa.edu), Chairperson
Dr. Cardemil-Krause (CCardemil-Krause@wcupa.edu), Assistant Chairperson
Dr. Van Liew (mvanliew@wcupa.edu), Graduate Coordinator
Dr. Schlau (sschlau@wcupa.edu), Graduate Coordinator - Spanish

Dr. Schlau
Chairperson
Dr. Cardemil-Krause
Dr. Amer
languagesCultures
610-436-2700
West Chester, PA 19383
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CULTURES
DEPARTMENT OF LANGUAGES AND
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Dr. Schlau (sschlau@wcupa.edu), Graduate Coordinator - Spanish

Dr. Schlau (sschlau@wcupa.edu), Graduate Coordinator
Dr. Moscatelli (amoscatelli@wcupa.edu), Graduate Coordinator - French

CERTIFICATE IN ADAPTED PHYSICAL EDUCATION

West Chester and Millersville Universities offer a combined graduate degree program, the Master of Arts in Languages and Cultures (MALC). 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." Two of the required courses for graduate certification may be included in the MALC as electives. 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. 176)

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 graduate students are held to the academic policies and procedures (http://catalog.wcupa.edu/graduate/academic-policies-procedures) outlined in the graduate catalog. Students are encouraged to review departmental handbooks for program tips, suggested course sequences, and explanations of procedures. When applicable, additional policies for specific department program(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. A portfolio defended at an oral exam with the faculty

Faculty
Professors
Margarete J. Landwehr (mlandwehr@wcupa.edu) (1992)
Graduate Coordinator, Languages and Cultures
B.S., Georgetown University; M.A., Ph.D., Harvard University
Michel H. Sage (msage@wcupa.edu) (1994)
M.A., San Diego University; Ph.D., University of California, Berkeley
Stacey Schlau (sschlau@wcupa.edu) (1985)
Graduate Coordinator, Languages and Cultures
B.A., M.A., Queens College; Ph.D., City University of New York
Alice J. Speh (aspeh@wcupa.edu) (1989)
Director, Liberal Studies Program
Coordinator, Russian Studies Program
A.B., Brown University; M.A., Ph.D., Bryn Mawr College
Maria Van Liew (mvanliew@wcupa.edu) (1998)
Graduate Coordinator, Languages and Cultures
B.A., Clark University; Ph.D., University of California, San Diego
Andrea Varricchio (avarricchio@wcupa.edu) (1986)
B.A., Chestnut Hill College; M.A., Middlebury College; Ph.D., Temple University

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

Maria José Cabrera (mcabrera@wcupa.edu) (2007)
B.A., Universidad de Murcia (Spain); M.A., West Virginia University; Ph.D., Rutgers University
Marcos Campillo-Fenoll (mccampillo@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)
Graduate Coordinator, Languages and Cultures
B.A., Fordham University; M.A., Ph.D., Bryn Mawr College
Israel Sanz-Sanchez (isanzsanchez@wcupa.edu) (2009)
B.A., University of Valladolid (Spain); M.A., San Diego State University; Ph.D., University of California, Berkeley
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Graduate Coordinator, Teaching English as a Second Language
B.Ed., University of Exeter; M.A., Iowa State University; Ph.D., University of Minnesota

Assistant Professors
Jason A. Bartles (jbartles@wcupa.edu) (2014)
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Assistant Chairperson, Languages and Cultures
Licenciado en Letras, Pontificia Universidad; M.A., Ph.D., Rutgers University
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B.A., M.A., Ph.D., University of Minnesota
William Keith Corbitt (wcorbitt@wcupa.edu) (2013)
A.A., Monterey Peninsula College; B.A., High Point University; M.A., University of Delaware; M.A., Ph.D., University of Indiana
Gloria Maité Hernández (ghernandez@wcupa.edu) (2011)
B.F.A., Instituto Superior de Arte (Cuba); Ph.D., Emory University
Daniela Salvo Johannes (djohannes@wcupa.edu) (2015)
B.A., Universidad Catolica de Chile; M.A., Ph.D., University of Arizona
Joseph W. Moser (jmoser2@wcupa.edu) (2014)
B.A., Hiram College; M.A., Ohio State University; Ph.D., University of Pennsylvania
Metello Mugnai (mmugnai@wcupa.edu) (2016)
Laurea quadriennale, Università degli Studi di Firenze (Italy); Ph.D., University of North Carolina, Chapel Hill
Iliana Pagan-Teitelbaum (ipagan@wcupa.edu) (2014)
B.A., University of Puerto Rico; M.A., Ph.D., Harvard University
Inhwa 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
Dominik Wolf (dewolf@wcupa.edu) (2015)
B.A., Gerhard Mercator University; M.A., Syracuse University; Ph.D., Michigan State University

Instructors
Margaret Niiler (mniiiler@wcupa.edu) (2016)
M.A., University of Delaware
Courses

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.

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. Francophone Literature & Culture. 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.

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.

GER 504. Post-Wall German Literature and Film. 3 Credits.
Focus on the history culture of the GDR FRG including: the aftermath of WWII, the Holocaust, the Cold War, the Berlin Wall, the Economic Miracle, New German Cinema, terrorism and German reunification.

GER 505. Survey of German Film. 3 Credits.
This course provides an analysis of German culture through 20th and 21st c. German films. Lecture and discussion topics include Expressionism, “New Objectivity,” the Weimar Republic, the First and Second World Wars, Nazism, such postwar issues as collective guilt and terrorism, and reunification and Ostalgie; and Austrian Film. Discussions will integrate German history, culture, and literature and cinematic techniques into an analysis of the films. This course is taught in German.
Pre / Co requisites: GER 505 requires a prerequisite of acceptance into the M.A. in Languages and Cultures.
Distance education offering may be available.
Typically offered in Fall & Spring.

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.

GER 516. The Novelle. 3 Credits.
Contact department for more information about this course.

GER 518. Contemporary German Literature. 3 Credits.
Contact department for more information about this course.

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 both 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.
Repeatable for Credit.
GER 525. German Linguistics. 3 Credits.
This course will introduce students to the many facets of the German language from the times of the Germanic tribes to contemporary dialects. Course topics include: a brief overview of the historical development of Germanic languages, including Dutch, English and the Scandinavian languages (Swedish, Norwegian, Icelandic, Danish) and distinct dialects such as Swiss German, 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: GER525 requires prerequisite of admission to graduate program. Repeatable for Credit.

LAN
LAN 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.

LAN 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.

LAN 505. Introduction to Bilingual/Bicultural Education. 3 Credits.

LAN 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.

LAN 527. Intro Applied Linguistics-For Lang Major. 3 Credits.
Contact department for more information about this course.

LAN 555. Computer Applications for Language Learning. 3 Credits.
This course introduces students to theory and practice in using and designing computer-based learning content for language learning. Drawing on scholarship in the field of computer-assisted language learning, students will be introduced to best practices in designing, publishing, creating, testing, and assessing the quality of computer-based learning. This course provides theoretical and practical training for second language educators and is a balance between scholarship and practice in this field of applied linguistics that focuses on the use of computer technology in second language education. Students will be introduced to recent theories in the study of CALL research in second language education, and will be trained in the use of many tools available for teacher education that employ various technological tools. Typically offered in Fall, Spring & Summer.

LAN 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. Cross listed courses ENG 586, LAN 586.

LAN 579. Teaching Pronunciation to English Language Learners. 3 Credits.
A course designed to give students an overview of the phonetic features of North American English (NAE), which relate to teaching of English as a second/foreign language. Students will study the segmental and suprasegmental elements of NAE; understand how the English sound system contrasts with the sound system of another language; learn and design a repertoire of activities for teaching pronunciation; examine and discuss current materials for teaching pronunciation. Pre / Co requisites: LAN579 requires prerequisite of LINS01.

LAN 580. Seminar in Second Language Education. 1-4 Credits.
Specialized workshop seminar devoted to a particular area of foreign language education. Repeatable for Credit.

LAN 583. Second Language Acquisition. 3 Credits.

LAN 585. Institute in Second Language Education. 4-8 Credits.
Contact department for more information about this course. Typically offered in Fall & Spring. Repeatable for Credit.

LAN 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.

LAN 590. Independent Study. 1-3 Credits.
Contact department for more information about this course.

LAN 610. Thesis. 6 Credits.
Thesis. Typically offered in Fall.

LAN 612. Assessment of ESL Students. 3 Credits.

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 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 Quixote.

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, Costumbrismo, 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. Typically offered in Fall & Spring.

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 Martí, 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 it 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 Gúzman, 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

Curriculum

Required Courses for all languages

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>LNC 501</td>
<td>Linguistic Studies</td>
<td>3</td>
</tr>
<tr>
<td>LNC 502</td>
<td>Interpretive Strategies</td>
<td>3</td>
</tr>
<tr>
<td>LNC 503</td>
<td>Cultural Studies</td>
<td>3</td>
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</tbody>
</table>

Electives
Select 12 semester hours of electives from below, or from the general curriculum:

<table>
<thead>
<tr>
<th>Course</th>
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<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>FRE 501</td>
<td>French Business Culture</td>
<td>3</td>
</tr>
<tr>
<td>LAN 525</td>
<td>Internship in Foreign Languages</td>
<td>3</td>
</tr>
<tr>
<td>SPA 556</td>
<td>Seminar I</td>
<td>3</td>
</tr>
</tbody>
</table>

Electives for teaching professionals

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>FRE 521</td>
<td>Topics in French Literature</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>LAN 569</td>
<td>Teaching English Language Learners (ELLs) PK-12</td>
<td>3</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 WC; graduate language methods courses are also available at Millersville University. 1

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDA 511</td>
<td>Inclusion &amp; Collaboration</td>
<td>3</td>
</tr>
<tr>
<td>EDA 542</td>
<td>Foundations of Special Education</td>
<td>3</td>
</tr>
<tr>
<td>EDP 531</td>
<td>Principles Of Educational Testing</td>
<td>3</td>
</tr>
<tr>
<td>EDP 550</td>
<td>Advanced Educational Psychology</td>
<td>3</td>
</tr>
<tr>
<td>EDR 550</td>
<td>Literary Development for Students w/ Disabilities in Inclusive Classrooms</td>
<td>3</td>
</tr>
<tr>
<td>EDS 505</td>
<td>Field Experience For Secondary Teachers</td>
<td>3</td>
</tr>
</tbody>
</table>

1 Graduate language methods courses are also available at Millersville University.

WEST CHESTER UNIVERSITY
EDT 500  Integrating Ed Tech For Effective Instruction  3
LAN 503  Techniques of Second Language Teaching  3

French Concentration
Communication
Select two of the following:  6
FRE 503  Oral Proficiency
FRE 523  Translation Techniques
FRE 540  Writing French Children's Stories
Culture
Select two of the following:  6
FRE 504  Francophone Literature & Culture
FRE 510  French Theater
FRE 512  French Narrative
FRE 514  Contemporary France
FRE 515  French Civilization
FRE 520  Topics in French Literature and Language
FRE 521  Topics in French Literature
FRE 550  French Film Studies

Spanish Concentration
Communication
Select two of the following:  6
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:  6
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  6
Culture
Select two of the following:  6
GER 500  20th Century German Culture
GER 501  Post-Wall German Literature and Film
GER 505  Survey of German Film
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.

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/GradDegreeProgressReport.

LINGUISTICS PROGRAM

College of Arts and Humanities
107 Main Hall
West Chester University
West Chester, PA 19383
610-436-3584
Linguistics Program (http://www.wcupa.edu/linguistics)
Dr. Panagiotidou, Director

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. 107), English (p. 139), Languages and Cultures (p. 172), and Philosophy (p. 216). For additional information, consult the coordinator.

Policies
All graduate students are held to the academic policies and procedures (http://catalog.wcupa.edu/graduate/academic-policies-procedures) outlined in the graduate catalog. Students are encouraged to review departmental handbooks for program tips, suggested course sequences, and explanations of procedures. When applicable, additional policies for specific department program(s) may be listed below.

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.
LIN 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.
LIN 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. Santori (dsantori@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. 180)

**Certificates in Literacy**
- Literacy (p. 180)
  - Gainful Employment Information: Certificate in Literacy (http://wcupa.edu/gainfulEmployment)
- (p. 181)K-12 Reading Specialist Certification (without M.Ed.) (p. 181)

**Endorsement in Literacy**
- Literacy Coaching (p. 181)

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 graduate students are held to the academic policies and procedures (http://catalog.wcupa.edu/graduate/academic-policies-procedures) outlined in the graduate catalog. Students are encouraged to review departmental handbooks for program tips, suggested course sequences, and explanations of procedures. 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 for the M.Ed. in Reading

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 Theoretical Foundations Portfolio for the M.Ed. in Reading

Students are required to complete a Theoretical Foundations portfolio as part of their successful completion of the degree program. Students are eligible to submit their Theoretical Foundations Portfolio after they have completed EDR 505, EDR 507, EDR 509, EDR 516, EDR 519, and either EDR 512 or EDR 532 and after they have attended a portfolio peer review workshop. Portfolio submissions are due at the end of the first week of February and end of the first week of October. Request for approval of the portfolio submission must be made in writing to the graduate coordinator by December 1 for the February submission date and by July 1 for the October submission date. Candidates whose portfolios receive a failing evaluation are permitted one re-submission within a two-year period. Candidates whose re-submitted portfolios receive a failing evaluation are dropped from the degree program.

Requirements for the Reading Specialist Certification

1. The student must possess an Instructional I Certificate.
2. The student must maintain an overall GPA of 3.0.
3. In order to obtain the certificate, the student must successfully complete the curriculum listed and meet any additional state requirements.
4. The student must perform successfully on the comprehensive examination.
5. The student must attempt the state designated advanced licensure exam (e.g. Praxis II) prior to program completion.
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 & Instruct. 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 EGP 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 reading 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. Typically offered in Fall & Spring.

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 530. Literacy Development for Students w/ Disabilities in Inclusive Classrooms. 3 Credits.
This course is designed to help candidates 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. Typically offered in Fall & Spring. Repeatable for Credit.

EDR 592. Workshop in Literacy Education. 1-6 Credits.
Contact department for more information about this course. Typically offered in Fall & Spring. Repeatable for Credit.

EDR 593. Workshop in Literacy Education. 1-6 Credits.
Contact department for more information about this course. Typically offered in Fall & Spring. 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.
Distance education offering may be available.

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.E.D. 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
EDE 589  Sociological Foundations Of Education
EDF 550  Advanced Educational Psychology
EDF 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

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 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
The Department of Management offers an M.S. in Human Resource Management.

**Programs**

**Master's Program in Management**
- M.S. in Human Resource Management (p. 183)

**Certificate in Management**
- Human Resource Management (p. 183)

**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 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 1100 or above

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.

**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. 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

**Policies**

All graduate students are held to the academic policies and procedures (http://catalog.wcupa.edu/graduate/academic-policies-procedures) outlined in the graduate catalog. Students are encouraged to review
departmental handbooks for program tips, suggested course sequences, and explanations of procedures. When applicable, additional policies for specific department program(s) may be listed below.

Faculty

Professors
Gerard A. Callanan (gcallanan@wcupa.edu) (2001)
B.A., Temple University; M.B.A., La Salle University; Ph.D., Drexel University
Brian Halsey (bhalsey@wcupa.edu) (2010)
Graduate Director, School of Business
B.A., Shippensburg University; J.D., Widener University School of Law; LL.M., Villanova University School of Law
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
Sandra M. Tomkowicz (stomkowicz@wcupa.edu) (1993)
Director, Pre-Law Program
B.S., La Salle University; J.D., University of Pennsylvania
Xiaowei Zhu (xzhu@wcupa.edu) (2006)
B.S., Beijing Union University; M.A., University of Iowa; Ph.D., University of Wisconsin-Milwaukee
Monica Zimmerman (mzimmerman@wcupa.edu) (2008)
B.S., Messiah College; M.B.A., Pennsylvania State University; Ph.D., Temple University

Associate 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
David Perri (dperri@wcupa.edu) (2005)
B.A., College of the Holy Cross; M.A., Pennsylvania State University
Paul F. Rotenberg (protenberry@wcupa.edu) (2005)
B.A., Widener University; M.A., Ph.D., University of Akron
Matthew I. Shea (mshea@wcupa.edu) (2012)
B.A., Connecticut College; M.H.A., M.B.A., University of Pittsburgh; Ph.D., Temple University

Assistant Professors
Jennifer R. Bozeman (jbozeman@wcupa.edu) (2016)
B.A., University of Winnipeg; M.B.A., Drexel University; Ph.D., University of Manitoba
Johnna Capitano (jcapitano@wcupa.edu) (2016)
B.S., Ph.D., Drexel University; M.B.A., University of California, Los Angeles
Susan Fiorentino (sfiorentino@wcupa.edu) (2013)
Graduate Coordinator, Management
B.A., West Chester University; M.A., J.D., Villanova 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
Li Lu (llu@wcupa.edu) (2016)
B.A., Peking University; M.S., Cornell University; Ph.D., University of Southern California

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 599. Transfer Credits (Graduate). 3-9 Credits.
Transfer Credits. Repeatable for Credit.

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.
Cross listed courses HRM 601, MBA 604.

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 compensations 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 teams; and international assignment management.

Pre / Co-requirements: HRM 607 requires a prerequisite of majors only or department consent. Distance education offering may be available.

Typically offered in Fall, Spring & Summer.

HRM 608. Issue of Employee Health in the Workplace. 3 Credits.
This course examines the challenges facing employers dealing with issues of employee health in the workplace. Topics include: mandates under the Americans with Disabilities Act; the Family and Medical Leave Act; the Genetic Information Non-Discrimination Act; the Affordable Care Act; Workers’ Compensation laws; short and long-term disability; wellness programs; medical examinations and drug testing. This class is delivered in an online format, and includes video lectures, readings and discussion boards.

Consent: Permission of the Department required to add. Distance education offering may be available.

Typically offered in Fall, Spring & Summer.

HRM 609. Internship in Human Resource Management. 3 Credits.
The MS in HRM internship is an intensive field placement in a private, government or nonprofit organization through faculty guidance and supervision. All students with less than one year of appropriate work experience in the field of HR are required to complete the internship. The goal of the internship is to provide those students without an appropriate professional background the chance to experience the challenges and opportunities of working in the field. Consent: Permission of the Department required to add.

Typically offered in Fall, Spring & Summer.

HRM 690. 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.

M.S. IN HUMAN RESOURCE MANAGEMENT

College of Business and Public Management

Curriculum

Program of Study

West Chester University offers an MBA 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 MBA program seeks motivated individuals with diverse backgrounds who have demonstrated quality performance as an undergraduate.

The West Chester University MBA program is accredited by AACSB International - The Association to Advance Collegiate Schools of Business.

Contact the MBA Office (mba@wcupa.edu) for details.

Top Accreditation. Top Ranking.

We are accredited by AACSB International—the premier global accrediting body for business schools. AACSB accreditation represents the highest standard of achievement for business schools worldwide, with less than 5% of the world’s 13,000 business programs having earned the accreditation. AACSB-accredited schools produce highly skilled graduates that are more desirable to employers than graduates of non-accredited schools.

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Contact the MBA Office (mba@wcupa.edu) for details.
Business, an international accrediting agency for quality business management programs.

100% Online Courses

The entire MBA and the Certificate programs are offered online. Each of our programs are open both to in-state and out-of-state students. Our online courses are offered over seven weeks. Five terms are offered in each academic year (Fall 1, Fall 2, Spring 1, Spring 2, and Summer). Each seven-week term course is a full three-credit graduate course. Most part-time students take only one course per seven-week term. Full-time students take multiple courses per seven-week term. You can vary your load in a given session to suit your work/life balance.

Our online courses are asynchronous, which means that there are weekly deadlines and examination windows, but generally no other set time that you need to log into the course. This means that you can complete your coursework on your weekly schedule—around your work and family commitments. In some cases, professors may assign students into teams, and teams may need to coordinate their work and therefore be available at a certain time.

Programs

Master’s Program in Business Administration

- MBA Master of Business Administration (p. 188)

Certificates in Business Administration

- Entrepreneurship (p. 188)
- Project Management (p. 188)
- Business Analytics (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.

Master of Business Administration Requirements

Application Requirements

All official undergraduate transcripts, and any official graduate transcripts;
Graduate Management Admissions Test (GMAT) scores (unless a waiver is granted by the program Director);
A detailed, professional essay that addresses the applicant’s career plans, and the applicant’s professional or academic background in the Prerequisite Knowledge Areas of Accounting, Economics, Finance, Marketing, Management, and Quantitative Business Analysis;
A current resume; and
Three letters of recommendation. At least one of the letters of recommendation must be from a professional supervisor or colleague. The program will accept a professor’s recommendation in lieu of a professional recommendation for traditional students without work experience.

Admissions Policy for All Graduate Certificates Offered by the MBA Program

Successful applicants meet the following criteria:

1. Be concurrently enrolled in the Master’s of Business Administration program, or another graduate level program at the University or;
2. Hold a bachelor’s degree or above in any major/field from an accredited institution;
3. 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

* Note that space is very limited in the certificate programs for students who are not concurrently enrolled in another graduate program at West Chester University.

Policies

All graduate students are held to the academic policies and procedures (http://catalog.wcupa.edu/graduate/academic-policies-procedures) outlined in the graduate catalog. Students are encouraged to review departmental handbooks for program tips, suggested course sequences,
and explanations of procedures. When applicable, additional policies for specific department program(s) may be listed below.

**Master of Business Administration Policies**

**Degree Candidacy**
For degree candidacy approval, students must maintain a minimum cumulative grade point average (GPA) of 3.0 in all MBA 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 MBA courses and a 3.0 GPA in concentration courses.

**Master of Business Administration Comprehensive Exam Policy**
All students will complete a comprehensive exam in their final semester. The degree will be granted only when the student’s comprehensive exam score meets the passing standard set by the MBA curriculum committee.

**Master of Business Administration Time to Degree Completion Policy**
All requirements for the Master of Business Administration degree must be completed within three years.

**Graduate Certificate in Entrepreneurship**
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.

**Graduate Certificate in Project Management**
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.

**Graduation Policy for All Certificates Offered by the MBA Program**
Any certificate offered by the MBA program will be conferred in the same semester that the student completes their graduate degree program.

**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 (lf fuller2@wcupa.edu) (2009)
- B.B.A., University of Oklahoma; Ph.D., Arizona State University
- Peter Oehlerls (p oehlerls@wcupa.edu) (2004)
- B.S., Rowan University; M.B.A., Drexel University; D.B.A., Louisiana Tech University
- B.A., M.A., Ph.D., University of Wisconsin, Madison
- Richard Barndt (rb arndt@wcupa.edu) (2010)
- Chairperson, Accounting
- B.S., M.B.A., La Salle University; Ed.D., Widener University
- Joy Embree (jem bree@wcupa.edu) (2016)
- M.B.A., University of Akron; Ph.D., University of Nebraska-Lincoln; C.P.A., Wyoming
- Kevin E. Flynn (kflynn@wcupa.edu) (1998)
- B.S. Miami University of Ohio; M.S., Drexel University; Ph.D., Drexel University

**Instructors**
- Phyllis A. Belak (p belak@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

**Economics & Finance Faculty**

**Professors**
- Thomas Andrews (t andrews@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
- Huimin (amy) Li (hli@wcupa.edu) (2004)
- B.E., M.A., Xi’an Jiaotong University (China); Ph.D., Drexel University

**Associate Professors**
- Simon Condiffe (scondiffe@wcupa.edu) (2008)
- B.A., University of Humber, England; M.S., Ph.D., University of Delaware
- David J. Doorn (d doorn@wcupa.edu) (2012)
- B.A., University of Wisconsin-Milwaukee; Ph.D., North Carolina State University
- Thomas O. Miller (tmiller@wcupa.edu) (2011)
- B.S., M.B.A., Villanova University; Ph.D., Pennsylvania State 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 (dz heng@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 (lzhu@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
- Euikyu Choi (echoi@wcupa.edu) (2016)
- B.S., M.B.A., Virginia Tech; Ph.D., Temple University
Wei Du (wdut@wcupa.edu) (2016)  
B.S., Tongji University; M.S., Illinois Institute of Technology; Ph.D., Louisiana State University  

Ebru Isgin (eisgin@wcupa.edu) (2012)  
B.A., Bogazici University, Istanbul; M.A., Ph.D., Rutgers University  

Kyle Kelly (kkelly2@wcupa.edu) (2016)  
B.A., Bloomsburg University; M.A., Ph.D., Binghamton University  

Taek-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., Ph.D., University of Wisconsin-Madison  

Marek R. Marciniak (mmarciniak@wcupa.edu) (2013)  
M.A., M.B.A., Eastern Illinois University; Ph.D., Florida Atlantic University  

Matt B. Saboe (msaboe@wcupa.edu) (2013)  
B.A., Moravian College  

Management Faculty  

Professors  
Gerard A. Callanan (gcallanan@wcupa.edu) (2001)  
B.A., Temple University; M.B.A., La Salle University; Ph.D., Drexel University  

Brian Halsey (bhalsey@wcupa.edu) (2010)  
Graduate Director, School of Business  
B.A., Shippensburg University; J.D., Widener University School of Law; LL.M., Villanova University School of Law  

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  

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

Xiaowei Zhu (xzhu@wcupa.edu) (2006)  
B.S., Beijing Union University; M.A., University of Iowa; Ph.D., University of Wisconsin-Milwaukee  

Monica Zimmerman (mzimmerman@wcupa.edu) (2008)  
B.S., Messiah College; M.B.A., Pennsylvania State University; Ph.D., Temple University  

Associate 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  

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  

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

Assistant Professors  
Jennifer R. Bozeman (jbozeman@wcupa.edu) (2016)  
B.A., University of Winnipeg; M.B.A., Drexel University; Ph.D., University of Manitoba  

Johnna Capitano (jcapitano@wcupa.edu) (2016)  
B.S., Ph.D., Drexel University; M.B.A., University of California, Los Angeles  

Susan Fiorentino (sfiorentin@wcupa.edu) (2013)  
Graduate Coordinator, Management  
B.A., West Chester University; M.A., J.D., Villanova 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  

Li Lu (llu@wcupa.edu) (2016)  
B.A., Peking University; M.S., Cornell University; Ph.D., University of Southern California  

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)  
Chairperson, Marketing  
M.S., Vanderbilt University; M.B.A., Wake Forest University; Ph.D., Temple 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 (jphiilips@wcupa.edu) (1999)  
B.S., Pennsylvania State University; M.B.A., Texas A&M University; Ph.D., Pennsylvania State University  

Chun-Chen Wang (cwang@wcupa.edu) (2011)  
B.A., Fu Jen Catholic University (Taiwan); M.B.A., Baruch College; Ph.D., University of Texas at Arlington  

Associate Professor  
Michael Guiry (mguiry@wcupa.edu) (2016)  
B.S., Cornell University; M.B.A., Duke University; Ph.D., University of Florida  

Courses  

MBA 599. MBA Transfer Credit. 1-12 Credits.  
MBA Transfer Credit.  

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 key 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 PMP (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 622. Health Care Finance. 3 Credits.
This course is intended to provide students with an operational knowledge of healthcare financial management theory and concepts, and the ability to apply this knowledge to real-world decision making. The course will draw upon case studies and will utilize technology in the decision making process. The course comprises the following parts: (1) The Healthcare Environment, (2) Basic Financial Management Concepts, (3) Capital Acquisition, and (4) Cost of Capital and Capital Structure.
Pre / Co requisites: MBA 622 requires a prerequisite of majors only or department consent.
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.

MBA 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/GraduateProgressReport.

GRADUATE CERTIFICATE IN BUSINESS ANALYTICS
College of Business and Public Management

Curriculum

<table>
<thead>
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<th>Course Code</th>
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</tr>
</thead>
<tbody>
<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>
<tr>
<td>MBA 617</td>
<td>Business Information Systems</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>
</tbody>
</table>

Total Minimum Credits Required 15

GRADUATE CERTIFICATE IN ENTREPRENEURSHIP
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>
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<tr>
<td>MBA 606</td>
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<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>
</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.

GRADUATE CERTIFICATE IN PROJECT MANAGEMENT
College of Business and Public Management

Curriculum

<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>
Master's Programs in Mathematics

Programs

the ability to communicate statistical concepts. Making further (doctoral) study in statistics, biostatistics, biomathematics, or other related fields feasible. The program provides strong training in applied statistics is to train students to possess the skills necessary for 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 public policy, economic forecasting and analysis, psychometrics, public health research, teaching in a high school or a two-year college, research, economics, environmental mathematics, geophysical mathematics, operations research, cryptography, and many more. Upon completion of the M.A. in Mathematics, students are also well prepared to pursue a doctoral program 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. 193)
• M.A. in Mathematics - Mathematics Education Option (p. 193) (no longer accepting new students)

• M.S. in Applied and Computational Mathematics (p. 194)
• M.S. in Applied Statistics (p. 194)

Certificate in Mathematics

• Certificate in Applied Statistics (p. 195)
• 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/degrees-mathematics/mathematics/mathematics-ba)
• B.S. in Mathematics - Computational Mathematics Concentration to M.S. in Applied and Computational Mathematics (http://catalog.wcupa.edu/undergraduate/degrees-mathematics/mathematics-bs-computational-mathematics-concentration) (no longer accepting new students)
• B.S. in Mathematics - Mathematics Concentration to M.A. in Mathematics (http://catalog.wcupa.edu/undergraduate/degrees-mathematics/mathematics-bs-mathematics-concentration)
• B.S. in Mathematics - Statistics Concentration to M.S. in Applied Statistics (http://catalog.wcupa.edu/undergraduate/degrees-mathematics/mathematics-bs-statistics-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 graduate students are held to the academic policies and procedures (http://catalog.wcupa.edu/graduate/academic-policies-procedures) outlined in the graduate catalog. Students are encouraged to review departmental handbooks for program tips, suggested course sequences, and explanations of procedures. When applicable, additional policies for specific department program(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
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Mathematics
B.A., Rider University; M.S., Ph.D., Lehigh University
James McLaughlin (jmclaughlin2@wcupa.edu) (2005)
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B.S., M.S., University of Bucharest; Ph.D., Pennsylvania State University
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B.S., Massachusetts Institute of Technology; M.S., Ph.D., University of Michigan
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B.A., Bowdoin College; M.S., Ph.D., University of North Carolina
Lin Tan (ltan@wcupa.edu) (1989)
B.S., M.A., Zhejian University; M.S., Ph.D., University of California, Los Angeles

Associate Professors
Andreas Aristotelous (aaristotel@wcupa.edu) (2016)
B.S., University of Cyprus; M.S., Florida Institute of Technology; Ph.D., University of Tennessee, Knoxville
Brian Bowen (bbowen@wcupa.edu) (2010)
B.S.Ed., West Chester University; M.Ed., Ph.D., University of Delaware
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B.S., Millersville University; M.S., Ph.D., Lehigh University
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B.S., M.S., Delhi University; M.S., University of Wisconsin; Ph.D., Case Western Reserve University
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B.A., Drew University; Ed.M., M.S., Ph.D., Rutgers University
Clifford A. Johnston (cjohnston@wcupa.edu) (1992)
B.S.E., Mansfield University; M.A., Ph.D., Temple University
Allison Kolpas (akolpas@wcupa.edu) (2011)
Assistant Chairperson, Mathematics
B.A., Revelle College; M.A., Ph.D., University of California, Santa Barbara
Scott McClintock (smcclintoc@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
Kim Johnson (kjohnson2@wcupa.edu) (2013)
B.S., M.S.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
Chuan Li (cli@wcupa.edu) (2016)
B.S., University of Science and Technology of China; M.S., Ohio University; Ph.D., University of Tennessee Knoxville
Kathleen M. McNeney (kmcneney@wcupa.edu) (2014)
B.A., M.A., West Chester University of Pennsylvania; Ph.D., University of Delaware
Emily K. Miller (emiller@wcupa.edu) (2016)
B.A., The College of New Jersey; M.S., 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
Instructors
Joann H. Kump (jkump@wcupa.edu) (2013)
B.S., Florida State University; M.A.T., Indiana University

Thomas H. Short (tshort@wcupa.edu) (2016)
B.S., John Carroll University; M.S., Ph.D., Carnegie Mellon 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 522. 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: parameterizations, tangent spaces, curvature, geodesics; leading to Stokes theorem and the Gauss-Bonnett 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, queuing theory, reliability theory, inventory theory, and forecasting), discrete-event 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 Practicum - Continuous Models. 3 Credits.
This is a case study, team problem-solving based course focused on solving real-world problems that can be modeled using continuous mathematics techniques and that emanate from industry. Ideally, the problems would be obtained from partnerships with local industry and they will ordinarily focus on topics arising in optimization, financial mathematics, and other stochastic models.
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.

MAT 556. Industrial Practicum - Discrete Models. 3 Credits.
This is a case study, team problem-solving based course focused on solving real-world problems that can be modeled using discrete mathematics techniques and that emanate from industry. Ideally, the problems would be obtained from partnerships with local industry and they will ordinarily focus on topics arising in the biological, natural, and physical sciences.
Pre / Co requisites: MAT 556 requires prerequisites of MAT 548, MAT 549, and at least one of the following: MAT 552, MAT 553, or MAT 554.
Typically offered in Spring.

MAT 570. Math Models In Life, Phys & Soc Sciences. 3 Credits.
Contact department for more information about this course.
MAT 575. Complex Analysis I. 3 Credits.
Contact department for more information about this course.

MAT 583. Operations Research & Applied Mathematics. 3 Credits.
Contact department for more information about this course.
Typically offered in Fall & Spring.

MAT 595. Topics in Mathematics. 1-3 Credits.
Topics announced at time of offering.
Consent: Permission of the Department required to add.
Repeatable for Credit.

MAT 599. Independent Study. 1-3 Credits.
Contact department for more information about this course.

MAT 609. Thesis I. 3 Credits.
Conduct literature search, develop thesis proposal and begin research under the guidance of a mathematics department faculty member.

MAT 610. Thesis II. 3-6 Credits.
Contact department for more information about this course.

MTE

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.
Typically offered in Fall & Spring.

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.
Typically offered in Fall & Spring.

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 508. Jr. 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 junior high school setting. Course topics will include elementary school mathematics from the perspective of a secondary school teacher, junior high school mathematics, algebra I, and general/consumer mathematics. Teachers also will explore strategies that can be used to integrate the calculator, computer, and new CD-ROM technologies into the mathematics classroom.
Pre / Co requisites: MTE 508 requires prerequisite of MTE 507.
Typically offered in Spring.

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 507.
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 501.
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 school 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.
Typically offered in Fall & Spring.

MTE 561. Calculus For Teachers. 3 Credits.
Contact department for more information about this course.
Typically offered in Fall & Spring.

MTE 567. Teaching Geometry In Secondary School. 3 Credits.
Contact department for more information about this course.
Typically offered in Fall & Spring.

MTE 568. Seminar For Second School Math Tchers. 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 prerequisites of 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 of 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 of 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 559. 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.
Curriculum

(*Note: As of Fall 2016, this program is no longer accepting new students.)

MTE 507 Foundations of Secondary Mathematics Education 3
MTE 508 Jr. High School Math - Curriculum, Instruction, and Assessment 3
MTE 512 Sr. High School Math - Curriculum and Instruction Assessment 3
MTE 604 Research Seminar 3
MAT 515 Algebra I 3
MAT 521 Discrete Mathematics & Graph Theory 3
MAT 532 Geometry I 3
MAT 545 Real Analysis I 3
STA 505 Mathematical Statistics I 3

Electives
Select two 3-semester-hour electives, one to be a continuation of real analysis, algebra, or geometry 3
Select one elective from the following: 3
MAT 503 History Of Mathematics
MAT 514 Theory Of Numbers
MAT 516 Algebra II
MAT 533 Geometry II
MAT 546 Real Analysis II
MAT 570 Math Models In Life, Phys & Soc Sciences
MAT 575 Complex Analysis I
STA 506 Mathematical Statistics II

Total Credits Required 33

*Elective courses to be scheduled in advance on a rotating basis.

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

*Elective courses to be scheduled in advance on a rotating basis.

Curriculum

MTE 507 Foundations of Secondary Mathematics Education 3
MTE 508 Jr. High School Math - Curriculum, Instruction, and Assessment 3
MTE 512 Sr. High School Math - Curriculum and Instruction Assessment 3
MTE 604 Research Seminar 3
MAT 515 Algebra I 3
MAT 521 Discrete Mathematics & Graph Theory 3
MAT 532 Geometry I 3
MAT 545 Real Analysis I 3
STA 505 Mathematical Statistics I 3

Electives
Select two 3-semester-hour electives, one to be a continuation of real analysis, algebra, or geometry 3
Select one elective from the following: 3
MAT 503 History Of Mathematics
MAT 514 Theory Of Numbers
MAT 516 Algebra II
MAT 533 Geometry II
MAT 546 Real Analysis II
MAT 570 Math Models In Life, Phys & Soc Sciences
MAT 575 Complex Analysis I
STA 506 Mathematical Statistics II

Total Credits Required 33

*Elective courses to be scheduled in advance on a rotating basis.

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 STATISTICS

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 3-4
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 6

Total Minimum Credits Required 32

Thesis Option

Required
STA 505 Mathematical Statistics I 3-4
or STA 504 Mathematical Statistics I with Calculus Review 3-4
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.
their Graduate Coordinator. For more information, visit wcupa.edu/DegreeProgressReport.

The following is a suggested course sequence for this program; course offerings and availability are not guaranteed. Students should consult their academic advisor with any questions.

### Non-Thesis Option

<table>
<thead>
<tr>
<th>Year One</th>
<th>Semester One</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>STA 505 or 504</td>
<td>Mathematical Statistics I</td>
<td>3-4</td>
</tr>
<tr>
<td>STA 511</td>
<td>Intro Stat Computing &amp; Data Management</td>
<td>3</td>
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<tr>
<td><strong>Credits</strong></td>
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<tr>
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<tbody>
<tr>
<td>STA 506</td>
<td>Mathematical Statistics II</td>
</tr>
<tr>
<td>STA 512</td>
<td>Principles of Experimental Analysis</td>
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<td><strong>Credits</strong></td>
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<tr>
<td>STA 601</td>
<td>Internship in Applied Statistics (Optional)</td>
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<tr>
<td>STA 507</td>
<td>Introduction to Categorical Data Analysis</td>
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<td>STA 513</td>
<td>Intermediate Linear Models</td>
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### Thesis Option

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<tbody>
<tr>
<td>STA 505 or 504</td>
<td>Mathematical Statistics I</td>
<td>3-4</td>
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<tr>
<td>STA 511</td>
<td>Intro Stat Computing &amp; Data Management</td>
<td>3</td>
</tr>
<tr>
<td><strong>Credits</strong></td>
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<td>STA 512</td>
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<tr>
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<tr>
<td>STA 601</td>
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<td>Elective (Optional)</td>
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<td><strong>Credits</strong></td>
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<td>STA 513</td>
<td>Intermediate Linear Models</td>
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1. Can take more than one elective (any STA course numbered STA 531 or above) each summer.

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### CERTIFICATE IN APPLIED STATISTICS

#### College of the Sciences and Mathematics

#### Curriculum

<table>
<thead>
<tr>
<th>Required</th>
<th>Credits</th>
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<td>STA 512</td>
<td>Principles of Experimental Analysis</td>
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<tr>
<td>STA 514</td>
<td>Modern Experimental Design</td>
</tr>
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</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; course offerings and availability are not guaranteed. Students should consult their academic advisor with any questions.

<table>
<thead>
<tr>
<th>Year One</th>
<th>Semester One</th>
<th>Credits</th>
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<tbody>
<tr>
<td>STA 511</td>
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<tbody>
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<td><strong>Credits</strong></td>
<td><strong>4</strong></td>
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<td>STA 514</td>
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<td>STA 610</td>
<td>Thesis II</td>
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<td><strong>Credits</strong></td>
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</table>

1. Can take more than one elective (any STA course numbered STA 531 or above) each summer.

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### DEPARTMENT OF MUSIC EDUCATION

#### School of Music

#### Overview

Swope Music Building and the Performing Arts Center
West Chester University
West Chester, PA 19383
610-436-2222
610-436-2739

2017-2018 GRADUATE CATALOG
Department of Music Education (http://www.wcupa.edu/musicEducation)
Dr. Major (mmajor@wcupa.edu), Chairperson
Dr. Martin, (mmartin@wcupa.edu) Graduate Coordinator

Return to School of Music Information

Programs

Master's Programs in Music Education
- M.M. in Music Education (p. 199)
- M.M. in Music Education - Kodaly Concentration (p. 199)
- M.M. in Music Education - Music Technology Concentration (p. 199)
- M.M. in Music Education - Orff-Schulwerk Concentration (p. 200)
- M.M. in Music Education - Performance Concentration (p. 201)
- M.M. in Music Education - Research Report Concentration (p. 202)

Certificates in Music Education
- Kodaly Methodology (p. 202)
  - Gainful Employment Information: Certificate in Kodaly Methodology (http://wcupa.edu/gainfulEmployment)
- Music Technology (p. 202)
  - Gainful Employment Information: Certificate in Music Technology (http://wcupa.edu/gainfulEmployment)
- Orff-Schulwerk (p. 203)
  - 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. 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.

Admission Requirements for the Certificate in Kodaly Methodology
Admission requires a baccalaureate degree in music education, 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). 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 graduate students are held to the academic policies and procedures (http://catalog.wcupa.edu/graduate/academic-policies-procedures) outlined in the graduate catalog. Students are encouraged to review departmental handbooks for program tips, suggested course sequences, and explanations of procedures. When applicable, additional policies for specific department program(s) may be listed below.

Faculty

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

Marci Major (mmajor@wcupa.edu) (2016)
Chairperson, Music Education
B.S., West Chester University; M.M., Michigan State University; Ph.D., The Ohio State University

Nancy Witmer (nwitmer@wcupa.edu) (2016)
B.A., M.Ed., Frostburg State University; D.M.A., Boston 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
and teaching strategies required for the creation and maintenance of a multicultural based 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
instruments in the elementary and secondary school guitar and general music 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.

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
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
rhythmical 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 satisfactorily apply 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 proficiencies 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.
Typically offered in Fall & Spring.
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 unpitched 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 digitized 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. Repeatable for Credit.

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. Typically offered in Fall & Spring.

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.

MWC 536. Choral Music In Motion. 2-3 Credits.
Contact department for more information about this course. Repeatable for Credit.

MWC 537. Choral Music In Motion. 2-3 Credits.
Contact department for more information about this course. Repeatable for Credit.

MWC 538. Choral Music In Motion. 2-3 Credits.
Contact department for more information about this course. Repeatable for Credit.
M.M. IN MUSIC EDUCATION

School of Music

Curriculum

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<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 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>
<tr>
<td>Select 18 semester hours in Kodaly (MUE 560-568)</td>
<td>18</td>
<td></td>
</tr>
<tr>
<td>Select 3 semester hours in directed electives</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>Total Credits Required</td>
<td>34</td>
<td></td>
</tr>
</tbody>
</table>

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; course 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>MUE Core (500, 503, or 510)</td>
<td>3</td>
</tr>
<tr>
<td>Kodaly Level I (560, 561)</td>
<td>4</td>
</tr>
<tr>
<td>Free or Concentration Elective selected from Applied Music, Music History, Music Theory, or Music Education</td>
<td>3</td>
</tr>
<tr>
<td>Credits</td>
<td>10</td>
</tr>
</tbody>
</table>

Year Two

<table>
<thead>
<tr>
<th>Summer</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUE Core (500, 503, or 510)</td>
<td>3</td>
</tr>
<tr>
<td>Cognate selected from Music History offerings</td>
<td>3</td>
</tr>
<tr>
<td>Free or Concentration Elective selected from Applied Music, Music History, Music Theory, or Music Education</td>
<td>3</td>
</tr>
<tr>
<td>Credits</td>
<td>9</td>
</tr>
</tbody>
</table>

Year Three

<table>
<thead>
<tr>
<th>Summer</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUE Core (500, 503, or 510)</td>
<td>3</td>
</tr>
<tr>
<td>Kodaly Level II (562, 563)</td>
<td>4</td>
</tr>
<tr>
<td>Free or Concentration Elective selected from Applied Music, Music History, Music Theory, or Music Education</td>
<td>1-3</td>
</tr>
<tr>
<td>Credits</td>
<td>8-10</td>
</tr>
</tbody>
</table>

Year Four

<table>
<thead>
<tr>
<th>Summer</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kodaly Level III (564, 565)</td>
<td>4</td>
</tr>
<tr>
<td>Kodaly Supplemental Courses (566, 567, 568)</td>
<td>6</td>
</tr>
<tr>
<td>Comprehensive Exit Exam</td>
<td>10</td>
</tr>
</tbody>
</table>

M.M. IN MUSIC EDUCATION - MUSIC TECHNOLOGY CONCENTRATION

School of Music

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 9 semester hours in required music technology courses</td>
<td>9</td>
<td></td>
</tr>
</tbody>
</table>

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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 - ORFF-SCHULWERK CONCENTRATION**

### School of Music

#### Curriculum

<table>
<thead>
<tr>
<th>Cognate Requirements</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUE 500</td>
<td>Methods &amp; Materials Of Research</td>
</tr>
</tbody>
</table>

Select 3 credits of music history (MHL) 1

<table>
<thead>
<tr>
<th>Core Courses</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUE 503</td>
<td>Philosophical Foundations Of Music Educ</td>
</tr>
<tr>
<td>MUE 510</td>
<td>Current Trends in Music Education</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Orff-Schulwerk Required Courses</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Select 15 credits in Orff-Schulwerk from the list below:</td>
<td></td>
</tr>
<tr>
<td>MUE 570</td>
<td>Orff-Schulwerk: Lev I Basic Musicianship</td>
</tr>
<tr>
<td>MUE 571</td>
<td>Orff-Schulwerk: Level I Recorder</td>
</tr>
<tr>
<td>MUE 572</td>
<td>Orff-Schulwerk: Level I Movement</td>
</tr>
<tr>
<td>MUE 573</td>
<td>Orff-Schulwerk: Level II Basic Musicianship</td>
</tr>
<tr>
<td>MUE 574</td>
<td>Orff-Schulwerk: Level II Recorder</td>
</tr>
<tr>
<td>MUE 575</td>
<td>Orff-Schulwerk: Level II Movement</td>
</tr>
<tr>
<td>MUE 576</td>
<td>Orff-Schulwerk: Level III Basic Musicianship</td>
</tr>
<tr>
<td>MUE 577</td>
<td>Orff-Schulwerk: Level III Recorder</td>
</tr>
<tr>
<td>MUE 578</td>
<td>Orff-Schulwerk: Level III Movement</td>
</tr>
<tr>
<td>MUE 579</td>
<td>Orff Schulwerk: Recorder Ensemble</td>
</tr>
<tr>
<td>MUE 580</td>
<td>Orff Schulwerk: Movement</td>
</tr>
<tr>
<td>MUE 581</td>
<td>Orff Schulwerk: Instrumentarium Practicum</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Concentration Electives</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Select 3 credits of 500-level concentration electives selected under advisement.</td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Free Electives</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Any 500-level course selected under advisement.</td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Comprehensive Exit Exam</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUE 582</td>
<td>Orff-Schulwerk Final Project</td>
</tr>
</tbody>
</table>

Total Minimum Credits Required 34

1 If a student fails the Graduate Placement Test, they MUST take MHL 501 PRIOR to satisfying this requirement.
2 If a student fails the Graduate Placement Test, they MUST take MTC 512 PRIOR to taking MUE 570 or MUE 573.

All students in M.M. programs in music education also must complete a comprehensive exit exam. 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.

#### 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</td>
<td>Intro Notation, Sequencing Elec Inst</td>
</tr>
<tr>
<td>MUE 592</td>
<td>Intro CAI, Multimedia and Internet</td>
</tr>
<tr>
<td>Select one of the following Music Education Core courses:</td>
<td>3</td>
</tr>
<tr>
<td>MUE 500</td>
<td>Methods Materials Of Research</td>
</tr>
<tr>
<td>MUE 503</td>
<td>Philosophical Foundations Of Music Educ</td>
</tr>
<tr>
<td>MUE 510</td>
<td>Current Trends In Music Education</td>
</tr>
</tbody>
</table>

#### 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</td>
<td>Integrating Music Tech in Classroom</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</td>
<td>Methods Materials Of Research</td>
</tr>
<tr>
<td>MUE 503</td>
<td>Philosophical Foundations Of Music Educ</td>
</tr>
<tr>
<td>MUE 510</td>
<td>Current Trends In Music Education</td>
</tr>
</tbody>
</table>

#### 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</td>
<td>Methods Materials Of Research</td>
</tr>
<tr>
<td>MUE 503</td>
<td>Philosophical Foundations Of Music Educ</td>
</tr>
<tr>
<td>MUE 510</td>
<td>Current Trends In Music Education</td>
</tr>
</tbody>
</table>

#### Year Four

<table>
<thead>
<tr>
<th>Summer</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Free Elective</td>
<td>3</td>
</tr>
<tr>
<td>Concentration Elective: Technology or Free Elective</td>
<td>2-4</td>
</tr>
<tr>
<td>MUE 693</td>
<td>Music Technology Final Project</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Comprehensive Exit Exam</th>
<th>Credits</th>
</tr>
</thead>
</table>

200
their Graduate Coordinator. For more information, visit wcupa.edu/DegreeProgressReport.

The following is a suggested course sequence for this program; course offerings and availability are not guaranteed. Students should consult their academic advisor with any questions.

**Year One**

**Summer**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUE Core (500, 503, or 510)</td>
<td>3</td>
</tr>
<tr>
<td>Orff Level I (570, 571, 572)</td>
<td>4</td>
</tr>
<tr>
<td>Free or Concentration Elective</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total Credits</strong></td>
<td><strong>10</strong></td>
</tr>
</tbody>
</table>

**Year Two**

**Summer**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUE Core (500, 503, or 510)</td>
<td>3</td>
</tr>
<tr>
<td>Cognate selected from Music History offerings</td>
<td>3</td>
</tr>
<tr>
<td>Free or Concentration Elective</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total Credits</strong></td>
<td><strong>9</strong></td>
</tr>
</tbody>
</table>

**Year Three**

**Summer**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUE Core (500, 503, or 510)</td>
<td>3</td>
</tr>
<tr>
<td>Orff Level II (573, 574, 575)</td>
<td>4</td>
</tr>
<tr>
<td>Free or Concentration Elective</td>
<td>3</td>
</tr>
<tr>
<td>or Orff Supplemental Courses (579, 580, 581)</td>
<td></td>
</tr>
<tr>
<td><strong>Total Credits</strong></td>
<td><strong>10</strong></td>
</tr>
</tbody>
</table>

**Year Four**

**Summer**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Applied Music</td>
<td>1-2</td>
</tr>
<tr>
<td>Elective</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total Credits</strong></td>
<td><strong>7-11</strong></td>
</tr>
</tbody>
</table>

**M.M. IN MUSIC EDUCATION - PERFORMANCE CONCENTRATION**

**School of Music**

**Curriculum**

**Cognate Requirement**

Select 3 credits in music theory (MTC) ¹
Select 3 credits in music history (MHL) ²

**Required Courses**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUE 500 Methods &amp; Materials Of Research</td>
<td>3</td>
</tr>
<tr>
<td>MUE 503 Philosophical Foundations Of Music Educ</td>
<td>3</td>
</tr>
<tr>
<td>MUE 510 Current Trends In Music Education</td>
<td>3</td>
</tr>
</tbody>
</table>

6 credits in music education (MUE) selected under advisement.
4 credits in applied music selected from applied instruction, conducting, and/or ensembles selected under advisement. (Must include course numbers 541 - 543.)

**Concentration Electives**

3 credits in 500-level courses selected from music education, applied music, music theory, music history, or music education selected under advisement.

**Free Electives**

Any 500-level course selected under advisement.

**Research Component**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUE 698 Recital Research</td>
<td>1</td>
</tr>
<tr>
<td>Applied lesson (Must include course number 544.)</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 credits or after completing VOI 543, whichever comes first.

**Total Minimum Credits Required**

34 credits

¹ If a student fails the Graduate Placement Test, they MUST take MTC 512 PRIOR to satisfying this requirement.
² If a student fails the Graduate Placement Test, they MUST take MHL 501 PRIOR to satisfying this requirement.

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**

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The following is a suggested course sequence for this program; course offerings and availability are not guaranteed. Students should consult their academic advisor with any questions.

**Year One**

**Summer**

<table>
<thead>
<tr>
<th>Course</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>
</tbody>
</table>

Select one of the following MUE Core courses:

- MUE 500 Methods Materials Of Research
- MUE 503 Philosophical Foundations Of Music Educ
- MUE 510 Current Trends In Music Education

**Year Two**

**Summer**

<table>
<thead>
<tr>
<th>Course</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>
</tbody>
</table>

Select one of the following MUE Core courses:

- MUE 500 Methods Materials Of Research
- MUE 503 Philosophical Foundations Of Music Educ
- MUE 510 Current Trends In Music Education

**Year Three**

**Summer**

<table>
<thead>
<tr>
<th>Course</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>
</tbody>
</table>

Select one of the following MUE Core courses:

- MUE 500 Methods Materials Of Research
- MUE 503 Philosophical Foundations Of Music Educ
- MUE 510 Current Trends In Music Education

**Year Four**

**Summer**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Applied Music</td>
<td>1</td>
</tr>
<tr>
<td>Elective</td>
<td>3</td>
</tr>
</tbody>
</table>

Select one recital course:

- VOI 696 Recital
- AIM 696 Recital Instrument
- PIA 696 Recital

2017-2018 GRADUATE CATALOG
M.M. IN MUSIC EDUCATION - RESEARCH REPORT CONCENTRATION

Comprehensive Exit Exam
Select one of the following:
- VOI 696 Recital
- PIA 696 Recital
- AIM 696 Recital Instrument

Credits 6

M.M. IN MUSIC EDUCATION - RESEARCH REPORT CONCENTRATION

School of Music

Curriculum

Major Core Requirements
- MUE 500 Methods & Materials Of Research 3
- MUE 503 Philosophical Foundations Of Music Educ 3
- MUE 510 Current Trends In Music Education 3

Concentration Requirements
- Music education courses 6
- Applied music courses 3
- Music theory courses 3
- Music history courses 3
- Free electives 3
- Concentration electives 3
- Research 4

Year Three
Summer
- MUE 503 or 510 Philosophical Foundations Of Music Educ 3
- MUE 691 Research Seminar In Music 2
- Elective 3

Credits 8

Year Four
Summer
- MUE 692 Research Report 2
- Elective 3
- Comprehensive Exit Exam 5

Credits 5

CERTIFICATE IN KODALY METHODOLOGY

School of Music

Curriculum

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 pedagogic 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

School of Music

Curriculum

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: Notation for Music Educators 3
- Category II: Multimedia Authoring Mus Ed 3

Year One
Summer
- MUE 500, 503, or Methods Materials Of Research 3
- 510
- Elective 3
- Applied Music 1-2

Credits 10-11

Year Two
Summer
- MUE 500, 503, or Methods Materials Of Research 3
- 510
- Elective 3
- Applied Music 1-2

Credits 10-11

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CERTIFICATE IN ORFF-SCHULWERK

School of Music

Curriculum

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

School of Music

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

School of Music

Overview

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. Maggio (rmaggio@wcupa.edu), Chairperson
Dr. Martin (mmartin@wcupa.edu), Graduate Coordinator

Programs

Master's Programs in Music Theory, History, and Composition

- M.M. with a Concentration in History and Literature (p. 205)
- M.M. in Music Theory, History and Composition: Concentration in Music Theory and Composition (p. 206)

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
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 graduate students are held to the academic policies and procedures (http://catalog.wcupa.edu/graduate/academic-policies-procedures) outlined in the graduate catalog. Students are encouraged to review departmental handbooks for program tips, suggested course sequences, and explanations of procedures. 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 (rmrimple@wcupa.edu) (2000)
B.Mus., University of the Arts; M.Mus., D.M.A., Temple University
DEPARTMENT OF MUSIC THEORY, HISTORY, AND COMPOSITION

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., M.M., Yale University; Ph.D., Princeton University

Assistant Professors
Jacob Cooper (jcooper@wcupa.edu) (2014)
B.A., Amherst College; M.A., A.D., D.M.A., Yale University

Hayoung Heedi 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 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 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 earlier 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.

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.

MMU

MMU 699. Thesis. 3 Credits.
Thesis in Music History, Theory, or Composition.

MTC

MTC 512. Composition I. 3 Credits.
Exploration of basic compositional principles with a focus on the development of student’s individual musical interests. Students write short pieces, each elaborated over a period of several weeks, exploring different principles of instrumental texture (e.g. monody, homophony, polyphony) and formal design (e.g. theme and variations, motivic development, song, dance forms). Works in progress are evaluated by peer and instructor critiques of Sibelius or Finale files. Typically offered in Fall & Spring.

MTC 513. Composition II. 3 Credits.
Individual lessons in free composition. Participation in weekly composition seminar. Student and assigned instructor design a project (or two) relating to student’s needs and interests. Students participate in seminar and in a final composition concert at the end of the semester. Students are asked to perform and/or coordinate performance/reading of project for faculty and peers. Pre / Co requisites: MTC 513 requires prerequisite of MTC 512. Typically offered in Fall & Spring.
**MTC 514. Composition III. 3 Credits.**
Individual lessons in free composition. Participation in weekly composition seminar. Student and assigned instructor design a project (or two) relating to student's needs and interests. Students participate in seminar and a final composition concert at the end of the semester. Students are asked to perform and/or coordinate performance/reading of project for faculty and peers.
Pre / Co requisites: MTC 514 requires prerequisite of MTC 513.
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. 16th Century Counterpoint. 3 Credits.**
A detailed understanding of the polyphonic textures of Renaissance sacred music and how characteristic practices have distinguished genre and shaped Western musical values.
Typically offered in Fall.

**MTC 545. 18th Century Counterpoint. 3 Credits.**
This is a compositional and analytical study of 18th century counterpoint. We will cover dissonance treatment, imitation, invertible counterpoint, figured bass, and several genres including choral Prelude, invention, canon, and fugue. We will also study rhetoric, contrapuntal schemata, and partimento.
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. Music Theory Review. 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.
Typically offered in Fall & Spring.
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.

**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.
Typically offered in Fall & Spring.
Repeatable for Credit.

**MTC 692. Independent Study in Music. 2 Credits.**
Consent: Permission of the Department required to add.
Typically offered in Fall & Spring.
Repeatable for Credit.

**MTC 693. Independent Study in Music. 3 Credits.**
Consent: Permission of the Department required to add.

**MTC 694. Independent Study in Music. 4 Credits.**
Consent: Permission of the Department required to add.

**MTC 695. Independent Study in Music. 5 Credits.**
Consent: Permission of the Department required to add.

**MTC 696. Independent Study in Music. 6 Credits.**
Consent: Permission of the Department required to add.

**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.

**MWS**

**MWS 536. Contemp Apps 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.

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**M.M. WITH A CONCENTRATION IN HISTORY AND LITERATURE**

**Curriculum**

**Required Music Theory Course**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Requirement</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MTC 542</td>
<td>Music Analysis</td>
<td>3</td>
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</tbody>
</table>

**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:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Requirement</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MHL 610</td>
<td>Topics in Medieval Music</td>
<td>3</td>
</tr>
<tr>
<td>MHL 611</td>
<td>Topics in Renaissance Music</td>
<td>3</td>
</tr>
<tr>
<td>MHL 612</td>
<td>Topics in Baroque Music</td>
<td>3</td>
</tr>
<tr>
<td>MHL 613</td>
<td>Topics in Music from 1750 to 1810</td>
<td>3</td>
</tr>
<tr>
<td>MHL 614</td>
<td>Topics in Music from 1810 to 1880</td>
<td>3</td>
</tr>
<tr>
<td>MHL 615</td>
<td>Topics in Music from 1880 to Present</td>
<td>3</td>
</tr>
<tr>
<td>MHL 619</td>
<td>Topics In Music History I</td>
<td>3</td>
</tr>
</tbody>
</table>

**Free Electives**

May be taken in music history or other areas | 6 |

**Research Component**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Requirement</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MHL 698</td>
<td>Directed Research In Musicology</td>
<td>3</td>
</tr>
<tr>
<td>MMU 699</td>
<td>Thesis</td>
<td>3</td>
</tr>
</tbody>
</table>

Demonstration of competency in one non-English language

**Exit oral examination (including thesis defense)**

**Total Credits Required**

30

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**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; course offerings and availability are not guaranteed. Students should consult their academic advisor with any questions.

**Year One**

**Semester One**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Requirement</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>MHL 610</td>
<td>Topics in Medieval Music</td>
<td>3</td>
</tr>
<tr>
<td>MHL 611</td>
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</tr>
<tr>
<td>MHL 615</td>
<td>Topics in Music from 1880 to Present</td>
<td>3</td>
</tr>
</tbody>
</table>

**Semester Two**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Requirement</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MHL 619</td>
<td>Topics in Music History I</td>
<td>3</td>
</tr>
</tbody>
</table>
M.M. IN MUSIC THEORY, HISTORY, AND COMPOSITION: CONCENTRATION IN MUSIC THEORY AND COMPOSITION

Required Music Theory Course
MTC 542  Music Analysis  3

Area of Concentration
MTC 512  Composition I  3
MTC 513  Composition II  3
MTC 517  Advanced Computer Music  3
MTC 544  16th Century Counterpoint  3

Concentration Electives
Select two of the following:  6
MTC 514  Composition III
MTC 541  Advanced Orchestration
MTC 545  18th Century Counterpoint

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

If student fails the Graduate Placement test in Music History, they MUST complete the MHL 501 remedial course PRIOR to taking this requirement.

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; course offerings and availability are not guaranteed. Students should consult their academic advisor with any questions.

<table>
<thead>
<tr>
<th>Year One</th>
<th>Semester One</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MTC 512</td>
<td>Composition I</td>
<td>3</td>
</tr>
<tr>
<td>MTC 541 or 542</td>
<td>Advanced Orchestration</td>
<td>3</td>
</tr>
<tr>
<td>Credits</td>
<td>6</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Semester Two</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>MTC 513 (Free Elective)</td>
<td>Composition II</td>
</tr>
<tr>
<td>MTC 545</td>
<td>18th Century Counterpoint</td>
</tr>
<tr>
<td>MTC 517</td>
<td>Advanced Computer Music</td>
</tr>
<tr>
<td>Credits</td>
<td>9</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year Two</th>
<th>Semester Three</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>MTC 514 or 579</td>
<td>Composition III</td>
<td>3</td>
</tr>
<tr>
<td>MTC 541 or 542</td>
<td>Advanced Orchestration</td>
<td>3</td>
</tr>
<tr>
<td>MTC 544</td>
<td>16th Century Counterpoint</td>
<td>3</td>
</tr>
<tr>
<td>Credits</td>
<td>9</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Semester Four</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>MHL ### Music History Elective</td>
<td>3</td>
</tr>
<tr>
<td>MMU 699</td>
<td>Thesis</td>
</tr>
<tr>
<td>Thesis Defense (no credit)</td>
<td>3</td>
</tr>
<tr>
<td>Credits</td>
<td>6</td>
</tr>
</tbody>
</table>

DEPARTMENT OF NURSING

Mission

The mission of the West Chester University Department of Nursing is to provide the highest quality of undergraduate and graduate nursing education to students who come from diverse populations. All graduates are prepared to provide evidence-based quality nursing care, and to become nursing leaders within the nursing profession. The baccalaureate program provides the art and scientific foundations of entry into nursing practice. The graduate programs provide preparation into advanced nursing practice and education roles; thereby, giving students the ability to synthesize knowledge; strengthen communication; and empowerment to promote health care. The Doctor of Nursing Practice program further prepares advanced practice nurses at the highest level to fully evaluate and contribute to increasingly complex health care systems. These contributions are based on contemporary nursing science as well as organizational, political, cultural, and economic principles.
Graduates of these nursing programs 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.

**Philosophy**

The Department of Nursing affirms the WCU Vision, Mission and Values Statements and the College of Health Sciences Mission Statement. It shares the University’s commitment to teaching, research, and service to individuals, families, communities, and populations. The following statement reflects the Department of Nursing’s philosophical beliefs:

The Department of Nursing recognizes that individuals, families, communities, and populations are entitled to optimum health and quality health care. Nurses play an integral role in health promotion, disease prevention, and enhancing the quality of life throughout the lifespan. According to the ANA, “nursing is the protection, promotion and optimization of health and abilities, prevention of illness and injury, alleviation of suffering through the diagnosis and treatment of human response, and advocacy in the care of individuals, families, communities, and populations.” Advanced practice nursing roles include expert clinician, educator, researcher, consultant, and leader. The nursing programs at West Chester University recognize the responsibility to provide innovative educational programs that reflect the growing needs and current trends of diverse populations.

The faculty of the Department of Nursing provide a caring and supportive environment while respecting the diversity of the student body and communities which it serves. The University community cultivates and supports faculty/student collaboration and mentoring. The students are treated as individuals with unique qualities and learning needs. Through professional actions, the faculty reflects the department’s philosophy of excellence in nursing practice, creation of evidence-based research, establishing strong interdisciplinary associations, and fostering supportive relationships with colleagues, students, and the community.

The 2008 AACN Essentials document (The Essentials of Baccalaureate Education), the 2011 AACN Essentials document (The Essentials of Master’s Education), and the 2006 AACN Essentials document (The Essentials of Doctoral Education for Advanced Nursing Practice) provide structure for the curriculum content of all programs. The faculty designed all programs to facilitate the students’ abilities to creatively respond to a continuously changing health system. Innovative educational experiences are cooperatively planned to meet the needs of both the students and clients, empowering them in the nursing-client partnership. The interpretation, development, and implementation of ethical evidence-based research are stressed throughout the educational process.

Ethical decision making, accountability, critical thinking, and effective communication skills are emphasized. This is achieved by the application of nursing theory and empirical evidence to professional practice. All programs promote lifelong learning and leadership, and prepare the student for advance professional degrees or post-doctoral studies. (1/2016)

**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 position 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 under-served 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**

**Doctor of Nursing Practice**

- Doctor of Nursing Practice (D.N.P.) (p. 211)

**Master’s Programs in Nursing**

- Master of Science in Nursing (M.S.N.) - Nursing-Education Track (p. 211)
- Master of Science in Nursing (M.S.N.) - Adult-Gerontology CNS Track (p. 211)

**Certificate in Nursing**

- School Nurse (p. 212)
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 D.N.P.

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.

Admission Requirements for the M.S.N.

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 graduate students are held to the academic policies and procedures outlined in the graduate catalog. Students are encouraged to review departmental handbooks for program tips, suggested course sequences, and explanations of procedures. When applicable, additional policies for specific department program(s) may be listed below.

Special Requirements for the M.S.N. and D.N.P.

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, rubella, 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 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

Charlotte Mackey (cmackey@wcupa.edu) (1998)
B.S., Eastern College; M.S.N., D.Ed., Widener University
Cheryl Ann Monturo (cmonturo@wcupa.edu) (2005)
Chairperson, Graduate Nursing
M.S.N., William Paterson University; M.S.N., Ph.D., University of Pennsylvania

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
Megan Ann Mraz (mmraz@wcupa.edu) (2008)
Graduate Coordinator, Graduate Nursing
B.S., M.S.N., West Chester University; Ph.D., Duquesne University
Candace L. Pletcher (cpletcher@wcupa.edu) (2010)
Graduate Coordinator, Graduate Nursing

Assistant Professors

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

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 pharmacologic 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 & Ng 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, 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 545 requires prerequisites of NSG 530, NSG 531, NSG 532, NSG 533, NSG 534, NSG 543, and NSG 544.

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 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 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 698. DNP Practicum Transition Course. 3 Credits.
This course is designed for pre-DNP students who did not complete 500 practice hours in their Master's degree and need to complete practice hours prior to their DNP program. The student will complete 250 practice hours under the supervision of a preceptor during this 3 credit course. This is a 250 clinical hour practicum course.
Pre / Co requisites: NSG 698 requires a prerequisite of a completed Masters degree. Consent: Permission of the Department required to add.
Distance education offering may be available.
Typically offered in Fall, Spring & Summer. Repeatable for Credit.

NSG 701. Transition to Doctoral Study. 2 Credits.
Students address the evolution of the doctoral 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 705 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 Fall, 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.)

Curriculum

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

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; course offerings and availability are not guaranteed. Students should consult their academic advisor with any questions.

MASTER OF SCIENCE IN NURSING (M.S.N.) - NURSING-EDUCATION TRACK

Curriculum

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

Nursing - Education Track

NSG 541  History & Philosophy of Higher Education & Nsg Education  3
NSG 542  Curriculum Development & Design in Nursing Education  3
NSG 543  Measurement & Evaluation in Nursing Education  3
NSG 544  Teaching Strategies for Classroom & Clinical Settings  3
NSG 545  Nursing Education Teaching Practicum  3

Total Credits Required  41

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.

MASTER OF SCIENCE IN NURSING (M.S.N.) - ADULT-GERONTOLOGY CNS TRACK

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.

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.

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.
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
- NSG 502 Perspectives of School Nursing 4
- NSG 512 Legal Mandates Of School Nursing 3
- NSG 533 Physical Assessment for APNs 4
- EDA 542 Foundations of Special Education 3

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.

Communication with the Department
All inquiries and other communications regarding the M.S. in Community Nutrition will be addressed to the graduate coordinator, Dr. Mary Beth Gilboy. Students may call for information at 610-436-2125, fax at 610-436-2860, or e-mail mgilboy@wcupa.edu.

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 may call for information at 610-738-2125, fax at 610-436-2860, or e-mail mgilboy@wcupa.edu.

Programs

Master’s Program in Nutrition
- M.S. in Community Nutrition (p. 214)

Accelerated Bachelor's to Master's
- B.S. in Nutrition and Dietetics to M.S. in Community Nutrition (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 graduate students are held to the academic policies and procedures outlined in the graduate catalog. Students are encouraged to review departmental handbooks for program tips, suggested course sequences, and explanations of procedures. When applicable, additional policies for specific department program(s) may be listed below.

Faculty

Professors
- Jeffrey E. Harris (jharris@wcupa.edu) (1983)
- B.A., University of California, San Diego; M.P.H., D.H.Sc., 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
- Sandra Walz (swalz@wcupa.edu) (1997)
- B.S., M.S., North Dakota State University; Ph.D., Kansas State University

Assistant Professors
- Dara Blomain (dblomain@wcupa.edu) (2016)
- B.S., M.P.H., West Chester University; Ed.D., Drexel University
- Joanne Christaldi (jchristaldi@wcupa.edu) (2013)
- B.S., College of Saint Elizabeth; M.S., University of Delaware; Ph.D., University of Georgia
- Patricia G. Davidson (pdavidson@wcupa.edu) (2013)
- B.S. Southern Illinois University; M.S., Virginia Polytechnic Institute and State University; D.C.N., Rutgers University
- Amir Golmohamadi (agolmohama@wcupa.edu) (2016)
- B.S., University of Tehran; M.S., Isfahan University of Technology; Ph.D., University of Idaho
Kimberly Johnson (kjohnson4@wcupa.edu) (2016)
B.S., Cornell University; M.S., Ph.D., Syracuse University
Christine Karpinski (ckarpinski@wcupa.edu) (2010)
Chairperson, Nutrition
B.S., West Chester University; M.A., Immaculata University; Ph.D., Rutgers University
Lynn Monahan-Couch (lmonahan@wcupa.edu) (2000)
B.S., University of California, Berkeley; M.P.H., West Chester University; D.C.N., Rutgers University
Alessandra R. Sarcona (asarcona@wcupa.edu) (2016)
B.S., East Carolina University; M.S., New York University; Ed.D., Long Island University
Regina Subach (rsubach@wcupa.edu) (2016)
B.S., M.A., Immaculata University; Ed.D., 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 plant-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 Spring.

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 instructions at http://wcupa.edu/_academics/coe/clearances.aspx.
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 MSCN Capstone course.
Pre / Co requisites: Open to MSCN 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 521. Dietetic Internship Supervised Practice Experience I. 3 Credits.
This course is a supervised practice course in the Dietetic Internship track. It is the required community nutrition supervised practice through observation, practice and research in community sites such as maternal and child health, school nutrition for 40 hours per week for 7.5 weeks (300 hours). Included in the 40 hours per week is a mandatory 60-minute online session with instructor.
Pre / Co requisites: NTD 521 requires prerequisites of NTD 503, NTD 515, NTD 517, NTD 600, NTD 610, NTD 612, NTD 616; and either admission to the Dietetic Internship Track or admission to the Post Masters Dietetic Internship Certificate program.
Distance education offering may be available.
Typically offered in Fall.

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.

NTD 523. Dietetic Internship Supervised Practice Experience II. 3 Credits.
This course is the first required clinical nutrition supervised practice through observation, practice and research in clinical sites in facilities such as acute care and long term care for 40 hours per week for 7.5 weeks (300 hours). Included in the 40 hours per week is a mandatory 60-minute online session with instructor.
Pre / Co requisites: NTD 523 requires prerequisites of NTD 503, NTD 515, NTD 517, NTD 600, NTD 610, NTD 612, NTD 616; and either admission to the Dietetic Internship Track or admission to the Post Masters Dietetic Internship Certificate program.
Distance education offering may be available.
Typically offered in Fall.

NTD 524. Dietetic Internship Supervised Practice Experience III. 3 Credits.
This course is the required food service management supervised practice and a 2 week rotation of practice choice through observation, practice and research in facilities such as acute care and long term care, retirement communities, businesses, school food service for 40 hours per week for 7.5 weeks (300 hours). Included in the 40 hours per week is a mandatory 2-hour online session with instructor.
Pre / Co requisites: NTD 524 requires prerequisites of NTD 503, NTD 515, NTD 517, NTD 600, NTD 610, NTD 612, NTD 616; and either admission to the Dietetic Internship Track or admission to the Post Masters Dietetic Internship Certificate program.
Distance education offering may be available.
Typically offered in Spring.

NTD 525. Dietetic Internship Supervised Practice Experience IV. 3 Credits.
This is the second required clinical nutrition supervised practice through observation, practice and research in clinical sites in facilities such as acute care and long term care for 40 hours per week for 7.5 weeks (300 hours). Included in the 40 hours per week is a mandatory 60-minute online session with instructor.
Pre / Co requisites: NTD 525 requires prerequisites of NTD 503, NTD 515, NTD 517, NTD 600, NTD 610, NTD 612, NTD 616; and either admission to the Dietetic Internship Track or admission to the Post Masters Dietetic Internship Certificate program.
Distance education offering may be available.
Typically offered in Spring.
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 Spring & Summer.

NTD 599. Transfer Credits (Graduate). 3-9 Credits.
Transfer Credits.

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. Typically offered in Fall.

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 Spring.

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. Typically offered in Spring.

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 MNT in such diseases, but not limited to, as gastrointestinal, endocrine, cardiovascular, cancer, and urolological 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. Typically offered in Spring.

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. Distance education offering may be available.

M.S. IN COMMUNITY NUTRITION

Curriculum

M.S. in Community Nutrition

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>
<tr>
<td>NTD 612</td>
<td>Nutrition and Human Behavior</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 and 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>
</tbody>
</table>

Capstone Paper

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>NTD 517</td>
<td>Nutrition Research Techniques</td>
<td>3</td>
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<tr>
<td>NTD 630</td>
<td>Capstone Course</td>
<td>3</td>
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<tr>
<td>Elective</td>
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</table>

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.

The following is a suggested course sequence for this program; course offerings and availability are not guaranteed. Students should consult their academic advisor with any questions.

Year One

<table>
<thead>
<tr>
<th>Year</th>
<th>Semester</th>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Fall</td>
<td>NTD 503</td>
<td>Human Nutrition</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Fall</td>
<td>NTD 515</td>
<td>Public Health Nutrition</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Fall</td>
<td>NTD 517</td>
<td>Nutrition Research Techniques</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Spring</td>
<td>NTD 600</td>
<td>Maternal Child Nutrition</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Spring</td>
<td>NTD 612</td>
<td>Nutrition and Human Behavior</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Spring</td>
<td>NTD 610</td>
<td>Nutrition Assessment</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Summer</td>
<td>Elective</td>
<td></td>
<td>3</td>
</tr>
</tbody>
</table>

Two-Year, Full-Time, 100% Online
### Year Two
#### Fall
- NTD 601 or 520: Nutrition Health in Aging 3 credits
- NTD 615: Nutrition and Disease an Evidence Based Approach 3 credits
- NTD 625: Nutrition Policy and Programs 3 credits

#### Spring
- NTD 630: Capstone Course 3 credits

#### Credits
- 9 credits

### Three-Year, Part-Time, 100% Online

#### Year One
##### Fall
- NTD 503: Human Nutrition 3 credits
- NTD 515: Public Health Nutrition 3 credits

##### Credits
- 6 credits

##### Spring
- NTD 600: Maternal Child Nutrition 3 credits
- NTD 612: Nutrition and Human Behavior 3 credits

##### Credits
- 6 credits

##### Summer
- NTD 520 (or Elective): Perspectives on Obesity 3 credits

##### Credits
- 3 credits

#### Year Two
##### Fall
- NTD 517: Nutrition Research Techniques 3 credits
- NTD 601: Nutrition Health in Aging 3 credits

##### Credits
- 6 credits

##### Spring
- NTD 610: Nutrition Assessment 3 credits
- NTD 612: Nutrition and Human Behavior 3 credits

##### Credits
- 6 credits

#### Year Three
##### Fall
- NTD 615: Nutrition and Disease an Evidence Based Approach 3 credits

##### Spring
- NTD 630: Capstone Course 3 credits

##### Credits
- 3 credits

#### Year Four
##### Fall
- NTD 615: Nutrition and Disease an Evidence Based Approach 3 credits

##### Spring
- NTD 615: Nutrition and Disease an Evidence Based Approach 3 credits

##### Credits
- 3 credits

### PHARMACEUTICAL PRODUCT DEVELOPMENT

*College of the Sciences and Mathematics*
117A Schmucker Science Center South
610-436-2939
Pharmaceutical Product Development (http://www.wcupa.edu/pharm)
Dr. Zimniski, (szimniski@wcupa.edu) Director

Pharmaceutical Product Development offers, on a limited basis, graduate courses in this area to graduate students from other programs of study.

### Policies

All graduate students are held to the academic policies and procedures (http://catalog.wcupa.edu/graduate/academic-policies-procedures) outlined in the graduate catalog. Students are encouraged to review departmental handbooks for program tips, suggested course sequences, and explanations of procedures. When applicable, additional policies for specific department program(s) may be listed below.

### 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
- James R. Pruitt (jpruitt@wcupa.edu) (2011)
  B.S., Ph.D., University of California
- Joan Woolfrey (jwoolfrey@wcupa.edu) (2000)
  Graduate Coordinator, Philosophy
- Stephen J. Zimniski (szimniski@wcupa.edu) (2006)
  Director, Pre-Medical Program
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 initiation, competitive surveillance, lead discovery and optimization, counter screens 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. Pierlott (mpierlott@wcupa.edu), Chairperson
Dr. Woolfrey (jwoolfrey@wcupa.edu), 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. 218)
• M.A. in Philosophy - Applied Ethics Concentration (p. 218)

Certificates in Philosophy

• Certificate in Business Ethics (p. 219)
• Certificate in Healthcare Ethics (p. 219)
• Gainful Employment Information: Certificate in Business Ethics (http://wcupa.edu/gainfulEmployment)
• Certificate in Healthcare Ethics (p. 219)
• Gainful Employment Information: Certificate in Healthcare Ethics (http://wcupa.edu/gainfulEmployment)

Accelerated Bachelor's to Master's

• B.A. in Philosophy to M.A. in Philosophy (http://catalog.wcupa.edu/undergraduate/arts-humanities/philosophy/philosophy-ba)

Admissions

All applicants to one of West Chester University's graduate programs will be held to the same 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 graduate students are held to the academic policies and procedures outlined in the graduate catalog. Students are encouraged to review departmental handbooks for program tips, suggested course sequences, and explanations of procedures. When applicable, additional policies for specific department program(s) may be listed below.

Preliminary and Comprehensive Examination

Requirement

One preliminary examination on one central area of philosophy (e.g., philosophy of science or moral philosophy) is required of all students after completing half of their coursework (i.e., after 15 credits). Students not doing a thesis will be required to take two additional comprehensive examinations in central areas of philosophy after completing their coursework.

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 Department, Philosophy
B.A., University of Scranton; Ph.D., Marquette University

Helen Schroepfer (hschroepfer@wcupa.edu) (2005)
B.A., College of St. Benedict/St. John's University; M.A., St. Mary's Seminar and University; Ph.D., Temple University
Typically offered in Fall.

PHI 520. Philosophy of Mind. 3 Credits.
The human mind, according to representative views. Presuppositions and implications, both scientific and philosophic, 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; 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 521 requires a 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 modern teachings of Eastern philosophy and religion: Islam, Hinduism, Buddhism, Confucianism, Taoism, and Shintoism; naturalistic and humanistic elements of decisive influence on the culture of the Orient.
Typically offered in Fall.

PHI 536. Symbolic Logic. 3 Credits.
Basic principles and methods of symbolic logic. Practice in determining validity of sentential and quantificational arguments. The algebra of classes.
Typically offered in Spring.

PHI 551. Religion and Ecology. 3 Credits.
This course explores contemporary environmental issues from the perspectives of different 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 a 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 a prerequisite of PHI 512.
Typically offered in 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.

### 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. Philosophical 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 a appropriately narrow topics, 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 640. Seminar. 3 Credits.
Study and evaluation of the major works of one philosopher, such as Plato, Aquinas, Kant, or Wittgenstein. Typically offered in Fall & Spring. Repeatable for Credit.

## M.A. IN PHILOSOPHY - APPLIED ETHICS CONCENTRATION

### 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
- **PHI 501** Graduate Proseminar: 3
- **PHI 525** Epistemology: 3
- **PHI 599** Philosophical Concepts and Systems: 3
- **PHI 640** Seminar: 3

#### Philosophy Concentration
Select two of the following: 6
- **PHI 512** Ethical Theories (recommended)
- **PHI 570** Bioethics (recommended)
- **PHI 580** Business Ethics (recommended)

#### Electives
6

#### Thesis
- **PHI 600** Thesis I: 3
- **PHI 610** Thesis: 3

**Total Credits Required** 30

### Non-Thesis Option

#### Required Core
- **PHI 501** Graduate Proseminar: 3
- **PHI 525** Epistemology: 3
- **PHI 599** Philosophical Concepts and Systems: 3
- **PHI 640** Seminar: 3

#### Philosophy Concentration
Select two of the following: 6
- **PHI 512** Ethical Theories (recommended)
- **PHI 570** Bioethics (recommended)
- **PHI 580** Business Ethics (recommended)

#### Electives
Select one of the following tracks: 12
- Business or Healthcare Track
  - Limited to any one of the following that can be taken for graduate credit: PHI 405, PHI 480, PHI 482, PHI 522
  - Select other graduate level electives: CRJ 504, GEO 525, HIS 555
- Business Track
  - **COM 510** Culture, Media And Representation
  - **CRJ 522** Corporate and Financial Crime
  - **GEO 521** Suburbanization and Land Development
  - **GEO 526** Metropolitan Systems and Problems
  - **MBA 604** Components of Effective Leadership
  - **MBA 605** Business, Society & Environment
  - **PPA 504** Public Human Resource Management
  - **PPA 505** Public Sector Organization Theory
  - **PPA 553** Labor Relations
  - **WOS 502** Special Topics
  - **WOS 539** Independent Study For The Woman Administ
- Health-Care Track
  - **HEA 500** DISEASES
  - **HEA 501** Integrative Health
  - **HEA 512** Challenge of HIV/AIDS: ISS-IMP-PREV-CONT
  - **HEA 537** Women's Health Issues A Transcultural Perspective
  - **HEA 550** Evidence-Based Medicine and Public Health
  - **HEA 555** Women's Health Issues A Transcultural Perspective
  - **HEA 514** Approaches to Health Care Delivery

**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.A. IN PHILOSOPHY - STANDARD CONCENTRATION

### Curriculum

#### Thesis Option

#### Required Core
- **PHI 501** Graduate Proseminar: 3
- **PHI 525** Epistemology: 3
- **PHI 599** Philosophical Concepts and Systems: 3
- **PHI 640** Seminar: 3

#### Philosophy Concentration

#### Electives

#### Thesis
- **PHI 600** Thesis I: 3
- **PHI 610** Thesis: 3

**Total Credits Required** 30
CERTIFICATE IN BUSINESS ETHICS

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 healthcare field. The certificate, which can be completed in three semesters, consists of the following:

**Required Courses**
- PHI 502 History of Western Ethics 3
- PHI 570 Bioethics 3

**Focused Electives**
Select three of the following, with at least two different prefixes:¹
- HEA 500 DISEASES
- HEA 501 Integrative Health
- HEA 512 Challenge of HIV/AIDS: ISS-IMP-PREV-CONT
- HEA 514 Approaches to Health Care Delivery
- HEA 537 Women’s Health Issues A Transcultural Perspective
- HEA 550 Evidence-Based Medicine and Public Health
- HEA 555 Women’s Health Issues A Transcultural Perspective
- PHI 405 Feminist Theory
- PHI 522 Philosophy of Science
- PHI 582 Social Philosophy

**Total Credits Required** 15

¹ Selected with advisement.

POLICY, PLANNING, AND ADMINISTRATION

**Overview**
105 Recitation Hall
West Chester University
West Chester, PA 19383
610-436-2944
Doctorate of Education (http://www.wcupa.edu/policyPlanningAdmin)
Robert Haworth (rhaworth@wcupa.edu), Graduate Coordinator

**Program of Study**
This Ed.D. program prepares regional professionals in all aspects of educational leadership. As a major PreK-16+ partner to the school districts, the College of Education and Social Work developed the program to equip practicing educators with the knowledge and skills to conduct relevant research while enhancing their instructional skills. This professional doctorate offers a practical, research-based, and clinically oriented terminal degree that builds on the strong, dynamic programs that West Chester University has offered throughout the years. The program provides professional educators in a variety of settings the skills necessary to identify challenges/questions in their 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**

• Ed.D. in Policy, Planning, and Administration (p. 221)

**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)

**Requirements for Admission to Degree Candidacy for the Doctor of Education in Policy, Planning, and Administration**

Application for degree candidacy must be made when the following have been successfully completed:

1. Professional Core Courses (18 credits)
2. Research Methods Courses (12 credits)
3. Area of Concentration Courses (12 credits)
4. Comprehensive Exams

**Policies**

All graduate students are held to the academic policies and procedures [http://catalog.wcupa.edu/graduate/academic-policies-procedures](http://catalog.wcupa.edu/graduate/academic-policies-procedures) outlined in the graduate catalog. Students are encouraged to review departmental handbooks for program tips, suggested course sequences, and explanations of procedures. When applicable, additional policies for speciﬁc department program(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. Typically offered in Spring.

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.

EDD 999. Doctor of Education Transfer Electives. 0.5-30 Credits.
Doctor of Education Transfer Electives. Repeatable for Credit.
graduates of WCU’s program will be able to employ evidence-based interventions to enhance their learning in one of two specialty tracks: trauma or prevention mental, emotional, and behavioral disorders. students will enroll in EDD 801-804 and select elective courses that support their specific training goals and dissertation research during the fall, spring, and summer. students are expected to be on campus for classes, clinical practicum, and training experiences beginning in the first year of the program. the West Chester University Psy.D. program is a full-time, year-round program in which students 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/degreport.

DEPARTMENT OF PSYCHOLOGY
College of the Sciences and Mathematics
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West Chester University
West Chester, PA 19383
610-436-2532
Department of Psychology (http://www.wcupa.edu/psychology)
Dr. Kerr (skerr@wcupa.edu), Chairperson
Dr. Johnson (vjohnson@wcupa.edu), Assistant Chairperson
Dr. Clarke (aclarke@wcupa.edu), Graduate Coordinator - Clinical Psychology & Psy.D.
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 Certificate in Clinical Mental Health in Preparation for Counseling Licensure

Programs
Doctor of Psychology
• Psy.D. in Clinical Psychology (p. 226)

Master’s Programs in Psychology
• M.A. in Psychology - Clinical Psychology Concentration (p. 227) (no longer accepting new students)
• M.A. in Psychology - General Psychology Concentration (p. 228)
• M.A. in Psychology - Industrial/Organizational Psychology Concentration (p. 229)

Certificates in Psychology
• Industrial/Organizational Psychology Certificate (p. 229)
• Psychology Post-Master’s Certificate in Clinical Mental Health in Preparation for Counseling Licensure (p. 230)

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 one-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 graduate students are held to the academic policies and procedures (http://catalog.wcupa.edu/graduate/academic-policies-procedures) outlined in the graduate catalog. Students are encouraged to review departmental handbooks for program tips, suggested course sequences, and explanations of procedures. When applicable, additional policies for specific department program(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)
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)
Assistant Chairperson, Psychology

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 (jmcconatha@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

Stefani Yorges (syorges@wcupa.edu) (1996)
Graduate Coordinator, Psychology
B.A., Hastings College; M.S., Ph.D., Purdue University

Deanne U. Zotter (dzotter@wcupa.edu) (1991)
B.A., Bloomsburg University; M.A., Ph.D., Kent State University

Associate Professors

Julian Azorlosa (jazorlosa@wcupa.edu) (2001)
B.A., M.A., Ph.D., University of Delaware

Angela Clarke (aclarke@wcupa.edu) (2007)
Graduate Coordinator, Psychology

B.S., M.A., Ph.D., University of North Carolina-Chapel Hill

Aaron S. Rundus (arundus@wcupa.edu) (2011)
B.A., University of South Florida; M.S., Ph.D., University of California, Davis

Geeta Shivde (gshivde@wcupa.edu) (2005)
B.A., Oberlin College; M.S., Ph.D., University of Oregon

Assistant Professors

Janet Chang (jchang@wcupa.edu) (2016)
B.A., Swarthmore College; M.A., Ph.D., University of California, Davis

Erin Michelle Hill (ehill@wcupa.edu) (2013)
Graduate Coordinator, Psychology
B.A., Laurentian University; M.A., Carleton University; Ph.D., Auckland University of Technology

Farzin Irani (firani@wcupa.edu) (2014)
B.S., University of Toronto; M.S., Villanova University; Ph.D., Drexel University

Vipanchi Mishra (vmishra@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

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B.A., Queens College, City University of New York; M.A., Brooklyn College, City University of New York

Ekeoma E. Uzogara (euzogara@wcupa.edu) (2016)
B.A., Boston University; M.A., M.P.H., 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. Consent: Permission of the Department required to add. Typically offered in Fall & Spring. Repeatable for Credit.

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.

Typically offered in Spring.

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.
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 advanced 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 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 Spring.

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 and theoretical perspectives of therapy 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 710 requires prerequisite of PSY 710.
Typically offered in Spring.

PSY 712. Psychotherapy II: Interpersonal and Psychodynamic Theory. 3 Credits.
This course will provide students the opportunity to learn skills necessary for conducting individual psychotherapy using interpersonal and psychodynamic theories.
Pre / Co requisites: PSY 712 requires prerequisite of PSY 710.
Typically offered in Spring.

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 students to the practice of group psychotherapy from a variety of theoretical orientations.
Pre / Co requisites: PSY 716 requires prerequisites of PSY 710, PSY 712, and PSY 714.
Typically offered in Spring.

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.
The focus of this course is on the effective practice of individual counseling/psychotherapy. The primary emphasis in the course is on process issues that are typically encountered by many psychotherapists, regardless of their specific theoretical orientation.
Pre / Co requisites: PSY 730 requires prerequisites of PSY 700 and PSY 710.
Typically offered in Fall.

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 provides graduate psychology students an opportunity to learn about and engage in psychological research to augment the dissertation research by assisting 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 focuses on the examination of interventions, including prevention programs, for contemporary social problems. Students will learn skills needed to conduct community assessment, intervention, and evaluation. Emphasis will be placed on contextual analyses, community strengths, and culturally-appropriate solutions.
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 ethically 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 intervention.
Pre / Co requisites: PSY 761 requires prerequisite of PSY 608 and PSY 701.
Typically offered in Fall.

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. 1-6 Credits.
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

Curriculum

College of the Sciences and Mathematics

Required

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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<tr>
<td>PSY 601</td>
<td>Introduction to Statistics/Research Methods</td>
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</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>
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<td>PSY 608</td>
<td>Developmental Bases of Behavior</td>
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<tr>
<td>PSY 609</td>
<td>Advanced Social Psychology</td>
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<tr>
<td>PSY 700</td>
<td>Adult Psychopathology</td>
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<tr>
<td>PSY 701</td>
<td>Child and Adolescent Psychopathology</td>
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<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>
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<tr>
<td>PSY 710</td>
<td>Psychotherapy I: Cognitive and Behavior Therapy</td>
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<tr>
<td>PSY 712</td>
<td>Psychotherapy II: Interpersonal and Psychodynamic Theory</td>
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<td>PSY 714</td>
<td>Psychotherapy III: Child and Family Therapy</td>
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<tr>
<td>PSY 716</td>
<td>Psychotherapy IV: Group Dynamics/Group Interventions</td>
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<td>PSY 720</td>
<td>Assessment I: Intellectual Assessment</td>
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<td>PSY 721</td>
<td>Assessment II: Personality Assessment</td>
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<tr>
<td>PSY 730</td>
<td>Clinical Skills Practicum</td>
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<tr>
<td>PSY 731</td>
<td>Clinical Supervision</td>
<td>1</td>
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<tr>
<td>PSY 732</td>
<td>Consultation and Supervision in Clinical Practice</td>
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<tr>
<td>PSY 733</td>
<td>Psychology Clinic Practicum</td>
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<td>PSY 734</td>
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<tr>
<td>PSY 740</td>
<td>Research Practicum</td>
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</table>
PSY 742  Program Evaluation  3
PSY 800  Dissertation  3
PSY 890  Pre-Doctoral Clinical Internship  1-6

**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.

The following is a suggested course sequence for this program; course offerings and availability are not guaranteed. Students should consult their academic advisor with any questions.

#### Year One

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<thead>
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<th>Fall</th>
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<tr>
<td>PSY 700  Adult Psychopathology</td>
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<td>PSY 705  Multicultural Clinical Psychology</td>
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<td>PSY 710  Psychotherapy I: Cognitive and Behavior Therapy</td>
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<td>PSY 720  Assessment I: Intellectual Assessment</td>
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<td>PSY 701  Child and Adolescent Psychopathology</td>
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<td>PSY 708  Ethical, Legal, and Professional Issues in Psychotherapy</td>
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<td>PSY 712  Psychotherapy II: Interpersonal and Psychodynamic Theory</td>
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<td>PSY 721  Assessment II: Personality Assessment</td>
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<tr>
<td>PSY 604  History and Systems of Psychology</td>
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<td>PSY 731  Clinical Supervision</td>
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<td>PSY 733  Psychology Clinic Practicum</td>
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#### Year Two

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<td>PSY 601  Introduction to Statistics/Research Methods</td>
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<td>PSY 608  Developmental Bases of Behavior</td>
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<td>PSY 714  Psychotherapy III: Child and Family Therapy</td>
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<td>PSY 731  Clinical Supervision</td>
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<td>PSY 740  Research Practicum</td>
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<td>PSY 602  Advanced Statistical Methods</td>
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<td>PSY 609  Advanced Social Psychology</td>
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PSY 716  Psychotherapy IV: Group Dynamics/Group Interventions  3
PSY 731  Clinical Supervision  1
PSY 733  Psychology Clinic Practicum  2
PSY 740  Research Practicum  3

| Credits | **15** |

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#### Year Three

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<td>PSY 734  Advanced Clinical Practicum</td>
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<td>PSY Elective I</td>
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<tr>
<td>PSY 707  Cognitive-Affective Bases of Behavior</td>
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<td>PSY Elective II</td>
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<table>
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<td>PSY 734  Advanced Clinical Practicum</td>
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#### Year Four

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<tr>
<td>PSY 705  Biological Bases of Behavior</td>
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<td>PSY 732  Consultation and Supervision in Clinical Practice</td>
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<td>PSY 734  Advanced Clinical Practicum</td>
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<td>PSY Elective III</td>
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<table>
<thead>
<tr>
<th>Spring</th>
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<tbody>
<tr>
<td>PSY 734  Advanced Clinical Practicum</td>
<td>2-3</td>
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<tr>
<td>PSY 800  Dissertation</td>
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<td>PSY Elective IV</td>
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<table>
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<tbody>
<tr>
<td>PSY 890  Pre-Doctoral Clinical Internship</td>
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#### Year Five

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<tbody>
<tr>
<td>PSY 890  Pre-Doctoral Clinical Internship</td>
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<td><strong>Credits</strong></td>
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<table>
<thead>
<tr>
<th>Spring</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>Oral dissertation defense and approval of dissertation by committee is required before degree is complete.</td>
<td></td>
</tr>
<tr>
<td>PSY 890  Pre-Doctoral Clinical Internship</td>
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<tr>
<td><strong>Credits</strong></td>
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</table>

### M.A. IN PSYCHOLOGY - CLINICAL PSYCHOLOGY CONCENTRATION

Curriculum

("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>PSY 601</th>
<th>Introduction to Statistics/Research Methods</th>
<th>3</th>
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<tbody>
<tr>
<td>PSY 602</td>
<td>Advanced Statistical Methods</td>
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<tr>
<td>PSY 700</td>
<td>Adult Psychopathology</td>
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<td>PSY 524</td>
<td>Psychometrics: Measurement and Evaluation</td>
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<tr>
<td>PSY 710</td>
<td>Psychotherapy I: Cognitive and Behavior Therapy</td>
<td>3</td>
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<tr>
<td>PSY 540</td>
<td>Multicultural Psychology</td>
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<td>PSY 720</td>
<td>Assessment I: Intellectual Assessment</td>
<td>3</td>
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<tr>
<td>PSY 721</td>
<td>Assessment II: Personality Assessment</td>
<td>3</td>
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<tr>
<td>PSY 712</td>
<td>Psychotherapy II: Interpersonal and Psychodynamic Theory</td>
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<td>PSY 708</td>
<td>Ethical, Legal, and Professional Issues in Psychotherapy</td>
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<tr>
<td>PSY 730</td>
<td>Clinical Skills Practicum</td>
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</table>

In addition, a two-semester-hour clinical practicum and a four-semester-hour clinical internship are required.

| PSY 734 | Advanced Clinical Practicum                     | 2 |
| PSY 890 | Pre-Doctoral Clinical Internship                 | 4 |

Electives
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
- PSY 568 Psychopharmacology
- PSY 581 Eating Disorders
- PSY 590 Topical Seminar in Psychology
- PSY 600 Research Report
- PSY 610 Thesis
- EDC 521 Human Development Through Life Span
- EDC 556 Career Development Theories and Practices

Total Credits Required 48

**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; course 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.*)

<table>
<thead>
<tr>
<th>Year One</th>
<th>Semester One</th>
<th>Credits</th>
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<tr>
<td>PSY 601</td>
<td>Introduction to Statistics/Research Methods</td>
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<td>PSY 700</td>
<td>Adult Psychopathology</td>
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<td>PSY 712</td>
<td>Psychotherapy II: Interpersonal and Psychodynamic Theory</td>
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<td>Total Credits</td>
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**Semester Two**

| PSY 540 | Multicultural Psychology | 3 |
| PSY 602 | Advanced Statistical Methods | 3 |
| PSY 708 | Ethical, Legal, and Professional Issues in Psychotherapy | 3 |
| PSY 730 (Or Year Two, Semester Three) | Clinical Skills Practicum | 3 |

| Credits | 12 |

**Year Two**

<table>
<thead>
<tr>
<th>Semester Three</th>
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<tbody>
<tr>
<td>PSY 524 (Or Year One, Summer)</td>
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<tr>
<td>PSY 710 (Or Year Two, Semester Four)</td>
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<tr>
<td>PSY 720 (Or Year Two, Semester Four)</td>
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<tr>
<td>PSY 734</td>
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| Credits | 11-12 |

<table>
<thead>
<tr>
<th>Semester Four</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY 721 (Or Year Two, Semester Three)</td>
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<tr>
<td>PSY 890</td>
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<tr>
<td>Elective 1</td>
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<td>Elective 2</td>
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</table>

| Credits | 10 |

**M.A. IN PSYCHOLOGY - GENERAL PSYCHOLOGY CONCENTRATION**

*College of the Sciences and Mathematics*

**Curriculum**

**Foundations in Research**

| PSY 601 | Introduction to Statistics/Research Methods | 3 |
| PSY 602 | Advanced Statistical Methods                  | 3 |
| PSY 524 | Psychometrics: Measurement and Evaluation     | 3 |
| PSY 600 | Research Report                                | 3 |
| PSY 610 | Thesis                                        | 3-6 |

**Core Foundations in Psychology**

Select 9 credits of the following:

- PSY 470 Sensory and Perceptual Processes
- PSY 506 Learning And Cognition
- PSY 512 Psychology Of Personality
- PSY 540 Multicultural Psychology
- PSY 562 Organizational Psychology
- PSY 568 Psychopharmacology
- PSY 604 History and Systems of Psychology
- PSY 605 Biological Bases of Behavior
- PSY 607 Cognitive-Affective Bases of Behavior
- PSY 608 Developmental Bases of Behavior
- PSY 609 Advanced Social Psychology
- PSY 680 Advanced Health Psychology
- PSY 700 Adult Psychopathology
- PSY 701 Child and Adolescent Psychopathology
Select 12 credits chosen from within the core courses listed above, from courses outside of psychology (with permission of program adviser), or from the following list:

- PSY 510 Graduate Research in Psychology
- PSY 521 Issues in Autism: Diagnosis and Behavioral Treatments
- PSY 530 Human Sexual Behavior
- PSY 543 Psychology of Group Processes
- PSY 547 Interpersonal Relationships within Groups
- PSY 565 Psychology Of Women
- PSY 567 Psychology & Training
- PSY 569 Ethics and Professional Skills in Organizational Practice
- PSY 571 Workplace Stress and Health
- PSY 572 Introduction to People Analytics
- PSY 581 Eating Disorders
- PSY 590 Topical Seminar in Psychology
- PSY 710 Psychotherapy I: Cognitive and Behavior Therapy
- PSY 742 Program Evaluation
- 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: 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 PSYCHOLOGY - INDUSTRIAL/ORGANIZATIONAL PSYCHOLOGY CONCENTRATION

College of the Sciences and Mathematics

Curriculum

<table>
<thead>
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<td>PSY 601 Introduction to Statistics/Research Methods</td>
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<td>PSY 562 Organizational Psychology</td>
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<td>PSY 566 Seminar In Indus &amp; Organizat Psychology</td>
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<td>PSY 569 Ethics and Professional Skills in Organizational Practice</td>
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<td>PSY 630 Internship in Industrial/Organizational</td>
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<td>PSY 600 Research Report</td>
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<table>
<thead>
<tr>
<th>Electives</th>
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<tbody>
<tr>
<td>Select at least four elective courses which, in combination with their internship and research experience, will enable them to explore a particular aspect of the field in greater depth</td>
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</table>

Total Credits Required: 39

1. Some elective courses may be taken outside of the Department of Psychology. Courses restricted to clinical psychology majors cannot be taken as electives. With careful selection of electives, internship, and research focus, students will be able to develop specialization in performance analysis and training, personnel evaluation and placement, or aspects of group and organizational processes in industrial/organizational psychology.

2. Students may, with permission, enroll for the thesis (PSY 610) for three hours. Students electing the thesis option will complete 42 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.

The following is a suggested course sequence for this program; course offerings and availability are not guaranteed. Students should consult their academic advisor with any questions.

<table>
<thead>
<tr>
<th>Year One</th>
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<td>PSY 562</td>
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<td>PSY 630 or 524</td>
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<tr>
<td>PSY 569</td>
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<tr>
<td>PSY 546 (STRONGLY RECOMMENDED elective)</td>
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<td>PSY 600</td>
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INDUSTRIAL/ORGANIZATIONAL PSYCHOLOGY CERTIFICATE

College of the Sciences and Mathematics

Curriculum

<table>
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<tr>
<th>Required Courses</th>
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<tr>
<td>PSY 560 Advanced Industrial Psychology</td>
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<tr>
<td>PSY 562 Organizational Psychology</td>
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<tr>
<td>PSY 569 Ethics and Professional Skills in Organizational Practice</td>
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<tr>
<td>PSY 572 Introduction to People Analytics</td>
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Total Minimum Credits Required: 12
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 and 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, policies, 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 healthcare 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. 233)

**Master’s Programs in Public Policy and Administration**

- M.P.A. Master of Public Administration (p. 234)
- M.P.A. Human Resources Management Concentration (p. 235) (no longer accepting new students)
- M.P.A. Nonprofit Administration Concentration (p. 235)
- M.P.A. Public Administration Concentration (p. 236)

**Certificates in Public Policy and Administration**

- Public Administration (p. 237)
  - Gainful Employment Information: Certificate in Public Administration (http://wcupa.edu/gainfulEmployment)
- Human Resources Management (p. 236) (no longer accepting new students)
  - Gainful Employment Information: Certificate in Human Resource Management (http://wcupa.edu/gainfulEmployment)
- Nonprofit Administration (p. 236)
  - 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. 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

**Admission Requirements for the M.P.A. Degree**

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 graduate students are held to the academic policies and procedures (http://catalog.wcupa.edu/graduate/academic-policies-procedures) outlined in the graduate catalog. Students are encouraged to review departmental handbooks for program tips, suggested course sequences, and explanations of procedures. 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**

**Associate Professors**

Kristen B. Crossney (kcrossney@wcupa.edu) (2008)
B.S., University of Maryland-Baltimore County; M.A., Temple University; Ph.D., Rutgers University

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

Assistant 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

Jeremy N. Phillips (jphillips2@wcupa.edu) (2012)
Director, D.P.A. Program

Chairperson, Public Policy and Administration
B.A., University of Southern Indiana; M.P.A., Western Kentucky University; Ph.D., Southern Illinois University-Carbondale
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. Issues 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. Qualitative 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 705 requires a prerequisite of DPA 705. Distance education offering may be available.

DPA 707. Quantitative 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 appropriation 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.

DPA 999. Transfer Credits (Graduate). 3-9 Credits.
Transfer Credits. Repeatable for Credit.

PPA

PPA 501. Research Methods in Public Administration. 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 502. Policy Analysis and Program Evaluation. 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 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. Foundations in Nonprofit Administration. 3 Credits.
Introduces students to the practice of nonprofit administration. Core functions of the field are surveyed including: financial and organizational management, role of boards, and strategic planning.
Distance education offering may be available.
Typically offered in Fall, Spring & Summer.

PPA 510. Topics in Public Administration. 3 Credits.
Intensive study of selected topics in public administration current to the interest and needs of students.
Distance education offering may be available.
Typically offered in Fall, Spring & Summer.
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.
Typically offered in Fall & Spring.

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 515. Social Equity and Public Administration. 3 Credits.
This course examines the role of social equity and diversity in public policy and administration, focusing primarily on gender, race, and ethnicity. Emphasis will be placed on the history of the struggle for legal equality and the current forces of institutional discrimination that still exist. Students will also learn strategies for how public managers can embrace diversity in their organizations and create a climate of cultural inclusiveness for the workforce as well as for citizens.
Distance education offering may be available.
Typically offered in Fall & Spring.

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 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 of the program director.

DOCTOR OF PUBLIC ADMINISTRATION (D.P.A.)

Curriculum

Doctoral Study
M.P.A. MASTER OF PUBLIC ADMINISTRATION

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; course offerings and availability are not guaranteed. Students should consult their academic advisor with any questions.

### Year One

#### Semester One

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<tr>
<td>DPA 700</td>
<td>Pre-Doctoral Seminar in Public Policy and Administration</td>
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<tr>
<td>DPA 701</td>
<td>Advanced Practice and Applied Theories of Public Policy and Administration</td>
<td>3</td>
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<tr>
<td>DPA 702</td>
<td>Strategic Public Sector Management and Governance</td>
<td>3</td>
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<tr>
<td>DPA 703</td>
<td>Advanced Public Sector Economic and Financial Decision Making</td>
<td>3</td>
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<td>DPA 704</td>
<td>Advocacy and Leadership in Public Policy and Administration</td>
<td>3</td>
</tr>
<tr>
<td>DPA 705</td>
<td>Research Design for Program and Policy Evaluation</td>
<td>3</td>
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<tr>
<td>DPA 706</td>
<td>Quantitative Methods of Program and Policy Evaluation</td>
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<td>DPA 707</td>
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#### Semester Two

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<tr>
<td>DPA 703</td>
<td>Advanced Public Sector Economic and Financial Decision Making</td>
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<td>DPA 704</td>
<td>Advocacy and Leadership in Public Policy and Administration</td>
<td>3</td>
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<tr>
<td>DPA 706</td>
<td>Quantitative Methods of Program and Policy Evaluation</td>
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### Year Two

#### Semester One

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<tr>
<td>DPA 702</td>
<td>Strategic Public Sector Management and Governance</td>
<td>3</td>
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<tr>
<td>DPA 707</td>
<td>Qualitative Methods of Program and Policy Evaluation</td>
<td>3</td>
</tr>
<tr>
<td>PPA/CRJ/GEO/GSW Concentration Elective Course</td>
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#### Semester Two

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<th>Course Title</th>
<th>Credits</th>
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<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>
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<tr>
<td>DPA 803</td>
<td>Concentration Elective Course</td>
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### Year Three

#### Semester One

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<tr>
<td>DPA 804</td>
<td>Capstone Seminar IV: Findings and Recommendations</td>
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These courses may be taken during the summer to complete the program in two years.

### 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 Code</th>
<th>Course Title</th>
<th>Credits</th>
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<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 506</td>
<td>Foundations in Nonprofit Administration</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.

**Capstone Seminar**

<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. 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 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</td>
</tr>
</tbody>
</table>

**Total Credits Required**

<table>
<thead>
<tr>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>39</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; course 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

#### Semester One

<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>
</tbody>
</table>

**Total Credits Required**

<table>
<thead>
<tr>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
</tr>
</tbody>
</table>
M.P.A. HUMAN RESOURCES MANAGEMENT CONCENTRATION

Course of Business and Public Management

**Curriculum**

(“Note: As of Fall 2017, this program is no longer accepting new students.)

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 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 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></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**

PPA 600 Capstone Seminar in Public Administration 3

**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

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; course offerings and availability are not guaranteed. Students should consult their academic advisor with any questions.

### Full-time 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 Foundations of Public Service</td>
<td>3</td>
</tr>
<tr>
<td>PPA 501 Research Methods in Public Administration</td>
<td>3</td>
</tr>
<tr>
<td>PPA 551 Staffing and Development</td>
<td>3</td>
</tr>
</tbody>
</table>

#### Year Two

<table>
<thead>
<tr>
<th>Semester Three</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PPA 502 Policy Analysis and Program Evaluation</td>
<td>3</td>
</tr>
<tr>
<td>PPA 554 Compensation Analysis and Benefits Planning</td>
<td>3</td>
</tr>
<tr>
<td>PPA 553 Labor Relations</td>
<td>3</td>
</tr>
</tbody>
</table>

#### Year Three

<table>
<thead>
<tr>
<th>Semester Four</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PPA 503 Public Budgeting Finance</td>
<td>3</td>
</tr>
<tr>
<td>PPA 504 Public Human Resource Management</td>
<td>3</td>
</tr>
<tr>
<td>PPA 552 Employee Relations</td>
<td>3</td>
</tr>
<tr>
<td>PPA 600 Capstone Seminar in Public Administration</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credits Required: 39

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M.P.A. NONPROFIT ADMINISTRATION CONCENTRATION

Course 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 506</td>
<td>Foundations in Nonprofit 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: 6

**Internship or Professional Seminar**

PPA 600 Capstone Seminar in Public Administration 3
M.P.A. PUBLIC ADMINISTRATION CONCENTRATION

Required for students without sufficient, professional public sector work experience.

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PPA 600 Public Policy and Administration Internship</td>
<td>3-6</td>
</tr>
<tr>
<td>or PPA 602 Professional Seminar in Public Administration</td>
<td></td>
</tr>
</tbody>
</table>

**Total Minimum 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; course offerings and availability are not guaranteed. Students should consult their academic advisor with any questions.

**Full-time Student Sample Plan of Study (36 credits if an internship is not required)**

<table>
<thead>
<tr>
<th>Year One</th>
<th>Semester One</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>PPA 500 Foundations of Public Service</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>PPA 501 Research Methods in Public Administration</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>PPA 506 Foundations in Nonprofit Administration</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td><strong>Credits</strong></td>
<td>9</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Semester Two</th>
<th>PPA 502 Policy Analysis and Program Evaluation</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>PPA 503 Public Budgeting Finance</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>PPA 535 Strategic Management for Non Profit Organizations</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td><strong>Credits</strong></td>
<td>9</td>
</tr>
</tbody>
</table>

| Summer | PPA 533 Nonprofit Fundraising Essentials | 3 |
|        | PPA 532 Grant Writing | 3 |
|        | **Credits** | 6 |

<table>
<thead>
<tr>
<th>Year Two</th>
<th>Semester Three</th>
<th>PPA 504 Public Human Resource Management</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>PPA 505 Public Sector Organization Theory</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Credits</strong></td>
<td>6</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Semester Four</th>
<th>PPA 5XX Elective</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>PPA 600 Capstone Seminar in Public Administration</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td><strong>Credits</strong></td>
<td>6</td>
</tr>
</tbody>
</table>

**M.P.A. PUBLIC ADMINISTRATION CONCENTRATION**

**Curriculum**

This concentration focuses on public-sector management at the local and regional levels. It is appropriate for managers and officials from local, county, and regional government bodies who desire to enhance their general management skills as well as gain insight into public policy issues of particular concern to these officials. See “Political Science” for further information and course descriptions.

<table>
<thead>
<tr>
<th>Public Administration Core</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PPA 500 Foundations of Public Service</td>
<td>3</td>
</tr>
<tr>
<td>PPA 501 Research Methods in Public Administration</td>
<td>3</td>
</tr>
<tr>
<td>PPA 502 Policy Analysis and Program Evaluation</td>
<td>3</td>
</tr>
<tr>
<td>PPA 503 Public Budgeting &amp; Finance</td>
<td>3</td>
</tr>
<tr>
<td>PPA 504 Public Human Resource Management</td>
<td>3</td>
</tr>
<tr>
<td>PPA 505 Public Sector Organization Theory</td>
<td>3</td>
</tr>
</tbody>
</table>

**Concentration Requirements**

Suggested (not required) electives, selected under advisement from M.P.A. director or faculty adviser:

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PPA 510 Topics in Public Administration</td>
<td>3</td>
</tr>
<tr>
<td>PPA 511 Technologies for Public Administrators</td>
<td>3</td>
</tr>
<tr>
<td>PPA 512 Communications for Public Administrators</td>
<td>3</td>
</tr>
<tr>
<td>PPA 513 Law for Public Administrators</td>
<td>3</td>
</tr>
<tr>
<td>PPA 514 American Public Policy</td>
<td>3</td>
</tr>
</tbody>
</table>

Note: Students may transfer these electives in from other departments within the University or from any approved graduate certificate program.

**Capstone Seminar**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PPA 600 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>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PPA 601 Public Policy and Administration Internship</td>
<td>3-6</td>
</tr>
<tr>
<td>or PPA 602 Professional Seminar in Public Administration</td>
<td></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.

**CERTIFICATE IN HUMAN RESOURCES MANAGEMENT**

**College of Business and Public Management**

(*Note: As of Fall 2017, this program is no longer accepting new students.*)

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>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PPA 504 Public Human Resource Management</td>
<td>3</td>
</tr>
<tr>
<td>PPA 550 Topics in HR Management</td>
<td>3</td>
</tr>
<tr>
<td>PPA 551 Staffing and Development</td>
<td>3</td>
</tr>
<tr>
<td>PPA 552 Employee Relations</td>
<td>3</td>
</tr>
<tr>
<td>PPA 553 Labor Relations</td>
<td>3</td>
</tr>
<tr>
<td>PPA 554 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.

**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>
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<td>PPA 503</td>
<td>Public Budgeting &amp; Finance</td>
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<tr>
<td>PPA 504</td>
<td>Public Human Resource Management</td>
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</tr>
<tr>
<td>PPA 505</td>
<td>Public Sector Organization Theory</td>
<td>3</td>
</tr>
<tr>
<td>PPA 506</td>
<td>Foundations in Nonprofit Administration</td>
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</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

<table>
<thead>
<tr>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
</tr>
</tbody>
</table>

**Total Credits Required**

<table>
<thead>
<tr>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>39</td>
</tr>
</tbody>
</table>

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.

**CERTIFICATE IN PUBLIC ADMINISTRATION**

**College of Business and Public Management**

**Curriculum**

The Certificate in Public 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 public administration core requirements with a minimum grade of B for each course.

**Administration Core**

Students must complete 12 credits from courses offered in the 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>
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<tr>
<td>PPA 501</td>
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<td>Public Sector Organization Theory</td>
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<td>PPA 506</td>
<td>Foundations in Nonprofit Administration</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total Minimum Credits Required**

<table>
<thead>
<tr>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>12</td>
</tr>
</tbody>
</table>

**SCHOOL OF MUSIC INFORMATION**

**School of Music**

**Overview**

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. Hanning (hanning@wcupa.edu), Interim 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 advisors 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 graduate coordinator for details on these programs.

**Applied Music**

Dr. Bullock, Interim Chairperson

See the Department of Applied Music for more information on programs offered. (p. 87)

**Music Education**

Dr. Major, Chairperson

See the Department of Music Education for more information on programs offered. (p. 195)

**Music Theory, History, and Composition**

Dr. Maggio, Chairperson

See the Department of Music Theory, History, and Composition for more information on programs offered. (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 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. 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 graduate students are held to the academic policies and procedures outlined in the graduate catalog. Students are encouraged to review departmental handbooks for program tips, suggested course sequences, and explanations of procedures. When applicable, additional policies for specific department program(s) may be listed below.

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://catalog.wcupa.edu/graduate/academic-policies-procedures)

Dr. Chiarelli-Helminiak (chiarelli-helminiak@wcupa.edu), Chairperson and M.S.W. Program Director

Dr. Metz (smetz@wcupa.edu), Assistant Chairperson and Graduate Coordinator

Dr. Lavery (alavery@wcupa.edu), Graduate Coordinator - Certificate in Gerontology

Ms. Allen (alllen@wcupa.edu), Director of Field Education - West Chester Campus

Ms. Sullivan (tsullivan@wcupa.edu), Director of Field Education - Philadelphia Campus

Programs of Study

The Department of Graduate 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, families, and communities. 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, families, and communities 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 (advanced and 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. 242)

Interdisciplinary Graduate Certificate

• Gerontology (p. 244)

Gainful Employment Information: Graduate Certificate in Gerontology (http://wcupa.edu/_services/fn_aid/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.

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 compatibility 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. 239)).

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,
appllicants 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 graduate students are held to the academic policies and procedures
(http://catalog.wcupa.edu/graduate/academic-policies-procedures)
outlined in the graduate catalog. Students are encouraged to review
departmental handbooks for program tips, suggested course sequences,
and explanations of procedures. When applicable, additional policies for
specific department program(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, SWG 502, SWG 511, SWG 533,
   SWG 541, SWG 554, SWG 555, SWG 560, SWG 596,
   SWG 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</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SWG 501</td>
<td>Field Practicum I</td>
<td>3</td>
</tr>
<tr>
<td>SWG 502</td>
<td>Field Practicum II</td>
<td>3</td>
</tr>
<tr>
<td>SWG 503</td>
<td>Field Practicum III</td>
<td>3</td>
</tr>
<tr>
<td>SWG 504</td>
<td>Field Practicum IV</td>
<td>3</td>
</tr>
<tr>
<td>Total Credits</td>
<td></td>
<td>12</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.

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. 68) 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
Professors
Stacie Metz (smetz@wcupa.edu) (2005)
Graduate Coordinator, Graduate Social Work
Assistant Chairperson, Graduate Social Work
B.A., Bloomsburg University; M.A., Towson University; M.P.H.,
M.S.W., Ph.D., Saint Louis University
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
Pablo Arriaza (parriaza@wcupa.edu) (2016)
B.S. Florida State University; M.S.W. Florida State University; Ph.D.
University of Alabama
Nadine M. Bean (nbean@wcupa.edu) (1998)
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
Linda Ells (lells@wcupa.edu) (1999)
B.A., Pennsylvania State University; M.S., University of Iowa; Ph.D.,
Rutgers – The State University
Department of Graduate Social Work

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 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 impact 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 causal 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 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. Human Behavior in Organizations and 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.
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.

Assistant Professors
Ginneh Akbar (gakbar@wcupa.edu) (2016)
B.S., University of Maryland Baltimore County; M.S.W., Temple University; D.S.W., University of Pennsylvania
Christina M. Chiarelli-Helminiak (chiarelli@wcupa.edu) (2014)
Chairperson, Graduate Social Work
B.A., Shippensburg University of Pennsylvania; M.S.W., Marywood University; Ph.D., University of Connecticut
Amber M. Holbrook (aholbrook@wcupa.edu) (2013)
B.A., Hampshire College; M.S.W., University of New England; Ph.D., Bryn Mawr College
Angela Lavery (alavery@wcupa.edu) (2016)
Graduate Coordinator, Graduate Social Work
B.S., Pennsylvania State University; M.S.W., University of Wyoming; Ph.D., University of Denver
Terrence O. Lewis (tlewis@wcupa.edu) (2014)
B.A., Catholic University; M.S.W., University of Kentucky; Ph.D., Boston University
Mia Ocean (mocean@wcupa.edu) (2016)
A.A., Palm Beach State College; B.A., University of West Florida; M.S.W., University of Michigan; Ph.D., Boston University
Julie Anne Tennille (jtennille@wcupa.edu) (2013)
B.S., York College; M.S., Temple University; Ph.D., University of Pennsylvania

DEPARTMENT OF GRADUATE SOCIAL WORK
WEST CHESTER UNIVERSITY
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 theoretical and biopsychosocial elements of culturally responsive social work practice with older adults, their caregivers and families. The course examines the status and position of older adults in society, the community, and the interdisciplinary support service delivery system. This class includes information on assessments and interventions with diverse older adult clients regarding health and wellness, chronic illness, social networks, poverty, disability, end of life care and bereavement.
Typically offered in Fall.

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 families, 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: From Initial Response to Recovery through Rebuilding. 3 Credits.
The course focuses on the characteristics, strengths, and service needs of individuals, families, and communities that have experienced a disaster (whether natural or manmade) with resultant mass trauma, deaths, and extensive loss of housing and other material possessions. The framework from which this course is taught is one of recovery, resilience/risk, and capacity building. This course considers individual and family events within their ecological context (including, of course, the global context) and works to build sensitivity to and competence in work with various family forms, community alliances, and cultural patterns. This course will cover all aspects of disaster relief work. Topics covered include introduction to disaster relief work, shelter operations, family services, disaster mental health services including the theoretical bases for these services, psychological first aid, critical incident stress management, community recovery and rebuilding, and policy development for disaster preparedness and community rebuilding. Students will learn both how to offer disaster mental health services to those people directly affected by the disaster and to first responders (police, fire, rescue, and other relief workers). Careful attention will be paid to how to take care of one’s self, both during and after providing disaster services.
Pre / Co requisites: SWG 577 requires a prerequisite of SWG 501 or SWG 503 or permission of instructor.
Consent: Permission of the Department required to add.
Typically offered in Summer.

SWG 578. Social 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, psychological 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 or SWG 503 or permission of instructor.
Consent: Permission of the Department required to add.
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 topical issues 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 585. Community-based Prevention Services. 3 Credits.
This course examines the role of prevention in community socialization regarding individual, family, and community health and mental health. It reviews prevention research and funding, the use of prevention and community-based services, and offers a project based learning activity. The ecological perspective framework and systems theory are used to examine current statistics on community areas of need and the provision of services that inform educational performance, health and mental health, family development and aging. Students will operate from a framework of theory, multicultural resources, advocacy, and collaboration to develop community education for capacity building. Working through consultation with our Field Director, groups will select a prevention area and prepare an educational curriculum that may be presented at a local agency.
Consent: Permission of the Department required to add. Typically offered in Summer.

### SWG 586. Motivational Interviewing. 3 Credits.
Motivational Interviewing (MI) is an evidence-based counseling/communication method designed for evoking intrinsic motivation for positive behavior change. Originally developed in the drug and alcohol field, MI is now empirically supported to be delivered in a variety of settings, including social services, health care, mental health, public health, and criminal justice. This course will immerse students in theories, principles, and skills of MI and focus primarily on the use of MI by social workers using role and real-plays to learn and demonstrate practice skills. Following the Eight Stages of Learning MI (Moyers Miller, 2006) students will be guided through a sequence of experiential learning activities to develop and refine their skills of MI. Students will also develop beginning proficiency in identifying and coding MI skills using the MITI 3.1.
Typically offered in Fall & Spring.

### 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 593. Green Social Work and Environmental Justice. 3 Credits.
This course emphasizes a framework of environmental justice for exploring the connection between environmental impact and social, political, and economic structures. An environmental psychology perspective is utilized to understand how attitudes and behaviors related to the natural environment and sustainability are shaped, reinforced, and changed. Students will learn about a broad range of topics related to conservation of the natural environment, analyze the impact on communities, and practice skills relevant to behavioral change, community engagement, and advocacy.
Typically offered in Spring & Summer.

### 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.

### SWG 598. Field Practicum III. 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 598 requires 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.

### 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. 242) 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

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.

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<thead>
<tr>
<th>Year One</th>
<th>Semester One</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>SWG 501</td>
<td>Social Work Practice I</td>
</tr>
<tr>
<td></td>
<td>SWG 596</td>
<td>(must be same sections)</td>
</tr>
<tr>
<td></td>
<td>SWG 511</td>
<td>The Dialectic of Oppression and Liberation</td>
</tr>
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<tr>
<td></td>
<td>SWG 541</td>
<td>Social Welfare Policies and Services</td>
</tr>
<tr>
<td></td>
<td><strong>Credits</strong></td>
<td><strong>15</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year One</th>
<th>Semester Two</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>SWG 502</td>
<td>Social Work Practice II</td>
</tr>
<tr>
<td></td>
<td>SWG 597</td>
<td>(must be same sections as semester one time slot)</td>
</tr>
</tbody>
</table>
Regular Standing, Part-Time

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

Semester One

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<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>
</tbody>
</table>

Credits | 6 |

Semester Two

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SWG 555</td>
<td>Human Behavior in Organizations and Communities</td>
<td>3</td>
</tr>
<tr>
<td>SWG 560</td>
<td>Mental Health: A Recovery Approach</td>
<td>3</td>
</tr>
</tbody>
</table>

Credits | 6 |

Year Two

Semester Three

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SWG 501</td>
<td>Social Work Practice I</td>
<td>6</td>
</tr>
<tr>
<td>SWG 596</td>
<td>Social Work Practice II</td>
<td>6</td>
</tr>
</tbody>
</table>

Credits | 12 |

Semester Four

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SWG 534</td>
<td>Advanced Research Methods: Program Evaluation</td>
<td>3</td>
</tr>
</tbody>
</table>

Credits | 3 |

Advanced Standing, Full-Time

Other than electives, all required courses must be taken in the sequential order presented below.

Summer Before Year 1 (May-July)

Semester I

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SWG 503</td>
<td>Integrative Bridge Course</td>
<td>3</td>
</tr>
<tr>
<td>SWG 560</td>
<td>Mental Health: A Recovery Approach</td>
<td>3</td>
</tr>
</tbody>
</table>

Credits | 6 |

Year One

Fall

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SWG 534</td>
<td>Advanced Research Methods: Program Evaluation</td>
<td>3</td>
</tr>
<tr>
<td>SWG 561</td>
<td>Advanced Practice I: Individuals</td>
<td>6</td>
</tr>
<tr>
<td>SWG 596</td>
<td>Advanced Practice II: Integrative Seminar</td>
<td>6</td>
</tr>
</tbody>
</table>

Credits | 15 |

Spring

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SWG 542</td>
<td>Advanced Policy and Community Practice</td>
<td>3</td>
</tr>
<tr>
<td>SWG 562</td>
<td>Advanced Social Work Practice With Families</td>
<td>3</td>
</tr>
<tr>
<td>SWG 599</td>
<td>Field Practicum</td>
<td>3</td>
</tr>
</tbody>
</table>

Credits | 9 |

Advanced Standing, Part-Time

Summer Before Year 1 (May-July)

Semester I

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SWG 503</td>
<td>Integrative Bridge Course</td>
<td>3</td>
</tr>
<tr>
<td>SWG 560</td>
<td>Mental Health: A Recovery Approach</td>
<td>3</td>
</tr>
</tbody>
</table>

Credits | 6 |
GRADUATE CERTIFICATE IN GERONTOLOGY

College of Education and Social Work

Curriculum

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 older adult, their families and caregivers. The certificate program provides students with documentation of their academic training in the field.

Certificate Core Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NSG 554</td>
<td>APN Adult Health/Gero Theories of Normal Aging</td>
<td>3</td>
</tr>
<tr>
<td>NTD 601</td>
<td>Nutrition &amp; Health in Aging</td>
<td>3</td>
</tr>
<tr>
<td>NSG 556</td>
<td>APN Adult Health/Gero Health Illness Transitions</td>
<td>3</td>
</tr>
</tbody>
</table>

Electives

In addition to the core courses, one elective course chosen under advisement with the Gerontology Program Coordinator. 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. Field practicum, internships and capstone projects at approved aging sites may also be considered for 3 credit electives for graduate students simultaneously enrolled in some graduate programs (e.g., MSW, Nursing, Kinesiology).

Total Credits Required 12

Graduate students simultaneously enrolled in some graduate programs may have the option of completing their field practicum capstone, etc. hours at an aging site. If in the MSW or other graduate program with applied experience (e.g., social work field practicum, nursing practicum, internships and capstone projects at approved aging sites) this experience counts for these credits as long as the site is approved by the Gerontology Certificate Coordinator.

DEPARTMENT OF SPECIAL EDUCATION

College of Education and Social Work

304 Recitation Hall
West Chester University

West Chester, PA 19383
610-436-2579
Department of Special Education (http://www.wcupa.edu/specialEducation)
Dr. Adera (badera@wcupa.edu), Interim 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. 247)
- M.Ed. in Special Education (Online) (p. 247)

Certificates in Special Education

- Post-Baccalaureate Certification in Special Education (p. 248)
- Certificate in Autism (p. 248)
- Gainful Employment Information: Certificate in Autism Studies (http://wcupa.edu/gainfulEmployment)
- Universal Design for Learning and Assistive Technology (Online) (p. 248)

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
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.)

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).
   a. 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., Ph.D., Temple University
Corinne Murphy (cmurphy@wcupa.edu) (2006)
B.A., M.A., Ph.D., Ohio State University
Donna Wandy (dwandy@wcupa.edu) (1999)
B.S., University of Wisconsin - Eau Claire; M.Ed., University of Utah; Ph.D., University of Florida

Associate Professors
Beatrice Adero (baderoa@wcupa.edu) (2010)
Chairperson, Special Education
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
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
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
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)
M.Ed., Ed.D., 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 the delivery of 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.
Typically offered in Fall & Spring.

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 Lrng Disabl. 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. Typically offered in Fall & Spring.

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 582 requires prerequisites EDA 542, EDA 516, EDA 521, EDA 544, EDA 574, and EDA 514 or EDA 515.
Distance education offering may be available. Typically offered in Summer.

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.
Distance education offering may be available. Typically offered in Spring.

EDA 592. Workshop In Special Education I. 1-3 Credits.
Contact department for more information about this course. Repeatable for Credit.

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. Preschool 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

West Chester University
College of Education and Social Work

Curriculum

Professional Education Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDF 500</td>
<td>Methods &amp; Materials Of Research In Educa</td>
<td>3</td>
</tr>
<tr>
<td>or EDF 501</td>
<td>Research Methods For Teachers</td>
<td></td>
</tr>
</tbody>
</table>

Select one of the following with adviser:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDF 510</td>
<td>Educational Foundations</td>
<td>3</td>
</tr>
<tr>
<td>EDP 550</td>
<td>Advanced Educational Psychology</td>
<td></td>
</tr>
<tr>
<td>EDT 500</td>
<td>Integrating Ed Tech For Effective Instruction</td>
<td></td>
</tr>
</tbody>
</table>

Special Education Core

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDA 503</td>
<td>Family Systems in Special Education</td>
<td>3</td>
</tr>
<tr>
<td>EDA 506</td>
<td>Legal Issues in Special Education</td>
<td>3</td>
</tr>
<tr>
<td>EDA 544</td>
<td>Classroom Management</td>
<td>3</td>
</tr>
<tr>
<td>EDA 580</td>
<td>Contemporary Issues and Trends</td>
<td>3</td>
</tr>
<tr>
<td>EDA 591</td>
<td>Final Project</td>
<td>3</td>
</tr>
</tbody>
</table>

Areas of Concentration/Tracks

Student will select an area of concentration:

- Universal design for learning and assistive technology (online program)
- Autism 
- Diversity in the classroom/multicultural and urban education
- Literacy
- Mathematics
- Sciences
- Special education (high or low incidence)
- TESL 

Total Credits Required 33

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)

College of Education and Social Work
CURRICULUM

Professional Education Courses

EDA 500 Methods & Materials of Research in Education 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:

Universal design for learning and assistive technology (online program)
Special education (high or low incidence)

Total Credits Required 33

Note: Applicants may be required to take EDA 542, prior to core 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 set 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
EDA/SLP 521 Assistive Technologies for Communication and Participation 3
EDA 530 Teaching Children with Autism 3
EDA 544 Classroom Management 3
KIN 587 Contemporary Issues in Adapted Phy Activity: Students in the Autistic Spectrum 3
PSY 521 Issues in Autism: Diagnosis and Behavioral Treatments 3

Total Credits Required 24

CERTIFICATE IN UNIVERSAL DESIGN FOR LEARNING AND ASSISTIVE TECHNOLOGY (ONLINE)

College of Education and Social Work

Required Courses

EDA/EDT 517 Technology and Universal Design for Learning 3
EDA/EDT 519 Introduction to Assistive Technology 3
EDA/SLP 521 Assistive Technologies for Communication and Participation 3

EDA 522 Integrating Assistive Technology in the Classroom 3
EDA 542 Foundations of Special Education 3
EDT 500 Integrating Ed Tech for Effective Instruction 3

Total Credits Required 18

See the Policies page (p. 245) for department and program policies.

POST-BACCALAUREATE CERTIFICATION IN SPECIAL EDUCATION

College of Education and Social Work

Special Education Core Courses

EDA 514 PreK-8 Aspects of Transition 3
EDA 516 Curriculum & Instruction for Individual Learning Differences I 3
EDA 521 Assistive Technologies for Communication and Participation 3
EDA 523 Curriculum/Instruction for Individual Learning Differences II 3
EDA 542 Foundations of Special Education 3
EDA 544 Classroom Management 3
EDA 574 Assessment and Special Education 3
EDA 582 Special Education Modified Student Teaching and Seminar 1-3

Total Credits Required 24-30

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. Morrison (kmorrison@wcupa.edu), Interim Chairperson
Dr. Curtis (ncurtis@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 (CAATE)-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**

**Master’s Program in Sports Medicine**
- M.S. in Athletic Training (p. 251)

**Accelerated Bachelor’s to Master’s**
- B.S. in Health Science: General - Sports Medicine Studies
- Concentration to M.S. in Athletic Training (http://catalog.wcupa.edu/undergraduate/health-sciences/health/health-science-bs-general-sports-medicine-studies-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.

**Master of Science in Athletic Training**

For admission consideration to the M.S. in Athletic Training, students must have the following:

1. Bachelor’s Degree in any discipline.
2. Completion of an application in the Athletic Training Centralized Application System (ATCAS). The completion of this application replaces the completion of a WCU Graduate Studies application.
3. Transcript verification that the following prerequisite coursework has been completed at the college level with a grade of 2.00 or higher:
   - 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)
   - Physics (3-4 credits)
   - 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
4. Transcript verification that the following prerequisite coursework has been completed at the college level with a grade of 3.00 or higher:
   - Human Anatomy (3-4 credits with lab. When anatomy and physiology are taken as a combined course, the semester in which the course is centered on structural anatomy will be considered for this requirement. Student will submit course descriptions if necessary). Students who do not obtain a grade of 3.0 or higher in Human Anatomy may be admitted as a provisional admit.
   - Provisional admits will be required to pass an online comprehensive anatomy exam (minimum grade of 83%) and if this criteria is not met they must enroll in SMD 500, Human Cadaver Anatomy Lecture.
5. Verification of current CPR for the professional rescuer certification.

**Policies**

All graduate students are held to the academic policies and procedures (http://catalog.wcupa.edu/graduate/academic-policies-procedures) outlined in the graduate catalog. Students are encouraged to review departmental handbooks for program tips, suggested course sequences, and explanations of procedures. When applicable, additional policies for specific department program(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
- Scott Heinerichs (sheinerichs@wcupa.edu) (2004)
- B.S., West Chester University; M.A.T., University of South Carolina; Ed.D., Widener University
- Carolyn Consuelo Jimenez (cjhjimenez@wcupa.edu) (1994)
- B.A., Colorado College; M.S., University of Arizona; Ph.D., Temple University

**Associate Professors**
- Neil Curtis (ncurtis@wcupa.edu) (1993)
- Graduate Coordinator, 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
- Katherine Morrison (kmorrison@wcupa.edu) (2007)
- Chairperson, Sports Medicine
- B.S., West Chester University; M.S., James Madison University; Ph.D., University of Delaware

**Assistant Professors**
- Nicole Cattano (ncattano@wcupa.edu) (2007)
- Graduate Coordinator, Kinesiology
- B.S., University of North Carolina at Greensboro; M.P.H., West Chester University; Ph.D., Temple University
- Lindsey Keenan (lkeenan@wcupa.edu) (2016)
- B.S., Lock Haven University; M.S., East Stroudsburg University; M.S., East Stroudsburg University; Ph.D., Temple University

**Instructor**
- Daniel Baer (dbaer@wcupa.edu) (2016)
- B.S., West Chester University; M.S., 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 500 requires a prerequisite 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 prerequisite 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.
Pre / Co requisites: SMD 502 requires current CPR for the professional rescuer certification. 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. Pre / Co requisites: SMD 510 requires prerequisite or co-requisite of SMD 502. 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. Pre / Co requisites: SMD 511 requires co-requisite of SML 511. 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. Pre / Co requisites: SMD 513 requires prerequisite of SMD 512. 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 orthopedic 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 knowledge, skills and abilities while developing clinical reasoning and critical thinking in the delivery of health care. Emphasis with equipment intensive sports. Pre / Co requisites: SMD 515 requires prerequisites of SMD 502 and SMD 512. 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 knowledge, skills and abilities while developing clinical reasoning and critical thinking in the delivery of health care. Emphasis with adolescent and special populations. Pre / Co requisites: SMD 516 requires a prerequisite of SMD 515. 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. Pre / Co requisites: SMD 530 requires prerequisite of SMD 515. Typically offered in Fall.

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. 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. Emphasis with non-traditional seasons or settings. Pre / Co requisites: SMD 616 requires prerequisite of SMD 516. Typically offered in Summer.

SMD 617. Athletic Training Clinical Experience 4. 4 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. Pre / Co requisites: SMD 617 requires prerequisite of SMD 616. Typically offered in Fall.

SMD 618. Athletic Training Clinical Experience 5. 4 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. Pre / Co requisites: SMD 618 requires prerequisite of SMD 617. Typically offered in Spring.

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

SML 510. Therapeutic Agents Lab. 1 Credit.
Lab experiences for the application of therapeutic agents presented in SMD 510. Pre / Co requisites: SML 510 requires a prerequisite or co-requisite of 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. Pre / Co requisites: SML 511 requires a co-requisite of SMD 511. Typically offered in Fall.

DEPARTMENT OF SPORTS MEDICINE
WEST CHESTER UNIVERSITY
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 SMD 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

College of Health Sciences

Curriculum

Degree Core

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tr>
<td>SMD 501</td>
<td>Human Cadaver Dissection</td>
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<tr>
<td>SMD 502</td>
<td>Prevention &amp; Care of Injury and Illness</td>
<td>3</td>
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<tr>
<td>SMD 505</td>
<td>Evidence Based Practice in Sports Medicine</td>
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<tr>
<td>SMD 510</td>
<td>Therapeutic Agents</td>
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<td>SMD 511</td>
<td>Principles of Rehabilitation</td>
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<td>SMD 512</td>
<td>Orthopedic Assessment 1</td>
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<td>SMD 513</td>
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<td>SMD 514</td>
<td>General Medical Conditions and Pharmacology in Athletic Training</td>
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<td>SMD 640</td>
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<td>SMD 654</td>
<td>Sport Physiology in Various Populations and Environments</td>
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Athletic Training Electives

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<tr>
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Total Minimum Credits Required: 58

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; course offerings and availability are not guaranteed. Students should consult their academic advisor with any questions.

Year One

<table>
<thead>
<tr>
<th>Summer Session I</th>
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<tr>
<td>SMD 500</td>
<td>Human Cadaver Anatomy</td>
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<td>SMD 502</td>
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Year Two

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<td>SMD 511</td>
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<td>SMD 515</td>
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<td>SMD 510</td>
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<td>SMD 514</td>
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Year Three

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<td>SMD 654</td>
<td>Sport Physiology in Various Populations and Environments</td>
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</table>

Total Credits: 63

TEACHING ENGLISH AS A SECOND LANGUAGE PROGRAM

College of Arts and Humanities

232 Mitchell Hall
West Chester University
West Chester, PA 19383
610-436-2640
Teaching English as a Second Language (https://www.wcupa.edu/ TESOL)
Dr. Smidt (csmidt@wcupa.edu), Director and Graduate Coordinator

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.

## Programs

### Master’s Program in Teaching English as a Second Language

- M.A. in Teaching English as a Second Language (TESL) (p. 252)

### Certificate in ESL Teaching

- Certificate of Preparation in ESL Teaching (ESL Program Specialist Certificate) (p. 253)
  - Gainful Employment Information: Certificate of Preparation in ESL Teaching (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 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 advisor)
2. Proficiency in English (one of the following three options)¹:
   - TOEFL: 92 for the internet-based exam, 237 for the computer-based exam, 580 for the paper-based exam
   - IELTS: An overall score at bend 6.5 or above, and minimum scores of 6.5 for speaking, listening, reading, and writing
   - WCU ELS Program
3. 24 semester hours of a second language/English/linguistics/philosophy/communications²
4. Six semester hours of anthropology/sociology/psychology²
5. Experience in learning a second language²

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 advisor, 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 advisor, 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 graduate students are held to the academic policies and procedures (http://catalog.wcupa.edu/graduate/academic-policies-procedures) outlined in the graduate catalog. Students are encouraged to review departmental handbooks for program tips, suggested course sequences, and explanations of procedures. When applicable, additional policies for specific department program(s) may be listed below.

### Faculty

#### Professor

Andrea Varricchio (avarricchio@wcupa.edu) (1986)
B.A., Chestnut Hill College; M.A., Middlebury College; Ph.D., Temple University

#### Associate Professors

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

#### Assistant Professors

Jelena Colovic-Markovic (jcolovic@wcupa.edu) (2013)
B.A., University of Belgrade; M.A., Brigham Young University; Ph.D., University of Utah

William Keith Corbitt (wcorbitt@wcupa.edu) (2013)
A.A., Monterey Peninsula College; B.A., High Point University; M.A., University of Delaware; M.A., Ph.D., University of Indiana

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

### M.A. IN TEACHING ENGLISH AS A SECOND LANGUAGE (TESL)

#### Curriculum

<table>
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<tr>
<th>Required Courses</th>
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<tbody>
<tr>
<td>ENG 575</td>
<td>Structure of Modern English</td>
</tr>
<tr>
<td>ENG 576</td>
<td>Curriculum and Materials for TESL</td>
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<tr>
<td>ENG 581</td>
<td>Teaching Reading and Writing To ESL Stds</td>
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<td>ENG 587</td>
<td>ESL Practicum I</td>
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<td>LIN 540</td>
<td>Sociolinguistics</td>
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<td>ENG/LAN 583</td>
<td>Second Language Acquisition</td>
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<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>
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</table>
CERTIFICATE OF PREPARATION IN ESL TEACHING (ESL PROGRAM SPECIALIST CERTIFICATE)

College of Arts and Humanities

DEPARTMENT OF THEATRE AND DANCE

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)
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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.

Policies

All graduate students are held to the academic policies and procedures (http://catalog.wcupa.edu/graduate/academic-policies-procedures) outlined in the graduate catalog. Students are encouraged to review departmental handbooks for program tips, suggested course sequences, and explanations of procedures. When applicable, additional policies for specific department program(s) may be listed below.

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2017-2018 GRADUATE CATALOG
Courses

THA

THA 516. Theory & Application of Creative Dramatics. 3 Credits.
The use of creative dramatics as a teaching method. Research and application of theories and techniques.
Typically offered in Fall & Spring.

DEPARTMENT OF WOMEN’S AND GENDER STUDIES

College of Arts and Humanities
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**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.  
Typically offered in Fall & Spring.  
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.  
Typically offered in Fall & Spring.  
Repeatable for Credit.
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