# TABLE OF CONTENTS

- Mission, Vision & Value Statement ........................................... 5
- About the University ............................................................. 5
- Accreditations & Nationally Recognized Programs ..................... 8
- Calendar & Term Information .................................................... 8
- Campus & Facilities ............................................................... 8
- Undergraduate Admissions ...................................................... 11
  - Freshmen Admissions ......................................................... 11
  - Transfer Admissions .......................................................... 11
  - International Student Admissions ......................................... 13
- Non-Degree Admissions .......................................................... 13
- Other Admission Information .................................................. 14
- Fees & Expenses ......................................................................... 15
  - Payment Information ............................................................ 18
  - Refund Information .............................................................. 19
  - Financial Aid ........................................................................ 19
- Undergraduate Scholarships and Awards ..................................... 22
- Administration Information ....................................................... 32
  - Faculty Index ......................................................................... 35
  - Honorary Degrees .................................................................. 58
- Course Prefix Guide .................................................................... 62
- Program Index ............................................................................ 65
- Social Equity and ADA Information ........................................... 71
- Academic Policies and Procedures ............................................. 72
  - Academic Integrity ................................................................. 72
  - Academic Records Information .............................................. 75
  - Academic Services .................................................................. 77
  - Affiliated Academic Organizations ......................................... 79
- Course Policies ........................................................................... 81
- Degree Information ..................................................................... 85
- Enrolling in & Withdrawing from Courses ................................. 86
- Final Exam Information .............................................................. 87
- Grade Information ..................................................................... 87
- Graduation Requirements & Information ................................... 90
- Maintenance of Academic Standards ........................................ 91
- Non-Degree Students ................................................................ 92
- Services for Students with Disabilities .................................... 94
- Transfer, Reverse Transfer, AP, and Other Credits ..................... 96
- General Education Information ............................................... 97
- General Education Requirements ............................................. 98
- Approved General Education Course List .................................. 98
- Arts Requirement ..................................................................... 100
- Behavioral and Social Sciences Requirement .......................... 102
- Diverse Communities Requirement .......................................... 103

- English Composition Requirement .......................................... 108
- Humanities Distributive Requirement ........................................ 109
- Interdisciplinary Requirement ................................................... 111
- Language and Culture Requirement .......................................... 115
- Mathematics Requirement ......................................................... 120
- Public Speaking Requirement .................................................... 121
- Science Requirement ............................................................... 121
- Writing Emphasis Requirement ............................................... 122
- General Information about Degree Requirements .................... 134
- Requirements for the Baccalaureate Degree .............................. 134

- Accelerated Programs ............................................................... 134
- Student Affairs ......................................................................... 135
  - Campus Services .................................................................... 135
  - Off Campus and Commuter Students ....................................... 137
  - Health & Counseling Services Information ............................ 137
  - New Student Programs ........................................................ 138
  - The Office of Student Conduct .............................................. 138
  - Public Safety ......................................................................... 139
  - Residential Services ............................................................... 140
  - Student Activities ................................................................... 140
  - Student Affairs Information ................................................... 141
  - Student Organizations ........................................................... 141
- Transportation ........................................................................... 144

- International Students ............................................................. 144
- Academic Departments and Programs ...................................... 145
  - Accounting ............................................................................ 145
    - B.S. in Accounting .............................................................. 146
    - Minor in Accounting ........................................................ 148
    - Minor in White Collar Crime .............................................. 148
  - African American Studies Program ..................................... 149
    - Minor in African American Studies ................................... 149
  - American Studies Program ................................................... 149
    - Minor in American Studies ................................................ 150
  - Anthropology and Sociology ................................................ 150
    - B.A. in Anthropology .......................................................... 154
    - B.A. in Sociology ............................................................... 155
    - Minor in Anthropology ...................................................... 156
    - Minor in Sociology ........................................................... 156
  - Applied Music ....................................................................... 156
    - B.M. in Performance ........................................................... 174
    - Minor in Jazz Studies ......................................................... 178
    - Minor in Music Performance ............................................. 178
  - Art + Design ......................................................................... 179
    - B.F.A. in Graphic and Interactive Design ............................ 184
    - B.F.A. in Studio Arts ......................................................... 185
Minor in Art History ................................................. 186
Minor in Studio Art .................................................. 186
Air Force ROTC (Aerospace Studies) ................................. 187
Army ROTC (Military Science) ...................................... 188
Biology ........................................................................... 189
B.A. in Biology ............................................................ 195
B.S. in Biology - Cell and Molecular Concentration .......... 195
B.S. in Biology - Ecology and Conservation Concentration ... 197
B.S. in Biology - Integrative Biology Concentration ............ 198
B.S. in Biology - Marine Science Concentration ............... 200
B.S. in Biology - Medical Laboratory Science Concentration ........................................ 202
B.S. in Biology - Microbiology Concentration .................. 203
B.S. in Education - Biology ............................................. 204
Minor in Biology .......................................................... 205
Chemistry ...................................................................... 206
B.S. in Biochemistry .................................................... 209
B.S. in Chemistry ........................................................ 210
B.S. in Chemistry-Biology ............................................ 210
B.S. in Forensic and Toxicological Chemistry .................. 211
B.S.Ed. in Chemistry ..................................................... 212
Minor in Chemistry ...................................................... 212
Communication Sciences and Disorders ............................ 212
B.A. in Communication Sciences and Disorders ................. 214
Communication Studies ................................................ 215
B.A. in Communication Studies ...................................... 223
Minor in Communication Studies .................................... 224
Minor in Media and Culture .......................................... 224
Computer Science ........................................................ 225
B.S. in Computer Science ............................................. 228
Minor in Computer Science .......................................... 229
Minor in Information Technology ................................... 229
Minor in Web Technology and Applications ..................... 229
Certificate in Computer Security .................................... 230
Counselor Education ..................................................... 230
Criminal Justice .......................................................... 230
B.S. in Criminal Justice ............................................... 234
Minor in Criminal Justice ............................................. 236
Early and Middle Grades Education ................................. 236
B.S. in Education - Early Grades Preparation (PreK-4) ....... 240
B.S. in Education - Middle Grades Preparation Grades 4-8 ........................................ 241
Minor in Early Childhood Education ............................... 241
Minor in Elementary Education ..................................... 242
Earth and Space Sciences ............................................... 242
B.S. in Geoscience - Earth Systems Concentration .......... 245
B.S. in Geoscience - Geology Concentration .................... 247
B.S.Ed. in Earth and Space Sciences ............................... 248
Minor in Astronomy .................................................... 250
Minor in Earth Science ................................................ 250
Minor in Geology ........................................................ 250
Minor in Science Education ......................................... 250
General Science Certification ......................................... 250
Economics and Finance ................................................. 251
B.S. in Economics ....................................................... 254
B.S. in Finance .......................................................... 256
Minor in Economics .................................................... 258
Minor in Finance ........................................................ 259
Educational Development .............................................. 259
Educational Foundations and Policy Studies ..................... 259
Bachelor of Science in Education (B.S.Ed.) ...................... 261
Minor in Professional Education .................................... 262
Undergraduate Certificate Program in Education for Sustainability ........................................ 262
Educator Preparation Programs ..................................... 262
English ...................................................................... 264
B.A. in English .......................................................... 274
B.S.Ed. in English ....................................................... 275
Minor in African/African American Literature .................. 277
Minor in Business and Technical Writing ......................... 277
Minor in Creative Writing .......................................... 277
Minor in Digital Humanities and New Media .................... 277
Minor in Film Criticism .............................................. 278
Minor in Journalism ................................................. 278
Minor in Linguistics .................................................. 278
Minor in Literature .................................................... 278
Ethnic Studies Program ................................................. 279
Minor in Ethnic Studies ................................................. 280
Geography and Planning .............................................. 280
B.A. in Geography .................................................... 283
B.S. in Urban and Environmental Planning ...................... 287
Minor in Business Geographic Information Systems .......... 288
Minor in Geography and Planning ................................ 288
Elective Social Studies Teacher Certification Program ........ 288
Health ...................................................................... 288
B.S. in Environmental Health ....................................... 293
B.S. in Health Science: General .................................... 293
<table>
<thead>
<tr>
<th>Degree Program</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>B.S. in Health Science: General - Sports Medicine Studies Concentration</td>
<td>293</td>
</tr>
<tr>
<td>B.S. in Health Science: Respiratory Care</td>
<td>295</td>
</tr>
<tr>
<td>B.S. in Public Health</td>
<td>296</td>
</tr>
<tr>
<td>Minor in Contemplative Studies</td>
<td>297</td>
</tr>
<tr>
<td>Minor in Environmental Health</td>
<td>298</td>
</tr>
<tr>
<td>Minor in Health Sciences</td>
<td>298</td>
</tr>
<tr>
<td>History</td>
<td>298</td>
</tr>
<tr>
<td>B.A. in History</td>
<td>302</td>
</tr>
<tr>
<td>B.A. in History - American Studies Concentration</td>
<td>304</td>
</tr>
<tr>
<td>Minor in History</td>
<td>305</td>
</tr>
<tr>
<td>Elective Social Studies Teacher Certification</td>
<td>305</td>
</tr>
<tr>
<td>Holocaust and Genocide Studies Program</td>
<td>306</td>
</tr>
<tr>
<td>Minor in Holocaust Studies</td>
<td>307</td>
</tr>
<tr>
<td>Honors College</td>
<td>307</td>
</tr>
<tr>
<td>Honors College Program</td>
<td>311</td>
</tr>
<tr>
<td>Minor in Civic and Professional Leadership</td>
<td>311</td>
</tr>
<tr>
<td>Honors Seminar Certificate</td>
<td>313</td>
</tr>
<tr>
<td>Kinesiology</td>
<td>313</td>
</tr>
<tr>
<td>B.S. in Exercise Science</td>
<td>319</td>
</tr>
<tr>
<td>B.S. in Exercise Science - Pre-Chiropractic Concentration</td>
<td>320</td>
</tr>
<tr>
<td>B.S. in Exercise Science - Pre-Occupational Therapy Concentration</td>
<td>321</td>
</tr>
<tr>
<td>B.S. in Exercise Science - Pre-Physical Therapy Concentration</td>
<td>322</td>
</tr>
<tr>
<td>B.S. in Health and Physical Education - Teacher Certification</td>
<td>323</td>
</tr>
<tr>
<td>Minor in Coaching</td>
<td>324</td>
</tr>
<tr>
<td>Minor in Deaf Studies</td>
<td>325</td>
</tr>
<tr>
<td>Minor in Exercise Science</td>
<td>325</td>
</tr>
<tr>
<td>Minor in Physical Education for Individuals with Disabilities</td>
<td>325</td>
</tr>
<tr>
<td>Languages and Cultures</td>
<td>326</td>
</tr>
<tr>
<td>B.A. in Languages and Cultures - French Concentration</td>
<td>337</td>
</tr>
<tr>
<td>B.A. in Languages and Cultures - German Concentration</td>
<td>338</td>
</tr>
<tr>
<td>B.A. in Languages and Cultures - Russian Concentration</td>
<td>340</td>
</tr>
<tr>
<td>B.A. in Languages and Cultures - Spanish Concentration</td>
<td>341</td>
</tr>
<tr>
<td>B.A. in Languages and Cultures with Elective Certification - French Concentration</td>
<td>342</td>
</tr>
<tr>
<td>B.A. in Languages and Cultures with Elective Certification - German Concentration</td>
<td>343</td>
</tr>
<tr>
<td>B.A. in Languages and Cultures with Elective Certification - Russian Concentration</td>
<td>345</td>
</tr>
<tr>
<td>B.S. in Languages and Cultures with Elective Certification - Spanish Concentration</td>
<td>346</td>
</tr>
<tr>
<td>Minor in Arabic</td>
<td>347</td>
</tr>
<tr>
<td>Minor in French</td>
<td>348</td>
</tr>
<tr>
<td>Minor in German</td>
<td>348</td>
</tr>
<tr>
<td>Minor in Italian</td>
<td>348</td>
</tr>
<tr>
<td>Minor in Latin</td>
<td>348</td>
</tr>
<tr>
<td>Minor in Russian</td>
<td>348</td>
</tr>
<tr>
<td>Minor in Spanish</td>
<td>348</td>
</tr>
<tr>
<td>Latin American and Latino/a Studies Program</td>
<td>349</td>
</tr>
<tr>
<td>Minor in Latin American and Latino/a Studies</td>
<td>349</td>
</tr>
<tr>
<td>Liberal and Professional Studies</td>
<td>349</td>
</tr>
<tr>
<td>B.A. in Liberal Studies - Arts and Humanities Track</td>
<td>350</td>
</tr>
<tr>
<td>B.S. in Liberal Studies - Professional Studies Track</td>
<td>350</td>
</tr>
<tr>
<td>B.S. in Liberal Studies - Science and Mathematics Track</td>
<td>351</td>
</tr>
<tr>
<td>Library Services</td>
<td>351</td>
</tr>
<tr>
<td>Linguistics Program</td>
<td>352</td>
</tr>
<tr>
<td>Minor in Linguistics</td>
<td>278</td>
</tr>
<tr>
<td>Literacy</td>
<td>353</td>
</tr>
<tr>
<td>Minor in Reading</td>
<td>355</td>
</tr>
<tr>
<td>Management</td>
<td>355</td>
</tr>
<tr>
<td>B.S. in Business Management</td>
<td>358</td>
</tr>
<tr>
<td>B.S. in International Business</td>
<td>359</td>
</tr>
<tr>
<td>Minor in Business Law</td>
<td>359</td>
</tr>
<tr>
<td>Minor in International Business</td>
<td>359</td>
</tr>
<tr>
<td>Marketing</td>
<td>360</td>
</tr>
<tr>
<td>B.S. in Marketing</td>
<td>361</td>
</tr>
<tr>
<td>Mathematics</td>
<td>362</td>
</tr>
<tr>
<td>B.A. in Mathematics</td>
<td>368</td>
</tr>
<tr>
<td>B.S. in Mathematics - Actuarial Science Concentration</td>
<td>369</td>
</tr>
<tr>
<td>B.S. in Mathematics - Applied and Computational Mathematics Concentration</td>
<td>371</td>
</tr>
<tr>
<td>B.S. in Mathematics - Computational Mathematics Concentration</td>
<td>372</td>
</tr>
<tr>
<td>B.S. in Mathematics - Mathematical Finance Concentration</td>
<td>373</td>
</tr>
<tr>
<td>B.S. in Mathematics - Mathematics Concentration</td>
<td>375</td>
</tr>
<tr>
<td>B.S. in Mathematics - Statistics Concentration</td>
<td>376</td>
</tr>
<tr>
<td>B.S. Ed. in Mathematics</td>
<td>377</td>
</tr>
<tr>
<td>Minor in Applied Statistics</td>
<td>378</td>
</tr>
<tr>
<td>Minor in Mathematics</td>
<td>379</td>
</tr>
<tr>
<td>Minor in Mathematics: Grades Pre-K-8</td>
<td>379</td>
</tr>
<tr>
<td>Music Education</td>
<td>379</td>
</tr>
</tbody>
</table>
B.M. in Music Education ........................................... 380
Music Theory, History and Composition .......................... 388
Bachelor of Music with a Concentration in Composition .......... 393
Bachelor of Music with a Concentration in History ............... 394
Bachelor of Music with a Concentration in Theory .......... 396
Bachelor of Music with Elective Studies in an Outside Field ...... 396
Minor in Music .................................................. 397
Minor in Music History ........................................... 398
Minor in Music Production ......................................... 398
Nursing .................................................................. 398
B.S. in Nursing ...................................................... 404
Nutrition ................................................................ 406
B.S. in Nutrition and Dietetics ........................................ 408
Minor in Nutrition ................................................... 410
Peace and Conflict Studies Program ................................. 410
Minor in Peace and Conflict Studies ................................. 411
Pharmaceutical Product Development Program ................. 411
B.S. in Pharmaceutical Product Development ..................... 412
Philosophy ............................................................. 414
B.A. in Philosophy .................................................. 417
B.A. in Religious Studies ............................................. 418
Minor in Applied Ethics ............................................ 419
Minor in Philosophy ................................................ 419
Minor in Religious Studies ......................................... 419
Physics and Pre-Engineering Program ............................... 419
B.S. in Physics ....................................................... 422
B.S. in Physics/B.S. in Engineering .................................. 423
B.S.Ed. in Physics .................................................... 425
Minor in Physics ..................................................... 426
Political Science ....................................................... 426
B.A. in Political Science - Applied Public Policy Concentration .................................................. 430
B.A. in Political Science - Government and Politics Concentration .................................................. 431
B.A. in Political Science - International Relations Concentration .................................................. 431
B.A. in Political Science With Elective Social Studies Teacher Certification ......................................... 432
Minor in Law, Politics and Society .................................. 433
Minor in Political Science ........................................... 433
Pre-Major Academic Advising ......................................... 434
Pre-Medical Program .................................................. 435
B.S. in Chemistry-Biology (Pre-Medical) ......................... 436
Psychology ............................................................ 436
B.A. in Psychology .................................................. 440
Minor in Psychology ................................................ 441
Russian Studies Program ............................................. 441
Minor in Russian Studies ............................................ 441
School of Music Information ........................................ 442
Social Work .......................................................... 442
Bachelor of Social Work (B.S.W.) ................................... 445
Special Education .................................................... 447
B.S.Ed. - Special Education: PreK-8 And Early Grades Preparation (PreK-4) ............................................. 451
B.S.Ed. - Special Education: PreK-8 And Middle Grades Preparation (4-8) ............................................. 451
B.S.Ed. - Special Education: 7-12 .................................. 452
Minor in Autism Education ......................................... 453
Minor in Special Education ......................................... 453
Sports Medicine ....................................................... 453
B.S. in Athletic Training .............................................. 456
Theatre and Dance ................................................... 458
B.A. in Theatre ........................................................ 462
Minor in Dance ....................................................... 463
Minor in Theatre Arts ............................................... 463
Women's and Gender Studies ....................................... 464
B.A. in Women's and Gender Studies .............................. 466
Minor in Women's and Gender Studies ............................ 467
Youth Empowerment and Urban Studies Program ............... 467
Minor in Youth Empowerment and Urban Studies .......... 467
Index .................................................................. 468
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 for public regional comprehensive universities. The institution is especially noted for:
- Undergraduate programs that actively engage students in connecting the life of the mind to the world in which they live and work
- The responsiveness of its graduate and post-baccalaureate programs to regional needs
- Its focus on providing lifelong learning, technical, and applied skills essential to graduates’ success now and in the future
- A commitment by faculty, staff, and administrators to provide access and to serve effectively the educational needs of a diverse student body
- Its role as a leading educational and cultural resource and partner in fostering the economic, social, and cultural vitality of southeastern Pennsylvania

Values Statement

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

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

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

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

ABOUT THE UNIVERSITY

Introducing West Chester University

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

The University offers more than 100 graduate and undergraduate programs in the sciences and mathematics, business and public management, arts and humanities, health sciences, education and social work, music, and interdisciplinary studies. See Programs at West Chester (p. 65) 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 keynote 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 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 success in teacher training laid the groundwork for the normal schools 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>
</tr>
<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:uadmiss@wcupa.edu">uadmiss@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>
</tr>
<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:ccd@wcupa.edu">ccd@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>
</tr>
<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>
</tr>
<tr>
<td>Non-Degree (Graduate)</td>
<td>Office of Graduate Studies, McKelvie Hall (2458); <a href="mailto:gradstudy@wcupa.edu">gradstudy@wcupa.edu</a></td>
</tr>
<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 mccballos@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 (ACCMEE)
- American Chemical Society (ACS)
- American Orff Schulwerk Association (AOSA)
- American Speech-Language-Hearing Association (ASHA)
- Association to Advance Collegiate Schools of Business (AACSB)
- Commission on Accreditation of Allied Health Education Programs (CAAHEP) Pending Renewal
- Commission on Accreditation of Athletic Training Education (CAATE)
- 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 classes. Offerings are generally available in every department and in interdisciplinary areas. Students from any college or university, as well as nontraditional students, may take courses for enjoyment, personal growth, or degree credit.

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

**CAMPUS & FACILITIES**

**West Chester University Campus**
West Chester University's campus is a mixture of 19th century collegiate Gothic and contemporary 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-lued serpentine
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.

University Libraries

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

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

Francis Harvey Green Library

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

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

Presser Music Library

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

Library Holdings

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

Interlibrary Loan

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

**Special Collections**

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

Special holdings include the Chester County Collection of Scientific and Historical Books, the Normal Collection (publications by faculty and alumnus), 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.

UNDERGRADUATE ADMISSIONS
West Chester University welcomes applications from qualified residents of Pennsylvania, other U.S. states, and international students. The University evaluates its applicants on the basis of scholarship, character, and potential for achievement in the programs to which they apply. The Office of Admissions (https://www.wcupa.edu/admissions) completes a preliminary evaluation of applications once all information has been received and processed. Every application is reviewed individually and each aspect of a student’s file is considered: academic record, standardized test scores, personal statement, and selected program of study. Applicants with the strongest academic credentials are prioritized during the review process and notified of the decision as quickly as possible upon completion of their file. Other candidates may be required to submit additional information and/or be referred to the admissions committee for a second review. All decisions are communicated to applicants in writing. Qualified students of any age, from all racial, religious, ethnic, and socio-economic backgrounds are welcome at West Chester University. Studies may be pursued on a full- or part-time basis.

FRESHMEN ADMISSIONS
General Requirements for Admission of Freshmen
1. Graduation with satisfactory scholarship in a college-preparatory curriculum, from an approved secondary school or approval by the Credentials Evaluation Division of the Pennsylvania Department of Education, or Pennsylvania Homeschoolers Accreditation Agency.

2. Either a satisfactory score on the SAT of the College Entrance Examination Board (CEEB) or satisfactory scores on the tests given in the American College Testing Program (ACT). Applicants who graduated from high school more than three years ago do not need to submit test scores.

How and When Freshmen Should Apply
Applicants apply electronically by accessing the University’s website at www.wcupa.edu and clicking Apply Now. Freshmen for the fall semester are urged to begin the application process early in their senior year of high school. Candidates will receive written notification from the director of admissions after decisions are reached.

Students denied formal admission to the institution are eligible to enroll in coursework through the non-degree program, assuming they meet the admission and prerequisite requirements.

Policy on Early Admission
In exceptional circumstances, students with superior academic qualifications and unusually mature personal development are admitted as freshmen upon completing their junior year of secondary school. Students who, in the opinion of their guidance counselors or high school principal, warrant consideration for early admission may obtain more information from the Office of Admissions (https://www.wcupa.edu/admissions). Early admission applications should be submitted in accordance with deadlines recommended for freshmen.

Arranging for Tests
Information about the SAT and ACT may be obtained from high school guidance counselors. It is the student’s responsibility to ensure that all required test scores are forwarded to the Office of Admissions (https://www.wcupa.edu/admissions).

WCU recognizes excellence demonstrated by students on the Advanced Placement (AP) and International Baccalaureate (IB) examinations. With respect to AP tests, only scores of 3 – 5 will be considered for transfer credit. With respect to the IB diploma tests, only scores of 5 – 7 will be considered for transfer credit. Consult individual departments for equivalencies to specific West Chester University courses. Students are encouraged to submit their scores to the Office of the Registrar (http://www.wcupa.edu/registrar) as early as possible to be scheduled appropriately for their first semester.

TRANSFER ADMISSIONS
General Requirements for Admission of Transfers
Individuals who have been enrolled in any postsecondary institution after graduation from high school and/or have attended West Chester
University on a nondegree basis must apply as transfer students. Applicants whose secondary school credentials would not warrant admissions consideration as freshmen must complete 24 semester hours of credit prior to attempting a transfer. A minimum cumulative grade point average (GPA) of 2.00 is required for transfer consideration. However, the University gives priority to applicants with the strongest academic credentials. In addition, some academic departments have established prerequisite course work and specific grade point average requirements for admission. Special consideration is awarded to graduates of Pennsylvania community colleges and to students transferring from other universities in the Pennsylvania State System of Higher Education. Specific information may be obtained from the Office of Admissions (https://www.wcupa.edu/admissions).

How and When Transfers Should Apply
It is recommended that transfer applicants for the fall semester should complete the application process early in the preceding spring semester, preferably no later than April 1, and that spring semester applications should be completed no later than October 15; however, certain academic programs can close earlier. If enrollment limits are met before this time, admissions will be closed.

Applicants should apply electronically by accessing www.wcupa.edu and clicking Apply Now. Please follow all instructions and submit required materials.

The Office of Admissions (https://www.wcupa.edu/admissions) should receive an official transcript from all institutions attended. If preliminary transcripts are submitted, the student must see that final transcripts are received at the end of the semester.

If a student has completed less than 24 semester hours of credit at the time of application, he or she must supply SAT or ACT scores and an official, final high school transcript. If the applicant has been out of high school for 3 or more years, SAT or ACT scores are no longer required.

Any offer of admission is contingent upon successful completion of current course work with at least a C average as documented by transcripts of all work attempted or completed.

Transcripts are evaluated and course/credit equivalencies are determined by the Office of the Registrar (http://www.wcupa.edu/Registrar) in accordance with the policies of the department to which the student seeks admission.

Transfer students denied formal admission to the institution are eligible to enroll in coursework through the non-degree program, assuming they meet the admission and prerequisite requirements.

Academic Passport
The Board of Governors of the Pennsylvania State System of Higher Education adopted an Academic Passport Policy (http://www.wcupa.edu/Registrar/AcademicPassport.aspx) effective January 1999. The goal of this policy is to facilitate transfer to State System universities from Pennsylvania community colleges and other State System universities.

Pennsylvania community college students who have earned the associate of arts degree (A.A.) or the associate of science (A.S.) degree in a transfer program containing a minimum of 30 credits of liberal arts courses for the A.S. and 45 credits of liberal arts courses for the A.A. degree with a 2.00 GPA or above are considered to have an Academic Passport. Students completing 12 credits or more from another State System university with a minimum 2.00 GPA are said to have an Academic Passport as well. The transfer-credit provisions described in the Academic Passport are extended to community college students without an associate degree who transfer 12 or more credits to a State System institution. In addition, West Chester University extended the transfer-credit provisions to all transfer students from accredited institutions, effective January 1999.

The Academic Passport policy states

Up to a maximum of 45 general education credits and liberal arts course credits shall be used to meet lower-division university general education requirements, even if the receiving university does not offer the specific course being transferred or has not designated that course as general education. A course-by-course match shall not be required.

Transfer credit not applied to general education will be applied to major requirements and other degree requirements. Effective fall 2014, under the Academic Passport, incoming students with an associate of art (A.A.), associate of fine arts (A.F.A) or associate of science (A.S.) degree from a Pennsylvania community college will automatically have satisfied the first 45 credits of general education requirements. This includes English composition, mathematics, public speaking, interdisciplinary, distributive requirements, and student electives. The diversity and writing emphasis requirements are not included. Students also must complete any prerequisites and/or related major requirements.

Statewide Program to Program (P2P)
Statewide P2P permits students with specific associate degrees from participating Pennsylvania community colleges to pursue comparable bachelor-degree programs at West Chester University. As long as the student completes an approved P2P at the Pennsylvania community college, upon admission, he or she will have junior standing. Students will earn at least 60 credits from their associate degree in transfer. Students must meet the admissions requirements at the participating institution; this program does not guarantee admission. More information about eligible degrees and participating institutions is available on the Pennsylvania Transfer Articulation Center (http://www.patrac.org) website.

Transfer of Credit
Credit may be awarded for equivalent courses completed at accredited institutions of higher education. A list of recognized accrediting organizations may be found on the Registrar's website. Credit for work completed at an unaccredited institution may be awarded on the recommendation of the student's major department, in consultation with the school or college dean and transfer credit analyst. (See also "Admissions Information (http://catalog.wcupa.edu/general-information/admissions-enrollment)” and “Taking Courses Off Campus (http://www.wcupa.edu/Registrar/nonWCUCredits.aspx).”)

Grades of D or above will be accepted for transfer. However, grades in a course submitted for transfer as a major and/or minor program requirement must meet the minimum grade required by the department. For example, if a program requires that a student earn a B or better in a major and/or minor program requirement, then the student requesting transfer credit from another institution must have earned a minimum of a B in the parallel course. If a student earns a lower grade than the requirement, the department may require that the course be repeated at West Chester University.

If a student changes his or her major and/or minor, grades originally approved for transfer will be re-evaluated by the new major/minor department.

No course equivalency transfer credit will be given for WCU courses numbered at the 400 level, unless the courses are taken at an institution that awards baccalaureate degrees. Departments have the right to accept courses for majors as 199 or TRN 199.

Transcripts will be evaluated by the Office of the Registrar (http://www.wcupa.edu/Registrar) prior to enrollment. Students will be sent a copy of the evaluation.

Transfer Credit Appeals Process
All questions regarding the transfer of credit to West Chester University should be directed to the transfer credit area within the Office of the Registrar (http://www.wcupa.edu/registrar). If students want to appeal a transfer equivalency decision, they must complete the Transfer Credit Appeal form, which is available on the Office of the Registrar's website.
Students must complete and submit this form, along with a course description and/or syllabus, to the appropriate academic department for approval. If additional information is needed to further review the student’s appeal, it will be the student’s responsibility to provide this information. Please allow two to three weeks for departments to make a final determination.

University Policies for Students Transferring from a Non-accredited Institution

Applications from collegiate institutions (including community colleges and junior colleges) that are not accredited by at least one of the six regional associations in the United States will be accepted as transfer credit if the applicant’s cumulative index is 2.00 (C) or better. High school credentials may be requested.

The evaluation of courses listed on transcripts from an institution not accredited by one of the six regional associations will be made by the student’s major department in consultation with the faculty dean and transfer credit analyst. All evaluations are subject to review by the provost and academic vice president.

INTERNATIONAL STUDENT ADMISSIONS

Undergraduate International Student Admission

Students from foreign countries may be considered for degree admission if, in addition to satisfying the general requirements, they also demonstrate proficiency in English. Evidence of completed academic credentials must be submitted to an approved evaluation service. Submission requirements vary, and applicants should refer to guidelines set by the individual credential evaluation service. Acceptable evaluation services include Educational Credential Evaluators, Inc. (ECE); Josef Silny and Associates, Inc.; or World Educational Services (WES). Evaluations conducted by other National Association of Credential Evaluation Services (NACES) (http://www.naces.org/members.html) approved members will be considered. International students must apply electronically as well as supply all supporting documents to the Office of Admissions (http://www.wcupa.edu/admissions), allowing sufficient time for the admissions review and visa process to be completed.

Standardized test scores from one of the following must be submitted with the application: Test of English as a Foreign Language (TOEFL), International English Language Testing Service (IELTS - Academic Test), SAT, or American College Test (ACT). Non-native English speakers are encouraged to submit the TOEFL or IELTS - Academic Test. A minimum score of 550 is required for the written exam, 80 for the Internet-based score, and at least 213 for the computer-based test on the TOEFL.

An overall IELTS - Academic Test score at band 6.0 or above is required, and minimum scores of 6.0 for speaking, listening, reading, and writing are preferred to demonstrate proficiency in English.

West Chester University partners with ELS Educational Services (https://www.els.edu) to provide conditional admission for students who are academically qualified but who do not meet our English Language proficiency requirements at the time of application to the university. We accept proof of completion of ELS Language Center’s intensive English for Academic Purposes Level 112 as satisfying the requirements for English proficiency for all degree programs at the undergraduate level.

International students are admitted for both the fall and spring semesters. Applications for the fall should be submitted to the Office of Admissions by May 1, while applications for the spring semester should be submitted by October 15. All students are required to submit an application fee. Accepted students must be able to verify their ability to fully meet all educational and living expenses before any immigration documents can be issued. Because of the amount of time it takes for a student visa to be secured, international applicants are encouraged to complete the admissions process well in advance of the May 1 and October 15 deadlines.

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 Office (http://www.wcupa.edu/international/healthinformation.aspx), 610-436-3515.

To assure compliance with the insurance requirement, all international students must come to the Center for International Programs (http://www.wcupa.edu/international) (CIP) by August 31 of each academic year (January 31 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.

NON-DEGREE ADMISSIONS

Undergraduate Non-Degree Admissions

“Non-degree” is an academic term used to describe students who are "not formally accepted into a degree-seeking program." It is a great way to start your college career or to grow on a personal or professional level.

Non-Degree Application

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

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

Tips for Applying

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

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

“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 on 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.

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 ‘nolo 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 QuikPAY system. If the student chooses to pay via credit card, a fee will be assessed for this service. Refer to the Office of the Bursar’s webpage (http://www.wcupa.edu/bursar) for payment instructions.

Undergraduate Tuition for Legal Residents of Pennsylvania

| 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 QuikPAY system. If the student chooses to pay via credit card, a fee will be assessed for this service. Refer to the Office of the Bursar’s webpage (http://www.wcupa.edu/bursar) for payment instructions.

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

| 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 fees 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 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 $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 15% access fee for distance education courses along with the educational services fee.

**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).

**Undergraduate Technology Instructional Fee**

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

**Legal Residents of Pennsylvania**

| Full-time undergraduate (12 or more credits) | $224.00 |
| Part-time undergraduate (per credit hour) | $19.00 |
### Out-of-State Students

<table>
<thead>
<tr>
<th>Category</th>
<th>Fee (per semester)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-time undergraduate (12 or more credits)</td>
<td>$341.00</td>
</tr>
<tr>
<td>Part-time undergraduate (per credit hour)</td>
<td>$29.00</td>
</tr>
</tbody>
</table>

### Graduate Technology Tuition Fee

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

- Legal residents of Pennsylvania (full-time/part-time students): $26.00
- Out-of-state students (full-time/part-time): $38.00

### Housing Fee

#### North Campus Residence Halls

This fee entitles the student to occupancy of a standard double room in any University owned residence hall with one roommate.

- Per student: $2,704.00 per semester

#### South Campus Apartment Complex

This fee entitles the student to occupancy of a four- or five-person apartment that is University owned with the following bedroom occupancy. Rates are per student.

- Single occupancy bedroom: $3,220.00 per semester
- Double occupancy bedroom: $2,958.00 per semester

#### College Arms Apartment Complex

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

- Single apartment - single occupancy: $4,287.00 per semester
- 1-bedroom apartment - double bedroom: $3,572.00 per semester
- 1-bedroom apartment - triple bedroom: $3,036.00 per semester
- 1-bedroom apartment - quad bedroom: $2,769.00 per semester
- 2-bedroom apartment - single bedroom: $3,930.00 per semester
- 2-bedroom apartment - double bedroom: $3,305.00 per semester

### Meal Fee

#### North Campus Residence Halls

Students in the North Campus residence halls losing their roommates who do not have another roommate assigned to them will be assigned a roommate, be relocated, or charged a private room fee of $50.00 per week for every week that they occupy the room alone. These options are available on a limited basis; however, available spaces will be used if demand requires.

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

### Housing Deposit

All new and returning students who wish to live in University-owned housing (residence halls, College Arms Apartment Complex, and the South Campus Apartment Complex) are charged $200.00. 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 week to week until the end of each semester. However, there are no refunds for unused meals. Each plan includes a minimum flex amount of $250.00, 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.

### Other Fees

#### Acceptance Fee

All newly accepted and readmitted undergraduate students pay $200.00 as proof of intention to enroll at the University. This is a nonrefundable fee, which will be credited to the student’s account upon enrollment.

All newly accepted and readmitted graduate students pay $100.00 as proof of intention to enroll at the University. This is a nonrefundable fee, which will be credited to the student’s account upon enrollment.

#### Application Fee

Undergraduate: $45.00 is charged to all prospective students for the processing of their applications to the University. The fee is nonrefundable and is not credited to the student’s account.
Graduate: All prospective students are charged a $50.00 application fee for the processing of their applications to the University. This fee is nonrefundable and not credited to the student’s account.

**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**

**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/Permits/. Parking fines 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 of the Bursar (http://www.wcupa.edu/bursar). Appeals concerning the refund policy for tuition and the general fee are made to the Office of the Registrar (http://www.wcupa.edu/registrar). Appeals concerning the Housing or Meal Fee are made to the Office of Residence Life (http://www.wcupa.edu/residenceLife). Further appeals, if necessary, may be made to the Appeals Committee.

**The refund policy does not affect the time line for W grades as described under “Withdrawing from a Course” (p. 86).”**

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

**Tuition and General Fee Refunds**

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

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

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

**Technology Tuition Fee Refund**

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

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

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

**Meal Fee Refund**

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

**FINANCIAL AID**

**Financial Aid Program**

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

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

All documents, correspondence, and conversations among the applicants, their 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 the PA state grant on the FAFSA if the student is a PA resident. If the student lives out of state, he or she should check with his or her state agency about grant availability.

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

You have the responsibility to...

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

Federal Work Study Program

The Federal Work Study Program provides part-time employment to help needy students finance the cost of postsecondary education. Students may be employed on campus; at a federal, state, or local public agency; or a private nonprofit organization. Application is made through the Free Application for Federal Student Aid (FAFSA) and the WCU Student Employment Application. The priority deadline is February 15th.

Federal Pell Grant

The Federal Pell Grant Program provides need-based grants to low-income undergraduate students to promote access to postsecondary education. Grant amounts are dependent on: the student’s expected family contribution (EFC); the cost of attendance (as determined by the institution); the student’s enrollment status (full-time or part-time); and whether the student attends for a full academic year or less. Students may not receive Federal Pell Grant funds from more than one school at a time. Interested students must file the Free Application for Federal Student Aid (FAFSA). WCU’s priority deadline is February 15 of the current academic year.

Federal Supplemental Educational Opportunity Grant (FSEOG)

The Federal Supplemental Educational Opportunity Grant (FSEOG) program provides grants for undergraduate students with exceptional financial need. Students who will receive Federal Pell Grants and have
the most financial need will receive FSEOG funds first. Students must file the Free Application for Federal Student Aid (FAFSA). The priority deadline is 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 being unsubsidized. The total maximum indebtedness for an independent undergraduate is $46,500 with $31,000 being subsidized and $15,500 being unsubsidized. 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. 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. 19)” 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.

UNDERGRADUATE SCHOLARSHIPS AND AWARDS

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

A. von Humboldt Foreign Language Scholarship

This fund was established in honor of the German naturalist Alexander von Humboldt (1769-1859), preeminent scholar of his time, who explored much of Latin America collecting and cataloging the flora of the New World and is considered the founder of plant geography. Will support a third or fourth-year student majoring in Foreign Language with a GPA of 3.0 or higher who intends to pursue graduate study or is enrolled in a study abroad program.

Agnes Montemuro Interboro HS

Will support Interboro High School graduates who matriculate to West Chester University.

Alan Fallick Cello Scholarship

Will support a School of Music Cello Major.

Alan France Memorial Writing Scholarship

Will be awarded to the author of the best essay exploring relationships among language, thought, and culture.

Alfred Roberts Scholarship

This fund was established in honor of Dr. Alfred D. Roberts, professor of foreign languages at West Chester University from 1959 through 1988. He founded the Department of Foreign Languages and the Junior Year Abroad program at West Chester, and served as the president of the Faculty Senate. Will support an outstanding student in the study of foreign language.

Ali Naggar Excellence in Managerial Accounting

Will support a student who has obtained at least Junior standing, is majoring in Accounting, has a minimum overall GPA of 3.0, and has obtained a B+ or greater in Accounting 303. This scholarship is non-renewable.

Alice Conway Scholarship

This scholarship is awarded to one student annually. It supports a non-traditional student with dependents under the age of 18 years. Student must demonstrate financial need.

Alta M. Ketner '42 Scholarship

Will support a deserving student in the School of Music.

Alumni - Mary Anderson Scholarship

The criteria for selection are: (1) meritorious academic achievement; (2) demonstrated financial need; (3) involvement with campus activities; (4) completion of at least 32 credits at the time of application.

Alumni - Michael R. Horrocks '85 Scholarship

This Alumni Association scholarship has been named in memory of the former Golden Ram quarterback who died in the September 11, 2001 attack on the World Trade Center in New York. The criteria for selection are: meritorious academic achievement, demonstrated financial need, involvement with campus activities, at least 32 completed credits at the time of application.

Ann Johns Memorial Scholarship

Will support a non-traditional female student with financial need who is returning to complete a degree.

Anna Kisthardt Scholarship

Will support a non-traditional female student with demonstrated financial need who is returning to complete a degree.

Apple - Daniel Appel '16 Scholarship

Will support a student who has obtained at least Junior standing, is majoring in Accounting, has a minimum overall GPA of 3.0, and has obtained a B+ or greater in Accounting 303. This scholarship is non-renewable.

Ann Johns Memorial Scholarship

Will support a non-traditional female student with financial need who is returning to complete a degree.

Anna Kisthardt Scholarship

Will support a School of Music Cello Major.

Alan Fallick Cello Scholarship

Will be awarded to the author of the best essay exploring relationships among language, thought, and culture.

Alfred Roberts Scholarship

This fund was established in honor of Dr. Alfred D. Roberts, professor of foreign languages at West Chester University from 1959 through 1988. He founded the Department of Foreign Languages and the Junior Year Abroad program at West Chester, and served as the president of the Faculty Senate. Will support an outstanding student in the study of foreign language.

Ali Naggar Excellence in Managerial Accounting

Will support a student who has obtained at least Junior standing, is majoring in Accounting, has a minimum overall GPA of 3.0, and has obtained a B+ or greater in Accounting 303. This scholarship is non-renewable.

Alice Conway Scholarship

This scholarship is awarded to one student annually. It supports a non-traditional student with dependents under the age of 18 years. Student must demonstrate financial need.

Alta M. Ketner '42 Scholarship

Will support a deserving student in the School of Music.

Alumni - Mary Anderson Scholarship

The criteria for selection are: (1) meritorious academic achievement; (2) demonstrated financial need; (3) involvement with campus activities; (4) completion of at least 32 credits at the time of application.

Alumni - Michael R. Horrocks '85 Scholarship

This Alumni Association scholarship has been named in memory of the former Golden Ram quarterback who died in the September 11, 2001 attack on the World Trade Center in New York. The criteria for selection are: meritorious academic achievement, demonstrated financial need, involvement with campus activities, at least 32 completed credits at the time of application.

Ann Johns Memorial Scholarship

Will support a non-traditional female student with financial need who is returning to complete a degree.

Anna Kisthardt Scholarship

Will support a non-traditional female student with demonstrated financial need who is returning to complete a degree.

Apple - Daniel Appel '16 Scholarship

Will support a student who has obtained at least Junior standing, is majoring in Accounting, has a minimum overall GPA of 3.0, and has obtained a B+ or greater in Accounting 303. This scholarship is non-renewable.
Anne E. Sell Memorial Nursing Scholarship
Will support fourth-year Nursing students with demonstrated scholastic ability and financial need.

Arthur E. Jones Scholarship
Talent in the choral conducting area is the consideration for this annual award to a music student in remembrance of Dr. Arthur E. Jones, former chair of choral music. To be eligible, a student must be a junior who has completed a course in choral conducting. A 2.0 overall GPA and a 2.5 music GPA are required. The Department of Applied Music selects the recipient.

Baker Family LGBTQ+ Scholarships
Given to a student who has served as an LGBTQ+ Ally, has advocated for the LGBTQ+ community, or has contributed to research or teaching about the importance of LGBTQ+ Allies. This student must be an active member of his or her student community and an exemplary role model for equality among their peers.

*Barbara Jo Heck Brown ’49 Elementary Education Scholarship
By invitation only. Will support an incoming freshman majoring in Elementary Education with a GPA of 3.0 or higher and evidence of school, religious, and community activities.

Barbara Leighton Karas ’65 Memorial Scholarship
Scholarship to be awarded to an undergraduate student enrolled in the Health and Physical Education Teacher Certification program in the Dept. of Kinesiology. Must be at least a junior, have a GPA of 3.0 and a record of service and excellent performance in several areas at the University.

Barabara J. Lappano ’67, M’73 Dance Scholarship
This scholarship supports a full-time dance minor student. Contact the Department of Theatre and Dance for more information.

Bayard Rustin LBGT Book Scholarship
Given to a student who has demonstrated a commitment to diversity, civil rights, and the inclusion/advocacy of LGBTQ+ concerns in their curricular and/or co-curricular lives.

Beale Family Endowed Music Scholarship
Will entice or retain select undergraduate music students where skills or instruments would otherwise be missing.

Benda Scholarship
Will support a deserving student majoring in education with highest GPA.

Benjamin Faber Scholarship
Will support a student majoring in Mathematics or Physics.

Benzing Family Scholarship
Will support an outstanding fourth-year student majoring in Finance, who has outstanding academic performance.

Bessie Grubb Graphic Arts Scholarship
Will support a third-year Graphic Design or Photography major with a GPA of 3.0+.

Blanche Peterson Scholarship
Will benefit a piano or organ student with financial need. Preference will be given to students from Woodstown High School in New Jersey or other New Jersey student.

*Board of Governors Scholarship
Merit-based renewable scholarship available to incoming freshmen who are residents of Pennsylvania, by invitation only. A limited number of awards are also available to current students by application.

*Bonnie Claire Bruno Scholarship
By invitation only. Will support an incoming freshman with a major in the College of the Sciences and Mathematics. Candidates must be a female Pennsylvania resident, with demonstrated financial need.

Bonnie Evans Feinberg Scholarship
Will support an incoming, first-year student with financial need from a multiple-sibling family, who has a high school GPA of at least 3.0.

Brad Taylor Scholarship
Will be awarded to an undergraduate student majoring in Athletic Training, who has a GPA of at least 3.0, exhibits clinical competence, demonstrates an interest in teaching and team leadership, and makes a contribution to the Athletic Training Club, Sports Medicine Department and/or College of Health Sciences.

Braidotti-Lombardi Award Scholarship
This award is to be given to a graduating senior with preference for the best student in Italian or Spanish; or the most outstanding student in a foreign language. The goal of the award is to encourage the student to travel after graduation.

Brandywine Health Foundation Scholarship Fund
Funds will be used for various Nursing Scholarships handled by the Brandywine Health Foundation.

Carlos R. Ziegler Scholarship in Childhood Studies
Will support a third-year Early and Middle Grades Education major with a minimum GPA of 3.0 who has demonstrated leadership and shows potential as a teacher. Application also requires a letter of recommendation from a professor.

*Carmello Gangemi Scholarship
By invitation only. Recipient must demonstrate strong academic performance, community involvement and financial need.

Carol A. Branca Scholarship
Will support a third-year student with a GPA of 3.5+ majoring in Communication Studies.

Carole Redding Murray Scholarship
Will support an incoming student with financial need majoring in Education. Preference is given to students from Little Flower High School in Philadelphia, regardless of major.

Carolyn Keefe Scholarship
The Carolyn Keefe Scholarship was established to honor Dr. Carolyn Keefe, professor emerita of communications studies, former longtime professor of speech communication, and a director of forensics at WCU. Will support a student with demonstrated financial need, 32 completed credits, meritorious academic achievement and involvement in campus activities.

Cassandra Kahn Memorial Scholarship
Will support an undergraduate nursing major who has successfully completed NSG/NSL 212, is continuing on to NSG/NSL 311 and has a minimum GPA of 3.0+.

Cavalcade of Bands Scholarship
To support Incoming freshmen who are members of the WCU Marching Band and who were senior students of a high school band.
that is a member of the Cavalcade of Bands Association. Required to participate in Marching Band in the fall.

**College of Business and Public Management**

**Dean's Scholarship**

Will support a CBPM who is participating in any CBPM or WCU sponsored International opportunity. Applicants participating in CBPM sponsored international activities will receive preference.

**Celia C. Esplugas Hispanic or Minority Scholarship**

Will support a third or fourth year Hispanic student majoring in any language, with at least a 3.0 minimum cumulative GPA and 3.25 GPA in major or minor. In the absence of a qualified Hispanic student, the scholarship will be awarded to a deserving minority student of any ethnic group majoring in a foreign language. If no major meets the stipulated GPA requirements, the scholarship will be awarded to a student pursuing a foreign language minor and who meets the requirements.

**Charles and Margherita Gangemi Scholarship - Keyboard**

Will support an incoming student in the School of Music majoring in piano, theory and/or composition.

**Charlotte E. King Scholarship**

This endowed scholarship was established by N. Ruth Reed in memory of Dr. Charlotte E. King, former University professor and first chair of the Elementary Education Department. Will support a student majoring in Early and Middle Grades Education.

**Charlotte W. Newcombe Scholarship**

Will support a third or fourth-year, non-traditional (age 25 and above) woman with demonstrated financial need. A current FAFSA must be on file.

**Cherry Memorial Merit Scholarship**

Will support commuting, second-year Education majors with a minimum GPA of 3.0

**Chester County Chapter Scholarship**

The criteria for selection are: (1) a Chester County (PA) High school graduate entering his/her first semester at West Chester University; (2) financial need; (3) GPA of 3.0 or greater; (4) good character; (5) leadership qualities.

**Chester County Chapter WCUAA Scholarship in Memory of Johanna K. Havlick ’27**

The criteria for selection are: (1) the student must have documented financial need; (2) must have completed at least 2 semesters at West Chester University; (3) must be an education major; (4) must have a GPA of at least 3.0.

**Chester County Latino Luncheon Scholarship**

Awarded by the Latino Luncheon committee to an incoming Latino student who resides in Chester County and graduated from a Chester County High School with a minimum GPA of 2.75 and demonstrated financial need.

**Chief Robert and Vera Valyo Scholarship**

Established in 1992 to honor former Chief of Police of Willistown Township, Chief Robert M. Valyo. The scholarship will be awarded to a criminal justice major in his or her junior or senior year.

**Clara Bruno Elementary Education Scholarship**

Will support an incoming student majoring in Elementary Education with financial need who is a Pennsylvania resident.

**Clarence Schock Foundation Scholarship**

Awarded to first-time entering freshmen whose legal residences are within the following areas and provided the students are or will be graduates of a secondary school in the same areas: Adams, Berks, Chester, Cumberland, Dauphin, Delaware, Lancaster, Lebanon, or York Counties in Pennsylvania. A first-year student whose legal residence is outside the counties listed above may be considered for a Schock Foundation Scholarship provided the student is or will be a graduate of one the following secondary schools: Shippensburg, Boyertown, Spring-Ford, or Williams Valley in Pennsylvania. In choosing recipients and alternates the selection committee will consider: results attained in college entrance tests; success attained in high school courses; difficulty of high school courses completed; personal qualifications rated by high school officials; quality of extra curricular activities; and leadership traits. Applicants must include a statement explaining financial need as a part of the application process.

**Class of 1920 Memorial Scholarship**

This fund was established by the Class of 1920 through a gift on the occasion of the class’s 65th reunion. The criteria for selection are: (1) the student must have completed one academic year of study at WCU or be a freshman who graduated within the top percentile of his or her high school class; (2) demonstrated financial need; (3) demonstrated leadership qualities and; (4) academic achievement.

**Class of 1927 - Tigani Scholarship**

Will support an undergraduate Reading minor with at least nine credits completed or one semester remaining and an overall GPA of 3.0+ and a GPA of 3.5+ in Reading.

**Class of 1937 Scholarship**

This scholarship fund was established by the Class of 1937 as a Golden Anniversary Gift to West Chester University on the 50th reunion of the class. Will support an incoming, first-year student based on scholarship, leadership, character, and with demonstrated financial need.

**Class of 1938 Scholarship**

This fund was established by the Class of 1938 as a Golden Anniversary Gift to the University at the 50th reunion of the class. The criteria for selection are: (1) Student must have successfully completed two semesters; (2) demonstrated financial need; (3) evidence of leadership qualities.

**Class of 1942 Scholarship**

The criteria for selection are: (1) Student must have successfully completed two semesters with a 3.0 GPA and be an education major; (2) community volunteer involvement; (3) documented financial need.

**Class of 1943 Math Scholarship**

This scholarship was initiated by two Class of 1943 members to improve the teaching of math on the middle school and secondary levels. Will support an undergraduate student majoring in Mathematics who intends to teach math upon graduation.

**Class of 1943 Teacher Education Scholarship**

The Class of 1943 of West Chester State Teachers College established this scholarship on the occasion of its 60th reunion held May 3, 2003. By invitation only. Will support an incoming freshman with high academic performance who is majoring in Education.

**Class of 1945 Memorial Scholarship for Music Education**

Will support a third or fourth year Music Education student.
Class of 1948 Scholarship
The Class of 1948 initiated this scholarship as a gift in celebration of its 50th reunion. The criteria for selection are: (1) junior class standing who has a 3.0 GPA and be an education major; (2) campus activities (3) documented financial need.

Class of 1951 Scholarship
The Class of ’51 established this scholarship as a gift in celebration of its 50th reunion in May 2001. The criteria for selection are (1) documented financial need; (2) U.S. citizenship (3) a resident of Pennsylvania; (4) a full-time student at WCU; (5) majoring in education; (6) participation in extra-curricular or community activities or employment; and (7) a GPA greater than 3.0.

Class of 1954 Endowed Scholarship
The criteria for selection are: (1) completion of two full semesters at West Chester University and be an undergraduate education major; (2) a minimum 3.0 GPA and (3) documented financial need.

Class of 1957 Scholarship
Will support an incoming first-year undergraduate student with exemplary achievement in mathematics, science, or English.

Class of 1959 Scholarship
Will support an incoming first-year student with demonstrated financial need.

Class of 1963 Scholarship
Will support an incoming first-year student with demonstrated financial need who has a HS GPA of 3.0 or greater

*Class of ’67 Scholarship
By invitation only. Will support an incoming first-year student.

Class of 2006 Scholarship
The criteria for selection are: (1) Student must have successfully completed two semesters with a 3.0 GPA; (2) campus and community involvement

Clifford DeBaptiste Scholarship
Named in honor of Clifford DeBaptiste, former mayor of the Borough of West Chester, community leader, and local businessman.
Will support a student with high academic achievement majoring in bicultural and bilingual Social Work and has a demonstrated commitment to community and at-risk diverse populations.

*Clifford H. Harding Scholarship - Arts & Sciences
By invitation only. This scholarship was established by a bequest from Dr. Clifford H. Harding, former professor of history and chair of the Department of Political Science. Will support an incoming, first-year student majoring in a program of study in the College of Arts and Humanities or the College of the Sciences and Mathematics, including secondary education.

*Clifford H. Harding Scholarship - Business & Public Management
By invitation only. This scholarship was established by a bequest from Dr. Clifford H. Harding, former professor of history and chair of the Department of Political Science. Restricted to students majoring in a program of study within the College of Business and Public Management.

Clyde Galbraith Excellence in Financial Accounting
Will support a student, who has obtained at least Junior standing, is majoring in Accounting, has a minimum overall GPA of 3.0, and has obtained a B+ or greater in Accounting 301 or 302. This scholarship will be non-renewable.

Col. Edward E. Beda ’37 Memorial Endowed Scholarship
The criteria for selection are: (1) documented financial need; (2) full-time; (3) matriculating, second-year or more student.

College of Education and Social Work Dean’s Scholarship
This scholarship supports a deserving undergraduate education major with outstanding scholarship and potential to be a teacher.

Colonial Business Study Scholarship
Will support an incoming first-year student in the College of Business and Public Management, with financial need. Preference given to Plymouth-Whitemarsh High School graduate; if not, any Montgomery County student enrolled in the School of Business and Public Management.

Computer Science Scholarship
Will support a student majoring in Computer Science with high academic achievement.

*Connelly Foundation Scholarship
By invitation only. The Connelly Foundation, established in 1955 by Mr. and Mrs. John F. Connelly (deceased), provided the funds for this endowed scholarship. Recipient must be an outstanding graduate of a Catholic high school in Philadelphia, Bucks, Chester, Delaware or Montgomery counties.

Connie Murray Scholarship - Piano
The Main Line Music Teachers established this award in memory of Connie Murray, one of their members, who championed the cause of private music teachers. Will support an undergraduate or graduate Piano Pedagogy major preparing to teach piano.

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.

David Konitzer Memorial Scholarship
This scholarship honors the memory of David S. Konitzer, a West Chester University senior who was tragically killed in an automobile accident. Will support a second, third or fourth-year Kinesiology major with a GPA of 2.5+ with demonstrated financial need who enjoys working with children and shows athletic ability.

Deb Dreisbach Scholarship
Will support a female student, who has obtained at least Sophomore standing, is majoring in Criminal Justice, and who has a minimum 3.5 GPA. Financial need will not be a factor.
Debra Ford Marketing Scholarship
Inter-Media Marketing and American Telecast Corporation established this scholarship in memory of Debra Pollard Ford '76, an educator who later served as the director of training and development at Inter-Media Marketing. Marketing Juniors and Seniors in good standing within the College of Business and Public Management and who meet the minimum eligibility requirements for a summer internship as of January; officially matriculated into the Marketing Major, completed MKT-325 with a “C” or better, 2.50 Cumulative GPA.

Department of Kinesiology (H&PE)
Will support a third or fourth-year student from the College of Health Sciences with a GPA of 3.0+, demonstrated financial need and evidence of community involvement and citizenship.

Donald Rittenhouse Scholarship
Will support a student in the School of Music.

Doris Rosencrans Marshall Education Scholarship
Will support an undergraduate Secondary Education student with high academic achievement who is seeking certification as a Secondary Education English teacher.

Dorothy Canniff Scholarship
Will support a full-time student with demonstrated financial need.

Dorothy M. Cheri Memorial Scholarship
Must be a second or third year woman student. A minimum GPA of 2.8 is required. Open to all majors. Student must be in good standing with the University and students must demonstrate service on WCU’s campus and/or in her community.

Dorothy Given Miller '19 and Frank William Miller '20 Scholarship
This scholarship was established by Dorothy Given Miller ’19 and Frank William Miller ’20. The criteria for selection are: (1) student must have completed one full year at West Chester

Douglas M. Weiss Athletic Training Scholarship
Will support a third-year student majoring in the Athletic Training education program. Preference will be given to those assigned to clinical assignment at Swarthmore College.
University; (2) demonstrated academic achievement; (3) leadership; (4) strength of character (5) demonstrated financial need.

Dr. A. Shamseddine Scholarship
In memory of Dr. Ahmad H. Shamseddine, associate professor of economics, who died in 1971. Will support a Senior majoring in Economics.

Dr. & Mrs. Albert Filano Scholarship
Dr. Filano served the University for more than 35 years as a mathematics professor, department chair, division director, academic vice president, interim president, and advisor to the Newman Center. The scholarship fund was established as part of the naming of Filano Hall, dedicated on August 19, 2000, the 50th wedding anniversary of Dr. Albert E. and Mary Rita Filano. Will support an incoming, first-year student majoring in Mathematics.

Dr. Charles Mayo Scholarship
This award is made annually in memory of Dr. Charles Mayo, a political scientist, who was president of West Chester University from 1974 until 1982. 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
A Memorial Scholarship Trust Foundation 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 Undergraduate Partial Scholarship
Department of History awards, based on merit, to 5 $2,000 scholarships to returning junior or senior history majors.

Edith Harmon Parker '33 - Black Alumni Caucus Endowed Scholarship
The criteria for selection are: (1) student must be majoring in a discipline related to human relations, communications and psychology; (2) good academic standing; (3) preference given to African-Americans.

Edward Jr. and Vivianne Mae Martz ‘Hilbush Endowed Scholarship
Will support an incoming student from Shamokin High School with demonstrated leadership and demonstrated financial need.

Edward Stuart Science Education Scholarship
Will support a third or fourth-year Secondary Education Science Education major who exhibits excellent potential and performance and is committed to excellence in education.

Elizabeth Cooper Walls Gibson '41 Scholarship
As the first African-American woman to be appointed principal in the Coatesville Area School District, Elizabeth Gibson’s last project was to find ways to increase the presence of African-American teachers and administrators in the Octorara Area School District. This scholarship will support an incoming, first-year, African American student from any Chester County high school. Student must have demonstrated financial need and plan to pursue a degree in Education. This scholarship may be renewed.

Elizabeth S. Tyson Memorial Scholarship
Award given to an outstanding student in the department of Communicative Disorders, who is enrolled in the Pre-Graduate Certification Program (PCP).

Elva Boyer Chamberlain Scholarship
Will support an undergraduate student majoring in Education with demonstrated financial need. The current FAFSA must be on file with the Financial Aid Office.

English Department Faculty Scholarship
This scholarship supports an incoming full-time student majoring in English. A 5-page writing sample is required (critical writing on any topic; no poetry or fiction).

Eric Dellecker Scholarship
Will support a Pre-Med student who exemplifies the best characteristics of a physician.

*Evelyn Haldeman Scholarship
By invitation only. Preference given to candidates with demonstrated financial need, academic achievement, and good citizenship.
Everett Shaefer Scholarship
Established by R. Elizabeth Wyers Shaefer '44 in memory of her husband, this scholarship will support a second-year Music major with a cumulative GPA of 2.0 and a 2.5 GPA in music courses.

Farilla Elizabeth McKinnon Book Award
Will support a second-year Early and Middle Grades Education major with a minimum GPA of 3.0. A preference will be given to students of African American descent who are residents of New Jersey.

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

Frank Cheeseman Vocal/Coral Scholarship
Will support a vocal-choral student.

Freshman String Scholarship
Will support a student in the School of Music majoring in String on the basis of performance and potential.

Friar's Society Alumni Scholarship
Will support an undergraduate student member of the Friar's Society.

Fritz K. Krueger Voice Scholarship
Will support an incoming, first-year student from the School of Music with vocal promise and high academic performance.

Garnet Valley School District Scholarship
Will support a Garnet Valley High School graduate majoring in Education with demonstrated financial need and community involvement.

George and Susan Boyer Scholarship - Organ
Will support an incoming student in the School of Music majoring in Organ.

Geraldine Ruth Daley Anderson '34 Endowed Scholarship
The criteria for selection are: (1) an undergraduate studying health sciences; (2) completion of 32 credit hours at West Chester University or a freshman who has graduated in the top 20 percent of his or her high school class (high school transcript required); (3) documented financial need; (4) demonstrated leadership qualities; (5) academic achievement will be considered; (6) athletic accomplishment may also be considered; (7) preference will be given to a student majoring in health sciences living in Luzerne, Lackawanna or Wyoming counties in PA.

Gerry Plescia Foundation Scholarship
The Gerry Plescia scholarship will support a business major entering into their final spring semester here at WCU who has a minimum GPA of 3.0 or higher.

Gloria Casarez Leadership Scholarship
To provide funding to support the education, life and development of students at WCU who are leaders or have shown leadership in the Latino/Latina Community through involvement with the LASSO student club, or its progeny.

Helen Williams Hodgson '19 & Benjamin Williams Hodgson Scholarship
Suzanne Hodgson Gottling started this scholarship in memory of her mother and in honor of her brother; both children followed Helen Williams Hodgson into the teaching profession. This scholarship will support an incoming first-year student majoring in Education with demonstrated financial need.

Helen Tapper Ivins Scholarship
The Helen Tapper Ivins '35 Endowed Scholarship was established by Mrs. Ivins' sister, Marie Tapper Lewis '32, and her son, C. Stephen Lewis, in memory of Helen Tapper Ivins, a member of the West Chester University History/Social Studies Department who also served on one of the school's first scholarship committees. Will support a second, third or fourth-year undergraduate student preparing to teach History/Social Studies, who has demonstrated financial need and is from a multiple-sibling family.

Helen Keaton Vickers '33 Memorial Scholarship
Will support an incoming freshmen. Preference given to Bensalem High School graduates.

Herbert T. Lee '59 Alumni Scholarship
The criteria for selection are: (1) The student earned at least 30 credits at a previous institution(s); (2) accepted no later than May 1; (3) full-time and documented financial need; (4) at least a 3.0 GPA; (5) must submit official transcript(s) from all previous institutions attended.

Hillary H. Parry Scholarship
Will support a third-year School of Music voice major from any music degree program. Awarded through competition to a person who has not passed his or her 25th birthday.

Honorable Roy Reinard Political Science Scholarship
Must be a second year, second semester student of need, majoring in Political Science with a minimum GPA of 2.5.

The J. Peter Adler Award
Will support an incoming first-year student with outstanding academic and creative potential. Applicants will present either an audition or a portfolio, which is reviewed by the Department of Theatre Arts faculty.

Jack Hawthorne Endowment for Art
Made possible by Jack Hawthorne, this scholarship will support an incoming first-year student majoring in Art.

Jacobs Music Company Steinway Award
Awarded to a senior Piano major chosen by the Piano faculty.

James McErlane Scholarship
Will support students with evidence of high academic performance, demonstrated financial need and purpose of studying abroad. The scholarship was established in honor of James E. McErlane, Esq. by his friends in the Chester County community.

James Wells Marching Band Scholarship
Named in honor of Dr. James R. Wells, professor of music education and the director of the WCU Marching Band, this scholarship will support students interested in participating in the WCU Marching Band.

Jana Nestlerode Practicum Scholarship
Applicant should have a 3.25 GPA or better; financial need; have a C or better in (or current enrollment in) CRJ 300 and CRJ 387, the prerequisites for CRJ 490. Award will be made upon confirming C or
better grade in courses mentioned above by end of May in the year in which this award is made, and enrolled in CRJ 490 in Summer I and Summer II.

Jane E. Sheppard Vocal/Choral Scholarship
This award was established in honor of Jane E. Sheppard upon her retirement in May 1987 after 34 years of service in the Department of Vocal and Choral Music. Will support an outstanding, fourth-year Voice major from the School of Music with eight semesters in credit choral organization which must include four semesters of membership in the Chamber Choir, who has an overall GPA of 2.5+ and a music GPA of 3.0+

Jane Swan Scholarship
Will support a full-time, third or fourth-year, non-traditional, female student who is enrolled in a degree program, completing an interrupted education and is 24 years or older.

Janet L. Wallace Education Scholarship
Will support an Early and Middle Grades Education major or a Counselor Education major, with preference given to students from Lancaster County.

Janice Weir-Etshie '50 Scholarship for Non-Traditional Students
The criteria for selection are: (1) The student must have completed at least 30 credits; (2) must be accepted or currently enrolled at WCU; (3) must submit official transcript(s) from previous institutions; (4) preference will be given to students age 25 and older.

Jeff Cameron Scholarship
Will support a third or fourth-year student with GPA of 2.5+ and facing physical adversity.

Jesse Silvano Scholarship
The Jesse V. Silvano Memorial Scholarship was established in honor of Jesse V. Silvano and will support a junior or senior student with preference given to students majoring in Criminal Justice with a minimum GPA of 2.5 who is goal-oriented, committed to completing degree and an active member of the University community.

John Gontar 1932 Scholarship
Will support a third or fourth-year student majoring in Secondary Education with a minimum GPA of 3.0. Preference given to graduate of Morrisville H.S., Morrisville, PA.

John Gutscher Music Education Scholarship
This award, presented for the first time in 1988, is based on music student teaching excellence, academic excellence, and financial need. The award was established by the family of John Gutscher, a former music faculty member. Recipient must possess enthusiasm for teaching music, musical ability, academic proficiency, and financial need.

John Holingjak and Kathleen Wheeler Scholarship
Will support an undergraduate Education major with demonstrated financial need and/or who is most deserving. The current FAFSA must be on file with the Financial Aid Office.

John F. Hopkins Literary Scholarship
Will Support a graduating student who has prepared a portfolio of short stories which exhibit imagination, artistic merit, high literary quality, growth in content and commitment within the portfolio.

John T. Coates Horn Scholarship
This scholarship was established in 1987 as a memorial to John T. Coates by his wife and daughters. Will support a talented incoming first-year student from the School of Music majoring in French Horn.

John and Louise Shea Prize in International Relations
The recipient shall be an outstanding end of first semester senior undergraduate in international relations in the Political Science Department. Criteria shall include course work, participation in activities such as the EU simulation and other activities. If no suitable candidate is identified, the award may be skipped for that year.

Joy Vandever Scholarship
Established by the friends of Joy Vandever upon her retirement from the West Chester University faculty, this scholarship will support a Music major who finishes among the top 50 percent in the Parry Junior year voice competition. Recipient must have completed all required first and second-year theory, aural and music history courses and have the highest GPA in these courses.

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

Karl Helicher Scholarship
The criteria for selection are: (1) meritorious academic achievement; (2) demonstrated financial need; (3) campus activities; (4) completion of a least 32 credits at WCU.

Keefe Forensic Scholarship
Will support a second, third, or fourth-year participate on the WCU Forensics Team with a GPA of 3.0 and is a member of the Pi Kappa Delta.

*Kendall Paris Davis Scholarship
By invitation only. Will support an incoming full-time female freshman who is a resident of Delaware and has deep academic desire.

Latino American Student Organization (LASO) Scholarship
Will support incoming, first-year Hispanic students.

Laury S. Brokenshire Scholarship
Awarded to an outstanding male third year student.

Leah Gallagher Riddle Scholarship
This scholarship was established as a memorial to alumna Leah Gallagher Riddle '41 by her family and friends. Will support a fourth-year student majoring in Early and Middle Grades Education with a minimum GPA of 3.0 who shows the greatest promise of classroom teaching.

Lenore Alt Excellence in Leadership Award
Will support a third-year, female Music major with a GPA of 3.25+ and must have completed all theory and history of music 200 level required music courses.

*Leonard Hockensmith Memorial Scholarship
This fund was established in memory of Leonard Hockensmith '91, a history major and Phi Kappa Sigma brother, who was active in his fraternity and campus organizations, which included being a cartoonist for the Quad. Will support a relative of an alum or a Phi Kappa Sigma brother at WCU who is active in extra-curricular activities, has a GPA of 2.6+ and is in good standing.
Leonard Laubach Scholarship
Leonard Laubach ’40 established this scholarship for music students. Will support an outstanding instrumental student in the School of Music.

Lloyd Wilkinson Scholarship
The Lloyd Wilkinson Scholarship will be awarded to an undergraduate student who has received formal admission into the Teacher Education program (FATE) within the Department of Kinesiology. There will be special consideration for veterans and/or those with an adapted Physical Education minor.

Lois Williams Scholarship Fund
This scholarship was established by Lois Williams, the former choral conductor and vocal professor who retired in 1991 after 36 years of service to the University. Will support a third semester Concert Choir student enrolled in the School of Music with a GPA of 3.0+.

M. M. Power Scholarship
The scholarship will be awarded to a female student enrolled in a degree program in the sciences or business with demonstrated financial need. Renewable up to 4 years if GPA of 2.5+ is maintained.

*Mabel Kring Schaffer Scholarship*
By invitation only. This award was established in memory of Mabel Kring Schaffer through the estate of her daughter, Nancy E. Schaffer, class of 1949. Preference given to candidates with demonstrated financial need, academic achievement, and good citizenship.

Madelyn Gottlieb Scholarship
Will support scholarships for students in the Women’s Studies program.

Margaret Gontar 1932 Scholarship
Will support a third or fourth-year student majoring in Secondary Education with a minimum GPA of 3.0. Preference given to graduate of Bristol H.S.

Marion Peters Irvin ’23 Scholarship
This scholarship was established by family members to assist an upperclass education major, committed to teaching, who has financial need.

Mark Wiener Scholarship
Will support a Secondary or Elementary Mathematics Education major with demonstrated financial need and strong academic performance.

Marketing Research Association Scholarship
Will support a fourth-year Marketing major who has demonstrated an interest in marketing research, maintained an average GPA of 3.0+, and has financial need.

*Martha Ford McIlvain ’52 Scholarship*
By invitation only. Established by Martha Ford ’52 and Donald McIlvain, this scholarship provides annual assistance to entering freshmen of high academic promise, and is renewable through graduation provided a minimum 3.0 GPA and full-time status are maintained.

Martin N. Nguyen Scholarship
Will support a student in the School of Music who demonstrates leadership.

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

Mary Anne McGinty-Hague ’61 Scholarship
Preference given to an incoming freshman commuter student majoring in Special Education or if no candidates in this category, any commuter student majoring in Elementary Education. Open to incoming Freshmen; once every four years, if they stay within the curriculum and maintain a 3.0 average. First recipient to receive award fall 2014, fall 2015, fall 2016, & fall 2017; next new recipient should be awarded Fall 2018.

Mary B. Starr Memorial Scholarship in Nursing
Must be a junior or senior undergraduate nursing major, with at least 60 credits successfully completed. Must have a minimum GPA of 3.2 and an interest in pursuing obstetrics and maternal nursing.

Mary Louise Turner Hopkins ’43 Award
This award was established by John Feeley Hopkins ’43 in memory of his wife Mary Louise Turner Hopkins and has been permanently endowed through his recent bequest. Will support a fourth-year student majoring in Special Education.

Matinee MCP Vocal Composition Scholarship
Will support the winner of the WCU Matinee Musical Club Vocal Competition.

Mazie Hall Scholarship
This scholarship was established in honor of Mazie B. Hall ’24 who worked all of her adult life to establish better relations among individuals. Will support an incoming student with demonstrated financial need.

McCarthy Family Scholarship
Will support a student with a dual major in Special Education. Application requires an essay explaining how the student plans on using their degree to serve non-verbal special needs students.

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

Mewha Scholarship
Established by Dr. Pricilla Alden Mewha in memory of Dr. Alan P. Mewha and his instructors Miss Harriet Elliot and Miss Leone Broadhead, this scholarship is awarded to an outstanding upper class geography major. Applicants must have completed 60+ credits, and have attended West Chester University for at least two, full-time, academic year semesters.

Michael Morochko Piano Scholarship
Will support an outstanding third-year student from the School of Music with a concentration in Piano.

Miles Hannagan and Charlotte Hannagan Memorial Scholarships
For undergraduate (sophomore, junior and seniors) nursing and chemistry and biology majors. Open to Eagles Scouts, Venturing Silver or Summit Award holders or Sea Scout Quartersmasters. GPA for core classes will be considered.

Military Order of the Purple Heart Scholarship
Will support a non-traditional student majoring in Special Education who intends to become a certified teacher of those with mental and physical disabilities.

Miriam Gottlieb Memorial Scholarship
This award has been made possible through the generosity of Mrs. Miriam Gottlieb, who was a member of the University’s Department of
Keyboard Music faculty from 1946 until her retirement in 1975. Will support an incoming, first-year School of Music student majoring in Piano.

**Music Education Scholarship**  
Will support an undergraduate Music Education major with outstanding academic achievement. Preference given to Instrumental, Choral and Conducting students.

**Nancy Knauer Elementary Education Scholarship**  
Will support an incoming first-year student majoring in Elementary Education with demonstrated financial need.

**Nancy McIntyre Memorial Scholarship**  
Will support an incoming first-year student diagnosed with multiple sclerosis or another physical disability, with preference given to students with a major in the College of Arts and Humanities, College of the Sciences and Mathematics, or College of Education and Social Work.

**Nelson Stratton Memorial Scholarship**  
Will support a third-year student majoring in Kinesiology with a GPA 3.0+.  

**Norine E. and John F. Murphy '43 Scholarship**  
Will support an undergraduate student in Education with a minimum GPA of 3.0 who is currently working to pay for some of his/her education and whose ultimate goal is to pursue teaching.

**Pat Croce Sports Medicine Scholarship**  
Will support an incoming first-year student majoring in Sports Medicine.

**Paul E. Carson Band Scholarship**  
Will support an incoming, first-year student from the School of Music majoring in band instruments.

**Phi Mu Alpha Sinfonia Scholarship**  
An annual award in memory of S. Powell Middleton is presented by the Rho Sigma chapter of Phi Mu Alpha Sinfonia men’s music fraternity. Will support an outstanding male School of Music major.

**Presidential Scholarship**  
By invitation only for incoming freshman who meet the merit scholarship criteria. Preference given to students with outstanding academic achievement and demonstrated leadership, community/volunteer involvement, and extra and co-curricular participation. Must maintain a 3.25 GPA or higher for renewal.

**Przywara Minority Scholarship**  
Will support a minority student entering WCU with demonstrated financial need. Preference will be given to students who have been adopted or are in Foster Care at the time of application.

**R. Walter Supplee Scholarship**  
Will support a third year Early and Middle Grades Education major with a minimum GPA of 3.0.

**Ralph DeRubbo Scholarship**  
By invitation only. Will support a student with high academic performance and financial need.

**Randilyn Williams Annual Scholarship**  
Will support a full-time, second year, female student majoring in Education with a minimum GPA of 3.0 and demonstrated financial need who is a resident of New Jersey. The current FAFSA must be on file with the Financial Aid Office.

**Relis Brown Memorial Scholarship**  
Will support an outstanding fourth-year student majoring in Biology with evidence of extracurricular activities.

**Robert S. Anderson Class of 1923 Scholarship**  
Will support an incoming student with satisfactory academic standards and financial need.

**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.

**Robert M. Brown Physics Scholarship**  
Will support a second, third or fourth-year undergraduate student majoring in Physics whose GPA is at least 3.0.

**Robert L. Carl Keyboard Scholarship**  
Will support an incoming, first-year student from the School of Music majoring in Keyboard.

**Robert E. Drayer Undergraduate Book Scholarship**  
History Department awards up to eight $250 scholarships based on academic merit to returning sophomore, junior, or senior history majors.

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

**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.

---

30
Ruth Zoll Scholarship
This fund was established through the generosity of the late Mrs. Ruth Waldman Zoll '28. Will support an incoming, first-year student from Berks County with demonstrated financial need.

S. Powell Middleton Scholarship
Will support a School of Music major with talent and achievement on an orchestral instrument plus one $500 award competition for freshmen. The award honors the former conductor of the University Symphony Orchestra who died in 1970.

Samuel R. Cosby Jr. Scholarship
Will support an incoming first-year student majoring in Music with a concentration in Vocal Performance who is from William Penn High School or Bodine Magnet School in Philadelphia.

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

Sandra A. Atkins Memorial Scholarship
Will support an incoming, first-year music student at West Chester University who is a graduate of Overbrook High School.

Sensenig Scholarship
Will support a third-year Math Education major in good standing.

Shirley Umlauf White Award
Consists of two awards - one for the student with the highest grade for a fall or spring semester in Botany, and one for the student with the highest grade for a fall or spring semester in Zoology.

Staley Foreign Language Scholarship
Established in memory of Dr. Ethel M. Staley, who taught French at West Chester from 1930 to 1952, this 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.

Theodora Pandel Piano Scholarship
Will support an incoming, first-year School of Music student majoring in Piano.

Theology & Natural Science Scholarship
Award given to a student who has made a notable contribution that examines the connection between science and religion.

Thomas Brady Memorial Scholarship
Will support a third or fourth year student interested in pursuing a law degree with a GPA of 3.0+, demonstrated financial need and evidence of extracurricular activities.

Thomas and Margery Hickman WWII Memorial Scholarship
Will support an incoming first-year student who is a descendant of a veteran of WWII who attended West Chester State Teacher's College.

*Vera A. Kenny and Clarence McKelvie Education Scholarship
By invitation only. Will support an incoming first year student majoring in Education.

Veterans Academic Excellence Scholarship
This award recognizes a student veteran's academic contribution to one's discipline on campus and off. It recognizes exemplary performance in performing research, serving as an intern and/or outstanding classroom performance. Candidates must be a full-time enrolled Student Veteran, have a minimum cumulative GPA of 3.5 and demonstrate active participation in SVG and other WCU campus organizations.

Veterans Distinguished Service Scholarship
This award recognizes active leadership in engaging with campus and community organizations and acknowledges initiative and effort in rendering successful ongoing commitment to service. Candidates must be a full-time enrolled Student Veteran, be active in academic, community and philanthropic services and demonstrate active participation in SVG and other WCU campus organizations.

Veterans Service Scholarship
Must be a full-time enrolled Student Veteran with demonstrated financial need.

Vincent and Marie Skahan Scholarship
Preference given to a graduating senior from West Catholic High School, Philadelphia with an overall B average; if no eligible West Catholic High School applicant, selection will be made from graduating senior of any Philadelphia Catholic High School; renewable if recipient maintains a 3.0 GPA.

Viola B. Shay Scholarship
Viola B. Shay was the beloved aunt of Mr. Tom Gordon, who established this scholarship. Ms. Shay was a soprano who was active in the Matinee Music Club of Philadelphia for many years. This scholarship will support an incoming vocal major.

Virginia Alcorn Schall Memorial Scholarship
Recipient must be a graduate of Liberty High School in Bethlehem, PA. Open to either Incoming freshmen or existing WCU students. High School GPA 3.0 or higher; current WCU Students 3.0 cumulative GPA.

W. W. Smith Scholarship
The W.W. Smith Charitable Trust was established in 1977 under the will of William Wikoff Smith, an important supporter of educational opportunity in the Delaware Valley. Established through his will, the W. W. Smith Charitable Trust has carried on Smith's work. Will support a full-time, first-year student from a graduating senior of any Philadelphia Catholic High School; renewable if recipient maintains a 3.0 GPA.

WCU Student Assistance Scholarship
The criteria for selection are: (1) Undergraduate student must have completed at least 30 credits at WCU; (2) demonstrated financial need.

WCU Veterans Scholarship
This scholarship support WCU Student Veterans who are eligible to receive education benefits under the Post 9-11 GI Bill at a percentage level of 50% or lower, or using Chapters 1606 or 1607 under the Montgomery GI Bill for Selected Reserve or Chapter 30 under MGIB for Active Duty. Must be a full-time enrolled Student Veteran with demonstrated financial need. Dependents and spouses of military service members are not eligible.

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
[3] GPA. and must be in good standing with the University with a minimum of a have one or more remaining semester(s) on campus after spring 2017 credits at WCU as of the start of the spring 2017 semester. They must demonstrate distinguished leadership abilities on campus or in the community. Students must have completed 30 or more undergraduate who demonstrate distinguished leadership abilities on campus or in the Women in Leadership and Service (WILS) minimum GPA of 3.0. Will support upper class students majoring in Kinesiology with a Winifred P. Ressner Scholarship Winifield W. Menhennett Memorial Endowed Scholarship The criteria for selection are: (1) Student must be from Delaware County; (2) demonstrated financial need. Women in Leadership and Service (WILS) This scholarship is designed for WCU female undergraduate students who demonstrate distinguished leadership abilities on campus or in the community. Students must have completed 30 or more undergraduate credits at WCU as of the start of the spring 2017 semester. They must have one or more remaining semester(s) on campus after spring 2017 and must be in good standing with the University with a minimum of a 3.0 GPA. Students accepted to the University prior to January 15 who have demonstrated outstanding achievement will be invited to apply for these merit scholarships. Candidate selection is based on academic performance, involvement, and accomplishment, and is determined by the University Scholarship Committee.

**ADMINISTRATION INFORMATION**

Commonwealth of Pennsylvania

Tom Wolf, Governor

State System of Higher Education

Frank T. Brogan, Chancellor

Board of Governors

- Cynthia D. Shapira, Chair (Pittsburgh)
- David M. Maser, Vice Chair (Philadelphia)
- Aaron A. Walton, Vice Chair (Allison Park)
- Senator Ryan P. Aument (Landisville)
- Representative Matthew E. Baker (Wellsboro)
- Audrey F. Bronson (Philadelphia)
- Secretary Sarah E. Galbally (Harrisburg)
- Representative Michael K. Hanna (Lock Haven)
- Donald E. Houser Jr. (Coraopolis)
- Jonathan B. Mack (Indiana)
- Barbara McIlvaine Smith (West Chester)
- Daniel P. Meuser (Shavertown)
- Thomas S. Muller (Lower Macungie)
- Guido M. Pichini (Wyomissing)
- Secretary Pedro A. Rivera (Harrisburg)
- Senator Judith L. Schwank (Reading)
- Harold C. Shields (Allison Park)
- Governor Tom Wolf (Harrisburg)
- F. Eugene Dixon, Jr., Chairperson Emeritus (Deceased)

West Chester University Council of Trustees

- Thomas A. Fillippo, Chair (Malvern)
- J. Adam Matlawski, Esq., Council Vice Chair (Havertown)
- Marian D. Moskowitz, Secretary (Malvern)
- Judge Barry C. Dozor (Broomall)
- Christopher H. Franklin (Bryn Mawr)
- Jonathan Ireland (Coatesville)
- Christopher H. Franklin (Bryn Mawr)
- Representative Stephen Kinsey (Philadelphia)
- Christopher A. Lewis, Esq. (Berwyn)
- Ryan M. Long (West Chester)
- Eli Silberman (Unionville)
- Senator Robert M. Tomlinson (Bensalem)
- Frank T. Brogan, Chancellor, ex-officio (Harrisburg)

Trustees Emeriti

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

West Chester University Foundation Board of Directors

- Keith Beale ’77, President
- Thomas E. Mills, IV ’81, Vice President
- Christopher J. DiGiuseppe ’89, Treasurer
- Sandra F. Mather ’64, M’68, Secretary
- Richard T. Przywara, Executive Director
- James P. Argires ’56
- John H. Baker ’74
- J. Alan Butler ’88 M’92
- Frank Branca ’70
- Millie C. Cassidy
- Deborah J. Chase ’76
- Zebulun R. Davenport
- Thomas A. Fillippo ’69, Council of Trustees Representative
- Christopher M. Fiorentino
- David A. Gansky ’88
- Carl Gersbach ’70
- John A. Gontarz
- Maury Hoberman
- David P. Holveck ’68
- Kathleen Leidheiser, Alumna
- Donald E. Leisey ’59
- Tahany Naggar
- John N. Nickolas ’90
- Michael O’Rourke
- John R. Panichello ’83
West Chester University Alumni Association Board of Directors

- Dean Gentekos '07, President
- Matthew M. Holliiday '09, Vice President
- Robert E. Smith '72, Treasurer
- Denise Bowman Trigo '98, Secretary
- Jeffrey Stein '91
- Lisa Wright Bryant '87
- Clay Cauley, Sr., Esq. '96
- Mark Drochek '86
- Bill Friedman M'09
- Brigid Gallagher '12
- Jamie W. Goncharoff, Esq. '82
- Jerome R. Hunt, Ph.D. '03 M'06
- Johathan Long, Esq. '03
- Lovisha Love-Diggs
- Amy Miller-Spavlik '90, M'92
- Nick Polcini '00 M'05
- William Scotoine '74
- Justin Sochovka '14
- Michael Willard '03

Alumni Association Board of Directors Emeriti

- Carmen Evans Culp '52, M'64
- Janice Weir Ethshied '50 (deceased)
- Karl Helicher '72, M'82, M'87
- Joseph Kienele '72 M'74
- 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

Zebrulan 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

Jon 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 Wafer (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. Wither, Jr. (2011) Dean, College of Education and Social Work
B.S., Indiana University of Pennsylvania; M.A., Ph.D., University of Maryland

Scott Heinerichs (2004) Interim Dean, College of Health Sciences; Professor of Sports Medicine, Department of Sports Medicine
B.S., West Chester University; M.A.T., University of South Carolina; Ed.D., Widener University

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. Hyojeon 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

Melissa Reed (2011), Interim Associate Dean, College of Health Sciences; Associate Professor of Kinesiology, Department of Kinesiology
B.S., East Stroudsburg University; M.A., Ph.D., East Carolina University
Vishal Shah (2016) Associate Dean, College of the Sciences and Mathematics
B.S., M.S., Ph.D., Sardar Patel University, India

Structure of Academic Affairs

Academic Affairs Division
R. Lorraine Bernotsky, Executive Vice President and Provost
Jeffery L. Osgood, Jr., Senior Vice Provost
Corinne Murphy, Interim Vice Provost
Joseph Santivasci, Assistant Provost and Assistant Vice President for Strategic Enrollment Management

Academic Development Program (http://www.wcupa.edu/adp)
Learning Assistance and Resource Center (http://www.wcupa.edu/larc)
Honors College (http://www.wcupa.edu/honorsCollege)
Office of Services for Students with Disabilities (http://www.wcupa.edu/ossd)
Pre-Major Academic Advising Center (http://www.wcupa.edu/advising)

College of Arts and Humanities
Jen Bacon, Interim Dean
K. Hyoejin Yoon, Senior Associate Dean
Jon Esser, Associate Dean

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

Art + Design
Communication Studies
English
History
Languages and Cultures
Philosophy
Theatre and Dance
Women’s and Gender Studies

College of Business and Public Management
Anthony Wheeler, Dean
Lori Fuller, Interim Associate Dean

Undergraduate programs in the College of Business and Public Management (http://catalog.wcupa.edu/undergraduate/business-public-management)
Graduate programs in the College of Business and Public Management (http://catalog.wcupa.edu/graduate/business-public-management)

Accounting
Criminal Justice
Economics and Finance
Geography and Planning
Management
Marketing
Public Policy and Administration

College of Education and Social Work
Kenneth D. Witmer, Jr., Dean
David Bell, Associate Dean for Curriculum and Accreditation
James Capolupo, Associate Dean for Partnerships, Grants, and Faculty Development

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

Graduate programs in the College of Education and Social Work (http://catalog.wcupa.edu/graduate/education-social-work)
Counselor Education
Early and Middle Grades Education
Educational Foundations and Policy Studies
Graduate Social Work
Literacy
Special Education
Undergraduate Social Work

College of Health Sciences
Scott Heinerichs, Interim Dean
Melissa Reed, Interim Associate Dean

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

Communication Sciences and Disorders
Health
Kinesiology
Nursing
Nutrition
Sports Medicine

College of the Sciences and Mathematics
Jack Waber, Interim Dean
Vishal Shah, Associate Dean
Lisa Marano, Dean’s Assistant for Student Issues

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

Anthropology and Sociology
Biology
Chemistry
Computer Science
Earth and Space Sciences
Mathematics
Physics and Engineering
Political Science
Psychology

School of Music
Chris Hanning, Interim Dean

Undergraduate programs in the School of Music (http://catalog.wcupa.edu/undergraduate/school-of-music)
Graduate programs in the School of Music (http://catalog.wcupa.edu/graduate/school-of-music)

Applied Music
Music Education
Music Theory, History, and Composition

University Libraries
Mary Page, University Librarian
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**

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

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

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

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

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

Ginneh Akbar (gakbar@wcupa.edu) (2016) Assistant Professor of Graduate Social Work, Department of Graduate Social Work
B.S., University of Maryland Baltimore County; M.S.W., Temple University; D.S.W., University of Pennsylvania

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

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

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

Sean Andre (sandre@wcupa.edu) (2016) Associate Professor of Accounting, Department of Accounting
B.A., M.A., Ph.D., University of Wisconsin, Madison

Snyder Andrew (asnyder@wcupa.edu) (2016) Assistant Professor of Art + Design, Department of Art + Design
B.S., Towson University; M.F.A., Towson University

Thomas Andrews (tandrews@wcupa.edu) (1997) Professor of Economics and Finance, Department of Economics and Finance
B.S., West Chester University; M.A., Ph.D., Temple University

Michael Edward Antonio (mantonio@wcupa.edu) (2013) Assistant Professor of Criminal Justice, Department of Criminal Justice
B.S., Ursinus College; M.A., University of Delaware; Ph.D., Northeastern University

Kevin B. Aptowicz (kaptowicz@wcupa.edu) (2005) Professor of Physics and Pre-Engineering Program, Department of Physics and Pre-Engineering Program
B.S., Columbia University; M.S., University of Colorado; Ph.D., Yale University

Andreas Aristotelous (aaristotel@wcupa.edu) (2016) Associate Professor of Mathematics, Department of Mathematics
B.S., University of Cypress; M.S., Florida Institute of Technology; Ph.D., University of Tennessee, Knoxville

León Arredondo (larredondo@wcupa.edu) (2011) Assistant Professor of Anthropology and Sociology, Department of Anthropology and Sociology
B.A., Montclair State University; M.Phil., Ph.D., City University of New York

Pablo Arriaza (parriaza@wcupa.edu) (2016) Associate Professor of Graduate Social Work, Department of Graduate Social Work
B.S. Florida State University; M.S.W. Florida State University; Ph.D. University of Alabama

Paul M. Arsenault (parsenault@wcupa.edu) (1998) Professor of Marketing, Department of Marketing; Chairperson, Department of Marketing
M.S., Vanderbilt University; M.B.A., Wake Forest University; Ph.D., Temple University

Hannah Ashley (hashley@wcupa.edu) (2001) Professor of English, Department of English
B.S., Cornell University; M.Ed., Ph.D., Temple University

Eve Atkinson (eatkinson@wcupa.edu) (2008) Professor of Kinesiology, Department of Kinesiology
B.S., M.S., West Chester University; D.Ed., Temple University

Francis Atuahene (fatuahene@wcupa.edu) (2010) Associate Professor of Educational Development, Department of Educational Development
B.A., University of Ghana; M.A., M.P.A., Ph.D., Ohio University

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

Christian K. Awuyah (cawuyah@wcupa.edu) (1989) Professor of English, Department of English
B.A., University of Ghana; M.A., University of Guelph; Ph.D., University of Alberta

Mahrukh Azam (mazam@wcupa.edu) (2004) Associate Professor of Chemistry, Department of Chemistry
B.S., Punjab University; M.S., Quaid-e-Azam University; M.S., Ph.D., Seton Hall University

Julian Azorlosa (jazorlosa@wcupa.edu) (2001) Associate Professor of Psychology, Department of Psychology
B.A., M.A., Ph.D., University of Delaware

David Backer (dbacker@wcupa.edu) (2016) Assistant Professor of Educational Foundations and Policy Studies, Department of Educational Foundations and Policy Studies; Graduate Coordinator, Department of Educational Foundations and Policy Studies
B.A., George Washington University; M.S., State University of New York, Buffalo; M. Phil., Columbia University; Ph.D., Columbia University, Teachers College

Jen S. Bacon (jbacon@wcupa.edu) (2000) Professor of English, Department of English
B.A., University of South Carolina; M.A., University of Cincinnati; Ph.D., Rensselaer Polytechnic Institute

Daniel Baer (dbaer@wcupa.edu) (2016) Instructor of Sports Medicine, Department of Sports Medicine
B.S., West Chester University; M.S., University of Pittsburgh

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

Nancy Barker (nbarker@wcupa.edu) (2016) Assistant Professor of Undergraduate Nursing, Department of Undergraduate Nursing
B.S.N., Widener University; M.S.N., Drexel University; Ed.D., Immaculata University
Richard Barnadt (rbarndt@wcupa.edu) (2010) Associate Professor of Accounting, Department of Accounting; Chairperson, Department of Accounting
B.S., M.B.A., La Salle University; Ed.D., Widener University

Roger Barth (rbarth@wcupa.edu) (1985) Associate Professor of Chemistry, Department of Chemistry
B.A., La Salle University; M.A., Ph.D., Johns Hopkins University

Jason A. Bartles (jbartles@wcupa.edu) (2014) Assistant Professor of Languages and Cultures, Department of Languages and Cultures
B.A., Gettysburg College; M.A., Ph.D., University of Maryland, College Park

Charles R. Bauerlein (cbauerlein@wcupa.edu) (1988) Assistant Professor of English, Department of English
B.A., Loyola University of the South; M.A., Pennsylvania State University

Nadine M. Bean (nbean@wcupa.edu) (1998) Associate Professor of Graduate Social Work, Department of Graduate Social Work
B.A., M.S.S.A., Ph.D., Case Western Reserve University

Terence Beattie (tbeattie@wcupa.edu) (2004) Assistant Professor of Athletics, Department of Athletics
B.A., Alfred University; M.A., Canisius College

Jenna Becker Kane (jbecker@wcupa.edu) (2016) Assistant Professor of Political Science, Department of Political Science
B.S., Arizona State University; M.A., East Stroudsburg University of Pennsylvania; Ph.D., Temple University

Robert M. Bedford (rbedford@wcupa.edu) (1966) Professor of Applied Music, Department of Applied Music
B.Mus., M.S., The Juilliard School; D.M.A., Catholic University of America

Dena G. Beeghly (dbeeghly@wcupa.edu) (1992) Professor of Literacy, Department of Literacy
B.S., Southern Connecticut State University; M.Ed., Ed.D., University of Georgia

Sharon Began (sbegan@wcupa.edu) (1992) Professor of Biology, Department of Biology
B.S., Kutztown University; M.S., East Tennessee State University; Ph.D., Southern Illinois University at Carbondale

Phyllis A. Belak (pbelak@wcupa.edu) (2013) Instructor of Accounting, Department of Accounting
B.S., West Chester University of Pennsylvania; M.B.A., Drexel University

Michael Bell (mbell@wcupa.edu) (2001) Professor of Early and Middle Grades Education, Department of Early and Middle Grades Education
B.A., Arizona State University; M.A., Northern Arizona University; Ph.D., University of Texas at Austin

Michelle Belliveau (mbelliveau@wcupa.edu) (2006) Associate Professor of Undergraduate Social Work, Department of Undergraduate Social Work
B.A., Earlham College; M.S.S.W., Columbia University; Ph.D., University of Pennsylvania

John Bellomo (jbellomo@wcupa.edu) (2014) Assistant Professor of Theatre and Dance, Department of Theatre and Dance
B.F.A., The University of the Arts; M.F.A., Temple University

Kristopher Benedict (kbenedict@wcupa.edu) (2014) Assistant Professor of Art + Design, Department of Art + Design
B.A., The Cooper Union for the Advancement of Science and Art; M.F.A., Columbia University

John T. Beneski (jbeneski@wcupa.edu) (1986) Professor of Biology, Department of Biology
A.A., Southwestern College; B.A., M.A., Humboldt State University; Ph.D., Washington State University

Melissa Betz Cichowicz (mcichowicz@wcupa.edu) (1986) Associate Professor of Chemistry, Department of Chemistry; Chairperson, Department of Chemistry
B.S., St. Joseph's College; Ph.D., University of Maryland

Debra Bill (dbill@wcupa.edu) (1998) Professor of Health, Department of Health
B.A., Central Connecticut State University; M.P.H., University of North Carolina; Ph.D., Temple University

James R. Bleiberg (jbleiberg@wcupa.edu) (2002) Associate Professor of Counseling and Psychological Services, Department of Counseling and Psychological Services
B.A., Haverford College; M.Ed., Harvard University; M.A., Hebrew Union College; Ph.D., Widener University

Dara Blomain (dblomain@wcupa.edu) (2016) Assistant Professor of Nutrition, Department of Nutrition
B.S., M.P.H., West Chester University; Ed.D., Drexel University

Stefanie Anne Boettger (sboettger@wcupa.edu) (2008) Associate Professor of Biology, Department of Biology; Graduate Coordinator, Department of Biology
B.S., Aberdeen University (Scotland); Ph.D., University of Alabama at Birmingham

Casey Bohrmann (cbohrman@wcupa.edu) Assistant Professor of Undergraduate Social Work, Department of Undergraduate Social Work
B.S., Boston University; M.S.W., Ph.D., University of Pennsylvania

Donna Bohl (dbohls@wcupa.edu) (2000) Instructor of Undergraduate Nursing, Department of Undergraduate Nursing
B.S.N., M.Ed., Villanova University

David L. Bolton (dl Bolton@wcupa.edu) (1991) Associate Professor of Educational Foundations and Policy Studies, Department of Educational Foundations and Policy Studies
B.A., Seminar Marionhoche (Germany); M.A., Andrews University; Ph.D., Florida State University

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

Brian Bowen (bbowen@wcupa.edu) (2010) Associate Professor of Mathematics, Department of Mathematics
B.S.Ed., West Chester University; M.Ed., Ph.D., University of Delaware

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

Jennifer R. Bozeman (jbozeman@wcupa.edu) (2016) Assistant Professor of Management, Department of Management
B.A., University of Winnipeg; M.B.A., Drexel University; Ph.D., University of Manitoba

Michele B. Bratina (mbratina@wcupa.edu) (2016) Assistant Professor of Criminal Justice, Department of Criminal Justice
B.S. Pennsylvania State University; M.A. University of Arkansas; Ph.D. Indiana University of Pennsylvania

James W. Brenner (jbrenner@wcupa.edu) (2004) Professor of Health, Department of Health; Chairperson, Department of Health
B.S., West Chester University; M.Ed., College of New Jersey; Ph.D., Temple University

Mary P. Brewster (mbrewster@wcupa.edu) (1993) Professor of Criminal Justice, Department of Criminal Justice; Chairperson, Department of Criminal Justice
B.A., St. Joseph's College; M.A., Fordham University; Ph.D., Rutgers University
Wan-Yi Chen (wchen@wcupa.edu) (2011) Associate Professor of Graduate Social Work, Department of Graduate Social Work B.A., Tunghai University; M.S.W., University of Pennsylvania; M.A., Ph.D., Columbia University

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

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

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

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

EuiKy Choi (echoi@wcupa.edu) (2016) Assistant Professor of Economics and Finance, Department of Economics and Finance B.S., M.B.A., Virginia Tech; Ph.D., Temple University

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

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

Kenneth Clark (kclark@wcupa.edu) (2016) Assistant Professor of Kinesiology, Department of Kinesiology B.A., Swarthmore College; M.S., West Chester University; Ph.D., Southern Methodist University

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

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

Jelena Colovic-Markovic (jcolovic@wcupa.edu) (2013) Assistant Professor of Languages and Cultures, Department of Languages and Cultures B.A., University of Belgrade; M.A., Brigham Young University; Ph.D., University of Utah

Simon Condliffe (scondliffe@wcupa.edu) (2008) Associate Professor of Economics and Finance, Department of Economics and Finance B.A., University of Humberside, England; M.S., Ph.D., University of Delaware

Laquana Cooke (lcooke2@wcupa.edu) (2016) Assistant Professor of English, Department of English B.S., New Jersey Institute of Technology; B.A., Rutgers University; M.A., New York University; Ph.D., Rensselaer Polytechnic Institute

Jacob Cooper (jcooper@wcupa.edu) (2014) Assistant Professor of Music Theory, History, and Composition, Department of Music Theory, History, and Composition B.A., Amherst College; M.A., A.D., D.M.A., Yale University

Megan L. Corbin (mcorbin@wcupa.edu) (2014) Assistant Professor of Languages and Cultures, Department of Languages and Cultures B.A., M.A., Ph.D., University of Minnesota

William Keith Corbit (wcorbit@wcupa.edu) (2013) Assistant Professor of Languages and Cultures, Department of Languages and Cultures A.A., Monterey Peninsula College; B.A., High Point University; M.A., University of Delaware; M.A., Ph.D., University of Indiana

Gary Coutu (gcoutu@wcupa.edu) (2005) Associate Professor of Geography and Planning, Department of Geography and Planning B.A., Duquesne University; M.S.P.M.P., Carnegie Mellon University; Ph.D., Texas A&M University

Vincent A. Craig (vcraig@wcupa.edu) (1999) Associate Professor of Applied Music, Department of Applied Music B.M., Oberlin College; M.M., D.M.A., Peabody Institute of Johns Hopkins University

John B. Craig (j craig@wcupa.edu) (2016) Assistant Professor of Educational Development, Department of Educational Development B.S., Ed.M., Temple University; Ed.D., University of Pennsylvania

Stanley J. Cramer (scramer@wcupa.edu) (2000) Associate Professor of Kinesiology, Department of Kinesiology B.S., M.S., West Chester University; Ph.D., Temple University

Carl Cranmer (ccranmer@wcupa.edu) (2000) Associate Professor of Applied Music, Department of Applied Music B.Mus., Oberlin Conservatory of Music; M.M., D.M.A., The Juilliard School

Randall Cream (rcream@wcupa.edu) (2011) Assistant Professor of English, Department of English M.A., Radford University; Ph.D., University of Connecticut

Walter L. Cressler (wcressler@wcupa.edu) (2001) Professor of Library Services, Department of Library Services; Chairperson, Department of Library Services B.A., Dartmouth College; M.S., Drexel University; M.Ed., Widener University; Ph.D., University of Pennsylvania

Andrew Crosett (acrosett@wcupa.edu) (2012) Assistant Professor of Mathematics, Department of Mathematics B.A., Canisius College; M.A., Ph.D., Carnegie Mellon University

Kristen B. Crossney (kcrossney@wcupa.edu) (2008) Associate Professor of Public Policy and Administration, Department of Public Policy and Administration B.S., University of Maryland-Baltimore County; M.A., Temple University; Ph.D., Rutgers University

Liu Cui (lcui@wcupa.edu) (2016) Assistant Professor of Computer Science, Department of Computer Science B.S., Northwestern Polytechnical University Xi’an China; M.S., Ohio University; Ph.D., University of Pittsburgh

Matthew Cummiskey (mcummiskey@wcupa.edu) (2009) Associate Professor of Kinesiology, Department of Kinesiology B.S., Ithaca College; M.S., State University of New York at Cortland; Ph.D., Temple University

Judith A. Curtin (jcurtin@wcupa.edu) (2001) Instructor of Communication Sciences and Disorders, Department of Communication Sciences and Disorders B.S., M.S., Marquette University; Au.D., University of Florida

Neil Curtis (ncurtis@wcupa.edu) (1993) Associate Professor of Sports Medicine, Department of Sports Medicine; Graduate Coordinator, Department of Sports Medicine B.S., Boston University; M.S., University of Arizona; Ed.M., Ed.D., Columbia University
<table>
<thead>
<tr>
<th>NAME</th>
<th>DESIGNATION</th>
<th>DEPARTMENT</th>
<th>UNIVERSITY/INSTITUTE</th>
<th>ADDRESS/LOCATION</th>
<th>GRADUATION YEAR</th>
</tr>
</thead>
<tbody>
<tr>
<td>Virginia M. Da Costa</td>
<td>Professor of Art + Design</td>
<td>Department of Art + Design</td>
<td>B.A., State University of New York at Albany; M.A., California State University at Long Beach; Ph.D., University of California, Santa Barbara</td>
<td>(<a href="mailto:vdacosta@wcupa.edu">vdacosta@wcupa.edu</a>)</td>
<td>1998</td>
</tr>
<tr>
<td>Martin Alan Dallago</td>
<td>Assistant Professor of Theatre and Dance</td>
<td>Department of Theatre and Dance</td>
<td>B.S., Dickinson College; M.F.A., Temple University</td>
<td>(<a href="mailto:mdallago@wcupa.edu">mdallago@wcupa.edu</a>)</td>
<td>2014</td>
</tr>
<tr>
<td>Rachel Daltry</td>
<td>Assistant Professor of Counseling and Psychological Services</td>
<td>Department of Counseling and Psychological Services</td>
<td>B.S., M.S., Saint Joseph's University; Psy.D., La Salle University</td>
<td>(<a href="mailto:rdaltry@wcupa.edu">rdaltry@wcupa.edu</a>)</td>
<td>2015</td>
</tr>
<tr>
<td>Karen Dannessa</td>
<td>Professor of Applied Music</td>
<td>Department of Applied Music</td>
<td>B.M., Youngstown State University; M.M., Michigan State University; D.M., Florida State University</td>
<td>(<a href="mailto:kdannessa@wcupa.edu">kdannessa@wcupa.edu</a>)</td>
<td>2005</td>
</tr>
<tr>
<td>Patricia G. Davidson</td>
<td>Assistant Professor of Nutrition</td>
<td>Department of Nutrition</td>
<td>B.S. Southern Illinois University; M.S., Virginia Polytechnic Institute and State University; D.C.N., Rutgers University</td>
<td>(<a href="mailto:pdavidson@wcupa.edu">pdavidson@wcupa.edu</a>)</td>
<td>2013</td>
</tr>
<tr>
<td>Mark W. Davis</td>
<td>Assistant Professor of Public Policy and Administration</td>
<td>Department of Public Policy and Administration</td>
<td>B.S., Washington University; M.P.A., Indiana University</td>
<td>(<a href="mailto:mdavis2@wcupa.edu">mdavis2@wcupa.edu</a>)</td>
<td>2013</td>
</tr>
<tr>
<td>Kevin W. Dean</td>
<td>Professor of Communication Studies</td>
<td>Department of Communication Studies</td>
<td>B.S., Bowling Green University; M.A., Miami University of Ohio; Ph.D., University of Maryland</td>
<td>(<a href="mailto:kdean@wcupa.edu">kdean@wcupa.edu</a>)</td>
<td>1991</td>
</tr>
<tr>
<td>David Dehm</td>
<td>Assistant Professor of Chemistry</td>
<td>Department of Chemistry</td>
<td>B.S., M.S., SUNY Oswego; Ph.D., University of Cincinnati</td>
<td>(<a href="mailto:ddehm@wcupa.edu">ddehm@wcupa.edu</a>)</td>
<td>2015</td>
</tr>
<tr>
<td>Sharon Bernecki Dejoy</td>
<td>Assistant Professor of Health</td>
<td>Department of Health</td>
<td>A.S., Miami-Dade College; B.A., Columbia University; M.P.H., Ph.D., University of South Florida</td>
<td>(<a href="mailto:sdejoy@wcupa.edu">sdejoy@wcupa.edu</a>)</td>
<td>2012</td>
</tr>
<tr>
<td>Claire L. Dente</td>
<td>Associate Professor of Undergraduate Social Work, Department of Undergraduate Social Work</td>
<td>B.A., Austin College; M.A., Ph.D., Purdue University</td>
<td>(<a href="mailto:cdente@wcupa.edu">cdente@wcupa.edu</a>)</td>
<td>2008</td>
<td></td>
</tr>
<tr>
<td>Robert P. Derstine</td>
<td>Professor of Accounting</td>
<td>Department of Accounting</td>
<td>B.B.A., M.B.A., Drexel University; Ph.D., State University of New York at Buffalo</td>
<td>(<a href="mailto:rderstine@wcupa.edu">rderstine@wcupa.edu</a>)</td>
<td>2013</td>
</tr>
<tr>
<td>Valerian Desousa</td>
<td>Associate Professor of Anthropology and Sociology</td>
<td>Department of Anthropology and Sociology</td>
<td>B.A., Bombay University; M.A., Xavier Labour Relations Institute (India); Ph.D. University of Illinois at Urbana-Champaign</td>
<td>(<a href="mailto:vdesousa@wcupa.edu">vdesousa@wcupa.edu</a>)</td>
<td>2008</td>
</tr>
<tr>
<td>David P. Devenney</td>
<td>Professor of Applied Music</td>
<td>Department of Applied Music</td>
<td>B.M., Iowa State University; M.M., University of Wisconsin-Madison; D.M.A., Conservatory of Music, University of Cincinnati</td>
<td>(<a href="mailto:ddevenney@wcupa.edu">ddevenney@wcupa.edu</a>)</td>
<td>1996</td>
</tr>
<tr>
<td>Michael A. Di Giovine</td>
<td>Assistant Professor of Anthropology and Sociology, Department of Anthropology and Sociology</td>
<td>B.S., Georgetown University; A.M., Ph.D., The University of Chicago</td>
<td>(<a href="mailto:mdigiovine@wcupa.edu">mdigiovine@wcupa.edu</a>)</td>
<td>2013</td>
<td></td>
</tr>
<tr>
<td>Karen L. Dickinson</td>
<td>Associate Professor of Counselor Education, Department of Counselor Education</td>
<td>B.A., Rutgers University; M.A., West Chester University; Ph.D., University of Delaware</td>
<td>(<a href="mailto:kdickinson@wcupa.edu">kdickinson@wcupa.edu</a>)</td>
<td>2011</td>
<td></td>
</tr>
<tr>
<td>Albert L. Digiacomo</td>
<td>Instructor of Criminal Justice, Department of Criminal Justice</td>
<td>A.S., B.A., Temple University; M.S., St. Joseph’s University</td>
<td>(<a href="mailto:adigiacomo@wcupa.edu">adigiacomo@wcupa.edu</a>)</td>
<td>2014</td>
<td></td>
</tr>
<tr>
<td>N. Kim Doan</td>
<td>Associate Professor of Special Education, Department of Special Education</td>
<td>B.A., M.A., California State University; Ph.D., University of Virginia</td>
<td>(<a href="mailto:ndoan@wcupa.edu">ndoan@wcupa.edu</a>)</td>
<td>2008</td>
<td></td>
</tr>
<tr>
<td>Jean-Christophe Dobrzelewski</td>
<td>Associate Professor of Applied Music, Department of Applied Music</td>
<td>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</td>
<td>(<a href="mailto:jdobrzelew@wcupa.edu">jdobrzelew@wcupa.edu</a>)</td>
<td>2008</td>
<td></td>
</tr>
<tr>
<td>Eric Dodson-Robinson</td>
<td>Assistant Professor of English, Department of English</td>
<td>B.A., University of Texas; M.A., University of Michigan; M.A., Texas State University; Ph.D., University of Illinois</td>
<td>(<a href="mailto:edodson@wcupa.edu">edodson@wcupa.edu</a>)</td>
<td>2011</td>
<td></td>
</tr>
<tr>
<td>Martha Donkor</td>
<td>Associate Professor of History, Department of History</td>
<td>B.A., University of Cape Coast; M.A., University of Guelph; Ph.D., University of Toronto</td>
<td>(<a href="mailto:mdonkor@wcupa.edu">mdonkor@wcupa.edu</a>)</td>
<td>2014</td>
<td></td>
</tr>
<tr>
<td>Teresa Donze-Reiner</td>
<td>Assistant Professor of Biology, Department of Biology</td>
<td>B.S., University of Nebraska; Ph.D., Molecular Biology and Microbiology University of Nebraska-Lincoln</td>
<td>(<a href="mailto:tdonze@wcupa.edu">tdonze@wcupa.edu</a>)</td>
<td>2016</td>
<td></td>
</tr>
<tr>
<td>David J. Doorn</td>
<td>Associate Professor of Economics and Finance, Department of Economics and Finance</td>
<td>B.A., University of Wisconsin-Milwaukee; Ph.D., North Carolina State University</td>
<td>(<a href="mailto:ddoorn@wcupa.edu">ddoorn@wcupa.edu</a>)</td>
<td>2012</td>
<td></td>
</tr>
<tr>
<td>Timothy R. Dougherty</td>
<td>Assistant Professor of English, Department of English</td>
<td>B.A., Pennsylvania State University; M.A., University of Minnesota; Ph.D., Syracuse University</td>
<td>(<a href="mailto:tdougherty@wcupa.edu">tdougherty@wcupa.edu</a>)</td>
<td>2014</td>
<td></td>
</tr>
<tr>
<td>Wei Du</td>
<td>Assistant Professor of Economics and Finance, Department of Economics and Finance</td>
<td>B.S., Tongji University; M.S., Illinois Institute of Technology; Ph.D., Louisiana State University</td>
<td>(<a href="mailto:wdu@wcupa.edu">wdu@wcupa.edu</a>)</td>
<td>2016</td>
<td></td>
</tr>
<tr>
<td>Peter Duval</td>
<td>Assistant Professor of English, Department of English</td>
<td>B.A., Boston University; M.A., University of Illinois; M.A., New York University</td>
<td>(<a href="mailto:pduval@wcupa.edu">pduval@wcupa.edu</a>)</td>
<td>2016</td>
<td></td>
</tr>
<tr>
<td>Kathleen Ellis</td>
<td>Professor of Kinesiology, Department of Kinesiology, Graduate Coordinator, Department of Kinesiology</td>
<td>B.A., University of North Carolina at Wilmington; M.Ed., Bowling Green State University; Ph.D., Michigan State University</td>
<td>(<a href="mailto:mellis@wcupa.edu">mellis@wcupa.edu</a>)</td>
<td>2009</td>
<td></td>
</tr>
</tbody>
</table>
Linda Ello (lello@wcupa.edu) (1999) Associate Professor of Graduate Social Work, Department of Graduate Social Work
B.A., Pennsylvania State University; M.S., University of Iowa; Ph.D., Rutgers - The State University
John Elmore (jelmore@wcupa.edu) (2005) Professor of Educational Foundations and Policy Studies, Department of Educational Foundations and Policy Studies; Chairperson, Department of Educational Foundations and Policy Studies
B.A., B.S., Kansas Wesleyan University; M.S., Ph.D., Kansas State University
Joy Embree (jembree@wcupa.edu) (2016) Associate Professor of Accounting, Department of Accounting
M.B.A., University of Akron; Ph.D., University of Nebraska-Lincoln; C.P.A., Wyoming
Richard G. Epstein (repstein@wcupa.edu) (1991) Professor of Computer Science, Department of Computer Science
B.A., George Washington University; M.S.E., University of Pennsylvania; Ph.D., Temple University
Margaret Ervin (mervin@wcupa.edu) (2003) Associate Professor of English, Department of English; Director, Department of Writing Center
B.A., Harvard University; Ph.D., University at Albany, State University of New York
Kristine S. Ervin (kervin@wcupa.edu) (2012) Assistant Professor of English, Department of English
B.A., Oklahoma State University; M.F.A., New York University; Ph.D., University of Houston
Stacy B. Esch (sesch@wcupa.edu) (2014) Instructor of English, Department of English
B.A., West Chester University of Pennsylvania; M.A., West Chester University of Pennsylvania
James D. Fabrey (jfabrey@wcupa.edu) (1975) Professor of Computer Science, Department of Computer Science; Chairperson, Department of Computer Science
A.B., Cornell University; Ph.D., Massachusetts Institute of Technology
Andrew Famiglietti (afamigliet@wcupa.edu) (2016) Assistant Professor of English, Department of English
B.A., M.A., SUNY Binghamton; Ph.D., Bowling Green State University
Xin Fan (xfan@wcupa.edu) (2006) Professor of Biology, Department of Biology
B.S., Jiangxi College of Medicine; M.S., Kunming Medical College; Ph.D., University of Pennsylvania
Rebecca A. Field (rfield@wcupa.edu) (1998) Assistant Professor of Theatre and Dance, Department of Theatre and Dance
B.Mus., West Chester University; M.Mus., D.Mus., Indiana University
Susan Fiorentino (sfiorentin@wcupa.edu) (2013) Assistant Professor of Management, Department of Management; Graduate Coordinator, Department of Management
B.A., West Chester University; M.A., J.D., Villanova University
Laura E. Fiorenza (lfiorenza@wcupa.edu) (1991) Assistant Professor of Early and Middle Grades Education, Department of Early and Middle Grades Education
B.A. West Chester University; M.Ed. West Chester University
Frank E. Fish (ffish@wcupa.edu) (1980) Professor of Biology, Department of Biology
B.A., State University of New York at Oswego; M.S., Ph.D., Michigan State University
Kelly Fisher (kfish@wcupa.edu) (2014) Assistant Professor of Management, Department of Management
B.S., Excelsior College; M.B.A., University of North Florida; Ph.D., Monash University
Michael J. Fisher (mfisher@wcupa.edu) (2008) Associate Professor of Mathematics, Department of Mathematics
B.S., Millersville University; M.S., Ph.D., Lehigh University
Kevin Flanigan (kflanigan@wcupa.edu) (2003) Professor of Literacy, Department of Literacy; Graduate Coordinator, Department of Literacy
B.A., Mary Washington College; M.Ed., James Madison University; M.Ed., Ph.D., University of Virginia
Robert P. Fletcher (rfletcher@wcupa.edu) (1992) Professor of English, Department of English
B.A., University of California; M.A., Ph.D., University of California, Los Angeles
Kevin E. Flynn (kflynn@wcupa.edu) (1998) Associate Professor of Accounting, Department of Accounting
B.S. Miami University of Ohio; M.S., Drexel University; Ph.D., Drexel University
Anita K. Foeman (afoeman@wcupa.edu) (1991) Professor of Communication Studies, Department of Communication Studies
B.H., Defiance College; M.A., Ph.D., Temple University
Daniel Forbes (dforbes@wcupa.edu) (2007) Assistant Professor of Philosophy, Department of Philosophy
B.A., Dickinson College; Ph.D., University of Georgia
Eric Fournier (efournier@wcupa.edu) (2008) Associate Professor of History, Department of History; Assistant Chairperson, Department of History
B.A., M.A., Universite de Montreal; Ph.D., University of California, Santa Barbara
Sandra Fowkes-Godek (sfowkesgodek@wcupa.edu) (2011) Professor of Sports Medicine, Department of Sports Medicine
B.S., Pennsylvania State University; M.S., University of Colorado; Ph.D., Temple University
John Fowler (jfowler@wcupa.edu) (2012) Assistant Professor of Applied Music, Department of Applied Music
B.M., University of Cincinnati College - Conservatory of Music; M.M., Temple University; D.M.A., Rutgers University
Jonathan Friedman (jfriedman@wcupa.edu) (2002) Professor of Ethnic Studies Program, Department of Ethnic Studies Program; Graduate Coordinator, Department of Holocaust and Genocide Studies; Director, Department of Holocaust and Genocide Studies
B.A., Kent State University; M.A., Ph.D., University of Maryland - College Park
Joy Fritschle (jfritschle@wcupa.edu) (2007) Professor of Geography and Planning, Department of Geography and Planning
B.A., Humboldt State University; M.S., University of Memphis; Ph.D., University of Wisconsin-Madison
Blaise F. Frost (bfrost@wcupa.edu) (1989) Associate Professor of Chemistry, Department of Chemistry
B.A., Yankton College; M.S., Ph.D., University of South Dakota
Frank F. Fry (ffry@wcupa.edu) (1993) Professor of Kinesiology, Department of Kinesiology
B.S., West Chester University; M.Ed., Colorado State University; D.P.E., Springfield College
Lori Fuller (lfuller2@wcupa.edu) (2009) Professor of Accounting, Department of Accounting
B.B.A., University of Oklahoma; Ph.D., Arizona State University
John A. Gaarder (jgaarder@wcupa.edu) (1999) Assistant Professor of Applied Music, Department of Applied Music
B.M., University of Wisconsin - Madison; M.M., New England Conservatory of Music
Marc Gagné (mgagne@wcupa.edu) (1999) Professor of Earth and Space Sciences, Department of Earth and Space Sciences; Assistant Chairperson, Department of Earth and Space Sciences
B.S., University of Montreal; Ph.D., University of Georgia
Gail M. Gallitano (ggallitano@wcupa.edu) (1992) Professor of Mathematics, Department of Mathematics; Graduate Coordinator, Department of 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) Professor of Mathematics, Department of Mathematics
B.S., Pennsylvania State University; M.S., Ph.D., Drexel University
Ayan Gangopadhyay (agangopadhy@wcupa.edu) (2010) Associate Professor of English, Department of English
B.A., University of Calcutta (India); M.A., Jadavpur University, Calcutta; Ph.D., University of California, Los Angeles
Susan Gans (sgans@wcupa.edu) (1997) Professor of Psychology, Department of Psychology
B.A., New York University; M.A., Ph.D., University of Chicago
Alison Gardiner-Shires (argardiner@wcupa.edu) (2008) Associate Professor of Sports Medicine, Department of Sports Medicine
B.S., Salisbury University; M.S., California University of Pennsylvania; Ph.D., University of South Carolina
Clayton Garthwait (cgarthwait@wcupa.edu) (2004) Assistant Professor of Library Services, Department of Library Services
B.A., University of Delaware; M.S., Drexel University
Roger Gatchet (rgatchet@wcupa.edu) (2015) Assistant Professor of Communication Studies, Department of Communication Studies
B.A., Cal Poly, San Luis Obispo; M.A., University of Texas at Austin; Ph.D., University of Texas at Austin
Tanya Gatenby (tgatenby@wcupa.edu) (2000) Associate Professor of Health, Department of Health
B.A., M.S., University of Arkansas; Ph.D., University of North Carolina
John Gault (jgault@wcupa.edu) (1991) Professor of Marketing, Department of Marketing
B.S., U.S. Naval Academy; M.B.A., University of Pennsylvania; Ph.D., Drexel University
Brenda L. Gaydosh (bgaydosh@wcupa.edu) (2013) Assistant Professor of History, Department of History; Graduate Coordinator, Department of History
B.S., Allentown College of St. Francis de Sales; M.A., West Chester University; Ph.D., American University
Karir E. Gedge (kgedge@wcupa.edu) (1997) Professor of American Studies Program, Department of American Studies Program
B.A., Lake Forest College; M.A., State University of New York at Brockport; Ph.D., Yale University
Erin Gestl (egestl@wcupa.edu) (2007) Assistant Professor of Biology, Department of Biology
B.S., Ph.D., Pennsylvania State University
Maxine Gesualdi (mgesualdi@wcupa.edu) (2016) Assistant Professor of Communication Studies, Department of Communication Studies
B.S., West Virginia University; M.A., West Chester University
Mary Beth Gilboy (mgilboy@wcupa.edu) (2007) Associate Professor of Nutrition, Department of Nutrition
B.S., Marywood University; M.P.H., University of North Carolina; Ph.D., Temple University
Christa C. Gilliam (cgilliam@wcupa.edu) (2016) Assistant Professor of Undergraduate Social Work, Department of Undergraduate Social Work
B.A., California State University; M.S.W., Temple University; Ph.D., Morgan State University
Steven Gimber (sgimber@wcupa.edu) (2007) Associate Professor of American Studies Program, Department of American Studies Program
B.A., Rowan University; M.A., University of Pennsylvania; Ph.D., American University
Peter L. Glidden (pglidden@wcupa.edu) (1995) Professor of Mathematics, Department of Mathematics; Chairperson, Department of Mathematics
B.A., College of Wooster; M.A., Ph.D., Columbia University
Amir Golmohamadi (agolmohama@wcupa.edu) (2016) Assistant Professor of Nutrition, Department of Nutrition
B.S., University of Tehran; M.S., Isfahan University of Technology; Ph.D., University of Idaho
Felix E. Goodson (fgoodson@wcupa.edu) (1998) Professor of Chemistry, Department of Chemistry
A.B., Princeton University; Ph.D., University of California, Berkeley
Henry Grabb (hgrabbb@wcupa.edu) (1992) Professor of Applied Music, Department of Applied Music
B.A., University of Central Florida; M.M., Northwestern University of Illinois; D.M., Florida State University
Paul D. Green (pgreen@wcupa.edu) (1971) Professor of English, Department of English
A.B., Temple University; A.M., Ph.D., Harvard University
Anita Greenlee (agreenlee@wcupa.edu) (2001) Assistant Professor of Applied Music, Department of Applied Music
B.S., M.S., Juilliard School of Music
Elizabeth U. Grillo (egrillo@wcupa.edu) (2006) Associate Professor of Communication Sciences and Disorders, Department of Communication Sciences and Disorders
B.M., Indiana University; M.S., Columbia University’s Teachers College; Ph.D., University of Pittsburgh
Shannon T. Grugan (sgrugan@wcupa.edu) (2014) Assistant Professor of Criminal Justice, Department of Criminal Justice; Assistant Chairperson, Department of Criminal Justice
B.A., DeSales University; M.S., West Chester University of Pennsylvania; Ph.D., Rutgers University
Angela Guerriero (aguerriero@wcupa.edu) (2002) Assistant Professor of Music Education, Department of Music Education
B.S., M.Ed., M.M., West Chester University; M.A. Immaculata University; Ph.D., Drexel University
Tara C. Guerriero (tguerriero@wcupa.edu) (2008) Associate Professor of Special Education, Department of Special Education
B.S., M.A., Ph.D., Northwestern University
Michael Guiry (mguiry@wcupa.edu) (2016) Associate Professor of Marketing, Department of Marketing
B.S., Cornell University; M.B.A., Duke University; Ph.D., University of Florida
Cheryl D. Gunter (cgunter@wcupa.edu) (1999) Professor of Communication Sciences and Disorders, Department of Communication Sciences and Disorders; Chairperson, Department of Communication Sciences and Disorders
B.A., University of Tennessee; M.A., Memphis State; Ph.D., University of Texas - Austin
Shiv K. Gupta (sgupta@wcupa.edu) (1985) Associate Professor of Mathematics, Department of Mathematics
B.S., M.S., Delhi University; M.S., University of Wisconsin; Ph.D., Case Western Reserve University
Sebastian Guzman (sguzman@wcupa.edu) (2017) Assistant Professor of Anthropology and Sociology, Department of Anthropology and Sociology
B.A., Pontificia Universidad Catolica de Chile; M.A., New School University; Ph.D., New School University
Cynthia S. Haggard (chaggard@wcupa.edu) (1990) Associate Professor of Educational Foundations and Policy Studies, Department of Educational Foundations and Policy Studies
B.A., M.A., Ed.D., Indiana University
<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
<th>Department</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gabrielle Halko (<a href="mailto:ghalko@wcupa.edu">ghalko@wcupa.edu</a>)</td>
<td>Associate Professor of English</td>
<td>Department of English; Assistant Chairperson, Department of English</td>
</tr>
<tr>
<td></td>
<td></td>
<td>B.A., College of William and Mary; M.F.A., Bowling Green State University; Ph.D., Western Michigan University</td>
</tr>
<tr>
<td>Cynthia Hall (<a href="mailto:chall@wcupa.edu">chall@wcupa.edu</a>)</td>
<td>Associate Professor of Earth and Space Sciences</td>
<td>Department of Earth and Space Sciences</td>
</tr>
<tr>
<td></td>
<td></td>
<td>B.S., Howard University; Ph.D., Georgia Institute of Technology</td>
</tr>
<tr>
<td>H. Bernard Hall (<a href="mailto:hhall@wcupa.edu">hhall@wcupa.edu</a>)</td>
<td>Assistant Professor of English</td>
<td>Department of English</td>
</tr>
<tr>
<td></td>
<td></td>
<td>B.A., M.A., University of Michigan-Ann Arbor; Ph.D., Temple University</td>
</tr>
<tr>
<td>Brian Halsey (<a href="mailto:bhalsey@wcupa.edu">bhalsey@wcupa.edu</a>)</td>
<td>Professor of Management, Department of Management; Graduate Director, Department of School of Business</td>
<td>Business</td>
</tr>
<tr>
<td></td>
<td></td>
<td>B.A., Shippensburg University; J.D., Widener University School of Law; LL.M., Villanova University School of Law</td>
</tr>
<tr>
<td>Wayne Hanley (<a href="mailto:whaney@wcupa.edu">whaney@wcupa.edu</a>)</td>
<td>Professor of History</td>
<td>History</td>
</tr>
<tr>
<td></td>
<td></td>
<td>B.A., M.A., Central Missouri State University; Ph.D., University of Missouri</td>
</tr>
<tr>
<td>Chris L. Hanning (<a href="mailto:channing@wcupa.edu">channing@wcupa.edu</a>)</td>
<td>Professor of Applied Music, Department of Applied Music</td>
<td>Music</td>
</tr>
<tr>
<td></td>
<td></td>
<td>B.A., B.A., University of South Florida; M.M., University of Akron; D.M.A., University of Colorado</td>
</tr>
<tr>
<td>Charles A. Hardy (<a href="mailto:chardy@wcupa.edu">chardy@wcupa.edu</a>)</td>
<td>Professor of American Studies Program, Department of American Studies Program</td>
<td>Art + Design</td>
</tr>
<tr>
<td></td>
<td></td>
<td>B.A., M.A., Ph.D., Temple University</td>
</tr>
<tr>
<td>Jeffrey E. Harris (<a href="mailto:jharris@wcupa.edu">jharris@wcupa.edu</a>)</td>
<td>Professor of Nutrition, Department of Nutrition</td>
<td>Geography and Planning</td>
</tr>
<tr>
<td></td>
<td></td>
<td>B.A., University of California, San Diego; M.P.H., D.H.Sc., Loma Linda University</td>
</tr>
<tr>
<td>Barbara E. Harrison (<a href="mailto:bharrison@wcupa.edu">bharrison@wcupa.edu</a>)</td>
<td>Associate Professor of Undergraduate Nursing, Department of Undergraduate Nursing</td>
<td>English</td>
</tr>
<tr>
<td></td>
<td></td>
<td>B.S.N., Stockton State College; M.S.N., University of Texas at Arlington; Ph.D., University of Michigan</td>
</tr>
<tr>
<td>Thomas Haughhey (<a href="mailto:thaughey@wcupa.edu">thaughey@wcupa.edu</a>)</td>
<td>Assistant Professor of Theatre and Dance, Department of Theatre and Dance</td>
<td>Theatre and Dance</td>
</tr>
<tr>
<td></td>
<td></td>
<td>B.S., Elizabethtown College; M.F.A., University of Connecticut</td>
</tr>
<tr>
<td>Robert Haworth (<a href="mailto:rhaworth@wcupa.edu">rhaworth@wcupa.edu</a>)</td>
<td>Assistant Professor of Educational Foundations and Policy Studies, Department of Educational Foundations and Policy Studies; Graduate Coordinator, Department of Policy, Planning, and Administration</td>
<td>Environmental Studies</td>
</tr>
<tr>
<td></td>
<td></td>
<td>B.A., University of Utah; M.A., Ph.D., New Mexico State University</td>
</tr>
<tr>
<td>Megan L. Heckert (<a href="mailto:mheckert@wcupa.edu">mheckert@wcupa.edu</a>)</td>
<td>Assistant Professor of Geography and Planning, Department of Geography and Planning</td>
<td>Undergraduate Nursing</td>
</tr>
<tr>
<td></td>
<td></td>
<td>B.S., Brown University; M.A., Ph.D., Temple University</td>
</tr>
<tr>
<td>Scott Heinerichs (<a href="mailto:sheinerichs@wcupa.edu">sheinerichs@wcupa.edu</a>)</td>
<td>Professor of Sports Medicine, Department of Sports Medicine</td>
<td>Physical Education</td>
</tr>
<tr>
<td></td>
<td></td>
<td>B.S., West Chester University; M.A.T., University of South Carolina; Ed.D., Widener University</td>
</tr>
<tr>
<td>John G. Helion (<a href="mailto:jhelion@wcupa.edu">jhelion@wcupa.edu</a>)</td>
<td>Professor of Honors College, Department of Honors College</td>
<td>Chemistry</td>
</tr>
<tr>
<td>Martin Helmke (<a href="mailto:mhelmke@wcupa.edu">mhelmke@wcupa.edu</a>)</td>
<td>Professor of Earth and Space Sciences, Department of Earth and Space Sciences</td>
<td>Computer Science</td>
</tr>
<tr>
<td></td>
<td></td>
<td>B.S., Antioch College; Ph.D., Iowa State University</td>
</tr>
<tr>
<td>Gloria Maité Hernández (<a href="mailto:gbernandez@wcupa.edu">gbernandez@wcupa.edu</a>)</td>
<td>Assistant Professor of Languages and Cultures, Department of Languages and Cultures</td>
<td>Special Education</td>
</tr>
<tr>
<td></td>
<td></td>
<td>B.F.A., Instituto Superior de Arte (Cuba); Ph.D., Emory University</td>
</tr>
<tr>
<td>Mark Hickman (<a href="mailto:mhickman@wcupa.edu">mhickman@wcupa.edu</a>)</td>
<td>Assistant Professor of Communication Studies, Department of Communication Studies</td>
<td>Communication Studies</td>
</tr>
<tr>
<td></td>
<td></td>
<td>B.A., Marshall University; M.A., Miami University of Ohio</td>
</tr>
<tr>
<td>S. Christy Hicks (<a href="mailto:sichicks@wcupa.edu">sichicks@wcupa.edu</a>)</td>
<td>Associate Professor of Special Education, Department of Special Education; Graduate Coordinator, Department of Special Education</td>
<td>Education</td>
</tr>
<tr>
<td></td>
<td></td>
<td>B.A., M.A.T., Western Carolina University; Ph.D., University of North Carolina</td>
</tr>
<tr>
<td>Margaret Schiffler Hill (<a href="mailto:mhill@wcupa.edu">mhill@wcupa.edu</a>)</td>
<td>Professor of Art + Design, Department of Art + Design; Chairperson, Department of Art + Design</td>
<td>Special Education</td>
</tr>
<tr>
<td></td>
<td></td>
<td>B.F.A., Kutztown University; M.F.A., Syracuse University</td>
</tr>
<tr>
<td>Erin Michelle Hill (<a href="mailto:ehill@wcupa.edu">ehill@wcupa.edu</a>)</td>
<td>Assistant Professor of Psychology, Department of Psychology</td>
<td>Psychology</td>
</tr>
<tr>
<td></td>
<td></td>
<td>B.A., Laurentian University; M.A., Carleton University; Ph.D., Auckland University of Technology</td>
</tr>
<tr>
<td>Jacqueline S. Hodges (<a href="mailto:jholmes@wcupa.edu">jholmes@wcupa.edu</a>)</td>
<td>Assistant Professor of Educational Foundations and Policy Studies, Department of Educational Foundations and Policy Studies; Assistant Chairperson, Department of Educational Foundations and Policy Studies; Graduate Coordinator, Department of Educational Foundations and Policy Studies</td>
<td>Psychology</td>
</tr>
<tr>
<td></td>
<td></td>
<td>B.A., M.Ed., Ed.D., University of Delaware</td>
</tr>
<tr>
<td>Amber M. Holbrook (<a href="mailto:aholbrook@wcupa.edu">aholbrook@wcupa.edu</a>)</td>
<td>Assistant Professor of Graduate Social Work, Department of Graduate Social Work</td>
<td>Social Work</td>
</tr>
<tr>
<td></td>
<td></td>
<td>B.A., Hampshire College; M.S.W., University of New England; Ph.D., Bryn Mawr College</td>
</tr>
<tr>
<td>Jeremy Holmes (<a href="mailto:jholmes@wcupa.edu">jholmes@wcupa.edu</a>)</td>
<td>Assistant Professor of Art + Design, Department of Art + Design</td>
<td>Art + Design</td>
</tr>
<tr>
<td></td>
<td></td>
<td>B.S. Philadelphia University; M.F.A. Temple University, Tyler School of Art</td>
</tr>
<tr>
<td>Harry Holt (<a href="mailto:hholt@wcupa.edu">hholt@wcupa.edu</a>)</td>
<td>Assistant Professor of Health, Department of Health</td>
<td>Health</td>
</tr>
<tr>
<td></td>
<td></td>
<td>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</td>
</tr>
<tr>
<td>Mary A. Houser (<a href="mailto:mhougere@wcupa.edu">mhougere@wcupa.edu</a>)</td>
<td>Assistant Professor of Special Education, Department of Special Education</td>
<td>Special Education</td>
</tr>
<tr>
<td></td>
<td></td>
<td>B.F.A., Kutztown University; M.A.T., The College of New Jersey; Ed.D., Fayetteville State University</td>
</tr>
<tr>
<td>Jingqi Hu (<a href="mailto:jhu@wcupa.edu">jhu@wcupa.edu</a>)</td>
<td>Assistant Professor of Chemistry, Department of Chemistry</td>
<td>Chemistry</td>
</tr>
<tr>
<td></td>
<td></td>
<td>B.S., M.S., Nanjing University; Ph.D., Boston University</td>
</tr>
<tr>
<td>Erin Hurt (<a href="mailto:ehurt@wcupa.edu">ehurt@wcupa.edu</a>)</td>
<td>Associate Professor of English, Department of English; Assistant Chairperson, Department of English</td>
<td>English</td>
</tr>
<tr>
<td></td>
<td></td>
<td>B.A., University of North Texas; M.A., Ph.D., University of Texas at Austin</td>
</tr>
<tr>
<td>Lauri Hyers (<a href="mailto:lhyers@wcupa.edu">lhyers@wcupa.edu</a>)</td>
<td>Professor of Psychology, Department of Psychology</td>
<td>Psychology</td>
</tr>
<tr>
<td></td>
<td></td>
<td>B.A., Ph.D., Pennsylvania State University</td>
</tr>
<tr>
<td>Daniel Robert Iaria (<a href="mailto:dilaria@wcupa.edu">dilaria@wcupa.edu</a>)</td>
<td>Associate Professor of Mathematics, Department of Mathematics</td>
<td>Mathematics</td>
</tr>
<tr>
<td></td>
<td></td>
<td>B.A., Drew University; Ed.M., M.S., Ph.D., Rutgers University</td>
</tr>
</tbody>
</table>
Travis Sky Ingersoll (tingersoll@wcupa.edu) (2011) Associate Professor of Undergraduate Social Work, Department of Undergraduate Social Work; Chairperson, Department of Undergraduate Social Work
B.A., State University of New York at Buffalo; M.S.W, M.Ed., Ed.D., Widener University

Farzin Irani (firan@wcupa.edu) (2014) Assistant Professor of Psychology, Department of Psychology
B.S., University of Toronto; M.S., Villanova University; Ph.D., Drexel University

Ebru Isgin (eisgin@wcupa.edu) (2012) Assistant Professor of Economics and Finance, Department of Economics and Finance
B.A., Bogazici University, Istanbul; M.A., Ph.D., Rutgers University

Dorothy Ives-Dewey (divesdewey@wcupa.edu) (2005) Professor of Geography and Planning, Department of Geography and Planning; Graduate Coordinator, Department of Geography and Planning; Chairperson, Department of Geography and Planning
B.A., Lafayette College; M.P.I., University of Southern California; Ph.D., University of Pennsylvania

Marc M. Jacoby (mjacyjob@wcupa.edu) (2005) Professor of Applied Music, Department of Applied Music
B.M., Berklee College of Music; M.M., New England Conservatory of Music; M.M., Ph.D., Northwestern University

Jane E. Jeffrey (jjeffrey@wcupa.edu) (1991) Professor of English, Department of English
B.A., University of Colorado; Ph.D., University of Texas

Elaine B. Jenks (ejenks@wcupa.edu) (1992) Professor of Communication Studies, Department of Communication Studies
B.A., University of Maryland; M.A., Gannon University; Ph.D., Pennsylvania State University

Zhen Jiang (zjiang@wcupa.edu) (2002) Associate Professor of Computer Science, Department of Computer Science
M.S., University of Reading; Ph.D., Temple University

Guohua Jiang (gjiang@wcupa.edu) (2013) Assistant Professor of Management, Department of Management
B.S., Shanghai Jiaotong University; M.S., Nanjing University; Ph.D., Florida Atlantic University

Carolyn Consuelo Jimenez (cjmenez@wcupa.edu) (1994) Professor of Sports Medicine, Department of Sports Medicine
B.A., Colorado College; M.S., University of Arizona; Ph.D., Temple University

Daniela Salvo Johannes (djohannes@wcupa.edu) (2015) Assistant Professor of Ethnic Studies Program, Department of Ethnic Studies Program
B.A., Universidad Catolica de Chile; M.A., Ph.D., University of Arizona

Karen Johnson (kjohnson@wcupa.edu) (2007) Associate Professor of Early and Middle Grades Education, Department of Early and Middle Grades Education; Early and Middle Grades Education
B.S., Trenton State College; M.Ed., Rutgers University; Ph.D., University of Albany

Kim Johnson (kjohnson2@wcupa.edu) (2013) Assistant Professor of Mathematics, Department of Mathematics
B.S., M.S.Ed., Millersville University; Ph.D., Pennsylvania State University

Kimberly Johnson (kjohnson@wcupa.edu) (2016) Assistant Professor of Nutrition, Department of Nutrition
B.S., Cornell University; M.S., Ph.D., Syracuse University

Dean J. Johnson (djohnson4@wcupa.edu) (2013) Assistant Professor of Philosophy, Department of Philosophy
B.A., Manchester University; M.A., Bethany Theological Seminary; Ph.D., University of Denver

Vanessa K. Johnson (vjohnson@wcupa.edu) (1999) Professor of Psychology, Department of Psychology; Assistant Chairperson, Department of Psychology
B.S., University of Washington, Seattle; M.A., Ph.D., University of California, Berkeley

Susan L. Johnston (sjohnston@wcupa.edu) (2001) Professor of Anthropology and Sociology, Department of Anthropology and Sociology
B.A., University of Pennsylvania; B.S., Hahnemann University; Ph.D., University of Pennsylvania

Clifford A. Johnston (cjohnston@wcupa.edu) (1992) Associate Professor of Mathematics, Department of Mathematics
B.S.E., Mansfield University; M.A., Ph.D., Temple University

David P. Jones (djones2@wcupa.edu) (2014) Assistant Professor of Art + Design, Department of Art + Design
B.A., M.F.A., Temple University

Rachel A. Joseph (rjoseph@wcupa.edu) (2013) Assistant Professor of Undergraduate Nursing, Department of Undergraduate Nursing
B.S., College of Nursing, Trivandrum; M.S., Wilmington University; Ph.D., Duquesne University

Monica Joshi (mjoshi@wcupa.edu) (2010) Associate Professor of Chemistry, Department of Chemistry
B.S., St. Francis Degree College for Women (India); M.Sc., Osmania University (India); Ph.D., Florida International University

Premalatha Junius (pjjunius@wcupa.edu) (2014) Assistant Professor of Mathematics, Department of Mathematics
B.S., M.S., University of Madras; M.A., Ph.D., University of Northern Colorado

Seth Kahn (skahn@wcupa.edu) (2002) Professor of English, Department of English
B.A., Wake Forest University; M.A., Florida State University; Ph.D., Syracuse University

Anil Kumar Kandalam (akandalam@wcupa.edu) (2012) Assistant Professor of Physics and Pre-Engineering Program, Department of Physics and Pre-Engineering Program; Assistant Chairperson, Department of Physics and Pre-Engineering Program
B.Sc., Osmania University; M.Sc., University of Hyderabad; Ph.D., Michigan Technological University

Orhan Kara (okara@wcupa.edu) (2003) Professor of Economics and Finance, Department of Economics and Finance; Chairperson, Department of Economics and Finance
B.A., University of Ankara; M.S., Ph.D., University of Wisconsin - Madison; Ph.D., University of Wisconsin - Milwaukee

Christine Karpiński (ckarpiński@wcupa.edu) (2010) Assistant Professor of Nutrition, Department of Nutrition; Chairperson, Department of Nutrition
B.S., West Chester University; M.A., Immaculata University; Ph.D., Rutgers University

Matin Katirai (mkatirai@wcupa.edu) (2009) Associate Professor of Geography and Planning, Department of Geography and Planning;
Graduate Coordinator, Department of Geography and Planning
B.A., York University, Toronto; M.P.H., University of Kentucky College of Public Health; Ph.D., University of Louisville

Whitney Katirai (wkatirai@wcupa.edu) (2016) Assistant Professor of Health, Department of Health
B.A., University of Louisville; M.P.H., Ed.D., University of Kentucky
Barbara A. Kauffman (bkauffman@wcupa.edu) (1990) Assistant Professor of Criminal Justice, Department of Criminal Justice

B.S., Pennsylvania State University; J.D., Temple University School of Law

Lindsay Keenan (lkeenan@wcupa.edu) (2016) Assistant Professor of Sports Medicine, Department of Sports Medicine

B.S., Lock Haven University; M.S., East Stroudsburg University; M.S., East Stroudsburg University; Ph.D., Temple University

Ryan M. Kelly (rlkelly@wcupa.edu) (2013) Assistant Professor of Applied Music, Department of Applied Music

B.M., Houston Baptist University; M.M., University of Oklahoma; D.M.A., Michigan State University

Kyle Kelly (kkelly2@wcupa.edu) (2016) Assistant Professor of Economics and Finance, Department of Economics and Finance

B.A., Bloomsburg University; M.A., Ph.D., Binghamton University

Leonard Kelly (lkelly@wcupa.edu) (2005) Associate Professor of Theatre and Dance, Department of Theatre and Dance

B.A., West Chester University; M.F.A., University of Texas

John J. Kennedy (jkennedy@wcupa.edu) (2001) Associate Professor of Political Science, Department of Political Science

B.S., M.P.A., Kutztown University; Ph.D., Temple University

Jane L. Kenney (jkenney@wcupa.edu) (1992) Associate Professor of Educational Foundations and Policy Studies, Department of Educational Foundations and Policy Studies

B.A., Pennsylvania State University; M.A., Ohio State University; Ph.D., Temple University

Michelle Kensey (mkensey@wcupa.edu) (2016) Assistant Professor of Undergraduate Nursing, Department of Undergraduate Nursing

B.S.N., Marquette University; M.S.N., University of Pennsylvania

Sandra L. Kerr (skerr@wcupa.edu) (1994) Professor of Psychology, Department of Psychology; Chairperson, Department of Psychology

B.A., Boston College; M.A., Ph.D., State University of New York at Stony Brook

Sojung Kim (skim@wcupa.edu) (2011) Associate Professor of Communication Sciences and Disorders, Department of Communication Sciences and Disorders

B.A., Sung Kyun Kwan University (South Korea); M.A., Ohio University; Ph.D., Arizona State University

Yong Hoon Kim (ykim@wcupa.edu) (2016) Assistant Professor of Earth and Space Sciences, Department of Earth and Space Sciences

B.S., M.S., Seoul National University, Korea; Ph.D., University of South Carolina

Taek-Yul Kim (tkim@wcupa.edu) (2014) Assistant Professor of Economics and Finance, Department of Economics and Finance

B.A., Kyung Hee University; M.S., University of Illinois; Ph.D., Drexel University

Hyunsoo Kim (hkim@wcupa.edu) (2016) Assistant Professor of Kinesiology, Department of Kinesiology

B.A., M.A., Yonsei University; M.S., University of North Carolina, Greensboro; Ph.D., Brigham Young University

John A. Kinslow (jkinslow@wcupa.edu) (1998) Professor of Educational Development, Department of Educational Development; Advisor, Department of Pre-Major Advising; Chairperson, Department of Educational Development

B.A., Antioch University; M.Ed., Ph.D., Temple University

Lisa A. Kirschenbaum (lkirschenbaum@wcupa.edu) (1996) Professor of History, Department of History

A.B., Brown University; M.A., Ph.D., University of California, Berkeley

Robert M. Kline (rklone@wcupa.edu) (1991) Associate Professor of Computer Science, Department of Computer Science

B.A., Millersville University; Ph.D., Washington University

Terry Klinefelter (tklinefelter@wcupa.edu) (2010) Associate Professor of Applied Music, Department of Applied Music

B.S.Ed., M.M., West Chester University; M.M., Temple University; D.M.A., Catholic University of America

Robert Kodosky (rkodosky@wcupa.edu) (2009) Associate Professor of History, Department of History; Chairperson, Department of History

B.S., University of Pennsylvania; M.A., Villanova University; Ph.D., Temple University

Marelle A. Koenig (mkoenig@wcupa.edu) (1990) Professor of Communication Sciences and Disorders, Department of Communication Sciences and Disorders

B.S., M.S., Southern Illinois University; Ph.D., University of Illinois

Kurt W. Kolasinski (kolasinski@wcupa.edu) (2006) Professor of Chemistry, Department of Chemistry

B.S., University of Pittsburgh; Ph.D., Stanford University

Allison Kolpas (akolpas@wcupa.edu) (2011) Associate Professor of Mathematics, Department of Mathematics; Assistant Chairperson, Department of Mathematics

B.A., Revelle College; M.A., Ph.D., University of California, Santa Barbara

Kristen E. Kondrlik (kkondrlik@wcupa.edu) (2016) Assistant Professor of English, Department of English

B.A., Canisius College; M.A., Ph.D., Case Western Reserve University

Lisa Konigsberg (lkonigsber@wcupa.edu) (2016) Instructor of English, Department of English

B.A., Temple University; M.A., Rutgers, The State University of New Jersey

Maria Kopacz (mkopacz@wcupa.edu) (2007) Associate Professor of Communication Studies, Department of Communication Studies

M.A., Warsaw University (Poland); Ph.D., University of Arizona

Matthew J. Kruger-Ross (mkruger@wcupa.edu) (2016) Assistant Professor of Educational Foundations and Policy Studies, Department of Educational Foundations and Policy Studies; Graduate Coordinator, Department of Educational Foundations and Policy Studies

B.S., M.S., NC State University; Ph.D., Simon Fraser University

Anne Krulikowski (akrulikowski@wcupa.edu) (2013) Assistant Professor of History, Department of History

B.A., Immaculata University; M.A., Villanova University; Ph.D., University of Delaware

Ed Kubachka (ekubachka@wcupa.edu) (2016) Instructor of Kinesiology, Department of Kinesiology

B.S., Pennsylvania State University; B.S., M.S., West Chester University

Benjamin Kuebrich (bkuibrich@wcupa.edu) (2016) Assistant Professor of English, Department of English

B.A., Illinois State University; M.A., Miami University (OH); Ph.D., Syracuse University

V. Krishna Kumar (vkumar@wcupa.edu) (1977) Professor of Ethnic Studies Program, Department of Ethnic Studies Program

B.S., Osmania University (India); M.S., Indian Agricultural Research Institute; M.S., Ph.D., University of Wisconsin-Madison

Joann H. Kump (jkump@wcupa.edu) (2013) Instructor of Mathematics, Department of Mathematics

B.S., Florida State University; M.A.T., Indiana University

Janet Lacey (jlacey@wcupa.edu) (2000) Professor of Nutrition, Department of Nutrition

B.S., Simmons College; M.S., M.Ed., University of Massachusetts; Dr.P.H., University of North Carolina
William Lalicker (wlalicker@wcupa.edu) (1995) Professor of English, Department of English
B.A., Loyola Marymount University; M.A., Ph.D., University of Washington
Sara Lamb Kistler (slamb@wcupa.edu) (2004) Professor of Early and Middle Grades Education, Department of Early and Middle Grades Education; Assistant Chairperson, Department of Early and Middle Grades Education
B.S., M.A., West Chester University; Ph.D., University of Delaware
Margarette J. Landwehr (mlandwehr@wcupa.edu) (1992) Professor of Holocaust and Genocide Studies; Department of Holocaust and Genocide Studies; Graduate Coordinator, Department of Languages and Cultures
B.S., Georgetown University; M.A., Ph.D., Harvard University
Tiffany Viette Lane (tlane@wcupa.edu) (2012) Assistant Professor of Ethnic Studies Program, Department of Ethnic Studies Program
B.A., West Chester University; M.S.W., Howard University; Ph.D., Morgan State University
Angela Lavery (alavery@wcupa.edu) (2016) Assistant Professor of Graduate Social Work, Department of Graduate Social Work; Graduate Coordinator, Department of Graduate Social Work
B.S., Pennsylvania State University; M.S.W., University of Wyoming; Ph.D., University of Denver
Bessie Lee Lawton (blawton@wcupa.edu) (2008) Associate Professor of Communication Studies, Department of Communication Studies
B.A., M.A., University of the Philippines; Ph.D., University of Pennsylvania
Evan A. Leach (eleach@wcupa.edu) (1993) Professor of Management, Department of Management; Chairperson, Department of Management
B.A., Pennsylvania State University; M.A., West Chester University; M.A., Ph.D., Yale University
Heather Leaman (hleaman@wcupa.edu) (2005) Professor of Early and Middle Grades Education, Department of Early and Middle Grades Education; Chairperson, Department of Early and Middle Grades Education
B.S., M.Ed., Millersville University; Ph.D., Pennsylvania State University
In Young Lee (ilee@wcupa.edu) (2000) Associate Professor of Applied Music, Department of Applied Music
B.M., M.M., Seoul National University; M.M., D.M.A., Temple University
Hayoung Heidi Lee (hlee2@wcupa.edu) (2013) Assistant Professor of Music Theory, History, and Composition, Department of Music Theory, History, and Composition
B.A., M.A., University of Washington; Ph.D., Stanford University
Thomas J. Legg (tlegg@wcupa.edu) (2000) Associate Professor of History, Department of History
B.A., State University of New York at Cortland; M.A., State University of New York at Brockport; Ph.D., College of William and Mary
Patricia Lenkowski (plenkowski@wcupa.edu) (1995) Associate Professor of Library Services, Department of Library Services
B.A., Glassboro State College; M.S., Drexel University; M.Ed., Widener University
Monica P. Lepore (mlepore@wcupa.edu) (1983) Professor of Kinesiology, Department of Kinesiology
B.S., College of Mount Saint Vincent; M.S., University of Wisconsin; Ed.D., New York University
David G. Levassor (dlevassor@wcupa.edu) (1997) Professor of Communication Studies, Department of Communication Studies
B.A., M.A., University of Maryland-College Park; Ph.D., University of Kansas
John Leveille (jleveille@wcupa.edu) (2006) Associate Professor of Anthropology and Sociology, Department of Anthropology and Sociology
B.A., University of Rhode Island; M.A., Ed.M., Columbia University; Ph.D., University of California, San Diego
James P. Lewandowski (jlewandowski@wcupa.edu) (1991) Professor of Geography and Planning, Department of Geography and Planning
B.A., M.A., University of Toledo; Ph.D., Ohio State University
Terrence O. Lewis (tlewis@wcupa.edu) (2014) Assistant Professor of Graduate Social Work, Department of Graduate Social Work
B.A., Catholic University; M.S.W., University of Kentucky; Ph.D., Boston University
Huijun (amy) Li (hli@wcupa.edu) (2004) Professor of Economics and Finance, Department of Economics and Finance
B.E., M.A., Xi’an Jiaotong University (China); Ph.D., Drexel University
Chuan Li (cli@wcupa.edu) (2016) Assistant Professor of Mathematics, Department of Mathematics
B.S., University of Science and Technology of China; M.S., Ohio University; Ph.D., University of Tennessee Knoxville
Ann Lieberman-Colgan (acolgan@wcupa.edu) (2014) Assistant Professor of Educational Development, Department of Educational Development; Director, Department of Pre-Major Advising
B.A., West Chester University of Pennsylvania; M.Ed., River College; Ed.D., Gratz College
Peter H. Loedel (ploedel@wcupa.edu) (1996) Professor of Honors College, Department of Honors College
B.A., B.A., M.A., Ph.D., University of California, Santa Barbara
Edward J. Lordan (elordan@wcupa.edu) (2001) Professor of Communication Studies, Department of Communication Studies
B.A., West Chester University; M.A., Temple University; Ph.D., Syracuse University
Henry Loustau (hloustau@wcupa.edu) (1995) Associate Professor of Art + Design, Department of Art + Design
B.A., Dartmouth College; M.F.A. University of Illinois at Urbana-Champaign
Erica Zoe Loustau (eloustau@wcupa.edu) (2012) Assistant Professor of Art + Design, Department of Art + Design
B.A., Dartmouth College; M.F.A., University of Illinois at Urbana-Champaign
Li Lu (llu@wcupa.edu) (2016) Assistant Professor of Management, Department of Management
B.A., Peking University; M.S., Cornell University; Ph.D., University of Southern California
Lisa J. Lucas (llucas@wcupa.edu) (2008) Associate Professor of Early and Middle Grades Education, Department of Early and Middle Grades Education; Graduate Coordinator, Department of Early and Middle Grades Education
B.A., Lock Haven University; M.Ed., Cabrini College; Ed.D., Immaculata University
Timothy Lutz (tlutz@wcupa.edu) (1998) Professor of Earth and Space Sciences, Department of Earth and Space Sciences
B.A., Wesleyan University; Ph.D., University of Pennsylvania
Charlotte Mackey (cmackey@wcupa.edu) (1998) Professor of Graduate Nursing, Department of Graduate Nursing
B.S.N., Eastern College; M.S.N., D.Ed., Widener University
Edward Mackey (cmackey@wcupa.edu) (2009) Associate Professor of Graduate Nursing, Department of Graduate Nursing
B.S., Eastern College; M.S., St. Joseph’s University; M.S.N., West Chester University; Ph.D. Northcentral University
Graham Macphee (gmacphee@wcupa.edu) (2005) Professor of English, Department of English
B.A., University of London; M.A., Ph.D., University of Sussex (England)

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

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

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

Robert Main (rmain@wcupa.edu) (2016) Assistant Professor of Philosophy, Department of Philosophy
B.A., University of Washington; M.A., Ph.D., Temple University

Marci Major (mmajor@wcupa.edu) (2016) Assistant Professor of Music Education, Department of Music Education; Chairperson, Department of Music Education
B.S., West Chester University; M.M., Michigan State University; Ph.D., Bucknell University; M.S., Ph.D., University of Wisconsin–Madison

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

Curry S. Malott (cmlott@wcupa.edu) (2011) Associate Professor of Educational Foundations and Policy Studies, Department of Educational Foundations and Policy Studies
B.A., Miami University; M.A., Ph.D., New Mexico State University

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

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

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

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

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

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

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

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

Stephen Marvin (smarvin@wcupa.edu) (2000) Professor of Library Services, Department of Library Services
B.A., State University of New York; M.L.S., Syracuse University

Joshua Mason (jmason@wcupa.edu) (2015) Assistant Professor of Philosophy, Department of Philosophy
B.A., University of Oregon; M.A., Loyola Marymount University; Ph.D., University of Hawaii

Sunita Mayor (smayor@wcupa.edu) (2000) Associate Professor of Literacy, Department of Literacy
B.A., University of Calcutta; B.Ed., University of Rohtak; M.Ed., Xavier University; Ed.D., University of Cincinnati

Gustave N. Mbuy (gmbuy@wcupa.edu) (1985) Professor of Biology, Department of Biology
B.A., University of California; M.M., Ph.D., University of Cincinnati

Kathleen M. McNeney (kmcc@wcupa.edu) (2014) Assistant Professor of Mathematics, Department of Mathematics
B.A., M.A., West Chester University of Pennsylvania; Ph.D., University of Delaware

Christina W. McCawley (cmccawley@wcupa.edu) (1971) Professor of Library Services, Department of Library Services
B.A., Ohio Wesleyan University; M.S.L.S., Catholic University of America; Ph.D., Drexel University

Scott McClintock (smcc@wcupa.edu) (2007) Associate Professor of Mathematics, Department of Mathematics
B.S., San Jose State University; M.S., Ph.D., University of Kentucky

Douglas McConatha (dmconatha@wcupa.edu) (1988) Professor of Anthropology and Sociology, Department of Anthropology and Sociology
B.S., University of Alabama; M.A., University of Atlanta; Ph.D., University of Utah; M.P.H., Yale University

Donald McCown (dmccown@wcupa.edu) (2011) Associate Professor of Ethnic Studies Program, Department of Ethnic Studies Program
B.A., Eastern University; M.S.S., Bryn Mawr College; Ph.D. Tilburg University

Kellianne McCoy (kmcc@wcupa.edu) (2007) Associate Professor of Athletics, Department of Athletics
B.A., Villanova University; M.Ed., Temple University; M.A., Drexel University LeBow College of Business

Vickie Ann McCoy (vmccoy@wcupa.edu) (2007) Associate Professor of Counselor Education, Department of Counselor Education
B.A., M.S., M.A., Monmouth College; Ph.D., University of Southern Mississippi

Julie McCullough Nair (jnair@wcupa.edu) (2013) Assistant Professor of Undergraduate Nursing, Department of Undergraduate Nursing; Assistant Chairperson, Department of Undergraduate Nursing
A.A., Community College of Baltimore County; B.S., M.S.N., West Chester University; Ph.D., Medical University of South Carolina

Vicki A. McGinley (vmcginley@wcupa.edu) (1997) Professor of Special Education, Department of Special Education
B.A., University of Pittsburgh; M.A., Ph.D., Temple University

Mark A. McKibben (mmckibben@wcupa.edu) (2013) Associate Professor of Mathematics, Department of Mathematics
B.S., M.S., Ph.D., Ohio University
James McLaughlin (jmclaughlin2@wcupa.edu) (2005) Professor of Mathematics, Department of Mathematics
B.S., University of Ulster; M.S., Queen's University Belfast; Ph.D., University of Illinois

Rachel M. McMullin (rmcmullin@wcupa.edu) (2008) Associate Professor of Library Services, Department of Library Services
B.A., University of Iowa; M.A., Ph.D., University of Wisconsin-Madison; M.S.I.S., University at Albany, State University of New York

Maureen McVeigh Trainor (mmcveigh@wcupa.edu) (2016) Instructor of English, Department of English
B.A., George Washington University; M.A., West Chester University; M.F.A., Rosemont College

Jennifer W. Means (jmeans@wcupa.edu) (2004) Associate Professor of Communication Sciences and Disorders, Department of Communication Sciences and Disorders
B.S., M.A., West Chester University; S.L.P.D., Nova Southeastern University

Carolyn Meehan (cmeehan@wcupa.edu) (2013) Assistant Professor of Undergraduate Nursing, Department of Undergraduate Nursing
B.S.N., Bloomsburg University; M.S.N., C.R.N.P., University of Pennsylvania; Ph.D., Widener University

Kristin E. Mehr (kmehr@wcupa.edu) (2012) Assistant Professor of Counseling and Psychological Services, Department of Counseling and Psychological Services
B.A., Loyola College; M.A., Ph.D., Lehigh University

Matthew Meier (mmmeier@wcupa.edu) (2015) Assistant Professor of Communication Studies, Department of Communication Studies
B.A., Capital University; M.A., Purdue University Calumet; Ph.D., Bowling Green State University

Christopher Merkner (cmerkner@wcupa.edu) (2012) Assistant Professor of English, Department of English
B.A., St. Olaf College; M.F.A., University of Florida; Ph.D., University of Denver

Stacie Metz (smetz@wcupa.edu) (2005) Professor of Graduate Social Work, Department of Graduate Social Work; Assistant Chairperson, Department of Graduate Social Work; Graduate Coordinator, Department of Graduate Social Work
B.A., Bloomsburg University; M.A., Towson University; M.P.H., M.S.W., Ph.D., Saint Louis University

Thomas O. Miller (tmiller@wcupa.edu) (2011) Associate Professor of Economics and Finance, Department of Economics and Finance
B.S., M.B.A., Villanova University; Ph.D., Pennsylvania State University

Emily K. Miller (emiller@wcupa.edu) (2016) Assistant Professor of Mathematics, Department of Mathematics
B.A., The College of New Jersey; M.S., Ph.D., University of Delaware

Lisa Millhous (lmillhous@wcupa.edu) (1999) Professor of Communication Studies, Department of Communication Studies
B.A., Macalester College; M.A., Ph.D., University of Minnesota

Duane D. Milne (dmilne@wcupa.edu) (1999) Associate Professor of Political Science, Department of Political Science
B.A., College of William and Mary; Ph.D., University of Delaware

Vipanchi Mishra (vmishra@wcupa.edu) (2014) Assistant Professor of Psychology, Department of Psychology
B.A., M.A., University of Delhi; M.S., University of Hartford; Ph.D., University at Albany, SUNY

Brandon Mitchell (bmitchell@wcupa.edu) (2016) Assistant Professor of Physics and Pre-Engineering Program, Department of Physics and Pre-Engineering Program
B.S., SUNY Fredonia; M.S., Ph.D., Lehigh University

Karen J. Mitchell (kmitchell@wcupa.edu) (2014) Assistant Professor of Psychology, Department of Psychology
B.A., the Pennsylvania State University; M.A., Ph.D., Kent State University

Lynn Monahan-Couch (lmonahan@wcupa.edu) (2000) Assistant Professor of Nutrition, Department of Nutrition
B.S., University of California, Berkeley; M.P.H., West Chester University; D.C.N., Rutgers University

Cheryl Ann Monturo (cmonuro@wcupa.edu) (2005) Professor of Graduate Nursing, Department of Graduate Nursing; Chairperson, Department of Graduate Nursing
B.S.N., William Paterson University; M.S.N., Ph.D., University of Pennsylvania

Michael J. Moran (mmoran@wcupa.edu) (1981) Professor of Chemistry, Department of Chemistry
B.S., St. Joseph's College; Ph.D., University of Pennsylvania

Paul Morgan (pmorgan@wcupa.edu) (1999) Professor of Educational Foundations and Policy Studies, Department of Educational Foundations and Policy Studies; Graduate Coordinator, Department of Educational Foundations and Policy Studies
B.A., University of Illinois; Ph.D., Columbia University

Christine Moriconi (cmoriconi@wcupa.edu) (2007) Associate Professor of Undergraduate Nursing, Department of Undergraduate Nursing
B.S., Boston College; M.A., LaSalle University; M.S.N., Gwynedd-Mercy College; Psy.D., La Salle University

Ian A. Morrison (imorrison@wcupa.edu) (2016) Assistant Professor of Physics and Pre-Engineering Program, Department of Physics and Pre-Engineering Program
A.B., Bowdoin College; M.S., Ph.D., University of California, Santa Barbara

Katherine Morrison (kmorrison@wcupa.edu) (2007) Associate Professor of Sports Medicine, Department of Sports Medicine; Chairperson, Department of Sports Medicine
B.S., West Chester University; M.S., James Madison University; Ph.D., University of Delaware

Anne-Marie L. Moscatelli (amoscatelli@wcupa.edu) (1991) Associate Professor of Languages and Cultures, Department of Languages and Cultures; Graduate Coordinator, Department of Languages and Cultures
B.A., Fordham University; M.A., Ph.D., Bryn Mawr College

Joseph W. Moser (jmoser2@wcupa.edu) (2014) Assistant Professor of Languages and Cultures, Department of Languages and Cultures
B.A., Hiram College; M.A., Ohio State University; Ph.D., University of Pennsylvania

Megan Ann Mrz (mmrz@wcupa.edu) (2008) Associate Professor of Graduate Nursing, Department of Graduate Nursing; Graduate Coordinator, Department of Graduate Nursing
B.S.N., M.S.N., West Chester University; Ph.D., Duquesne University

Shannon Mrkich (smrkich@wcupa.edu) (2016) Assistant Professor of English, Department of English
B.A., University of Pittsburgh; M.A., Arizona State University; Ph.D., Temple University

Metello Mugnai (mmugnai@wcupa.edu) (2016) Assistant Professor of Languages and Cultures, Department of Languages and Cultures
Laurea quadriennale, Università degli Studi di Firenze (Italy); Ph.D., University of North Carolina, Chapel Hill

Elizabeth Ann Munz (emunz@wcupa.edu) (2013) Assistant Professor of Communication Studies, Department of Communication Studies; Graduate Coordinator, Department of Communication Studies
B.A., University of Richmond; M.A., Ph.D., Purdue University

Corinne Murphy (cmurphy@wcupa.edu) (2006) Professor of Special Education, Department of Special Education
B.A., M.A., Ph.D., Ohio State University
Joseph Navitsky (jnavitsky@wcupa.edu) (2011) Associate Professor of English, Department of English
B.A., Saint Joseph’s University; M.A., Ph.D., Boston University
Cheryl W. Neale-McFall (cneale@wcupa.edu) (2012) Assistant Professor of Counselor Education, Department of Counselor Education; Graduate Coordinator, Department of Counselor Education
B.S., James Madison University; M.S., University of Georgia; M.Ed., Ph.D., Old Dominion University
William M. Nessly (wnessly@wcupa.edu) (2011) Assistant Professor of English, Department of English
B.A., Swarthmore College; M.A., University of Wisconsin-Madison; Ph.D., University of Pennsylvania
Jana L. Nestlerode (jnestlerode@wcupa.edu) (1986) Professor of Criminal Justice, Department of Criminal Justice
B.A., Pennsylvania State University; J.D., Widener University
Patricia Newland (pnewland@wcupa.edu) (2004) Assistant Professor of Library Services, Department of Library Services
B.A., University of Maryland; M.S.L.S., Clarion University
Stephen Ng (sng@wcupa.edu) (2010) Associate Professor of Applied Music, Department of Applied Music
B.A., The Chinese University of Hong Kong; M.M., New England Conservatory of Music; D.M.A., Indiana University
Anthony J. Nicastro (anICASTro@wcupa.edu) (1990) Professor of Physics and Pre-Engineering Program, Department of Physics and Pre-Engineering Program; Chairperson, Department of Physics and Pre-Engineering Program
B.S., B.S., M.S., Ph.D., University of Delaware
Margaret Niiler (mniiler@wcupa.edu) (2016) Instructor of Languages and Cultures, Department of Languages and Cultures
M.A., University of Delaware
Daria Nikitina (dnikitina@wcupa.edu) (2006) Associate Professor of Earth and Space Sciences, Department of Earth and Space Sciences
M.S., Moscow State University; Ph.D., University of Delaware
Viorel Nitaica (vnitaica@wcupa.edu) (2001) Professor of Mathematics, Department of Mathematics
B.S., M.S., University of Bucharest; Ph.D., Pennsylvania State University
Elizabeth Mahn Nollen (enollen@wcupa.edu) (1986) Associate Professor of English, Department of English
B.A., Ohio University; M.A., Ph.D., Indiana University
Katherine Norris (knorris@wcupa.edu) (2007) Associate Professor of Early and Middle Grades Education, Department of Early and Middle Grades Education
B.S., West Chester University; M.S., Saint Joseph’s University; Ed.D., Temple University
I. Bruce Norris (bnorris@wcupa.edu) (1986) Instructor of Educational Development, Department of Educational Development; Director, Department of Professional Studies
B.S., West Chester University; M.A., University of Maryland
Gwenelle S. O’Neal (goneal@wcupa.edu) (1998) Professor of Graduate Social Work, Department of Graduate Social Work
B.A., Spelman College; M.S.W., New York University; D.S.W., Columbia University
Brian F. O’Neill (bonell@wcupa.edu) (1998) Associate Professor of Criminal Justice, Department of Criminal Justice
B.A., University of Pittsburgh; M.S.W., Marywood College; Ph.D., City University of New York
Mia Ocean (mocean@wcupa.edu) (2016) Assistant Professor of Graduate Social Work, Department of Graduate Social Work
A.A., Palm Beach State College; B.A., University of West Florida; M.S.W., University of Michigan; Ph.D., Boston University
Peter Oehlers (poeHLers@wcupa.edu) (2004) Professor of Accounting, Department of Accounting
B.S., Rowan University; M.B.A., Drexel University; D.B.A., Louisiana Tech University
Jea Sophia Oh (joh@wcupa.edu) (2016) Assistant Professor of Philosophy, Department of Philosophy
M.A. Austin Presbyterian Seminary; S.T.M. Yale Divinity School; M. Phil Drew University, Ph.D. Drew University
Amanda Olejarski (aolejarski@wcupa.edu) (2015) Associate Professor of Public Policy and Administration, Department of Public Policy and Administration
B.A., Rutgers University; M.P.A., Rutgers University; Ph.D., Virginia Tech
Julian Onderdonk (jonderdonk@wcupa.edu) (2001) Professor of Music Theory, History, and Composition, Department of Music Theory, History, and Composition
B.A., Bowdoin College; M.A., Ph.D., New York University
Margaret Ottley (mottley@wcupa.edu) (2001) Professor of Kinesiology, Department of Kinesiology
B.A., Spelman College; M.Ed., Ph.D., New York University
Eric William Owens (eowens@wcupa.edu) (2011) Associate Professor of Counselor Education, Department of Counselor Education; Chairperson, Department of Counselor Education
B.A., University of Pittsburgh; M.A., Indiana University of Pennsylvania; Ph.D., Duquesne University
Jacquelyn M. Owens (jowens@wcupa.edu) (2014) Assistant Professor of Graduate Nursing, Department of Graduate Nursing
B.S., University of Delaware; M.S., Syracuse University; D.N.P., Thomas Jefferson University
Iliana Pagan-Teitelbaum (ipagan@wcupa.edu) (2014) Assistant Professor of Languages and Cultures, Department of Languages and Cultures
B.A., University of Puerto Rico; M.A., Ph.D., Harvard University
Oné R. Pagán (opagan@wcupa.edu) (2005) Professor of Biology, Department of Biology
B.S., M.S., University of Puerto Rico; Ph.D., Cornell University
Maria-Eirini Panagiotidou (mpanagioti@wcupa.edu) (2013) Assistant Professor of English, Department of English; Director, Department of Linguistics Program
B.A., National and Kapodistrian University of Athens; M.A., Ph.D., The University of Nottingham
Innhwa Park (ipark@wcupa.edu) (2013) Assistant Professor of Languages and Cultures, Department of Languages and Cultures
B.A. Seoul National University; M.A., University of California; Ph.D., University of California, Los Angeles
Scott Parsell (sparsell@wcupa.edu) (2009) Professor of Mathematics, Department of Mathematics
B.S., Massachusetts Institute of Technology; M.S., Ph.D., University of Michigan
Richard D. Parsons (rparsons@wcupa.edu) (1990) Professor of Counselor Education, Department of Counselor Education
B.A., Villanova University; M.A., Ph.D., Temple University
Gary Pacuzzo (gpacuzzo@wcupa.edu) (2016) Assistant Professor of Physics and Pre-Engineering Program, Department of Physics and Pre-Engineering Program
B.S., State University of New York at Stony Brook; Ph.D., Colorado State University
Ashley Starling Patriarca (apatriarca@wcupa.edu) (2013) Assistant Professor of English, Department of English
B.A., University of Alabama; M.A., University of North Carolina, Charlotte; Ph.D., Virginia Tech
Dawn Patterson (dpatterson@wcupa.edu) (2016) Assistant Professor of Special Education, Department of Special Education
M.Ed., Ed.D., University of North Carolina Charlotte
Vicky M. Patton (vpatton@wcupa.edu) (2002) Associate Professor of Early and Middle Grades Education, Department of Early and Middle Grades Education
B.A., M.A., University of Canterbury (New Zealand); Ph.D., Temple University
Martin Patwell (mpatwell@wcupa.edu) (1994) Professor of Educational Development, Department of Educational Development; Director, Department of OSSD
B.A., Manhattan College; M.S., Marist College; Ed.D., Boston University
Peter Paulsen (ppaulsen@wcupa.edu) (1989) Assistant Professor of Applied Music, Department of Applied Music
B.M., West Chester University
Michael V. Pearson (mpearson@wcupa.edu) (1988) Associate Professor of Communication Studies, Department of Communication Studies
B.A., Iona College; M.A., William Patterson College; Ph.D., Temple University
L. Meghan Peirce (mmahoney@wcupa.edu) (2011) Associate Professor of Communication Studies, Department of Communication Studies
B.A., York College of Pennsylvania; M.A., West Chester University; Ph.D., Ohio University
Christian V. Penny (cpenny@wcupa.edu) (2002) Professor of Educational Foundations and Policy Studies, Department of Educational Foundations and Policy Studies
B.S., Lock Haven University; M.Ed., East Stroudsburg University; Ph.D., Pennsylvania State University
Vahe Permzadian (vpermzadia@wcupa.edu) (2016) Assistant Professor of Psychology, Department of Psychology
B.A., Queens College, City University of New York; M.A., Brooklyn College, City University of New York
Julie A. Perone (iperone@wcupa.edu) (1990) Professor of Counseling and Psychological Services, Department of Counseling and Psychological Services; Chairperson, Department of Counseling and Psychological Services
B.S., M.A., M.P.A., Ohio State University; Ph.D., University of Maryland
David Perri (dperri@wcupa.edu) (2005) Associate Professor of Management, Department of Management
B.A., College of the Holy Cross; M.A., Pennsylvania State University
Merry G. Perry (mperry@wcupa.edu) (2002) Associate Professor of English, Department of English
B.S., M.A., Ph.D., University of South Florida
Elizabeth L. Pfaffle (epfaffle@wcupa.edu) (2012) Associate Professor of Applied Music, Department of Applied Music
B.A., B.M.Ed, Ohio State University; M.M., Akron University; Mus.D., Indiana University
Shawn Pfeil (spfeil@wcupa.edu) (2012) Assistant Professor of Physics and Pre-Engineering Program, Department of Physics and Pre-Engineering Program
B.S., University of California, San Diego; M.A., Ph.D., University of California, Santa Barbara
Jason Phillips (jphillips@wcupa.edu) (1999) Professor of Marketing, Department of Marketing
B.S., Pennsylvania State University; M.B.A., Texas A&M University; Ph.D., Pennsylvania State University
Jeremy N. Phillips (jphillips2@wcupa.edu) (2012) Assistant Professor of Public Policy and Administration, Department of Public Policy and Administration; Chairperson, Department of Public Policy and Administration; Director, Department of D.B.A. Program
B.A., University of Southern Indiana; M.P.A., Western Kentucky University; Ph.D., Southern Illinois University-Carbondale
Matthew Pierlott (mpierlott@wcupa.edu) (2006) Associate Professor of Honors College, Department of Honors College; Chairperson, Department of Philosophy; Assistant Director, Department of Honors College
B.A., University of Scranton; Ph.D., Marquette University
Jean Piper-Burton (jpburton@wcupa.edu) (1992) Associate Professor of Library Services, Department of Library Services
B.S. Valley City State University; M.L.S. Vanderbilt University; M.A. Widener University
John M. Pisciotta (jpisciotta@wcupa.edu) (2012) Assistant Professor of Biology, Department of Biology
B.A., Eckerd College; M.S., University of South Florida; Ph.D., Johns Hopkins University
Constantinos Pistor (cip stos@wcupa.edu) (2015) Assistant Professor of Chemistry, Department of Chemistry
B.Sc. Aristotle University of Thessaloniki, Thessaloniki, Greece; M.Sc.; B.Ph.D. National and Kapodistrian University of Athens, Athens, Greece
Denise M. Polk (dpolk@wcupa.edu) (2005) Professor of Communication Studies, Department of Communication Studies; Chairperson, Department of Communication Studies
B.A., Baldwin-Wallace College; M.A., Miami University; Ph.D., Kent State University
Cherise Pollard (cppollard@wcupa.edu) (1999) Professor of English, Department of English
B.A., Rutgers - The State University; M.A., Ph.D., University of Pittsburgh
Yury Polsky (ypolsky@wcupa.edu) (1989) Professor of Holocaust and Genocide Studies, Department of Holocaust and Genocide Studies
B.A., M.A., University of Moscow; Ph.D., University of Michigan
Ruth Porritt (rporrritt@wcupa.edu) (1991) Professor of Honors College, Department of Honors College
B.A., John Carroll University; Ph.D., Purdue University
Patricia Powell (ppowell@wcupa.edu) (2011) Associate Professor of Applied Music, Department of Applied Music; Assistant Chairperson, Department of Applied Music
B.M., University of Florida; M.A., Oxford University; M.M., University of Southern California
Catherine M. Prudhoe (cprudhoe@wcupa.edu) (1992) Professor of Early and Middle Grades Education, Department of Early and Middle Grades Education; Graduate Coordinator, Department of Early and Middle Grades Education
B.S., Pennsylvania State University; M.S., Pennsylvania State University; Ph.D., University of Delaware
James R. Pruitt (jpruitt@wcupa.edu) (2011) Associate Professor of Chemistry, Department of Chemistry
B.S., Ph.D., University of California
Chris J. Przemieniecki (cprimieni@wcupa.edu) (2013) Assistant Professor of Criminal Justice, Department of Criminal Justice
B.A., Wright State University; M.S., Illinois State University; Ph.D., University of North Dakota
Norine Pulliam (npulliam@wcupa.edu) (2016) Assistant Professor of Undergraduate Nursing, Department of Undergraduate Nursing
B.A.N., M.S.N., West Chester University
Mame Purce (mpurce@wcupa.edu) (2006) Associate Professor of Library Services, Department of Library Services
B.S., Nazareth College of Rochester; M.L.S., Long Island University
Joshua Raclaw (jracle@wcupa.edu) (2016) Assistant Professor of English, Department of English
B.A., Stockton University; M.A., Ph.D., University of Colorado, Boulder

Justin K. Rademaekers (jrademaek@wcupa.edu) (2014) Assistant Professor of English, Department of English
B.A., B.S., East Stroudsburg University of Pennsylvania; M.A., St. Joseph’s University; Ph.D., Purdue University

Geetha Ramanathan (gramanathan@wcupa.edu) (1987) Professor of English, Department of English
M.A., University of Bombay; A.M., University of Illinois; Ph.D., University of Illinois at Urbana-Champaign

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

Selen Razon (sazon@wcupa.edu) (2016) Assistant Professor of Kinesiology, Department of Kinesiology
B.S. Université Paris 5 René Descartes, France; M.S. University of Miami; Ph.D. Florida State University

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

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

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

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

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

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

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

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

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

Gregory E. Riley (griley@wcupa.edu) (2002) Associate Professor of Applied Music, Department of Applied Music
B.S., University of Alabama; M.M., University of Missouri - Kansas City; D.M.A., University of Southern California

Kathleen Riley (kriey@wcupa.edu) (2013) Assistant Professor of Literacy, Department of Literacy
B.A., Colby College; M.A., American University; Ph.D., University of Pennsylvania

Mark T. Rimple (mriple@wcupa.edu) (2000) Professor of Music Theory, History, and Composition, Department of Music Theory, History, and Composition
B.Mus., University of the Arts; M.Mus., D.M.A., Temple University

John P. Rosso (jrosso@wcupa.edu) (1998) Instructor of Languages and Cultures, Department of Languages and Cultures
B.A., Haverford College; M.A., University of Pennsylvania

Paul F. Rotenberry (protenberry@wcupa.edu) (2005) Associate Professor of Management, Department of Management
B.A., Widener University; M.A., Ph.D., University of Akron

Harvey Rovine (hrovine@wcupa.edu) (1992) Professor of Honors College, Department of Honors College; Chairperson, Department of Theatre and Dance
B.S., Towson University; M.A., University of Central Florida; Ph.D., University of Illinois

Alexander Rozin (arozin@wcupa.edu) (2002) Professor of Music Theory, History, and Composition, Department of Music Theory, History, and Composition
B.A., University of California, Berkeley; Ph.D., University of Pennsylvania

Tabassum Ruby (trruby@wcupa.edu) (2016) Assistant Professor of Women's and Gender Studies, Department of Women's and Gender Studies
B.A. University of Saskatchewan, Saskatoon; M.A. University of Saskatchewan, Saskatoon; Ph.D. York University, Toronto

Lisa C. Ruchti (lruch@wcupa.edu) (2007) Associate Professor of Women's and Gender Studies, Department of Women's and Gender Studies
B.A., Bowling Green State University; M.A., University of Cincinnati; Ph.D., University of Pittsburgh

E. Simon Ruchti (eruchti@wcupa.edu) (2011) Associate Professor of Women's and Gender Studies, Department of Women's and Gender Studies; Chairperson, Department of Women's and Gender Studies
B.A., Mount Holyoke College; M.A., New York University; Ph.D., Ohio University

Nancy J. Rumfield (nrumfield@wcupa.edu) (1986) Associate Professor of Art + Design, Department of Art + Design
B.F.A., Moore College of Art; M.S., West Chester University; Ph.D., Nova Southeastern University

Aaron S. Rundus (arundus@wcupa.edu) (2011) Associate Professor of Psychology, Department of Psychology
B.A., University of South Florida; M.S., Ph.D., University of California, Davis

Brent J. Ruswick (bruswick@wcupa.edu) (2013) Assistant Professor of History, Department of History
B.S., University of Nebraska; M.A., Ph.D., University of Wisconsin

Matt B. Saboe (msaboe@wcupa.edu) (2013) Assistant Professor of Economics and Finance, Department of Economics and Finance
B.A., Moravian College

Michel H. Sage (msage@wcupa.edu) (1994) Professor of Languages and Cultures, Department of Languages and Cultures
M.A., San Diego University; Ph.D., University of California, Berkeley

Megan Saltzman (msaltzman@wcupa.edu) (2012) Assistant Professor of Languages and Cultures, Department of Languages and Cultures
B.A., M.A., Ph.D., University of Michigan

Ilknur Sancak-Marusa (isancak-marusa@wcupa.edu) (2014) Instructor of English, Department of English
B.A., Franklin and Marshall College; M.A., Millersville University

Ana C. Sanchez (asanchez@wcupa.edu) (2016) Instructor of Ethnic Studies Program, Department of Ethnic Studies Program
B.A. National University of Costa Rica; M.A. National University of Costa Rica; M.A. West Chester University
Danielle Skaggs (dskaggs@wcupa.edu) (2013) Assistant Professor of Library Services, Department of Library Services
B.S., University of California at Davis; M.S., University of Texas; M.S., Bloomsburg University

Chui Kian Smidt (csmidt@wcupa.edu) (2011) Associate Professor of Languages and Cultures, Department of Languages and Cultures; Graduate Coordinator, Department of Teaching English as a Second Language; Director, Department of Teaching English as a Second Language B.Ed., University of Exeter; M.A., Iowa State University; Ph.D., University of Minnesota

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

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

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

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

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

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

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

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

Alice J. Speh (aspeh@wcupa.edu) (1989) Professor of Ethnic Studies Program, Department of Ethnic Studies Program; Coordinator, Department of Russian Studies Program; Director, Department of Liberal Studies Program
A.B., Brown University; M.A., Ph.D., Bryn Mawr College

Elizabeth Leeann Srogi (lsrogi@wcupa.edu) (1991) Professor of Earth and Space Sciences, Department of Earth and Space Sciences
B.S., Yale University; Ph.D., University of Pennsylvania

Chris Stangl (cstangl@wcupa.edu) (2006) Associate Professor of Political Science, Department of Political Science
B.S., Drake University; M.A., Ph.D., University of Wisconsin-Madison

Timothy K. Starn (tstarn@wcupa.edu) (1996) Professor of Chemistry, Department of Chemistry; Assistant Chairperson, Department of Chemistry
B.S., Ph.D., Indiana University

Elizabeth Stanuch (estanuch@wcupa.edu) (2007) Associate Professor of Theatre and Dance, Department of Theatre and Dance
B.A., College of Wooster; M.F.A., University of North Carolina-Greensboro

David J. Stearne (dstearne@wcupa.edu) (2005) Professor of Kinesiology, Department of Kinesiology; Graduate Coordinator, Department of Kinesiology
B.A., Rowan University; M.S., University of Florida; Ph.D., Temple University

W. Craig Stevens (cstevens@wcupa.edu) (1992) Professor of Kinesiology, Department of Kinesiology
B.A., Johns Hopkins University; M.S., Springfield College; Ph.D., Temple University

Linda S. Stevenson (lstevenson@wcupa.edu) (2002) Professor of Ethnic Studies Program, Department of Ethnic Studies Program; Chairperson, Department of Political Science
B.A., College of Wooster; M.A., Ph.D., University of Pittsburgh

Kate Stewart (kstewart@wcupa.edu) (2011) Associate Professor of Art + Design, Department of Art + Design
B.A., Dickinson College; M.F.A., University of Pennsylvania

Van Stiefel (vstiefel@wcupa.edu) (2006) Associate Professor of Music Theory, History, and Composition, Department of Music Theory, History, and Composition
B.A., M.M., Yale University; Ph.D., Princeton University

Paul Stoller (pstoller@wcupa.edu) (1980) Professor of Anthropology and Sociology, Department of Anthropology and Sociology
B.A., University of Pittsburgh; M.S., Georgetown University; Ph.D., University of Texas at Austin

Cassie Ann Striblen (cstriblen@wcupa.edu) (2010) Associate Professor of Philosophy, Department of Philosophy
B.A., Ohio University; M.A., Ph.D., University of Cincinnati

Gretchen Studlien-Webb (gstudlien-webb@wcupa.edu) (1999) Associate Professor of Theatre and Dance, Department of Theatre and Dance
B.F.A., Ohio State University; M.F.A., Drexel University

Regina Subach (rsubach@wcupa.edu) (2016) Assistant Professor of Nutrition, Department of Nutrition
B.S., M.A., Immaculata University; Ed.D., Capella University

Rajeev Subramanian (rsrbramani@wcupa.edu) (2015) Assistant Professor of Communication Studies, Department of Communication Studies
B.A., Loyola College, University of Madras, India; M.A., University of Madras, India; Ph.D., Southern Illinois University - Carbondale

Jeffrey Sudol (jsudol@wcupa.edu) (2007) Associate Professor of Physics and Pre-Engineering Program, Department of Physics and Pre-Engineering Program
B.A., Macalester College; Ph.D., University of Wyoming

Rosemary Sullivan (rsullivan@wcupa.edu) (2008) Assistant Professor of Mathematics, Department of Mathematics
B.S., Pennsylvania State University; M.S., Ph.D., Lehigh University

Jessica Sullivan-Brown (jsullivan@wcupa.edu) (2014) Assistant Professor of Biology, Department of Biology
B.S., James Madison University; Ph.D., Princeton University

Neha Sunger (nsunger@wcupa.edu) (2014) Assistant Professor of Health, Department of Health
M.S. Indian Institute of Technology- Kanpur; Ph.D. Drexel University

Patricia Swasey Washington (pswasey@wcupa.edu) (2009) Associate Professor of Communication Sciences and Disorders, Department of Communication Sciences and Disorders
B.A., Rutgers University Douglass College; M.A., William Paterson University; Ph.D., Temple University

Eric S. Sweet (esweet@wcupa.edu) (2016) Assistant Professor of Biology, Department of Biology
B.S. Virginia Tech; Ph.D. Rutgers University
Paul Skilton Sylvester (psylvester@wcupa.edu) (2016) Assistant Professor of Early and Middle Grades Education, Department of Early and Middle Grades Education  
B.A., Earlham College; M.S., Bank Street College of Education; Ph.D., University of Pennsylvania  
Jasmin Tahmasb-McConatha (jtahmasb-wcupa.edu) (1990) Professor of Holocaust and Genocide Studies, Department of Holocaust and Genocide Studies  
B.A., University of Utah; M.S., Jacksonville State University; Ph.D., University of Georgia  
Lin Tan (ltan@wcupa.edu) (1989) Professor of Mathematics, Department of Mathematics  
B.S., M.A., Zhejiang University; M.S., Ph.D., University of California, Los Angeles  
John T. Taylor (jtaylor@wcupa.edu) (2014) Assistant Professor of Undergraduate Nursing, Department of Undergraduate Nursing  
B.S.N., West Virginia University; M.S.N., D.N.P., Chatham University  
Julie Anne Tennille (jtennille@wcupa.edu) (2013) Assistant Professor of Graduate Social Work, Department of Graduate Social Work  
B.S., York College; M.S., Temple University; Ph.D., University of Pennsylvania  
Latonya Thames-Taylor (ltaylor@wcupa.edu) (2001) Associate Professor of African American Studies Program, Department of African American Studies Program; Coordinator, Department of African American Studies Program  
B.A., Tougaloo College; M.A., Ph.D., University of Mississippi  
Christine Thomas (cthomas@wcupa.edu) (1999) Associate Professor of Graduate Nursing, Department of Graduate Nursing  
B.S.N., Allentown College of St. Francis; M.S.N., Indiana University of Pennsylvania; D.N.S. / Ph.D., Widener University  
Philip A. Thompson (pthompsen@wcupa.edu) (1997) Professor of Communication Studies, Department of Communication Studies  
B.S., Northern Arizona University; M.S., University of Southwestern Louisiana; Ph.D., University of Utah  
Brent Wesley Thompson (bthompson@wcupa.edu) (2001) Associate Professor of Undergraduate Nursing, Department of Undergraduate Nursing  
B.S.N., M.S., University of Delaware; Ph.D., Widener University  
Robert J. Thornton (rthornton@wcupa.edu) (2008) Associate Professor of Physics and Pre-Engineering Program, Department of Physics and Pre-Engineering Program  
B.S., Lehigh University; Ph.D., University of Hawaii  
Harry Tiebout (htiebout@wcupa.edu) (1992) Professor of Biology, Department of Biology  
B.A., University of Illinois; Ph.D., University of Florida  
Chiwonese Tinago (ctinago@wcupa.edu) (2016) Assistant Professor of Ethnic Studies Program, Department of Ethnic Studies Program  
B.S., William Carey University; M.P.H., University of Southern Mississippi; Ph.D., University of South Carolina  
Victoria Tischio (vtischio@wcupa.edu) (1998) Professor of English, Department of English  
B.S., M.A., Southern Connecticut State University; Ph.D., State University of New York at Albany  
Thomas W. Tolin (totlin@wcupa.edu) (1992) Associate Professor of Economics and Finance, Department of Economics and Finance  
B.A., University of Southwestern Louisiana; Ph.D., University of Houston  
Sandra M. Tomkowicz (stomkowicz@wcupa.edu) (1993) Professor of Management, Department of Management; Director, Department of Pre-Law Program  
B.S., La Salle University; J.D., University of Pennsylvania  
John R. Townsend (jtownsend@wcupa.edu) (1998) Professor of Chemistry, Department of Chemistry  
B.A., University of Delaware; M.S., Ph.D., Cornell University  
Thomas Treadwell (ttreadwell@wcupa.edu) (1968) Professor of Psychology, Department of Psychology  
B.A., Morris Harvey College; M.S., University of Bridgeport Moreno Institute, New York (Certified Psychodramatist, T.E.P.); Ed.D, Temple University  
Jane M. Tucker (jtucker@wcupa.edu) (2011) Associate Professor of Criminal Justice, Department of Criminal Justice; Graduate Coordinator, Department of Criminal Justice  
B.A., Valley Forge Christian College; M.S., West Chester University; Ph.D., Temple University  
Michelle L. Tucker (mtucker@wcupa.edu) (1988) Assistant Professor of Undergraduate Nursing, Department of Undergraduate Nursing  
B.S., Michigan State University; M.S.N., University of Michigan  
Greg Tully (gtully@wcupa.edu) (2010) Professor of Undergraduate Social Work, Department of Undergraduate Social Work  
B.A., New York University; M.S.W., Hunter College; Ph.D., New York University  
Gregory Turner (gtturner@wcupa.edu) (2004) Professor of Biology, Department of Biology  
B.S., Virginia Commonwealth University; M.A., Hunter College; M.Ed., Columbia University; Ph.D., Fordham University  
Allison H. Turner (aturner@wcupa.edu) (2010) Associate Professor of Public Policy and Administration, Department of Public Policy and Administration; Assistant Chairperson, Department of Public Policy and Administration; Director, Department of M.P.A. Program  
B.A., Centre College; M.P.A., Ph.D., University of Louisville  
Irwin Larry Udell (iudell@wcupa.edu) (2011) Assistant Professor of Philosophy, Department of Philosophy  
B.A., M.A., Ph.D., Ohio State University  
Spring Ulmer (sulmer@wcupa.edu) (2012) Assistant Professor of English, Department of English  
B.F.A., The Cooper Union School of Art; M.F.A., University of Arizona; M.F.A., University of Iowa  
Bahar Ulupinar (bulupinar@wcupa.edu) (2010) Associate Professor of Economics and Finance, Department of Economics and Finance  
B.A., Ege University (Turkey); Ph.D., Louisiana State University  
Elizabeth D. Urban (eurban@wcupa.edu) (2014) Assistant Professor of History, Department of History  
B.A., Rice University; M.A., Ph.D., University of Chicago  
Maria Urrutia (murrutia@wcupa.edu) (2012) Assistant Professor of Theatre and Dance, Department of Theatre and Dance  
B.F.A., The University of the Arts; M.F.A., Goddard College; M.Ed., Temple University  
Ekeoma U. Ezogara (euzogara@wcupa.edu) (2016) Assistant Professor of Psychology, Department of Psychology  
B.A., Boston University; M.A., Ph.D., University of Michigan  
Maria Van Liew (mvanliew@wcupa.edu) (1998) Professor of Languages and Cultures, Department of Languages and Cultures; Graduate Coordinator, Department of Languages and Cultures  
B.A., Clark University; Ph.D., University of California, San Diego  
Sally Van Orden (svanorden@wcupa.edu) (2006) Associate Professor of Art + Design, Department of Art + Design  
B.B.A., Texas A&M University; M.F.A., Texas Tech University  
Jacqueline G. Van Schooneveld (jvschooneveld@wcupa.edu) (2013) Assistant Professor of Early and Middle Grades Education, Department of Early and Middle Grades Education  
B.S., Bucknell University; M.Ed., Columbia University
Andrea Varricchio (avarricchio@wcupa.edu) (1986) Professor of Languages and Cultures, Department of Languages and Cultures
B.A., Chestnut Hill College; M.A., Middlebury College; Ph.D., Temple University

Kyle Vealey (kvealey@wcupa.edu) (2016) Assistant Professor of English, Department of English
B.A., Providence College; M.A., Georgetown University; Ph.D., Purdue University

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

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

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

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

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

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

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

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

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

Chun-Chen Wang (cwang@wcupa.edu) (2011) Professor of Marketing, Department of Marketing
B.A., Fu Jen Catholic University (Taiwan); M.B.A., Baruch College; Ph.D., University of Texas at Arlington

Cheryl L. Wanko (cwnanko@wcupa.edu) (1993) Professor of English, Department of English
B.A., New York University; M.A., Ph.D., Pennsylvania State University

Joan M. Welch (jwelch@wcupa.edu) (1990) Professor of Geography and Planning, Department of Geography and Planning
B.A., St. Cloud State University; M.A., Ph.D., Boston University

Marcia Welsh (mwelsh@wcupa.edu) (2010) Associate Professor of Undergraduate Nursing, Department of Undergraduate Nursing
B.S., B.S.N., West Chester University; M.S.N., University of Pennsylvania; M.J., D.L., Widener University School of Law

Melissa A. Whidden (mwhidden@wcupa.edu) (2011) Associate Professor of Kinesiology, Department of Kinesiology
B.S., M.S., State University of New York at Buffalo; Ph.D., University of Florida

Heather Wholey (hwholey@wcupa.edu) (2005) Professor of Anthropology and Sociology, Department of Anthropology and Sociology
B.A., State University of New York at Albany; M.A., Ph.D., Catholic University of America

Julie B. Wiest (jwiest@wcupa.edu) (2013) Assistant Professor of Anthropology and Sociology, Department of Anthropology and Sociology
B.S., University of Tennessee; M.A., University of Georgia; Ph.D., University of Tennessee

Veronica Wilbur (vwilbur@wcupa.edu) (2016) Assistant Professor of Graduate Nursing, Department of Graduate Nursing
BSN University of Delaware; MSN Widener University; PhD Widener University

Marie Wilcom Bunner (mwbunner@wcupa.edu) (2016) Assistant Professor of Educational Development, Department of Educational Development
B.S., M.Ed., University of Pittsburgh; Ed.D., Saint Joseph’s University

Larry Will (ljwill@wcupa.edu) (2006) Assistant Professor of Art + Design, Department of Art + Design
B.F.A., California State University at Long Beach

Christine Williams (cwilliams3@wcupa.edu) (2009) Associate Professor of Health, Department of Health
B.S., M.S., University of Delaware; Ph.D., Middle Tennessee State University

York Williams (ywilliams@wcupa.edu) (2009) Associate Professor of Special Education, Department of Special Education
B.A., North Carolina Central University; M.A., West Chester University; M.Ed., Ph.D., Temple University

Tara R. Wink (twink@wcupa.edu) (2012) Assistant Professor of Library Services, Department of Library Services
B.A., Gettysburg College; M.S., University of North Carolina

Thomas Winters (twinters@wcupa.edu) (1988) Assistant Professor of Music Theory, History, and Composition, Department of Music Theory, History, and Composition
B.A., Bucknell University; M.A., Ph.D., University of Pennsylvania

Nancy Witmer (nwitmer@wcupa.edu) (2016) Assistant Professor of Music Education, Department of Music Education
B.A., M.Ed., Frostburg State University; D.M.A., Boston University

Dominik Wolf (dewolf@wcupa.edu) (2015) Assistant Professor of Languages and Cultures, Department of Languages and Cultures
B.A., Gerhard Mercator University; M.A., Syracuse University; Ph.D., Michigan State University

K. Jamie Woodlief (kwoodlief@wcupa.edu) (2007) Instructor of English, Department of English
B.A. West Chester University; M.A. West Chester University

Joan Woolfrey (jwoolfrey@wcupa.edu) (2000) Associate Professor of Holocaust and Genocide Studies, Department of Holocaust and Genocide Studies; Graduate Coordinator, Department of Philosophy
B.S., North Dakota State University; M.A., The New School for Social Research; Ph.D., University of Oregon

Juliet Wunsch (jwunsch@wcupa.edu) (2000) Associate Professor of Theatre and Dance, Department of Theatre and Dance
B.A., Wesleyan University; M.F.A., Carnegie Mellon University

Richard W. Wyatt (rwyatt@wcupa.edu) (1989) Associate Professor of Computer Science, Department of Computer Science
B.A., B.S., M.A., University of Melbourne; Ph.D., University of California, Berkeley; M.Sc., State University of New York at Buffalo
Susan Wysor Nguema (swysor@wcupa.edu) (2016) Assistant Professor of Undergraduate Social Work, Department of Undergraduate Social Work B.S.W., La Salle University; M.S., University of Pennsylvania; M.S.W., Temple University
Cheer-Sun D. Yang (cyang@wcupa.edu) (2000) Professor of Computer Science, Department of Computer Science B.S., M.B.A., Tamkang University; M.S., Kansas State University; Ph.D., University of Delaware
Ma Ga (mark) Yang (myang@wcupa.edu) (2013) Assistant Professor of Management, Department of Management B.A., Hankuk University of Foreign Studies; M.B.A., Ph.D., The University of Tokyo
Stefani Yorges (syorges@wcupa.edu) (1996) Professor of Psychology, Department of Psychology; Graduate Coordinator, Department of Psychology B.A., Hastings College; M.S., Ph.D., Purdue University
Andrew Yozviak (ayozviak@wcupa.edu) (2009) Associate Professor of Applied Music, Department of Applied Music B.S., West Chester University; M.M., Indiana University, Bloomington; D.M.A., Rutgers University
Jacqueline Zalewski (jzalewski@wcupa.edu) (2007) Associate Professor of Anthropology and Sociology, Department of Anthropology and Sociology B.A., University of Wisconsin-Parkside; M.A., Ph.D., Loyola University, Chicago
Naijian Zhang (nzhang@wcupa.edu) (1999) Professor of Counselor Education, Department of Counselor Education B.A., Xi’an Foreign Languages Institute (China); M.A., M.A., Bowling Green University; Ph.D., Ball State University
Dazhi Zheng (dzsheng@wcupa.edu) (2010) Associate Professor of Economics and Finance, Department of Economics and Finance 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) Associate Professor of Economics and Finance, Department of Economics and Finance B.E., M.S., Hohai University; Ph.D., Drexel University
Xiaowei Zhu (xzhu@wcupa.edu) (2006) Professor of Management, Department of Management B.S., Beijing Union University; M.A., University of Iowa; Ph.D., University of Wisconsin-Milwaukee
Peter Zimmer (pzimmer@wcupa.edu) (2000) Assistant Professor of Mathematics, Department of Mathematics B.S., M.S., University of Wisconsin; Ph.D., University of Kansas Monica Zimmerman (mzimmerman@wcupa.edu) (2008) Professor of Management, Department of Management B.S., Messiah College; M.B.A., Pennsylvania State University; Ph.D., Temple University
Stephen J. Zimniski (szimniski@wcupa.edu) (2006) Associate Professor of Pharmaceutical Product Development, Department of Pharmaceutical Product Development; Director, Director, Department of Pre-Medical Program B.S., University of Maine- Orono; M.A., University of Missouri; Ph.D., Boston University
Deanne U. Zotter (dzotter@wcupa.edu) (1991) Professor of Psychology, Department of Psychology B.A., Bloomsburg University; M.A., Ph.D., Kent State University Lynn Zubernis (lzubernis@wcupa.edu) (2007) Associate Professor of Counselor Education, Department of Counselor Education B.A., Rosemont College; M.A., Ph.D., Bryn Mawr College
Rónké Òké (roke@wcupa.edu) (2016) Assistant Professor of Philosophy, Department of Philosophy B.A., Spelman College; M.A., University of Memphis; Ph.D., Pennsylvania State University

Honorary Faculty
AGNES BARROE-BONNIE Department of Mathematics M.D., University of Ghana; Ph.D., Johns Hopkins University
ARTHUR R. BARTOLOZZI Department of Sports Medicine A.B., Brown University; M.D., University of California, San Diego
LEAH BECK Department of Biology B.S., University of Delaware; M.P.H., Thomas Jefferson University
JEAN BUCHENHORST Department of Biology B.S., University of Delaware; M.S., Medical College of Pennsylvania, Hahnemann University
DAVID K. COHOON Department of Mathematics B.S., Massachusetts Institute of Technology; M.S., Ph.D., Purdue University; David Ross Research Associateship at Institut Henri Poincare
JOSEPH M. DIBUSSOLO Department of Chemistry B.S., West Chester University; M.S., Ph.D., Drexel University
MARC DUEY Pharmaceutical Product Development Program B.S., M.S., University of Ottawa; M.B.A., University of Western Ontario
DEBORAH A. EARLY Pharmaceutical Product Development Program B.Sc., M.Med.Sc., University of Natal; Ph.D., University of East London
GAIL M. FELLOWS Department of Health B.S., University of Arizona; M.S., West Chester University
JAMES H. GEDDES Pharmaceutical Product Development Program B.A., University of Denver; M.A., University of Northern Colorado
DALE A. HARTUPEE Pharmaceutical Product Development Program B.S., University of California; Ph.D., University of California, Davis
CHRIS HEIVLY Department of Management B.A., West Chester University
JOSEPH L. HERMAN Department of Chemistry B.A., Temple University; Ph.D., Pennsylvania State University
GERARD HERTEL Department of Biology B.S., University of Montana; Master of Forestry, Duke University; Ph.D., University of Wisconsin-Madison
MICHAEL HUSSON Department of Biology B.A., Harvard College; M.A., Phillips Academy; M.D., Boston University
ZDENKA L. JONAK Department of Biology B.S., Charles University; M.S., Ph.D., Yale University
BRIAN KELLAR, Department of Health A.S., West Chester University; B.A., M.S., Eastern University
WILLIAM D. KINGBURY Pharmaceutical Product Development Program B.A. State University of New York at Buffalo; Ph.D., Wayne State University
BERNARD McCabe Department of Mathematics B.A., Manhattan College; M.S., Ph.D., Catholic University
ERIC MURRAY Department of Health A.S., Community College of Philadelphia; B.A., M.Ed., Holy Family University
WILLIAM K. NATALE Department of Biology A.B., Oberlin College; M.D., University of Pittsburgh
FACULTY INDEX

JUDY MAE C. PASCASIO Department of Biology
B.S., M.D., University of the Philippines

RONALD J. PEKALA Department of Psychology
B.S., Pennsylvania State University; Ph.D., Michigan State University

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

HOWARD L. RUSSELL Department of Biology
B.A., Boston University; V.M.D., University of Pennsylvania; M.P.H., Tulane University

JAMES SALYERS Department of Health
A.S., Delaware County Community College; B.S., Widener University

TIFFANY SMITH Department of Biology
B.S., Towson State University; M.S., Rutgers University School of Health Related Professions; M.T. York Hospital School of Medical Technology

RICHARD D. VANDELL Department of Biology
B.S., University of Vermont; M.S., University of Pennsylvania

Emeriti

LOIS W. ALT, Vocal and Choral Music

SHIRLEY P. ALIFERIS, Applied Music

*ALEXANDER ANTONOWICH, Music Education

*ELEANOR ASHKENAZ, Chemistry

*DOROTHY D. BAILEY, English

JOHN BAKER, Art + Design

SCOTT BALTHAZAR, Music Theory, History, and Composition

MARSHALL J. BECKER, Anthropology and Sociology

*HAROLD W. BENDA, Dean of Education

HELEN BERGER, Anthropology and Sociology

*BERNICE BERNATZ, Dean of Women

ROBERT BERNHARDT, Biology

F. ROBERT BIELSKI, Geography and Planning

WALTER R. BLAIR, Educational Services

*JAMES A. BINNEY, English

*MARY M. BLISS, Biology

ARVID BLOOM, Psychology

MARIA BOES, History

GAIL BOLLIN, Early and Middle Grades Education

ERMINIO BRAIDOTTI, Languages and Cultures

RICHARD BRANTON, Mathematics

JUSTO B. BRAVO, Chemistry

PATRICIA BRODERICK, Health

WALTER E. BUECHELE, Jr., Counselor, Secondary, and Professional Education

H. JAMES BURGWYN, History

MARY ANNE BURNS-DUFFY, Government Documents

*ROBERT E. CARLSON, History

*PAUL E. CARSON, Music

*DIANE O. CASAGRANDE, Communication Studies

CONRAD E. CHALICK, Counseling

NONA E. CHERN, Childhood Studies and Reading

PAUL CHRIST, Marketing

K. ELEANOR CHRISTENSEN, Childhood Studies and Reading

T. HUNG CHU, Management

CARMELA L. CINQUINA, Biology

MARY E. CLEARY, Education

GEORGE CLAGHORN, Philosophy

*JOHN W. CLOKEY, Dean of Arts and Letters

BARBARA J. COATES, Physical Education

BERNARD B. COHEN, Psychology

*FAYE A. COLLICOTT, Librarian

GERALDINE C. CONBEER, Librarian

JOANNE CONLON, Education Service, Pre-Major Advising

STELLA CONAWAY, Vocal and Choral Music

EDWIN B. COTTRELL, Health and Physical Education

*GEORGE R. CRESSMAN, Education

GEORGANN CULLEN, Biology

LAWRENCE DAVIDSON, History

ELI DEHOPE, Undergraduate Social Work

*KATHERINE M. DENWORTH, Education

PHILLIP DONLEY, Health and Physical Education

RAYMOND A. DOYLE, History

MARTHA DROBNAK, Early & Middle Grades Education

PHILLIP K. DUNCAN, Psychology

MARC L. DURAND, Chemistry

ANNE O. DZAMBA, History

CELIA ESPLUGAS, Languages and Cultures

*MARK M. EVANS, Director of Student Teaching

JAMES FALCONE, Chemistry

*MARION FARNHAM, Art

*RUTH FELDMAN, Psychology

*ALBERT E. FILANO, Vice President for Academic Affairs and Mathematical Sciences

JUDITH FINKEL, Early Childhood and Special Education

*BYRON Y. FLECK, Dean of Social Sciences

*CLAUDE FOSTER, History

*THOMAS J. FRANCELLE, Criminal Justice

HOWARD FREEMAN, Counseling

BONITA FREEMAN-WITTHOF, Anthropology and Sociology

RAYMOND FRIDAY, Applied Music

JOHN FURLOW, Physical Education

ANGELO GADALETO, Counselor Education

CLYDE GALBRAITH, Accounting

CHARLES GANGEMI, Keyboard Music

CHARLOTTE M. GOOD, Education

*ROBERT B. GORDON, Sciences

*ANNE M. GOSHEN, Psychology

*MIRIAM S. GOTTLIEB, Music

ANDREW GOUDY, Chemistry

ROBERT GREENE, Foreign Languages

*SEYMOUR S. GREENBERG, Geology

*THELMA J. GREENWOOD, Biology

56
FRANK GROSSHANS, Mathematics
MADELYN GUTWIRTH, Foreign Languages
*SAUNDRA M. HALL, Theatre Arts
*H. THEODORE HALLMAN, Art
LINDA HANNA, Early & Middle Grades Education
JOAN HASELQUIST, Childhood Studies and Reading
*JACK GARDNER HAWTHORNE, Art
*CHARLES W. HEATHCOTE, Social Sciences
*THOMAS J. HEIM, Social Sciences
*FRANK Q. HELMS, Library
THOMAS HESTON, History
WILLIAM HEWITT, History
WALTER J. HIPPLE, Philosophy
*PHILIP P. HOGGARD, Education
*PATRICIA CARLEY JOHNSON, History
EMLYN JONES, Kinesiology
JAMES JONES, History
MILDRED JOYNER, Social Work
PAMELA JUDSON-RHODES (HEMPHILL), Art
MAUREEN KNABB, Physics
WALLACE KAHN, Professional and Secondary Education
*CAROLYN B. KEEFE, Communication Studies
*MARY KEETZ, Literacy
NELSON KEITH, Sociology
JAMES KELLEHER, English
JOHN KERRIGAN, Mathematics
*W. GLENN KILLINGER, Dean of Men
*CHARLOTTE E. KING, Childhood Studies and Reading
EUGENE KLEIN, Applied Music
SHARON KLETZIEN, Literacy
MARY L. KLINE, Nursing
DENNIS R. KLINZING, Communication Studies
*CARRIE C. KULP, Education
PETER KYPER, Educational Services
*GEORGE LANGDON, Geography and Planning
KENNETH LAUDERMILCH, Applied Music
*MURIEL LEACH, Health and Physical Education
JAMES E. L’HEUREUX, Mathematics
*MELVIN M. LORBACK, Physical Education
MARY ANN MAGGITTI, Education
SANDRA F. MATHER, Geology and Astronomy
GEORGE MAXIM, Elementary Education
*GRACE D. MCCARTHY, English
LYNETTE F. MCGRATH, English
JAMES MCVY, Music Theory and Composition
*EMIL H. MESSIKOMER, Dean
JAMES S. MILNE, Political Science
FRANK MILLIMAN, Mathematics
*LLOYD C. MITCHELL, Dean of Music
EDMUNDO MORALES, Anthropology/Sociology
WILLIAM M. MOREHOUSE, Theatre Arts
SHIRLEY A. MUNGER, Music
STERLING E. MURRAY, Music History
ROGER MUSTALISH, Health
KOSTAS MYRSIADIS, English
LINDA MYRSIADIS, English
ALI NAGGAR, Accounting
TAHANY NAGGAR, Economics and Finance
LARRY NELSON, Music Theory, History, and Composition
*DOROTHY R. NOWACK, Health
*BERNARD S. OLSEY, English
C. JACK ORR, Communication Studies
*WILLIAM R. OVERLEASE, Biology
JACK A. OWENS, Health and Physical Education
PRAXITELES PANDEL, Music
REBECCA PAULY, Languages and Cultures
MICHAEL PEICH, English
RUTH PETKOFSKY, Childhood Studies and Reading
THOMAS PLATT, Philosophy
LOUIS PORTER, Psychology
CHARLES PRICE, Music History
CAROL RADICH, Elementary Education
*DOROTHY RAMSEY, English
GEORGE F. REED, Geology and Astronomy
N. RUTH REED, Health
ARLENE RENGERT, Geography and Planning
RUSSELL K. RICKERT, Physics and Dean of Sciences and Mathematics
WALTER NATHANIEL RIDLEY, Education
*ALFRED D. ROBERTS, Foreign Languages
RONALD F. ROMIG, Biology
*B. PAUL ROSS, Education
*PHILIP B. RUDNICK, Chemistry
*HELEN RUSSELL, Library Science
C. RUTH SABOL, English
*GLENN W. SAMUELSON, Anthropology and Sociology
HAROLD R. SANDS, Psychology
HARRY SCHALK, History
*GERTRUDE K. SCHMIDT, Music
LEIGH SHAFFER, Anthropology and Sociology
JOHN SHEA, Political Science
MAURA SLEEPHAN, 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 STREVELE, Philosophy
FREDERICK STRUCKMEYER, Philosophy
*R. GODFREY STUDENMUND, Education
*RUSSELL L. STURZEBECKER, Dean of Health and Physical Education
*JANE B. SWAN, History
ROY D. SWEET, Vocal and Choral Music
*EARL F. SYKES, President
JOHN TACHOVSKY, Geography and Planning
*ELINOR Z. TAYLOR, Physical Education and Dean of Administration
*JOSEPH M. THORSON, Business Administration
*WILLARD J. TREZISE, Biology
C. JAMES TROTMAN, English
JOHN J. TURNER, JR., History
*EDWARD T. TWARDOWSKI, Health and Physical Education
*S. ELIZABETH TYSON, English
JOY VANDEVER, Music Education
RICHARD VELETA, Applied Music
JACQUES VOOIS, Applied Music
RICHARD VOSS, Undergraduate Social Work
*EARLE C. WATERS, Health and Physical Education
JOHN W. WEAVER, Computer Science
RICHARD WEBSTER, History
RUTH I. WEIDNER, Art
SOL WEISS, Mathematical Sciences
THEODORA L. WEST, English
*BENJAMIN WHITTEN, Keyboard Music
ARDIS M. WILLIAMS, Chemistry
LOIS M. WILLIAMS, Music
HARRY WILKINSON, Music
LLOYD C. WILKINSON, Physical Education
*JOSEPHINE E. WILSON, English
PAUL WOLFSON, Mathematics
*RICHARD WOODRUFF, Biology
JAMES J. WRIGHT, Music Theory and Composition
EDWIN L. YOUmans, Dean of Health and Physical Education
*ROBERT J. YOUNG, History
CARLOS R. ZIEGLER, Childhood Studies and Reading
*EDWARD ZIMMER, Music

CORNELIA ZIMMERMAN, Childhood Studies and Reading
ANTHONY ZUMPETTA, Anthropology/Sociology
* Deceased

HONORARY DEGREES

Honorary Degrees
1984
ANDREW WYETH, Doctor of Humane Letters

1993
EMILIE KESSEL ASPLUNDH, Doctor of Public Service
CONSTANCE E. CLAYTON, Doctor of Public Service

1994
DAVID P. 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)
WEST CHESTER UNIVERSITY

HONORARY DEGREES

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 MINOHARA
MASAYOSHI TANAKA
1990
CLIFFORD E. DEBAPTISTE
1991
MORGAN DOWD
ADELYNE 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
2010
GERALD LEMOLE
SANDRA PRITCHARD MATHER
2011
MAURY HOBERMAN
2012
DONALD LEISEY
KEAN SPENCER
2013
BERNARD J. CARROZZA
JAMES E. McERLANE
2014
MILLIE C. CASSIDY
RICHARD B. YODER
2015
CARMEN EVANS CULP
LAWRENCE A. DOWDY
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 BALOCHE
2009
LISA KIRSCHENBAUM
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

1983 - 1984
ELIZABETH A. GIANGIULIO
KOSTAS MYRSIADES
LOIS WILLIAMS
1984 - 1985
FRANK E. MILLIMAN
RUTH I. WEIDNER
1986 - 1987
G. WINFIELD FAIRCHILD
KOSTAS MYRSIADES
1987 - 1988
WALLACE J. KAHN
STERLING E. MURRAY
ARLENE C. RENGERT
1988 - 1989
PAMELA HEMPHILL
1989 - 1990
MADELYN GUTWIRTH
JOAN HASSELQUIST
1990 - 1991
BENJAMIN WHITTEN
1991 - 1992
CHRISTOPHER BUCKLEY
1992 - 1993
WILLIAM TOROP

1993 - 1994
LOUIS CASCIA
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

60
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 PISCIOTTA

E. Riley Holman Memorial Faculty Award  
2011  
MICHAEL BOYLE  
2012  
LYNDA BALOCHE/CONNIE DiLUCCHIO (jointly awarded)  
LINDA HANNA  
2013  
DONNA SANDERSON  
2014  
KAREN JOHNSON AND LISA LUCAS (jointly awarded)  
CLAIRE VERDEN  
2015  
JANNEKEN SMUCKER AND CHARLES HARDY, III (jointly awarded)  

Distinguished Sponsored Research Award  
2002  
JOHN KINSLOW  
2003  
PAUL STOLLER  
2004  
RICHARD I. WOODRUFF  
2005  
FRANK E. FISH  
2007  
LISA KIRSCHENBAUM  
2013  
KEVIN APTOWICZ  
2015  
FELIX GOODSON  
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 MCVOY  
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  
PHILIP D. SMITH, JR., Teaching  
WILLIAM TOROP, Teaching  
1976 - 1977  
ROBERT E. BYTNAR, Service  
ANDREW E. DINNIMAN, Service  
IRENE G. SHUR, Teaching  
RUSSELL L. STURZEBECKER, Service  
1977 - 1978  
MARC L. DURAND and ROBERT F. FOERY (Joint Project), Service
### 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>
</tr>
</thead>
<tbody>
<tr>
<td>ABC</td>
<td>Brass</td>
<td>Applied Music</td>
</tr>
<tr>
<td>ACC</td>
<td>Accounting</td>
<td>Accounting</td>
</tr>
<tr>
<td>AEB</td>
<td>Band</td>
<td>Applied Music</td>
</tr>
<tr>
<td>AEO</td>
<td>Orchestra</td>
<td>Applied Music</td>
</tr>
<tr>
<td>AES</td>
<td>Music Ensemble</td>
<td>Applied Music</td>
</tr>
<tr>
<td>AIC</td>
<td>Conducting</td>
<td>Applied Music</td>
</tr>
<tr>
<td>AIM</td>
<td>Special Subjects in Instrument</td>
<td>Applied Music</td>
</tr>
<tr>
<td>AJZ</td>
<td>Jazz</td>
<td>Applied Music</td>
</tr>
<tr>
<td>ALC</td>
<td>Instrumental Literature</td>
<td>Applied Music</td>
</tr>
<tr>
<td>AMA</td>
<td>Applied Music Arts</td>
<td>Applied Music</td>
</tr>
<tr>
<td>AMC</td>
<td>Instrumental Master Class</td>
<td>Applied Music</td>
</tr>
<tr>
<td>AME</td>
<td>Music Ensembles for Minors</td>
<td>Applied Music</td>
</tr>
<tr>
<td>AMF</td>
<td>Music Foundations for Minors</td>
<td>Applied Music</td>
</tr>
<tr>
<td>AML</td>
<td>Live Performance Music</td>
<td>Applied Music</td>
</tr>
<tr>
<td>ANT</td>
<td>Anthropology</td>
<td>Anthropology &amp; Sociology</td>
</tr>
<tr>
<td>APC</td>
<td>Percussion</td>
<td>Applied Music</td>
</tr>
<tr>
<td>APM</td>
<td>Applied Music</td>
<td>Applied Music</td>
</tr>
<tr>
<td>ARA</td>
<td>Arabic</td>
<td>Foreign Languages</td>
</tr>
<tr>
<td>ARB</td>
<td>Arabic</td>
<td>Foreign Languages</td>
</tr>
<tr>
<td>ARC</td>
<td>Instrumental Repertoire</td>
<td>Applied Music</td>
</tr>
<tr>
<td>ARH</td>
<td>Art History</td>
<td>Art</td>
</tr>
<tr>
<td>ART</td>
<td>Art</td>
<td>Art</td>
</tr>
<tr>
<td>ASC</td>
<td>Instrumental Strings</td>
<td>Applied Music</td>
</tr>
<tr>
<td>ASL</td>
<td>American sign language</td>
<td>Kinesiology</td>
</tr>
<tr>
<td>AWC</td>
<td>Instrumental Reeds</td>
<td>Applied Music</td>
</tr>
<tr>
<td>BAR</td>
<td>Baritone</td>
<td>Applied Music</td>
</tr>
<tr>
<td>BAS</td>
<td>Bass</td>
<td>Applied Music</td>
</tr>
<tr>
<td>BIL</td>
<td>Biology Lab</td>
<td>Biology</td>
</tr>
<tr>
<td>BIO</td>
<td>Biology</td>
<td>Biology</td>
</tr>
<tr>
<td>BLA</td>
<td>Business Administration</td>
<td>Accounting</td>
</tr>
<tr>
<td>BSN</td>
<td>Bassoon</td>
<td>Applied Music</td>
</tr>
<tr>
<td>CHE</td>
<td>Chemistry</td>
<td>Chemistry</td>
</tr>
<tr>
<td>CHI</td>
<td>Chinese</td>
<td>Foreign Languages</td>
</tr>
<tr>
<td>CHO</td>
<td>Choir</td>
<td>Applied Music</td>
</tr>
<tr>
<td>CLS</td>
<td>Comparative Literature Studies</td>
<td>English</td>
</tr>
<tr>
<td>CLT</td>
<td>Clarinet</td>
<td>Applied Music</td>
</tr>
</tbody>
</table>

### Civility Award

1999 - 2000  
HERB LEE

2000 - 2001  
STEVE QUIGLEY

2001 - 2002  
DIANE DEVESTERN

2002 - 2003  
MILDRED JOYNER

2003 - 2004  
ALICE CONWAY

2004 - 2005  
JACQUELINE HODES

2005 - 2006  
MARY ANNE BURNS-DUFFY

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  
BESSIE LAWTON
<table>
<thead>
<tr>
<th>COURSE PREFIX GUIDE</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>COM</td>
<td>Communication Studies</td>
</tr>
<tr>
<td>CPL</td>
<td>Civic Professional Leadership</td>
</tr>
<tr>
<td>CRJ</td>
<td>Criminal Justice</td>
</tr>
<tr>
<td>CRL</td>
<td>Chemistry Lab</td>
</tr>
<tr>
<td>CRW</td>
<td>Creative Writing</td>
</tr>
<tr>
<td>CSC</td>
<td>Computer Science</td>
</tr>
<tr>
<td>CSD</td>
<td>Communication Sciences and Disorders</td>
</tr>
<tr>
<td>CST</td>
<td>Computer Science-Technology</td>
</tr>
<tr>
<td>CSW</td>
<td>Computer Software</td>
</tr>
<tr>
<td>DAN</td>
<td>Dance</td>
</tr>
<tr>
<td>DHM</td>
<td>Digital Humanities &amp; New Media</td>
</tr>
<tr>
<td>DPA</td>
<td>Doctor of Public Administratio</td>
</tr>
<tr>
<td>DST</td>
<td>Deaf Studies</td>
</tr>
<tr>
<td>EAR</td>
<td>Arabic Culture</td>
</tr>
<tr>
<td>ECE</td>
<td>Early Childhood Education</td>
</tr>
<tr>
<td>ECH</td>
<td>Chinese Literature and Culture</td>
</tr>
<tr>
<td>ECO</td>
<td>Economics</td>
</tr>
<tr>
<td>EDA</td>
<td>Special Education</td>
</tr>
<tr>
<td>EDC</td>
<td>Counselor Education</td>
</tr>
<tr>
<td>EDD</td>
<td>Doctor of Education</td>
</tr>
<tr>
<td>EDE</td>
<td>Educator Development</td>
</tr>
<tr>
<td>EDF</td>
<td>Educational Foundations</td>
</tr>
<tr>
<td>EDG</td>
<td>Teaching Strategies</td>
</tr>
<tr>
<td>EDH</td>
<td>Higher Educ Policy &amp; Stud Affa</td>
</tr>
<tr>
<td>EDM</td>
<td>Educational Media</td>
</tr>
<tr>
<td>EDO</td>
<td>Environmental Education</td>
</tr>
<tr>
<td>EDP</td>
<td>Counselor Education</td>
</tr>
<tr>
<td>EDR</td>
<td>Educational Reading</td>
</tr>
<tr>
<td>EDS</td>
<td>Teacher Preparation</td>
</tr>
<tr>
<td>EDT</td>
<td>Educational Technology</td>
</tr>
<tr>
<td>EDU</td>
<td>Education</td>
</tr>
<tr>
<td>EEE</td>
<td>Educational Experience</td>
</tr>
<tr>
<td>EFR</td>
<td>French Literature and Culture</td>
</tr>
<tr>
<td>EGE</td>
<td>German Literature and Culture</td>
</tr>
<tr>
<td>EGP</td>
<td>Early Grades Preparation</td>
</tr>
<tr>
<td>EIT</td>
<td>Italian Literature and Culture</td>
</tr>
<tr>
<td>ENG</td>
<td>English</td>
</tr>
<tr>
<td>ENV</td>
<td>Health</td>
</tr>
<tr>
<td>ERU</td>
<td>Russian Literature and Culture</td>
</tr>
<tr>
<td>ESC</td>
<td>Geology and Astronomy</td>
</tr>
<tr>
<td>ESL</td>
<td>Geology and Astronomy Lab</td>
</tr>
<tr>
<td>ESP</td>
<td>Spanish Literature and Culture</td>
</tr>
<tr>
<td>ESS</td>
<td>Geology and Astronomy</td>
</tr>
<tr>
<td>EXL</td>
<td>Exercise Science Lab</td>
</tr>
<tr>
<td>EXS</td>
<td>Exercise Science</td>
</tr>
<tr>
<td>FIN</td>
<td>Finance</td>
</tr>
<tr>
<td>FLG</td>
<td>Foreign Languages</td>
</tr>
<tr>
<td>FLM</td>
<td>Film</td>
</tr>
<tr>
<td>FLU</td>
<td>Flute</td>
</tr>
<tr>
<td>FRE</td>
<td>French</td>
</tr>
<tr>
<td>FRH</td>
<td>French Horn</td>
</tr>
<tr>
<td>GEO</td>
<td>Geography and Planning</td>
</tr>
<tr>
<td>GER</td>
<td>German</td>
</tr>
<tr>
<td>GRE</td>
<td>Greek (Classical)</td>
</tr>
<tr>
<td>GST</td>
<td>Global Studies</td>
</tr>
<tr>
<td>GTR</td>
<td>Guitar</td>
</tr>
<tr>
<td>GVT</td>
<td>Government</td>
</tr>
<tr>
<td>HAR</td>
<td>Harpsichord</td>
</tr>
<tr>
<td>HBI</td>
<td>Harrisburg Internship</td>
</tr>
<tr>
<td>HBW</td>
<td>Hebrew</td>
</tr>
<tr>
<td>HEA</td>
<td>Health</td>
</tr>
<tr>
<td>HIS</td>
<td>History</td>
</tr>
<tr>
<td>HON</td>
<td>Honors Program</td>
</tr>
<tr>
<td>HRM</td>
<td>Human Resource Management</td>
</tr>
<tr>
<td>HRP</td>
<td>Harp</td>
</tr>
<tr>
<td>HUN</td>
<td>Hungarian</td>
</tr>
<tr>
<td>INB</td>
<td>International Business</td>
</tr>
<tr>
<td>INM</td>
<td>Instrumental Transfer Credit</td>
</tr>
<tr>
<td>INS</td>
<td>Applied Advanced Lessons</td>
</tr>
<tr>
<td>ITA</td>
<td>Italian</td>
</tr>
<tr>
<td>JPI</td>
<td>Jazz Piano</td>
</tr>
<tr>
<td>JPN</td>
<td>Japanese</td>
</tr>
<tr>
<td>JRN</td>
<td>Journalism</td>
</tr>
<tr>
<td>JYA</td>
<td>Junior Year Abroad</td>
</tr>
<tr>
<td>KEM</td>
<td>Keyboard Music</td>
</tr>
<tr>
<td>KEN</td>
<td>Keyboard Ensemble</td>
</tr>
<tr>
<td>KIL</td>
<td>Kinesiology Lab</td>
</tr>
<tr>
<td>KIN</td>
<td>Kinesiology</td>
</tr>
<tr>
<td>KOR</td>
<td>Korean</td>
</tr>
<tr>
<td>LAN</td>
<td>Language</td>
</tr>
<tr>
<td>LAT</td>
<td>Latin</td>
</tr>
<tr>
<td>LIT</td>
<td>Literature</td>
</tr>
<tr>
<td>LNC</td>
<td>Languages and Cultures</td>
</tr>
<tr>
<td>LST</td>
<td>Liberal Studies Program</td>
</tr>
<tr>
<td>MAC</td>
<td>Master Class Organ</td>
</tr>
<tr>
<td>MAC</td>
<td>Master Class Organ</td>
</tr>
<tr>
<td>MAC</td>
<td>Master Class Organ</td>
</tr>
<tr>
<td>MAC</td>
<td>Master Class Organ</td>
</tr>
<tr>
<td>MAC</td>
<td>Master Class Organ</td>
</tr>
<tr>
<td>MAC</td>
<td>Master Class Organ</td>
</tr>
<tr>
<td>Course</td>
<td>Description</td>
</tr>
<tr>
<td>--------</td>
<td>-------------</td>
</tr>
<tr>
<td>MAK</td>
<td>Master Class Keyboard Applied Music</td>
</tr>
<tr>
<td>MAT</td>
<td>Mathematics Mathematics</td>
</tr>
<tr>
<td>MBA</td>
<td>Master of Business MBA Program</td>
</tr>
<tr>
<td>MDA</td>
<td>Related Arts for the Classroom Music Education</td>
</tr>
<tr>
<td>MDC</td>
<td>Media and Culture Communication Studies</td>
</tr>
<tr>
<td>MGP</td>
<td>Middle Grades Preparation Early and Middle Grades Ed.</td>
</tr>
<tr>
<td>MGT</td>
<td>Management Management</td>
</tr>
<tr>
<td>MHL</td>
<td>Music History Music Theory, History and Comp</td>
</tr>
<tr>
<td>MHW</td>
<td>Music Workshop History Music Theory, History and Comp</td>
</tr>
<tr>
<td>MIP</td>
<td>Musician Injury Prevention Applied Music</td>
</tr>
<tr>
<td>MIS</td>
<td>Management Info Systems Management</td>
</tr>
<tr>
<td>MKT</td>
<td>Marketing Marketing</td>
</tr>
<tr>
<td>MMU</td>
<td>Master of Music Music Theory, History and Comp</td>
</tr>
<tr>
<td>MRC</td>
<td>Music Rhythm Class Applied Music</td>
</tr>
<tr>
<td>MTC</td>
<td>Music Theory and Composition Music Theory, History and Comp</td>
</tr>
<tr>
<td>MTE</td>
<td>Mathematics Education Mathematics</td>
</tr>
<tr>
<td>MUE</td>
<td>Music Education Music Education</td>
</tr>
<tr>
<td>MUS</td>
<td>Music Music Theory, History and Comp</td>
</tr>
<tr>
<td>MWB</td>
<td>Marching Band Workshop Music Education</td>
</tr>
<tr>
<td>MWC</td>
<td>Music Workshop Choral Music Education</td>
</tr>
<tr>
<td>MWE</td>
<td>Music Education Workshop Music Education</td>
</tr>
<tr>
<td>MWH</td>
<td>Music Workshop Handbells Music Education</td>
</tr>
<tr>
<td>MWI</td>
<td>Music Workshop Instrumental Music Education</td>
</tr>
<tr>
<td>MWM</td>
<td>Music Workshop Music Education</td>
</tr>
<tr>
<td>MWO</td>
<td>Music Workshop Orff Music Education</td>
</tr>
<tr>
<td>MWP</td>
<td>Piano Workshop Applied Music</td>
</tr>
<tr>
<td>MWS</td>
<td>Music Workshop Synthesizer Music Theory, History and Comp</td>
</tr>
<tr>
<td>MWT</td>
<td>Music Workshop Technology Music Education</td>
</tr>
<tr>
<td>NSG</td>
<td>Nursing Nursing</td>
</tr>
<tr>
<td>NSL</td>
<td>Nursing Lab Nursing</td>
</tr>
<tr>
<td>NTD</td>
<td>Nutrition and Dietetics Nutrition</td>
</tr>
<tr>
<td>NTL</td>
<td>Nutrition and Dietetics Nutrition</td>
</tr>
<tr>
<td>OBO</td>
<td>Oboe Applied Music</td>
</tr>
<tr>
<td>ORG</td>
<td>Organ Applied Music</td>
</tr>
<tr>
<td>PAD</td>
<td>Public Administration Political Science</td>
</tr>
<tr>
<td>PEA</td>
<td>Physical Education Activity Kinesiology</td>
</tr>
<tr>
<td>PER</td>
<td>Percussion Applied Music</td>
</tr>
<tr>
<td>PHI</td>
<td>Philosophy Philosophy</td>
</tr>
<tr>
<td>PHY</td>
<td>Physics and Pre-Engineering Physics</td>
</tr>
<tr>
<td>PIA</td>
<td>Piano Applied Music</td>
</tr>
<tr>
<td>PLN</td>
<td>Planning Geography &amp; Planning</td>
</tr>
<tr>
<td>POL</td>
<td>Polish Foreign Languages</td>
</tr>
<tr>
<td>POR</td>
<td>Portuguese Foreign Languages</td>
</tr>
<tr>
<td>PPA</td>
<td>Public Policy &amp; Administration Public Policy and Administration</td>
</tr>
<tr>
<td>PSC</td>
<td>Political Science Political Science</td>
</tr>
<tr>
<td>PSY</td>
<td>Psychology Psychology</td>
</tr>
<tr>
<td>PWP</td>
<td>PA Writing Project English</td>
</tr>
<tr>
<td>RES</td>
<td>Educational Research Educational Found. &amp; Policy St</td>
</tr>
<tr>
<td>RUS</td>
<td>Russian Foreign Languages</td>
</tr>
<tr>
<td>SAX</td>
<td>Saxophone Applied Music</td>
</tr>
<tr>
<td>SCB</td>
<td>Biology Biology</td>
</tr>
<tr>
<td>SCE</td>
<td>Earth and Space Science Ed Geology &amp; Astronomy</td>
</tr>
<tr>
<td>SCI</td>
<td>Science Chemistry</td>
</tr>
<tr>
<td>SEE</td>
<td>Secondary Education Educational Found. &amp; Policy St</td>
</tr>
<tr>
<td>SLP</td>
<td>Speech Language Pathology Communicative Disorders</td>
</tr>
<tr>
<td>SMD</td>
<td>Sports Medicine Sports Medicine Department</td>
</tr>
<tr>
<td>SML</td>
<td>Sports Medicine Sports Medicine Department</td>
</tr>
<tr>
<td>SOC</td>
<td>Sociology Anthropology &amp; Sociology</td>
</tr>
<tr>
<td>SPA</td>
<td>Spanish Foreign Languages</td>
</tr>
<tr>
<td>SPC</td>
<td>Communication Studies Communication Studies</td>
</tr>
<tr>
<td>SPK</td>
<td>Public Speaking Communication Studies</td>
</tr>
<tr>
<td>SPP</td>
<td>Speech Pathology Communicative Disorders</td>
</tr>
<tr>
<td>SSC</td>
<td>Social Studies, Ethnic Studies History</td>
</tr>
<tr>
<td>STA</td>
<td>Statistics Mathematics</td>
</tr>
<tr>
<td>SWG</td>
<td>Social Work Graduate Social Work Graduate</td>
</tr>
<tr>
<td>SWO</td>
<td>Social Work Social Work</td>
</tr>
<tr>
<td>TBA</td>
<td>Tuba Applied Music</td>
</tr>
<tr>
<td>THA</td>
<td>Theatre Arts Theatre Arts</td>
</tr>
<tr>
<td>TPT</td>
<td>Trumpet Applied Music</td>
</tr>
<tr>
<td>TRB</td>
<td>Trombone Applied Music</td>
</tr>
<tr>
<td>VCL</td>
<td>Cello Applied Music</td>
</tr>
<tr>
<td>VCM</td>
<td>Vocal Transfer Credits Applied Music</td>
</tr>
<tr>
<td>VLA</td>
<td>Viola Applied Music</td>
</tr>
<tr>
<td>VLN</td>
<td>Violin Applied Music</td>
</tr>
<tr>
<td>VOC</td>
<td>Vocal Applied Music</td>
</tr>
<tr>
<td>VOI</td>
<td>Voice Applied Music</td>
</tr>
<tr>
<td>VOW</td>
<td>Vocal Workshop Applied Music</td>
</tr>
<tr>
<td>WOS</td>
<td>Women’s Studies Womens Studies</td>
</tr>
<tr>
<td>WRH</td>
<td>Writing and Rhetoric English</td>
</tr>
<tr>
<td>WRT</td>
<td>Gen Ed Writing English</td>
</tr>
</tbody>
</table>
### PROGRAM INDEX

<table>
<thead>
<tr>
<th>Program Name</th>
<th>Graduate or Undergraduate</th>
<th>Major, Minor, or Certificate</th>
<th>Distance Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accounting B.S. (p. 146)</td>
<td>Undergraduate</td>
<td>Major</td>
<td></td>
</tr>
<tr>
<td>Accounting Minor (p. 148)</td>
<td>Undergraduate</td>
<td>Minor</td>
<td></td>
</tr>
<tr>
<td>Adapted Physical Education Certificate</td>
<td>Graduate</td>
<td>Certificate</td>
<td></td>
</tr>
<tr>
<td>African American Studies Minor (p. 149)</td>
<td>Undergraduate</td>
<td>Minor</td>
<td></td>
</tr>
<tr>
<td>African/African American Literature Minor (p. 277)</td>
<td>Undergraduate</td>
<td>Minor</td>
<td></td>
</tr>
<tr>
<td>Air Force ROTC (Aerospace Studies) (p. 187)</td>
<td>Undergraduate</td>
<td>Minor</td>
<td></td>
</tr>
<tr>
<td>American Studies Minor (p. 150)</td>
<td>Undergraduate</td>
<td>Minor</td>
<td></td>
</tr>
<tr>
<td>Anthropology B.A. (p. 154)</td>
<td>Undergraduate</td>
<td>Minor</td>
<td></td>
</tr>
<tr>
<td>Anthropology Minor (p. 156)</td>
<td>Undergraduate</td>
<td>Minor</td>
<td></td>
</tr>
<tr>
<td>Applied and Computational Mathematics M.S.</td>
<td>Graduate</td>
<td>Masters</td>
<td></td>
</tr>
<tr>
<td>Applied Ethics Minor (p. 419)</td>
<td>Undergraduate</td>
<td>Minor</td>
<td></td>
</tr>
<tr>
<td>Applied Statistics Certificate</td>
<td>Graduate</td>
<td>Certificate</td>
<td></td>
</tr>
<tr>
<td>Applied Statistics Minor (p. 378)</td>
<td>Undergraduate</td>
<td>Minor</td>
<td></td>
</tr>
<tr>
<td>Applied Statistics M.S.</td>
<td>Graduate</td>
<td>Masters</td>
<td></td>
</tr>
<tr>
<td>Applied Studies in Teaching and Learning M.Ed.</td>
<td>Graduate</td>
<td>Masters</td>
<td></td>
</tr>
<tr>
<td>Arabic Minor (p. 347)</td>
<td>Undergraduate</td>
<td>Minor</td>
<td></td>
</tr>
<tr>
<td>Art History Minor (p. 186)</td>
<td>Undergraduate</td>
<td>Minor</td>
<td></td>
</tr>
<tr>
<td>Astronomy Minor (p. 250)</td>
<td>Undergraduate</td>
<td>Minor</td>
<td></td>
</tr>
<tr>
<td>Athletic Training B.S. (p. 456)</td>
<td>Undergraduate</td>
<td>Major</td>
<td></td>
</tr>
<tr>
<td>Athletic Training M.S.</td>
<td>Graduate</td>
<td>Masters</td>
<td></td>
</tr>
<tr>
<td>Autism Certificate</td>
<td>Graduate</td>
<td>Certificate</td>
<td></td>
</tr>
<tr>
<td>Autism Education Minor (p. 453)</td>
<td>Undergraduate</td>
<td>Minor</td>
<td></td>
</tr>
<tr>
<td>Bachelor of Music - Composition Concentration (p. 393)</td>
<td>Undergraduate</td>
<td>Major</td>
<td></td>
</tr>
<tr>
<td>Bachelor of Music - History Concentration (p. 394)</td>
<td>Undergraduate</td>
<td>Major</td>
<td></td>
</tr>
<tr>
<td>Bachelor of Music - Theory Concentration (p. 396)</td>
<td>Undergraduate</td>
<td>Major</td>
<td></td>
</tr>
<tr>
<td>Bachelor of Music with Elective Studies in an Outside Field (p. 396)</td>
<td>Undergraduate</td>
<td>Major</td>
<td></td>
</tr>
<tr>
<td>Biochemistry B.S. (p. 209)</td>
<td>Undergraduate</td>
<td>Major</td>
<td></td>
</tr>
<tr>
<td>Biology B.A. (p. 195)</td>
<td>Undergraduate</td>
<td>Major</td>
<td></td>
</tr>
<tr>
<td>Biology B.S. - Cell and Molecular Concentration (p. 195)</td>
<td>Undergraduate</td>
<td>Major</td>
<td></td>
</tr>
<tr>
<td>Biology B.S. - Ecology and Conservation Concentration (p. 197)</td>
<td>Undergraduate</td>
<td>Major</td>
<td></td>
</tr>
<tr>
<td>Biology B.S. - Integrative Biology Concentration (p. 198)</td>
<td>Undergraduate</td>
<td>Major</td>
<td></td>
</tr>
<tr>
<td>Biology B.S. - Integrative Biology Concentration to M.S. in Biology (Thesis Option) Accelerated Program (p. 198)</td>
<td>Undergraduate</td>
<td>Major</td>
<td></td>
</tr>
<tr>
<td>Biology B.S. - Marine Science Concentration (p. 200)</td>
<td>Undergraduate</td>
<td>Major</td>
<td></td>
</tr>
<tr>
<td>Biology B.S. - Medical Laboratory Science Concentration (p. 202)</td>
<td>Undergraduate</td>
<td>Major</td>
<td></td>
</tr>
<tr>
<td>Biology B.S. - Microbiology Concentration (p. 203)</td>
<td>Undergraduate</td>
<td>Major</td>
<td></td>
</tr>
<tr>
<td>Biology M.S.</td>
<td>Graduate</td>
<td>Masters</td>
<td></td>
</tr>
<tr>
<td>Biology Minor (p. 205)</td>
<td>Undergraduate</td>
<td>Minor</td>
<td></td>
</tr>
<tr>
<td>Business Administration MBA</td>
<td>Graduate</td>
<td>Masters</td>
<td></td>
</tr>
<tr>
<td>Business and Technical Writing Minor (p. 277)</td>
<td>Undergraduate</td>
<td>Minor</td>
<td></td>
</tr>
<tr>
<td>Business Analytics Graduate Certificate</td>
<td>Graduate</td>
<td>Certificate</td>
<td></td>
</tr>
<tr>
<td>Business Ethics Certificate</td>
<td>Graduate</td>
<td>Certificate</td>
<td></td>
</tr>
<tr>
<td>Business Geographic Information Systems Minor (p. 288)</td>
<td>Undergraduate</td>
<td>Minor</td>
<td></td>
</tr>
<tr>
<td>Business Law Minor (p. 359)</td>
<td>Undergraduate</td>
<td>Minor</td>
<td></td>
</tr>
<tr>
<td>Business Management B.S. (p. 358)</td>
<td>Undergraduate</td>
<td>Major</td>
<td></td>
</tr>
<tr>
<td>Chemistry B.S. (p. 210)</td>
<td>Undergraduate</td>
<td>Major</td>
<td></td>
</tr>
<tr>
<td>Chemistry B.S.Ed. (p. 212)</td>
<td>Undergraduate</td>
<td>Major</td>
<td></td>
</tr>
<tr>
<td>Chemistry Minor (p. 212)</td>
<td>Undergraduate</td>
<td>Minor</td>
<td></td>
</tr>
<tr>
<td>Chemistry-Biology (Pre-Medical) B.S. (p. 436)</td>
<td>Undergraduate</td>
<td>Major</td>
<td></td>
</tr>
<tr>
<td>Chemistry-Biology B.S. (p. 210)</td>
<td>Undergraduate</td>
<td>Major</td>
<td></td>
</tr>
<tr>
<td>Civic and Professional Leadership Minor (p. 311)</td>
<td>Undergraduate</td>
<td>Minor</td>
<td></td>
</tr>
<tr>
<td>Clinical Mental Health Counseling M.S.</td>
<td>Graduate</td>
<td>Masters</td>
<td></td>
</tr>
<tr>
<td>Program</td>
<td>Type</td>
<td>Degree Level</td>
<td></td>
</tr>
<tr>
<td>----------------------------------------------</td>
<td>---------------------</td>
<td>----------------</td>
<td></td>
</tr>
<tr>
<td>Coaching Minor (p. 324)</td>
<td>Undergraduate</td>
<td>Minor</td>
<td></td>
</tr>
<tr>
<td>Communication Studies B.A. (p. 223)</td>
<td>Undergraduate</td>
<td>Major</td>
<td></td>
</tr>
<tr>
<td>Communication Studies M.A.</td>
<td>Graduate</td>
<td>Masters</td>
<td></td>
</tr>
<tr>
<td>Communication Studies Minor (p. 224)</td>
<td>Undergraduate</td>
<td>Minor</td>
<td></td>
</tr>
<tr>
<td>Communication Sciences and Disorders B.A. (p. 214)</td>
<td>Undergraduate</td>
<td>Major</td>
<td>Blended</td>
</tr>
<tr>
<td>Community Nutrition M.S.</td>
<td>Graduate</td>
<td>Masters</td>
<td>100% Online</td>
</tr>
<tr>
<td>Computer Science B.S. (p. 228)</td>
<td>Undergraduate</td>
<td>Major</td>
<td></td>
</tr>
<tr>
<td>Computer Science B.S. to M.S. in Computer Science Accelerated Program (p. 228)</td>
<td>Undergraduate</td>
<td>Major</td>
<td></td>
</tr>
<tr>
<td>Computer Science M.S.</td>
<td>Graduate</td>
<td>Masters</td>
<td></td>
</tr>
<tr>
<td>Computer Science Minor (p. 229)</td>
<td>Undergraduate</td>
<td>Minor</td>
<td></td>
</tr>
<tr>
<td>Computer Security (Information Assurance) Certificate</td>
<td>Graduate</td>
<td>Certificate</td>
<td></td>
</tr>
<tr>
<td>Computer Security Certificate (p. 230)</td>
<td>Undergraduate</td>
<td>Certificate</td>
<td></td>
</tr>
<tr>
<td>Contemplative Studies Minor (p. 297)</td>
<td>Undergraduate</td>
<td>Minor</td>
<td></td>
</tr>
<tr>
<td>Counseling Specialist Certificate I</td>
<td>Graduate</td>
<td>Certificate</td>
<td></td>
</tr>
<tr>
<td>Creative Writing Minor (p. 277)</td>
<td>Undergraduate</td>
<td>Minor</td>
<td></td>
</tr>
<tr>
<td>Criminal Justice B.S. (p. 234)</td>
<td>Undergraduate</td>
<td>Major</td>
<td></td>
</tr>
<tr>
<td>Criminal Justice B.S. to M.S. in Criminal Justice Accelerated Program (p. 234)</td>
<td>Undergraduate</td>
<td>Major</td>
<td></td>
</tr>
<tr>
<td>Criminal Justice M.S.</td>
<td>Graduate</td>
<td>Masters</td>
<td></td>
</tr>
<tr>
<td>Criminal Justice Minor (p. 236)</td>
<td>Undergraduate</td>
<td>Minor</td>
<td></td>
</tr>
<tr>
<td>Dance Minor (p. 463)</td>
<td>Undergraduate</td>
<td>Minor</td>
<td></td>
</tr>
<tr>
<td>Deaf Studies Minor (p. 325)</td>
<td>Undergraduate</td>
<td>Minor</td>
<td></td>
</tr>
<tr>
<td>Digital Humanities and New Media Minor (p. 277)</td>
<td>Undergraduate</td>
<td>Minor</td>
<td></td>
</tr>
<tr>
<td>Early Childhood Education M.Ed. - Accomplished Teachers Track</td>
<td>Graduate</td>
<td>Masters</td>
<td>100% Online</td>
</tr>
<tr>
<td>Early Childhood Education M.Ed. - Program Administrators Track</td>
<td>Graduate</td>
<td>Masters</td>
<td>100% Online</td>
</tr>
<tr>
<td>Early Childhood Education Minor (p. 241)</td>
<td>Undergraduate</td>
<td>Minor</td>
<td></td>
</tr>
<tr>
<td>Earth and Space Sciences B.S.Ed. (p. 248)</td>
<td>Undergraduate</td>
<td>Major</td>
<td></td>
</tr>
<tr>
<td>Earth Science Minor (p. 250)</td>
<td>Undergraduate</td>
<td>Minor</td>
<td></td>
</tr>
<tr>
<td>Economics B.S. (p. 254)</td>
<td>Undergraduate</td>
<td>Major</td>
<td></td>
</tr>
<tr>
<td>Economics Minor (p. 258)</td>
<td>Undergraduate</td>
<td>Minor</td>
<td></td>
</tr>
<tr>
<td>Education B.S. - Biology (p. 204)</td>
<td>Undergraduate</td>
<td>Major</td>
<td></td>
</tr>
<tr>
<td>Education B.S. - Early Grades Preparation (PreK-4) (p. 240)</td>
<td>Undergraduate</td>
<td>Major</td>
<td></td>
</tr>
<tr>
<td>Education B.S. - Middle Grades Preparation Grades 4-8 (p. 241)</td>
<td>Undergraduate</td>
<td>Major</td>
<td></td>
</tr>
<tr>
<td>Education B.S.Ed. (p. 261)</td>
<td>Undergraduate</td>
<td>Major</td>
<td></td>
</tr>
<tr>
<td>Education Doctorate (Policy, Planning, and Administration)</td>
<td>Graduate</td>
<td>Doctoral</td>
<td></td>
</tr>
<tr>
<td>Education for Sustainability Certificate (p. 262)</td>
<td>Undergraduate</td>
<td>Certificate</td>
<td></td>
</tr>
<tr>
<td>Education for Sustainability Graduate Certificate Program</td>
<td>Graduate</td>
<td>Certificate</td>
<td></td>
</tr>
<tr>
<td>Educational Technology Graduate Certificate</td>
<td>Graduate</td>
<td>Certificate</td>
<td></td>
</tr>
<tr>
<td>Elective Social Studies Teacher Certification (p. 305)</td>
<td>Undergraduate</td>
<td>Certificate</td>
<td>100% Online</td>
</tr>
<tr>
<td>Elective Social Studies Teacher Certification (p. 288)</td>
<td>Undergraduate</td>
<td>Certificate</td>
<td></td>
</tr>
<tr>
<td>Elementary Education Minor (p. 242)</td>
<td>Undergraduate</td>
<td>Minor</td>
<td></td>
</tr>
<tr>
<td>Emergency Preparedness in Public Health Graduate Certificate</td>
<td>Graduate</td>
<td>Certificate</td>
<td></td>
</tr>
<tr>
<td>English B.A. (p. 274)</td>
<td>Undergraduate</td>
<td>Major</td>
<td></td>
</tr>
<tr>
<td>English B.S.Ed. (p. 275)</td>
<td>Undergraduate</td>
<td>Major</td>
<td></td>
</tr>
<tr>
<td>English M.A. - Creative Writing Track</td>
<td>Graduate</td>
<td>Masters</td>
<td></td>
</tr>
<tr>
<td>English M.A. - Literature Track</td>
<td>Graduate</td>
<td>Masters</td>
<td></td>
</tr>
<tr>
<td>English M.A. - Writing, Teaching, and Criticism Track</td>
<td>Graduate</td>
<td>Masters</td>
<td></td>
</tr>
<tr>
<td>Entrepreneurial Education Graduate Certificate</td>
<td>Graduate</td>
<td>Certificate</td>
<td></td>
</tr>
<tr>
<td>Entrepreneurship Graduate Certificate</td>
<td>Graduate</td>
<td>Certificate</td>
<td>100% Online</td>
</tr>
<tr>
<td>Environmental Health B.S. (p. 293)</td>
<td>Undergraduate</td>
<td>Major</td>
<td></td>
</tr>
<tr>
<td>Environmental Health Minor (p. 298)</td>
<td>Undergraduate</td>
<td>Minor</td>
<td></td>
</tr>
<tr>
<td>ESL Teaching Preparation Certificate (ESL Program Specialist Certificate)</td>
<td>Graduate</td>
<td>Certificate</td>
<td></td>
</tr>
<tr>
<td>Ethnic Studies Minor (p. 280)</td>
<td>Undergraduate</td>
<td>Minor</td>
<td></td>
</tr>
<tr>
<td>Exercise and Sport Physiology M.S.</td>
<td>Graduate</td>
<td>Masters</td>
<td></td>
</tr>
<tr>
<td>Exercise and Sport Physiology M.S. - Athletic Training Concentration</td>
<td>Graduate</td>
<td>Masters</td>
<td></td>
</tr>
<tr>
<td>Program Title</td>
<td>Level</td>
<td>Type</td>
<td>Concentration/Blended</td>
</tr>
<tr>
<td>-----------------------------------------------------------------------------</td>
<td>-------</td>
<td>------------</td>
<td>-----------------------</td>
</tr>
<tr>
<td>Exercise Science B.S. (p. 319)</td>
<td>Undergraduate</td>
<td>Major</td>
<td>Blended</td>
</tr>
<tr>
<td>Exercise Science B.S. - Pre-Chiropractic Concentration (p. 320)</td>
<td>Undergraduate</td>
<td>Major</td>
<td></td>
</tr>
<tr>
<td>Exercise Science B.S. - Pre-Occupational Therapy Concentration (p. 321)</td>
<td>Undergraduate</td>
<td>Major</td>
<td></td>
</tr>
<tr>
<td>Exercise Science B.S. - Pre-Physical Therapy Concentration (p. 322)</td>
<td>Undergraduate</td>
<td>Major</td>
<td></td>
</tr>
<tr>
<td>Exercise Science Minor (p. 325)</td>
<td>Undergraduate</td>
<td>Minor</td>
<td></td>
</tr>
<tr>
<td>Film Criticism Minor (p. 278)</td>
<td>Undergraduate</td>
<td>Minor</td>
<td></td>
</tr>
<tr>
<td>Finance B.S. (p. 256)</td>
<td>Undergraduate</td>
<td>Major</td>
<td></td>
</tr>
<tr>
<td>Finance Minor (p. 259)</td>
<td>Undergraduate</td>
<td>Minor</td>
<td></td>
</tr>
<tr>
<td>Forensic and Toxicological Chemistry B.S. (p. 211)</td>
<td>Undergraduate</td>
<td>Major</td>
<td></td>
</tr>
<tr>
<td>French Minor (p. 348)</td>
<td>Undergraduate</td>
<td>Minor</td>
<td></td>
</tr>
<tr>
<td>General Science Certification (p. 250)</td>
<td>Undergraduate</td>
<td>Certificate</td>
<td></td>
</tr>
<tr>
<td>General Science Teaching Certification</td>
<td>Graduate</td>
<td>Certificate</td>
<td></td>
</tr>
<tr>
<td>Geographic Information Systems Certificate</td>
<td>Graduate</td>
<td>Certificate</td>
<td>Blended</td>
</tr>
<tr>
<td>Geography and Planning Minor (p. 288)</td>
<td>Undergraduate</td>
<td>Minor</td>
<td></td>
</tr>
<tr>
<td>Geography B.A. (p. 283)</td>
<td>Undergraduate</td>
<td>Major</td>
<td></td>
</tr>
<tr>
<td>Geography B.A. to M.S. in Geography Accelerated Program (p. 283)</td>
<td>Undergraduate</td>
<td>Major</td>
<td></td>
</tr>
<tr>
<td>Geography M.S.</td>
<td>Graduate</td>
<td>Masters</td>
<td>Blended</td>
</tr>
<tr>
<td>Geology Minor (p. 250)</td>
<td>Undergraduate</td>
<td>Minor</td>
<td></td>
</tr>
<tr>
<td>Geoscience B.S. - Earth Systems Concentration (p. 245)</td>
<td>Undergraduate</td>
<td>Major</td>
<td></td>
</tr>
<tr>
<td>Geoscience B.S. - Earth Systems Concentration to M.S. in Geoscience Accelerated Program (p. 245)</td>
<td>Undergraduate</td>
<td>Major</td>
<td></td>
</tr>
<tr>
<td>Geoscience B.S. - Geology Concentration</td>
<td>Undergraduate</td>
<td>Major</td>
<td></td>
</tr>
<tr>
<td>Geoscience M.S.</td>
<td>Graduate</td>
<td>Masters</td>
<td></td>
</tr>
<tr>
<td>German Minor (p. 348)</td>
<td>Undergraduate</td>
<td>Minor</td>
<td></td>
</tr>
<tr>
<td>Gerontology Graduate Certificate</td>
<td>Graduate</td>
<td>Certificate</td>
<td>100% Online</td>
</tr>
<tr>
<td>Graphic and Interactive Design B.F.A. (p. 184)</td>
<td>Undergraduate</td>
<td>Major</td>
<td></td>
</tr>
<tr>
<td>Health and Physical Education B.S. - Teacher Certification (p. 323)</td>
<td>Undergraduate</td>
<td>Major</td>
<td></td>
</tr>
<tr>
<td>Health Care Management Graduate Certificate</td>
<td>Graduate</td>
<td>Certificate</td>
<td>100% Online</td>
</tr>
<tr>
<td>Health Science B.S.: General (p. 293)</td>
<td>Undergraduate</td>
<td>Major</td>
<td></td>
</tr>
<tr>
<td>Health Science B.S.: General - Sports Medicine Studies Concentration (p. 293)</td>
<td>Undergraduate</td>
<td>Major</td>
<td>Blended</td>
</tr>
<tr>
<td>Health Science B.S.: General - Sports Medicine Studies Concentration to M.S. in Athletic Training Accelerated Program (p. 293)</td>
<td>Undergraduate</td>
<td>Major</td>
<td>Blended</td>
</tr>
<tr>
<td>Health Sciences Minor (p. 298)</td>
<td>Undergraduate</td>
<td>Minor</td>
<td></td>
</tr>
<tr>
<td>Healthcare Ethics Certificate</td>
<td>Graduate</td>
<td>Certificate</td>
<td>Blended</td>
</tr>
<tr>
<td>Higher Education Counseling/Student Affairs Certificate</td>
<td>Graduate</td>
<td>Certificate</td>
<td></td>
</tr>
<tr>
<td>Higher Education Counseling/Student Affairs M.S.</td>
<td>Graduate</td>
<td>Masters</td>
<td></td>
</tr>
<tr>
<td>Higher Education Policy and Student Affairs M.S.</td>
<td>Graduate</td>
<td>Masters</td>
<td></td>
</tr>
<tr>
<td>History B.A. (p. 302)</td>
<td>Undergraduate</td>
<td>Major</td>
<td></td>
</tr>
<tr>
<td>History B.A. - American Studies Concentration (p. 304)</td>
<td>Undergraduate</td>
<td>Major</td>
<td></td>
</tr>
<tr>
<td>History M.A.</td>
<td>Graduate</td>
<td>Masters</td>
<td></td>
</tr>
<tr>
<td>History M.Ed.</td>
<td>Graduate</td>
<td>Masters</td>
<td></td>
</tr>
<tr>
<td>History Minor (p. 305)</td>
<td>Undergraduate</td>
<td>Minor</td>
<td></td>
</tr>
<tr>
<td>Holocaust and Genocide Studies Certificate</td>
<td>Graduate</td>
<td>Certificate</td>
<td></td>
</tr>
<tr>
<td>Holocaust and Genocide Studies M.A.</td>
<td>Graduate</td>
<td>Masters</td>
<td></td>
</tr>
<tr>
<td>Holocaust Studies Minor (p. 307)</td>
<td>Undergraduate</td>
<td>Minor</td>
<td></td>
</tr>
<tr>
<td>Honors College Program (p. 311)</td>
<td>Undergraduate</td>
<td>Major</td>
<td></td>
</tr>
<tr>
<td>Honors Seminar Certificate (p. 313)</td>
<td>Undergraduate</td>
<td>Certificate</td>
<td></td>
</tr>
<tr>
<td>Human Resource Management M.S.</td>
<td>Graduate</td>
<td>Masters</td>
<td>100% Online</td>
</tr>
<tr>
<td>Human Resource Management Graduate Certificate</td>
<td>Graduate</td>
<td>Certificate</td>
<td></td>
</tr>
<tr>
<td>Human Resources Management Certificate</td>
<td>Graduate</td>
<td>Certificate</td>
<td></td>
</tr>
<tr>
<td>Industrial/Organizational Psychology Certificate</td>
<td>Graduate</td>
<td>Certificate</td>
<td>100% Online</td>
</tr>
<tr>
<td>Information Systems Certificate</td>
<td>Graduate</td>
<td>Certificate</td>
<td></td>
</tr>
<tr>
<td>Information Technology Minor (p. 229)</td>
<td>Undergraduate</td>
<td>Minor</td>
<td></td>
</tr>
<tr>
<td>Program Name</td>
<td>Type</td>
<td>Level</td>
<td></td>
</tr>
<tr>
<td>----------------------------------------------------------------------------</td>
<td>-------------</td>
<td>-------------</td>
<td></td>
</tr>
<tr>
<td>Integrative Health Graduate Certificate</td>
<td>Graduate</td>
<td>Certificate</td>
<td></td>
</tr>
<tr>
<td>International Business B.S. (p. 359)</td>
<td>Undergraduate</td>
<td>Major</td>
<td></td>
</tr>
<tr>
<td>International Business Minor (p. 359)</td>
<td>Undergraduate</td>
<td>Minor</td>
<td></td>
</tr>
<tr>
<td>Italian Minor (p. 348)</td>
<td>Undergraduate</td>
<td>Minor</td>
<td></td>
</tr>
<tr>
<td>Jazz Studies Minor (p. 178)</td>
<td>Undergraduate</td>
<td>Minor</td>
<td></td>
</tr>
<tr>
<td>Journalism Minor (p. 278)</td>
<td>Undergraduate</td>
<td>Minor</td>
<td></td>
</tr>
<tr>
<td>Kodaly Methodology Certificate</td>
<td>Graduate</td>
<td>Certificate</td>
<td></td>
</tr>
<tr>
<td>Languages and Cultures B.A. - French Concentration (p. 337)</td>
<td>Undergraduate</td>
<td>Major</td>
<td></td>
</tr>
<tr>
<td>Languages and Cultures B.A. - German Concentration (p. 338)</td>
<td>Undergraduate</td>
<td>Major</td>
<td></td>
</tr>
<tr>
<td>Languages and Cultures B.A. - Russian Concentration (p. 340)</td>
<td>Undergraduate</td>
<td>Major</td>
<td></td>
</tr>
<tr>
<td>Languages and Cultures B.A. - Spanish Concentration (p. 341)</td>
<td>Undergraduate</td>
<td>Major</td>
<td></td>
</tr>
<tr>
<td>Languages and Cultures B.A. with Elective Certification - French Concentration (p. 342)</td>
<td>Undergraduate</td>
<td>Major</td>
<td></td>
</tr>
<tr>
<td>Languages and Cultures B.A. with Elective Certification - German Concentration (p. 343)</td>
<td>Undergraduate</td>
<td>Major</td>
<td></td>
</tr>
<tr>
<td>Languages and Cultures B.A. with Elective Certification - Russian Concentration (p. 345)</td>
<td>Undergraduate</td>
<td>Major</td>
<td></td>
</tr>
<tr>
<td>Languages and Cultures B.A. with Elective Certification - Spanish Concentration (p. 346)</td>
<td>Undergraduate</td>
<td>Major</td>
<td></td>
</tr>
<tr>
<td>Languages and Cultures M.A. - French, German, or Spanish</td>
<td>Graduate</td>
<td>Masters</td>
<td></td>
</tr>
<tr>
<td>Latin American and Latino/a Studies Minor (p. 349)</td>
<td>Undergraduate</td>
<td>Minor</td>
<td></td>
</tr>
<tr>
<td>Latin Minor (p. 348)</td>
<td>Undergraduate</td>
<td>Minor</td>
<td></td>
</tr>
<tr>
<td>Law, Politics and Society Minor (p. 433)</td>
<td>Undergraduate</td>
<td>Minor</td>
<td></td>
</tr>
<tr>
<td>Liberal Studies B.A. - Arts and Humanities Track (p. 350)</td>
<td>Undergraduate</td>
<td>Major</td>
<td></td>
</tr>
<tr>
<td>Liberal Studies B.S. - Professional Studies Track (p. 350)</td>
<td>Undergraduate</td>
<td>Major</td>
<td></td>
</tr>
<tr>
<td>Liberal Studies B.S. - Science and Mathematics Track (p. 351)</td>
<td>Undergraduate</td>
<td>Major</td>
<td></td>
</tr>
<tr>
<td>Linguistics Minor (p. 278)</td>
<td>Undergraduate</td>
<td>Minor</td>
<td></td>
</tr>
<tr>
<td>Literacy Certificate</td>
<td>Graduate</td>
<td>Certificate</td>
<td></td>
</tr>
<tr>
<td>Literacy Coaching Endorsement</td>
<td>Undergraduate</td>
<td>Minor</td>
<td></td>
</tr>
<tr>
<td>Literature Minor (p. 278)</td>
<td>Undergraduate</td>
<td>Minor</td>
<td></td>
</tr>
<tr>
<td>Marketing B.S. (p. 361)</td>
<td>Undergraduate</td>
<td>Major</td>
<td></td>
</tr>
<tr>
<td>Mathematics B.A. (p. 368)</td>
<td>Undergraduate</td>
<td>Major</td>
<td></td>
</tr>
<tr>
<td>Mathematics B.A. to M.A. in Mathematics Accelerated Program (p. 368)</td>
<td>Undergraduate</td>
<td>Major</td>
<td></td>
</tr>
<tr>
<td>Mathematics B.S. - Actuarial Science Concentration (p. 369)</td>
<td>Undergraduate</td>
<td>Major</td>
<td></td>
</tr>
<tr>
<td>Mathematics B.S. - Applied and Computational Mathematics Concentration (p. 371)</td>
<td>Undergraduate</td>
<td>Major</td>
<td></td>
</tr>
<tr>
<td>Mathematics B.S. - Applied and Computational Mathematics Concentration to M.S. in Applied and Computational Mathematics Accelerated Program (p. 371)</td>
<td>Undergraduate</td>
<td>Major</td>
<td></td>
</tr>
<tr>
<td>Mathematics B.S. - Computational Mathematics Concentration (p. 372)</td>
<td>Undergraduate</td>
<td>Major</td>
<td></td>
</tr>
<tr>
<td>Mathematics B.S. - Computational Mathematics Concentration to M.S. in Applied and Computational Mathematics Accelerated Program (p. 372)</td>
<td>Undergraduate</td>
<td>Major</td>
<td></td>
</tr>
<tr>
<td>Mathematics B.S. - Mathematical Finance Concentration (p. 373)</td>
<td>Undergraduate</td>
<td>Major</td>
<td></td>
</tr>
<tr>
<td>Mathematics B.S. - Mathematics Concentration (p. 374)</td>
<td>Undergraduate</td>
<td>Major</td>
<td></td>
</tr>
<tr>
<td>Mathematics B.S. - Mathematics Concentration to M.A. in Mathematics Accelerated Program (p. 375)</td>
<td>Undergraduate</td>
<td>Major</td>
<td></td>
</tr>
<tr>
<td>Mathematics B.S. - Statistics Concentration (p. 376)</td>
<td>Undergraduate</td>
<td>Major</td>
<td></td>
</tr>
<tr>
<td>Mathematics B.S. - Statistics Concentration to M.S. in Applied Statistics Accelerated Program (p. 376)</td>
<td>Undergraduate</td>
<td>Major</td>
<td></td>
</tr>
<tr>
<td>Mathematics B.S.Ed. (p. 377)</td>
<td>Undergraduate</td>
<td>Major</td>
<td></td>
</tr>
<tr>
<td>Mathematics M.A.</td>
<td>Graduate</td>
<td>Masters</td>
<td></td>
</tr>
<tr>
<td>Mathematics M.A. - Mathematics Education Option</td>
<td>Graduate</td>
<td>Masters</td>
<td></td>
</tr>
<tr>
<td>Mathematics Minor - Grades Pre K-8 (p. 379)</td>
<td>Undergraduate</td>
<td>Minor</td>
<td></td>
</tr>
<tr>
<td>Mathematics Minor (p. 379)</td>
<td>Undergraduate</td>
<td>Minor</td>
<td></td>
</tr>
<tr>
<td>Media and Culture Minor (p. 224)</td>
<td>Undergraduate</td>
<td>Minor</td>
<td></td>
</tr>
<tr>
<td>Blended</td>
<td>Undergraduate</td>
<td>Minor</td>
<td></td>
</tr>
<tr>
<td>Military Science (Army ROTC) (p. 188)</td>
<td>Undergraduate</td>
<td>Minor</td>
<td></td>
</tr>
<tr>
<td>Program Name</td>
<td>Level</td>
<td>Degree Type</td>
<td></td>
</tr>
<tr>
<td>-----------------------------------------------------------------------------</td>
<td>-------------</td>
<td>---------------------</td>
<td></td>
</tr>
<tr>
<td>Music Education B.M.</td>
<td>Undergraduate</td>
<td>Major</td>
<td></td>
</tr>
<tr>
<td>Music Education M.M.</td>
<td>Graduate</td>
<td>Masters</td>
<td></td>
</tr>
<tr>
<td>Music Education M.M. - Kodaly Concentration</td>
<td>Graduate</td>
<td>Masters</td>
<td></td>
</tr>
<tr>
<td>Music Education M.M. - Music Technology Concentration</td>
<td>Graduate</td>
<td>Masters</td>
<td></td>
</tr>
<tr>
<td>Music Education M.M. - Orff-Schulwerk Concentration</td>
<td>Graduate</td>
<td>Masters</td>
<td></td>
</tr>
<tr>
<td>Music Education M.M. - Performance Concentration</td>
<td>Graduate</td>
<td>Masters</td>
<td></td>
</tr>
<tr>
<td>Music Education M.M. - Research Report Concentration</td>
<td>Graduate</td>
<td>Masters</td>
<td></td>
</tr>
<tr>
<td>Music History Minor (p. 398)</td>
<td>Undergraduate</td>
<td>Minor</td>
<td></td>
</tr>
<tr>
<td>Music M.M. - Concentration in History and Literature</td>
<td>Graduate</td>
<td>Masters</td>
<td></td>
</tr>
<tr>
<td>Music Minor (p. 397)</td>
<td>Undergraduate</td>
<td>Minor</td>
<td></td>
</tr>
<tr>
<td>Music Performance Minor (p. 178)</td>
<td>Undergraduate</td>
<td>Minor</td>
<td></td>
</tr>
<tr>
<td>Music Production Minor (p. 398)</td>
<td>Undergraduate</td>
<td>Minor</td>
<td></td>
</tr>
<tr>
<td>Music Technology Certificate</td>
<td>Graduate</td>
<td>Certificate</td>
<td></td>
</tr>
<tr>
<td>Music Theory, History, and Composition M.M. - Concentration in Music Theory</td>
<td>Graduate</td>
<td>Masters</td>
<td></td>
</tr>
<tr>
<td>Nonprofit Administration Certificate</td>
<td>Graduate</td>
<td>Certificate</td>
<td></td>
</tr>
<tr>
<td>Nursing B.S. (p. 404)</td>
<td>Undergraduate</td>
<td>Major</td>
<td></td>
</tr>
<tr>
<td>Nursing B.S. - Advance-2-BSN (p. 404)</td>
<td>Undergraduate</td>
<td>Major</td>
<td></td>
</tr>
<tr>
<td>Nursing B.S. - RN-to-BSN (p. 404)</td>
<td>Undergraduate</td>
<td>Major</td>
<td></td>
</tr>
<tr>
<td>Nursing M.S.N. - Adult-Gerontology CNS Track</td>
<td>Graduate</td>
<td>Masters</td>
<td></td>
</tr>
<tr>
<td>Nursing M.S.N. - Nursing-Education Track</td>
<td>Graduate</td>
<td>Masters</td>
<td></td>
</tr>
<tr>
<td>Nursing Practice D.N.P.</td>
<td>Graduate</td>
<td>Doctoral</td>
<td></td>
</tr>
<tr>
<td>Nutrition and Dietetics B.S. (p. 408)</td>
<td>Undergraduate</td>
<td>Major</td>
<td></td>
</tr>
<tr>
<td>Nutrition and Dietetics B.S. to M.S. in Community Nutrition Accelerated Program (p. 408)</td>
<td>Undergraduate</td>
<td>Major</td>
<td></td>
</tr>
<tr>
<td>Nutrition Minor (p. 410)</td>
<td>Undergraduate</td>
<td>Minor</td>
<td></td>
</tr>
<tr>
<td>Orff-Schulwerk Certificate</td>
<td>Graduate</td>
<td>Certificate</td>
<td></td>
</tr>
<tr>
<td>Peace and Conflict Studies Minor (p. 411)</td>
<td>Undergraduate</td>
<td>Minor</td>
<td></td>
</tr>
<tr>
<td>Performance B.M. (p. 174)</td>
<td>Undergraduate</td>
<td>Major</td>
<td></td>
</tr>
<tr>
<td>Performance M.M. - Conducting Concentration</td>
<td>Graduate</td>
<td>Masters</td>
<td></td>
</tr>
<tr>
<td>Performance M.M. - Instrumental Concentration</td>
<td>Graduate</td>
<td>Masters</td>
<td></td>
</tr>
<tr>
<td>Performance M.M. - Keyboard Concentration (Piano, Harpsichord, or Organ)</td>
<td>Graduate</td>
<td>Masters</td>
<td></td>
</tr>
<tr>
<td>Performance M.M. - Voice Concentration</td>
<td>Graduate</td>
<td>Masters</td>
<td></td>
</tr>
<tr>
<td>Pharmaceutical Product Development B.S. (p. 412)</td>
<td>Undergraduate</td>
<td>Major</td>
<td></td>
</tr>
<tr>
<td>Philosophy B.A. (p. 417)</td>
<td>Undergraduate</td>
<td>Major</td>
<td></td>
</tr>
<tr>
<td>Philosophy B.A. to M.A. in Philosophy Accelerated Program (p. 417)</td>
<td>Undergraduate</td>
<td>Major</td>
<td></td>
</tr>
<tr>
<td>Philosophy M.A. - Applied Ethics Concentration</td>
<td>Graduate</td>
<td>Masters</td>
<td></td>
</tr>
<tr>
<td>Philosophy M.A. - Standard Concentration</td>
<td>Graduate</td>
<td>Masters</td>
<td></td>
</tr>
<tr>
<td>Philosophy Minor (p. 419)</td>
<td>Undergraduate</td>
<td>Minor</td>
<td></td>
</tr>
<tr>
<td>Physical Education for Individuals with Disabilities Minor (p. 325)</td>
<td>Undergraduate</td>
<td>Minor</td>
<td></td>
</tr>
<tr>
<td>Physical Education M.S.</td>
<td>Graduate</td>
<td>Masters</td>
<td></td>
</tr>
<tr>
<td>Physics B.S. (p. 422)</td>
<td>Undergraduate</td>
<td>Major</td>
<td></td>
</tr>
<tr>
<td>Physics B.S./Engineering B.S. (p. 423)</td>
<td>Undergraduate</td>
<td>Major</td>
<td></td>
</tr>
<tr>
<td>Physics B.S.Ed. (p. 425)</td>
<td>Undergraduate</td>
<td>Major</td>
<td></td>
</tr>
<tr>
<td>Physics Minor (p. 426)</td>
<td>Undergraduate</td>
<td>Minor</td>
<td></td>
</tr>
<tr>
<td>Piano Pedagogy Certificate</td>
<td>Graduate</td>
<td>Certificate</td>
<td></td>
</tr>
<tr>
<td>Piano Pedagogy M.M.</td>
<td>Graduate</td>
<td>Masters</td>
<td></td>
</tr>
<tr>
<td>Policy, Planning, and Administration Ed.D.</td>
<td>Graduate</td>
<td>Doctoral</td>
<td></td>
</tr>
<tr>
<td>Political Science B.A. - Applied Public Policy Concentration (p. 430)</td>
<td>Undergraduate</td>
<td>Major</td>
<td></td>
</tr>
<tr>
<td>Political Science B.A. - Government and Politics Concentration (p. 431)</td>
<td>Undergraduate</td>
<td>Major</td>
<td></td>
</tr>
<tr>
<td>Political Science B.A. - International Relations Concentration (p. 431)</td>
<td>Undergraduate</td>
<td>Major</td>
<td></td>
</tr>
<tr>
<td>Political Science B.A. with Elective Social Studies Teacher Certification (p. 432)</td>
<td>Undergraduate</td>
<td>Major</td>
<td></td>
</tr>
<tr>
<td>Political Science Minor (p. 433)</td>
<td>Undergraduate</td>
<td>Minor</td>
<td></td>
</tr>
<tr>
<td>Post-Baccalaureate Certification in Special Education</td>
<td>Graduate</td>
<td>Certificate</td>
<td></td>
</tr>
</tbody>
</table>

100% Online
<table>
<thead>
<tr>
<th>Program Description</th>
<th>Level</th>
<th>Degree</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Post-Baccalaureate Music Education Teacher Certification</td>
<td>Graduate</td>
<td>Certificate</td>
<td></td>
</tr>
<tr>
<td>Post-Baccalaureate Teacher Certification - Grade 4 through Grade 8</td>
<td>Graduate</td>
<td>Certificate</td>
<td></td>
</tr>
<tr>
<td>Post-Baccalaureate Teacher Certification - Pre-K through Grade 4</td>
<td>Graduate</td>
<td>Certificate</td>
<td></td>
</tr>
<tr>
<td>Post-Master’s Certificate in Professional Counselor Licensure Preparation</td>
<td>Graduate</td>
<td>Certificate</td>
<td></td>
</tr>
<tr>
<td>Professional Education Minor (p. 262)</td>
<td>Undergraduate</td>
<td>Minor</td>
<td>100% Online</td>
</tr>
<tr>
<td>Project Management Graduate Certificate</td>
<td>Graduate</td>
<td>Certificate</td>
<td>100% Online</td>
</tr>
<tr>
<td>Psychology B.A. (p. 440)</td>
<td>Undergraduate</td>
<td>Major</td>
<td></td>
</tr>
<tr>
<td>Psychology M.A. - Clinical Psychology Concentration</td>
<td>Graduate</td>
<td>Masters</td>
<td></td>
</tr>
<tr>
<td>Psychology M.A. - General Psychology Concentration</td>
<td>Graduate</td>
<td>Masters</td>
<td></td>
</tr>
<tr>
<td>Psychology M.A. - Industrial/Organizational Psychology Concentration</td>
<td>Graduate</td>
<td>Masters</td>
<td></td>
</tr>
<tr>
<td>Psychology Psy.D. in Clinical Psychology</td>
<td>Graduate</td>
<td>Doctoral</td>
<td></td>
</tr>
<tr>
<td>Psychology Minor (p. 441)</td>
<td>Undergraduate</td>
<td>Minor</td>
<td></td>
</tr>
<tr>
<td>Psychology Post-Master’s Certificate in Clinical Mental Health in</td>
<td>Undergraduate</td>
<td>Certificate</td>
<td></td>
</tr>
<tr>
<td>Preparation for Counseling Licensure</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Public Administration Certificate</td>
<td>Graduate</td>
<td>Certificate</td>
<td></td>
</tr>
<tr>
<td>Public Administration D.P.A.</td>
<td>Graduate</td>
<td>Doctoral</td>
<td>Blended</td>
</tr>
<tr>
<td>Public Administration M.P.A.</td>
<td>Graduate</td>
<td>Masters</td>
<td>100% Online</td>
</tr>
<tr>
<td>Public Administration M.P.A. - Human Resources Management</td>
<td>Graduate</td>
<td>Masters</td>
<td></td>
</tr>
<tr>
<td>Public Administration M.P.A. - Nonprofit Administration Concentration</td>
<td>Graduate</td>
<td>Masters</td>
<td></td>
</tr>
<tr>
<td>Public Administration M.P.A. - Public Administration Concentration</td>
<td>Graduate</td>
<td>Masters</td>
<td></td>
</tr>
<tr>
<td>Public Administration M.P.A. with a Graduate Certificate in Sport Management and</td>
<td>Graduate</td>
<td>Masters</td>
<td></td>
</tr>
<tr>
<td>Athletics</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Public Health B.S. (p. 296)</td>
<td>Undergraduate</td>
<td>Major</td>
<td></td>
</tr>
<tr>
<td>Public Health M.P.H.</td>
<td>Graduate</td>
<td>Masters</td>
<td></td>
</tr>
<tr>
<td>Publishing Certificate</td>
<td>Graduate</td>
<td>Certificate</td>
<td></td>
</tr>
<tr>
<td>Reading M.Ed.</td>
<td>Graduate</td>
<td>Masters</td>
<td></td>
</tr>
<tr>
<td>Reading Minor (p. 355)</td>
<td>Undergraduate</td>
<td>Minor</td>
<td></td>
</tr>
<tr>
<td>Reading Specialist Certification</td>
<td>Graduate</td>
<td>Certificate</td>
<td></td>
</tr>
<tr>
<td>Religious Studies B.A. (p. 418)</td>
<td>Undergraduate</td>
<td>Major</td>
<td></td>
</tr>
<tr>
<td>Religious Studies Minor (p. 419)</td>
<td>Undergraduate</td>
<td>Minor</td>
<td></td>
</tr>
<tr>
<td>Russian Minor (p. 348)</td>
<td>Undergraduate</td>
<td>Minor</td>
<td></td>
</tr>
<tr>
<td>Russian Studies Minor (p. 441)</td>
<td>Undergraduate</td>
<td>Minor</td>
<td></td>
</tr>
<tr>
<td>School Counseling M.Ed.</td>
<td>Graduate</td>
<td>Masters</td>
<td></td>
</tr>
<tr>
<td>School Health M.Ed.</td>
<td>Graduate</td>
<td>Masters</td>
<td></td>
</tr>
<tr>
<td>School Nurse Certification</td>
<td>Graduate</td>
<td>Certificate</td>
<td>Blended</td>
</tr>
<tr>
<td>Science Education Minor (p. 250)</td>
<td>Undergraduate</td>
<td>Minor</td>
<td></td>
</tr>
<tr>
<td>Secondary English Certificate</td>
<td>Graduate</td>
<td>Certificate</td>
<td></td>
</tr>
<tr>
<td>Secondary Teaching Certificate</td>
<td>Graduate</td>
<td>Certificate</td>
<td></td>
</tr>
<tr>
<td>Social Work B.S.W. (p. 445)</td>
<td>Undergraduate</td>
<td>Major</td>
<td></td>
</tr>
<tr>
<td>Social Work M.S.W.</td>
<td>Graduate</td>
<td>Masters</td>
<td></td>
</tr>
<tr>
<td>Sociology B.A. (p. 155)</td>
<td>Undergraduate</td>
<td>Major</td>
<td></td>
</tr>
<tr>
<td>Sociology Minor (p. 156)</td>
<td>Undergraduate</td>
<td>Minor</td>
<td></td>
</tr>
<tr>
<td>Spanish Minor (p. 348)</td>
<td>Undergraduate</td>
<td>Minor</td>
<td></td>
</tr>
<tr>
<td>Special Education B.S.Ed.. (7-12) (p. 452)</td>
<td>Undergraduate</td>
<td>Major</td>
<td></td>
</tr>
<tr>
<td>Special Education B.S.Ed.. - PreK-8 and Early Grades Preparation (PreK-4) (p. 451)</td>
<td>Undergraduate</td>
<td>Major</td>
<td></td>
</tr>
<tr>
<td>Special Education B.S.Ed.. - PreK-8 and Middle Grades Preparation (4-8) (p. 451)</td>
<td>Undergraduate</td>
<td>Major</td>
<td></td>
</tr>
<tr>
<td>Special Education M.Ed.</td>
<td>Graduate</td>
<td>Masters</td>
<td></td>
</tr>
<tr>
<td>Special Education M.Ed. - Online</td>
<td>Graduate</td>
<td>Masters</td>
<td>100% Online</td>
</tr>
<tr>
<td>Special Education Minor (p. 453)</td>
<td>Undergraduate</td>
<td>Minor</td>
<td></td>
</tr>
<tr>
<td>Speech-Language Pathology M.A.</td>
<td>Graduate</td>
<td>Masters</td>
<td></td>
</tr>
<tr>
<td>Studio Art Minor (p. 186)</td>
<td>Undergraduate</td>
<td>Minor</td>
<td></td>
</tr>
<tr>
<td>Studio Arts B.F.A. (p. 185)</td>
<td>Undergraduate</td>
<td>Major</td>
<td></td>
</tr>
<tr>
<td>Teaching English as a Second Language (TESL) M.A.</td>
<td>Graduate</td>
<td>Masters</td>
<td></td>
</tr>
<tr>
<td>Theatre Arts Minor (p. 463)</td>
<td>Undergraduate</td>
<td>Minor</td>
<td></td>
</tr>
<tr>
<td>Theatre B.A. (p. 462)</td>
<td>Undergraduate</td>
<td>Major</td>
<td></td>
</tr>
</tbody>
</table>
## SOCIAL EQUITY AND ADA INFORMATION

### Nondiscrimination/Affirmative Action Policy

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

West Chester University will take all necessary steps to:

1. Recruit, hire, utilize, train, and promote for all job classifications without regard to race, color, sex, sexual orientation, gender identity, religion, creed, national or ethnic origin, citizenship status, age, disability, veteran status or any other legally protected class.
2. Recruit and admit students without regard to race, color, sex, sexual orientation, gender identity, religion, creed, national or ethnic origin, citizenship status, age, disability, veteran status or any other legally protected class.
3. Base decisions on selection, employment practices, employee utilization, job training, career mobility, promotion, program operations, and services provided so as to further the principles of equal opportunity and affirmative action.
4. Create and maintain a climate free from discrimination and harassment of any individual.
5. Create and maintain a climate free from sexual harassment and 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 at lklingensmith@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

<table>
<thead>
<tr>
<th>Undergraduate</th>
<th>Graduate</th>
<th>Masters</th>
</tr>
</thead>
<tbody>
<tr>
<td>Universal Design for Learning and Assistive Technology Certificate</td>
<td>Graduate</td>
<td>Certificate</td>
</tr>
<tr>
<td>Urban and Environmental Planning BS</td>
<td>Undergraduate</td>
<td>Minor</td>
</tr>
<tr>
<td>Urban and Regional Planning Certificate</td>
<td>Graduate</td>
<td>Masters</td>
</tr>
<tr>
<td>Urban and Regional Planning Certificate</td>
<td>Undergraduate</td>
<td>Minor</td>
</tr>
<tr>
<td>Web Technology and Applications Minor</td>
<td>Graduate</td>
<td>Certificate</td>
</tr>
<tr>
<td>White Collar Crime Minor</td>
<td>Undergraduate</td>
<td>Minor</td>
</tr>
<tr>
<td>Women’s and Gender Studies B.A.</td>
<td>Undergraduate</td>
<td>Major</td>
</tr>
<tr>
<td>Women’s and Gender Studies Minor</td>
<td>Undergraduate</td>
<td>Minor</td>
</tr>
<tr>
<td>Youth Empowerment and Urban Studies Minor</td>
<td>Undergraduate</td>
<td>Minor</td>
</tr>
</tbody>
</table>
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://wcrbocpol01.ed.gov/cfapps/OCR/contactus.cfm or by phone at 215-656-8541.

ADA Policy Statement

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

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

ACADEMIC INTEGRITY

Undergraduate Student 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. Incidents of academic dishonesty, especially when they recur and become patterns of dishonest behavior, require that the University be in position to use more severe disciplinary measures than those available to the professor, including expulsion of the student from the University. It is therefore imperative that individual instances of academic dishonesty, accompanied by details concerning penalties, become a part of the student’s academic record.

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.

As responsible members of the academic community, students are obligated to comply with the basic standards of integrity. They are also expected to take an active role in encouraging other members to respect those standards. Should a student have reason to believe that a violation of academic integrity has occurred, he/she is encouraged to make the suspicion known to a member of the faculty or University administration. Students should familiarize themselves with the University’s policies, procedures, and definitions of types of violations, as provided in the Undergraduate Catalog.

Violations of Academic Integrity

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

1. Plagiarism
a. Plagiarism is the inclusion of someone else's words, ideas, or data as one's own work. When a student submits work for credit that includes the words, ideas, or data of others, the source of that information must be acknowledged through complete, accurate, and specific references and, if verbatim statements are included, through quotation marks as well. By placing his/her name on work submitted for credit, the student certifies the originality of all work not otherwise identified by appropriate acknowledgments. Plagiarism covers unpublished as well as published sources.

2. Fabrication
   a. Fabrication is the use of invented information or the falsification of research, information, citations, or other findings.

3. Cheating
   a. 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
   a. 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
   a. Facilitating academic dishonesty includes helping or attempting to help another to commit an act of academic dishonesty.

6. Breach of Standards of Professional Ethics
   a. 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 days of his/her decision, in writing, of the penalty that will be imposed. The faculty member will also inform the student of his/her right to file an appeal within 10 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 college dean. If the faculty member is the department chair and there is no departmental board, the report will be sent directly to the dean. The dean will then forward the information to the vice provost or his/her designee. 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 faculty member who accuses the student and files the report is the department chair, and there is no departmental board, the college dean is the first step in the appeal process.

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

   • Remain in the course without penalty
   • 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

The faculty member may also request that his/her department chairperson contact the appropriate dean and request that an Academic Integrity Board be convened, for the purpose of imposing further sanctions. See below for a list of possible sanctions.

Whatever the penalty, the report describing the incident and recording the decision will be kept by the vice provost's designee until the student has graduated and the degree has been awarded. In addition, the vice provost will forward a copy of the report to the student's major department chairperson. 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 purpose is to deter students from repeating offenses. A record of the first offense is kept in the student's academic file in the Office of the Vice Provost as an internal record and is not available to faculty who may be bringing charges against a student. Information as to whether or not such a file exists is available to individuals or committees who are writing letters of reference for students, when the form asks if the student has ever been sanctioned for academic dishonesty. The file is destroyed once the student's degree is awarded.

A second violation of the Academic Integrity Policy may result in formal charges being brought against the student. In addition to the sanctions listed above, sanctions for a second or subsequent violation may include:

   • Suspension from the University for a designated period of time
   • Expulsion from the University
   • Any sanctions listed in the Student Code of Conduct

In the determination of penalties, the following factors may be considered:

   • 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)
• The nature and seriousness of the offense
• The injury or damage resulting from the misconduct
• The student’s prior academic file

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 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 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 appropriate dean, if he/she so wishes.

The progression of the appeal involves the following:
1. Chair of the department in which the course is housed (or departmental board). The appeal must be filed within five days of the faculty decision. The chair will submit a written response to the student within five class days after receipt of the student’s appeal.
2. Dean of the department in which the course is housed. The appeal must be filed within five days of the department’s decision. The dean will submit a written response to the student within five class days after receipt of the student’s appeal.
3. WCU Academic Integrity Board. The appeal must be filed within five days after the dean’s decision. The provost (or provost’s designee) will convene the Academic Integrity Board as soon as possible, but no later than 15 class days after the receipt of the written request.

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

Academic Integrity Board
The Academic Integrity Board may be convened under any of three sets of circumstances.
1. It may be requested by an accused student as part of the appeal process.
2. It may be requested by the faculty member who believes that a penalty that is more severe than an F in the course is warranted.
3. It will be convened automatically by the vice provost or his/her designee if a student has a second or subsequent Report of Violation of Academic Integrity placed on file.

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 vice provost serves as nonvoting chairperson. If the vice provost 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 Vice Provost 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.
4. Two undergraduate students. The undergraduate students will be selected from a list of names provided by the Office of Student Conduct, or who are tutors at the LARC, or who are enrolled in the Honors College, or who are members of a WCU Honors Society. The director of the LARC, director of the Honors College, or the appropriate society advisor will provide the Office of Academic Affairs with a list of students who are willing to serve. Such students will be appropriately trained in procedures relating to

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 identity of those sitting on as part of the Academic Integrity Board 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 who the advisors will be. The advisors may only consult and interact privately with their advisors, 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 recorded. The audio recording of the hearing will be archived in the Office of the Provost, 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 deans 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 conduction of the hearing in his or her absence and for 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 and department chair. In the absence of a student appeal, the recommended sanctions from the department and dean's level should be forwarded from the dean's office to the provost for action. Any actions taken by the provost will be sent to the director of the Office for Judicial Affairs and Student Assistance. A disciplinary file will be established as a permanent record of these actions.

Sanctions
At the conclusion of the appeals process, a student may be exonerated or subject to any combination of the following range of penalties. If the student is found in violation of the Academic Integrity Policy, or subject to any combination of the following range of penalties. If the student has a record of past violations of the Student Academic Integrity Policy, that student is subject to additional sanctions based upon the fact that he/she has a prior record of dishonesty. After the board recommends the penalty for the case in question, the board will be provided with the student's past record, if any exists. The board shall review that record and consider imposing a more stringent penalty, to include any of the penalties listed above.

Notes
1. If the complainant is not on contract or in residence on the campus, he or she shall have the right to defer the procedure until his or her return. Similarly, if the procedure would normally occur during the summer and the student is not enrolled in any summer session, the procedure may be deferred until the fall semester at the student's request.
2. Each department must submit to the academic dean its written process for hearing appeals. Likewise, each academic dean must submit to the provost and vice president for academic affairs his or her written process for hearing appeals. These processes must, as a minimum, provide notice to all involved parties and must provide an opportunity for all parties to be heard by a neutral fact finder or body who will render a decision and permit the accused to have an advisor. Such policies and procedures should be readily available to all students of the department.
3. A written statement of the decision and relevant materials shall be placed in the student's academic file and sent to the student’s academic advisor and department chair. In the absence of a student appeal, the recommended sanctions from the department and dean's level should be forwarded from the dean's office to the provost for action.

ACADEMIC RECORDS INFORMATION

Student Standing
The student's standing is determined by the number of semester hours of credit earned as follows:

<table>
<thead>
<tr>
<th>Class</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freshman</td>
<td>0-29.5 semester hours</td>
</tr>
<tr>
<td>Sophomore</td>
<td>30-59.5 semester hours</td>
</tr>
<tr>
<td>Junior</td>
<td>60-89.5 semester hours</td>
</tr>
<tr>
<td>Senior</td>
<td>90 or more semester hours</td>
</tr>
</tbody>
</table>

Full-Time Status
A full-time class load ranges from 12 to 18 credits. Credits attempted or earned through the process of Credit by Examination are not counted in the student class load.
Transcripts

Requests for official transcripts are made online.

Students who attended during or after 1985 order through the myWCU portal and have the option to order a paper transcript, to be mailed or picked up, or an eTranscript (certified PDF) to be emailed.

Students who attended during or before 1984 order through our partner service, Parchment (https://exchange.parchment.com/send/adds/index.php?main_page=login&sc_id=3DVujSeURlRllg), and have the option to order a paper transcript to be mailed or picked up.

The cost is $7 per transcript. Students will not be able to request a transcript if they have any outstanding holds on their account.

More detailed ordering information is available on the Registrar’s website, http://www.wcupa.edu/transcripts.

Important note: Current term “In-Progress” courses will not display on a West Chester University transcript. Only courses that have been graded will display.

Student WCU E-mail Accounts

All incoming students to West Chester University will be issued an official WCU e-mail address. Students are advised to check this e-mail account frequently since University administrators and faculty will be communicating information regarding classes, financial aid, billing, emergency announcements, and other important notifications. These e-mails will only be sent to a student’s “wcupa.edu” e-mail account and not to any other personal e-mail address.

Changes in Name or Address

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

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

Exception to Academic Policies

Students may file a petition that requests exception to academic policies. Petition forms are available in the Office of the Registrar (http://www.wcupa.edu/registrar) and on the Registrar’s web page. Students who may request an exception because of a disability should refer to, “Services for Students with Disabilities” (p. 94).

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 their undergraduate (p. 87) or graduate (http://catalog.wcupa.edu/graduate/academic-policies-procedures/grades-information) catalog. 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 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 “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.
WEST CHESTER UNIVERSITY  

ACADEMIC SERVICES

- 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.

ACADEMIC SERVICES

Academic Affairs

West Chester University’s undergraduate programs include teaching certification programs, local certificate programs, and programs of study leading to the bachelor of arts, bachelor of fine arts, bachelor of music, bachelor of science, bachelor of science in education, bachelor of science in nursing, and bachelor of social work. A complete list of undergraduate degree programs are located on the Program Index (p. 65) page. Programs of study at the graduate level are also available. These are listed on the Program Index (p. 65) page and are described in detail in the Graduate Catalog (http://catalog.wcupa.edu/graduate).

Academic Advising

West Chester University embraces the concept that effective academic advising is a collaborative teaching and learning process between the student and the faculty advisor. The University believes that effective advising should assist students in achieving their academic, professional, and personal goals. The University community – students, faculty, and staff – shares the responsibility for student success. Faculty advisors will strive to provide accurate, timely, and current information, thus establishing the framework around which students will construct their academic program of study. Students, in turn, must take responsibility for their educational and career goals by assuming an active role in working towards their degree and being aware of and understanding policies and requirements necessary for graduation. The University is responsible for providing a supportive environment where students can receive high quality academic advising and also be referred to other campus resources that will provide opportunities and assistance to help students succeed.

In order to maintain progress towards their goals, all students must meet with their advisors at least once per semester, as well as consult with department and university documents such as advising sheets and Degree Progress Reports. Students can find additional advising support information on the university’s advising website (http://wcupa.edu/academicsAdvising).

Advisor assignments are made by the academic department of the student’s program of study. Students who are admitted to the University as "undeclared" are assigned an advisor through the Pre-Major Academic Advising Center (222 Lawrence Center, 610-436-3505). Students may find the name of their academic advisor on their myWCU portal page (http://my.wcupa.edu).

Students who choose to pursue an academic minor will also be assigned an advisor in the minor. The minor advisor will assist the student in understanding the requirements of that particular program.
Learning Assistance and Resource Center
The Learning Assistance and Resource Center (LARC) provides academic support services to help students become independent, active learners who achieve academic success. The LARC offers tutoring services in most 100- and 200-level general education courses, such as mathematics, writing, natural sciences, social sciences, foreign languages, and introductory business. Tutoring sessions are 50 minutes long and are held by appointment only. Interested students register on a first-come, first-served basis and are assigned tutors depending on availability. The LARC also offers Supplemental Instruction (SI) in several general education and high-risk courses. Additionally, the LARC holds refreshers workshops in preparation for the required standardized tests for prospective education majors. The Academic Success Workshop (ASW) demonstrates the application of learning strategies to the course content through seminars that influence learning, such as stress management, test anxiety reduction, assertiveness, concentration, and motivation; workshops are available to student groups upon request. The LARC website, www.wcupa.edu/larc, includes information on available services, a list of courses being tutored, and links to helpful resources. Additional services, such as online tutoring through Smartthinking, the Diversity 411 Workshop, the Brother-to-Brother Program, and the Early Alert Program are also available. Information regarding these programs can be found on the LARC website.

The LARC provides opportunities for paid practical experience for undergraduate and graduate students and requires participation in a comprehensive training program for new tutors, including seminars, workshops, online training, individualized projects, and peer observation. Opportunities for practicum or internship are available. Tutors employed by the LARC acquire the knowledge and experience necessary to meet the requirements for certification by the College Reading and Learning Association. The LARC is open Monday - Thursday from 8 a.m. to 8 p.m., Friday from 8 a.m. to 4 p.m., and Sunday from 6 p.m. to 9 p.m. For more information call 610-436-2535, e-mail larc@wcupa.edu, see the website at www.wcupa.edu/larc or visit 224 Lawrence Center.

Veterans Affairs
Under the provisions of Title 38, West Chester University is an accredited university for the education of veterans. The University cooperates with the Veterans Administration to see that honorably separated or discharged veterans receive every consideration consistent with either degree or non-degree admission standards. All veterans, certain dependents of disabled or deceased veterans, and war orphans who wish to obtain educational benefits under the appropriate public laws must register with the Veterans Affairs Office at initial registration. Veterans must renew their registration with this office at the beginning of each subsequent semester and each summer session. The Veterans Administration requires undergraduate students who are veterans to schedule at least 12 semester hours per semester in order to receive full benefits under the GI Bill; and graduate students who are veterans to schedule at least 9 semester hours per semester in order to receive full benefits under the GI Bill.

West Chester University participates in the Yellow Ribbon Program under the Post 9/11 GI Bill. The Post 9/11 GI Bill pays up to the in-state tuition and fees for all students in the program, depending on their qualifying benefit level. For out-of-state students at the 100% benefit level, the University will contribute (and the VA will match) funds to make up the difference between in-state and out-of-state tuition and fees.

West Chester University is compliant with the recent passage of PA Act 11 and HB131 (http://www.legis.state.pa.us/cfdocs/legis/li/uconsCheck.cfm?yr=2015&sessInd=0&act=11) (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 (http://www.wcupa.edu/registrar/military.aspx).

The Greg R. and Sandra L. Weisenstein Veterans Center (http://www.wcupa.edu/veteranscenter) is located at 624 South High Street. The Veterans Center provides services and assistance to veterans, service members, and spouse/dependents with their transition to college. Services include but are not limited to Student Veteran Group (SVG) meeting headquarters, a veteran lounge and computer area, the University’s VA educational certifying official, assistance with VA educational benefits, and general VA information.

For information about the Department of Veteran Affairs (VA) benefits programs, assistance in completing the application for benefits, or to submit requests for enrollment certification, contact the Veterans Center (http://www.wcupa.edu/veteranscenter) at 610-436-2862 or e-mail veteranscenter@wcupa.edu.

Veterans’ Residency
West Chester University adheres to the guidelines set forth by the PA Act 11 and HB131 in order to demonstrate compliance with the Veterans Access, Choice, and Accountability Act of 2014.

According to WCU policy, your residency status may require you to supply extra documentation to ensure you receive the proper, in-state tuition benefits. Please visit the Registrar’s residency section (http://wcupa.edu/registrar/residencyMilitary.aspx) for further information regarding military personnel.

Scholarly Publications
College Literature: A Journal of Critical Literary Studies is dedicated to publishing original and innovative scholarly research across the various periods, intellectual fields, and geographical locations that comprise the changing discipline of Anglophone and comparative literary studies. Graham MacPhee of the Department of English serves as editor.

Aralia Press
This nationally renowned literary fine press, located in the Francis Harvey Green Library, West Chester University, gives students hands-on experience in the publishing field through traditional book production. For questions regarding materials printed by the Aralia Press, contact the Library Special Collections Department, e-mail libspeccol@wcupa.edu or call 610-436-3456.

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 603 in Sykes Student Union and can be reached at 610-436-3273.

Assessment
The University takes seriously its commitment to excellence and student success, and therefore academic programs and student services regularly engage in assessment of student learning, student preparedness for employment, and student perceptions and satisfaction. All students are
expected to participate in assessment of programs when requested in order to provide valuable feedback to the University community.

The full University policy regarding the assessment of student learning outcomes within programs at West Chester University are available on the web pages of the WCU Teaching, Learning, and Assessment Center (http://www.wcupa.edu/TLAC) as well as the home page of the vice provost (http://www.wcupa.edu/provostPolicies).

AFFILIATED ACADEMIC ORGANIZATIONS

Academic Development Program

The Academic Development Program (ADP) is special admissions program for students who do not meet current admissions criteria but who show potential to succeed in college.

Students admitted to the program complete a five-week summer session to assist them in developing academic skills in reading, writing, mathematics, and critical thinking, as well as to help them in their transition from high school to college. In addition, the program provides specialized tutoring, academic advising, mentoring and academic monitoring, and academic counseling. Program support continues into the academic year, as students complete SPK 208 and WRT 120 and transition into a major.

For further information, please contact the Academic Development Program, 231 Lawrence Center, 610-436-3274.

University-Wide Internship Opportunities

A number of departments offer the opportunity for internships, field experiences, or practica in which students may earn credit while gaining professional experience in their field of interest. Students need to consult with their department and review the various department listings in this catalog. In addition, other information on internship resources, requirements, and contacts is available at www.wcupa.edu/internships/ and in the Course Policies (p. 81) section of this catalog.

Three University-wide internship opportunities are open to students from any major:

1. The Harrisburg Internship Semester (THIS) is a full-semester, 15-credit experience in Pennsylvania state government. It is open to any junior or senior who has a minimum GPA of 3.0. A stipend is involved. See Department of Political Science (http://www.wcupa.edu/politicalScience) (HBI 400, HBI 401, HBI 402) or http://www.passhe.edu/this for more information.
2. The Washington Center Internships are 15-credit experiences with the U.S. Congress, Executive Branch, interest groups, and lobbies. See www.twc.edu (http://www.twc.edu) for more information.
3. The Pennsylvania House of Representatives Legislative Fellowship Program, open to all junior/senior students with a minimum GPA of 3.5, involves committee staff assignments in policy development and a stipend.

All three programs are administered by the Department of Political Science (http://www.wcupa.edu/politicalScience); contact the chair at 610-436-2743.

Pre-Major Academic Advising Program

The Pre-Major Academic Advising Center (PMAA) (http://www.wcupa.edu/advising) provides support to undergraduate students before their admission to an academic major. The assignment to PMAA either reflects the student's own choice or a designation by the University because of one of the following:

1. The student does not meet all of the preparation and/or academic requirements for a particular major
2. The academic major to which the student seeks entrance has reached its maximum enrollment for the academic year and/or semester

Students are encouraged to take prerequisite courses in their intended major and/or in a particular major program because of implied interests. Academic advisors assist students in interpreting University and department policies and requirements, and with selecting appropriate courses. Advisors make referrals and discuss vocational and career interests with undeclared students. Together, the advisor and student develop an educational plan of sound strategies for success.

Students should understand that certain academic programs require prerequisites for further study. If prerequisites are not taken during the period of study as an undeclared major, then University attendance is prolonged. A student may transfer into a program only if all of the following are met:

1. There is a vacancy in the desired program.
2. Prerequisite courses are completed and/or the required GPA is attained.
3. A request has been submitted and approved through the online "Plan Change Request" process.

The PMAA program is located in 222 Lawrence Center. For more information contact advising@wcupa.edu or 610-436-3505.

Undeclared Major Declaration Policy

Policy Requirements

First year students who entered West Chester University as undeclared/pre-major must declare a major at the completion of 45 West Chester University earned credits. This is most often equivalent to three semesters of full-time study at the University. Transfer students (Internal and External) who are undeclared must declare a major after two semesters of full-time study as an undeclared student. Students must be in good academic standing and must meet all admission requirements specified by the program s/he plans to transfer into. Exception to this policy may be granted to students who are planning to declare a major with highly restrictive admission requirements and may need additional semesters to complete those requirements. Any undeclared student who does not declare a major within the stipulated period of time will be required to develop an action plan addressing his/her academic area(s) of interest before the advisor hold will be lifted to enable the student schedule for the next semester.

Request to Postpone/Defer Declaring a Major

An undeclared/pre-major student may submit a request to defer declaring a major if the student is postponing major declaration because s/he has yet to complete the prerequisites for the anticipated major. The process of postponing a major declaration requires an established plan of action by the student, which must be approved by the student's academic advisor, the chairperson of the department of Educational Development Services (EDS), and the dean/designee of Undergraduate Studies and Student Support Services (USSSS).

Pennsylvania State System Visiting Student Program

Undergraduate students enrolled in a degree program who have earned 12 college-level credits and are in good academic standing have the opportunity to enroll as a visitor for a fall, spring, or summer term at any of the other 13 Pennsylvania State System of Higher Education institutions. The program allows students to take advantage of specialized courses, programs, or experiences not available at the home institution without losing (home) institutional residency. Students may take a maximum of 24 credits via the Visiting Student Program. Students cannot use this program to repeat courses. Visiting Student Program information is available at the Office of the Registrar (http://www.wcupa.edu/Registrar), 25 University Ave., 610-436-3085.
Environmental Programs

Students interested in pursuing environmental degree programs may choose from those identified below. Consult the departments listed for details on these programs.

Ecology and Conservation

Offered by the Department of Biology (http://www.wcupa.edu/biology), this program provides a strong background in theoretical and applied ecology and conservation, with an emphasis on field experience. It prepares students for careers as biologists in state and federal environmental agencies, industry, environmental consulting firms, and land conservancies, as well as graduate work in ecology and conservation.

Environmental Geography

Offered by the Department of Geography and Planning (http://www.wcupa.edu/geographyPlanning), the BA in Environmental Geography offers course work related to conservation and sustainability oriented towards understanding the spatial patterns of human systems and landscapes, environmental processes, food systems, and the effects of people on the environment. With heavy emphasis on the application of geographic information systems (GIS) and other geospatial technologies, students gain valuable technical skills. The degree prepares graduates for a number of public, private and non-profit career choices including governmental conservation agencies at the federal, state, and local levels; private land conservation agencies, such as the Nature Conservancy and regional land trusts; and environmental consulting companies. The geography environmental degree also prepares students for graduate study in geography, sustainability science, environmental science, landscape ecology, earth sciences, environmental planning, or related disciplines.

Environmental Geology

Environmental geologists monitor and remediate water and soil contamination, address wastewater and stormwater problems, map and analyze earth materials, assess risk from natural hazards, and identify new and sustainable sources of energy and other resources. Offered by the Department of Earth and Space Sciences (http://www.wcupa.edu/earthSpaceSciences), the B.S. Geoscience degree emphasizes skills necessary for environmental employment and meets the course requirements of the Pennsylvania Professional Geologist license. Courses incorporate project-based learning with hands-on training in field methods and cutting-edge scientific instruments. Graduates are prepared for geoscience careers in the thriving environmental industry of the greater Philadelphia region where hundreds of alumni are successfully employed.

Environmental Health

Offered by the Department of Health (http://www.wcupa.edu/health), this program synthesizes a rigorous scientific preparation with specialized, applied environmental courses and a required full semester internship. Courses include topics such as industrial hygiene and safety, risk assessment, environmental regulations, water quality, emergency preparedness, waste management, toxicology, and a research-based seminar. These courses develop the students’ quantitative skills and provide hands-on experience with state of the art sampling and analytical equipment. This degree program prepares graduates for careers as environmental/occupational health and safety scientists in industry, hospitals, research institutions, consulting firms, and government. This program is accredited by the National Environmental Health Science and Protection Accreditation Council (EHAC). (See the Department of Health’s page (p. 288) in the catalog for specific program information.)

National Student Exchange Program

West Chester University is one of approximately 200 participating colleges and universities across the United States, Canada, Puerto Rico, Guam, and the U.S. Virgin Islands that offers students the opportunity to spend a maximum of one year of study at another college or university. The exchange program enables students to experience a quarter, semester, or year at another institution. While encouraging students to appreciate various cultural perspectives, the National Student Exchange Program (http://www.wcupa.edu/registrar/nationalStudentExchange.aspx) also allows them to take advantage of specialized courses and programs that may not be available at West Chester. Successfully completed course work will transfer back to WCU and be applied to the student’s academic record.

To qualify for the program, students must be full time, have a 2.50 cumulative GPA, and should be a sophomore or junior during the period of exchange. Applications and further information, including the two different tuition options, are available from the National Student Exchange coordinator in the Center for International Programs. The priority deadline for application is February 15th of each year. A nonrefundable fee is required of all students who apply for the National Student Exchange Program (http://www.wcupa.edu/registrar/nationalStudentExchange.aspx). For more information, contact the Center for International Programs (610-436-3515) or email nse@wcupa.edu.

Pre-Professional Study

West Chester University recognizes that some students will select career goals that will require pursuit of academic degrees after the baccalaureate, either in graduate school or at a professional school. Students with such goals are encouraged to discuss them with appropriate members of the faculty.

Pre-Medical

Students interested in graduate studies in one of the health professions (medicine, dentistry, veterinary medicine, optometry, podiatry, or physician assistant studies) are encouraged to apply for admission to the Pre-Medical Program (http://www.wcupa.edu/preMedical), which is supervised by members of the Pre-Medical Committee. More information about this program can be found on the Pre-Medical Program catalog page (p. 435).

Pre-Law

Students who are interested in exploring a career in law are encouraged to meet with the Pre-Law Advisor early in their academic careers and to participate in the Pre-Law Society. Because no single major course of study guarantees admission to law school, students should take courses that sharpen their reading comprehension, critical thinking, analytical reasoning, research, and oral and written communication skills. These skills can be gained through courses across all disciplines. In addition to undergraduate academic performance (reflected in a student’s grade point average), law school admissions officers consider a student’s score in the Law School Admissions Test (LSAT) in making admissions decisions. Beyond these quantitative measures of academic potential, law school admissions officers will consider other nonquantitative factors, including a student’s personal statement and letters of recommendation. The Pre-Law Advisor is available to assist students in preparing all aspects of their application package. For more information, contact Sandra M. Tomkowicz, J.D., Professor and Pre-Law Advisor, 484 Business and Public Management Center, at 610-436-2365 or stomkowicz@wcupa.edu.

Engineering

West Chester University, in cooperation with The Pennsylvania State University at University Park provides a program in which, at the end of five years, a student earns a B.S. in Physics from West Chester University and a B.S. in Engineering from Penn State University. Students spend three years at West Chester University, where they complete all the mathematics, physics, cognate, and general education requirements of the degree. Subsequently, they spend two years at Penn State taking only engineering-related courses. Students may choose from many fields of engineering, some of which are listed in
A similar dual-degree, cooperative physics/engineering program is available through West Chester University's affiliation with the School of Design and Engineering of Philadelphia University. This program is available to all freshmen and to transfer students. Please contact the Department of Physics and Engineering (http://www.wcupa.edu/physics) for further information on either of these cooperative programs.

**Armed Services Programs**

Army Reserve Officers' Training Corps (ROTC) is available through a cross-enrollment agreement with Widener University (http://www.widener.edu/?pageId=58). Students receive from 1.0 to 3.0 free elective credits per course (maximum 14 credits) towards their baccalaureate programs.

West Chester students also may enroll in the Air Force Reserve Officers' Training Program (AFROTC) through an agreement with Saint Joseph’s University (http://www.sju.edu). All aerospace studies courses are held on the Saint Joseph's University campus, and these courses earn transfer credit at WCU.

The University, with the approval of the Council of Trustees, permits West Chester University students enrolled in the Armed Services Reserve Officer Candidate Program (ROC) to receive six baccalaureate credits upon successful completion and certification of ROC military requirements. These credits are classified as free elective transfer credits. Depending on the status of the student’s program at the time of ROC credit transfer, these credits will be counted toward, or in excess of, the 120 credits required for a baccalaureate degree. ROC programs are contingent on successful completion of a military requirement during vacation and the awarding of a college degree before being granted the service commission.

**Brandywine Ballet Program**

West Chester University and the Brandywine Ballet offer a joint program: an undergraduate degree from WCU and a certificate in ballet from the Brandywine Ballet. This program allows students the opportunity to pursue a University degree with a broad educational emphasis while concurrently receiving advanced ballet training in a professional setting.

The Certificate in Ballet program is a rigorous, professional program that combines ballet training with a full-scale production each semester. The Brandywine Ballet engages professional faculty and choreographers to work with the students whose schedule includes a minimum of five company classes and 10 hours of rehearsal each week. All ballet training is conducted at Brandywine Ballet Company's state-of-the-art facilities in West Chester, located in close proximity to the West Chester University campus. Each semester will culminate in a full-scale, professional production of contemporary and classical ballet on the WCU campus in the Emilie K. Asplund Concert Hall. Students enrolled in the Certificate in Ballet program may choose any undergraduate major at West Chester University.

Admission to the Certificate in Ballet program is a two-pronged process. Students must apply and be accepted to West Chester University through the normal application process and audition with the Brandywine Ballet for admittance into the Certificate in Ballet program. Individual auditions will be scheduled by appointment.

Total costs for the certificate in ballet program include standard West Chester University tuition and fees plus an additional fee for participation in the ballet program. West Chester University offers both need- and merit-based scholarships. The Brandywine Ballet offers scholarships specifically applicable to the ballet program fees. Students seeking scholarships are encouraged to apply to the University early in the fall of their senior year.

For information on the Brandywine Ballet program, contact:

Brandywine Ballet Company
Howard Business Park
317 Westtown Road, Suite 5
West Chester, PA 19382

Box Office, 610-696-2711; Administrative Office, 610-692-6402; or fax, 610-696-0975.

General questions can be sent to info@brandywineballet.org.

**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 and Extended Education (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.

**COURSE POLICIES**

**Overload/Max Credits Per Semester**

An overload is enrollment in more than 18 credit hours in the fall or spring semester, or more than seven credit hours in an individual summer or winter session. The minimum cumulative GPA required to carry an overload is 2.75.

Permission will not be granted for more than 24 credits in a fall or spring semester or 10 credits in an individual summer or winter session.

Student may request an overload through the myWCU (http://my.wcupa.edu) portal. All requests must be made prior to the add/drop deadline. Detailed instructions are available on the Registrar's website (http://wcupa.edu/registrar/documents/requestEnrollmentOverload.pdf).

Students who carry more than 18 credits in a fall or spring semester will be responsible for additional tuition (p. 15) charges at the standard rate per credit hour.

**Repeating Courses**

The Repeat Policy is divided into two sections, i.e., a policy covering developmental courses (Q00-level) that do not count towards graduation, and a policy covering college-level courses.

**Policy Covering Developmental Courses**

Students who enter the University beginning with the 1991 fall semester may have three attempts to pass each developmental course (Q00-level). The repeat privilege for developmental courses will not count within the six-repeat allotment for college-level courses. Credits for these courses do not count towards graduation but are computed in the cumulative grade point average. Students may repeat a single course twice, which results in eliminating the grades from the first and second attempts. The third attempt, however, will be the grade of record. Students must pass the developmental basic skills courses (English and mathematics) with a C- or better before enrolling in a more advanced course in the respective discipline. Students enrolled in the basic skills developmental course(s) who do not pass with a C- or better after three attempts will be permanently dismissed from the University regardless of overall grade point average. Students who fail developmental courses at West Chester University may not repeat those courses at another university or transfer in the college-level (100 or higher) course.

**Policy Covering Undergraduate College-level Courses**

Students may repeat undergraduate college-level courses to improve a grade of F, D, C, or B (not A).

1. No student may use the repeat option more than six times TOTAL. For example, this means repeating six DIFFERENT courses once each, or repeating three different courses twice.
2. A single course may not be repeated more than twice.

3. The most recent grade, regardless of whether it is higher or lower, will be the grade used for the GPA calculation.

Undergraduate students who take and complete a course at West Chester may not repeat the course at another institution and have the credits or grade count towards a West Chester degree.

Undergraduates who take a course for graduate credit are subject to the graduate repeat policy. See the Graduate Catalog for information.

Because all students must take and pass WRT 120 to graduate, a student who fails this course after three attempts will be dismissed immediately following the third failure, regardless of GPA.

Repeat Course Procedure

The first time a student completes a course for a grade it is considered the first attempt. The second time a student completes a course for a grade it is considered the second attempt and the first repeat. The third time a student completes a course for a grade it is considered the third attempt and is the second repeat. The most recent grade (regardless of whether it is higher or lower) and credit will be used for the GPA calculation. Students who complete a course with a fourth attempt or more are in violation of the Repeat Policy and will not earn credit.

Pass/Fail Policy

1. All degree students who are sophomores, juniors, or seniors with a cumulative GPA of at least 2.00 are eligible to take courses pass/fail.

2. The pass/fail privilege is limited to one course per semester; only free electives may be taken on a pass/fail basis. Free electives may not be used to satisfy major, core, cognate, or general education (including distributive) requirements. Interdisciplinary, diverse communities, and writing emphasis courses taken to satisfy these requirements may not be taken pass/fail.

3. A grade of pass carries credit value but does not affect the cumulative grade point average.

4. A grade of fail is computed into the cumulative grade point average.

5. After contracting for pass/fail, the student may not request or accept any grade other than a P or an F.

6. This process must be completed by the end of the ninth instructional week of the semester or the equivalent in summer school or winter session. Forms are available in the Office of the Registrar (http://www.wcupa.edu/registrar).

Auditing Privileges

Anyone may attend the University for the sole purpose of auditing courses by first scheduling for the course, paying the regular fee, and then completing an audit application form available from the Office of the Registrar (http://www.wcupa.edu/registrar). An undergraduate student may declare “audit” status in a course through the end of the ninth instructional week of class, but may only audit one course per semester. Faculty may refuse to grant auditor status. Full-time students who take this course must obtain departmental permission for individualized instruction and be registered by the end of the add/drop period. An overall GPA of 2.00 or higher and a cumulative GPA of 2.00 are required. The individualized instruction form is available in the Office of the Registrar (http://www.wcupa.edu/registrar).

Contact the Office of the Registrar for current information.

Credit by Examination

Forms to register for credit by examination are available from the Office of the Registrar (http://www.wcupa.edu/registrar). Credit by Exam fees will be equivalent to the College-Level Examination Program fee. Contact the Office of the Registrar for current information.

Credit by examination is a privilege subject to the following conditions:

1. Application occurs during the Drop/Add Period. If the student has already scheduled into the course, the course will be dropped from the schedule for that term. Grade notification for credit by exam will occur at the end of the semester. Therefore, if the student fails, the course will have to be taken in a later term.

2. The student has a cumulative GPA of at least 2.00.

3. The student demonstrates evidence of satisfactory academic background for the course.

4. The student has not already completed a more advanced course that presupposes knowledge gained in the course. For example, credit by examination cannot be given for FRE 101 after the student passed FRE 102.

5. Credits taken as credit by examination will be counted in the course load and will carry "U" billing credits. Therefore, courses will not count toward financial aid, athletics, dorms, insurance, etc.

6. A course cannot be repeated by using credit by examination.

7. A course that fulfills the interdisciplinary, diverse communities, or writing emphasis area may not be taken as credit by examination.

NOTE: Students who have taken a course but have not achieved a satisfactory grade may not apply for credit by examination for the same course.

Independent Study

Many departments offer an independent study course for students with demonstrated ability and special interests. This course is appropriate when a student has a specialized and compelling academic interest that cannot be pursued within the framework of a regular course. Students must obtain departmental permission for independent study courses and be registered by the end of the add/drop period. An overall GPA of 2.00 or higher and a minimum GPA of 2.00 in a student’s major courses are required. The independent study form is available in the Office of the Registrar (http://www.wcupa.edu/registrar).

Contact the Office of the Registrar for current information.

Individualized Instruction

Individualized instruction is the teaching of a regular, listed catalog course to a single student. Individualized instruction is offered only when the University has canceled or failed to offer a course according to schedule. Students must obtain departmental permission for individual instruction and be registered by the end of the add/drop period. The individualized instruction form is available in the Office of the Registrar (http://www.wcupa.edu/registrar).

Internships

An internship is a credit-bearing experience requiring students to provide discipline-specific, pre-professional work experience in a supervised setting. Internships consist of experiential courses offering hands-on experiences that occur in application-settings such as traditional work settings, research settings, and campaigns or private events. Internships are pre-planned experiences, thus may not be granted after completion of a work experience.

Earning Internship Credit

Students can expect to earn one internship credit for every 45 hours of work per semester, including site-based hours and related activities. A three-credit internship should include 135-180 hours of student work per semester. These hours should encompass both the time spent on-site and time spent on any additional internship assignments turned in to the faculty supervisor. Students should check in with their major department for information on application requirements, as well as the maximum number of internship credits that can be applied to their major. The major department will determine if paid experiences are eligible for internship credit.
Supervision of Internships

Students taking an internship course at WCU should expect to be assigned a minimum of two supervisors: one site-based supervisor and one faculty supervisor. The faculty supervisor will act as liaison between the department and the site supervisor; grade internship assignments, such as student field logs, papers, etc.; and counsel students regarding their professional development, relating to the internship.

Graduate Credit

A senior (90 credits or more) pursuing a bachelor’s degree who has an overall grade point average of 3.00 may, with the permission of the major advisor, course professor, department chair of the course, the Dean of Graduate Studies, and the vice provost, enroll in up to six credits of graduate-level course work. The student must be at the senior level with the designated grade point average at the time the course begins.

If the course is dual numbered, the undergraduate must take the undergraduate-level course and apply it towards the bachelor’s degree. If the course is not dual numbered, but at the 500 level or above, the course may count either as undergraduate credit towards the bachelor’s degree or as graduate credit.

If the student wishes to have the credits count towards the bachelor’s degree, the student must submit a completed “application for an undergraduate student to take a graduate course for undergraduate credit.” The form is available in the Office of the Registrar (http://www.wcupa.edu/registrar). If, on the other hand, the student wishes to have the credits count towards a graduate degree, he or she must submit a completed “application for an undergraduate student to take a graduate course for graduate credit.” The form is available in the Graduate Office (http://www.wcupa.edu/Grad).

Individual departments have the right to implement more stringent academic standards for courses within their departments. Any student not meeting University or departmental standards when the appropriate semester begins will not be permitted to enroll.

If a course is taken for undergraduate credit, no additional fees will be required. If a course is taken for graduate credit, the student must pay graduate tuition and applicable fees for that course. A student not carrying 12 hours of undergraduate credits will be charged at the appropriate hourly tuition rates for both the undergraduate and graduate credits. All other fees will be charged at the undergraduate level.

No more than six credits taken under this policy may be applied to the master’s degree. Students may not elect to change between undergraduate and graduate credit after the term or semester has begun.

Undergraduate students approved to take a graduate course for undergraduate credit are bound by the undergraduate catalog policy on repeats and withdrawals. Undergraduate students approved to take a graduate course for graduate credit are bound by the graduate catalog policy on repeats and withdrawals.

Undergraduate Student Attendance Policy

Each professor will determine a class attendance policy and publish it in his or her syllabus at the beginning of each semester. When a student fails to comply with the policy, the professor has the right to assign a grade consistent with his or her policy as stated in the syllabus. Absences cannot be used as the sole criterion for assigning a final grade in a course. Excused absences, in accordance with the Excused Absences Policy, will not result in a penalty, provided the student follows this policy. University departments or programs may establish attendance policies to govern their sections as long as those policies fall within these guidelines.

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.care) 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 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.care) for additional information.
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 the 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 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 charged 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.

School Assignments for Field Experiences

Students are assigned early field and student teaching experiences at schools with which the University has a formal agreement. Students will not be assigned to schools that they attended or where members of their families are employed or attend.

Special requests for school assignments will be considered by the student’s major department.

Before an undergraduate student may register for independent study or research, practicum, internship, externship, or any field placement, he or she must have an overall GPA of 2.00 or higher, and a GPA of 2.00 or higher in his or her major courses.

This policy does not supersede current departmental policies that have established higher standards. This policy does not prevent departments from setting higher GPA standards for undergraduate students within their major. Departments may also establish a minimum required GPA for all cognate courses for undergraduate students who wish to register for any of these courses.
Taking Courses Out of Sequence

Students may not enroll for credit in a more elementary course in a sequence after having satisfactorily passed a more advanced course in that sequence. For example, a student may not enroll for credit in FRE 101 after having satisfactorily passed FRE 201. Similarly, students who enroll in a course that requires less proficiency than placement or proficiency tests indicate they possess may be denied credit towards graduation.

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 must provide up-to-date criminal background clearances prior to the fourth day of the semester in which they are enrolled in such courses. Students will provide clearances to the University in a manner stipulated by the dean of the College of Education and Social Work 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.

DEGREE INFORMATION

Degree Classification - Definitions

Degree Candidates

All undergraduates admitted to a degree program or to the undeclared major by the Office of Admissions or through approved internal transfer recorded in the Office of the Registrar. Non-degree students are permitted to enroll for coursework toward professional development, personal growth, or certification. High school students may attend on a non-degree basis with written permission of their high school principal or guidance counselor.

Dual Degrees

A student may elect to pursue a second undergraduate degree concurrently with the first, such as a B.S. in Computer Science and a B.F.A. in Studio Arts. If approved for a dual degree program, and in order to receive both degrees at graduation, the student must earn at least 30 credits beyond the requirements of the baccalaureate program, with 150 credits being the fewest required credits. When a student is enrolled in dual degree programs:

1. The student may not be graduated until both the degrees are completed.
2. All requirements for the curriculum of each degree must be satisfied.
3. A course required in both degree programs does not have to be repeated for the second degree.
4. All University requirements such as minimum GPA and number of credits taken at West Chester University in the major must be met for each degree separately.

Double Major

A student may select two majors within the same degree. In this case, a student must meet all of the requirements for both majors. The student should consult regularly with advisors from both programs. Students wishing to pursue two types of baccalaureate degrees (B.A., B.F.A., B.M., B.S., B.S.Ed., B.S.N., B.S.W.) should refer to the Dual Degrees section above.

Second Degrees

An individual may pursue a second degree at West Chester University after earning the first degree either at West Chester or some other institution. Such an individual must apply for admission through the Office of Admissions as a transfer student and earn at least 30 hours of West Chester University credit beyond the requirements of the initial baccalaureate program. In addition, a student must take at least 50% of the courses in his/her major or minor discipline (excluding cognate courses) at West Chester University. All requirements for the curriculum in which the second degree is earned must be satisfied. A given course required in both the degree programs is not repeated for the second degree.

Minor Fields of Study

Students who have enough flexibility in their major curriculum to fulfill the requirements of a minor may submit an Academic Plan Change Request to add a minor through their myWCU. To enroll in a minor field of study, students must have the approval of both their major and their proposed minor departments. Admission to the minor does not guarantee admission to the major. Students must complete 18 to 30 hours of courses selected in consultation with the minor program advisor. At least 50 percent of minor course work must be taken at West Chester. Also, students must earn a minimum GPA of 2.00 in the set of courses taken for a minor in order to receive transcript recognition of that minor. Certain minor programs may require a higher minimum GPA. Students should consult with the minor program advisor.

Please see academic department pages for minor offerings.

Changing Majors

A student wishing to transfer from one program of study at the University to another program must submit an Academic Plan Change Request through their myWCU. Instructions for this process can be found on the Registrar's website. The student must meet the standards for admission to the desired program and obtain approval from the departments involved. Any courses that were initially accepted for transfer credit from another college are subject to re-evaluation by the department to which the student transfers internally.

Undeclared Major Declaration Policy

Policy Requirements

First year students who entered West Chester University as undeclared/pre-major must declare a major at the completion of 45 West Chester University earned credits. This is most often equivalent to three semesters of full-time study at the University. Transfer students (Internal and External) who are undeclared must declare a major after two semesters of full-time study as an undeclared student. Students must be in good academic standing and must meet all admission requirements specified by the program s/he plans to transfer into. Exception to this policy may be granted to students who are planning to declare a major with highly restrictive admission requirements and may need additional semesters to complete those requirements. Any undeclared student who does not declare a major within the stipulated period of time will be required to develop an action plan addressing his/her academic area(s) of interest before the advisor hold will be lifted to enable the student schedule for the next semester.

Request to Postpone/Defer Declaring a Major

An undeclared/pre-major student may submit a request to defer declaring a major if the student is postponing major declaration because s/he has yet to complete the prerequisites for the anticipated major. The process of postponing a major declaration requires an established plan of action by the student, which must be approved by the student's academic advisor, the chairperson of the department Educational
ENROLLING IN & WITHDRAWING FROM COURSES

First-Year Student Scheduling and Placement Exercises
In an effort to assist students in choosing the correct courses for their major and for timely progression to graduation, West Chester University creates a first semester schedule for all first-time, first-year students. Schedule prototypes are created by department faculty and reflect a combination of general education and major courses.

All students are required to take the Mathematics Placement Exam and the WRITE Survey prior to New Student Orientation. Some students (all B.A. candidates and Pre-Major/Undeclared) are required to take the Second Language Placement Exam. Results from these placement exams/surveys and other specific student information, including Dual Enrollment and AP courses (if known), are taken into account when creating a student schedule. Students may adjust their schedules one week prior to the beginning of the semester but are encouraged to seek the advice of their advisor or department chair.

Placement Exercises

Placement Portal
Each incoming first-year student is assigned a placement portal within their myWCU. The portal combines all the placement exercises the individual student is required to complete before they begin classes. The placement portal is unique to each student and contains the required exams and questions that are needed for placement purposes.

For the 2017–2018 academic year, the placement portal is available to all incoming first-year students. Transfer students will be assigned the placement portal if an equivalent to WRT 120 or higher is not transferred to WCU and should contact the Mathematics and Languages and Cultures offices if those placement exercises are required.

For more information on placement, see the sections on English placement (p. 108), mathematics placement (p. 120), and second language placement (p. 326).

Adding a Course
Students may add a course through the myWCU portal if the course has available seats and all prerequisites have been met. If a course is closed, the student should speak with the department chair about the possibility of obtaining permission to enroll. The drop/add period will extend to the eighth calendar day excluding holidays, and when the university is closed. For nontraditional semesters, such as summer and winter, the drop/add period will be adjusted to a percentage of the total class days excluding exams. See the academic calendar (http://wcupa.edu/registrar/calendar) for actual dates.

Dropping a Course
Students may drop any course from their schedule through the myWCU portal during the drop period. See the academic calendar (http://www.wcupa.edu/registrar/calendar) published on the Registrar’s Office website for the official drop deadline dates for each semester. After add/drop, students may do a course withdrawal through the myWCU portal. The deadline to withdraw from a course is the end of the ninth instructional week of classes. Course withdrawals will be noted on the transcript with a “W”.

Withdrawing from a Course
A grade of W (withdrawal) will be entered on the academic record of any student who withdraws from a course after the add/drop period and before the end of the ninth instructional class week or the equivalent in summer sessions. Students may withdraw from a course through myWCU (https://my.wcupa.edu). A student may not withdraw from a course to avoid an academic integrity violation.

After the ninth instructional week of classes, students may not withdraw selectively from courses; they must contact the Office of the Registrar (http://wcupa.edu/registrar) and withdraw from the University. The University will record a “W” for all courses in which the student is registered. However, if the effective date of official withdrawal is during the last week of classes, a letter grade or NG will be assigned for that course. A student may not receive a W during the last week of classes.

Students who fail to withdraw from or drop a course officially can expect to receive a failing grade for the course and are financially responsible to pay for it.

Scheduling Courses
Students may not schedule more than one section of the same course in any given semester.

Priority Registration Eligibility
The following guidelines determine eligibility for priority registration status. Being eligible for priority registration does not guarantee that a group will receive the privilege.

Priority registration is limited to those students who meet at least one of the following criteria:

1. Students with a documented disability on file with the Office of Services for Students with Disabilities for their entire career
2. Academic Development Program (ADP) students in their first academic year
3. Student athletes and the students who are actively engaged in athletics as support personnel, if they must be present during all practices, which include the marching band and color guard
4. Students who are concurrently taking at least 6 on-campus credits while completing a clinical practicum (internship, field experience) that requires student participation at specified times for a significant part of most days of the week. The practicum must be part of the program’s required course work. The program must require that the student complete the practicum and all relevant work by a specified time in their academic progression.
5. Students who have a specific set of 2 or more courses, each of which meets at only one time during the semester, and each of which must be taken in a specific order to make satisfactory progress towards graduation. If the student may take the courses in an alternate sequence, or select from different sections of a given course, they are not eligible under this stipulation.
6. Students engaged in the study abroad program, during the semester that they are abroad
7. Veterans (see Act 46 of 2014). Any individual who has served or is currently serving in the United States Armed Forces, including a reserve component and National Guard; and was discharged or released from such service under conditions other than dishonorable

Priority Registration Eligibility Categories
Students who are eligible for priority registration have been divided into two categories:

Enhanced Priority (EP): These students meet criteria 1, 2, or 3; and schedule before any other students at the university, because they have been deemed as having the most critical need. They have 48 hours to schedule their classes. They include:

1. Academic Development Program (ADP) students
2. Athletes participating in fall events (EP for fall scheduling)
3. Athletes participating in winter events (EP for fall and spring)
4. Athletes participating in spring events (EP for spring scheduling)
Priority Scheduling (PS): These students meet criteria 4, 5, 6, or 7; and would priority schedule by class standing. They have 24 hours to schedule before the other members of their class. They include:
1. Honors Program students
2. Off-season athletes
3. Pre-Med/PPD students
4. Respiratory Therapy students
5. Study abroad students (when they need to register for their returning term)
6. ROTC students
7. University Ambassadors
8. Veterans

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. 14)” 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/WCU-InvoluntaryMedicalWithdrawalPolicy.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.

Final Exam Policy
1. Individual faculty members may not change published final examination times.
2. No final examination may be given outside of the scheduled final examination time.
3. Any course not having a final examination will meet as directed by the instructor during the scheduled examination time, for a continuation of the regular class work.
4. Any student who has three or more final exams scheduled for the same day may, no later than one week prior to the final exam time, work with the individual instructors to arrange alternative exam times.

Exemption from Final Examinations
Students who have attained an A or B prior to the finals, have completed all other course requirements, and have the instructors’ permission may waive final examinations. This privilege is subject to several reservations.

1. Any unit examinations given during the final examination period are not subject to this policy.
2. Academic departments, as well as individual faculty, may adopt a policy excluding the final examination exemption for certain courses.
3. Mutual agreement between the instructor and the student to waive the final examination should be determined during the week prior to the beginning of the examination period.

The course grade will be the A or B earned exclusive of a final examination grade.

Grade Information

Grade System

<table>
<thead>
<tr>
<th>Grade</th>
<th>Quality Points</th>
<th>Percentage Equivalents</th>
<th>Interpretation</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4.000</td>
<td>93-100</td>
<td>Superior</td>
</tr>
<tr>
<td>A-</td>
<td>3.670</td>
<td>90-92</td>
<td>Superior</td>
</tr>
<tr>
<td>B+</td>
<td>3.330</td>
<td>87-89</td>
<td>Excellent</td>
</tr>
<tr>
<td>B</td>
<td>3.000</td>
<td>83-86</td>
<td>Excellent</td>
</tr>
<tr>
<td>B-</td>
<td>2.670</td>
<td>80-82</td>
<td>Average</td>
</tr>
<tr>
<td>C+</td>
<td>2.330</td>
<td>77-79</td>
<td>Average</td>
</tr>
<tr>
<td>C</td>
<td>2.000</td>
<td>73-76</td>
<td>Below Average</td>
</tr>
<tr>
<td>C-</td>
<td>1.670</td>
<td>70-72</td>
<td>Below Average</td>
</tr>
<tr>
<td>D+</td>
<td>1.330</td>
<td>67-69</td>
<td>Below Average</td>
</tr>
<tr>
<td>D</td>
<td>1.000</td>
<td>63-66</td>
<td>Below Average</td>
</tr>
<tr>
<td>D-</td>
<td>0.670</td>
<td>60-62</td>
<td>Failure</td>
</tr>
<tr>
<td>F</td>
<td>0.000</td>
<td>59 or lower</td>
<td>Failure</td>
</tr>
<tr>
<td>Z</td>
<td>0.000</td>
<td>59 or lower</td>
<td>Failure</td>
</tr>
</tbody>
</table>
### 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 nine 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 coursework 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 ninth 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 fourteenth 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 ninth week of the equivalent Fall or Spring semester in the following year.
2. For graduate classes, IP grades must be replaced by the final grade by the end of the fourteenth week of the equivalent Fall or Spring semester in the following year.

### 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 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 from the date of the decision or action in question. 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 submit a written appeal to the dean of the college or school in which the problem originated. Such an appeal shall be made within five class days following 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 vice provost or, if appropriate, to the dean of graduate studies who will convene the Grade Appeals Board as soon as possible, but no later than 15 class days after the receipt of the written request.

Grade Appeals Board

Membership on the board will include the following:

1. The Vice Provost and Dean of Graduate Studies (or his/her designee), who serves as nonvoting chairperson.
2. A faculty dean not involved in the appeals process.
3. Two faculty members. At the beginning of each academic year, the Office of the Vice Provost shall accept volunteers from each academic department in order to constitute the pool. Two faculty members from different departments will be selected randomly from this pool for each Appeals Board.
4. Two undergraduate students who are selected from a list of names provided by the Office of Student Conduct, or who are tutors of the LARC, or who are enrolled in the Honors College, or who are members of a WCU Honors Society. The director of the LARC, director of the Honors College, or the appropriate society advisor will provide the Office of Academic Affairs with a list of students who are willing to serve. Such students will be appropriately trained in procedures relating to this policy and the need for confidentiality in all aspects of the case.

Attention

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.

Dean's List

The names of degree-seeking students who complete 12 or more graded hours in an academic semester and achieve a semester GPA of 3.670 or better are placed on the dean's list. Non-degree students who complete a minimum of nine credits, have a GPA of 3.670, and no grade below a B in the semester also will be recognized on that semester's dean's list. Students should contact the dean's office of their specific college to find out how and when the list is distributed.
Requirements for Graduation

A student is recommended for graduation upon the satisfactory completion of a minimum of 120 credits at the 100 level or above and upon fulfillment of all categories of the requirements for his or her degree. A minimum overall cumulative GPA of 2.00 (C) is required for graduation. The minimum GPA for majors and minors varies. Students should consult with their respective academic department. Specific programs, in accordance with University procedures, may set other higher standards and may require more than 120 credits for completion of the degree. Degree requirements are detailed under the heading of the subject field. See also "Requirements for the Baccalaureate Degree (p. 134)." A student must apply online for graduation no later than the end of the junior year, or after 90 credits have been earned. It is imperative that the student meet with his or her academic advisor. Students can view the graduation checklist on the Office of the Registrar website (http://wcupa.edu/registrar). Any student currently matriculated in the University may graduate after completion of 120 credits, PROVIDED:

1. He/she has completed all general education requirements, which include nine credits of free/student electives, that are specified in the catalog for the year that the student was most recently accepted into WCU.
2. AND he/she has completed all courses required by the major/minor, to include all supporting (cognate) courses.
3. AND the student has completed all degree requirements within the semester in which he/she intends to graduate. (Any unmet degree requirements can only be completed for that semester’s graduation date, if the attempt to complete the degree requirement was initiated prior to the end of the semester, and the requirement was completed within 30 days of the actual graduation date.)
4. AND the student has fulfilled the resident credit requirements. This requires at least 30 of the last 60 credits be earned at West Chester University and at least 50% of the major/minor be earned at WCU, excluding cognate courses.
5. AND the student has cleared all holds and financial obligations to the University.

The permanent student record (transcript) records all degrees, majors, and minors completed, and graduation honors. The diploma only lists the degree earned (e.g., Bachelor of Science), as well as graduation honors. Students earning two different degrees (e.g., B.S. and B.S.Ed) will receive a diploma for each.

Resident Credit Requirement

To qualify for graduation, a student must take at least 30 of his/her last 60 credits at West Chester University. Normally, the student will take the last 30 credits at West Chester. In addition, a student must take at least 50% of the courses in his/her major or minor discipline (excluding cognate courses) at West Chester University. For active-duty service members, the academic residency requirements will not exceed 25% of the undergraduate degree program.

Anticipated Time for Degree Completion

It is the expectation that a student should anticipate being able to graduate in eight consecutive fall/spring semesters. This expectation would not apply if any of the following conditions exist:

1. A student needs to complete developmental courses.
2. A student enters the major of graduation after the first semester of his/her first year.
3. A student transfers to West Chester University and has compiled courses that do not fit into his/her current program.
4. A student fails to meet the minimal standards of academic performance of the University of his/her major program.
5. A student chooses to repeat one or more courses.
6. A student fails to follow guidelines set forth to meet major or University requirements.
7. A student who selects the culture cluster option requires an extra semester to meet that requirement.

In order to graduate following (or within) the expectation, it is the student’s responsibility to consult with the major department for course scheduling guidelines in the major.

The expectation, however, is invalidated when the following conditions exist:

1. A program requires more than 120 credits for completion.
2. The sequencing of courses requires more than eight consecutive fall/spring semesters.
3. A program requires the completion of requirements that can only be met in summer.

Nothing in this policy prevents the offering of a program that does not meet expectations. Such programs, however, are so identified in the University catalog.

Each department will determine when its courses will be offered.

Required Notice of Intention to Graduate

Students intending to graduate must apply for graduation online through myWCU. The deadlines for when to apply are posted on the Office of the Registrar’s website (http://www.wcupa.edu/registrar). Students who need to take summer courses in order to complete degree requirements are considered August graduation applicants. August graduation applicants may participate in the May commencement exercises if they apply by the deadline.

Students must meet the deadlines in applying for graduation. These deadlines are set so that students have an opportunity to add/change courses in meeting final requirements, as well as have their name printed in the commencement program. Students who miss the deadline to apply online must apply late for graduation in person at the Office of the Registrar. Applying late will greatly reduce the opportunity for a student’s name to appear in the commencement program.

After applying for graduation online, students will receive an e-mail notification, which is sent to their University e-mail account, regarding their general education clearance. The graduation fee of $99 is applied to the student’s account as soon as a student submits the online application.

Students are encouraged to meet with their academic advisor for major/minor requirements prior to submitting their application to graduate.

Graduation Honors

Graduation honors are awarded as follows:

<table>
<thead>
<tr>
<th>Honor</th>
<th>Cumulative GPA</th>
</tr>
</thead>
<tbody>
<tr>
<td>cum laude</td>
<td>3.250-3.499</td>
</tr>
<tr>
<td>magna cum laude</td>
<td>3.500-3.749</td>
</tr>
<tr>
<td>summa cum laude</td>
<td>3.750-4.000</td>
</tr>
</tbody>
</table>

The honors list for commencement is based on the GPA from the next-to-last semester before a student graduates. Those who do not attain honors distinctions until the end of their final semester will have recognition of their achievement on their diploma and final transcripts, where all honors distinctions are recorded.
MAINTENANCE OF ACADEMIC STANDARDS

Maintenance of Academic Standards: Probation and Dismissal

A student’s scholastic standing at the University is indicated by his or her cumulative grade point average (GPA). Three categories of academic standing have been established: good academic standing, probation, and dismissal. A student remains in good academic standing as long as he or she maintains a cumulative GPA of 2.00 for all work taken at the University. Probation and dismissal are actions taken by the University when a student’s GPA falls below acceptable levels.

An academic review is conducted at the end of each fall and spring semester, and at the end of the second summer session. Students are placed on probation or returned to good academic standing, depending upon their cumulative GPA. Probation is defined as a trial period during which a student whose cumulative average has fallen below acceptable standards must bring his or her average up to those standards or be dismissed from the University.

Conditions of Probation and Dismissal

Probation is defined as a trial period during which a student whose cumulative average has fallen below acceptable standards must bring his or her average up to those standards or be dismissed from the University.

1. Students earning a 0.00 cumulative grade point average (CGPA) at the end of their first semester of full-time enrollment will be dismissed from the University.

2. Any other student falling below the 2.00 CGPA standard will be placed on probation for one full-time semester (12 credits). A notice of probation shall be printed on the student’s transcript, and the University will notify the student, in writing, that he/she is in danger of dismissal. The student who is placed on probation must see his/her advisor and develop an Academic Recovery Plan (http://www.wcupa.edu/ussss/arp/Login.aspx) (ARP). It is the student’s responsibility to contact the advisor and schedule an appointment to complete an ARP (see below).

3. Any student still below the 2.00 CGPA standard after one full-time semester of probation is subject to dismissal. A student may petition to receive extended probation. The special assistant for academic policy may grant one semester of extended probation to a student who:
   a. Has made progress toward academic good standing while following his/her Academic Recovery Plan, and
   b. Has a reasonable mathematical chance of reaching a CGPA of 2.00 after one additional semester on probation
   c. Continued probation is intended to allow students to complete their degree in a timely manner. If a student who has received a letter of dismissal is granted Continued Probation status, he/she must enroll within the next 12 months. If a student does not enroll for more than 2 consecutive semesters, when he/she applies for readmissions, they will be returned to dismissed status. The Readmission of Dismissed students aspect of the policy will now apply.

4. Any student who is still below the 2.00 CGPA standard after one full-time semester of extended probation (two consecutive full-time semesters on probation) will be dismissed. If the student went from full-time to part-time status as part of his/her Academic Recovery Plan, a third semester of probation may be permitted, provided that the student has had a semester GPA higher than 2.00 each semester since being placed on academic probation.

5. Any student who regains good academic standing, but again falls below the 2.00 CGPA standard, will be placed on probation and given a maximum of 12 credits to return to good academic standing.

6. A student may be placed on probation no more than twice; placement on probation for a third time will result in immediate dismissal from the University.

Dismissal from the University

1. A student may appeal his/her dismissal in writing to the special assistant for academic policy.

2. No student will be considered for readmission earlier than one full calendar year after the time of dismissal.

3. Students readmitted to the University will have a maximum of two full-time semesters (24 credits) to reach a CGPA of 2.00. During that time, the student must maintain a GPA of at least 2.30 for each semester of work following readmission. Failure to maintain a GPA of 2.30 for each semester until the CGPA reaches 2.00 or higher will result in a second dismissal. Any student who is dismissed from the University for poor academic performance a second time is not eligible for future readmission.

If a student is approved to be readmitted to the University under the Academic Renewal Policy and the student was, prior to separation from the University, a candidate in a program leading to initial teacher certification (B.S.Ed., B.M. in music education, or B.S. in health and physical education - teacher certification), he or she may not be readmitted to the original major. The academic renewal student must re-enter in a non-teacher certification degree program or as an undeclared student.

If a student readmitted under academic renewal subsequently qualifies for formal admission to teacher education based upon the provisions of the Academic Renewal Policy, that student may seek a change of major to a teacher certification program under the prevailing internal transfer policy of the specific program.

Academic Recovery Plan

It is the responsibility of the student to schedule an appointment with his/her academic advisor as soon as possible after learning that he/she is on probation. The meeting should take place no later than the third day of the first semester on probation to allow time to adjust that semester’s schedule, if necessary. The student will develop an Academic Recovery Plan (ARP) at that meeting, with the advisor’s assistance.

The ARP is intended to identify the problems that contributed to a student going on academic probation and list steps that he/she will take to correct the problems. Students must commit to the changes in behavior necessary to achieve academic success. Steps to be taken might include regular class attendance, repeating failed courses, decreasing the number of credits attempted in a semester, taking reading/study skills courses, decreasing the amount of time spent working or in extracurricular activities, or taking a semester off to deal with personal or financial problems. The completed ARP electronic form is copied to the student, the advisor, and the office of the special assistant for academic policy.

Academic Renewal Policy

The Office of the Vice Provost through the special assistant for academic policy, at its discretion, offers academic renewal to students at the time they apply for readmission.
1. The Academic Renewal Policy permits West Chester University undergraduates whose GPA and total credits earned make it impossible for them to graduate from West Chester University under any form of readmission, even if they were granted five more repeats. Students can be readmitted only once under the Academic Renewal Policy, and it is not retroactive if a student has previously been readmitted. Students who were previously enrolled in an education degree program, see paragraph #2 below.
   a. A student must have had a minimum of a five-year absence from West Chester University.
   b. All grades for courses previously taken will remain on the WCU academic database; academic renewal will be noted on a new transcript. General education courses previously taken and passed with a grade of C or better will be maintained on the student’s record as Ts. Departments may require their majors and minors to repeat any or all major, minor, cognate, and supporting courses, even if the student had earned a grade of C (2.00) or better in them, and even if the department accepts less than a C in the course for its majors/minors.
   c. Beginning with readmission, students will be treated as first-time, first-year admits; i.e., granted all privileges of that group (permitted to use the repeat policy, eligible for graduation with honors, etc.). Because these students are considered to be first-time admits, they have the option to enter a different major than the one in which they were originally enrolled. The student department will be notified that this is an academic renewal student, and that department has the right to refuse admission to its programs.
   d. Academic renewal students will be treated as readmits in terms of catalog academic rulings. General education, major, minor, and cognate areas are based on the catalog in the year they were granted academic renewal. Students pursuing an education degree need to refer to the paragraph below concerning this.

2. If a student is approved for readmission to the University under the academic renewal policy and the student was, prior to separation from the University, a candidate in a program leading to initial teacher certification (B.S.Ed., B.M. in Music Education, or B.S. in Health and Physical Education - Teacher Certification), he or she may not be readmitted to the original major. The academic renewal student must re-enter in a program that does not lead to teacher certification, or as an undeclared student.
   a. If a student readmitted under academic renewal wishes to apply for formal admission to teacher education status, that student may seek a change of major to a teacher certification program under the prevailing internal transfer policy of the specific program. The student must meet all requirements for formal admission to the desired program, including the minimum cumulative GPA.
   b. When the student applies to re-enter a program leading to teacher certification, the qualifying cumulative GPA will be based on:
      i. Grades earned in those courses which were retained in the renewal process (even though these courses no longer contribute to the WCU cumulative GPA)
      ii. Grades of any transfer courses
      iii. Grades earned at WCU after returning under renewal (a minimum of 15 credits)

NON-DEGREE STUDENTS

"Non-degree" is an academic term used to describe students who are "not formally accepted into a degree-seeking program." Registering as a non-degree student permits high school students to gain experience, gives current college students an opportunity to learn at another institution, and allows community members a chance to grow on a personal or professional level.

Non-degree students take the same courses as everyone else and earn the same college credit. Non-degree students are not eligible to receive financial aid; however, they may take advantage of other services offered by the University, including:

- Access to a myWCU student self-service account and email address
- Payment plans
- Student services, including use of campus libraries, computer labs, health services, and career development services

Candidates will be permitted to take classes at West Chester University as a non-degree student if they meet the minimum enrollment requirements based upon their highest level of education. Students must also possess the necessary prerequisite coursework and/or demonstrate, prior to enrollment, minimum performance competencies required for a particular course. There may be certain circumstances when a former, denied, or recently accepted degree-seeking student may not be permitted to register in the non-degree program.

International citizens who are in the United States on a visa, with exception to a student visa or tourist visa, may be eligible for non-degree study. Certain visa types do allow for incidental study while maintaining their current visa status in the United States.

Undergraduate or Graduate Non-Degree?
All undergraduate level courses are defined by a 499 number or below, while graduate level courses are defined by a 500 number or above.

Students are considered an Undergraduate Non-Degree Student if they:

- Register for courses defined by a 499 number or below
- Are currently attending high school or are a current/former college student taking undergraduate level courses
- Have an Associate's or Bachelor's Degree and intend on taking undergraduate level courses
- Participate in the International or National Student Exchange Program or have been accepted into a Pre-Graduate Certificate Program

Students are considered a Graduate Non-Degree Student if they:

- Register for courses defined by a 500 number or above
- Have a Bachelor's Degree and intend on taking graduate level courses
- Plan to enroll in both graduate and undergraduate courses during the same semester

Non-Degree Terms and Conditions
All non-degree students must agree to the following:

- Enrollment in the non-degree program does not imply admission to the University. To make a request for formal admission into a degree-seeking program, students must apply through the Office of Admissions or the Office of Graduate Studies. Students denied formal admission to the institution are eligible to enroll in coursework through the non-degree program, assuming they meet the enrollment requirements for non-degree.
- Enrolling as a non-degree student to complete graduation requirements is not permitted. If a former student is looking to complete graduation requirements, they need to contact the Office of Admissions or the Office of Graduate Studies.
- All non-degree students are required to remain in good academic standing while at West Chester University.
- All non-degree students must comply with University policies, including academic guidelines, requirements for attendance, and class/campus behavior. Students are responsible for following all dates published on the Academic Calendar.
Non-degree students are not eligible to receive financial aid and must pay all tuition and fees by their due date.

Admission into the non-degree program is contingent on meeting the application requirements and supplying supporting documentation. Non-degree applications will not be processed until supporting documentation is received.

Course registration is dependent on submission of supporting documentation, meeting the prerequisite requirements, course availability, and in some cases, department approval.

The grades earned as a non-degree student remain on the student’s transcript and will be included in the computation of the cumulative GPA should a non-degree student be accepted into a degree-granting program.

### Career Credit Limits

**Undergraduate**

- Students without an undergraduate degree are limited to earning a maximum of 24 credits.
- After earning 24 credits, the student must apply for admission to a degree-granting program.

**Graduate**

- Students completing graduate courses are limited to earning a maximum of 9 graduate credits.
- After earning 9 credits, the student must apply for formal admission.

### Non-Degree Admission Requirements

**Current High School Student - High School Dual Enrollment Program**

Dual enrollment students must be willing and able to accept the freedom and responsibilities associated with college attendance, interaction with college students, and exposure to the social and intellectual challenges of a college campus. Enrolling in a university course exposes students to a more diverse curriculum and culture, and they may be exposed to material deemed inappropriate for minors. The student must be able to work independently and monitor his/her own performance.

It is the responsibility of the student and their high school to determine how the coursework completed at WCU will fulfill specific secondary school graduation requirements.

**Admission Requirements**

In addition to the Undergraduate Non-Degree Terms and Conditions, dual enrollment non-degree candidates must meet the following requirements:

1. Must be a sophomore*, junior, or senior
   a. "If a student is a sophomore, the student’s principal or guidance counselor must submit a letter explaining the student’s academic and dispositional readiness for college-level work.
2. Minimum high school GPA of 2.80
3. Must possess necessary prerequisite coursework and/or demonstrate, prior to enrollment, minimum performance competencies required for the course
4. Must complete High School Registration Form(s)

**High School/GED Graduate**

**Admission Requirements**

In addition to the Undergraduate Non-Degree Terms and Conditions, non-degree candidates must meet the following requirements:

1. Minimum GPA/Test Score
   a. High School Graduates: Minimum GPA of 2.80
   b. GED Graduates: Score of 150 on each GED test, equaling a combined score of 600
2. Must possess necessary prerequisite coursework and/or demonstrate, prior to enrollment, minimum performance competencies required for the course

**Current or Former College Student**

Any current college students taking classes at West Chester for the purpose of having the credits transferred to their home institution are responsible to determine if the home institution will accept the credits earned and must arrange to have an official transcript sent from West Chester University to the home institution.

**Admission Requirements**

In addition to the Non-Degree Terms and Conditions, current/former college students seeking to enroll in undergraduate courses must meet the following requirements:

1. Minimum college GPA of 2.00 from current or most recent accredited institution attended
2. Must possess necessary prerequisite coursework and/or demonstrate, prior to enrollment, minimum performance competencies required for the course
3. Cannot be a former WCU degree-seeking student looking to take classes towards degree completion
   a. Any former degree-seeking students interested in returning to complete a degree must contact the Office of Admissions. Any non-degree application filed for this purpose will not be honored.

**College Graduate: Post-Baccalaureate Applicants Taking Undergraduate Courses**

**Admission Requirements**

In addition to the Non-Degree Terms and Conditions, post-baccalaureate non-degree candidates must meet the following requirements:

1. Minimum GPA of 2.0 from the accredited institution that issued degree
2. Proof of undergraduate degree with confer date specified
3. Must possess necessary prerequisite coursework and/or demonstrate, prior to enrollment, minimum performance competencies required for the course

**College Graduate: Post-Baccalaureate Applicants Taking Graduate Courses**

**Admission Requirements**

In addition to the Non-Degree Terms and Conditions, non-degree candidates seeking to enroll in graduate courses must meet the following requirements:

1. Minimum GPA of 2.0 from the accredited institution that issued degree
2. Proof of undergraduate degree with confer date specified
College Student Who Attends Another University in the Pennsylvania State System of Higher Education

West Chester University is a member of the Pennsylvania State System of Higher Education (PASSHE). As a member, we can offer our students, as well as students who attend other PASSHE institutions, a larger variety of classes without loss of institutional residency, eligibility for honors or athletics, or credits towards graduation at the home institution.

Read more on the PASSHE Visiting Student Program standards by clicking here: http://www.wcupa.edu/registrar/documents/PASSHEApplicationVisitingStudentStatus.pdf

Not sure if you attend a PASSHE institution? Please visit this website to check: http://www.pashe.edu/Pages/default.aspx

Senior Citizens

Senior Citizens can take courses as a non-degree student at the Undergraduate or Graduate level in accordance with our Senior Citizen Policy (p. 14).

High School Dual Enrollment

Dual enrollment students must be willing and able to accept the freedom and responsibilities associated with college attendance, interaction with college students, and exposure to the social and intellectual challenges of a college campus. Enrolling in a university course exposes students to a more diverse curriculum and culture, and they may be exposed to material deemed inappropriate for minors. It is the responsibility of the student and their high school to determine how the coursework completed at WCU will fulfill specific secondary school graduation requirements.

Admission Requirements

In addition to the Undergraduate Non-Degree Terms and Conditions, dual enrollment non-degree candidates must meet the following requirements:

1. Must be a sophomore, junior, or senior
   a. If a student is a sophomore, the student’s principal or guidance counselor must submit a letter explaining the student’s academic and dispositional readiness for college-level work.
2. Minimum high school GPA of 2.80
3. Must possess necessary prerequisite coursework and/or demonstrate, prior to enrollment, minimum performance competencies required for the course
4. Must complete High School Registration Form(s)
5. Note: If a student is a sophomore, the student’s principal or guidance counselor must submit a letter explaining the student’s academic and dispositional readiness for college-level work.

Students who have IEPs or otherwise qualify for accommodations, please see the Office of Services for Students with Disabilities (OSSD) website at www.wcupa.edu/ossd for information on the level of accommodation provided for college courses. Please contact the OSSD (ossd@wcupa.edu) to submit appropriate disability documentation.

Note: It is the responsibility of the student and the high school to ensure that courses completed at WCU will fulfill specific secondary school graduation requirements.

SERVICES FOR STUDENTS WITH DISABILITIES

Office of Services for Students with Disabilities (OSSD)

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

- Academic coaching
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.

### ADA Classroom Accommodations Appeals Procedure

#### Notification of Classroom Accommodations

A student with a documented disability may request classroom accommodations. The Office of Services for Students with Disabilities (OSSD) will issue a copy of a letter of accommodation (to his/her WCU e-mail address) for the student to present to the faculty member of the course. This accommodation letter will inform the faculty member of the student’s specific academic needs. It is the responsibility of the student to present the letter of accommodation to the faculty member. Students with disabilities are held to the same academic standards as all other students. Faculty members are not required to provide accommodations prior to or retroactive from the date an accommodation letter is presented. Faculty members should contact the OSSD if they have questions about the accommodations outlined.

#### Appeals Regarding Classroom Accommodations

The University provides for an appeals process regarding classroom accommodations. Any and all efforts will be made with the understanding that a timely resolution is in the best interest of all parties involved. While an appeal is under review, the student is expected to attend classes and do assignments to the best of his/her ability and faculty members are expected to provide reasonable classroom accommodations to the best of their abilities. While an appeal is under review, the student and the faculty members of his/her courses are expected to make good faith efforts toward reasonable classroom accommodations and engage in the educational process. An appeal reviewed under this policy does not alter or interfere with the student’s right to file a complaint of discrimination on the basis of a disability with the University’s Office of Social Equity or to pursue a formal complaint with the Pennsylvania Human Relations Commission or the U.S. Department of Education, Office of Civil Rights.

1. If a student has concerns with the determination of accommodations by the OSSD, the student and the director of OSSD should first meet in order to resolve the matter. If they do not reach agreement, the student may initiate a formal appeal by contacting in writing the vice provost (for undergraduate students) or the graduate dean (for graduate students) (see section 3).

2. If a faculty member has concerns about the application of the accommodations to his or her course and/or a student feels the accommodations are not being adequately implemented, the student and the professor should meet in order to resolve the problem. If these efforts are unsuccessful, either the faculty member or the student may request informal resolution through OSSD.

   a. The student and/or the faculty member informs both OSSD and the chair of the department of the course within two work days following the meeting between the faculty member and the student about unresolved concerns for accommodations in the course.

   b. Within one week after being informed of the concerns, OSSD will coordinate a meeting of the student, faculty member, and/or chair in an attempt to achieve a resolution by meeting with the student and/or faculty member. During this meeting, with the consent of the student, OSSD may further advise the faculty member of the student’s individual needs and the appropriateness of any recommended accommodations.

3. If resolution is not accomplished after informal meetings between OSSD, the student, faculty member, and chair, a formal appeal may be started. Either the faculty member or the student may initiate the formal appeal by contacting OSSD in writing; as appropriate, the vice provost or the Dean of Graduate Studies will then be notified. The formal appeal will proceed as follows:

   a. Within the two weeks following the initiation of the formal appeal, a Classroom Accommodations Review Panel will meet. The vice provost and dean of graduate studies or his/her designee will convene the panel. The panel will consist of a dean of a school or college, a faculty member, and a student, each of whom will be from outside the department than the one in which the problem arose and selected from respective pools of individuals who have received training in ADA law and procedures; the dean shall serve as panel chair. Panel members will be informed in writing by the vice provost and dean of graduate studies at least a week in advance of the date, time, and place that the panel will be convened.

   b. At the proceedings of the panel, the representative of OSSD shall present to the panel relevant information about the nature of the student’s disability and appropriate accommodations. Because this information is confidential, the student’s consent to the disclosure of the information must be obtained beforehand. In order to protect matters which are confidential, the panel may, upon its own motion or upon the request of any involved party, hear statements in private without the other parties being present.

   If the situation involves a challenge to the OSSD director’s denial of a requested accommodation, the OSSD shall present information and documentation showing why such an accommodation is inappropriate.

   If the dispute is related to the application of an accommodation in a particular course, the faculty member shall then present to the panel his or her concerns about the accommodation and shall have the opportunity to present any information or documentation that the faculty member believes is relevant.
The panel may request that the chairperson of the academic department in which the dispute arose, or other faculty members who teach the same course, present any concerns that they may have regarding how the accommodations might create a fundamental alteration in the nature of the course. The student shall have the opportunity, but shall not be required, to make a statement to the panel and to present any information or documentation which the student believes is relevant. The Office of Social Equity will be available to the panel for consultation on an "as needed" basis.

c. It shall be the function of the panel to make a recommendation to the provost concerning the appropriateness of the requested accommodations and/or a revision of the accommodations. The panel shall deliberate immediately following the meeting and shall render its recommendation by majority vote. The decision and any dissenting opinions of the panel shall be sent in writing to the provost within three work days by the panel chair.

d. The provost shall review the recommendation of the panel and render a final decision on the matter in writing to the student, the faculty member, and the OSSD director within one week after receiving the panel’s recommendation.

TRANSFER, REVERSE TRANSFER, AP, AND OTHER CREDITS

Taking Courses Off Campus

West Chester University students may take courses off campus and transfer the credit toward their degree. Credit for these courses will transfer to West Chester University only if the student received a grade of D or better in the course. Grades received in courses taken at other institutions are not calculated in the West Chester cumulative GPA. Only the credits are transferred. Students must also meet all minimum grade requirements in courses they wish to have transfer toward their major and/or minor program requirements. The equivalency of the desired course must be established before the student takes the course off campus. Prerequisites also must be met before courses will transfer back to West Chester University. Students who took and completed a course at West Chester University may not repeat the course at another institution and have the credit count towards their West Chester degree.

The Office of the Registrar (http://www.wcupa.edu/registrar) maintains a list of transfer equivalencies that have been established by the academic departments. West Chester University students who wish to take courses off campus must first check the list of established equivalencies to ensure the course has been approved for transfer. If students are interested in taking courses off campus that do not have an established equivalency, it is the student’s responsibility to have the chair of the West Chester University department that offers the course determine an equivalency. All students are required to submit a completed Transfer Credit Permission form to the Office of the Registrar (http://www.wcupa.edu/registrar) prior to taking any courses off campus.

Transfer of Credit

Credit may be awarded for equivalent courses completed at accredited institutions of higher education. A list of recognized accrediting organizations may be found on the Registrar’s website. Credit for work completed at an unaccredited institution may be granted on the recommendation of the student’s major department, in consultation with the college dean and transfer credit analyst. (See also “Admission to West Chester (p. 11)” and the section on “Taking Courses Off Campus (p. 96)).

Grades of D or above will be accepted for transfer. Grades in a course submitted for transfer as a major and/or minor program requirement must meet the minimum grade required by the department. For example, if a program requires that a student earn a B or better in a major and/or minor program requirement, then the student requesting transfer credit from another institution must have earned a minimum of a B in the parallel course. If a student earns a lower grade than the requirement, the department may require that the course be repeated at West Chester University.

If a student changes his or her major and/or minor, grades originally approved for transfer will be re-evaluated by the new major/minor department.

No course equivalency transfer credit will be given for WCU courses numbered at the 400 level, unless the courses are taken at an institution that awards baccalaureate degrees. Departments have the right to accept courses for their majors as 199 or TRN 199.

Transcripts will be evaluated by the Office of the Registrar (http://www.wcupa.edu/registrar) prior to enrollment. Students will be sent a copy of the evaluation.

Transfer Credit Appeal Process

All questions regarding the transfer of credit to West Chester University should be directed to the transfer credit area within the Office of the Registrar. If students want to appeal a transfer equivalency decision, they must complete the Transfer Credit Appeal form, which is available on the Office of the Registrar’s (http://www.wcupa.edu/registrar) website. Students must complete and submit this form, along with a course description and/or syllabus, to the appropriate academic department for approval. If additional information is needed to further review the student’s appeal, it will be the student’s responsibility to provide this information. Please allow two to three weeks for departments to make a final determination.

Reverse Transfer Program

Through the Reverse Transfer Agreement, established between Pennsylvania Community Colleges and the Pennsylvania State System of Higher Education (PASSHE) Universities, West Chester University (WCU) is able to assist students who have transferred to WCU from a PA Community College complete their associate’s degree while pursuing their bachelor’s degree at WCU.

Requirements for eligibility through WCU:

• The student must be enrolled at WCU.
• The student must have transferred to WCU from a PA Community College, with that PA Community College as the last institution attended.
• The student must have attended the PA Community College within the previous five years and have earned a minimum cumulative GPA of 2.0.
• The student must have earned a minimum of 45 credits (excluding remedial/developmental coursework) at their most recently attended PA Community College.
• The student must have successfully completed at least 15 credits at WCU.
• The student must have a minimum cumulative GPA of 2.0 at WCU. Only credits with a C or better from WCU will reverse transfer back to the previously attended degree granting PA Community College.
• The student must have earned and/or have in-progress a total number of 60 or more college-level credits from the PA Community College and WCU combined.
• The students must indicate their agreement to participate in this program via completion of the Reverse Transfer Release form (http://www.wcupa.edu/registrar/documents/ReverseTransferReleaseForm.pdf).

How it works:

• WCU will notify eligible students once they have completed a minimum of 60 credits, combined from both the PA Community College and WCU.
College and WCU, and give them the opportunity to participate in the Reverse Transfer Program.

- Eligible students will complete a Reverse Transfer Release form (http://www.wcupa.edu/registrar/documents/ReverseTransferReleaseForm.pdf) and return it to the WCU Registrar's office. A WCU transcript will then be sent to the PA Community College for evaluation.

- If the PA Community College determines that degree requirements have been satisfied, the PA Community College will award the Associate's Degree.

- The PA Community College will send a final transcript to WCU, indicating conferment of the Associate's Degree.

- Students will not be charged transcript or graduation fees by either institution for Associate degrees awarded through this program.

Questions may be directed to registrar@wcupa.edu (Registrar@wcupa.edu).

**Advanced Placement Program**

Courses taken under the Advanced Placement Program offered by the College Entrance Examination Board may be applied toward advanced placement in the University and/or toward credit requirements for graduation. For information about the Advanced Placement Program, contact the College Board directly. For questions about West Chester University's policy, see the information under "Test Credits" (http://www.wcupa.edu/registrar/testCredit.aspx) in the Transfer Credit Center on the registrar's website.

**Prior Learning Assessment**

At West Chester University, the college-level learning students may have acquired outside the traditional classroom setting has value. West Chester University offers three options for students seeking credit for prior learning.

- **CLEP** – The College-Level Examination Program through CollegeBoard allows students to demonstrate their mastery of college-level material, through standardized tests, in introductory subjects to earn college credit. West Chester University accepts certain exams, for degree credit only, with a qualifying score of 50 or above. For more information about the exams accepted by West Chester University, please visit the Registrar's Office website: www.wcupa.edu/registrar/testCredit.aspx

- **Credit by Examination** – Students may receive credit for a course by taking a test. Students must coordinate the Credit by Examination with the appropriate academic department and submit the completed Credit by Examination form, with proof of payment, to the Registrar's Office prior to the end of the Drop/Add period. Additional information about Credit by Exam can be found on the Registrar's website: http://www.wcupa.edu/registrar/gradeCreditTypes.aspx or by referring to the Course Policies (p. 81) section of this catalog.

- **Individualized Prior Learning Portfolio** – Students may choose to develop a portfolio as a means of demonstrating their competency in a particular course. The portfolio should include an extensive description of the student’s learning and how it aligns with the learning goals of the particular course for which the student is seeking credit. Credit received through portfolio submission will appear as transfer credit.

The process to obtain credit through Prior Learning Assessment is as follows:

- Students are responsible for identifying the particular course(s) for which they wish to seek credit through Prior Learning Assessment.

- If the course sought is available through CLEP, that becomes the only PLA option available to the student. Students are responsible for registering for the appropriate CLEP exam and ensuring the official CLEP transcript is sent to the Office of the Registrar (http://www.wcupa.edu/registrar). Students can register for CLEP exams through the Professional Testing Center (http://www.wcupa.edu/_academics/coe/testingCenter.aspx).

- If the course sought is not available through CLEP, the student should contact the appropriate academic department to determine their best option: Credit by Examination or an Individual Prior Learning Portfolio.

- Students who will be completing an Individual Prior Learning Portfolio should obtain a syllabus, containing the learning goals, for the identified course or courses. The portfolio should clearly describe how the student’s learning satisfies the identified course(s) competencies/learning goals. Students should be prepared to provide supporting documentation, such as: course descriptions, certificates from training courses, job description, sample work, etc.

West Chester University will not transfer credit received through Prior Learning Assessments by other institutions. Students who received credit for prior learning from a previous institution will need to adhere to West Chester's Prior Learning Assessment policy.

**GENERAL EDUCATION INFORMATION**

**The General Education Components**

**ACADEMIC FOUNDATIONS:**

- **English Composition**
  - 6

- **Mathematics**
  - 3

- **Public Speaking**
  - 3

- **Interdisciplinary Requirements**
  - 3

- **Diverse Communities Requirements**
  - 3

**SCIENCE REQUIREMENTS**

- 6

**BEHAVIORAL AND SOCIAL SCIENCE REQUIREMENTS**

- 6

**HUMANITIES REQUIREMENTS**

- 6

**ARTS REQUIREMENTS**

- 3

**ELECTIVES**

- 9

**Total Credits**

- 48

For more specific course information, see the General Education Requirements (http://catalog.wcupa.edu/undergraduate/general-education-requirements).

**Additional Baccalaureate Requirements**

- **Writing Emphasis Requirements for all Baccalaureate Degrees**
  - 9

- **Language and Culture Requirements for Bachelor of Arts and Bachelor of Music Degrees and Certain Bachelor of Science Degree Candidates**
  - 0-15

For more specific course information, see the General Education Requirements (http://catalog.wcupa.edu/undergraduate/general-education-requirements).

**General Education Goals Common to All Baccalaureate Curricula**

A broad education emphasizes the enhancement of oral and written communication skills and mathematics, and encompasses experiences in the humanities; the social, behavioral, and natural sciences; and the
arts. At the same time, this education must be versatile because of the many new courses and areas of study that are constantly becoming available. At West Chester University, the general education program is designed to provide students with the knowledge, perspectives, and competencies expected of them as citizens of the state and of the world. The University believes that a liberal education base will prepare students to think and communicate as professionals, to understand social and global contexts of their lives, to transfer knowledge and skills from one setting to another, to recognize ethical implications of professional practice, and to balance the various dimensions of their personal and professional lives. Therefore, West Chester University strives to give students the abilities to:

1. Communicate effectively
2. Employ quantitative concepts and mathematical methods
3. Think critically and analytically
4. Demonstrate the ability to think across and about disciplinary boundaries
5. Respond thoughtfully to diversity
6. Make informed decisions and ethical choices

Policy on General Education Requirements

Students, both those matriculating as freshman and transfer students, who have not completed the academic foundations requirements in mathematics and English by the time they have earned 60 credits toward graduation must have the permission of the dean of their school or college (or his or her designee) to schedule additional courses.

A total of 48 credits of general education requirements must be completed for a baccalaureate degree. Those 48 credits are allocated among English composition, mathematics, diverse communities, communication, science, behavioral and social sciences, humanities, the arts, interdisciplinary studies, and student electives. Credit requirements for each area are provided in the following list. NOTE: Except for the nine student elective credits under Category IV, courses taken to satisfy general education requirements may not be taken pass/fail. This includes courses taken to satisfy interdisciplinary, diverse community, and writing emphasis general education requirements. Readmitted students are bound by the requirements in place for general education at the time of readmission.

Specific general education courses may be required by a major or minor program, but no course may have its numeric credits duplicated in any application. A student may use the course from one major to meet the requirements of the second major. In this case, the advisor will work with the student to determine which course(s) should be used to address any remaining credits. But in no case may a student graduate with fewer than 120 credits at the 100 level or above. Students should be aware that, although general education requirements have been met, major degree requirements may necessitate a specific minimum performance level in general education courses, e.g., a grade of C- or better.

The following is an example of a general education course that also fulfills program requirements: BIO 110 is a biology requirement and serves as a general education option.

Consult your major degree program for guidance.

Students in the Honors College should consult the Honors College page (p. 307) concerning general education requirements.

GENERAL EDUCATION REQUIREMENTS

APPROVED GENERAL EDUCATION COURSE LIST

Arts Distributive Requirement

- AMF 251
- ARH 101, ARH 104, ARH 103, ARH 210, OR ARH 211
- ART 111, ART 231, ART 106, ART 113, OR ART 228
- DAN 132, DAN 133, DAN 134, DAN 136, DAN 137, DAN 138, DAN 150, DAN 135, OR DAN 210
- EGE 405
- ESP 305, OR ESP 309
- FLM 200
- GER 405
- MDA 240
- MHL 125, MHL 210, MHL 312, MHL 325, OR MHL 121
- MTC 110
- SPA 313
- THA 101, THA 103, THA 212

Behavioral and Social Science Distributive Requirement

- ANT 101, ANT 102, OR ANT 103
- ECO 200, ECO 111, OR ECO 112
- GEO 103, GEO 214, GEO 200, GEO 101, OR GEO 230
- PSC 100, PSC 101, OR PSC 213
- PSY 100
- SOC 200, SOC 240, SOC 245

Diversity Requirement

- ANT 321, OR ANT 347
- CLS 165, CLS 203, CLS 258, CLS 259, CLS 260, OR CLS 333
- COM 250
- CPL 120
- CRJ 434, OR CRJ 360
- ECE 407
- EDA 341, OR EDA 230
- EDE 352, OR EDE 230
- EDR 341
- EGP 326
- ENG 382, OR ENG 240
- ESP 324, ESP 333, ESP 335, OR ESP 309
- GEO 204, OR GEO 312
- HEA 110, OR HEA 109
- HIS 424, HIS 362, HIS 373, HIS 451, OR HIS 349
- HON 312, OR HON 322
- KIN 254, OR KIN 246
- LAN 382
- LIN 211
- LIT 213, OR LIT 303
- MDC 250
- MHL 125
- MUE 332
- NSG 109, OR NSG 234
- NTD 200
- PHI 130, PHI 180, PHI 280, PHI 373, OR PHI 390
- PSC 301, PSC 348, PSC 340, PSC 101, OR PSC 323
- PSY 449, PSY 448, OR PSY 120
- SCE 350
- SPA 313
- SWO 225, OR SWO 351
- THA 250
• WOS 225, WOS 250, WOS 305, WOS 315, WOS 335, WOS 100, OR WOS 310
• WRH 210

**English Composition Requirement**
• WRH 208, WRH 206, WRH 205, WRH 204, WRH 120, WRH 200, WRH 220

**Humanities Distributive Requirement**
• CLS 165, CLS 260, OR CLS 261
• HIS 444, HIS 151, HIS 150, HIS 102, HIS 101, HIS 152, OR HIS 100
• LIT 100, LIT 165, LIT 219, OR LIT 220
• PHI 100, PHI 101, PHI 150, PHI 206, PHI 207, PHI 220, PHI 280, PHI 282, PHI 350, PHI 125, OR PHI 201
• PHY 125

**Interdisciplinary Requirement**
• ACC 300
• AMS 200
• ANT 260
• CLS 280, CLS 201, CLS 368, CLS 371, CLS 270, OR CLS 329
• CRJ 434, OR CRJ 366
• DAN 300
• DHM 280, OR DHM 325
• EDF 255, OR EDF 300
• EFR 320
• EGE 323
• ENG 215
• ENV 102
• EDF 255, OR EDF 300
• EFR 320
• EGE 323
• ENG 215
• ENV 102
• EFR 320, EFR 330, EFR 350, OR EFR 401
• EGE 403, EGE 404, EGE 409, EGE 408, EGE 323, OR EGE 405
• EIT 360, OR EIT 321
• ERU 309, OR ERU 310
• ESP 310, ESP 306, ESP 311, ESP 318, ESP 319, ESP 324, ESP 333, ESP 334, ESP 335, ESP 355, ESP 316, ESP 307, ESP 305, OR ESP 309
• GEO 302, OR GEO 303
• HIS 435, HIS 323, HIS 318, HIS 319, HIS 423, HIS 412, HIS 411, HIS 316, HIS 315, HIS 324, HIS 328, HIS 317, OR HIS 427
• KIN 254
• PHI 271, PHI 270, PHI 220, PHI 273, PHI 272, OR PHI 415
• PSC 342, PSC 340, PSC 346

**American Sign Language Culture Cluster**
• COM 295
• DST 357
• KIN 254

**Arabic Culture Cluster**
• HIS 412, OR HIS 411
• PHI 220

**Classical Civilizations Culture Cluster**
• ARH 382
• CLS 201, CLS 367, OR CLS 368
• HIS 318, OR HIS 319
• PHI 271, PHI 270

**French and Francophone Area Culture Cluster**
• ARH 383, OR ARH 385
• EFR 320, EFR 330, EFR 350, OR EFR 401
• GEO 303
• HIS 435, HIS 328, OR HIS 427
• PHI 415
• PSC 342

**German Culture Cluster**
• EGE 403, EGE 404, EGE 409, EGE 408, EGE 323, OR EGE 405
• GEO 303
• HIS 435, HIS 323, OR HIS 423
• PHI 273, OR PHI 272
• PSC 342

**Italian Culture Cluster**
• ARH 384
• EIT 360, OR EIT 321
• GEO 303
• PSC 342

**Russian and Eastern European Culture Cluster**
• ERU 309, OR ERU 310
• HIS 425, OR HIS 324
• PSC 346
Spanish Culture Cluster
- ANT 322, ANT 224, ANT 324, OR ANT 362
- ARH 389
- CLS 334, OR CLS 333
- DAN 380
- ESP 310, ESP 300, ESP 306, ESP 311, ESP 318, ESP 319, ESP 324, ESP 333, ESP 334, ESP 335, ESP 355, ESP 316, ESP 307, ESP 305, OR ESP 309
- GEO 302
- HIS 316, HIS 315, OR HIS 317
- PSC 340

Public Speaking Requirement
- SPK 208, SPK 230

Science Distributive Requirement
- BIO 110, OR BIO 100
- CHE 100, CHE 103, CHE 107, OR CHE 160
- CSC 110, CSC 141, OR CSC 115
- ESS 111, ESS 101, ESS 112, ESS 130, OR ESS 170
- PHI 125
- PHY 100, PHY 105, PHY 123, PHY 170, PHY 180, PHY 130, PHY 140, PHY 125

Writing Emphasis Requirement
- ACC 410
- ANT 312, OR ANT 364
- ARH 383, ARH 386, ARH 389, ARH 210, OR ARH 211
- ART 112
- BIO 310, OR BIO 440
- CHE 271
- CLS 201, CLS 367, CLS 368, CLS 165, CLS 260, CLS 261, CLS 371, CLS 270, CLS 361, CLS 362, OR CLS 369
- COM 404, COM 405, COM 415, COM 440, OR COM 445
- CRJ 434, CRJ 306, CRJ 360, OR CRJ 366
- CRW 201, CRW 202, CRW 203, CRW 301, CRW 303, CRW 304, CRW 305, OR CRW 302
- CSC 490, OR CSC 499
- CSD 204, CSD 350, OR CSD 333
- DAN 344
- DHM 280
- ECE 405, ECE 232, ECE 407, OR ECE 231
- ECO 350
- EDA 307
- EDE 352, OR EDE 200
- EDR 306, EDR 304, OR EDR 302
- EDS 306
- EGE 405
- EGP 322, EGP 402, OR EGP 220
- ENG 270, ENG 400, ENG 371, ENG 194, ENG 204, ENG 215, ENG 296, ENG 304, ENG 320, ENG 375, ENG 397, ENG 368, ENG 206, ENG 295, ENG 345, OR ENG 240
- ENV 455
- ERU 309
- ESP 300
- ESS 331, ESS 204, OR ESS 201
- FIN 375
- FLM 200, FLM 201, OR FLM 202
- FRE 305
- GEO 310, OR GEO 400
- GER 405
- HEA 306, HEA 440, HEA 315, HEA 342, HEA 420, HEA 472, HEA 478, HEA 310, OR HEA 434
- HIS 400, HIS 366, HIS 451, OR HIS 300
- HON 490, HON 351, HON 352, HON 381, HON 382, HON 383, HON 451, OR HON 452
- JRN 315, OR JRN 225
- LIT 213, LIT 165, LIT 204, LIT 230, LIT 231, LIT 272, LIT 274, LIT 302, LIT 303, LIT 306, LIT 335, LIT 336, LIT 337, LIT 338, LIT 339, LIT 340, LIT 342, LIT 370, LIT 202, OR LIT 203
- MAT 354, MAT 350, MAT 401, OR MAT 301
- MGP 220, OR MGP 335
- MGT 313, MGT 498, OR MGT 499
- MHL 301, MHL 454, MHL 459, OR MHL 455
- MTC 342
- MUE 302, OR MUE 321
- NSG 412, NSG 311, NSG 212, OR NSG 317
- NSL 312, NSL 311, OR NSL 212
- NTD 409
- PHI 310, PHI 330, PHI 340, OR PHI 102
- PHY 310, OR PHY 320
- PIA 427, PIA 425, PIA 423, PIA 424, OR PIA 426
- PSC 230, PSC 200, PSC 320, OR PSC 343
- PSY 476, PSY 376, PSY 246, PSY 365, OR PSY 384
- SCE 350
- SMD 210, OR SMD 414
- SPA 310
- SSC 331
- SWO 491, SWO 300, SWO 351, OR SWO 495
- THA 306, OR THA 307
- WOS 225, WOS 250, OR WOS 310
- WRH 305, WRH 205, WRH 210

Arts courses develop a student's ability to think critically and analytically about the form and function inherent in the creative process.

Three credits required.

Course list

AMF
AMF 251. Foundations of Music Performance I. 3 Credits.
Foundations of Music Performance I is a performance-based class for non-music majors exploring the fundamental elements of music required to be a better musician and performer. This is the first semester of a two-semester sequence required for the Music Performance Minor.
Gen Ed Attribute: Arts Distributive Requirement. Typically offered in Fall.

ARH
ARH 101. Art Appreciation. 3 Credits.
An introduction to painting, sculpture, architecture, and the decorative arts with emphasis on understanding the visual arts as universal human expression.
Gen Ed Attribute: Arts Distributive Requirement. Typically offered in Fall & Spring.
ARH 103. Art History I: Paleolithic-Middle Ages. 3 Credits.
Survey of significant art and architectural monuments from prehistory through the Middle Ages.
Gen Ed Attribute: Arts Distributive Requirement.
Typically offered in Fall & Spring.

ARH 104. Art History II: Renaissance through Modern Day. 3 Credits.
Continuation of ARH 103. The Renaissance through the 20th century.
Gen Ed Attribute: Arts Distributive Requirement.

ARH 210. Non-Western Art. 3 Credits.
Introduction to art produced outside the European tradition. Cultures include Africa, India, Asia, the Pacific Islands, and the Americas.

ART

ART 106. Drawing I. 3 Credits.
Drawing from direct observation and an introduction to ideas of perception and interpretation. Use of a variety of media.
Gen Ed Attribute: Arts Distributive Requirement.

ART 111. Basic Design (2-D). 3 Credits.
Developing a visual vocabulary by experimenting with shape, space, light, color, and texture in a variety of media.
Gen Ed Attribute: Arts Distributive Requirement.

ART 112. Printmaking. 3 Credits.
An introduction to the process of creating art with printmaking. Includes letterpress, woodcut, linocut, silkscreen, and risography.
Gen Ed Attribute: Arts Distributive Requirement.

ART 113. Digital Media. 3 Credits.
Introduction into the field of visual communications, utilizing the computer and hand skills such as drawing tools. Emphasis is placed on implementing the elements and principles of design in creative print based projects using vector and image manipulation.
Gen Ed Attribute: Arts Distributive Requirement.

ART 228. Digital Photography. 3 Credits.
A course dealing with the photographic process using a digital platform. The course will cover camera handling, computer software for image manipulation, photographic composition and presentation. Students are required to provide memory cards, storage media, printing, and presentation materials. A digital SLR is recommended but not required.
Gen Ed Attribute: Arts Distributive Requirement.

ART 231. Ceramics I: Basic Techniques. 3 Credits.
Introduction to the basic techniques of ceramics. Hand and wheel methods of construction; knowledge of clay bodies, firing, and glazing.
Gen Ed Attribute: Arts Distributive Requirement.

DAN

DAN 132. Modern Dance I. 3 Credits.
This course is an introduction to modern dance as a 20th century art form which makes use of the integration of “mind” and “body” into an expressive and communicative whole. The work in this class has many layers, including ongoing development of physical skills as well as explorations into improvisation, choreography and the historical contexts that have shaped modern dance.
Gen Ed Attribute: Arts Distributive Requirement.

DAN 133. Jazz Dance I. 3 Credits.
An introduction to the styles, technique, and rhythmic structures of jazz dance with emphasis on increasing movement capabilities and personal expression.
Gen Ed Attribute: Arts Distributive Requirement.

DAN 134. Beginner's Ballet. 3 Credits.
This course is designed to teach fundamental ballet technique and vocabulary at the beginning level. The emphasis will be on using anatomically sound principles to promote efficient use of the body and develop kinesthetic awareness. The course also includes an overview of the history of ballet from its origins until present day.
Gen Ed Attribute: Arts Distributive Requirement.

DAN 135. Tap Dancing I. 3 Credits.
The primary purpose of this course is to introduce the fundamentals of tap dance technique, form and function. Emphasis will be given to basic steps, building combinations, musicality, performance of movement, and understanding the historical background of tap dance as an art form.
Gen Ed Attribute: Arts Distributive Requirement.

DAN 136. Introduction to Ballroom Dance. 3 Credits.
The purpose of this course is to teach students the basic steps for Ballroom Dance, both standard and Latin. Emphasis will be placed on lead and follow techniques, proper footwork and positions, and how to recognize and dance to different types of music. This course will enable the student to participate in social occasions requiring ballroom dancing skills, such as weddings, formal social and business parties, as well as informal occasions requiring the display of social graces.
Gen Ed Attribute: Arts Distributive Requirement.

DAN 137. African Dance. 3 Credits.
Through readings, discussion, videos, movement, essays, and other intensive projects, this course will explore dance and music from West Africa and the African Diaspora.
Gen Ed Attribute: Arts Distributive Requirement.

DAN 138. Hip Hop Dance I. 3 Credits.
The primary purpose of this course is to introduce the fundamentals of hip hop dance technique, form and function. Emphasis will be given to basic steps; building combinations, musicality, and understanding the cultural influences through a theoretical and historical investigation of hip hop dance styles as an art form.
Gen Ed Attribute: Arts Distributive Requirement.

DAN 139. Jazz Dance II. 3 Credits.
An introduction to the styles, technique, and rhythmic structures of jazz dance with emphasis on increasing movement capabilities and personal expression.
Gen Ed Attribute: Arts Distributive Requirement.

DAN 150. Introduction to the Art of Dance. 3 Credits.
The purpose of this course is to provide the student with an introduction to dance as an art form as well as relate information regarding various aspects of dance. Topics include a brief history of dance, dance styles, dance in education, and dance production.
Gen Ed Attribute: Arts Distributive Requirement.

EGE

EGE 405. German Film: Expressionism to the New German Cinema. 3 Credits.
An analysis of German films from Expressionism to the present. We shall examine the films in terms of their political and social context and as works of art. Directors include Fritz Lang, Murnau, Wiene, Fassbinder, Herzog, Schlondorff, von Trotta, and Wenders. No knowledge of German required.

ESP

ESP 305. Spanish Cinema. 3 Credits.
This course will investigate the ways in which films participate in and create debates about the relationship between national identification, class, and gender. No knowledge of Spanish is required; taught in English Culture cluster.

Typically offered in Fall & Spring.
ESP 309. Latin America on Film. 3 Credits.
The course consists of the screening and analysis of several films dealing with Latin America. It addresses critical issues (the representation of history, the socio-economic construct, the political puzzle, ethnic diversity, racial and gender discrimination, criticism of institutions) of several Latin American countries. The films stand in strong contrast to the traditional and often stereotypical image of Latin America and Hispanics fabricated by Hollywood. Gen Ed Attribute: Arts Distributive Requirement, Diversity Requirement.

Typically offered in Spring.

FLM 200. Introduction to Film. 3 Credits.

GER 405. A Survey of German Film. 3 Credits.
An analysis of German films from Expressionism to the present. We shall examine the films in terms of their political and social context and as works of art. Directors include Fritz Lang, Murnau, Wiene, Fassbinder, Herzog, Schlondorff, von Trotta, and Wenders. Taught in conjunction with EGE 405. Pre/Co requisites: GER405 requires prerequisite of any 300 level German course. Gen Ed Attribute: Arts Distributive Requirement, Writing Emphasis. Distance education offering may be available.

MDA 240. Integrating the Arts within the Elementary Classroom. 3 Credits.
This course is designed to prepare the elementary classroom teacher (PK-4) to teach academic subjects more meaningfully through the art disciplines of creative movement, music, and visual art. The emphasis of this course is to study how the integration of the arts into the curriculum can provide children with essential problem solving skills that use both creative and critical thinking. Gen Ed Attribute: Arts Distributive Requirement.

MHL 121. Music in Culture and History. 3 Credits.
A course in appreciating music as an informed listener. Includes an introduction to the basic elements of musical style necessary for understanding music in its cultural and historical context, examination of the great European composers and their masterworks, and topics in popular music, jazz, and/or world music. No Prerequisites. Ability to read music is NOT expected. Gen Ed Attribute: Arts Distributive Requirement. Distance education offering may be available. Typically offered in Fall & Spring.

MHL 125. Perspectives in Jazz. 3 Credits.
Guided listening to improve understanding and enjoyment of jazz with emphasis on jazz heritages, chronological development, and sociological considerations, culminating in an analysis of the eclectic styles of the 1960s and 1970s. Not open to music majors. Gen Ed Attribute: Arts Distributive Requirement, Diversity Requirement. Typically offered in Fall & Spring.

MHL 210. Music History I. 3 Credits.
An introduction to musical style and listening techniques within a historical context: (1) an introduction to style periods, music listening skills, concepts of form, and style analysis in both Western and non-Western music; (2) historical survey of music beginning with the music of the early Church and continuing through the end of the 16th century. Gen Ed Attribute: Arts Distributive Requirement. Typically offered in Fall & Spring.

MHL 310. Women in Music. 3 Credits.
A survey of the role that women played in the history of music from the Middle Ages to the present. Open to nonmusic majors and music majors without prerequisites. Gen Ed Attribute: Arts Distributive Requirement. Typically offered in Fall & Spring.

MHL 325. History of Rock. 3 Credits.
This course traces the development of 1950s rock and roll from its rhythm and blues and country and western sources through the world music influences of the 1970s and beyond. Gen Ed Attribute: Arts Distributive Requirement. Typically offered in Spring.

MTC

MTC 110. Making Music. 3 Credits.
A study of basic elements of music for those without previous musical experience. For nonmusic majors only. Gen Ed Attribute: Arts Distributive Requirement. Typically offered in Fall.

SPA

SPA 313. Latin America on Film. 3 Credits.
This course consists of the analysis of several films about Latin America that address critical issues (history, politics, economy, religion, ethnic diversity, racial and gender discrimination) necessary to understand and appreciate Latin American culture. Pre/Co requisites: SPA 313 requires prerequisites of SPA 301 and SPA 302. Gen Ed Attribute: Arts Distributive Requirement, Diversity Requirement. Typically offered in Fall & Spring.

THA

THA 101. Introduction to Theatre. 3 Credits.
A survey of theatre as a humanity by exploring how theatre reflects and comments on its time and place. This course teaches the student what to listen for, and what to look for, when attending a live theatre performance. Gen Ed Attribute: Arts Distributive Requirement. Typically offered in Fall, Spring & Summer.

THA 103. Acting I. 3 Credits.
A course designed to introduce the basic skills and techniques needed by the developing actor to create successfully a character for performance on stage. Fulfills general education arts requirement. Gen Ed Attribute: Arts Distributive Requirement. Typically offered in Fall & Spring.

THA 212. Creative Drama. 3 Credits.

BEHAVIORAL AND SOCIAL SCIENCES REQUIREMENT

Behavioral and Social Science courses develop a student’s ability to employ analytical and mathematical methods in examining the patterns and processes of human activities.

Six credits required.

Select courses from at least two of the following areas. Courses must be selected from outside the student’s major department.

Course List

ANT

ANT 101. Introduction to Anthropology: Biological. 3 Credits.
Fundamentals of human biological variation and evolution, including evolutionary theory and processes, human genetics, the nature of human biological diversity, adaptation, primate biology and behavior, the human fossil record, the evolution of disease, and population processes. Gen Ed Attribute: Behavioral and Social Science Distributive. Typically offered in Fall & Spring.

ANT 102. Introduction to Anthropology: Cultural. 3 Credits.
Comparative analysis of culture systems. Gen Ed Attribute: Behavioral and Social Science Distributive. Typically offered in Fall, Spring & Summer.
ANT 103. Introduction to Anthropology: Archaeology. 3 Credits.
Interpretation of culture through analysis of archaeological remains.
Gen Ed Attribute: Behavioral and Social Science Distributive.
Typically offered in Fall & Spring.

ECO
ECO 111. Principles of Economics (Macro). 3 Credits.
National income and its measurement. The determination of price levels, output, and employment. Money and credit, expenditures, and economic stability. Government fiscal and monetary policy.
Gen Ed Attribute: Behavioral and Social Science Distributive.

ECO 112. Principles of Economics (Micro). 3 Credits.
Principles underlying use and allocation of scarce productive resources. Consumption and production activities. Value, price, and income distribution. Considerations of economic efficiency and welfare.
Gen Ed Attribute: Behavioral and Social Science Distributive.

ECO 200. Personal Economics and Financial Planning. 3 Credits.
Students will acquire an understanding of the nature and scope of the economy and how it affects one’s life plans and goals. Topics covered include supply and demand, financial planning, personal taxes, retirement planning, investing in stocks and bonds, portfolio management, the time value of money, managing credit cards and debt, and insurance planning.
Gen Ed Attribute: Behavioral and Social Science Distributive.
Distance education offering may be available.

GEO
GEO 101. World Geography. 3 Credits.
The scope of geography and understanding of the world’s regions generated by it. Human society is examined in a frame of spatial, environmental, and resource factors. Map skills and other ‘tools’ of geography are introduced.
Gen Ed Attribute: Behavioral and Social Science Distributive.
Distance education offering may be available.
Typically offered in Fall, Spring & Summer.

GEO 103. Human Geography. 3 Credits.
An inquiry into the theoretical and applied approaches to the study of human spatial behavior and the distribution of social problems.
Gen Ed Attribute: Behavioral and Social Science Distributive.
Distance education offering may be available.
Typically offered in Fall, Spring & Summer.

GEO 200. Global Cities. 3 Credits.
GEO 200 introduces students to historical and current spatial patterns within global cities. This class will discuss the major concepts of urban development and growth, globalization, and city systems using lectures, class discussion, and videos. The goal of the course is to provide the students with an understanding of the basic principles of geography and apply those principles to the study of cities across the globe. The course emphasizes the environmental and human characteristics that make cities distinctive collectively and individually.
Gen Ed Attribute: Behavioral and Social Science Distributive.
Distance education offering may be available.
Typically offered in Spring & Summer.

GEO 214. Introduction to Planning. 3 Credits.
The methods of analyzing problems of urban and regional planning. Emphasis is placed on systems of housing, recreation, transportation, industry, and commerce.
Gen Ed Attribute: Behavioral and Social Science Distributive.
Typically offered in Fall.

GEO 230. Environmental Conservation and Sustainability. 3 Credits.
An inquiry into the problems of resources protection, management and sustainability. Emphasis is placed on the United States.
Gen Ed Attribute: Behavioral and Social Science Distributive.
Typically offered in Fall & Spring.

PSY
PSY 100. Introduction to Psychology. 3 Credits.
Introduction to the scientific study of behavior. The multiple bases of human behavior with emphasis on the learning process. Basic concepts, principles, and methodology. Students may be required to become familiar with an ongoing research study in psychology as an out-of-class assignment.
Gen Ed Attribute: Behavioral and Social Science Distributive.

SOC
SOC 200. Introduction to Sociology. 3 Credits.
Fundamentals of the sociological perspective on human behavior.
Gen Ed Attribute: Behavioral and Social Science Distributive.
Distance education offering may be available.
Typically offered in Fall, Spring & Summer.

SOC 240. Sociology of the Family. 3 Credits.
Comparative, historical, and cross-cultural analysis of the family institution.
Gen Ed Attribute: Behavioral and Social Science Distributive.
Distance education offering may be available.
Typically offered in Fall & Spring.

SOC 245. Environmental Sociology. 3 Credits.
Human society is currently threatening the environmental resources necessary to maintain life on Earth. This course unravels the deeper roots of our environmental crises and investigates potential solutions from both a domestic and global perspective. Through lecture, films, and discussion we will focus on the interplay between social theories, social structure, social institutions, social inequality, social stratification, and the environment. Themes in this course will emphasize how culture shapes environmental processes and everyday life; articulate demographic theoretical perspectives of population growth; examine the social structure of society to better understand the social dynamics of environmental processes; and analyze environmental inequality along the bases of social class, gender, and race/ethnicity. This course is an introduction to the field, suitable for both majors and non-majors with interest in environmental issues and society.
Gen Ed Attribute: Behavioral and Social Science Distributive.

DIVERSE COMMUNITIES REQUIREMENT
Embracing the goal of graduating students who are committed to creating a just and equitable society, diverse communities courses (or “J” courses) focus on historically marginalized groups and are framed by theories that lend understanding to the analysis of structural inequalities. They seek to foster an informed and reasoned openness to an understanding of difference. The requirement for a diverse communities course may be fulfilled by any approved course with a “J” designation in the course schedule. Approved diverse communities courses are...
indicated as such in the catalog course description. A diverse communities course may simultaneously fulfill another degree requirement or distributive requirement in general education if it has the same prefix as those in the science, behavioral and social sciences, humanities, or arts categories within the distributed requirements. (For example, PSC 301 could count as a course within the behavioral and social sciences category.) If a ‘J’ course is used to fulfill one of the distributive area requirements, general education student electives increase from nine to 12 credits as needed to reach 48 general education credits and 120 credits for graduation. At no time can any course substitute within the academic foundations area. A single course may fulfill the ‘I’ and ‘J’ requirements.

NOTE: A diverse communities course may only transfer to WCU if the course from a student’s prior institution has been submitted to and approved by the Diverse Communities Committee of the Curriculum and Academic Policies Council (CAPC). Students must file a petition to transfer this type of course with the Office of the Special Assistant for Academic Policy.

Course List

ANT

ANT 321. American Indian Today. 3 Credits.
Native Americans in contemporary Anglo-America.
Gen Ed Attribute: Diversity Requirement.
Typically offered in Spring.

ANT 347. The Cultures of Cities. 3 Credits.
This course introduces students to the cultural dynamics of city life in the era of globalization. Topics of study include globalization, the politics of urban space, informal economies, and immigration.
Gen Ed Attribute: Diversity Requirement.
Typically offered in Spring.

CLS

CLS 165. Introduction to World Literature. 3 Credits.
This course is designed to introduce students to literature representative of both Western and non-Western cultures and can be taken as an alternative to LIT 165. Not open to English majors.
Distance education offering may be available.

CLS 203. African Studies. 3 Credits.
This course studies African culture through literature, anthropology, and history. It focuses on the socio-cultural and historical contexts of African writing through the colonial and postcolonial periods.
Gen Ed Attribute: Diversity Requirement.

CLS 258. Women's Literature I. 3 Credits.
A survey of world women's literature from 800 B.C. to 1800. Readings are chosen from the works of Sappho, Aspasia, Diotima, Mutta, Auvaayar, Sei Shonagon, Sule Sankaya, Murasaki, Hildegard, von Bingen, Mirabal, Marguerite de Navarre, Phillis Wheatley, Apha Behn, Madame de Stael, Jane Austen, and Fanny Burney among others.
Gen Ed Attribute: Diversity Requirement.

CLS 259. Women's Literature II. 3 Credits.
A survey of women's literature from 1800 to the present. Readings are chosen from the works of Harriet Jacobs, Ida B. Wells, Louisa Alcott, Charlotte Bronte, Jean Rhys, Virginia Woolf, Marguerite Duras, Christa Wolf, Merce Rodoreda, Jamaica Kincaid, Tsitzi Dangarembga, Alifa Rifaat, Louise Erdich, Cheurie Moraga, Maxine Hong Kingston, and Arundati Roy among others.
Gen Ed Attribute: Diversity Requirement.

CLS 260. World Literature I. 3 Credits.
A survey of world literary texts from pre-classical times to 1600.

CLS 333. Latina Writing. 3 Credits.
An examination of the literary works produced byLatinas in the 20th century. The study of this literature will include a cross-cultural approach that will elucidate sociopolitical themes emerging from the texts.
Typically offered in Fall.

COM

COM 250. Intercultural Communication. 3 Credits.
A study of factors that contribute to communication breakdowns between diverse cultures and between fragmented segments within the same society.
Gen Ed Attribute: Diversity Requirement.
Distance education offering may be available.
Typically offered in Fall, Spring & Summer.
Cross listed courses COM 250, MDC 250.

CPL

CPL 120. Leadership Theories for Today's Society. 3 Credits.
Introduction to the study of leadership theory and practice as it relates to the students' civic and professional development. The course content places special emphasis on leadership practices and the relationship between leaders and followers inspired by social inequities surrounding issues of race, ethnicity, class, gender and inclusion.
Gen Ed Attribute: Diversity Requirement.
Typically offered in Spring.

CRJ

CRJ 360. Race, Ethnicity and Criminal Justice. 3 Credits.
This course will explore the relationship between race and criminal justice, including the historical background of the role race has played in the system. The impact of race and ethnicity on discretion, sentencing, and disposition will be examined at the adult and juvenile levels. In addition, the causes and remedies of minority overrepresentation in the adult and juvenile criminal justice system will be explored.
Gen Ed Attribute: Diversity Requirement, Writing Emphasis.
Typically offered in Fall, Spring & Summer.

CRJ 434. Experiencing Peru: Examining the Criminal, Social, and Economic Impact of Voices4Peru. 3 Credits.
This course, which includes a 13-day study abroad experience, will provide students with an in-depth comparison of social issues related to crime, education, gender, poverty, and race that prevail in the United States and in South America. This course was designed on the belief that cross cultural comparisons of governmental initiatives and grassroots movements significantly shape the expectations and quality of life for the majority of a nation's citizens. Course readings will examine criminological theories about race, class, and crime, while the social learning theories and current evidence-based practices will describe how social and cultural factors impact decision-making and problem solving skills.
Consent: Permission of the Department required to add.
Typically offered in Summer.

ECE

ECE 407. Diversity Perspectives in Early Childhood Education. 3 Credits.
This seminar will address the rewards and challenges of teaching in America's diverse classrooms.
Pre / Co requisites: ECE 407 requires formal admission into teacher education or Early Childhood Minor.
Gen Ed Attribute: Diversity Requirement, Writing Emphasis.

EDA

EDA 230. Inclusive Classroom. 3 Credits.
The purpose of this course is to prepare preservice early childhood, elementary and special education students to teach students with disabilities effectively in general settings. The course will be co-taught by special education and early childhood education faculty.
Gen Ed Attribute: Diversity Requirement.
EDA 341. Inclusion & Reading in the Content Area. 3 Credits.
This course is co-taught by special education faculty and literacy faculty. It will help prepare secondary education and special education majors to effectively teach all students, including those with disabilities, in general-education, content-specific settings. Practical guidelines, content literacy strategies, and adaptations will be emphasized to prepare pre-educators to meet the academic, social and affective needs of all students in the inclusive secondary classroom.
Pre / Co requisites: EDA 341 requires prerequisites of EDP 250, and EDF 100 or EDF 300. Honors students take HON 312 in lieu of EDF 300.
Gen Ed Attribute: Diversity Requirement.
Cross listed courses EDA 341, EDR 341.

EDR 341. Inclusion and Reading in Content Area. 3 Credits.
This course is co-taught by special education and literacy faculty. It will help prepare secondary education and special education to teach all students effectively in general education settings. The course will be co-taught by special education, early childhood education, and elementary education faculty.
Gen Ed Attribute: Diversity Requirement.
Typically offered in Fall & Spring.

EDR 352. Self and Group Processes Diverse Classroom. 3 Credits.
Analysis of self processes influencing teacher-student classroom interactions. Role of needs, defenses, motives, emotions, and early learning experiences as they shape the prospective teacher's responses to elementary children. Application of social learning and interpersonal theory.
Pre / Co requisites: EDE 352 requires prerequisites of EDE 251 and formal admission into teacher education.
Gen Ed Attribute: Diversity Requirement, Writing Emphasis.

ENG 240. Language, Gender, and Sexuality. 3 Credits.
This course introduces students to the study of language as a resource for the production of gender and sexuality. Discussion of popular beliefs and scholarly theories about language and communication.
Gen Ed Attribute: Diversity Requirement, Writing Emphasis.
Typically offered in Spring.

ENG 382. Teaching English Language Learners PK-12. 3 Credits.
A 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, TESOL through the content areas, 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.
Gen Ed Attribute: Diversity Requirement.
Cross listed courses LAN 382, ENG 382.

ESP 309. Latin America on Film. 3 Credits.
The course consists of the screening and analysis of several films dealing with Latin America. It addresses critical issues (the representation of history, the socio-economic construct, the political puzzle, ethnic diversity, racial and gender discrimination, criticism of institutions) of several Latin American countries. The films stand in strong contrast to the traditional and often stereotypical image of Latin America and Hispanics fabricated by Hollywood.
Typically offered in Fall & Spring.

ESP 324. Latinos in the U.S.. 3 Credits.
An interdisciplinary examination of Latinas/Latinos in the U.S. Course examines the changing cultural, historical, political, and economic situations of several Hispanic groups, including Central Americans, Cubans, Mexicans, and Puerto Ricans.
Typically offered in Fall & Spring.

ESP 333. Latina Writing. 3 Credits.
An examination of the literary works produced by Latinas in the 20th century. The study of this literature will include a cross-cultural approach that will elucidate sociopolitical themes emerging from the texts. No knowledge of Spanish is required.
Typically offered in Fall & Spring.

ESP 335. Latino Literatures in the US. 3 Credits.
This course examines the history of Latino groups (e.g., Mexicans, Cubans, and South Americans) in the U.S. through literary texts written by Latinos, and studies the cultural, economic, and political experiences leading to their acculturation or alienation in mainstream America.
Typically offered in Spring.
Cross listed courses CLS 335, ESP 335.

GEO 204. Introduction to Urban Studies. 3 Credits.
An examination of the breadth of urban studies from the perspectives of many social science disciplines. Philadelphia is emphasized as an object of perception, as a place of life and livelihood, and as an example of continual change in the urban environment.
Gen Ed Attribute: Diversity Requirement, Interdisciplinary Requirement.
Typically offered in Fall & Spring.

GEO 312. Urban Geography. 3 Credits.
Analysis of patterns, processes, and consequences of urban growth and development. Theory of systems, size, spacing, and functions of cities. Students will conduct outside analysis using real data.
Gen Ed Attribute: Diversity Requirement.
Typically offered in Fall, Spring & Summer.

HEA 109. Health Issues of Women. 3 Credits.
The needs and concerns of women as consumers in our present health care system. Various biological, psychological, and social topics will be discussed.
Gen Ed Attribute: Diversity Requirement.
HEA 110. Transcultural Health: Principles and Practice. 3 Credits.
This course examines the health beliefs and practices of a variety of subcultural groups in the United States. Emphasis is placed on the application of multicultural health beliefs and practices. It utilizes the cross-cultural approach in meeting the health needs of clients and families. It is open to all University students, regardless of major.
Gen Ed Attribute: Diversity Requirement.
Typically offered in Fall, Spring & Summer.

HIS
HIS 349. The Jew in History. 3 Credits.
The course covers the vast expanse of Jewish history going back to 2000 B.C., tracing the story of a people who belong to one of civilization’s major monotheistic religions.
Gen Ed Attribute: Diversity Requirement.
Typically offered in Fall.

HIS 362. Violence in America. 3 Credits.
A study of violence in American society as an instrument of change and a method of social control.
Gen Ed Attribute: Diversity Requirement.

HIS 373. African-American History. 3 Credits.
A survey of African-American history from 15th century West Africa to the present that focuses on the evolution of African-American culture and identity, and the struggle for freedom and racial equality.
Gen Ed Attribute: Diversity Requirement.

HIS 424. World of Communism. 3 Credits.
This course examines the history of communism. It traces the origins and development of Marxist theories of inequality as well as sometimes tragic efforts to put Marxist theory into practice in, among other places, Russia, China, and Cuba. Particular attention is paid to choices and commitments of individual communists. What vision of a new world motivated communists? What solutions to class, gender, and racial inequalities did they propose? Why was their idealism so often twisted into carnage?
Gen Ed Attribute: Diversity Requirement.
Typically offered in Fall.

HIS 451. Women in History. 3 Credits.
American women’s daily routines, social roles, and search for rights and identity since Colonial days. Recent goals, values, and conflicts.
Gen Ed Attribute: Diversity Requirement, Writing Emphasis.
Typically offered in Fall.

HON
HON 312. Educational Systems and Social Influence. 3 Credits.
An introduction to philosophy, history, and sociology of American education. The evolution of the school as an institution in a democratic society: its relationships to issues dealing with race, class, gender and ethnicity; the geographical implications the school has for the community and vice versa; the degree to which school should and/or can serve as agents for social change.
Gen Ed Attribute: Diversity Requirement.
Typically offered in Fall.

HON 322. Developing Leadership with ELLs in the Classroom & Community. 3 Credits.
The study of issues, leadership challenges and strategies for the effective teaching of English Language Learners (ELLs) in Pre K-12 classrooms and for effective communicating with ELLs in the community.
Gen Ed Attribute: Diversity Requirement.
Typically offered in Fall.

KIN
KIN 246. Sport, Culture and Society. 3 Credits.
Current theories and research in the area of sport and society will be introduced. Focus of the course is interdisciplinary, incorporating sociological, psychological, historical, anthropological, philosophical, and economic perspectives. Topics include moral, ethical, racial, and gender issues in sport in relation to the North American culture.
Gen Ed Attribute: Diversity Requirement, Interdisciplinary Requirement.

KIN 254. Disability Studies: An Interdisciplinary Introduction. 3 Credits.
A study of the psychological and social implications of physical disabilities.
Distance education offering may be available.
Typically offered in Fall & Spring.

LAN
LAN 382. Teaching English Language Learners PK-12. 3 Credits.
A 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, TESOL through the content areas, 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.
Gen Ed Attribute: Diversity Requirement.
Typically offered in Fall & Spring.
Cross listed courses LAN 382, ENG 382.

LIN
LIN 211. Language Communities in the US and Canada. 3 Credits.
Exploration and analysis of how aspects of language usage (dialect, “accent,” bilingualism) relate to language-based discrimination in the U.S. and Canada generally. Emphasis is on bias, discrimination, and profiling based on race, class, gender, religious affiliation, and ethnicity. Examples will be drawn from mainstream media, including popular film and television.
Gen Ed Attribute: Diversity Requirement.
Typically offered in Fall & Spring.

LIT
LIT 213. Asian American Literature. 3 Credits.
Survey of representative Asian American authors from their earliest works at the turn of the twentieth century to contemporary works, examined in the context of the changing cultural, economic, and political experiences of Americans of Asian descent.
Gen Ed Attribute: Diversity Requirement, Writing Emphasis.

MDC
MDC 500. Intercultural Communication. 3 Credits.
A study of factors that contribute to communication breakdowns between diverse cultures and between fragmented segments within the same society.
Gen Ed Attribute: Diversity Requirement.
Distance education offering may be available.
Typically offered in Fall, Spring & Summer.
Cross listed courses COM 250, MDC 250.

MHL
MHL 125. Perspectives in Jazz. 3 Credits.
Guided listening to improve understanding and enjoyment of jazz with emphasis on jazz heritages, chronological development, and sociological considerations, culminating in an analysis of the eclectic styles of the 1960s and 1970s. Not open to music majors.
Gen Ed Attribute: Diversity Requirement, Writing Emphasis.
Typically offered in Fall & Spring.

MUE
MUE 332. Music Methods and Materials II. 3 Credits.
The study of music and the learning process at the secondary level to include technology, listening skills, multicultural diversity, general music programs, and administrative skills.
Pre / Co requisites: MUE 332 requires prerequisites of MUE 331 and formal admission into teacher education. Current Act 34, Act 114, Act 151 Clearances and TB test valid for semester.
Gen Ed Attribute: Diversity Requirement, Writing Emphasis.
PHI 390. Women and Religion. 3 Credits.
An exploration of how the beliefs and practices of major world religions have both hampered and enhanced women’s lives. Particular attention will be paid to often marginalized voices of women from within these traditions.
Gen Ed Attribute: Diversity Requirement.
Typically offered in Spring.

PSC

PSC 101. Politics of Diversity in the U.S.. 3 Credits.
Uses the issues of our time as vehicles to an understanding of the political process. Emphasis is on American politics but in a world-wide perspective. Topics considered may include economic, race, gender, and civil liberty issues among others.
Gen Ed Attribute: Behavioral and Social Science Distributive, Diversity Requirement.
Distance education offering may be available.
Typically offered in Fall, Spring & Summer.

PSC 301. Women and Politics. 3 Credits.
The role of women in politics is surveyed. Considerations include the relationship between the sexes as it impacts politics.
Gen Ed Attribute: Diversity Requirement.

PSC 323. Racial/Ethnic Politics. 3 Credits.
This course examines the relationship between racial and ethnic groups’ political behavior and the American political system's response to them in terms of its public policies.
Gen Ed Attribute: Diversity Requirement.

PSC 340. Latin American Culture and Politics. 3 Credits.
Comparative analysis of contemporary Latin-American systems. Political cultures, decision making, ideologies, and political processes. Emphasis is on Mexico and Central America.
Typically offered in Fall, Spring & Summer.

PSC 348. African Politics and Society. 3 Credits.
The course explores African politics, economics, and society through the critical lens of structuralist analysis. A strong focus on the historical and colonial framework’s impact on current African developments will be emphasized. Case studies, political analysis, and current events will be used to illustrate the common misperceptions of Africa today.
Gen Ed Attribute: Diversity Requirement.

PSY

PSY 120. Multicultural Psychology. 3 Credits.
A survey course that will examine how psychological theory and research can contribute to our understanding of structural inequalities associated with ethnicity, race, income, class, age, gender, sexual orientation, ability, and religion.
Gen Ed Attribute: Diversity Requirement.
Typically offered in Fall & Spring.

PSY 448. Field Experience in Psychology III. 3 Credits.
A work-study program in a Head Start preschool program serving a population of children and families that are mostly low-income and of ethnic and racial minority backgrounds under joint supervision of the instructor and the staff of the field institution.
Pre / Co requisites: PSY 448 requires a prerequisite of PSY 100 and 21 total hours of psychology courses or permission of instructor.
Gen Ed Attribute: Diversity Requirement.
Typically offered in Fall & Spring.

PSY 449. Field Experience in Psychology IV. 3 Credits.
A continuation of PSY 448.
Pre / Co requisites: PSY 449 requires a prerequisite of PSY 448.
Gen Ed Attribute: Diversity Requirement.
Typically offered in Fall & Spring.
SCE

SCE 350. Science Education in the Secondary School. 3 Credits.
Philosophy, objectives, and methods of teaching science. This is an Early Field Experience course with observation hours are completed in schools. Students must have current clearances for TB, criminal background, FBI, and child abuse before they may be assigned to schools to perform course assignments/other requirements. For the WCU policies on clearances, select the Teacher Education Center on the College of Education Web site. Pre / Co requisites: SCE 350 requires formal admission into teacher education.
Gen Ed Attribute: Diversity Requirement, Writing Emphasis. Typically offered in Fall.

SPA

SPA 313. Latin America on Film. 3 Credits.
This course consists of the analysis of several films about Latin America that address critical issues (history, politics, economy, religion, ethnic diversity, racial and gender discrimination) necessary to understand and appreciate Latin American culture.
Pre / Co requisites: SPA 313 requires prerequisites of SPA 301 and SPA 302.
Gen Ed Attribute: Arts Distributive Requirement, Diversity Requirement. Typically offered in Fall & Spring.

SWO

SWO 225. Race Relations. 3 Credits.
The course takes an interdisciplinary approach to the study of race, ethnicity and culture. By integrating findings from history, political science, sociology, and social work, students are introduced to cultural differences as they affect family life, the development of law, and the nature and magnitude of racism in our society. The overarching goal of this course is to encourage the student to embark on the process of becoming culturally competent.
Gen Ed Attribute: Diversity Requirement, Interdisciplinary Requirement.

SWO 351. Human Behavior and the Social Environment II. 3 Credits.
This course examines the life cycle from middle adulthood through older adulthood and death and dying with an emphasis on mezzo and macro theories of human behavior from a strengths and ecological systems perspective.
Gen Ed Attribute: Diversity Requirement, Writing Emphasis.

THA

THA 250. Race and Gender in American Theatre. 3 Credits.
This course will focus on how some traditionally marginalized groups have been examined and portrayed in American theatre.
Gen Ed Attribute: Diversity Requirement.

WOS

WOS 100. Body Politics: Gender, Culture, and Representation. 3 Credits.
This course examines the body as a contested site of both pleasure and oppression. Considerable focus will be placed on the impact of culture on our understandings of the body, including ideas about gender, race, and sexuality. Students of all genders will be encouraged to explore how their own body image has been shaped by social norms that are simultaneously accepted and resisted. This course thereby provides an opportunity to question a variety of norms surrounding the body, including ideas about beauty, size, shape and ability.
Gen Ed Attribute: Diversity Requirement.
Typically offered in Fall.

WOS 225. Intro to Women's and Gender Studies. 3 Credits.
An interdisciplinary course designed to enable students to analyze the lived experience of women, to evaluate the impact of gender, to question the implications of changing cultural patterns, and to sample first-hand efforts for social change. Satisfies interdisciplinary requirement. Offered every semester.
Typically offered in Fall, Spring & Summer.

WOS 250. Women's Self Representation. 3 Credits.
An interdisciplinary approach to ways women record their lives.
Distance education offering may be available.
Typically offered in Fall, Spring & Summer.

WOS 305. Intellectual Roots of Western Feminism. 3 Credits.
The course examines the major issues and themes that have historically been included in feminist theorizing about women’s situation and experiences, including: ethical foundations, the origins of patriarchy, feminist epistemology, education, body issues, issues of difference, religion, civil rights, and psychological development. Chronologically, the course covers from the enlightenment (Mary Wollstonecraft’s A Vindication of the Rights of Women) through Simone de Beauvoir’s The Second Sex.
Gen Ed Attribute: Diversity Requirement.
Typically offered in Fall.

WOS 310. Women and Activism. 3 Credits.
Although often misrepresented or ignored, women were and continue to be active in a wide range of social justice movements. This course focuses specifically upon women activists in the United States and their resistance to structural inequalities based upon gender. In addition to social justice movements focused on sexism, this course uses intersectional theory to recognize the feminist value of women who work against racial, economic, sexual, and other oppressions.
Pre / Co requisites: WOS 310 requires a prerequisite of WOS 225 or WOS 250.
Gen Ed Attribute: Diversity Requirement, Writing Emphasis.
Distance education offering may be available.
Typically offered in Fall.

WOS 315. Women of the Global South. 3 Credits.
This course will examine the nature of women’s lives in the global South, focusing on topics such as family, education, health, development policies, and political change. Geographic areas studied include Africa, Asia, Latin America, and the Middle East.
Gen Ed Attribute: Diversity Requirement, Interdisciplinary Requirement.
Typically offered in Fall.

WOS 335. Gender, Race and Science. 3 Credits.
An interdisciplinary course on the role of gender and race in the formation of science.
Gen Ed Attribute: Diversity Requirement, Interdisciplinary Requirement.
Typically offered in Fall & Spring.

WRH

WRH 210. Multicultural Writing. 3 Credits.
This course focuses on understanding the role that writing plays in shaping a multicultural society. Assignments will ask students to write for diverse social contexts and will help students expand their repertoire of genres and writing strategies.
Gen Ed Attribute: Diversity Requirement, Writing Emphasis.

ENGLISH COMPOSITION REQUIREMENT

Students must earn 3 credits at the Writing 200 level to fulfill the English composition general education requirement. These 3 credits can be completed via WCU coursework or via earned transfer credit. Student may need to complete prerequisite coursework prior to enrollment into a Writing 200-level course.
WCU is piloting a student-guided self-placement survey to determine the appropriate course sequence for our English Composition requirement. More information about the self-placement survey (the WRITE Survey) can be found below under English Placement. In order to fulfill the requirement, students must complete one of the following course sequences or transfer in credits that fulfill the requirement:
Course sequence A: Co-requisite—9 credits toward graduation, over two semesters
• Semester 1—WRT 120 + ENG 150 (6 credits of writing instruction focusing on discovery, composing, revision and genre awareness in one semester. WRT 120 and ENG 150 are linked courses with the same instructor—ENG 150 is the “lab” for WRT 120.)
• Semester 2—WRT 200-level (3 credits of research writing instruction in one semester)

Course sequence B: Sequenced—6 credits toward graduation, over two semesters
• Semester 1—WRT 120 (3 credits of writing instruction focusing on discovery, composing, revision and genre awareness in one semester)
• Semester 2-WRT 200-level (3 credits of research writing instruction in one semester)

Course sequence C: Progressive—9 credits, 6 of which count toward graduation, over three semesters
• Semester 1-ENG Q20 (3 credits of writing instruction focusing on writing process, confidence and language awareness in one semester. Credits do not count for graduation, but are computed in the student’s GPA). Students must pass ENG Q20 with a grade of C- or better to enroll in WRT 120.
• Semester 2-WRT 120 (3 credits of writing instruction focusing on discovery, composing, revision and genre awareness in one semester)
• Semester 3-WRT 200-level (3 credits of research writing instruction in one semester)

Course sequence D: Advanced—3 credits toward graduation, one semester
• Semester 1-WRT 200-level (3 credits of research writing instruction in one semester)
• The WCU WRITE survey may, in exceptional circumstances, place students into the Advanced sequence if their WRITE survey scores are particularly high, and if they have a minimum GPA of 3.8 and a Reading/Writing SAT of 620 or ACT English score of 28.

English Placement*

The WRITE Survey
Placement in the appropriate first-year writing course is recommended by the WCU WRITE (Writing and Reading InTerest and Experience) advisory system, which all incoming students are required to take prior to the scheduling period for first-year students. The WRITE advisory survey asks students to report on their past interest and experience in school and specifically with reading and writing, combined with numeric data such as their high school GPA, English course grades and SAT or ACT scores. After the survey is taken, the advisory system will direct students into the appropriate course sequence.

Taking the correct first-year writing courses can be a critical factor for a student’s success at college. The WRITE survey is designed to assist you in making the best decision about which of WCU’s starting courses in writing seems to be the best fit for you. The WRITE survey will integrate your answers with information we have on file to determine which course sequence is likely the best fit for you. It includes each student’s individual:
• Standardized test scores and high school GPA (in most cases, WCU has these on file for you and scores will be provided)
• Writing and reading history, both in and outside of school.

Students who do not take the WRITE survey will not be placed into any required First-Year Writing course or sequence until they complete the survey.

Instructions on taking the WRITE survey can be found in the WCU Placement Portal on MyWCU. If students have questions about the WRITE survey they can email the English Department at writesurvey@wcupa.edu.

* Pilot Program for 2017–2018 catalog year

Course List

WRT

WRT 120. Effective Writing I. 3 Credits.
An intensive course in writing that emphasizes skill in organization and awareness of styles of writing and levels of usage as ways of expressing and communicating experiences.
Gen Ed Attribute: English Composition Requirement.

WRT 200. Critical Writing and Research. 3 Credits.
Continues the expository writing experience offered in Effective Writing I, and explores techniques of gathering, evaluating, and selecting materials to be used in writing research papers.
Pre / Co requisites: WRT 200 requires a prerequisite of WRT 120, placement via the WRITE survey (pilot program 16–17 academic year).
Gen Ed Attribute: English Composition Requirement.

WRT 204. Critical Writing: Approaches to Pop Culture. 3 Credits.
The strategies of critical theory and critical writing will be used to examine and explain popular culture. The course will explore multiple media—such as print, television, film, music, and various visual and electronic formats—as representations of humanities, arts, and sciences, about which students will write researched, critical cultural analyses.
Pre / Co requisites: WRT 204 requires a prerequisite of WRT 120 or WRT 100 or SAT Writing Score greater than 610.
Gen Ed Attribute: English Composition Requirement.

WRT 205. Critical Writing: Investigating Experience. 3 Credits.
Exploration of the student’s personal history and attitudes through carefully structured compositions, including autobiographical narrative, memoir, and introspective analysis.
Pre / Co requisites: WRT 205 requires a prerequisite of WRT 120 or WRT 100 or SAT Writing Score greater than 610.
Gen Ed Attribute: English Composition Requirement.
Distance education offering may be available.

WRT 206. Critical Writing: Multidisciplinary Imagination. 3 Credits.
Imagination becomes a vehicle for students to explore a variety of disciplinary and social perspectives on issues of relevance to society. Assignments cover writerly issues, such as genre, style, and language, and related issues, such as the role of imagination, innovations, and discovery in the sciences, arts, social sciences, and humanities, through documented research.
Pre / Co requisites: WRT 206 requires a prerequisite of WRT 120 or WRT 100 or SAT Writing Score greater than 610.
Gen Ed Attribute: English Composition Requirement.

WRT 208. Critical Writing: Entering Public Sphere. 3 Credits.
Publication is a goal for many writers. Reporters, scientists, poets, academics, and others write for publication. This class will require students to write researched, critical cultural analyses.
Pre / Co requisites: WRT 208 requires a prerequisite of WRT 120 or WRT 100 or SAT Writing Score greater than 610.
Gen Ed Attribute: English Composition Requirement.

WRT 220. Critical Writing: Special Topics. 3 Credits.
Each section will have a special topic that focuses on current (inter)disciplinary issues of importance in the humanities, arts, social sciences, and/or sciences. In these courses students will explore what it means to be human; including how language, thought, and creative expression speak to an individual’s values, beliefs, and traditions.
Six credits required.
Select courses from at least two of the following areas. Courses must be selected from outside the student’s major department.

HUMANITIES DISTRIBUTIVE REQUIREMENT

Humanities courses develop a student’s ability to analyze, define, and explore what it means to be human; including how language, thought, and creative expression speak to an individual’s values, beliefs, and traditions.
Course List

CLS

CLS 165. Introduction to World Literature. 3 Credits.
This course is designed to introduce students to literature representative of both Western and non-Western cultures and can be taken as an alternative to LIT 165. Not open to English majors.
Distance education offering may be available.

CLS 260. World Literature I. 3 Credits.
A survey of world literary texts from pre-classical times to 1600.

CLS 261. World Literature II. 3 Credits.
A survey of world literary texts from 1600 to the present.
Gen Ed Attribute: Humanities Distributive Requirement, Writing Emphasis.

HIS

HIS 100. Global History since 1900. 3 Credits.
The 20th century background to today's world is examined through a variety of themes and concepts.
Gen Ed Attribute: Humanities Distributive Requirement.
Distance education offering may be available.
Typically offered in Fall & Spring.

HIS 101. History of Civilization I. 3 Credits.
Cultural elements and social institutions in the West and the East from earliest times through the Renaissance.
Gen Ed Attribute: Humanities Distributive Requirement.
Typically offered in Fall & Spring.

HIS 102. History of Civilization II. 3 Credits.
Developments in civilizations from 1500 to the present, with emphasis on Western civilization and its interrelationships with the non-Western world.
Gen Ed Attribute: Humanities Distributive Requirement.
Typically offered in Fall & Spring.

HIS 150. The American Experience. 3 Credits.
The history of the United States, with emphasis on major themes, ideas, and developments: nationalism, sectionalism, imperialism, industrialism, and others.
Gen Ed Attribute: Humanities Distributive Requirement.
Typically offered in Fall & Spring.

HIS 151. History of the United States I. 3 Credits.
The social, economic, political, and intellectual development of the United States from the beginning of the Colonial period through Reconstruction.
Gen Ed Attribute: Humanities Distributive Requirement.
Typically offered in Fall & Spring.

HIS 152. History of the United States II. 3 Credits.
A comprehensive history of the United States from 1865 to the present, examining the economic, political, and cultural development of American society, and the evolution of American foreign policy.
Gen Ed Attribute: Humanities Distributive Requirement.
Typically offered in Fall & Spring.

HIS 444. History of American Education. 3 Credits.
This course offers an historical examination of the complex historical, political, social, economic and cultural influences that have contributed to the current state of education in America.
Gen Ed Attribute: Humanities Distributive Requirement.

LIT

LIT 100. Popular Culture: Reading Culture as Text. 3 Credits.
An introduction to analyzing and interpreting everyday cultural expressions within diverse social, historical, economic, and political contexts.
Gen Ed Attribute: Humanities Distributive Requirement.

LIT 165. Topics in Literature. 3 Credits.
A course designed to develop awareness of literature as being central to all the arts, to increase levels of literacy and critical faculties, and to broaden understanding of the human condition.
Gen Ed Attribute: Humanities Distributive Requirement, Writing Emphasis.

LIT 219. Literature for Young Children. 3 Credits.
A critical study of the literature for young children for prospective specialists in early grades.
Gen Ed Attribute: Humanities Distributive Requirement.

LIT 220. Children's Literature. 3 Credits.
A critical study of literature for children, setting standards for evaluation and appreciation.
Gen Ed Attribute: Humanities Distributive Requirement.

PHI

PHI 100. Creating Meaning. 3 Credits.
This course is an introduction to existentialism, one of the most influential intellectual currents of the 20th century. Through film, literature, and the primary philosophical texts of existential philosophers, such as Frederick Nietzsche, Jean-Paul Sartre, Albert Camus, and Simone de Beauvoir, we will explore basic existential themes such as the formation of values, "dread" and "alienation." Existentialism focuses less on what to think and more on how to live stark raving sane in the face of radical freedom and responsibility.
Gen Ed Attribute: Humanities Distributive Requirement.
Typically offered in Fall, Spring & Summer.

PHI 101. Introduction to Philosophy. 3 Credits.
The chief problems and methods of philosophic thought, with a survey of some typical solutions. The place and influence of philosophy in life today.
Gen Ed Attribute: Humanities Distributive Requirement.
Typically offered in Fall, Spring & Summer.

PHI 125. Theology & Science: Enemies or Partners?. 3 Credits.
An inquiry into the relationship of theology to the natural sciences. Team taught by both a physicist and a philosopher, the course investigates how ideas of God have been affected by advances in physics and biology.
Typically offered in Spring.
Cross listed courses PHI 125, PHY 125.

PHI 150. Critical Thinking and Problem Solving. 3 Credits.
Introduction of the principles needed for effective thinking and evaluation of arguments in practical situations. Topics include procedures and guidelines for identifying and evaluating arguments, recognizing fallacies, and writing/criticizing argumentative essays.
Gen Ed Attribute: Humanities Distributive Requirement.
Typically offered in Fall & Spring.

PHI 180. Introduction to Ethics. 3 Credits.
Introduction to major theories and contemporary work in moral philosophy. Offers tools for ethical decision making in our daily lives with emphasis on the influence of culture, power, privilege, diverse communities course.
Gen Ed Attribute: Diversity Requirement, Humanities Distributive Requirement.
Typically offered in Fall, Spring & Summer.

PHI 201. Contemporary Issues. 3 Credits.
Discussion and analysis of contemporary philosophical issues. The topic varies from semester to semester.
Gen Ed Attribute: Humanities Distributive Requirement.
Typically offered in Fall & Spring.
Repeatable for Credit.

PHI 206. Religions of the West. 3 Credits.
An introduction to the three major traditions of the West: Judaism, Christianity and Islam. Exploring their earliest heritage including founders, scriptures, early institutions and practices, it will then address how these traditions were preserved, re-invigorated, and sometimes transformed in response to social change and political upheaval.
Gen Ed Attribute: Humanities Distributive Requirement.
Typically offered in Fall.

PHI 207. Philosophies of Non-violence. 3 Credits.
An examination of the concepts of violence and nonviolence, especially as seen by recent thinkers. The course attempts to link theory with practice by considering the contributions of Tolstoy, Gandhi, Thoreau, and other philosophers, religious thinkers, and activists.
Gen Ed Attribute: Humanities Distributive Requirement.
Typically offered in Spring.
PHI 220. Introduction to Islam. 3 Credits.
A general introduction to Islam which will focus on the sources for Muslim belief and practices, the diversity within the Muslim community, and modern movements within Islam and the Muslim community in America.
Gen Ed Attribute: Arabic Culture Cluster, Foreign Language Culture Cluster, Humanities Distributive Requirement.
Typically offered in Spring.

PHI 280. Philosophy and Film. 3 Credits.
This course helps students understand and discuss philosophy, film, and how the two disciplines intersect. Students' critical thinking skills will improve as they use film theory and terminology to decipher key philosophical texts, and vice versa.
Gen Ed Attribute: Diversity Requirement, Humanities Distributive Requirement.
Typically offered in Spring.

PHI 282. Animal Ethics. 3 Credits.
An exploration of the religious, philosophical, and scientific perspectives on animals, animal treatment and animal use, including arguments for vegetarian/veganism and of activist groups.
Gen Ed Attribute: Humanities Distributive Requirement.
Typically offered in Fall.

PHI 350. Philosophical Topics: 20th Century and Beyond. 3 Credits.
A course in recent and current philosophies and philosophers from various traditions.
Gen Ed Attribute: Humanities Distributive Requirement.
Typically offered in Spring. Repeatable for Credit.

PHY

PHY 125. Theology and Science: Enemies or Partners. 3 Credits.
An inquiry into the relationship of theology to the natural sciences. Team taught by both a physicist and a philosopher, the course investigates how ideas of God have been affected by advances in physics and biology.
Gen Ed Attribute: Humanities Distributive Requirement.
Typically offered in Spring.
Cross listed courses PHI 125, PHY 125.

INTERDISCIPLINARY REQUIREMENT

This course, regardless of the academic department that offers it, places the emphasis on the relationship among three or more disciplines, requiring the student to think critically. The student will synthesize and/or integrate the disciplines in the investigation of a concept, culture, or idea resulting in a student who demonstrates the attributes of general education Goal 4 (demonstrate the ability to think across and about disciplinary boundaries). Interdisciplinary courses may be fulfilled by any approved course with an "I" designation in the course schedule. Approved interdisciplinary courses are indicated as such in the catalog course descriptions. Because interdisciplinary courses are, by design, treatment of a subject from different disciplines, interdisciplinary courses may not be used to fulfill a general education requirement in the distributive areas (science, behavioral and social sciences, humanities, the arts). However, a course may simultaneously satisfy the interdisciplinary and diverse communities requirements.

Course List

ACC

ACC 300. Fraud Examination for Managers. 3 Credits.
Introduces tools necessary to understand the prevention, detection, and investigation of fraud. The course utilizes an interdisciplinary approach to develop and integrate students' knowledge of law, criminal justice, and the basic concepts of accounting for the purpose of obtaining a comprehensive view of fraud.
Pre / Co requisites: ACC 300 requires prerequisite of ACC 201 and minimum 2.50 CUM GPA.
Gen Ed Attribute: Interdisciplinary Requirement.
Distance education offering may be available.
Typically offered in Fall, Spring & Summer.

AMS

AMS 200. American Civilization. 3 Credits.
An interdisciplinary study of the forces, forms, and values that have contributed to the making of American civilization. Several academic disciplines are drawn upon in exploring the 'Americans' of American institutions, thought, behavior, and material culture.
Gen Ed Attribute: Interdisciplinary Requirement.

ANT

ANT 260. Artifacts and Culture. 3 Credits.
Critical exploration of the role of material items in the analysis and interpretation of human culture.
Gen Ed Attribute: Interdisciplinary Requirement.
Typically offered in Fall.

CLS

CLS 201. Classical Greco Roman Myth in 20th Century Arts. 3 Credits.
The study of Greeks and Roman mythology and its’ influence on 20th and 21st century Western culture.

CLS 270. Life, Death, and Disease. 3 Credits.
A course treating the study of literary works, film, and selected readings from other areas (history, science, fiction, and nonfiction) to generate an understanding of the relationship of human values to medicine, illness, and issues of related importance to physicians.

CLS 280. Languages of Modernism. 3 Credits.
A study of modernist ideas and aesthetics across cultures in film, art and theatre.
Gen Ed Attribute: Interdisciplinary Requirement.

CLS 329. Gender and Peace. 3 Credits.
An examination of the ways in which social constructions of gender intersect with perceptions and experiences of war and peace.
Gen Ed Attribute: Interdisciplinary Requirement.

CLS 368. Greco Roman, Culture, Myth & Society. 3 Credits.
The study of the Trojan War myth cycle in Greek and Roman mythology through literature, history, and art from Homer through the Latin Middle Ages and the way this myth reflects the culture and society of the texts in question.

CLS 371. Law and Disorder in Literature. 3 Credits.
A look at the presentational aspects of law, legal writing and oral argument, its constructions in narrative-law as literature and literature as law, and the relationship of law to anthropology, psychology, history, and sociology.

CRJ

CRJ 366. Forensic Mental Health. 3 Credits.
An interdisciplinary exploration of the intersection of the mental health and criminal justice systems in the United States. The primary theme is the deinstitutionalization movement which has resulted in the shifting of persons with mental illness from hospitals into correctional facilities. Important topics include school-to-prison pipeline (STPP), civilian and outpatient commitment, police as first responders, training for law enforcement responding to crisis situations, and other efforts to decrease criminalization and stigmatization, such as Crisis Intervention Teams, Mental Health Courts, Assertive Community Treatment, and reentry strategies. Students are expected to engage in innovative policy solutions through a multi-disciplinary lens, which may include strategies based on developments in the fields of criminal justice, medicine and forensic psychiatry, counseling and psychology, social work, education, and public administration.
Typically offered in Fall & Spring.
CRJ 434. Experiencing Peru: Examining the Criminal, Social, and Economic Impact of Voices4Peru. 3 Credits.
This course, which includes a 13-day study abroad experience, will provide students with an in-depth comparison of social issues related to crime, education, gender, poverty, and race that prevail in the United States and in South America. This course was designed on the belief that cross-cultural comparisons of governmental initiatives and grassroots movements significantly shape the expectations and quality of life for the majority of a nation's citizens. Course readings will examine criminological theories about race, class, and crime, while the social learning theories and current evidence-based practices will describe how social and cultural factors impact decision-making and problem solving skills.
Consent: Permission of the Department required to add.

DAN

DAN 300. Controversial Bodies: Visions of Beauty. 3 Credits.
Controversial Bodies: Visions of Beauty will foster a discussion of bodily beauty across the multiple fields of theater, dance, history, and sociology. In creating a course that holds these two physical markers, the body and beauty, at its core, a space can be filled within the university's curriculum where central to the course is the notion that the body is a social and cultural entity and that, markers of bodily beauty are constructed differently across various cultures and time periods. In particular, Controversial Bodies: Visions of Beauty, examines how figures in the performing arts have pulled the make-up of beauty in opposite directions, reinforcing or subverting the norms of what is socially and politically acceptable, playing with nudity, androgyny and ugliness, and rewriting the markers of beauty in terms of race, gender, age and bodily type.
Gen Ed Attribute: Interdisciplinary Requirement. Typically offered in Fall & Spring.

DHM

DHM 280. Introduction to Digital Humanities. 3 Credits.
This course is an introduction to new media, digital humanities, and computational approaches to the humanities, with a survey of theories, methodologies, and current critical practices.
Gen Ed Attribute: Interdisciplinary Requirement, Writing Emphasis. Typically offered in Fall.

DHM 325. Digital Research Methods. 3 Credits.
This course introduces students to software tools and methodologies necessary for meaningful research in the humanities. Hands on instruction is provided, along with opportunities for independent and sustained research work.
Pre / Co requisites: DHM 280 requires a prerequisite or co-requisite of DHM 280 or instructor consent.
Gen Ed Attribute: Interdisciplinary Requirement. Distance education offering may be available. Typically offered in Spring.

EDF

EDF 255. Evolution of Schooling in U.S.. 3 Credits.
An examination of the historical evolution and contemporary purposes, practices, and structures of schooling in the United States. Students will investigate the political, sociological, and economic motivators in the origin, maintenance, and reform of American schooling. In addition, students will engage in an examination of contemporary issues in American schooling, specific attention will be given to the impact of current educational reforms on the theory and practice of early childhood education.
Gen Ed Attribute: Interdisciplinary Requirement.

EDF 300. Democracy and Education. 3 Credits.
A study of the philosophical, historical and sociological issues related to American education. The course places schools within the context of the larger American society and asks to what degree can and should schools serve as agents for creating a more just and democratic society.
Gen Ed Attribute: Interdisciplinary Requirement.

EFR

EFR 320. French Civilization (In English). 3 Credits.
(In English) A study of France's political and educational systems and economic and religious institutions with emphasis on contemporary aspects.

EGE

EGE 323. Austrian Civilization. 3 Credits.
An interdisciplinary study of Austrian civilization, focusing on Vienna 1848-1938. The relationship of selected cultural and intellectual developments to their political and social contexts. This course employs the perspective of many disciplines but is specifically concerned with the humanities and visual arts.
Gen Ed Attribute: Foreign Language Culture Cluster, Germany Culture Cluster, Interdisciplinary Requirement.

ENG

ENG 215. Views on Literacy. 3 Credits.
The historical and social contexts of English literacy. Emphasis on writing.

ENV

ENV 102. Humans and the Environment. 3 Credits.
A study of the ability of humans to survive and maintain their life quality considering the limited resources and recycling capacity of planet Earth. Note: Only one of the following courses can be completed for credit: SCB 102, ENV 102, or ESS 102.
Gen Ed Attribute: Interdisciplinary Requirement. Typically offered in Fall & Spring. Cross listed courses SCB 102, ENV 102, ESS 102.

ERU

ERU 309. Russian Culture. 3 Credits.
(In English) An interdisciplinary course designed to acquaint students with Russian culture and life in Russia today. No knowledge of Russian required.
Gen Ed Attribute: Foreign Language Culture Cluster, Interdisciplinary Requirement, Russia & Eastern Europe Culture Cluster, Writing Emphasis. Typically offered in Fall & Spring.

ESP

ESP 300. Latin-American Culture and Civilization (In English). 3 Credits.
Cultural, geographic, literary, philosophical, and artistic manifestations of the Hispanic-American world. No knowledge of Spanish is required.

ESP 316. Latin American Avant-Gardes and Mass Media. 3 Credits.
An exploration of the groundbreaking avant-garde artistic practices and the technological innovations of mass media from the early 1900s to today in Latin America. Course studies the historical origins and transformation of concepts such as "originality," "individuality," and "the new" to understand how they acquired political, economic, social, and cultural value in modern Latin America. No knowledge of Spanish is required.

ESP 319. Cultural Realities of Spain. 3 Credits.
A study of the origins and evolution of Spanish character, tradition, and thought as a result of its multi-cultural past and present. The interrelationship of its history and arts. The scope of its contribution to Western culture. No knowledge of Spanish is required.
Gen Ed Attribute: Foreign Language Culture Cluster, Interdisciplinary Requirement, Spanish Culture Cluster. Typically offered in Fall & Spring.

ESP 324. Latinos in the U.S.. 3 Credits.
An interdisciplinary examination of Latinos/Latinos in the U.S. Course examines the changing cultural, historical, political, and economic situations of several Hispanic groups, including Central Americans, Cubans, Mexicans, and Puerto Ricans.
ESS

ESS 102. Humans and the Environment. 3 Credits.
A study of the ability of humans to survive and maintain their life quality, considering the limited resources and recycling capacity of planet Earth. Note: Students completing ESS 102 may not take SCB 102 or ENV 102 for credit.
Gen Ed Attribute: Interdisciplinary Requirement.
Typically offered in Fall, Spring & Summer.
Cross listed courses SCB 102, ENV 102, ESS 102.

GEO

GEO 204. Introduction to Urban Studies. 3 Credits.
An examination of the breadth of urban studies from the perspectives of many social science disciplines. Philadelphia is emphasized as an object of perception, as a place of life and livelihood, and as an example of continual change in the urban environment.
Gen Ed Attribute: Diversity Requirement, Interdisciplinary Requirement.
Typically offered in Fall & Spring.

HIS

HIS 302. Modern India. 3 Credits.
Social, religious, and cultural underpinnings of modern India against a backdrop of the subcontinent’s chronological development. Hindu and Muslim traditions discussed in terms of their own social, religious, and historical dynamics and as examples of complexities of national integration.
Gen Ed Attribute: Interdisciplinary Requirement.

HIS 305. Modern China. 3 Credits.
Survey of the historical and cultural background of China. Emphasis is given to the significance of China’s modern period and its impact on world affairs.
Gen Ed Attribute: Interdisciplinary Requirement.
Typically offered in Spring.

HIS 306. Chinese Civilization. 3 Credits.
Study of dominant cultural, philosophical, and historical patterns that have influenced the development of China as it is today and the traditional way in which Chinese approach their own history.
Gen Ed Attribute: Interdisciplinary Requirement.
Typically offered in Spring.

HIS 308. Introduction to the Islamic World. 3 Credits.
Study of the religio-cultural heritage of the Islamic world against a historical background. Selected areas of Middle, South, and Southeast Asia will be utilized to illustrate the flowering of Islamic arts, architecture, and poetry. Includes geography component.
Gen Ed Attribute: Interdisciplinary Requirement.
Typically offered in Fall.

HIS 323. Austrian Civilization. 3 Credits.
An interdisciplinary study of Austrian civilization, 1848-1938. Emphasis is placed on fin-de-siecle Vienna, not only as its pivotal role in Austrian culture but also as a testing ground for modernism in the West.
Gen Ed Attribute: Foreign Language Culture Cluster, Germany Culture Cluster, Interdisciplinary Requirement.

HIS 329. Gender and Peace. 3 Credits.
Examination of the ways in which social and historical constructions of gender intersect with perceptions and experience of war and peace.
Gen Ed Attribute: Interdisciplinary Requirement.
Typically offered in Spring.

HON

HON 110. Civic Engagement and Theories of Leadership. 3 Credits.
Introduction to the interdisciplinary study of leadership theory and civic engagement through the use of films as case studies. The course content places special emphasis on leadership practices and the relationships between leaders and followers inspired by social inequities surrounding issues of race, ethnicity, class, gender and inclusion.
Gen Ed Attribute: Interdisciplinary Requirement.
Typically offered in Fall.

HON 320. Honors Seminar: Global Issues. 3 Credits.
Special topics involving study at an international location. Subject matter rotates and is determined by the honors director and the Honors Council through competitive submission from University faculty.
Gen Ed Attribute: Interdisciplinary Requirement.
Typically offered in Spring.
Repeatable for Credit.

HON 351. Honors Seminar. 3 Credits.
First of two special topics offered fall semester. Subject matter rotates and is determined by the Honors director and the Honors Council through competitive submission from University faculty. Seminars are designed to be cross-disciplinary and to have a writing emphasis.
Typically offered in Spring.
Repeatable for Credit.

HON 352. Honors Seminar. 3 Credits.
First of two special topics offered spring semester. Subject matter rotates and is determined by the Honors director and the Honors Council through competitive submission from University faculty. Seminars are designed to be cross-disciplinary and to have a writing emphasis.
Typically offered in Fall.
Repeatable for Credit.

HON 381. Symposium in the Arts and Humanities. 3 Credits.
Investigation of leadership issues as they are found within special topics in the arts and humanities.

HON 382. Symposium in Social and Behavioral Science. 3 Credits.
Investigation of leadership issues as they are found within special topics in the social and behavioral sciences.

HON 415. Honors Seminar. 3 Credits.
Second of two special topics offered fall semester. Subject matter rotates and is determined by the Honors director and the Honors Council through competitive submission from University faculty. Seminars are designed to be cross-disciplinary and to have a writing emphasis.
Typically offered in Spring.
Repeatable for Credit.

HON 452. Honors Seminar. 3 Credits.
Second of two special topics offered spring semester. Subject matter rotates and is determined by the Honors director and the Honors Council through competitive submission from University faculty. Seminars are designed to be cross-disciplinary and to have a writing emphasis.
Typically offered in Fall.
Repeatable for Credit.

KIN

KIN 246. Sport, Culture and Society. 3 Credits.
Current theories and research in the area of sport and society will be introduced. Focus of the course is interdisciplinary, incorporating sociological, psychological, historical, anthropological, philosophical, and economic perspectives. Topics include moral, ethical, racial, and gender issues in sport in relation to the North American culture.
Gen Ed Attribute: Diversity Requirement, Interdisciplinary Requirement.

LAN

LAN 312. What is Empathy? Scientific and Cultural Understandings. 3 Credits.
In this interdisciplinary course we shall examine answers to this question in various eras, disciplines, and cultures. A secondary question will be: Can empathy be learned? The course will conclude with an analysis of literary and cinematic texts that deal with the role of artistic works in eliciting empathy.
Gen Ed Attribute: Interdisciplinary Requirement.
LIT

LIT 250. Victorian Attitudes. 3 Credits.
A study of 19th-century attitudes toward social changes as expressed in art, architecture, literature, and nonfiction prose.
Gen Ed Attribute: Interdisciplinary Requirement.

LIT 309. Thoughts/Writings of Martin Luther King. 3 Credits.
Examines and analyzes the writings of Dr. King and their relationship to the themes he pursued and the leadership role he achieved.
Gen Ed Attribute: Interdisciplinary Requirement.

LIT 329. Medieval Women's Culture. 3 Credits.
This is an interdisciplinary study of writings by medieval women and their contribution to the development of medieval culture.
Gen Ed Attribute: Interdisciplinary Requirement.

LIT 370. Urbanism and the Modern Imagination. 3 Credits.
Covers a variety of responses of contemporary writers, artists, and planners to the rise of the modern city.

MAT

MAT 301. The Scientific Revolution. 3 Credits.
This course addresses how modern science began in the 17th century by examining its origins and including introductions to the heroes of science - Copernicus, Kepler, Galileo, and Newton. This course counts toward the writing emphasis requirement.
Typically offered in Fall & Spring.

PHI

PHI 102. Introduction to Religious Studies. 3 Credits.
The role of religion in human life. Illustrations drawn from various traditions, rituals, and belief patterns, both ancient and modern.
Typically offered in Fall, Spring & Summer.

PHI 174. Principles of the Arts. 3 Credits.
A critical examination of traditional and contemporary aesthetic theories from diverse cultural perspectives to extend students' thinking about the "concept" as well as the "experience" of art. Visual and literary arts are emphasized, as well as how to live a more artful life.
Gen Ed Attribute: Interdisciplinary Requirement.
Typically offered in Fall.

PAX

PAX 200. Introduction to Peace and Conflict Studies. 3 Credits.
An interdisciplinary inquiry into the nature and causes of social conflict. The aim throughout is to find ways of avoiding destructive conflict, whether through negotiation or other means. The issue of justice as a factor in conflict receives special attention.
Gen Ed Attribute: Interdisciplinary Requirement.
Typically offered in Fall & Spring.

PAX 201. Global Perspectives. 3 Credits.
This course is intended to help students develop the competencies needed for the understanding of, and meaningful participation in, the world issues of the 1990s.
Gen Ed Attribute: Interdisciplinary Requirement.
Typically offered in Fall.

PSC

PSC 304. Urban Politics. 3 Credits.
This course examines the politics of governing American urban areas. In doing so, a number of social science perspectives are explored. Particular attention is paid to theories of urban power and democracy and the politics of urban development.
Gen Ed Attribute: Interdisciplinary Requirement.
PSC 318. International Political Economy. 3 Credits.
The focus is the politics of international economic relations. Alternative analytical and theoretical perspectives will be examined for their value in helping to understand and evaluate the historical developments and current operation of the global economy. Special attention is given to system governance (international regimes such as the World Trade Organization and the International Monetary Fund) and the ability of the nations of the world to provide stability to the international political economy. The primary objective of this course is to develop analytical and theoretical skills in the application of various international political economy perspectives (liberalism, mercantilism, Marxism/structuralism) which examine the interrelationship between states and markets.
Gen Ed Attribute: Interdisciplinary Requirement.

SCB
SCB 102. Humans and the Environment. 3 Credits.
The effects of human population on earth’s resources are studied against a background of physical, biological, and health sciences. Note: Students completing SCB 102 may not take ESS 102 or ENV 102 for credit. May not be taken as biology major elective.
Gen Ed Attribute: Interdisciplinary Requirement.
Typically offered in Fall & Spring.
Cross listed courses: SCB 102, ENV 102, ESS 102.

SCB 210. The Origin of Life and the Universe. 3 Credits.
An interdisciplinary course that presents the theory and evidence for the first three minutes of the universe and formation of the stars, galaxies, planets, organic molecules, and the genetic basis of organic evolution. May not be taken as a biology major elective.
Gen Ed Attribute: Interdisciplinary Requirement.
Typically offered in Fall.

SMD
SMD 210. Psychosocial Perspectives of Sports/Recreational Injuries. 3 Credits.
Present active individuals with information on the incidence, prevention, and management of sport/recreational injuries. In addition, the psychological impact and sociological factors effecting health care delivery will be addressed. Taken together students will be better prepared and more informed consumers of sport/recreational health care.
Typically offered in Fall, Spring & Summer.

SOC
SOC 349. Perspectives on Mental Illness. 3 Credits.
Gen Ed Attribute: Interdisciplinary Requirement.
Typically offered in Fall.

SWO
SWO 225. Race Relations. 3 Credits.
The course takes an interdisciplinary approach to the study of race, ethnicity and culture. By integrating findings from history, political science, sociology, and social work, students are introduced to cultural differences as they affect family life, the development of law, and the nature and magnitude of racism in our society. The overarching goal of this course is to encourage the student to embark on the process of becoming culturally competent.
Gen Ed Attribute: Diversity Requirement, Interdisciplinary Requirement.

WOS
WOS 225. Intro to Women’s and Gender Studies. 3 Credits.
An interdisciplinary course designed to enable students to analyze the lived experience of women, to evaluate the impact of gender, to question the implications of changing cultural patterns, and to sample first-hand efforts for social change. Satisfies interdisciplinary requirement. Offered every semester.
Typically offered in Fall, Spring & Summer.

WOS 250. Women’s Self Representation. 3 Credits.
An interdisciplinary approach to ways women record their lives.
Distance education offering may be available.
Typically offered in Fall, Spring & Summer.

WOS 276. Sexual Identity. 3 Credits.
Interdisciplinary introduction to meanings attached to human sexuality, exploring intersections between theories of sexual identity and theories of gender, class, race, ethnicity, age, and nationality.
Gen Ed Attribute: Interdisciplinary Requirement.
Typically offered in Spring.

WOS 315. Women of the Global South. 3 Credits.
This course will examine the nature of women’s lives in the global South, focusing on topics such as family, education, health, development policies, and political change. Geographic areas studied include Africa, Asia, Latin America, and the Middle East.
Gen Ed Attribute: Diversity Requirement, Interdisciplinary Requirement.
Typically offered in Fall.

WOS 329. Gender and Peace. 3 Credits.
An examination of the ways in which social constructions of gender intersect with perceptions and the experience of war.
Gen Ed Attribute: Interdisciplinary Requirement.
Typically offered in Spring.

WOS 335. Gender, Race and Science. 3 Credits.
An interdisciplinary course on the role of gender and race in the formation of science.
Gen Ed Attribute: Diversity Requirement, Interdisciplinary Requirement.
Typically offered in Fall & Spring.

WOS 350. Lesbian Studies. 3 Credits.
This course offers an interdisciplinary introduction to lesbian studies that focuses on the historical and contemporary diversity of lesbian genders and sexualities, especially as shaped by race, class, culture, and nation. Special attention will be placed upon lesbian activism as well as contestations within lesbian communities about racism, classism, and cissexism.
Gen Ed Attribute: Interdisciplinary Requirement.
Distance education offering may be available.
Typically offered in Fall & Spring.

LANGUAGE AND CULTURE REQUIREMENT

Language and Culture Requirements for Bachelor of Arts and Bachelor of Music Degree and Certain B.S. Degree Candidates

1. West Chester University believes that college students today require exposure to global cultures, and the University integrates this belief into courses and programs in various ways. Departments in the College of the Sciences and Mathematics, as well as the College of Business and Public Management, in particular, see a need for students earning bachelor of arts degrees to gain competency in language and cultures as a critical aspect of their education. The University provides options for these students based on varying levels of language competency deemed appropriate by major departments for study in their field. Questions regarding language requirements should be directed to the department chairperson. A number of B.A. degree programs require a language proficiency gained from completing the second half of the intermediate year (202) of a language. At this level, students may be expected to have a working knowledge of the language and culture of a country. These programs are as follows:
   a. Biology
   b. English
   c. Languages and Cultures (p. 326) (in a second language)
   d. History
   e. Liberal Studies
   f. Mathematics (p. 362) (limited to French, German, and Russian)
   g. Political Science (p. 426) (B.A. in international relations only)

2. Other B.A. degree programs offer students the following options:
a. demonstrating language proficiency through the intermediate level (202) or
b. demonstrating language proficiency through the Elementary II (102) level of a language and further acquiring a cultural foundation through taking three culture cluster courses within the same language area. This option is available for the following languages:
   i. American Sign Language
   ii. Arabic
   iii. French
   iv. German
   v. Greek
   vi. Italian
   vii. Latin
   viii. Russian
   ix. Spanish

   c. Each has an approved set of associated culture cluster courses. It is not necessary for students to complete the Elementary II (102) level before taking culture cluster courses.

3. While this option does not give students the depth and focus of language study, the three courses will help them understand a culture. (In this option, students may elect to further their language skills by taking an additional semester of the language, plus two culture cluster courses.)

4. Degree programs offering the culture cluster option are as follows:
   a. Anthropology
   b. Communication Studies (p. 215)
   c. Communicative Disorders
   d. Economics (p. 251) (B.A. only)
   e. Geography (p. 280) (B.A. only)
   f. Philosophy
   g. Political Science (p. 426) (B.A. general and public management only)
   h. Psychology
   i. Sociology
   j. Theatre Arts

5. Some B.S. degree programs also require a language. Students should see their advisors.

6. The Department of Languages and Cultures (p. 326) handles testing and placement.

7. Course substitutions to the language requirement of a department will be granted if the student meets one of the following criteria:
   a. The student is able to demonstrate proficiency through successful testing by the Department of Languages and Cultures (p. 326).
   b. The student holds a diploma from a secondary education institution in another country. This institution must be at least the equivalent of a U.S. high school, and instruction must be in a language other than English.
   c. Students who may request course substitutions because of a disability should refer to "Services for Students with Disabilities." (p. 94)
   d. Students should take note of the policies regarding taking courses out of sequence (p. 81).

Language Culture Clusters
Of the three required culture cluster courses, students who choose that option may take no more than two in the same department, except that only one may be taken in the department in which they major. Students are encouraged to begin taking their culture cluster courses as soon as possible. The 201 level of language courses is acceptable for use as one of the three culture cluster courses. Any exceptions to these conditions must be petitioned. A student may not use one course to simultaneously fulfill a general education distributive requirement and a culture cluster requirement.

American Sign Language Culture Cluster

COM
COM 295. Communication and Disability. 3 Credits.
This course explores how individuals communicate through and about disability. Topics covered include the place of perceptions, identity, language, non verbal behavior, and assistive technology in interpersonal communicative interactions among and about individuals with disabilities in family, friendship, and professional relationships.
Typically offered in Spring.

DST
DST 357. Deaf Culture Perspectives. 3 Credits.
This course will cover a variety of issues related to the Deaf community. It will acquaint students with the history, traditions, and values within the culture of Deaf people. The history of deaf people will focus on struggles, cultural vs pathological views, legislature and accomplishments. Traditions include the use of humor, success stories, behaviors, and empowerment. Values include the importance of Deaf culture's perspectives on education of deaf children, communication issues, technology, and preservation of American Sign Language.
Pre / Co requisites: DST 357 requires a prerequisite of CSD 110 or KIN 110.
Typically offered in Fall.

KIN
KIN 254. Disability Studies: An Interdisciplinary Introduction. 3 Credits.
A study of the psychological and social implications of physical disabilities.
Distance education offering may be available.
Typically offered in Fall & Spring.

Arabic Culture Cluster

HIS
HIS 411. Middle East to 1700. 3 Credits.
The historical evolution of the Middle East from just before the time of Muhammad until 1700. The course seeks to promote an understanding of the nature and rise of the religion of Islam, the spread of Islamic civilization, and the evolution of the Arab and Ottoman empires.
Gen Ed Attribute: Arabic Culture Cluster, Foreign Language Culture Cluster.
Typically offered in Fall.

HIS 412. Middle East Since 1600. 3 Credits.
The historical evolution of the Middle East from 1600 to the present. The course seeks to promote a historically sound understanding of the conflicts and differences between Western and Middle Eastern societies, as well as the continuing interplay of secular and religious forces in the history of the region.
Gen Ed Attribute: Arabic Culture Cluster, Foreign Language Culture Cluster.
Typically offered in Spring.

PHI
PHI 220. Introduction to Islam. 3 Credits.
A general introduction to Islam which will focus on the sources for Muslim belief and practices, the diversity within the Muslim community, and modern movements within Islam and the Muslim community in America.
Gen Ed Attribute: Arabic Culture Cluster, Foreign Language Culture Cluster, Humanities Distributive Requirement.
Typically offered in Spring.

Classical Civilizations Culture Cluster

ARH
ARH 382. Art of Greece and Rome. 3 Credits.
The art and architecture of the Greeks, Etruscans, and Romans.
Gen Ed Attribute: Classical Civilizations Culture Cluster, Foreign Language Culture Cluster.
Typically offered in Fall & Spring.
CLS

CLS 201. Classical Greco Roman Myth in 20th Century Arts. 3 Credits.
The study of Greeks and Roman mythology and its' influence on 20th and 21st century Western culture.

CLS 367. Classical Greco Roman Mythology. 3 Credits.
A survey of Greek and Roman mythology from Homer to Ovid.

CLS 368. Greco Roman, Culture, Myth & Society. 3 Credits.
The study of the Trojan War myth cycle in Greek and Roman mythology through literature, history, and art from Homer through the Latin Middle Ages and the way this myth reflects the culture and society of the texts in question.

HIS

HIS 318. The Ancient World. 3 Credits.
Classical Greece and Rome with consideration of economic, social, intellectual, and political history. Selected writings of the ancients.
Gen Ed Attribute: Classical Civilizations Culture Cluster, Foreign Language Culture Cluster.

HIS 319. Medieval Europe. 3 Credits.
Western Europe from the fall of Rome to approximately 1300. Economic, social, political, and intellectual developments in the major kingdoms of the West; the history of the Universal Church.
Gen Ed Attribute: Classical Civilizations Culture Cluster, Foreign Language Culture Cluster.

PHI

PHI 270. History of Ancient Philosophy. 3 Credits.
A survey of the major figures of ancient philosophy, from the pre-Socratic period through Plato, Aristotle, the Epicureans, and Stoics, to the Skeptics and Neo-Platonists.
Gen Ed Attribute: Classical Civilizations Culture Cluster, Foreign Language Culture Cluster.
Typically offered in Fall & Spring.

PHI 271. History of Medieval Philosophy. 3 Credits.
The history of philosophy from the early Church fathers to the late Middle Ages. St. Augustine, St. Thomas, mysticism, Jewish and Islamic influences, humanism, and the rise of science.
Gen Ed Attribute: Classical Civilizations Culture Cluster, Foreign Language Culture Cluster.
Typically offered in Spring.

French and Francophone Area Culture Cluster

ARH

ARH 383. Art of the Middle Ages. 3 Credits.
The art and architecture of the European medieval world and their development from Early Christian and Romanesque art into the full flowering of the Gothic period.
Typically offered in Fall & Spring.

ARH 385. 18th and 19th Century Art. 3 Credits.
From David to Rodin: the rise and development of the Romantic style and its struggle with orthodox Classicism.
Gen Ed Attribute: Foreign Language Culture Cluster, France & Francophone Area Culture Cluster.
Typically offered in Fall & Spring.

EFR

EFR 320. French Civilization (In English). 3 Credits.
(In English) A study of France's political and educational systems and economic and religious institutions with emphasis on contemporary aspects.

EFR 330. Francophone Cultures West Africa-Caribbn. 3 Credits.
A multidisciplinary approach to the cultures and civilizations of Francophone countries in West Africa and the Caribbean, including historical and geographical factors, religious and sociological structures, and literary and artistic production.
Gen Ed Attribute: Foreign Language Culture Cluster, France & Francophone Area Culture Cluster.

EFR 350. French Civilization on Film. 3 Credits.
(In English) A study of French history and culture as reflected in French and French-speaking cinema.
Gen Ed Attribute: Foreign Language Culture Cluster, France & Francophone Area Culture Cluster.

EFR 401. French Business Culture. 3 Credits.
This course offers an insight into the operation of modern business in France and the European Union by addressing economic systems, management styles, customs and manners in an international context.
Gen Ed Attribute: Foreign Language Culture Cluster, France & Francophone Area Culture Cluster.

GEO

GEO 303. Geography of Europe. 3 Credits.
A survey course focusing on the regional geography of Europe. The course includes and examination of the physical environment, cultural traditions, lifestyles, economies, urban environment and political change throughout the region.
Gen Ed Attribute: Foreign Language Culture Cluster, France & Francophone Area Culture Cluster, Germany Culture Cluster, Italy (Italian) Culture Cluster.
Distance education offering may be available.
Typically offered in Fall, Spring & Summer.

HIS

HIS 328. The French Revolution and Napoleon. 3 Credits.
A study of key social, political, and cultural themes of the French Revolution from its origins during the ancient regime to the fall of Napoleon Bonaparte.
Gen Ed Attribute: Foreign Language Culture Cluster, France & Francophone Area Culture Cluster.

HIS 427. Modern France: 1789 To Present. 3 Credits.
A survey of modern France from the Revolutionary era through the turbulent 19th century to the post-World War II recovery. Major themes include the social cultural political, and economic aspects of modern and contemporary France.
Gen Ed Attribute: Foreign Language Culture Cluster, France & Francophone Area Culture Cluster.

HIS 435. European Intellectual History Since 1800. 3 Credits.
A cultural history of ideas in 19th- and early 20th-century Europe.
Gen Ed Attribute: Foreign Language Culture Cluster, France & Francophone Area Culture Cluster, Germany Culture Cluster.

PHI

PHI 415. Existentialism. 3 Credits.
An exploration of important texts in 19th century and 20th century existentialism and their influence on contemporary currents in philosophy and social sciences.
Pre / Co requisites: PHI 415 requires prerequisite of 2 PHI courses.
Gen Ed Attribute: Foreign Language Culture Cluster, France & Francophone Area Culture Cluster.
Typically offered in Fall.

PSC

PSC 342. European Politics. 3 Credits.
Comparative analysis of political cultures, parties, and decision-making processes in principal European political systems. Strong focus on major European nation states: France, Germany, UK and Italy. Additional attention given to the European Union.
Gen Ed Attribute: Foreign Language Culture Cluster, France & Francophone Area Culture Cluster, Germany Culture Cluster, Italy (Italian) Culture Cluster.
German Culture Cluster

EGE

EGE 323. Austrian Civilization. 3 Credits.
An interdisciplinary study of Austrian civilization, focusing on Vienna 1848–1938. The relationship of selected cultural and intellectual developments to their political and social contexts. This course employs the perspective of many disciplines but is specifically concerned with the humanities and visual arts.
Gen Ed Attribute: Foreign Language Culture Cluster, Germany Culture Cluster, Interdisciplinary Requirement.

EGE 403. 20th C Masterpieces: Kafka, Mann, Hesse. 3 Credits.
An in-depth analysis of the prose works of three major 20th-century German writers. In our close reading of these works, we shall consider such narrative techniques as point-of-view, ambiguity, and irony as well as such German intellectual and artistic contributions as Expressionism, psychoanalysis, and the Bildungsroman. No knowledge of German required.
Gen Ed Attribute: Foreign Language Culture Cluster, Germany Culture Cluster.

EGE 404. Artists as Conscience: Postwar Lit/Film. 3 Credits.
An examination of the political and social issues of contemporary Germany through an analysis of literary and cinematic texts. Discussion topics include the Holocaust, Nazism, the Second World War, the Economic Miracle, the Cold War, terrorism, the feminist and peace movements, atomic warfare, and German reunification and its aftermath. No knowledge of German required.
Gen Ed Attribute: Foreign Language Culture Cluster, Germany Culture Cluster.

EGE 405. German Film: Expressionism to the New German Cinema. 3 Credits.
An analysis of German films from Expressionism to the present. We shall examine the films in terms of their political and social context and as works of art. Directors include Fritz Lang, Murnau, Wiene, Fassbinder, Herzog, Schindorff, von Trotta, and Wenders. No knowledge of German required.

EGE 408. Masterpieces of German Theatre. 3 Credits.
A study of the various trends of 20th century German drama in the Federal Republic, the former GDR, Switzerland, and Austria, with a focus on expressionism, epic theater, and documentary theater. Taught in English. No knowledge of German required.
Gen Ed Attribute: Foreign Language Culture Cluster, Germany Culture Cluster.

EGE 409. Impact of Holocaust on Lit and Film. 3 Credits.
This course studies the causes and effects of the Holocaust through literary, philosophical, and cinematic works of post-war Europe and America. No knowledge of German required.
Gen Ed Attribute: Foreign Language Culture Cluster, Germany Culture Cluster.

GEO

GEO 303. Geography of Europe. 3 Credits.
A survey course focusing on the regional geography of Europe. The course includes and examination of the physical environment, cultural traditions, lifestyles, economies, urban environment and political change throughout the region.
Gen Ed Attribute: Foreign Language Culture Cluster, France & Francophone Area Culture Cluster, Germany Culture Cluster, Italy (Italian) Culture Cluster.
Distance education offering may be available.
Typically offered in Fall, Spring & Summer.

HIS

HIS 323. Austrian Civilization. 3 Credits.
An interdisciplinary study of Austrian civilization, 1848–1938. Emphasis is placed on fin-de-siecle Vienna, not only as its pivotal role in Austrian culture but also as a testing ground for modernism in the West.
Gen Ed Attribute: Foreign Language Culture Cluster, Germany Culture Cluster, Interdisciplinary Requirement.

HIS 423. Modern 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, and divided Germany.
Gen Ed Attribute: Foreign Language Culture Cluster, Germany Culture Cluster.
Typically offered in Fall.
Russian and Eastern European Culture Cluster

**ERU**

**ERU 309. Russian Culture. 3 Credits.**
(In English) An interdisciplinary course designed to acquaint students with Russian culture and life in Russia today. No knowledge of Russian required.
Typically offered in Fall & Spring.

**ERU 310. The Literature of Russia. 3 Credits.**
Survey of Russian literature from its origin to the present. All works read in English. No knowledge of Russian required.
Gen Ed Attribute: Foreign Language Culture Cluster, Russia & Eastern Europe Culture Cluster.

**HIS**

**HIS 324. Imperial Russia. 3 Credits.**
Russian history from Peter the Great to the February revolution of 1917. Emphasis on issues of modernity and ethnic identity.
Gen Ed Attribute: Foreign Language Culture Cluster, Russia & Eastern Europe Culture Cluster.
Typically offered in Fall.

**HIS 425. Twentieth-Century Russia. 3 Credits.**
Its rise and fall in light of traditional Russian patterns and the communist experiment.
Gen Ed Attribute: Russia & Eastern Europe Culture Cluster.
Typically offered in Spring.

**PSC**

**PSC 346. Russian Government and Politics. 3 Credits.**
Marxism-Leninism, the functioning of the political system, and its domination of all areas of Soviet life. Some brief attention to the conduct of Soviet foreign policy.
Gen Ed Attribute: Foreign Language Culture Cluster, Russia & Eastern Europe Culture Cluster.

Spanish Culture Cluster

**ANT**

**ANT 224. Native People of South America. 3 Credits.**
This course will introduce the student to the study of native peoples of South America after the European contact. Geographically, the course will cover the cultural characteristics, similarities, and differences among South American natives including the Amazonia.
Gen Ed Attribute: Foreign Language Culture Cluster, Spanish Culture Cluster.
Typically offered in Fall, Spring & Summer.

**ANT 322. Ethnology of Central America. 3 Credits.**
Survey of the modern cultures of Central America: relationships to ancient peoples; the process of modernization in this area.
Pre / Co requisites: ANT 322 requires prerequisite of ANT 102.
Gen Ed Attribute: Foreign Language Culture Cluster, Spanish Culture Cluster.
Typically offered in Fall & Spring.

**ANT 324. Native People of the Andes. 3 Credits.**
This course provides a comprehensive survey of the historical formation and development of the Andean society before and after the Spanish conquest.
Gen Ed Attribute: Foreign Language Culture Cluster, Spanish Culture Cluster.
Typically offered in Fall, Spring & Summer.

**ANT 362. Archaeology of Central America. 3 Credits.**
The archaeological record of Central America, covering the significant features of each culture area from modern Mexico to Panama.
Gen Ed Attribute: Foreign Language Culture Cluster, Spanish Culture Cluster.
Typically offered in Spring.

**ARH**

**ARH 389. Art of Spain. 3 Credits.**
Introduction to the art and architecture of Spain and her colonies from the caves of Altamira to the contemporary period. Focus on specific artists including Velazquez, Goya, Miro, Gaudi, Picasso, and Dali.
Typically offered in Fall & Spring.

**CLS**

**CLS 333. Latina Writing. 3 Credits.**
An examination of the literary works produced by Latinas in the 20th century. The study of this literature will include a cross-cultural approach that will elucidate sociopolitical themes emerging from the texts.
Typically offered in Fall.

**CLS 334. Politics and Economics of Latinas. 3 Credits.**
A comparative historical and literary examination of political and economic issues reflected in 20th century U.S. and Latin American literature. The study of representative texts of various genres will also elucidate issues of race, class and gender.
Gen Ed Attribute: Foreign Language Culture Cluster, Spanish Culture Cluster.

**DAN**

**DAN 380. Cuban Rumba: Cultural Identity. 3 Credits.**
This course is a theory and practice course, designed for students interested in exploring the layered social and cultural history of Cuba, through the lens of its national dance, the rumba. Cuban rumba is made up of three different dances: guaguanco, yambu, and columbia; which this course will focus on embodying, while simultaneously examining its history and place within society. Inside the theoretical conversations, the focus will shift and build from its African and Spanish lineage to social repression on the island, architecture as a container for community and performance, gender agency, and cultural identity appropriation.
Gen Ed Attribute: Foreign Language Culture Cluster, Spanish Culture Cluster.

**ESP**

**ESP 300. Latin-American Culture and Civilization (In English). 3 Credits.**
Cultural, geographic, literary, philosophical, and artistic manifestations of the Hispanic-American world. No knowledge of Spanish is required.
Typically offered in Fall & Spring.

**ESP 305. Spanish Cinema. 3 Credits.**
This course will investigate the ways in which films participate in and create debates about the relationship between national identification, class, and gender. No knowledge of Spanish is required; taught in English.Culture Cluster.
Typically offered in Fall & Spring.

**ESP 306. Representations of the Spanish Civil War. 3 Credits.**
A study of how political activism in and outside of Spain created debates about the relationship between national culture(s), society, politics, and "official" versions of history. Culture Cluster.
Gen Ed Attribute: Foreign Language Culture Cluster, Spanish Culture Cluster.
Typically offered in Spring.

**ESP 307. Spanish Women (1931 to Present). 3 Credits.**
An examination of contributions of Spanish women to cultural movements that have shaped Spain’s national identity and history. Selections from novels, short stories, and poems.
Gen Ed Attribute: Foreign Language Culture Cluster, Spanish Culture Cluster.

**ESP 309. Latin America on Film. 3 Credits.**
The course consists of the screening and analysis of several films dealing with Latin America. It addresses critical issues (the representation of history, the socio-economic construct, the political puzzle, ethnic diversity, racial and gender discrimination, criticism of institutions) of several Latin American countries. The films stand in strong contrast to the traditional and often stereotypical image of Latin America and Hispanics fabricated by Hollywood.
Typically offered in Fall & Spring.
ESP 310. Latin American Narrative from the European Conquest to 1930s. 3 Credits.
This course is an overview of the literature of Latin America from the arrival of European conquerors through the early 20th century. Throughout the semester, we will focus on narratives of encounter and conquest, life in the Colonial period, early republican literatures in Spanish American Countries and life in Imperial Brazil, as well as texts from the first half of the 20th century. We will reflect on geographic ideological perspectives on “America” and “Latin America,” cultural and religious mixes (hybridism, syncretism), indigenismo, and the concept of identity in regional, national, ethnic, and gender matters.
Gen Ed Attribute: Foreign Language Culture Cluster, Spanish Culture Cluster.
Typically offered in Fall.

ESP 311. Contemporary Latin American Narrative. 3 Credits.
An examination of Latin American narrative (short story, novella, novel, and testimonial literature). Spanish- and Portuguese-language writers from South and Central America, Mexico, and the Caribbean will be studied, from the period of magical realism (1950s and 1960s) through the present. They may include Isabel Allende, Jorge Amado, Miguel Ángel Asturias, Jorge Luis Borges, Gabriel García Marquez, Clarice Lispector, Elena Poniatowska, and Luis Rafael Sánchez.
Gen Ed Attribute: Foreign Language Culture Cluster, Spanish Culture Cluster.
Distance education offering may be available.
Typically offered in Fall & Spring.

ESP 316. Latin American Avant-Gardes and Mass Media. 3 Credits.
An exploration of the groundbreaking avant-garde artistic practices and the technological innovations of mass media from the early 1900s to today in Latin America. Course studies the historical origins and transformation of concepts such as “originality,” “individuality,” and “the new” to understand how they acquired political, economic, social, and cultural value in modern Latin America. No knowledge of Spanish is required.

ESP 318. Speaking Spanish in the United States. 3 Credits.
A course on the different historical, social and cultural issues related to the use of Spanish in the United States alongside other languages, mainly English, including the centuries-long presence of the language, and phenomena such as bilingualism, code-switching, language shift and language death. This course is taught entirely in English.
Gen Ed Attribute: Foreign Language Culture Cluster, Spanish Culture Cluster.
Distance education offering may be available.
Typically offered in Fall & Spring.

ESP 319. Cultural Realities of Spain. 3 Credits.
A study of the origins and evolution of Spanish character, tradition, and thought as a result of its multi-cultural past and present. The interrelationship of its history and arts. The scope of its contribution to Western culture. No knowledge of Spanish is required.
Typically offered in Fall & Spring.

ESP 324. Latinos in the U.S. 3 Credits.
An interdisciplinary examination of Latinos/Latinos in the U.S. Course examines the changing cultural, historical, political, and economic situations of several Hispanic groups, including Central Americans, Cubans, Mexicans, and Puerto Ricans.
Typically offered in Fall & Spring.

ESP 333. Latina Writing. 3 Credits.
An examination of the literary works produced by Latinas in the 20th century. The study of this literature will include a cross-cultural approach that will elucidate sociopolitical themes emerging from the texts. No knowledge of Spanish is required.
Typically offered in Fall & Spring.

ESP 334. Politics & Economics Lit Of Modern Amer. 3 Credits.
(also CLS 334) A comparative historical and literary examination of political and economic issues reflected in 20th century U.S. and Latin American literature. The study of representative texts of various genres will also elucidate issues of race, class and gender. No knowledge of Spanish is required.
Gen Ed Attribute: Foreign Language Culture Cluster, Spanish Culture Cluster.
Typically offered in Fall.

ESP 335. Latino Literatures in the US. 3 Credits.
This course examines the history of Latino groups (e.g., Mexicans, Cubans, and South Americans) in the U.S. through literary texts written by Latinos, and studies the cultural, economic, and political experiences leading to their acculturation or alienation in mainstream America.
Typically offered in Spring.
Cross listed courses CLS 335, ESP 335.

ESP 355. Islamic Spain. 3 Credits.
This course will investigate the history, art and religious practices of medieval Islamic Spain (711-1492). It highlights the diversity of a multi-cultural, multi-lingual society in which Muslims, Jews and Christians experienced periods of peace and prosperity, as well as conflict and war. The dynamics of period and place will be viewed in relevance to contemporary events and global relationships.
Gen Ed Attribute: Foreign Language Culture Cluster, Spanish Culture Cluster.
Typically offered in Fall.

GEO 302. Geography of Latin America. 3 Credits.
Central and South America are studied with emphasis on geographic understanding of the major sources of change in recent times. The course focuses on selected individual countries in addition to presentation of the region as a whole.
Gen Ed Attribute: Foreign Language Culture Cluster, Spanish Culture Cluster.
Typically offered in Fall & Spring.

HIS 315. Colonial Latin America. 3 Credits.
Pre-Columbian period, colonial Latin America, and movements for independence; Indian, European, and African backgrounds; government, economy, society, religion, culture, and enlightenment. Interaction of diverse cultures in the New World.
Gen Ed Attribute: Foreign Language Culture Cluster, Spanish Culture Cluster.
Typically offered in Fall, Spring & Summer.

HIS 316. Modern Latin America. 3 Credits.
Latin America in the 19th and 20th centuries; liberalism, conservatism, dictatorship, revolution, socialism, industrialization, agrarian reform, cultural-intellectual achievements, and international relations. Topical approach, using individual countries as case history illustrations.
Gen Ed Attribute: Foreign Language Culture Cluster, Spanish Culture Cluster.
Typically offered in Fall, Spring & Summer.

HIS 317. History of Mexico. 3 Credits.
Mexico from Pre-Columbian period to present, including civilizations of Mayas and Aztecs, Spanish conquest, Colonial period, movement for independence era of Santa Ana, La Reforma, Diaz dictatorship, Mexican Revolution, cultural-intellectual achievements, international relations, and modernization of Mexico since the Revolution.
Gen Ed Attribute: Foreign Language Culture Cluster, Spanish Culture Cluster.

PSC 340. Latin American Culture and Politics. 3 Credits.
Comparative analysis of contemporary Latin American systems. Political cultures, decision making, ideologies, and political processes. Emphasis is on Mexico and Central America.
Typically offered in Fall, Spring & Summer.

MATHEMATICS REQUIREMENT
Three credits required.

Mathematics
College-level mathematics course designated by the student's major department.
Typically 3

Policy for placement in mathematics:
Mathematics Placement

Mathematics Placement Examination

New, incoming students are placed into the appropriate mathematics course based on their performance on the Mathematics Placement Examination, which is administered by the Department of Mathematics (p. 362). The Mathematics Placement Examination is designed to determine the most appropriate course for you based on your mastery of prerequisite concepts, knowledge, and skills. As a student you are not well served if you enroll in a mathematics course for which you are unprepared and, by the same token, you are not well served if you enroll in a course where you have already mastered the material. The goal is to place you in the course where, if you work hard, you can succeed. Instructions on taking the Mathematics Placement Examination can be found in the WCU Placement Portal on myWCU.

If students have questions about the Mathematics Placement exam they can e-mail the Department of Mathematics at mathexam@wcupa.edu.

PUBLIC SPEAKING REQUIREMENT

SPK

SPK 208. Public Speaking. 3 Credits.
Development of skills necessary to understand the theory of communication as a problem-solving tool in the community. Special emphasis is on the student’s performance as a sender and receiver of messages directed at social action.
Gen Ed Attribute: Public Speaking Requirement.
Typically offered in Fall, Spring & Summer.

SPK 230. Business and Professional Speech Communication. 3 Credits.
LEC (3), LAB (0)
Practice in effective speaking and listening. Interpersonal communication in the business and professional setting, including reports and sales presentations, policy speeches, conference leadership techniques, group dynamics, and speaking.
Gen Ed Attribute: Public Speaking Requirement.
Typically offered in Fall, Spring & Summer.

PUBLIC SPEAKING REQUIREMENT

WEST CHESTER UNIVERSITY

Typically offered in Fall, Spring & Summer.

SCIENCE REQUIREMENT

Science courses develop a student’s ability to gather and analyze data; observe; and employ quantitative methods, as well as basic thought processes, to the examination of the natural or physical world.
Six credits required.
Select courses from at least two of the following areas. Courses must be selected from outside the student’s major department.

Course List

BIO

BIO 100. Basic Biological Science. 3 Credits.
LEC (2), LAB (2)
Gen Ed Attribute: Science Distributive Requirement.
Typically offered in Fall, Spring & Summer.

BIO 110. General Biology. 3 Credits.
LEC (2), LAB (3)
The concepts general to all living organisms such as cell structure and function, genetics, evolution, and ecology. This course is designed for majors in biology and related scientific areas.
Gen Ed Attribute: Science Distributive Requirement.
Typically offered in Fall, Spring & Summer.

CHE

CHE 100. Concepts of Chemistry. 3 Credits.
LEC (2), LAB (1)
A broad survey course with a laboratory experience that seeks to develop an understanding of the field of chemistry through inquiry. Basic competence in scientific methods and procedures will be obtained by observing chemical reactions and studying the chemical and physical properties of a variety of compounds.
Gen Ed Attribute: Science Distributive Requirement.
Typically offered in Fall.

CHE 103. General Chemistry I. 3 Credits.
Basic laws and theories of chemistry, including atomic structure, chemical bonding, oxidation-reduction, solutions, and ionic equilibria. Correlations of chemical principles and their application to modern descriptive chemistry. CHE 103 must precede CHE 104.
Gen Ed Attribute: Science Distributive Requirement.
Typically offered in Fall & Spring.

CHE 107. General Chemistry for Allied Health Sciences. 4 Credits.
A one-semester treatment of the fundamentals of chemistry, including atomic structure and bonding, types of reactions, kinetics, equilibrium, and thermodynamics. May not be taken as a chemistry major elective. CRL 107 may be taken concurrently or after CHE 107.
Gen Ed Attribute: Science Distributive Requirement.

CHE 160. The Chemistry of Beer. 3 Credits.
An introduction to the chemistry of beer, including its properties, ingredients, production, and origins. The chemistry and biochemistry of alcohol will also be covered.
Gen Ed Attribute: Science Distributive Requirement.
Typically offered in Fall & Spring.

CSC

CSC 110. Fundamentals in Computer Science. 3 Credits.
Introduction to the fundamentals of computing. Topics include surveys of the following sub-areas of computer science: artificial intelligence, hardware/operating systems, programming languages/software, ethics/social issues, history, electronic communications, problem solving, and programming. The course includes laboratory projects in application software, programming, and electronic communication, as well as a report on one of the first four areas above.
Gen Ed Attribute: Science Distributive Requirement.
Distance education offering may be available.
Typically offered in Fall, Spring & Summer.

CSC 115. Introduction to Computer Programming. 3 Credits.
The art and science of computing are introduced using a structured programming language, such as Visual BASIC. Topics include looping, branching, arrays, and program development.
Gen Ed Attribute: Science Distributive Requirement.
Typically offered in Fall, Spring & Summer.

CSC 141. Computer Science I. 3 Credits.
An introduction to programming using Java. Topics covered include basic program layout, primitive data types and strings, control structures (loops and decisions) methods, parameters, and text file input/output.
Gen Ed Attribute: Science Distributive Requirement.
Typically offered in Fall, Spring & Summer.

ESS

ESS 101. Introduction to Geology. 3 Credits.
LEC (2), LAB (2)
The earth’s composition and history; the processes that occur on and within the earth. Two hours of lecture and two hours of lab.
Gen Ed Attribute: Science Distributive Requirement.
Typically offered in Fall, Spring & Summer.

ESS 111. Other Worlds, Other Stars. 3 Credits.
An introductory, general education course in astronomy. Topics will focus on the observable changes in the night sky, the properties of light, the laws of motion, the formation and composition of the solar system, extra solar planets, the properties of stars, stellar evolution and stellar death.
Gen Ed Attribute: Science Distributive Requirement.
Typically offered in Fall & Spring.
ESS 112. Galaxies and Cosmology. 3 Credits.
An introductory general education course in astronomy. Topics will focus on the properties of light and matter, the evolution of stars and galaxies, and the expansion, structure, history and fate of the universe. Three hours of lecture.
Gen Ed Attribute: Science Distributive Requirement.
Typically offered in Fall & Spring.

ESS 130. Our Coastal Ocean. 3 Credits.
LEC (2), LAB (2)
This course examines the physical and biological processes at work in the coastal oceans. The content will be discussed in the framework of regional examples.
Gen Ed Attribute: Science Distributive Requirement.
Typically offered in Fall & Spring.

ESS 170. Introduction to Our Atmosphere. 3 Credits.
Why is the sky blue? What will the weather be tomorrow? What makes tornadoes? How did the ozone hole develop? What is the greenhouse effect? This class will use these questions and others to investigate the basic physical processes that determine the weather and climate on earth. A student who has successfully completed ESS 370 may not subsequently receive credit for ESS 170.
Gen Ed Attribute: Science Distributive Requirement.
Distance education offering may be available.
Typically offered in Fall & Spring.

PHI

PHI 125. Theology & Science: Enemies or Partners?. 3 Credits.
An inquiry into the relationship of theology to the natural sciences. Team taught by both a physicist and a philosopher, the course investigates how ideas of God have been affected by advances in physics and biology.
Typically offered in Spring.
Cross listed courses PHI 125, PHY 125.

PHY

PHY 100. Elements of Physical Science. 3 Credits.
A study of motion, energy, light, and some aspects of modern physics.
Gen Ed Attribute: Science Distributive Requirement.
Distance education offering may be available.
Typically offered in Fall & Spring.

PHY 105. Structure of the Universe. 3 Credits.
A survey of phenomena and objects in the universe from the very smallest distance scales to the grandest in the cosmos. Includes a historical consideration of the developments of modern theories of the physical world.
Gen Ed Attribute: Science Distributive Requirement.
Typically offered in Fall & Spring.

PHY 123. Food, Fire, and Physics: The Science of Cooking. 3 Credits.
An exploration of food and cooking from a physical science perspective. Principles of soft matter physics (e.g. phase diagram, intermolecular forces, rheology, diffusion, self-assembly, polymer physics) are discussed and used to gain insight into food and cooking.
Gen Ed Attribute: Science Distributive Requirement.
Typically offered in Fall & Spring.

PHY 125. Theology and Science: Enemies or Partners?. 3 Credits.
An inquiry into the relationship of theology to the natural sciences. Team taught by both a physicist and a philosopher, the course investigates how ideas of God have been affected by advances in physics and biology.
Typically offered in Spring.
Cross listed courses PHI 125, PHY 125.

PHY 130. General Physics I. 4 Credits.
LEC (3), LAB (2), DIS (1)
An introductory, noncalculus, physics course. Mechanics of solids and fluids, wave motion, heat and temperature, thermodynamics, and kinetic theory.
Gen Ed Attribute: Science Distributive Requirement.
Typically offered in Fall, Spring & Summer.

PHY 140. General Physics II. 4 Credits.
LEC (3), LAB (2), DIS (1)
An extension of PHY 130. Electricity and magnetism, geometrical and physical optics, and modern physics.
Pre / Co requisites: PHY 140 requires prerequisite of PHY 130.
Gen Ed Attribute: Science Distributive Requirement.
Typically offered in Fall, Spring & Summer.

PHY 170. Physics I. 4 Credits.
LEC (3), LAB (2), DIS (1)
An introductory laboratory-based course. Includes mechanics, kinetic theory, waves, heat, and thermodynamics. The laboratory emphasizes error analysis, the writing of technical reports, and data analysis using computers.
Pre / Co requisites: PHY 170 requires a prerequisite of MAT 161.
Gen Ed Attribute: Science Distributive Requirement.
Typically offered in Fall & Spring.

PHY 180. Physics II. 4 Credits.
LEC (3), LAB (2), DIS (1)
A continuation of PHY 170. Includes electricity and magnetism, geometrical and physical optics, electronics, and modern physics.
Pre / Co requisites: PHY 180 requires prerequisite of PHY 170 and co-requisite of MAT 162.
Gen Ed Attribute: Science Distributive Requirement.
Typically offered in Fall & Spring.

WRITING EMPHASIS REQUIREMENT

9 credits required.
The rationale for writing emphasis courses is that writing is integral to all academic learning in liberal and professional studies. These courses are not foundational; they are intended to enhance. The University regards writing as much more than a set of basic language skills. Syllabi for writing emphasis courses shall clearly state that improving the student’s writing abilities is an objective of the course and specifically indicate the percentage of the final course grade that is derived from writing assignments. Writing emphasis courses will provide the student with both formal and informal writing opportunities, direct classroom instruction in the techniques of composition, and at least one opportunity to review written work with feedback from the instructor. The University curricula provide for the following:

1. Writing emphasis courses each semester in traditional liberal studies (for example, English literature, history, anthropology, sociology, chemistry, and physics) and in professional studies (for example, criminal justice, early childhood education, nursing, and public health)
2. A general requirement that all students must take three of these writing emphasis courses, in addition to English composition

All students who take their entire general education program at West Chester University must complete at least three approved writing emphasis courses that total at least nine credits. All transfer students who enter with fewer than 40 credits must complete at least three approved writing emphasis courses for a total of at least nine credits at West Chester University. Transfer students who enter with 40-70 credits must take at least two writing emphasis courses that total at least six credits. Students who transfer more than 70 credits must take at least one writing emphasis course that totals at least three credits. All students entering the University fall 2002 and later (native or transfer) must take three credits of writing emphasis at the 300-400 level.

Note: Writing emphasis courses may not be transferred to WCU.
Course List

ACC

ACC 410. Directed Studies in Accounting. 1-3 Credits.
Special research projects, reports, and readings in accounting.
Pre / Co requisites: ACC 410 requires prerequisite: ACC 201 and ACC 202 and minimum cum GPA of 2.50.
Consent: Permission of the Department required to add.
Gen Ed Attribute: Writing Emphasis.
Repeatable for Credit.

ANT

ANT 312. Medical Anthropology. 3 Credits.
Overview of field, including theory, methods and concepts. Evolutionary and ecological bases of disease and health; how culture affects the definition and treatment of illness.
Pre / Co requisites: ANT 312 requires prerequisite of ANT 102.
Gen Ed Attribute: Writing Emphasis.
Typically offered in Fall.

ANT 364. Archaeology of Ancient North America. 3 Credits.
A survey of North American prehistory from the earliest inhabitants to the time of European colonization. Covers all culture areas but with an emphasis on the Eastern woodlands.
Pre / Co requisites: ANT 364 requires prerequisite of ANT 103.
Gen Ed Attribute: Writing Emphasis.
Typically offered in Fall.

ARH

ARH 210. Non-Western Art. 3 Credits.
Introduction to art produced outside the European tradition. Cultures include Africa, India, Asia, the Pacific Islands, and the Americas.
Typically offered in Fall & Spring.

ARH 211. Art of Egypt. 3 Credits.
The art and architecture of Ancient Egypt, Mesopotamia, Assyria, and Babylonia from 3000-500 B.C.
Typically offered in Fall & Spring.

ARH 383. Art of the Middle Ages. 3 Credits.
The art and architecture of the European medieval world and their development from Early Christian and Romanesque art into the full flowering of the Gothic period.
Typically offered in Fall & Spring.

ARH 386. Modern Art Seminar. 3 Credits.
Analysis of major styles of 20th-century art to mid-century, including Picasso.
Gen Ed Attribute: Writing Emphasis.
Typically offered in Spring.

ARH 389. Art of Spain. 3 Credits.
Introduction to the art and architecture of Spain and her colonies from the caves of Altamira to the contemporary period. Focus on specific artists including Velazquez, Goya, Miro, Gaudi, Picasso, and Dali.
Typically offered in Fall & Spring.

ART

ART 112. Color Theory and Practice. 3 Credits.
Extensive study of color theory and its application to a variety of fine and industrial arts projects.
Pre / Co requisites: ART 112 requires prerequisite of ART 111.
Gen Ed Attribute: Writing Emphasis.
Typically offered in Fall & Spring.

BIO

BIO 310. Biostatistical Applications. 3 Credits.
LEC (3), LAB (1)
The design, statistical analysis, graphical display and written presentation of biological research.
Pre / Co requisites: BIO 310 requires prerequisites of BIO 110 and MAT 121.
Gen Ed Attribute: Writing Emphasis.
Typically offered in Spring.

BIO 440. Human Genetics. 3 Credits.
A detailed survey of the principles of human heredity. Also Examines impact of genetics on current issues in human medicine, pharmacology, evolution and sociology.
Pre / Co requisites: BIO 440 requires a prerequisite of BIO 230.
Gen Ed Attribute: Writing Emphasis.
Typically offered in Spring.

CHE

CHE 271. Forensic Chemistry I. 3 Credits.
This course is a precursor to CHE 371 and its purpose is to introduce students to forensic science and its various disciplines. Students will also discuss professional practices and ethical expectations of a forensic scientist. The course content is designed for chemistry and physical chemistry majors with special emphasis on developing foundational scientific writing skills needed for upper level courses.
Pre / Co requisites: CHE 271 requires prerequisites of CHE 104 and BIO 110.
Consent: Permission of the Department required to add.
Gen Ed Attribute: Writing Emphasis.
Typically offered in Spring.

CLS

CLS 165. Introduction to World Literature. 3 Credits.
This course is designed to introduce students to literature representative of both Western and non-Western cultures and can be taken as an alternative to LIT 165. Not open to English majors.
Distance education offering may be available.

CLS 201. Classical Greco Roman Myth in 20th Century Arts. 3 Credits.
The study of Greeks and Roman mythology and its influence on 20th and 21st century Western culture.

CLS 260. World Literature I. 3 Credits.
A survey of world literary texts from pre-classical times to 1600.

CLS 261. World Literature II. 3 Credits.
A survey of world literary texts from 1600 to the present.
Gen Ed Attribute: Humanities Distributive Requirement, Writing Emphasis.

CLS 270. Life, Death, and Disease. 3 Credits.
A course treating the study of literary works, film, and selected readings from other areas (history, science, fiction, and nonfiction) to generate an understanding of the relationship of human values to medicine, illness, and issues of related importance to physicians.

CLS 361. Modern World Drama. 3 Credits.
This course seeks to develop and to extend an understanding of the basic elements of drama. The student will be exposed to a range of theatrical practices and diverse traditions of world drama.
Gen Ed Attribute: Writing Emphasis.

CLS 362. World Lit - Modern Fiction. 3 Credits.
This course seeks to develop and to extend an understanding of the basic elements of fiction. The student will be exposed to a range of fictional practices and diverse traditions of world fiction.
Gen Ed Attribute: Writing Emphasis.
Typically offered in Spring.
Gen Ed Attribute: Writing Emphasis.
SPK 208.

This course explores communication in family relationships. Topics covered include interpersonal interaction between family members, societal influences on the family as a whole, and the place of family narratives in these communicative behaviors.
Gen Ed Attribute: Writing Emphasis.

Typically offered in Summer.
Gen Ed Attribute: Writing Emphasis.
Pre / Co requisites: COM 415 requires prerequisites of SPK 208 and COM 219 and COM 224.

This course is designed to help students understand the way language functions in the communication process. To accomplish this purpose, various language systems will be examined and one will be selected for in-depth analysis.
Pre / Co requisites: COM 440 requires prerequisites of COM 219, COM 224, and SPK 208.
Gen Ed Attribute: Writing Emphasis.

Typically offered in Fall & Spring.

This course explores communication in friendship relationships. Topics covered include a dialectical perspective of creating and maintaining meaning between friends in childhood, adolescence, and adulthood, as well as how friendship communication is affected by gender, culture, school, work, romance, and family.
Pre / Co requisites: COM 440 requires prerequisites of COM 204, COM 219, COM 224 and SPK 208.
Gen Ed Attribute: Writing Emphasis.

Typically offered in Summer.

This course explores communication in family relationships. Topics covered include interpersonal interaction between family members, societal influences on the family as a whole, and the place of family narratives in these communicative behaviors.
Pre / Co requisites: COM 445 requires prerequisites of COM 204, COM 219, COM 224, and SPK 208.
Gen Ed Attribute: Writing Emphasis.

Typically offered in Spring.

Typically offered in Summer.
Gen Ed Attribute: Writing Emphasis.
Pre / Co requisites: CRJ 366 requires prerequisites of CRJ 110, CRJ 210, and any 200-level WRT course, all with grades of C or better.
Gen Ed Attribute: Diversity Requirement, Writing Emphasis.

This course, which includes a 13-day study abroad experience, will provide students with an in-depth comparison of social issues related to crime, education, gender, poverty, and race that prevail in the United States and in South America. This course was designed on the belief that cross cultural comparisons of governmental initiatives and grassroots movements significantly shape the expectations and quality of life for the majority of a nation’s citizens. Course readings will examine criminological theories about race, class, and crime, while the social learning theories and current evidence-based practices will describe how social and cultural factors impact decision-making and problem solving skills.
Consent: Permission of the Department required to add.
Typically offered in Summer.

CRW 201. Introduction to Creative Writing. 3 Credits.
Introduction to the craft of writing poetry and fiction. Basic discussion of terms, strategies, and professional models in each genre. Practice in writing and critiquing each genre.
Gen Ed Attribute: Writing Emphasis.

CRW 202. Creative Writing I. 3 Credits.
Writing experience in the crafts of fiction, poetry, nonfiction, and drama.
Gen Ed Attribute: Writing Emphasis.

CRW 203. Creative Writing II. 3 Credits.
Writing experience in the crafts of fiction, poetry, nonfiction, and drama.
Gen Ed Attribute: Writing Emphasis.
CRW 301. Poetry Workshop I. 3 Credits.
The theory and practice of poetry and the exploration of verse forms. Practice in critical and interpretative analysis of poems written by fellow students and professional poets. Gen Ed Attribute: Writing Emphasis.

CRW 302. Poetry Workshop II. 3 Credits.
The theory and practice of poetry and the exploration of verse forms. Practice in critical and interpretative analysis of poems written by fellow students and professional poets. Gen Ed Attribute: Writing Emphasis.

CRW 303. Short Story Workshop I. 3 Credits.
Crafting the modern short story with reference to American and British models. The significance of setting, atmosphere, characterization, and theme. Discussion and some exploration of experimental ideas in the genre. Gen Ed Attribute: Writing Emphasis.

CRW 304. Short Story Workshop II. 3 Credits.
Crafting the modern short story with reference to American and British models. The significance of setting, atmosphere, characterization, and theme. Discussion and some exploration of experimental ideas in the genre. Gen Ed Attribute: Writing Emphasis. Repeatable for Credit.

CRW 305. Creative Nonfiction Workshop I. 3 Credits.
An exploration of the creative nonfiction genre, with a focus not only on writing and craft but also on analyzing the larger questions and contexts surrounding the genre (i.e. truth, authenticity, history and definitions of the genre, ethics of representation). Gen Ed Attribute: Writing Emphasis. Repeatable for Credit.

CSC

CSC 490. Independent Project in Computer Science. 3 Credits.
The student designs and implements a software system. Project problems are drawn from local industry and university departments. A computer science faculty member supervises each project. Consent: Permission of the Department required to add. Gen Ed Attribute: Writing Emphasis. Typically offered in Fall, Spring & Summer. Repeatable for Credit.

CSC 499. Independent Study in Computer Science. 3 Credits.
In conjunction with the instructor, the student selects study topics via literature search. Consent: Permission of the Department required to add. Gen Ed Attribute: Writing Emphasis. Typically offered in Fall, Spring & Summer. Repeatable for Credit.

CSD

CSD 204. Speech and Language Development. 3 Credits.
Examination of normal communication development: biological, cognitive, social, and ecological bases of language. Developmental milestones from pre-linguistic communication to oral language and literacy. Normal variations in development associated with cultural diversity and bilingualism. Pre / Co requisites: CSD 204 requires prerequisites of CSD 101 with a grade of "C" or better and ENG 230 or LIN 230. Gen Ed Attribute: Writing Emphasis. Distance education offering may be available.

CSD 333. Language Disorders. 3 Credits.
Clinical management issues associated with developmental and acquired language disorders in children and adults. Linguistic patterns observed in the performance of individuals with various etiological conditions (e.g., mental retardation, autism, hearing loss, neurological impairment, craniofacial anomalies, learning disability). Factors indicating risk for and maintenance of language disorders. Protocols for evaluation and treatment indicated by developmental theories, processing models, and sensitivity to normal variations among culturally diverse populations. Pre / Co requisites: CSD 333 requires prerequisite of CSD 204. Consent: Permission of the Department required to add. Gen Ed Attribute: Writing Emphasis. Typically offered in Fall & Spring.

CSD 350. Clinical Principles in Communicative Disorders. 3 Credits.

DAN

DAN 344. History of Dance. 3 Credits.
The purpose of this course is to provide the student with a thorough background of dance as a fundamental form of human expression. Topics shall include the historical roots and recent status of theatrical dance forms, dance education, and recent trends. Evaluation of dance as an art form in relation to man and his society. Physiological, sociological, and psychological implications; dance forms and types. Film and other materials focus on parallel developments in related arts. Gen Ed Attribute: Writing Emphasis. Typically offered in Fall.

DHM

DHM 280. Introduction to Digital Humanities. 3 Credits.
This course is an introduction to new media, digital humanities, and computational approaches to the humanities, with a survey of theories, methodologies, and current critical practices. Gen Ed Attribute: Interdisciplinary Requirement, Writing Emphasis. Typically offered in Fall.

ECE

ECE 231. Child Development (2-5 Years). 3 Credits.
Physical, social, emotional, intellectual, and moral development of the child, 2-5 years of age. Parallels are drawn from this phase of child development to students self-development. Gen Ed Attribute: Writing Emphasis. Typically offered in Fall & Spring.

ECE 232. Preschool Learning Environment & Field Experience. 3-6 Credits.
Methods and materials for structuring the classroom environment for the child 2-5 years of age. Readiness skills and concepts in all curricular areas are addressed. Pre / Co requisites: ECE 232 requires prerequisite of ECE 225 and co-requisite or prerequisite of ECE 231. Gen Ed Attribute: Writing Emphasis.

ECE 405. Admin & Supervisor of Early Childhood. 3 Credits.
Principles of administration and supervision of programs for young children. Includes parent education and community relations. Pre / Co requisites: ECE 405 requires prerequisites of ECE 232 and formal admission into teacher education or Early Childhood Minor. Gen Ed Attribute: Writing Emphasis.

ECE 407. Diversity Perspectives in Early Childhood Education. 3 Credits.
This seminar will address the rewards and challenges of teaching in America’s diverse classrooms. Pre / Co requisites: ECE 407 requires formal admission into teacher education or Early Childhood Minor. Gen Ed Attribute: Diversity Requirement, Writing Emphasis.

ECO

ECO 350. Urban Economics. 3 Credits.
Economic aspects of such urban problems as poverty, housing, taxation, income distribution, and discrimination. Analysis of economic aspects of various proposed remedies, including urban renewal, family allowances, cooperatives, and others. Pre / Co requisites: ECO 350 requires prerequisites of ECO 111 and ECO 112 and minimum 2.50 CUM GPA. Gen Ed Attribute: Writing Emphasis.
EDA

EDA 307. Families and Special Education. 3 Credits.  
The Families and Special Education course is a writing emphasis course designed to help pre-service teachers foster family professional relationships that are meaningful, cooperative, and productive. Roles that parents have played in the education of children and youth with disabilities will be emphasized. This course bases its objectives on the knowledge that involvement of families of individuals with disabilities is essential for the person's education and well-being, and is necessary from a legal perspective. The family is studied so that the perspective teacher can best know how to work with diverse families of children with disabilities and, within family systems.  
Gen Ed Attribute: Writing Emphasis.

EDF

EDF 306. Teaching Principles and Field Experience in Secondary Schools. 3 Credits.  
Methods and strategies of teaching in secondary schools will be the core of the course. Implications of classroom management, learning, and other related problems will be discussed. Students will observe in a classroom for nine weeks.  
Pre / Co requisites: EDS 306 requires prerequisites of EDF 100 or EDF 300 and formal admission into teacher education.  
Gen Ed Attribute: Writing Emphasis.

EGS

EGS 322. Pre-K Methods and Field. 6 Credits.  
The EGS 322 course is a 6 credit methods and field course. Students will learn to plan and implement developmentally effective curriculum for children three to five years old. Students will be in field placements for six hours each week.  
Pre / Co requisites: EGS 322 requires prerequisite EGP 209 and EGP 220 and field clearance.  
Gen Ed Attribute: Writing Emphasis.

ENG

ENG 194. Conventions of Reading and Writing. 3 Credits.  
An introduction to the study of reading and writing textual genres: literature, essays, film, autobiography, editorials etc. Students examine how their own reading and writing assumptions and strategies affect their interpretation and production of texts. First of three majors' core courses.  
Gen Ed Attribute: Writing Emphasis.

ENG 204. Practical Prose Composition. 3 Credits.  
Writing in various modes that authentically reflect real situations in our personal and professional lives.  
Gen Ed Attribute: Writing Emphasis.

ENG 206. Black Critical Theory. 3 Credits.  
The course explores the political, social, cultural, and historical factors that influenced the development of twentieth century Black Critical Theory. Students will develop an awareness of critical, theoretical, and rhetorical approaches to textual analysis that are central to the field of English Studies as they learn about crucial moments in African American and Diasporic history and culture such as The Harlem Renaissance, The Realist/Protest Movement, The Civil Rights Era/Black Arts Movement, and The Feminist/Womanist Movement.  
Gen Ed Attribute: Writing Emphasis.  
Typically offered in Fall & Spring.

ENG 215. Views on Literary. 3 Credits.  
The historical and social contexts of English literature. Emphasis on writing.  

ENG 240. Language, Gender, and Sexuality. 3 Credits.  
The course introduces students to the study of language as a resource for the production of gender and sexuality. Discussion of popular beliefs and scholarly theories about language and communication.  
Gen Ed Attribute: Diversity Requirement, Writing Emphasis.  
Typically offered in Spring.
ENG 270. Book History: Introduction. 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.
Gen Ed Attribute: Writing Emphasis.

ENG 295. Histories and Texts. 3 Credits.
This course focuses on history and its influences on the reception and production of texts. Students will be asked to engage critical historical and literary materials in order to develop insight into how cultural historical circumstances enable the production of texts and influence how readers respond to them. Second of three majors' core courses.
Gen Ed Attribute: Writing Emphasis.

ENG 296. Theory, Meaning, Value. 3 Credits.
Focusing on the 20th and 21st Centuries, the course will present several key theoretical perspectives. By exploring these theories, students will consider the ways in which the value of a text emerges from not only the text itself, but also from the historically variable forces of cultural and institutional value systems. They will also explore the role of language in shaping these value systems. Third of three majors' core courses.
Gen Ed Attribute: Writing Emphasis.

ENG 304. Essay Workshop. 3 Credits.
Experience in reading and writing essays, with focus on revision, on the use of the public 'I', and on appropriate voice. Attention to invention.
Gen Ed Attribute: Writing Emphasis.

ENG 320. Writing and Computers. 3 Credits.
Introduction to document design and production, desktop publishing, and issues of technological impact on written communication.
Gen Ed Attribute: Writing Emphasis.

ENG 345. Women Writing: Autobiography. 3 Credits.
A writing seminar directed toward the reading of women's autobiographies and the writing of personal autobiographical narratives.
Gen Ed Attribute: Writing Emphasis.

ENG 368. Business and Organizational Writing. 3 Credits.
The nature of communication within business and organizations. Theoretical basis and practical application.
Gen Ed Attribute: Writing Emphasis.

ENG 371. Technical Writing. 3 Credits.
Instruction in the forms and techniques of written, oral, and visual communication currently practiced in the scientific and technical professions. A series of coordinated assignments leads to a final project in the student's field of professional study.
Gen Ed Attribute: Writing Emphasis.

ENG 375. Strategies for Writing in the Workplace. 3 Credits.
Strategy and politics of client-centered and competitive writing that achieves objectives for the professions and organizations.
Gen Ed Attribute: Writing Emphasis.

ENG 397. Writing Tutoring. 3 Credits.
Theory and practice of writing tutoring, especially for those who plan a career in teaching or who are focusing on the remediation or development of language and writing skills.
Gen Ed Attribute: Writing Emphasis.

ENG 400. Research Seminar. 3 Credits.
This course is a variable-topic research seminar. Students will do advanced work in many topics in English studies, including literature, rhetoric, film, cultural studies, composition, aesthetics, theory, individual authors. This course may be repeated for credit.
Pre / Co requisites: ENG 400 requires prerequisites of ENG 295 and ENG 194, and ENG 206 or ENG 296, and WRT 100 or WRT 120, and WRT 200 or WRT 204 or WRT 205 or WRT 206 or WRT 208 or WRT 220.
Gen Ed Attribute: Writing Emphasis.
Repeatable for Credit.

ENV

ENV 455. Environmental Health Seminar. 3 Credits.
In-depth investigation and discussions on topics of particular concern or significance to the environmental health field. Topics will be varied from year to year.
Pre / Co requisites: ENV 455 requires prerequisite: Senior Environmental Health majors only.
Gen Ed Attribute: Writing Emphasis.
Typically offered in Fall.

ERU

ERU 309. Russian Culture. 3 Credits.
(In English) An interdisciplinary course designed to acquaint students with Russian culture and life in Russia today. No knowledge of Russian required.
Typically offered in Fall & Spring.

ESP

ESP 300. Latin-American Culture and Civilization (In English). 3 Credits.
Cultural, geographic, literary, philosophical, and artistic manifestations of the Hispanic-American world. No knowledge of Spanish is required.
Typically offered in Fall & Spring.

ESS

ESS 201. Field Geology. 3 Credits.
An introduction to the basic methods of geologic data collection in the field; analysis, and presentation; literature research; and report writing. One weekend field trip is required.
Pre / Co requisites: ESS 201 requires a prerequisite of ESS 101.
Gen Ed Attribute: Writing Emphasis.
Typically offered in Fall & Spring.

ESS 204. Historical Geology. 3 Credits.
LEC (2), LAB (2)
An examination of how Earth has evolved over geologic time, from its origin as a tiny lifeless planetesimal to its present state as a dynamic planetary system teaming with life. Rocks, fossils, and other evidence of Earth's past are analyzed and evaluated with knowledge of modern physical and biological processes to infer Earth's history, understand its present state, and predict its future. Laboratory included. Recommended for students who have completed ESS 101 or another introductory (100-level) science course.
Gen Ed Attribute: Writing Emphasis.
Typically offered in Fall & Spring.

ESS 331. Introduction to Paleontology. 3 Credits.
LEC (2), LAB (2)
Identification and study of common fossils in order to understand their life processes and geologic significance.
Gen Ed Attribute: Writing Emphasis.
Typically offered in Spring.

FIN

FIN 375. Contemporary Financial Issues. 3 Credits.
Students will be required to read, research, and write papers on current issues and developments in finance.
Pre / Co requisites: FIN 375 requires prerequisites of FIN 326 and FIN 344 and FIN 337 and Minimum 2.50 Cum GPA.
Gen Ed Attribute: Writing Emphasis.

FLM

FLM 200. Introduction to Film. 3 Credits.
A survey of the principal elements of film including photography, editing, sound, acting, and narrative.

FLM 201. American Film. 3 Credits.
The function of cinema in contemporary society as a socio-cultural, economic and political object, as seen through critical analysis of American films.
Gen Ed Attribute: Writing Emphasis.
FLM 202. American Themes. 3 Credits.
An introduction to contemporary critical and theoretical principles for interpreting American films which concentrates on a single theme.
Gen Ed Attribute: Writing Emphasis.

FRE

FRE 305. Advanced Grammar and Stylistics. 3 Credits.
Study of the more complex grammatical and syntactical structures of the language, with particular attention to stylistics. Practice in writing compositions on an advanced level with emphasis on correct usage. Writing emphasis course.
Gen Ed Attribute: Writing Emphasis.
Typically offered in Spring.

GEO

GEO 310. Population Geography. 3 Credits.
An introduction to theories, concepts, processes and geographical patterns of human population.
Gen Ed Attribute: Writing Emphasis.
Typically offered in Spring.

GEO 400. Senior Seminar In Geography. 3 Credits.
The study of historical and contemporary trends in geography; the design, preparation, and defense of a research proposal.
Gen Ed Attribute: Writing Emphasis.
Typically offered in Fall.

GER

GER 405. A Survey of German Film. 3 Credits.
An analysis of German films from Expressionism to the present. We shall examine the films in terms of their political and social context and as works of art. Directors include Fritz Lang, Murnau, Wiene, Fassbinder, Herzog, Schloendorff, von Trotta, and Wenders. Taught in conjunction with EGE 405.
Pre / Co requisites: GER 405 requires prerequisite of any 300 level German course.
Distance education offering may be available.

HEA

HEA 306. Curriculum and Instruction. 3 Credits.
This course provides the knowledge and skills for the development, implementation, and evaluation of K-12 comprehensive school health curriculums.
Pre / Co requisites: HEA 306 requires a prerequisite of HEA 101.
Gen Ed Attribute: Writing Emphasis.
Typically offered in Fall & Spring.

HEA 310. Love and Marriage. 3 Credits.
Defines love and marriage for the student and teaches the skills essential to fulfilling those needs.
Gen Ed Attribute: Writing Emphasis.
Typically offered in Fall & Spring.

HEA 315. Mind, Body, and Health. 3 Credits.
Theories and practice of health and healing through the mind/body connection. Emphasis on learning/practicing techniques for health promotion.
Gen Ed Attribute: Writing Emphasis.
Typically offered in Fall & Spring.

HEA 342. Program Planning and Evaluation. 3 Credits.
Provides an in-depth study of the program planning process and evaluation methods. Needed skills are developed and experience given in writing programs from assessment through evaluation with both hypothetical and real populations.
Pre / Co requisites: HEA 342 requires prerequisites of HEA 240, HEA 242, HEA 341 and formal admission into teacher education.
Gen Ed Attribute: Writing Emphasis.
Typically offered in Fall & Spring.

HEA 420. Health Marketing and Communications. 3 Credits.
The purpose of this course is to prepare students for work experiences as a health educator. Major emphasis will be placed on marketing and health communication strategies.
Pre / Co requisites: HEA 420 requires prerequisites of HEA 342 and HEA 306.
Gen Ed Attribute: Writing Emphasis.
Typically offered in Fall.

HEA 434. Health Law, Economics, Ethics, and Policy. 3 Credits.
This course explores major topics in the study of public health care policy, law, ethics, and economics in the United States. We will discuss the role of health care policy and law in public health. We will define and apply ethical principles in health care policy and law. We will describe economic and financial considerations in public health policy. We will examine the aforementioned themes using a multidisciplinary approach that employs sociological, political, economic and ethical perspectives on health and disease and the health care system.
Pre / Co requisites: HEA 434 requires prerequisites of HEA 242 and HEA 436.
Gen Ed Attribute: Writing Emphasis.
Typically offered in Fall & Spring.

HEA 440. School Health Programs. 3 Credits.
This course provides an overview of comprehensive school health programs. Specific focus is on program development, implementation, and evaluation.
Pre / Co requisites: HEA 440 requires a prerequisite of HEA 101 for Health and Physical Education majors only.
Gen Ed Attribute: Writing Emphasis.
Typically offered in Fall.

HEA 472. Mechanical Ventilation. 3 Credits.
A comprehensive study of mechanical ventilation, including the physiology of positive pressure breathing, techniques of ventilation, characteristics of commonly used ventilators, and monitoring of the ventilator-patient system.
Gen Ed Attribute: Writing Emphasis.
Typically offered in Fall.

HEA 478. Respiratory Therapy Seminar I. 3 Credits.
Includes critical, written analysis, and discussion of pertinent respiratory care literature as well as elements of research relevant to the respiratory care profession. The students culminate their study of respiratory care by designing and implementing a miniresearch project.
Gen Ed Attribute: Writing Emphasis.
Typically offered in Spring.

HIS

HIS 300. Varieties of History. 3 Credits.
Historical research techniques. Methodology, historiography, and varieties of history.
Pre / Co requisites: HIS 300 requires prerequisite of 6 credits of 100-level History courses.
Gen Ed Attribute: Writing Emphasis.
Typically offered in Fall & Spring.

HIS 366. The Turbulent Sixties. 3 Credits.
Examination of the stress and conflict in American politics, arts, literature, and society of the 1960's.
Gen Ed Attribute: Writing Emphasis.
Typically offered in Spring.

HIS 400. Seminar in History. 3 Credits.
In-depth research, study, and discussion of a selected historical topic. Topics will vary. Recommended for seniors.
Pre / Co requisites: HIS 400 requires prerequisite of HIS 300.
Gen Ed Attribute: Writing Emphasis.
Typically offered in Fall & Spring.
Repeatable for Credit.

HIS 451. Women In History. 3 Credits.
American women's daily routines, social roles, and search for rights and identity since Colonial days. Recent goals, values, and conflicts.
Gen Ed Attribute: Diversity Requirement, Writing Emphasis.
Typically offered in Fall.

HON

HON 351. Honors Seminar. 3 Credits.
First of two special topics offered fall semester. Subject matter rotates and is determined by the Honors director and the Honors Council through competitive submission from University faculty. Seminars are designed to be cross-disciplinary and to have a writing emphasis.
Typically offered in Spring.
Repeatable for Credit.
HON 352. Honors Seminar. 3 Credits.
First of two special topics offered spring semester. Subject matter rotates and is determined by the Honors director and the Honors Council through competitive submission from University faculty. Seminars are designed to be cross-disciplinary and to have a writing emphasis. Gen Ed Attribute: Interdisciplinary Requirement, Writing Emphasis. Typically offered in Fall. Repeatable for Credit.

HON 381. Symposium in the Arts and Humanities. 3 Credits.
Investigation of leadership issues as they are found within special topics in the arts and humanities. Gen Ed Attribute: Interdisciplinary Requirement, Writing Emphasis. Repeatable for Credit.

HON 382. Symposium in Social and Behavioral Science. 3 Credits.
Investigation of leadership issues as they are found within special topics in the social and behavioral sciences. Gen Ed Attribute: Interdisciplinary Requirement, Writing Emphasis. Repeatable for Credit.

HON 383. Symposium in the Sciences. 3 Credits.
Investigation of leadership issues as they are found within special topics in the sciences. Gen Ed Attribute: Writing Emphasis. Repeatable for Credit.

HON 451. Honors Seminar. 3 Credits.
Second of two special topics offered fall semester. Subject matter rotates and is determined by the Honors director and the Honors Council through competitive submission from University faculty. Seminars are designed to be cross-disciplinary and to have a writing emphasis. Gen Ed Attribute: Interdisciplinary Requirement, Writing Emphasis. Typically offered in Spring. Repeatable for Credit.

HON 452. Honors Seminar. 3 Credits.
Second of two special topics offered spring semester. Subject matter rotates and is determined by the Honors director and the Honors Council through competitive submission from University faculty. Seminars are designed to be cross-disciplinary and to have a writing emphasis. Gen Ed Attribute: Interdisciplinary Requirement, Writing Emphasis. Typically offered in Fall. Repeatable for Credit.

HON 490. Senior Project. 3-6 Credits.
Students will identify and investigate a problem in a community business, nonprofit agency, or research laboratory, and then work to solve the problem. Students will be expected to play an active role in the problem-solving effort and contribute a minimum of ten hours each week to help solve the problem. Students will seek interaction with the CEO, senior officer(s), and/or senior investigators of the business, agency, or laboratory, who will serve as leader models for student study. While projects are generally completed in the senior year, students may register for this course upon completion of the 27-hour core or by special permission of the Honors College director. Gen Ed Attribute: Writing Emphasis. Typically offered in Fall & Spring. Repeatable for Credit.

JRN

JRN 225. Newswriting. 3 Credits.
A course designed to develop proficiency in the writing of news stories for daily and weekly newspapers. News values, the structure and style of news, and the preparation of copy in accordance with professional standards will be stressed. Gen Ed Attribute: Writing Emphasis.

JRN 315. Magazine Article Writing. 3 Credits.
Practical instruction in the skills required for successful freelance magazine writing with emphasis on research, interviewing, writing techniques, and marketing. Students will write and submit for publication short features and a full-length magazine article. Pre / Co requires: JRN 315 requires prerequisite of JRN 225. Gen Ed Attribute: Writing Emphasis.

LIT

LIT 165. Topics in Literature. 3 Credits.
A course designed to develop awareness of literature as being central to all the arts, to increase levels of literacy and critical faculties, and to broaden understanding of the human condition. Gen Ed Attribute: Humanities Distributive Requirement, Writing Emphasis.

LIT 202. African American Literature I. 3 Credits.
A survey of African American writing from the Middle Passage through the first decade of the 20th century. Authors include Wheatley, Equiano, Douglass, Jacobs, Wells-Barrett, Du Bois, Washington, Chesnutt, Weldon Johnson, and others, with an emphasis on the historical contexts of slavery and Jim Crow and on the oral/vernacular roots of the black literary tradition. Gen Ed Attribute: Writing Emphasis. Typically offered in Fall.

LIT 203. African American Literature II. 3 Credits.
Continuation of LIT 202. A survey of African American writing from the Harlem Renaissance to the present. Authors include Hughes, Hurston, Wright, Ellison, Baraka, Brooks, Sanchez, Morrison, Butler, and others, with an emphasis on the historical forces and social and cultural movements that have shaped black writing in the 20th and 21st centuries. Gen Ed Attribute: Writing Emphasis. Typically offered in Spring.

LIT 204. New Black Women Writers in America. 3 Credits.

LIT 213. Asian American Literature. 3 Credits.
Survey of representative Asian American authors from their earliest works at the turn of the twentieth century to contemporary works, examined in the context of the changing cultural, economic, and political experiences of Americans of Asian descent. Gen Ed Attribute: Diversity Requirement, Writing Emphasis.

LIT 230. English Literature I. 3 Credits.

LIT 231. English Literature II. 3 Credits.

LIT 272. New Fiction. 3 Credits.
Fiction published in the last 10 years. Gen Ed Attribute: Writing Emphasis.

LIT 274. Feminist Poetry. 3 Credits.

LIT 302. Development of the American Novel. 3 Credits.

LIT 303. Intro to Multi-Ethnic American Literature. 3 Credits.
American ethnic, racial, and national groups in American literature and the contributions of creative literary artists representing these cultures. Gen Ed Attribute: Diversity Requirement, Writing Emphasis.

LIT 306. Modern American Novel. 3 Credits.
The novel in America from Dreiser to the present. Authors include Hughes, Hurston, Wright, Ellison, Baraka, Brooks, Sanchez, Morrison, Butler, and others, with an emphasis on the historical forces and social and cultural movements that have shaped black writing in the 20th and 21st centuries. Gen Ed Attribute: Writing Emphasis.

LIT 335. Shakespeare I. 3 Credits.
Reading, analysis, and discussion of selected histories and tragedies. Discussion of critical approaches to the plays and of the historical and intellectual climate of the times. Gen Ed Attribute: Writing Emphasis.

LIT 336. Shakespeare II. 3 Credits.
Reading, analysis, and discussion of selected comedies and nondramatic poems. Discussion of critical approaches to the works and of the historical and intellectual climate of the times. Either LIT 335 or 336 may be taken first. Gen Ed Attribute: Writing Emphasis.
LIT 337. Literature of the Enlightenment. 3 Credits.
A critical consideration of the 18th-century writers, exclusive of the dramatists.
Gen Ed Attribute: Writing Emphasis.

LIT 338. Restoration and 18th Century Drama. 3 Credits.
The drama from the reopening of the theaters in 1660 to 1800.
Gen Ed Attribute: Writing Emphasis.

LIT 339. 18th Century British Novel. 3 Credits.
The British novel from Defoe to Austen.
Gen Ed Attribute: Writing Emphasis.

LIT 340. The Romantic Movement. 3 Credits.
Wordsworth, Coleridge, Byron, Shelley, Keats, and their contemporaries in the light of social background and critical doctrine.
Gen Ed Attribute: Writing Emphasis.

LIT 342. Victorian Literature. 3 Credits.
Victorian thought and culture in poetry and nonfiction prose.
Gen Ed Attribute: Writing Emphasis.

LIT 370. Urbanism and the Modern Imagination. 3 Credits.
Covers a variety of responses of contemporary writers, artists, and planners to the rise of the modern city.

MAT

MAT 301. The Scientific Revolution. 3 Credits.
This course addresses how modern science began in the 17th century by examining its origins and including introductions to the heroes of science - Copernicus, Kepler, Galileo, and Newton.
This course counts toward the writing emphasis requirement.
Typically offered in Fall & Spring.

MAT 350. Techniques of Teaching Middle School Mathematics. 3 Credits.
Techniques of Middle School Mathematics (3) Learning theory-based techniques for teaching children mathematical concepts in the middle school including: pedagogical content knowledge; techniques used to present specific mathematical concept; associated materials, including methods for exceptional students; levels of questioning; and motivational devices. Topics covered include number, measurement, algebra, geometry, and probability, and statistics.
Pre / Co requisites: MAT 350 requires prerequisites of MAT 261, EDA 304, Field Clearances, and Formal Admission to Teacher Education. MAT 350 requires a co-requisite of MAT 360.
Gen Ed Attribute: Writing Emphasis.
Typically offered in Fall.

MAT 354. Techniques of Teaching Secondary School Mathematics. 3 Credits.
Techniques used in the presentation of specific mathematical concepts, associated materials, including methods for exceptional students; levels of questioning, and motivational devices. Scope and sequence of secondary mathematics topics. Criteria for text evaluation. Preview of student teaching.
Pre / Co requisites: MAT 354 requires prerequisites of MAT 350 and Formal Admission to Teacher Education. MAT 354 requires a co-requisite of MAT 364.
Gen Ed Attribute: Writing Emphasis.
Typically offered in Spring.

MAT 401. History of Mathematics. 3 Credits.
Development of mathematics from the Babylonian era to the 18th Century. Some modern topics included.
Pre / Co requisites: MAT 401 requires prerequisite of C or better in MAT 261.
Gen Ed Attribute: Writing Emphasis.
Typically offered in Fall, Spring & Summer.

MGP

MGP 220. Field Experience: Middle Level Environment. 3 Credits.
Orientation for the curricula, processes, and structures of 4-8 classrooms. Field experiences, minimum 30 hours, related to course topics.
Pre / Co requisites: MGP 220 requires prerequisites of EDP 200 and EDP 201; field clearances.
Gen Ed Attribute: Writing Emphasis.
Typically offered in Fall, Spring & Summer.

MGP 335. Teaching Social Studies in Middle Grades. 3 Credits.
This course is a study of social studies teaching and student learning in grades 4-8, focusing on related curricula, instruction and assessment in these grades. National, state and local standards are utilized as frameworks to explore the context, purpose, content, and interdisciplinary nature of the social studies. Field clearances required.
Pre / Co requisites: MGP 335 requires prerequisite MGP 220, Formal Admission to Teacher Education and field clearances.
Gen Ed Attribute: Writing Emphasis.
Typically offered in Fall & Spring.

MGT

MGT 313. Business and Society. 3 Credits.
An analysis of the social, political, legal, environmental, and ethical problems faced by business firms.
Pre / Co requisites: MGT 313 requires prerequisite of MGT 200 (Majors only) and minimum 2.50 CUM GPA.
Gen Ed Attribute: Writing Emphasis.
Distance education offering may be available.
Typically offered in Fall, Spring & Summer.

MGT 498. Seminar in Management. 3 Credits.
Students are engaged in reading and research on current developments in management.
Research project is required to help expand and deepen the horizons of the participants.
Pre / Co requisites: MGT 498 requires a minimum 2.50 CUM GPA and a minimum of 90 credits completed.
Gen Ed Attribute: Writing Emphasis.
Distance education offering may be available.
Typically offered in Fall, Spring & Summer.

MHL

MHL 301. Music and the Related Arts. 3 Credits.
Examines ways in which music parallels at least two other visual, performing, and/or verbal arts in Western and/or non-Western culture. Concentration on the development of skills of critical perception through practical application to music and other arts.
Pre / Co requisites: MHL 301 requires a prerequisite of MTC 212 and MHL 211 or permission of instructor.
Typically offered in Fall.

MHL 454. History of Opera. 3 Credits.
A basic course in the origin and development of opera and its dissemination throughout the Western world.
Pre / Co requisites: MHL 454 requires prerequisite of MHL 212.
Gen Ed Attribute: Writing Emphasis.
Typically offered in Spring.

MHL 455. History of Orchestral Music. 3 Credits.
A study of representative orchestral works: symphonies, concerti, suites, overtures, and others, from the Baroque Period to the present.
Pre / Co requisites: MHL 455 requires prerequisite of MHL 212.
Gen Ed Attribute: Writing Emphasis.

MHL 459. Topics in American Music. 3 Credits.
Survey of the development of music and musical styles from 1620 to the present. Analysis of styles, forms, aesthetic concepts, and practices.
Gen Ed Attribute: Writing Emphasis.
MTC

MTC 342. Music Analysis. 3 Credits.
An overview of major trends in music analysis applied to a variety of musical styles. Addresses how analysis informs composition, performance, scholarship and pedagogy.
Pre / Co requisites: MTC 342 requires a prerequisite of MTC 212.
Gen Ed Attribute: Writing Emphasis.
Typically offered in Fall.

MUE

MUE 331. Music Methods and Materials I. 3 Credits.
The study of music and the learning process at the elementary level to include Dalcroze, Kodaly, and Orff.
Pre / Co requisites: MUE 331 requires prerequisites of MUE 201 and VOC 311 or AIC 311 and formal admission into teacher education. Current Act 34, Act 114, ACT 151 clearances and TB test valid for semester.
Gen Ed Attribute: Writing Emphasis.

MUE 332. Music Methods and Materials II. 3 Credits.
The study of music and the learning process at the secondary level to include technology, listening skills, multicultural diversity, general music programs, and administrative skills.
Pre / Co requisites: MUE 332 requires prerequisites of MUE 331 and formal admission into teacher education. Current Act 34, Act 114, Act 151 Clearances and TB test valid for semester.
Gen Ed Attribute: Diversity Requirement, Writing Emphasis.

NSG

NSG 212. Nursing Theories and Concepts. 3 Credits.
Nursing theories and concepts, conceptual frameworks, theories from other disciplines that may apply to nursing, and the nursing process are studied in this course.
Pre / Co requisites: Nursing Majors - Undergraduate.
Gen Ed Attribute: Writing Emphasis.

NSG 311. Care of Childbearing Family & Community Based Care. 4 Credits.
The emphasis of this course is the childbearing family and individuals in various community settings. Content will focus on prevention of illness and promotion of health by assessment of the health status, appropriate intervention, and evaluation of the health promotion plan. Chronic states as well as acute health conditions will be addressed as well. Content is organized around the concepts of wellness, chronicity and acuity. The nursing process provides the framework for the care to be given in a variety of settings with clients.
Pre / Co requisites: NSG 311 requires prerequisites of BIO 307 and co-requisite of NSL 311. Nursing majors only.
Gen Ed Attribute: Writing Emphasis.
Distance education offering may be available.

NSG 317. Women’s Sex and Sexuality. 3 Credits.
Women, Sex and Sexuality is a writing intensive course examining women’s experience with sex and sexuality from a biopsychosocial perspective. The approach is inclusive of multiple foci including age, race, ethnicity, sexual orientation, (dis)ability and other aspects of human difference. Special attention is paid to women’s sexuality within the context of gender analysis.
Gen Ed Attribute: Writing Emphasis.
Typically offered in Fall & Spring.

NSG 412. Care of Communities & Individuals in Acute Care from a System’s Perspective. 5 Credits.
Must be taken during senior year, spring semester. NSG 412 is a continuation of NSG 411 with the emphasis on the subconcepts of decision making and advocacy. The nursing process is utilized interdependently in approaching multihand health problems of clients. Special attention is given to inquiry as the student correlates nursing theories and concepts with identifiable research problems in varied environments. Opportunity is provided in this semester to develop organization and management skills.
Pre / Co requisites: NSG 412 requires PREREQ NSG 311, NSL 311, NSG 312, NSL 312 and COREQ: NSL 412. Nursing majors only.
Gen Ed Attribute: Writing Emphasis.
Distance education offering may be available.

NTD

NTD 409. Professional Skills in Dietetics. 3 Credits.
A focus on the development of nutrition counseling and communication/media technology skills. An appreciation of multiculturalism will be promoted. A familiarization with dietetics-related professional organizations, graduate school opportunities, and dietetic internships will be provided. Assistance with the dietetic internship and graduate school application process will be given.
Pre / Co requisites: NTD 409 requires prerequisite NTD 309.
Gen Ed Attribute: Writing Emphasis.
Typically offered in Fall.

PHI

PHI 102. Introduction to Religious Studies. 3 Credits.
The role of religion in human life. Illustrations drawn from various traditions, rituals, and belief patterns, both ancient and modern.
Distance education offering may be available.
Typically offered in Fall, Spring & Summer.

PHI 310. New Religious Movements. 3 Credits.
An examination of New Religious Movements, alternative spiritualities and “cults.” This course will explore their main beliefs and practices as well as theoretical perspectives for understanding them.
Gen Ed Attribute: Writing Emphasis.
Typically offered in Spring.

PHI 330. Introduction to Meaning. 3 Credits.
Discussion of the analysis of meaning given by various disciplines, including philosophy, psychology, linguistics, communication studies, and the arts.
Typically offered in Spring.
Cross listed courses LIN 330, PHI 330.

PHI 340. Contemporary Moral Issues. 3 Credits.
Philosophical examination of major social debates (e.g. abortion, human cloning, war, and violence) and their relation to race, class, gender, etc.
Gen Ed Attribute: Writing Emphasis.
Typically offered in Spring.
PHY

PHY 310. Intermediate Physics Lab I. 3 Credits.
LEC (1), LAB (2)
A lecture and laboratory course designed to familiarize students with modern physics laboratory equipment and practices through a series of experiments. Students write three research papers and give one research talk describing the experiments and their results in a style consistent with scientific conventions.
Pre / Co requisites: PHY 310 requires a prerequisite of PHY 240.
Gen Ed Attribute: Writing Emphasis.
Typically offered in Fall & Spring.

PHY 320. Intermediate Physics Lab II. 3 Credits.
LEC (1), LAB (2)
This course is a continuation of PHY 310, a lecture and laboratory course designed to familiarize students with modern physics laboratory equipment and practices through a series of experiments. Students write three research papers and give one research talk describing the experiments and their results in a style consistent with scientific conventions.
Pre / Co requisites: PHY 320 requires a prerequisite of PHY 310.
Gen Ed Attribute: Writing Emphasis.
Typically offered in Fall & Spring.

PIA

PIA 423. Baroque Keyboard Literature. 3 Credits.
Gen Ed Attribute: Writing Emphasis.

PIA 424. Classical Piano Literature. 3 Credits.
Origin and development of the sonata and performance practices of homophonic style. Music of Bach’s sons, Haydn, Mozart, and Beethoven. Some student performance required.
Gen Ed Attribute: Writing Emphasis.

PIA 425. Romantic Piano Literature. 3 Credits.
Gen Ed Attribute: Writing Emphasis.

PIA 426. 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.
Gen Ed Attribute: Writing Emphasis.

PIA 427. The Concerto. 3 Credits.
A chronological presentation of the development of the piano concerto emphasizing performance practices and problems.
Gen Ed Attribute: Writing Emphasis.

PSC

PSC 200. Political Analysis. 3 Credits.
Incorporates techniques for analyzing political questions logically and systematically, and introduces basic research design and methodological and library usage skills appropriate to the political science discipline.
Pre / Co requisites: PSC 200 requires prerequisite of PSC 100.
Gen Ed Attribute: Writing Emphasis.
Typically offered in Fall, Spring & Summer.

PSC 230. Introduction to Political Thought. 3 Credits.
Examination of key ideas that animated the great thinkers of Western thought. Special emphasis will be placed both on specific historical context and possibility of continuing relevance of considered ideas. Class will conclude with in-depth “case study” of contemporary dilemma that forces student to examine to what extent past ideas can aid our understanding of present political landscape.
Gen Ed Attribute: Writing Emphasis.
Distance education offering may be available.
Typically offered in Fall, Spring & Summer.

PSC 320. U.S. Foreign Policy. 3 Credits.
Principles of U.S. foreign policy; roles and influences of the President, Congress, the State Department (and other government agencies), media, and interest groups. Topics include national security and intelligence analysis, terrorism, Cold War, economics/trade, and international organizations.
Gen Ed Attribute: Writing Emphasis.
Typically offered in Fall, Spring & Summer.

PSC 343. Culture and Politics of Asia. 3 Credits.
Study of cultural, philosophical, and political systems of modern Asia with special emphasis on China, Japan, and India.
Gen Ed Attribute: Writing Emphasis.

PSY

PSY 246. Research Methods in Psychology. 3 Credits.
Critical examination of research methods in psychology, including experimental and quasi-experimental designs, correlational methods, and survey methods. Students will receive practical experience in the design, implementation, analysis, and interpretation of data, and in preparation of written reports for research projects.
Pre / Co requisites: PSY 246 requires prerequisite of PSY 245.
Gen Ed Attribute: Writing Emphasis.
Distance education offering may be available.
Typically offered in Fall & Spring.

PSY 365. Psychology of Women. 3 Credits.
A study of the behavior and experience of women. Biological, cultural, interpersonal, and intrapersonal determinants of women’s actions, thoughts, and feelings will be explored.
Pre / Co requisites: PSY 365 requires prerequisite of PSY 100.
Gen Ed Attribute: Writing Emphasis.
Typically offered in Fall & Spring.

PSY 376. Social Psychology Laboratory. 3 Credits.
Electronic and/or laboratory exercises in social psychology.
Pre / Co requisites: PSY 276 requires prerequisites of PSY 100 and PSY 254.
Gen Ed Attribute: Writing Emphasis.
Typically offered in Fall & Spring.

PSY 384. Adult Development. 3 Credits.
Study of psychological development during the mature years up to and including death and dying.
Pre / Co requisites: PSY 384 requires prerequisite of PSY 100.
Gen Ed Attribute: Writing Emphasis.
Typically offered in Fall & Spring.

PSY 476. Cognitive Laboratory. 3 Credits.
An experiential-learning course in which students learn first-hand how cognitive psychologists measure human thought processes such as perception, attention, language, memory, decision-making and problem-solving.
Pre / Co requisites: PSY 476 requires prerequisites of PSY 245 and PSY 246, and a co-requisite of PSY 475.
Gen Ed Attribute: Writing Emphasis.
Distance education offering may be available.
Typically offered in Fall & Spring.

SCE

SCE 350. Science Education in the Secondary School. 3 Credits.
Philosophy, objectives, and methods of teaching science. This is an Early Field Experience course with observation hours are completed in schools. Students must have current clearances for TB, criminal background, FBI, and child abuse before they can be assigned to schools to perform course assignments/other requirements. For the WCU policies on clearances, select the Teacher Education Center on the College of Education Web site.
Pre / Co requisites: SCE 350 requires formal admission into teacher education.
Gen Ed Attribute: Diversity Requirement, Writing Emphasis.
Typically offered in Fall.
SMD 210. Psychosocial Perspectives of Sports/Recreational Injuries. 3 Credits.
Present active individuals with information on the incidence, prevention, and management of sport/recreational injuries. In addition, the psychological impact and sociological factors affecting health care delivery will be addressed. Taken together students will be better prepared and more informed consumers of sport/recreational health care.
Typically offered in Fall, Spring & Summer.

SMD 414. History, Organization & Administration of Sports Medicine. 3 Credits.
A presentation of the historical and current perspectives of athletic training, including techniques for organizing and administering athletic training programs.
Pre / Co requites: SMD 414 requires prerequisite of SMD 315. Athletic Training majors only.
Gen Ed Attribute: Writing Emphasis.
Distance education offering may be available.
Typically offered in Fall.

SPC 300. Business Topics in Spanish. 3 Credits.
Introduction to business concepts in Spanish in fields of management, banking, finance, accounting, marketing, and international business. No prior knowledge of business required.
Practical course in oral communication. Some interpretation, translation, and writing of business documents.
Pre / Co requites: SPA 303 requires prerequisites of SPA 301 and SPA 302.
Gen Ed Attribute: Writing Emphasis.

SSC 331. Methods of Teaching Secondary Social Studies. 3 Credits.
Methods and materials of teaching social studies for prospective secondary school teachers. Emphasis is on combining educational theory with social studies content for effective teaching. Exercises and practical application.
Pre / Co requites: SSC 331 requires prerequisites of EDS 306 and formal admission into teacher education.
Gen Ed Attribute: Writing Emphasis.

SMD 495. Social Work Senior Seminar I. 3 Credits.
Integration of field and classroom experiences in discussing the application of the generalist model to the helping process. Emphasis is on all levels of practice (individuals, families, groups, organizations, and communities. Social Work majors only.
Pre / Co requites: SMD 495 requires a prerequisite of SMD 395 and a corequisite of SMD 450.
Gen Ed Attribute: Writing Emphasis.

THA 306. History of Theatre/ Drama I. 3 Credits.
Examination of plays, players and methods of theatrical production from English Renaissance to 1875.
Pre / Co requites: THA 306 requires prerequisite of THA 113 or THA 213.
Gen Ed Attribute: Writing Emphasis.
Typically offered in Fall.

THA 307. History of Theatre/Drama II. 3 Credits.
Examination of plays, players, and methods of theatrical production from Modern Theatre 1875 to 1900 through Contemporary Theatre 1975-Present.
Pre / Co requites: THA 307 requires prerequisite of THA 113 or THA 213.
Gen Ed Attribute: Writing Emphasis.
Typically offered in Spring.

WOS 225. Intro to Women's and Gender Studies. 3 Credits.
An interdisciplinary course designed to enable students to analyze the lived experience of women, to evaluate the impact of gender, to question the implications of changing cultural patterns, and to sample first-hand efforts for social change. Satisfies interdisciplinary requirement. Offered every semester.
Typically offered in Fall, Spring & Summer.

WOS 250. Women's Self Representation. 3 Credits.
An interdisciplinary approach to ways women record their lives.
Distance education offering may be available.
Typically offered in Fall, Spring & Summer.

WOS 310. Women and Activism. 3 Credits.
Although often misrepresented or ignored, women were and continue to be active in a wide range of social justice movements. This course focuses specifically upon women activists in the United States and their resistance to structural inequalities based upon gender. In addition to social justice movements focused on sexism, this course uses intersectional theory to recognize the feminist value of women who work against racial, economic, sexual, and other oppressions.
Pre / Co requites: WOS 310 requires a prerequisite of WOS 225 or WOS 250.
Gen Ed Attribute: Diversity Requirement, Writing Emphasis.
Distance education offering may be available.
Typically offered in Fall.

WRH 205. Composing Cyberspace. 3 Credits.
Students compose websites and blogs and examine the unique intersection of visual and verbal rhetoric that informs composition in cyberspace.
Gen Ed Attribute: Writing Emphasis.

WRH 305. Images of School in Film. 3 Credits.
This course reflects on schooling as a shared experience, helping students develop a stronger sense of what functions schools should be expected to perform in society. Using theoretical readings and films, students will develop an intellectual.
Gen Ed Attribute: Writing Emphasis.
GENERAL INFORMATION ABOUT DEGREE REQUIREMENTS

Student Responsibility

The ultimate responsibility for satisfying all graduation requirements is the student’s. Students are encouraged to check their Degree Progress Reports (http://www.wcupa.edu/registrar/dpr.aspx) (DPRs) on myWCU regularly, so they maintain a thorough understanding of all outstanding requirements. Faculty academic advisors are expected to provide accurate, helpful information to students, and students are expected to be knowledgeable about the academic policies and procedures governing the completion of their degrees. The student and faculty advisor are expected to consult with each other regularly. Under West Chester University’s advising program, all students have faculty advisors, appointed through their major departments, who counsel them on academic matters throughout their undergraduate years. Students who have not yet declared a major are advised by the Pre-Major Academic Advising Center (http://www.wcupa.edu/advising). Students need to meet with their advisors before registration periods to discuss course enrollment and be given access to online registration.

West Chester University faculty, staff, and students must activate and maintain regular access to University-provided electronic mail accounts AND are responsible for accessing electronic mail to obtain official University communications. Failure to access the electronic mail account will not exempt individuals from associated responsibilities and liabilities.

Students are expected to complete all degree requirements within the semester in which they intend to graduate. Any unmet degree requirements can only be completed for that semester’s graduation date, if the attempt to complete the degree requirement was initiated prior to the end of the semester, and the requirement was completed within 30 days of the actual graduation date.

Applicable Catalog Year

The West Chester University Undergraduate Catalog is produced annually in print and online versions. Regardless of the method of distribution, the catalog in effect for a student’s year of admission dictates the general education requirements that the student must follow. Students are bound by the major, minor, and cognate requirements in the catalog for the academic year for which they are accepted into the major or minor. In some instances, accrediting, certification, and/or Pennsylvania State System of Higher Education (PASSHE) standards necessitate the change in major, minor, and cognate 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 for general education at the time of readmission. Major, minor, and cognate area requirements are also bound at the time of readmission, except where permission is granted by the respective department.

Students are expected to complete all degree requirements within the semester in which they intend to graduate. Any unmet degree requirements can only be completed for that semester’s graduation date, if the attempt to complete the degree requirement was initiated prior to the end of the semester, and the requirement was completed within 30 days of the actual graduation date.

Dual Degrees and Majors

Students are permitted to pursue dual majors under the same degree or dual degrees with the concurrence of the participating departments. (See “Dual Degrees (p. 85)” and “Double Majors (p. 85)” in the "Academic Policies and Procedures (http://catalog.wcupa.edu/undergraduate/academic-policies-procedures)” section of this catalog.)

Basic Proficiency

Students who do not demonstrate basic proficiency in English or mathematics may be required to take developmental courses (Q00-level) as prerequisites of their degree programs. These courses do not count towards graduation.

REQUIREMENTS FOR THE BACCALAUREATE DEGREE

1. Satisfactory completion of a minimum of 120 credits, distributed as shown in the curriculum for the student’s major field. NOTE: Some programs will require more than 120 credits for degree completion. These programs are described within the department’s pages in this catalog.

2. Achievement of a cumulative grade point average (GPA) of at least 2.000 (C) and an average of at least 2.000 (C) in the major and minor. Some programs require a higher GPA.

3. At least 30 of the last 60 credits be earned at West Chester University. Additionally, 50% of the major/minor must be completed at West Chester University, excluding cognate courses.

4. Fulfillment of any special requirements or program competencies that are particular to a department or college.

5. Fulfillment of all financial obligations to the University, including payment of the graduation fee, returning of University property, and all other obligations.

6. Compliance with all academic requests, including applying for graduation through myWCU (https://my.wcupa.edu) by the deadlines posted on the Office of the Registrar’s website (http://wcu.edu/registrar).

Students are expected to complete all degree requirements within the semester in which they intend to graduate. Any unmet degree requirements can only be completed for that semester’s graduation date, if the attempt to complete the degree requirement was initiated prior to the end of the semester, and the requirement was completed within 30 days of the actual graduation date.

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.

Accelerated Program Policies

An accelerated program permits qualified undergraduate students with at least junior standing to take graduate coursework in order to get an early start on the master’s program. Participation is limited to programs that have elected to offer degrees in an accelerated format. A student must apply and be accepted into an accelerated program prior to enrollment in any graduate course(s).

Admission Requirements

1. In some accelerated programs, prospective undergraduate and transfer students (with a transfer grade point average of 3.00) may apply for admission into an accelerated program at the time of admission into the university. If accepted, this is not a final offer of admission into the graduate program.

2. Current undergraduate students with a cumulative grade point average of 3.00 are eligible to apply for admission into an
accelerated program. Applicants must submit the accelerated application and all requested documents required by the department and the Dean of Graduate Studies. Programs may have additional admission requirements.

3. Students accepted into an accelerated program will be offered provisional admission to the graduate program from the Dean of Graduate Studies when they have attained at least junior standing (a minimum of 60 completed credits) and meet all university and departmental admission requirements.

4. Full admission to the graduate program will be granted upon conferral of the undergraduate degree and satisfaction of all requirements set by the department and the Dean of Graduate Studies.

Academic Requirements
1. Students in accelerated programs must satisfy the requirements and student learning outcomes of both degree programs.

2. A student must have attained at least junior standing (a minimum of 60 completed credits) and have a minimum cumulative GPA of 3.00 before taking graduate courses in the intended graduate program.

3. All prerequisites for the intended graduate courses must be satisfied prior to taking those graduate courses.

4. A maximum of 40% of graduate credits (rounded to the nearest whole number) may be applied to satisfy the credit and/or program requirements for the undergraduate degree. Departments may choose to apply a smaller percentage of graduate credits to the degree. The total number of credits required for both the undergraduate and graduate degrees will be reduced by the number of graduate credits used to satisfy requirements for the undergraduate degree.

5. Students may not take additional graduate courses, beyond those approved to satisfy their undergraduate degree, until the conferral of their undergraduate degree.

Tuition and Financial Aid/Scholarships
1. Students are considered undergraduate students until conferral of their undergraduate degree.

2. The graduate courses will be applied to the undergraduate record during their junior and senior year, allowing the student to be charged at the undergraduate tuition rate and eligible for undergraduate financial aid and scholarships.

3. After conferral of the undergraduate degree, students will receive full admission status (pending all other requirements have been met) and be considered graduate students. Students will then be charged the undergraduate tuition rate and be eligible for graduate assistantships and other graduate aid.

Notes
1. Failure to demonstrate adequate progress, as defined by the department, could result in a student being ineligible to continue in the accelerated program. Departments requesting withdrawal of an accelerated undergraduate student must notify the Dean of Graduate Studies in writing prior to the start of the next regular semester.

2. Unless otherwise stated, students are considered undergraduates until the undergraduate degree is conferred and thereby held to policies in the Undergraduate Catalog. Once the undergraduate degree is conferred, students are considered graduate students and held to policies in the Graduate Catalog.

Programs Offered in the Accelerated Format
- B.S. in Biology - Integrative Biology Concentration to M.S. in Biology (Thesis Option) (p. 198)
- B.S. in Computer Science to M.S. in Computer Science (p. 228)
- B.S. in Criminal Justice to M.S. in Criminal Justice (p. 234)
- B.A. in Geography to M.S. in Geography (p. 283)
- B.S. in Geoscience - Earth Systems Concentration to M.S. in Geoscience (p. 245)
- B.S. in Geoscience - Geology Concentration to M.S. in Geoscience (p. 247)
- B.S. in Health Science: General - Sports Medicine Studies Concentration to M.S. in Athletic Training (p. 293)
- B.A. in Mathematics to M.A. in Mathematics (p. 368)
- B.S. in Mathematics - Applied and Computational Mathematics Concentration to M.S. in Applied and Computational Mathematics (p. 371)
- B.S. in Mathematics - Computational Mathematics Concentration to M.S. in Applied and Computational Mathematics (p. 372) (no longer admitting new students)
- B.S. in Mathematics - Mathematics Concentration to M.A. in Mathematics (p. 375)
- B.S. in Mathematics - Statistics Concentration to M.S. in Applied Statistics (p. 376)
- B.S. in Nutrition and Dietetics to M.S. in Community Nutrition (p. 408)
- B.A. in Philosophy to M.A. in Philosophy (p. 417)

STUDENT AFFAIRS

CAMPUS SERVICES

Dining Services
All students residing in the North Campus residence halls must be on the University meal plan as a condition of occupancy. Students with medical problems who cannot meet this requirement may request a meal waiver. Residents of the South Campus Apartment Complex, The Village and East Village Apartments, and the College Arms Apartments, as well as off-campus and commuting students, may purchase any meal plan offered or obtain meals at the casual meal rates. A number of variable and flex-only meal plans are available. Details of these plans, as well as the costs, are found in the "Fees and Expenses" section of this catalog.

All meal plans may be used in the following locations: Lawrence Dining Hall; the Diner; C-Stores/Grill operations; Java City and the Ram’s Head Food Court; and with national brands, such as Chick-fil-A, Einstein’s Bagels, and Starbucks.

Campus Store
The WCU Campus Store is located on the ground floor of Sykes Student Union. The Campus Store has new and used textbooks for all WCU courses, a growing textbook rental program of new and used titles, and select course offerings including digital textbooks. Textbooks may be purchased in the store or on the store’s website www.wcucampusstore.com (http://www.wcucampusstore.com). For your convenience, we provide in-room delivery for early online textbook orders in August and January. The WCU Campus Store also stocks supplies, course supplies, and a wide selection of reference books, as well as study and teacher aids. WCU Campus Store offers a complete line of official WCU-imprinted clothing and an array of gifts that can be purchased on the store’s website. Greeting cards, snacks, candy, soft and energy drinks, health and beauty aids, electronics, and laundry supplies are also available in the Campus Store. Spirit items for athletic events are available as well. Services offered include special orders for computer software and general interest books (at no extra cost), an onsite Greek wear provider, UPS and USPS shipping services, and daily book buybacks. All major credit cards, Ram Bucks, and personal checks, accompanied by a valid ID, are accepted. The store hours are as follows:
Monday - Thursday, 8 a.m. - 6 p.m.
Friday, 8 a.m. - 4 p.m.  
Saturday, 11 a.m. - 3 p.m.  
(hours are subject to change).  

For additional convenience, the store offers extended operating hours at the beginning of each semester. For more information call 610-436-BOOK or visit the website at www.wcucampusstore.com (http://www.wcucampusstore.com/).

For additional clothing and gift options for your family, alumni, parents, and students, please visit our location in the town of West Chester. The Ram Shop, at 134 N. High Street, offers a boutique atmosphere and specialized customer service. Also visit the Ram Shop website at www.wcuramshop.com (https://wcuramshop.com).

**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).

**Career Development Center**

The Twardowski Career Development Center staff assists students with defining career goals, exploring and choosing majors, developing job search skills, securing internships and full-time career opportunities, and applying to graduate school. The career center facilitates connections with employers and job/internship opportunities via Ram Career Network (https://wcu-csm.symplicity.com/students); this online career management system includes on-campus interviews, job fairs, electronic resume reviews, online practice interviews, and a resume database (for employers to access job seeker resumes). These services are available throughout the entire calendar year.

Visit the extensive website for a range of other valuable resources, videos, and information: http://wcupa.edu/cdc.

The Twardowski Career Development Center is located in 225 Lawrence Center, 610-436-2501, or e-mail cdc@wcupa.edu.

**Fraternity and Sorority Life**

The Office of Fraternity and Sorority Life (http://www.wcupa.edu/greekLife) coordinates West Chester University’s fraternity and sorority community, comprising 2,200 students and 35 (inter)national chapters on their service projects, community activities, scholarship support programs, recruitment and new member programs, and leadership development. In addition, the office works with four governing/programming councils. Fraternity and Sorority Life is located in 238 Sykes Student Union, 610-436-2117.

**Mail Services**

The University has an on-campus post office located at 887 South Matlack Street, 610-436-2744.  

Resident students receive their mail at their residence halls. To ensure prompt delivery, the complete and correct addresses for the facility should be used. Please refer to the Office of Residence Life and Housing Services website, http://www.wcupa.edu/_services/stu.lit/mailservice.asp, for specific details.

**Student Services, Incorporated (SSI)**

Student Services, Incorporated (SSI) is a not-for-profit organization primarily designed to serve the students of West Chester University. The objective of this corporation is to initiate, regulate, and operate the financial matters of all co-curricular student activities. Such activities include the management of the RAM CARD, campus bookstore, student publications, student organizations, check cashing/ticket service, student programming, intercollegiate athletics, and the graduate student association.

In fiscal matters and in various policy-making areas, the final authority rests with the president of the University. The SSI Business Office, 610-436-2357, is located in 259 Sykes Student Union.

**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, LGBTQA Services, and Off Campus and Commuter Services. 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 or call 610-436-2122.

OFF CAMPUS AND COMMUTER STUDENTS

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

• Reside in an off campus neighborhood adjacent to campus

• Reside in an off campus community further from campus

• Are both traditional and non-traditional

• Are both full- and part-time

• Are both undergraduate and graduate

In addition, the office:

• Partners with Places4students.com (https://www.places4students.com), a company that specializes in providing off campus housing solutions. This service is FREE for all students to use as an effective method of finding roommates and a place to live off campus.

• Supports the Off Campus and Commuter Association (OCCA), a student organization that meets weekly to discuss issues and advocate for needs of the WCU off campus and commuter population;

• Offers off campus and commuter students resources and information for living off campus, transportation, and parking;

• Oversees FREE STUDENT LEGAL AID (http://www.wcupa.edu/legalAid), providing consultation on a variety of civil and criminal issues - landlord/tenant, leases, citations, etc. This is offered by appointment, and a consultation is expected to last 15 minutes.

• Develops and advocates for long-range plans and research on the profile and needs of off campus and commuter students

This office is coordinated by a full time Director of Off Campus & Commuter Services (http://www.wcupa.edu/occs), located in 250 Sykes Student Union, 610-436-2209.

Off Campus Housing

Students who choose to live in the Borough of West Chester and the surrounding communities must secure their own living accommodations. If you are interested in renting off campus in the Borough of West Chester, please take note of the STUDENT ZONING ordinance. Off Campus & Commuter Services will provide information and support to students who are searching for off campus housing opportunities. OCCS partners with Places4Students.com (https://www.places4students.com) to provide off campus housing solutions. Additional information about living off campus can be found on the web at www.wcupa.edu/occs/.

“A living arrangement for at least two students to a maximum of four students who are unrelated by blood, marriage, or legal adoption. STUDENT: An individual who is enrolled or has made application and been accepted at a university, college, or 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.”

HEALTH & COUNSELING SERVICES INFORMATION

The 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.

### 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.

### Physical Examination Requirements

Each semester, new students receive e-mail information about Student Health Services which includes instructions on how to submit health history and immunization information electronically via the web portal at http://stuhealth.web.wcupa.edu/. No physician signature is required. Electronic submission of this form is requested by the start of classes. A physical examination is no longer a general University requirement and is only necessary if needed by a specific academic major or athletic group. The professor or coach will provide the student with this information.

### Insurance Programs

Because of the unpredictable nature of medical and surgical emergencies, all students are encouraged to be covered by a health insurance program. Information on insurance health programs is e-mailed to students prior to registration or may be obtained directly from the Student Health Services website (http://www.wcupa.edu/healthServices).

Insurance requirements may be mandated by specific departments and/or athletic programs. For example, there are special liability insurance requirements for students in the nursing program. Refer to the appropriate section (e.g., academic department, athletic program) in the catalog for further information on these requirements.

### Communicable Diseases

A current report of a negative tuberculin test or chest X-ray showing no active tuberculosis (TB) is mandated by the Pennsylvania Department of Education for all student teachers and students participating in a field experience in the public schools. The TB test can be given at Student Health Services for a nominal charge.

Pennsylvania state law requires the meningococcal vaccine, or a signed waiver, for all students living in University housing. Guidelines published by the Centers for Disease Control and the American College Health Association will be adhered to and revised as appropriate to protect the health of those in the University community.

Because of the potential for transmission of several infectious diseases, all students utilizing injectable medicines will be required to show evidence of satisfactory disposal of needles and syringes. Student Health Services will provide free disposal of medical waste.

### NEW STUDENT PROGRAMS

The Office of New Student Programs (http://www.wcupa.edu/orientation) coordinates orientation and outreach programs for freshman (first-year), transfer, and non-traditional students. Orientation programs include June, August, and January sessions.

West Chester’s orientation programs are designed to introduce new students to the University and acquaint them with the academic, student services, and social aspects of college life. Attendance at orientation is mandatory for all first-year students and for those students transferring with 59 credits or less.

New student outreach includes participation in Welcome Week, new student programming efforts including the New Student Success Series, and Family Weekend. New Student Programs also co-sponsors Soar, the new student leadership retreat held early in the fall semester. The New Student Programs staff are available to serve as a resource and to help incoming first-year, transfer, and non–traditional students make a successful transition to West Chester University.

The Office of New Student Programs (http://www.wcupa.edu/orientation) is located in 202 Lawrence Center, 610-436-3305.

### THE OFFICE OF STUDENT CONDUCT

The University is committed to providing a sound educational environment for intellectual pursuits by fostering student development and upholding community standards. Accordingly, the West Chester
University Student Code of Conduct (http://www.wcupa.edu/codeOfConduct), a set of behavioral standards, has been created to maintain a safe and secure campus environment.

The WCU Student Code of Conduct (http://www.wcupa.edu/codeOfConduct), found online and in the Ram's Eye View student handbook, translates those acts that constitute unacceptable behavior for the University’s students and student organizations. Students and student organizations accept the responsibility to abide by all University rules and regulations. In addition to these rules and regulations, students are expected to obey federal, state, and local laws. The University, for educational purposes, has the right to review any action taken by local law enforcement agencies regarding students. Disciplinary action may be imposed when a student engages in behavior, on or off campus, that is not consistent with University community standards as defined by the West Chester University Student Code of Conduct.

As members of the University community, students have the right to:

- Participate in all activities of the University, free from any form of harassment or discrimination
- Personal privacy except otherwise provided by the law
- To procedural due process in all action arising from violations of University regulations

Along with those rights, students have the responsibility to:

- Respect the rights and property of others
- Become fully acquainted with the published University regulations and comply with them
- Recognize that their actions reflect on the entire University community

The Office of Student Conduct is overseen by the director and works collaboratively with administrators, faculty, staff, students, and community constituents to address student behavioral issues that impact the University community. The Office of Student Conduct (http://www.wcupa.edu/_SERVICES/stu.jud) is located in 200 Ruby Jones Hall, 610-436-3511, and can also be reached at StudentConduct@wcupa.edu (studentconduct@wcupa.edu).

PUBLIC SAFETY

Department of 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 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

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.

Weather Alert Notification


When adverse weather conditions affect the routine operation of the University, information regarding class cancellations, delayed openings, and/or University closings will be publicized via multifaceted communication media including the following:

- Text messages to WCU Alert subscribers. WCU has contracted with e2campus to provide the service WCU ALERT, which sends subscribers direct text messages of WCU announcements, including class cancellations, delayed openings, University closings, on-campus emergencies, and the occasional test message. WCU ALERT provides the most effective way to communicate safety to all students, faculty, and staff, wherever they are. WCU ALERT is completely free to sign up, but phone carriers may charge for receiving text messages. WCU ALERT will not deliver any kind of advertising content, and phone numbers will not be shared with any third parties. For more information and to sign up visit www.wcupa.edu/wcualert/ (http://www.wcupa.edu/wcualert/)
- Mass e-mails to students, faculty, and staff. WCU-assigned e-mail accounts for employees and students will be used as one of the primary layers of communication for weather-related as well as emergency alerts; all employees and students are required to activate and maintain regular access to their University-provided e-mail accounts.
- Posted on WCU’s homepage at http://www.wcupa.edu. The most up-to-date and specific information, including weather developments, event cancellations and postponements, or changes to the final exam schedule, will be posted on the WCU homepage.
- Recorded message on WCU’s Information Line, 610-436-1000. However, the WCU homepage will always carry the most updated information as the weather event unfolds or as information is posted regarding cancellation/postponement of events.
- Broadcast on many radio and TV stations. Some radio and TV stations use a system of code numbers rather than school names for cancellations and announcements. West Chester University’s code numbers are 853 for cancellation of day classes and 2853 for evening classes. However, because radio and TV stations are generally not able to provide specific information, the most accurate and
detailed announcements will be maintained on WCU’s homepage at www.wcupa.edu.

RESIDENTIAL SERVICES

Residence Life & Housing Services

The Office of Residence Life and Housing Services (http://www.wcupa.edu/residenceLife) is responsible for creating and maintaining an environment in each housing facility that encourages academic, social, and emotional growth. Each facility is staffed with trained personnel who are available 24 hours a day to provide services, assistance, and a variety of information. All resident students are encouraged to read "The Guide to Residential Living (http://www.wcupa.edu/_services/stulif/reslifeguide)" and the "Student Code of Conduct (http://www.wcupa.edu/codeOfConduct)," which contain valuable information on all services, policies, and responsibilities pertaining to all housing facilities. The Office of Residence Life and Housing Services (http://www.wcupa.edu/residenceLife) is located in 202 Lawrence Center, 610-436-3307.

On-Campus Housing

The University-owned residence halls on the North Campus provide accommodations for approximately 1,600 students in primarily double-occupancy accommodations. In addition, the University-owned South Campus apartment complex houses almost 500 residents in four- or five-person, fully furnished units with each bedroom having either single or double occupancy. The University also operates the College Arms Apartments which have units for one to four people. Arrangements for all housing options are made for the academic year.

The University, through University Student Housing (USH) (http://www.wcupa.edu/_services/stulif), also offers other housing options on campus that are referred to as affiliated housing. Suite-style residence halls on North Campus, including University, Allegheny, Brandywine, and Commonwealth halls, as well as The Village and East Village, which are apartment communities on South Campus, provide accommodations on a space-available basis. These facilities offer all the same opportunities found in University-owned housing, but are managed by USH.

Housing Assignments

The Office of Residence Life and Housing Services (http://www.wcupa.edu/residenceLife) makes the housing assignments for all students living in all University-owned housing. University Student Housing (http://www.wcupa.edu/residenceLife) handles assignments for all six affiliated-housing communities. All assignments are made without discrimination. Only individuals of the same gender will be assigned as roommates, suite mates, or in the same apartment unit. Each room has basic furnishings for comfortable living, and the students may make them more homelike with their own accessory additions. During orientation, students are informed about the services and equipment furnished by the University and those necessities that they must supply for themselves. Lounge and recreation areas, television, and a variety of other facilities and conveniences provide a pleasant setting for student life in each residence hall. Services are also available in a central location in the apartment communities.

Transfer Students

Transfer students are admitted both as resident students and as commuting students. Those transfer students who desire on-campus housing should indicate this at the time they apply for admission to the University.

Married Students

The University has no housing facilities for married students with their spouses or for students with children or dependents. Prior to registration, they will need to secure their own accommodations in the community.

Readmitted Students

Students readmitted to the University are eligible for on-campus housing as space permits unless a specific disciplinary sanction would prohibit such occupancy. Interested students should contact the Office of Residence Life and Housing Services (http://www.wcupa.edu/residenceLife) for specific information about the application process.

Policy for Withdrawals

Resident students must vacate their University-owned residence hall or apartment within 24 hours of completing the withdrawal form in the Office of the Registrar. Resident students must secure the signature of the associate director of housing and dining administration prior to vacating their residence hall or apartment. Information regarding withdrawals from affiliated housing may be obtained by calling 610-436-4988.

Students with Disabilities

Students must be able to care for themselves independently or arrange for services that will allow them to perform normal life functions in the context of a residential setting, including, but not limited to, bathing, dressing, and other personal-care issues. This requirement may be met by having a personal-care attendant either live in or live off the premises, within certain restrictions. Some accommodations are also available for students who have special needs. Additional information, including available services and penalties for noncompliance, can be obtained by contacting the associate director of housing and dining administration at 610-436-3307. The full text of the policies and procedures are found in the WCU Handbook on Disabilities, “The Guide to Residential Living,” or on the University web page at www.wcupa.edu/residenceLife.

STUDENT ACTIVITIES

Student Activities on Campus

Student Activities at West Chester University encompass a wide range of cultural, social, educational, and recreational programs for a diverse student population.

The Student Services Inc. (SSI) Office of Student Activities takes a leadership role in organizing and sponsoring joint or individual programs as part of its mission. The Coordinator of Student Activities oversees the Student Activities Council (SAC), the leading campus activities organization which coordinates current movies, concerts, trips, national and cultural entertainment, and special events such as Banana Day, a WCU tradition. In addition, the Coordinator of Student Activities oversees the Major Entertainment and Homecoming Weekend Committee and also serves as the co-coordinator for the Sykes After Dark (http://www.wcupa.edu/sykesAfterDark) late-night programming series. The Office of Student Activities is located in 236 Sykes Union; the phone number is 610-436-3037.

Student Leadership and Involvement

The Office of Student Leadership and Involvement is responsible for the registration and coordination of more than 300 recognized student clubs and organizations on campus. In conjunction with the Student Leadership Project Team, the office also creates and implements a multidimensional student leadership program. Please see the website at http://wcu.orgsync.com/home. The office is located in 238 Sykes Student Union, 610-436-2117.

Intercollegiate Athletic Program

West Chester University’s Department of Athletics (http://www.wcupagoldenrams.com) affirms academic excellence as the cornerstone in the life of the student-athlete, placing the highest priority on the overall quality of the educational experience. By strengthening the integration of athletic program objectives with
academic and developmental goals, athletics support the University’s mission to meet student needs and interests.

Participation in athletics can serve to strengthen the student’s integrity, sense of fairness, respect for others, and dedication to goals. It also can provide the opportunity for enhancing interpersonal leadership skills. Both men and women can choose from a broad variety of team and individual sports. In addition, academic support services are available for student-athletes, underscoring the commitment to scholastic success.

The women’s intercollegiate athletic programs include basketball, cross country, field hockey, golf, gymnastics, indoor track, lacrosse, rugby, soccer, softball, swimming and diving, tennis, outdoor track and field, and volleyball. The men’s intercollegiate athletic programs include baseball, basketball, cross country, football, golf, indoor track, soccer, swimming and diving, tennis, and outdoor track and field.

West Chester University is a Division II member of the National Collegiate Athletic Association (NCAA), the Eastern College Athletic Conference, and the Pennsylvania State Athletic Conference. The women’s rugby team (the first NCAA Division II program in the country) is part of the Mason-Dixon Conference.

The Department of Athletics is located in the Sturzebecker Health Sciences Center on South Campus, which has won national acclaim for the quality and extent of its teaching, performance, and research facilities. Of special note is the one-acre gymnatorium, and a natatorium with two full-size swimming pools connected by a diving well. This center is surrounded by John A. Farrell Football Stadium, Serpico Baseball Stadium, South Campus Softball Complex, practice and playing fields, and tennis courts. A new lighted artificial surface athletic field was completed in the fall of 2004 and was dedicated in 2008 as Vonnie Gros Field. It serves as the home of the field hockey program as well as the women’s lacrosse team. It also is used as practice space for other varsity teams, and as a center for recreation and intramurals. In the fall of 2006, a new state-of-the-art turf football field and outdoor track were installed at Farrell Stadium.

**Service-Learning and Volunteer Programs**

The Office of Service-Learning and Volunteer Programs (http://www.wcupa.edu/serviceVolunteerPrograms) supports faculty utilizing community engaged learning within their academic courses, as well as assists student clubs and organizations planning community service activities. Working directly with more than 200 local agencies, the department coordinates and provides a listing of volunteer opportunities for students, staff, and faculty. Throughout the year special service projects are planned, and the entire campus is invited to participate. West Chester University is a member of Pennsylvania Campus Compact and a recipient of the President’s Higher Education Community Service Honor Roll. In 2010 West Chester University was selected to receive the Community Engagement Classification from the Carnegie Foundation for the Advancement of Teaching. The Office of Service-Learning and Volunteer Programs may be contacted at 610-436-3379 or www.wcupa.edu/serviceVolunteerPrograms.

**Alumni Association**

The West Chester University Alumni Association (https://www.wcupalumni.org) is an organization of more than 80,000 graduates of the University.

The purpose of the Alumni Association is to promote the interests of West Chester University in all areas of academic, cultural, and social needs, to strengthen the Alumni Association through a strong network of graduates, and to increase the awareness of the University’s needs.

The Alumni Association sponsors many activities on campus each year: Welcome to West Chester Day and Homecoming in the fall, Alumni Weekend in the spring, and Senior Days in December and May. The West Chester University Magazine, published three times each year, provides alumni with information on their classmates and events of interest.

The WCUAA also provides an Alumni Online Community with easy access to calendars, event registration, news, updates, and an alumni directory.

**STUDENT AFFAIRS INFORMATION**

**Student Affairs**

The administration of West Chester University is committed to providing a comprehensive educational experience for students. To accomplish this mission, the Division of Student Affairs (http://www.wcupa.edu/studentAffairs) provides a variety of high quality services and programs that complete the educational mission of the University. The goal of the Division is to assist students in their intellectual, social, and psychological growth and to contribute to developing a campus community where knowledge, citizenship, critical thinking, and social concerns are basic values.

Offices within the Student Affairs Division include Athletics, Campus Recreation, Counseling and Psychological Services, Dining, Fraternity and Sorority Life, Lawrence A. Dowdy Multicultural Center, LGBTQA Services, New Student Programs, Off-Campus and Commuter Services, Residence Life and Housing Services, Service-Learning and Volunteer Programs, Student Assistance, Student Conduct, Student Health Center, Student Leadership and Involvement, Sykes Student Union, Twardowski Career Development Center, Center for Women and Gender Equity, and Wellness Promotion.

The administration believes that students should share the responsibility for governing their community and should have a voice in shaping the objectives of the University. Through a democratically constructed student government and committee structure, the administration, faculty, and student body seek to work together on behalf of the general welfare of the University.

**Classification of Students**

Students who attend West Chester University are classified for administrative purposes into two categories.

**Resident Student**

These students live in housing facilities operated by the University or by arrangements made through University Student Housing, LLC, a subsidiary of the West Chester University Foundation. Residents of North Campus residence halls are required to choose from four University meal plans. (See “Meal Fee” on pages 10-11.) Those residents living in the South Campus apartment communities and the College Arms Apartments are not required to purchase a meal plan; however, they may choose any meal plan option if they are interested.

**Off-Campus Student**

This classification covers students who travel or commute to and from their legal residences, as well as students who live away from the homes of their parents or legal guardians in a dwelling that is not supervised or approved by the University.

**STUDENT ORGANIZATIONS**

Each summer, an updated “Directory of Student Organizations” is printed that includes the names, addresses, and telephone numbers of all presidents and advisors of more than 300 campus student organizations. For a comprehensive description of WCU student organizations, refer to http://wcu.orgsync.com or contact the Office for Student Leadership and Involvement (http://wcu.orgsync.com), 238 Sykes Student Union, 610-436-2117. The following is the official list of all student organizations that were registered during the 2016–2017 academic year:
Student Governing Organizations
Black and Latino Greek Council
Graduate Student Association
Interfraternity Council
Off-Campus and Commuter Association
Panhellenic Council
Residence Hall Association
Sports Club Council
Student Government Association
Sykes Union Advisory Board

Academic/Professional Organizations
Accounting Society
Actuary Society
Adapted Physical Education Club
Alchemist Club
American Institute of Graphic Arts
American Marketing Association
American Society of Microbiology, Student Branch
Anthropology Club of WCU
Association of Black Social Workers
Athletic Training Club
Chinese Club
Computer Science Club
Council for Exceptional Children/Special Education
Criminal Justice Association–Sigma Tau Omicron
Darlington Biological Society
Earth Space and Science Club
Economics and Finance Society
English Club
Environmental Health Club
Exercise Science Club
Forensics Speech and Debate Team of WCU
French Club
Gender Studies Club
Geography Club
German Club
History Club
Honors Student Association
Institute of Management Accountants
Investment Group of WCU
Italian Club
Japanese Club
Linguistics Club
Makers Club (Engineering)
Minorities and Medicine
National Association of Black Accountants
National Council of Teachers of English
National Student Speech, Hearing and Language Association
Net Impact
Pharmaceutical Product Development Club
Philosophy Club
Philosophy Graduate Student Association
Political Science Club
Pre-Law Society
Pre-Med Club
Psychology Club
Public Relations Student Society of America (PRSSA)
Rhetoric Society of America
Russian Club
Social Work Club
Society of Physics Students
Sociology Club–Delta Alpha Tau
Spanish Club
Sports Nutrition Organization
Student Dietetic Association
Students in Communication

Student Nurses’ Association of Pennsylvania (SNAP)
Student Pennsylvania State Education Association, WCU
Students Promoting Excellence in Mathematics Education at WCU
University Avenue Math Club
University Dance Company
University Theatre
Women in Computer Science Club
Women in Science

Special Interest Organizations
Active Minds
American Sign Language Club
Animal Behavior Club
Anime Club
Art Club
Astronomy Club
BODY Peace (Be One Desired You)
Breakdancing Club
Campus Recreation Club
Chess Club
Creative Writing Club
Diabetes Awareness at WCU
Feel Good, WCU
Female Health & Fitness Club
Fraternal Programming Board
Homecoming
Improv Club
Irish Dancing Club
KSTAN Bollywood Dance Club
LEAD (Leadership, Empowerment, and Development)
League of Legends E-Sports Club
Major Entertainment
Photography Club
Poesis
Poise Beauty Club
Precise
Public Health Club
Purple and Gold Club
RAM Recovery
Sister to Sister Peer Mentor Program
SlowFood, WCU
Student Activities Council
Student Athletic Advisory Committee
Student Veterans of America, WCU
Swing Dance Club
To Write Love On Her Arms
Video Came Club

Social Equity/Diversity
AFRISA (African Student Alliance)
Asian Student Association
Association for Women's Empowerment
Black Men United
Black Student Union
C.A.L.Y.P.S.O.
Hillel Jewish Student Union
Indian-American Association
LASO (Latino American Student Organization)
SAGA (Sexuality and Gender Alliance)
Sisters United
Undivided

Political/Activism
College Democrats
College Republicans
EARTH (Environmental Association for Repairing the Habitat)
NAACP of West Chester University
Students for a Democratic Society
Students for a Sensible Drug Policy
Students for Liberty

**Religious Organizations**
Bridges International
Catholic Newman Student Association/Center
CrossSeekers
Fellowship of Christian Athletes
Gospel Choir Ministries
Hillel Jewish Student Union
Impact Movement
Lutheran Student Association
Muslim Student Association
Young Life

**Service Organizations**
The Abbé Society
Alpha Phi Omega
Autism Speaks
Best Buddies
Bringing Hope Home
Circle K International
Colleges Against Cancer
Emergency Medical Services
Friars’ Society
Habitat for Humanity
MEDLIFE at WCU
Phi Sigma Pi
Red Cross Club
Rotaract
Student Outreach to Urban Schools
12+ Club

**Greek Letter Organizations**
*Fraternities*
- Alpha Epsilon Pi
- Alpha Phi Alpha
- Alpha Tau Omega
- Delta Chi
- Kappa Alpha Psi
- Kappa Delta Rho
- Kappa Sigma
- Lambda Alpha Upsilon
- Phi Beta Sigma
- Phi Delta Theta
- Pi Kappa Alpha
- Pi Kappa Phi
- Sigma Alpha Epsilon
- Sigma Gamma Rho
- Sigma Lambda Gamma
- Zeta Phi Beta
- Zeta Tau Alpha

*Sororities*
- Alpha Delta Pi
- Alpha Kappa Alpha
- Alpha Phi
- Alpha Sigma Alpha
- Alpha Sigma Tau
- Alpha Xi Delta
- Chi Upsilon Sigma
- Delta Phi Epsilon
- Delta Sigma Theta
- Delta Zeta
- Kappa Delta
- Lambda Theta Alpha
- Mu Sigma Upsilon
- Phi Mu

Phi Sigma Sigma
- Sigma Gamma Rho
- Sigma Lambda Gamma
- Zeta Phi Beta
- Zeta Tau Alpha

**Publications and Media Organizations**
Daedalus
The Quad
The Serpentine
WCU Studios
WCUR–West Chester University Radio

**Sports Clubs**
Bowling Club
Climbing Team of WCU
Dance Team
Equestrian
Fencing
Field Hockey
Fishing Club
Ice Hockey–Men
Ice Hockey–Women
Judo Club
Kronum
Lacrosse–Men
Lacrosse–Women
Outdoor Club
Quidditch Club
Roller Hockey–Men
Rugby–Men
Shotokan Karate
Ski and Snowboard Club
Slackline Society
Soccer–Men
Soccer–Women
Swim Club
Triathlon Club
Ultimate Frisbee Club - Men
Ultimate Frisbee Club - Women
Volleyball–Men
Volleyball–Women
Water Polo–Men
Water Polo–Women
Wrestling

**Musical Organizations**
American Choral Directors Association
American String Teachers Association
Brass Ensemble
Cantari Donné
Cello Ensemble
Chamber Choir
Chamber Winds Ensemble
Collegium Musicum
Concert Band
Concert Choir
Criterions Jazz Ensemble
Flute Ensemble
GraceNotes
Guitar Ensemble
High Street Harmonix
Kappa Kappa Psi
Marching Band–“Golden Rams”
Mastersingers
Men’s Chorus
Music Teachers National Association (MTNA)
National Association for Music Education Collegiate (NAfME)
Bus Transportation on Campus

The University provides bus service from North to South Campus (and return) during the spring and fall semesters. The buses run from 7:15 a.m. to 2 a.m. on weekdays, and from 10 a.m. to 2 a.m. on weekends. On North Campus, the buses stop in front of Ehinger Gymnasium on Church Street and in front of Wayne Hall. On South Campus, the buses stop at the Sturzebecker Health Sciences Center, South Campus Apartments, The Village, East Village, and Q and R Lots (upon request). Bus schedules are available at residence hall desks, Public Safety, Sykes Student Union Information Center, or on the web. Limited bus service also is available during the first and second summer sessions (see schedule for dates and times). There is no bus service during the winter session.

Students using the bus service should be advised that it is impossible to provide timely transportation between North and South Campus within the standard 10-minute class break. Therefore, students should plan and develop class schedules that allow time to be transported between the two campuses through the use of open class periods.

An accessible bus containing a wheelchair lift is available for mobility-impaired students. Details on how to access this service are available on the website, http://www.wcupa.edu/shuttlebus or search "accessible bus."

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 or may only 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.

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 assists 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.

This school is authorized under federal law to enroll nonimmigrant alien students. 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)

ACADEMIC DEPARTMENTS AND PROGRAMS

DEPARTMENT OF ACCOUNTING

College of Business and Public Management

410 Business and Public Management Center
50 Sharpless Street
West Chester, PA 19383
610-436-3460

Department of Accounting (http://www.wcupa.edu/business-publicManagement/accounting)
Richard Barndt (rbarndt@wcupa.edu), Chairperson

The primary objective of the Department of Accounting is to provide quality academic instruction and advising to students enrolled in business programs. For the accounting major, the department prepares students to be professional accountants by providing the skills and knowledge necessary to perform competitively on national certification examinations, and to be proficient in performing a wide variety of accounting-related tasks in both public accounting and industry, as well as assume leadership roles in accounting and business. The department prepares accounting graduates to:

1. Understand basic accounting concepts
2. Critically analyze accounting problems and develop solutions
3. Use quantitative methods and technology to analyze accounting problems
4. Effectively communicate information of an accounting nature through written and oral presentation
5. Effectively interact with others as part of a team
6. Understand the importance of ethical decision making in accounting
7. Understand the impact of globalization on accounting

The Department of Accounting offers a full program of accounting courses designed to prepare a student for entrance into the fields of public, private, or governmental accounting. Students successfully completing the curriculum should be adequately prepared to take the Certified Public Accountant (CPA) and Certified Management Accountant (CMA) examinations.

The following applies for students entering into the accounting major:

1. All freshmen, external transfer students, and current WCU students who have not completed all prerequisites will be admitted to the pre-business accounting major and be advised by pre-business counselors.
2. Current WCU students who complete all prerequisites will be admitted into the accounting major once grades are posted.

Programs

Major in Accounting

- B.S. in Accounting (p. 146)

Minors in Accounting

- Accounting (p. 148)
- White Collar Crime (p. 148)

Graduate Opportunities

See the graduate catalog for more information on the Master of Business Administration program. (http://catalog.wcupa.edu/graduate/business-public-management/business-administration)

Policies

- See undergraduate admissions information. (p. 11)
- See academic policies. (http://catalog.wcupa.edu/undergraduate/academic-policies-procedures)

All undergraduate students are held to the academic policies and procedures outlined in the undergraduate 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 programs may be listed below.

Prerequisites for Entry into the Business Majors: Accounting, Economics, Finance, Management and Marketing

To apply for their business major, students must:

1. Complete ECO 111, ECO 112, ECO 251, MGT 200, MKT 250 and ACC 201 with a C or better in each course
2. Pass and complete both MAT 113 and MAT 143 with a C or better required in at least one of them. If a student is placed directly into MAT 143 and receives a C or higher or has completed MAT 161 or MAT 162 with a C or better, then the student does not have to take MAT 113 (replaced as a free elective).
3. Have a minimum overall GPA of 2.50
4. Pass an Excel basic skills exam with an 88% or better
5. Have at least 45 credit hours.

These requirements must be met to be eligible to register for 300 and 400 level business courses. The same rules apply to all transfer students, both internal (those from within the University) and external (those from a non-WCU institution).

Accounting Major Graduation Policies

To progress in the Department of Accounting’s major program, students must maintain a 2.50 overall GPA. To graduate with an earned degree from the program, students must have a 2.50 overall GPA.

Accounting Minor Policies

To be admitted into the Accounting Minor or White Collar Crime Minor programs, students must have an overall GPA of 2.50. Once admitted to one of the minors, a 2.50 overall GPA must be maintained in order to graduate with the earned degree.

Faculty

Professors

Anthony Cataldo (acataldo@wcupa.edu) (2007)
B.S., B.A., M.Acc., University of Arizona; Ph.D., Virginia Polytechnic Institute and State University

Robert P. Derstine (rderstine@wcupa.edu) (2013)
B.S.B.A., M.B.A., Drexel University; Ph.D., State University of New York at Buffalo

Lori Fuller (lfuller2@wcupa.edu) (2009)
B.A., University of Oklahoma; Ph.D., Arizona State University

Peter Oehlers (poehlers@wcupa.edu) (2004)
B.S., Rowan University; M.B.A., Drexel University; D.B.A., Louisiana Tech University

See academic policies.
**Associate Professors**

Sean Andre (sandre@wcupa.edu) (2016)
B.A., M.A., Ph.D., University of Wisconsin, Madison
Richard Barndt (rbarndt@wcupa.edu) (2010)
Chairperson, Accounting
B.S., M.B.A., La Salle University; Ed.D., Widener University
Joy Embree (jembree@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 (pbelak@wcupa.edu) (2013)
B.S., West Chester University of Pennsylvania; M.B.A., Drexel University
Glenn S. Soltis (gsoltis@wcupa.edu) (2013)
B.S., Villanova University; M.B.A., Drexel University

**Courses**

**ACC**

**ACC 201. Financial Accounting. 3 Credits.**
Introduction to financial accounting. A conceptual approach to recording, summarizing, presenting, and evaluating the financial affairs of a business. Distance education offering may be available. Typically offered in Fall, Spring & Summer.

**ACC 202. Managerial Accounting. 3 Credits.**
Introduction to management accounting. Accumulating, processing, and interpreting financial data to be used as a basis for making managerial decisions in a business firm. Pre / Co requisites: ACC 202 requires prerequisite of ACC 201. Distance education offering may be available. Typically offered in Fall, Spring & Summer.

**ACC 300. Fraud Examination for Managers. 3 Credits.**
Introduces tools necessary to understand the prevention, detection, and investigation of fraud. The course utilizes an interdisciplinary approach to develop and integrate students' knowledge of law, criminal justice, and the basic concepts of accounting for the purpose of obtaining a comprehensive view of fraud. Pre / Co requisites: ACC 300 requires prerequisite of ACC 201 and minimum 2.50 CUM GPA. Gen Ed Attribute: Interdisciplinary Requirement. Distance education offering may be available. Typically offered in Fall, Spring & Summer.

**ACC 301. Intermediate Accounting I. 3 Credits.**
Analysis and evaluation of asset, liability, and equity accounts. Emphasis on understanding income recognition and solvency issues. Pre / Co requisites: ACC 301 requires prerequisite of ACC 202 and minimum 2.50 CUM GPA. Typically offered in Fall, Spring & Summer.

**ACC 302. Intermediate Accounting II. 3 Credits.**
Continuation of ACC 301. Pre / Co requisites: ACC 302 requires prerequisite of ACC 301 and minimum 2.50 CUM GPA. Typically offered in Fall, Spring & Summer.

**ACC 303. Cost Accounting I. 3 Credits.**
Techniques of product unit cost determination and uses of cost data in managerial decisions. Pre / Co requisites: ACC 303 requires prerequisite of ACC 202 and minimum 2.50 CUM GPA. Typically offered in Fall, Spring & Summer.

**ACC 305. Intermediate Accounting III. 3 Credits.**
Continuation of ACC 302. Pre / Co requisites: ACC 305 requires prerequisite of ACC 302 and minimum 2.50 CUM GPA. Typically offered in Fall, Spring & Summer.

**ACC 305. Intermediate Accounting III. 3 Credits.**
Continuation of ACC 302. Pre / Co requisites: ACC 305 requires prerequisite of ACC 302 and minimum 2.50 CUM GPA. Typically offered in Fall, Spring & Summer.

**ACC 400. Internship. 3-6 Credits.**
The business internship for students in accounting enhances the student's educational experience by providing a substantive work experience in the business world. Pre / Co requisites: Minimum 2.50 CUM GPA. Consent: Permission of the Department required to add. Typically offered in Fall, Spring & Summer. Repeatable for Credit.

**ACC 401. Auditing. 3 Credits.**
Introduces the fundamentals of attestation and other assurance services. The course predominately features external audits of historic financial statements. Pre / Co requisites: ACC 401 requires prerequisite of ACC 302 and minimum 2.50 CUM GPA. Typically offered in Fall, Spring & Summer.

**ACC 405. Advanced Accounting. 3 Credits.**
In depth study of a variety of advanced accounting topics including: segment and interim reporting; corporations in financial difficulty; partnership accounting; corporate acquisitions, investments, and interests; consolidations; and foreign currency transactions. Pre / Co requisites: ACC 405 requires prerequisite of ACC 301 and minimum 2.50 CUM GPA. Typically offered in Fall, Spring & Summer.

**ACC 407. Not-For-Profit & Governmental Accounting. 3 Credits.**
A study of accounting principles and procedures used by state and local governments as well as private not-for-profit and healthcare organizations. Pre / Co requisites: ACC 407 requires prerequisite of ACC 302 and minimum 2.50 CUM GPA. Typically offered in Fall, Spring & Summer.

**ACC 410. Directed Studies in Accounting. 1-3 Credits.**

**ACC 415. Professional Accounting. 3 Credits.**
This course is intended to develop and implement students' knowledge currently required for professional accounting careers. Pre / Co requisites: ACC 415 requires prerequisite ACC 201 and ACC 202 and minimum CUM GPA 2.50 or permission of instructor.

**B.S. IN ACCOUNTING**

**College of Business and Public Management**

**Curriculum**

General Education Requirements (http://catalog.wcupa.edu/undergraduate/general-education-requirements)
To graduate, students must have a 2.50 overall GPA.

### Sample Course Plan

To track their individual degree progress, students are advised to access their Degree Progress Report (DPR) via myWCU regularly. For more information, visit wcupa.edu/DegreeProgressReport.

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.

### B.S. Accounting - Advising Guide

#### Effective for Students Entering Major Fall 2015 & After

<table>
<thead>
<tr>
<th>Course Type</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Year One</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Semester One</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ECO 111</td>
<td>Principles of Economics (Macro)</td>
<td>3</td>
</tr>
<tr>
<td>MAT 115</td>
<td>Algebra, Functions, and Trigonometry</td>
<td>3</td>
</tr>
<tr>
<td>or MAT 113</td>
<td>Algebra and Functions</td>
<td>3</td>
</tr>
<tr>
<td>or MAT 131</td>
<td>Precalculus</td>
<td>3</td>
</tr>
<tr>
<td>WRT 120</td>
<td>Effective Writing</td>
<td>3</td>
</tr>
<tr>
<td>Humanities Elective</td>
<td>(HIS, LIT)</td>
<td>3</td>
</tr>
<tr>
<td>Social Science Elective</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td><strong>Total Credits</strong></td>
<td></td>
<td>15</td>
</tr>
<tr>
<td>Semester Two</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ECO 112</td>
<td>Principles of Economics (Micro)</td>
<td>3</td>
</tr>
<tr>
<td>Any Approved 200 level WRT Course</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>PHI 101</td>
<td>Introduction to Philosophy</td>
<td>3</td>
</tr>
<tr>
<td>or PHI 150</td>
<td>Critical Thinking and Problem Solving</td>
<td>3</td>
</tr>
<tr>
<td>or PHI 180</td>
<td>Introduction to Ethics</td>
<td>3</td>
</tr>
<tr>
<td>Science Elective</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>MAT 143</td>
<td>Brief Calculus</td>
<td>3</td>
</tr>
<tr>
<td>or MAT 161</td>
<td>Calculus I</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total Credits</strong></td>
<td></td>
<td>15</td>
</tr>
<tr>
<td><strong>Year Two</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Semester Three</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ACC 201</td>
<td>Financial Accounting</td>
<td>3</td>
</tr>
<tr>
<td>Science Elective</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>MKT 250</td>
<td>Principles of Marketing</td>
<td>3</td>
</tr>
<tr>
<td>ECO 251</td>
<td>Quantitative Business Analysis I</td>
<td>3</td>
</tr>
<tr>
<td>MGT 200</td>
<td>Principles of Management</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total Credits</strong></td>
<td></td>
<td>15</td>
</tr>
<tr>
<td>Semester Four</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ACC 202</td>
<td>Managerial Accounting</td>
<td>3</td>
</tr>
<tr>
<td>BLA 201</td>
<td>Legal Environment of Business</td>
<td>3</td>
</tr>
<tr>
<td>SPK 208</td>
<td>Public Speaking</td>
<td>3</td>
</tr>
<tr>
<td>or Business and Professional Speech Communication</td>
<td></td>
<td>3</td>
</tr>
</tbody>
</table>

1 A minimum grade of C must be attained in each of these courses.
2 If either of these MAT courses is completed with a grade of C or better to fulfill general requirements, then a free elective may be substituted.
### MINOR IN ACCOUNTING

**ECO 252**  
Quantitative Business Analysis II  
3

Arts Elective  
3

See Applying for a Business Major below

| Credits | 15 |

#### Year Three

**Semester Five**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACC 301</td>
<td>Intermediate Accounting I</td>
<td>3</td>
</tr>
<tr>
<td>ACC 320</td>
<td>Accounting Information Systems</td>
<td>3</td>
</tr>
<tr>
<td>MGT 313</td>
<td>Business and Society (W)</td>
<td>3</td>
</tr>
<tr>
<td>FIN 325</td>
<td>Corporate Finance</td>
<td>3</td>
</tr>
<tr>
<td>Interdisciplinary Elective (I)</td>
<td></td>
<td>3</td>
</tr>
</tbody>
</table>

| Credits | 15 |

**Semester Six**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACC 302</td>
<td>Intermediate Accounting II</td>
<td>3</td>
</tr>
<tr>
<td>ACC 303</td>
<td>Cost Accounting I</td>
<td>3</td>
</tr>
<tr>
<td>ACC 407</td>
<td>Not-For-Profit &amp; Governmental Accounting</td>
<td>3</td>
</tr>
<tr>
<td>Diversity Elective (J)</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Free Elective</td>
<td></td>
<td>3</td>
</tr>
</tbody>
</table>

| Credits | 15 |

#### Year Four

**Semester Seven**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACC 305</td>
<td>Intermediate Accounting III</td>
<td>3</td>
</tr>
<tr>
<td>ACC 403</td>
<td>Federal Taxation I</td>
<td>3</td>
</tr>
<tr>
<td>ACC 401</td>
<td>Auditing</td>
<td>3</td>
</tr>
<tr>
<td>MGT 341</td>
<td>Production and Operations Management</td>
<td>3</td>
</tr>
<tr>
<td>Free Elective</td>
<td></td>
<td>3</td>
</tr>
</tbody>
</table>

| Credits | 15 |

**Semester Eight**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MGT 499</td>
<td>Business Policy and Strategy (W)</td>
<td>3</td>
</tr>
<tr>
<td>ACC 404</td>
<td>Federal Taxation II</td>
<td>3</td>
</tr>
<tr>
<td>ACC 405</td>
<td>Advanced Accounting</td>
<td>3</td>
</tr>
<tr>
<td>Free Elective</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Free Elective</td>
<td></td>
<td>3</td>
</tr>
</tbody>
</table>

| Credits | 15 |

| Total Credits | 120 |

- A minimum of 15 credit hours in 300- or 400-level ACC courses must be taken at WCU.
- A minimum of 30 credit hours in business courses must be taken at WCU.
- A minimum grade of C is required in all MAJOR AREA courses and the following:
  - ECO 111: Principles of Economics (Macro) 3
  - ECO 112: Principles of Economics (Micro) 3
  - ACC 201: Financial Accounting 3
  - ACC 202: Managerial Accounting 3
  - ECO 251: Quantitative Business Analysis I 3
  - ECO 252: Quantitative Business Analysis II 3
  - BLA 201: Legal Environment of Business 3
  - FIN 325: Corporate Finance 3
  - MGT 200: Principles of Management 3
  - MGT 313: Business and Society 3
  - MGT 341: Production and Operations Management 3
  - MGT 499: Business Policy and Strategy 3
  - MKT 250: Principles of Marketing 3

Select one of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAT 115</td>
<td>Algebra, Functions, and Trigonometry</td>
<td></td>
</tr>
<tr>
<td>MAT 131</td>
<td>Precalculus</td>
<td></td>
</tr>
<tr>
<td>MAT 143</td>
<td>Brief Calculus</td>
<td></td>
</tr>
<tr>
<td>MAT 161</td>
<td>Calculus I</td>
<td></td>
</tr>
</tbody>
</table>

Otherwise these courses must be repeated until the required minimum (e.g., a grade of C or better) is earned. See catalog for WCU's repeat policy. Students must maintain a 2.5 overall GPA to register for 300 or 400 level business courses and to graduate.

1. Course substitution for MKT 250 is (Marketing Management).
2. Course substitutions for MAT 113 are MAT 115 or MAT 131.
3. Course substitutions for MAT 143 are MAT 161 or MAT 162.

### MINOR IN WHITE COLLAR CRIME

**College of Business and Public Management**

To be admitted into the accounting minor students must have an overall GPA of 2.5. Once admitted to the minor a 2.5 overall GPA must be maintained.

#### Required courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACC 201</td>
<td>Financial Accounting</td>
<td>3</td>
</tr>
<tr>
<td>ACC 202</td>
<td>Managerial Accounting</td>
<td>3</td>
</tr>
<tr>
<td>ACC 301</td>
<td>Intermediate Accounting I</td>
<td>3</td>
</tr>
<tr>
<td>ECO 111</td>
<td>Principles of Economics (Macro)</td>
<td>3</td>
</tr>
</tbody>
</table>

#### Electives

Select any two of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACC 300</td>
<td>Fraud Examination for Managers</td>
<td></td>
</tr>
<tr>
<td>ACC 302</td>
<td>Intermediate Accounting II</td>
<td></td>
</tr>
<tr>
<td>ACC 303</td>
<td>Cost Accounting I</td>
<td></td>
</tr>
<tr>
<td>ACC 305</td>
<td>Intermediate Accounting III</td>
<td></td>
</tr>
<tr>
<td>ACC 320</td>
<td>Accounting Information Systems</td>
<td></td>
</tr>
<tr>
<td>ACC 401</td>
<td>Auditing</td>
<td></td>
</tr>
<tr>
<td>ACC 403</td>
<td>Federal Taxation I</td>
<td></td>
</tr>
<tr>
<td>ACC 404</td>
<td>Federal Taxation II</td>
<td></td>
</tr>
<tr>
<td>ACC 405</td>
<td>Advanced Accounting</td>
<td></td>
</tr>
<tr>
<td>ACC 407</td>
<td>Not-For-Profit &amp; Governmental Accounting</td>
<td></td>
</tr>
</tbody>
</table>

| Total Minimum Credits Required | 18 |

A minimum grade of C must be attained in each of these courses.

### MINOR IN WHITE COLLAR CRIME

**College of Business and Public Management**

#### Curriculum

**Required Courses**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACC 201</td>
<td>Financial Accounting</td>
<td>3</td>
</tr>
<tr>
<td>ACC 300</td>
<td>Fraud Examination for Managers</td>
<td>3</td>
</tr>
<tr>
<td>CRJ 312</td>
<td>White Collar Crime</td>
<td>3</td>
</tr>
</tbody>
</table>

#### Electives

Select any three of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACC 313</td>
<td>Case Studies in Financial Fraud</td>
<td></td>
</tr>
<tr>
<td>CRJ 210</td>
<td>Theories of Crime and Delinquency</td>
<td></td>
</tr>
<tr>
<td>CRJ 314</td>
<td>Organized Crime</td>
<td></td>
</tr>
<tr>
<td>CRJ 380</td>
<td>Computer Crime</td>
<td></td>
</tr>
<tr>
<td>CRJ 435</td>
<td>Interviewing and Assessing the Offender</td>
<td></td>
</tr>
</tbody>
</table>

| Total Minimum Credits Required | 18 |

To be admitted into the Minor in White Collar Crime, students must have an overall GPA of 2.5. Once admitted to the minor, a 2.5 overall GPA must be maintained.
A minimum grade of C must be attained in each of these courses.

AFRICAN AMERICAN STUDIES PROGRAM

School of Interdisciplinary and Graduate Studies

432 Wayne Hall
610-436-2970

African American Studies (http://www.wcupa.edu/africanAmericanStudies)

Latonya Thames-Taylor (lthames-taylor@wcupa.edu), Coordinator

African American studies is interdisciplinary as well as comparative and cross-cultural. The curriculum offers a critical perspective of the complex interplay among ethical, social, economic, and political forces that influence struggles of African-descended people. Also, the curriculum explores how these people shaped global policies. Moreover, the curriculum explores the consequences of racial thinking.

The African American studies minor attracts students with a wide range of interests. Surveys reveal that students select the minor for four principal reasons:

1. Race and nation building: The study of legal formations of race and ethnicity and their meanings to American and global institutions such as family, education, prisons, and religion provides insight into nation building and the functions of hierarchy, culture, and identity.

2. Public policy: Because American political life remains encumbered by racial bias and its historical legacy, a historical, sociological, and economic understanding of race relations continues to be vital for those who make, evaluate, and serve as advocates for changes in public policy.

3. African/African American culture and life: The study of a nonwhite group illustrates its contribution to American culture and struggle for democracy.

4. Global ethnicity and economics: The study of the ethno-racial tensions that have developed in countries such as the United States, Cuba, Jamaica, Haiti, Brazil, Liberia, and Nigeria provide important global insights into the plurality of identities and the consequences of economic marginalization and legalized oppression.

Students who graduate with a concentration in African American studies have pursued advanced degrees in fields such as history, literature, political science, and sociology. They also go on to work in a wide variety of careers in education, business, medicine, entertainment, law, public policy, and the arts and sciences.

Programs

Minor in African American Studies

• African American Studies (p. 149)

Policies

• See undergraduate admissions information. (p. 11)
• See academic policies. (http://catalog.wcupa.edu/undergraduate/academic-policies-procedures)

All undergraduate students are held to the academic policies and procedures outlined in the undergraduate 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 programs may be listed below.

Faculty

Associate Professor

Latonya Thames-Taylor (ltaylor@wcupa.edu) (2001)
Coordinator, African American Studies Program

B.A., Tougaloo College; M.A., Ph.D., University of Mississippi

MINOR IN AFRICAN AMERICAN STUDIES

School of Interdisciplinary and Graduate Studies

Required Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>COM 250</td>
<td>Intercultural Communication</td>
<td>3</td>
</tr>
<tr>
<td>HIS 373</td>
<td>African-American History</td>
<td>3</td>
</tr>
<tr>
<td>SWO 225</td>
<td>Race Relations</td>
<td>3</td>
</tr>
</tbody>
</table>

Electives

Select 9 semester hours

Total Credits 18

Students may choose courses from the list provided by the department; however, only one course may be used out of the African American literature minor.

For current requirements and a list of approved courses, consult the African American Studies coordinator.

AMERICAN STUDIES PROGRAM

College of Arts and Humanities

216 Main Hall
610-436-2201

Interdisciplinary Programs (http://www.wcupa.edu/_academics/sch_cas/interdisciplinaryPrograms.aspx)

Students are introduced to a broad spectrum of American culture. An optional internship provides on-the-job experience.

Programs

Minor in American Studies

• American Studies (p. 150)

Policies

• See undergraduate admissions information. (p. 11)
• See academic policies. (http://catalog.wcupa.edu/undergraduate/academic-policies-procedures)

All undergraduate students are held to the academic policies and procedures outlined in the undergraduate 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 programs may be listed below.

Faculty

Professors

Karin E. Gedge (kedge@wcupa.edu) (1997)
B.A., Lake Forest College; M.A., State University of New York at Brockport; Ph.D., Yale University

Charles A. Hardy (chardy@wcupa.edu) (1990)
B.A., M.A., Ph.D., Temple University

Associate Professor

Steven Gimber (sgimber@wcupa.edu) (2007)
B.A., Rowan University; M.A., University of Pennsylvania; Ph.D., American University

Assistant Professor

Janneken Smucker (jsmucker@wcupa.edu) (2012)
B.A., Goshen College; M.A., Ph.D., University of Nebraska
Courses

AMS
AMS 199. Transfer Credit Electives. 1-15 Credits.
Transfer Credit Electives.
Repeatable for Credit.

AMS 200. American Civilization. 3 Credits.
An interdisciplinary study of the forces, forms, and values that have contributed to the making of American civilization. Several academic disciplines are drawn upon in exploring the ‘Americaness’ of American institutions, thought, behavior, and material culture.
Gen Ed Attribute: Interdisciplinary Requirement.

AMS 367. American Material Culture. 3 Credits.
An interdisciplinary study of American civilization through the examination of its built environment and crafted and manufactured artifacts from the Colonial period to the mid-20th century.
Cross listed courses AMS 367, HIS 367.

AMS 371. Manhood in America. 3 Credits.
Examines American manhood from 1600 present. Focuses on intersections of class, race, and gender; relations between private and public spheres; changing men’s experiences over time.
Typically offered in Fall & Spring.

AMS 399. Topics in American Studies. 3 Credits.
Topics may vary each semester. Emphasis on student research and discussions.
Repeatable for Credit.

AMS 400. Senior Thesis or Project. 3 Credits.
A concluding ‘statement’ incorporating the interdisciplinary generalist approach.
Typically offered in Fall & Spring.

AMS 401. Independent Study. 1-3 Credits.
An opportunity to pursue alternative study projects outside the classroom; field work in community resources, etc.

AMS 415. American Studies Internship. 1-15 Credits.
Cooperative, service/learning experience at a community agency, business, or institution.
Repeatable for Credit.

MINOR IN AMERICAN STUDIES

College of Arts and Humanities

For transcript recognition of an American studies minor, a student must take 18 semester hours allocated in the following areas:

American Studies
Select 6 semester hours

American History
HIS 151 History of the United States I (preferably) 3
or HIS 152 History of the United States II

American Literature
LIT 200 American Literature I (preferably) 3
or LIT 201 American Literature II

American Topics
One course from the arts, literature, or philosophy, and one course from history or social and behavioral sciences, or other courses approved by the adviser 6

Total Credits 18

The Department of Anthropology and Sociology offers two programs leading to the bachelor of arts degree.

• **The B.A. in Anthropology** focuses on human biological evolution; on the origin, development, and integration of human cultures; and on the interrelationship of biological and cultural factors in the etiology of human behavior.

• **The B.A. in Sociology** focuses on understanding the processes involved in the creation, maintenance, and evolution of social structure, and on the impact of diverse structural forms on individual behavior.

Majors in the two B.A. programs should consult this catalog, the appropriate department handbook, and their advisor for current requirements. Students planning to major in one of these programs are advised to take ANT 102 and SOC 200 no later than their sophomore year. Application for admission is made on forms available from the Office of the Registrar.

Minor Programs

Students may minor in Anthropology or Sociology. A minimum of 18 credits is required, including 9 credits of required courses and 9 credits of electives. Students may take either of these minors as one of the minors in the B.A. liberal studies - arts and sciences or B.S. liberal studies - professional studies programs.

Programs

Majors in Anthropology and Sociology

• B.A. in Anthropology (p. 154)
• B.A. in Sociology (p. 155)

Minors in Anthropology and Sociology

• Anthropology (p. 156)
• Sociology (p. 156)

Graduate Opportunities

See the graduate catalog for more information on the Anthropology and Sociology program. (http://catalog.wcupa.edu/graduate/sciences-mathematics/anthropology-sociology)

Policies

• See undergraduate admissions information. (p. 11)
• See academic policies. (http://catalog.wcupa.edu/undergraduate/academic-policies-procedures)

All undergraduate students are held to the academic policies and procedures outlined in the undergraduate 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 programs 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

**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 (mdi giovine@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 101. Introduction to Anthropology: Biological. 3 Credits.**
Fundamentals of human biological variation and evolution, including evolutionary theory and processes, human genetics, the nature of human biological diversity, adaptation, primate biology and behavior, the human fossil record, the evolution of disease, and population processes.

Gen Ed Attribute: Behavioral and Social Science Distributive.
Typically offered in Fall & Spring.

**ANT 102. Introduction to Anthropology: Cultural. 3 Credits.**
Comparative analysis of culture systems.
Gen Ed Attribute: Behavioral and Social Science Distributive.
Typically offered in Fall, Spring & Summer.

**ANT 103. Introduction to Anthropology: Archaeology. 3 Credits.**
Interpretation of culture through analysis of archaeological remains.
Gen Ed Attribute: Behavioral and Social Science Distributive.
Typically offered in Fall & Spring.

**ANT 213. Archaeological Field Techniques. 3 Credits.**
Implementation of archaeological principles and theory in laboratory and field studies.
Pre / Co requisites: ANT 113 requires prerequisite of ANT 103.
Typically offered in Summer.

**ANT 220. Cultures of Ethnic Groups in America. 3 Credits.**
Survey of the cultural history and traditions of ethnic groups in America.
Typically offered in Spring.

**ANT 224. Native People of South America. 3 Credits.**
This course will introduce the student to the study of native peoples of South America after the European contact. Geographically, the course will cover the cultural characteristics, similarities, and differences among South American natives including the Amazonia.
Gen Ed Attribute: Foreign Language Culture Cluster, Spanish Culture Cluster.
Typically offered in Fall, Spring & Summer.

**ANT 230. Introduction to Primatology. 3 Credits.**
The purpose of this course is to familiarize students with the taxonomy (or classification), distribution, morphology (or structure), and behavior of human beings’ closest living relatives, the nonhuman primates. Primatologists can be found in numerous academic disciplines including anthropology, psychology, biology, ecology, neuroscience and veterinary medicine and this course is designed to provide you with the background to take more advanced courses within this subject area. However, even if your interests lie outside the field of primatology, this course will provide you with a deeper understanding of nonhuman primates, evolution, and where we humans fit in the world.
Pre / Co requisites: ANT 230 requires prerequisite of PSY 100 or ANT 101 or BIO 100 or BIO 110 or permission from instructor.
Typically offered in Spring.
Cross listed courses ANT 230, PSY 230.

**ANT 260. Artifacts and Culture. 3 Credits.**
Critical exploration of the role of material items in the analysis and interpretation of human culture.
Gen Ed Attribute: Interdisciplinary Requirement.
Typically offered in Fall.

**ANT 280. Museum Techniques. 3 Credits.**
Exploration of techniques of cataloging, conserving objects, and of designing and setting up exhibits. Involvement in actual museum work.
Pre / Co requisites: ANT 280 requires prerequisite of ANT 102 or ANT 103.
Typically offered in Fall & Spring.
Repeatable for Credit.

**ANT 310. Human Paleontology. 3 Credits.**
Human origins and evolution, including evolutionary thought, the evolution of non-human primates, and the hominin fossil record.
Pre / Co requisites: ANT 310 requires prerequisite of ANT 101 or permission of instructor.
Typically offered in Fall.

**ANT 312. Medical Anthropology. 3 Credits.**
Overview of field, including theory, methods and concepts. Evolutionary and ecological bases of disease and health; how culture affects the definition and treatment of illness.
Pre / Co requisites: ANT 312 requires prerequisite of ANT 102.
Gen Ed Attribute: Writing Emphasis.
Typically offered in Fall.

**ANT 320. North American Indian Cultures. 3 Credits.**
Survey and comparative study of the ethnographic record of North American Indian cultures, including belief systems and social organization.
Pre / Co requisites: ANT 320 requires prerequisite of ANT 102.
Typically offered in Fall.

**ANT 321. American Indian Today. 3 Credits.**
Native Americans in contemporary Anglo-America.
Gen Ed Attribute: Diversity Requirement.
Typically offered in Spring.

**ANT 322. Ethnology of Central America. 3 Credits.**
Survey of the modern cultures of Central America: relationships to ancient peoples; the process of modernization in this area.
Pre / Co requisites: ANT 322 requires prerequisite of ANT 102.
Gen Ed Attribute: Foreign Language Culture Cluster, Spanish Culture Cluster.
Typically offered in Fall & Spring.

**ANT 324. Native People of the Andes. 3 Credits.**
This course provides a comprehensive survey of the historical formation and development of the Andean society before and after the Spanish conquest.
Gen Ed Attribute: Foreign Language Culture Cluster, Spanish Culture Cluster.
Typically offered in Fall, Spring & Summer.
ANT 326. Cultures & Peoples of Sub-Saharan Africa. 3 Credits.
Examination of the cultures and societies of Black Africa.
Pre / Co requisites: ANT 326 requires prerequisite of ANT 102.
Typically offered in Spring.

ANT 327. Cultures & Peoples of India. 3 Credits.
Provides a broad understanding of India using a framework that examines the intersection of culture and society, economy, politics, and art and literature.
Pre / Co requisites: ANT 327 requires prerequisite of ANT 102.
Typically offered in Spring.

ANT 329. Problems in Ethnology. 3 Credits.
Survey of the ethnographic literature pertaining to specific geographic regions. Area of focus to be announced in advance.
Pre / Co requisites: ANT 329 requires prerequisite of ANT 102.
Typically offered in Fall & Spring.

ANT 340. Folklore in Society. 3 Credits.
Survey of basic American folklore genres. Emphasis on folklore as process, tradition, and as an element of culture.
Typically offered in Fall.

ANT 344. Magic, Religion & Witchcraft. 3 Credits.
An analysis of supernaturalsl ideology and ritual in both tribal and civil society.
Pre / Co requisites: ANT 344 requires prerequisite of ANT 102.
Typically offered in Fall.

ANT 347. The Cultures of Cities. 3 Credits.
This seminar introduces students to the cultural dynamics of city life in the era of globalization. Topics of study include globalization, the politics of urban space, informal economies, and immigration.
Gen Ed Attribute: Diversity Requirement.
Typically offered in Spring.

ANT 348. Dimensions of Ethnographic Film/Video. 3 Credits.
This course will introduce students to the study of ethnographic film/video. Topics to be considered include visual anthropology, ethnographic representation, and film theory.
Typically offered in Fall.

ANT 352. Cultural Heritage: Creating and Preserving the Past. 3 Credits.
What is cultural heritage, and how do societies remember, preserve, and transmit it? This seminar-style class explores the history and politics of cultural heritage and conservation movements, examining the ways in which ‘patrimony’ (heritage) is used to create or contest cultural identities across the world. Through case studies, we will discuss why tangible and intangible heritage stir such emotion among diverse peoples, mobilizing political organizations, NGOs, tourists, museums, tomb raiders, and even armies to celebrate, protect, loot, commodify, efface, contest, and even go to war over artifacts and practices rooted in the past.
Pre / Co requisites: ANT 352 requires prerequisite: ANT 102 or ANT 103, or permission of instructor.
Typically offered in Fall.

ANT 360. Historical Archaeology. 3 Credits.
Historical research through archaeology. Chester County is emphasized through local research projects.
Pre / Co requisites: ANT 360 requires prerequisite or co-requisite of ANT 103.
Typically offered in Fall & Spring.

ANT 362. Archaeology of Central America. 3 Credits.
The archaeological record of Central America, covering the significant features of each culture area from modern Mexico to Panama.
Gen Ed Attribute: Foreign Language Culture Cluster, Spanish Culture Cluster.
Typically offered in Spring.

ANT 364. Archaeology of Ancient North America. 3 Credits.
A survey of North American prehistory from the earliest inhabitants to the time of European colonization. Covers all culture areas but with an emphasis on the Eastern woodlands.
Pre / Co requisites: ANT 364 requires prerequisite of ANT 103.
Gen Ed Attribute: Writing Emphasis.
Typically offered in Fall.

ANT 366. Archaeological Lab Methods. 3 Credits.
An overview of analytical methods used to process, describe and interpret archaeological materials. Emphasis on practical hands-on laboratory research through the implementation of qualitative observation and quantitative methodologies.
Pre / Co requisites: ANT 366 requires prerequisite of ANT 103.
Typically offered in Fall.

ANT 368. Archaeological Field School. 3-6 Credits.
Application of archaeological recovery techniques through field investigation. Students participate in the gathering, processing and study of archaeological site data.
Pre / Co requisites: ANT 368 requires prerequisite ANT 103.
Typically offered in Summer.

ANT 375. Ethnographic Field School. 3-6 Credits.
This is an anthropological field school in which students gain in-depth, hands-on training and experience in conducting qualitative ethnographic research at a fieldsite, and is intended to provide students with instruction in multiple ethnographic methods and procedures as they design and carry out their own research project. In the course of their research, students will familiarize themselves with relevant social theories and will be given an intensive and interactive look at the culture and history of the people at their research site.
Pre / Co requisites: ANT 375 requires a prerequisite of ANT 102.
Typically offered in Summer.
Repeatable for Credit.

ANT 405. Topical Seminar in Anthropology. 3 Credits.
Selected topics in the subdisciplines of anthropology. Topics announced in advance.
Pre / Co requisites: ANT 405 requirement: juniors and seniors only.
Typically offered in Fall & Spring.
Repeatable for Credit.

ANT 410. Independent Studies in Anthropology. 1-3 Credits.
Special research projects, reports, and readings in anthropology.
Pre / Co requisites: ANT 410 requirement: Permission of department chairperson; juniors and seniors only.
Consent: Permission of the Department required to add.
Typically offered in Fall, Spring & Summer.
Repeatable for Credit.

ANT 420. Anthropology Internship. 3 Credits.
This internship is intended to augment student learning through practical professional experiences. Student interns will gain exposure to contemporary anthropological practice outside the classroom and will be provided an opportunity to acquire new skills, develop professional contacts, and gain first-hand knowledge of potential workplaces. The internship program is designed to enhance student preparedness for a future in their area of interest within the discipline while exploring potential workforce matches. Internships can be within any of the subfields of anthropology and will vary according to student interests and the needs and opportunities of the sponsoring organization.
Pre / Co requisites: ANT 420 requires prerequisite of ANT 102, at least 80 semester hours of college credit, an additional 12 hours in courses in the anthropology program, and a minimum 2.3 GPA in anthropology and overall.
Consent: Permission of the Department required to add.
Typically offered in Fall, Spring & Summer.

ANT 459. History of Ethnological Theory. 3 Credits.
Development of ethnological theory with emphasis on the nature of explanation in ethnology.
Pre / Co requisites: ANT 459 requires six hours in ethnology and junior or senior standing.
Typically offered in Fall.

ANT 495. Senior Seminar in Anthropology. 3 Credits.
Discussion and supervised research designed to integrate conceptual and methodological skills. The research paper for the seminar must be acceptable as a required departmental senior research paper.
Pre / Co requisites: ANT 495 requires senior anthropology majors only.
Typically offered in Spring.

SOC

SOC 200. Introduction to Sociology. 3 Credits.
Fundamentals of the sociological perspective on human behavior.
Gen Ed Attribute: Behavioral and Social Science Distributive.
Distance education offering may be available.
Typically offered in Fall, Spring & Summer.
SOC 225. Digital Social Research. 3 Credits.
An introduction to digital data and the scientific research methods used to study the digital social realm, with an emphasis on the opportunities, challenges, and ethics of using digital data to examine social life. This course is especially suitable for students in the social sciences, health sciences, communication studies, and business fields.
Pre / Co requisites: SOC 225 requires a prerequisite of MAT 103 or higher.
Distance education offering may be available.
Typically offered in Fall & Spring.

SOC 240. Sociology of the Family. 3 Credits.
Comparative, historical, and cross-cultural analysis of the family institution.
Gen Ed Attribute: Behavioral and Social Science Distributive.
Distance education offering may be available.
Typically offered in Fall & Spring.

SOC 245. Environmental Sociology. 3 Credits.
Human society is currently threatening the environmental resources necessary to maintain life on Earth. This course uncovers the deeper roots of our environmental crises and investigates potential solutions from a domestic and global perspective. Through lecture, films, and discussion we will focus on the interplay between social theories, social structure, social institutions, social inequality, social stratification, and the environment. Themes in this course will emphasize how culture shapes environmental processes and everyday life; articulate demographic theoretical perspectives of population growth; examine the social structure of society to better understand the social dynamics of environmental processes; and analyze environmental inequality along the bases of social class, gender, and race/ethnicity. This course is an introduction to the field, suitable for both majors and non-majors with interest in environmental issues and society.
Gen Ed Attribute: Behavioral and Social Science Distributive.
Typically offered in Fall & Spring.

SOC 300. Sociological Theory. 3 Credits.
Historical development of the sociological perspective on human behavior, with emphasis on the perennial issues in sociological explanation.
Pre / Co requisites: SOC 300 requires prerequisite of SOC 200.
Typically offered in Fall & Spring.

SOC 302. Sociology of Everyday Life. 3 Credits.
How people interact in everyday settings, examined from the dramaturgical perspectives of Goffman, Douglas, Burke, and others.
Pre / Co requisites: SOC 302 requires prerequisite of SOC 200.
Typically offered in Summer.

SOC 321. Statistics in Sociological Research. 3 Credits.
The application of statistical methods to sociological hypothesis testing.
Pre / Co requisites: SOC 321 requires prerequisite of SOC 200.
Typically offered in Fall & Spring.

SOC 322. Methods of Sociological Research. 3 Credits.
The logic of social research. Fundamentals of research design, data collection and reduction, and nonstatistical analysis.
Pre / Co requisites: SOC 322 requires prerequisite of SOC 200.
Typically offered in Fall & Spring.

SOC 333. Self and Society. 3 Credits.
A symbolic interactionist perspective on social psychology which focuses on the self in social interaction.
Pre / Co requisites: SOC 333 requires prerequisite of SOC 200.
Typically offered in Fall.

SOC 335. Racial and Cultural Minorities. 3 Credits.
Analysis of the implications of racial differences, the factors affecting prejudice and discrimination, and structural aspects of group conflicts.
Pre / Co requisites: SOC 335 requires a prerequisite of SOC 200.
Typically offered in Fall.

SOC 340. Sociology of Work. 3 Credits.
Survey of work theory, history of work in America, inequalities at work, and the contingencies in work today.
Pre / Co requisites: SOC 340 requires prerequisite of SOC 200.
Typically offered in Spring.

SOC 341. Social Stratification. 3 Credits.
Analysis of inequalities in wealth, power, and prestige in contemporary societies.
Pre / Co requisites: SOC 341 requires prerequisite of SOC 200.
Typically offered in Spring.

SOC 342. Urban Sociology. 3 Credits.
A descriptive study of the form and development of the urban community with respect to demographic structure, spatial and temporal patterns, and functional organization.
Pre / Co requisites: SOC 342 requires prerequisite of SOC 200.
Typically offered in Spring.

SOC 343. Sociology of Organizations. 3 Credits.
Analysis of the social structure in small groups and formal organizations and an examination of organizational change with an emphasis on bureaucracy and markets.
Pre / Co requisites: SOC 343 requires prerequisite of SOC 200.
Typically offered in Fall.

SOC 344. Sociology of Religion. 3 Credits.
Theoretical analysis of social functions of religion, the history and internal structure of religious institutions, and their relationship to other institutions.
Pre / Co requisites: SOC 344 requires prerequisite of SOC 200.
Typically offered in Fall & Spring.

SOC 345. Sociology of Education. 3 Credits.
Sociological dimensions of educational institutions.
Pre / Co requisites: SOC 345 requires prerequisite of SOC 200.
Typically offered in Spring.

SOC 346. Sociology of Gender. 3 Credits.
Analysis and evaluation of sociological research on sex roles.
Pre / Co requisites: SOC 346 requires prerequisite of SOC 200.
Typically offered in Fall.

SOC 349. Perspectives on Mental Illness. 3 Credits.
An interdisciplinary examination of mental disorders- their definition, cause, and treatment.
Pre / Co requisites: SOC 349 requires prerequisite of SOC 200.
Gen Ed Attribute: Interdisciplinary Requirement.
Typically offered in Fall.

SOC 350. Sociology of Mental Illness. 3 Credits.
A sociological perspective on mental disorders.
Pre / Co requisites: SOC 350 requires prerequisite of SOC 200.
Typically offered in Fall & Spring.

SOC 351. Deviance. 3 Credits.
Causes and consequences of the construction and violation of social norms.
Pre / Co requisites: SOC 351 requires prerequisite of SOC 200.
Typically offered in Fall & Spring.

SOC 360. Sociology of Culture. 3 Credits.
An exploration of the meaning and significance of culture in sociology, with an emphasis on the cultural context of social change.
Pre / Co requisites: SOC 360 requires a prerequisite of SOC 200.
Typically offered in Fall & Spring.

SOC 361. Sociology of Medicine. 3 Credits.
A sociological perspective on health, illness, and medical care.
Pre / Co requisites: SOC 361 requires prerequisite of SOC 200.
Typically offered in Fall.

SOC 362. Sexuality in Society. 3 Credits.
The social dimensions of human sexuality.
Pre / Co requisites: SOC 362 requires prerequisite of SOC 200.
Typically offered in Spring.

SOC 364. Sociology of Aging. 3 Credits.
An examination of the problems, adaptations, and contributions of the aging population.
Pre / Co requisites: SOC 364 requires prerequisite of SOC 200.
Typically offered in Spring.

SOC 366. Gender, Labor and Globalization. 3 Credits.
Sociological and feminist analysis of global labor issues such as immigration, citizenship, motherhood, childcare, emotional labor, guest workers, commodification, and exploitation.
Pre / Co requisites: SOC 366 requires a prerequisite of SOC 200 or permission of instructor.
Typically offered in Fall.
Cross listed courses SOC 366, WOS 366.
**SOC 369. Social Movements. 3 Credits.**
An introduction to the study of social movements, both historical and contemporary.
Pre / Co requisites: SOC 369 requires prerequisite of SOC 200.
Typically offered in Spring.

**SOC 370. Social Problems. 3 Credits.**
Analysis of current social disorders: urban unrest, racial tension, poverty, addictions, crime, and mental illness.
Pre / Co requisites: SOC 370 requires prerequisite of SOC 200.
Typically offered in Fall & Spring.

**SOC 371. Applied Social Change. 3 Credits.**
Strategy and tactics of planning and guiding change in small and large-scale social systems.
Pre / Co requisites: SOC 371 requires prerequisite of SOC 200.
Typically offered in Spring.

**SOC 372. Globalization Across Societies and Cultures. 3 Credits.**
This course draws from sociological and related theories to examine globalization as part of a larger historical process that is reshaping the global economic system and changing the role and power of nation states. We examine the mass migration of people in response to changing labor markets, the formation of new global diasporas, the emergence of a global cultural order marked by hybridity and creolization, and how globalization is experienced as a complex process in which people participate and respond in ways that shape, resist, absorb, or avoid globalization.
Pre / Co requisites: SOC 372 requires prerequisite SOC 200 or permission of instructor.
Typically offered in Fall.

**SOC 383. The Digital Self. 3 Credits.**
A symbolic interactionist perspective on self development and self presentation in the digital age.
Pre / Co requisites: SOC 383 requires prerequisites of SOC 200.
Distance education offering may be available.
Typically offered in Spring & Summer.

**SOC 401. Social Change. 3 Credits.**
Critique of the leading models of social order and change; analysis of major transformation in Western civilization.
Pre / Co requisites: SOC 401 requires prerequisite of SOC 200.

**SOC 402. Career Internship in Sociology. 6 Credits.**
Field experience in agencies involved in social change.

**SOC 410. Issues in Sociological Thought. 3 Credits.**
Analysis of several of the key philosophical issues underlying sociological thought.
Pre / Co requisites: SOC 410 requires prerequisite of SOC 300.
Typically offered in Spring.

**SOC 490. Independent Studies in Sociology. 1-3 Credits.**
Individual research projects, reports, and/or readings.
Pre / Co requisites: SOC 490 requires prerequisite of SOC 300.
Consent: Permission of the Department required to add.
Typically offered in Fall, Spring & Summer.
Repeatable for Credit.

**SOC 491. Topical Seminar in Sociology. 3 Credits.**
Special topics in theory or methodology. Topics announced in advance.
Pre / Co requisites: SOC 491 requires permission of instructor; Juniors and seniors only.
Consent: Permission of the Department required to add.
Typically offered in Fall & Spring.
Repeatable for Credit.

**SOC 492. Senior Seminar in Sociology. 3 Credits.**
Preparation of senior research paper.
Pre / Co requisites: SOC 492 requires Senior sociology majors only.
Typically offered in Fall & Spring.

---

### B.A. IN ANTHROPOLOGY

**Curriculum**

<table>
<thead>
<tr>
<th>General Education Requirements <a href="http://catalog.wcupa.edu/undergraduate/general-education-requirements">Link</a></th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Composition requirements</td>
<td></td>
</tr>
</tbody>
</table>

**Mathematics requirement**
- MAT 103 or higher is recommended

**Public Speaking requirement**
- 3

**Diverse Communities requirement**
- 3

**Interdisciplinary requirement**
- 3

**Science requirement**
- 6

**Behavioral and Social Science requirement**
- 6

**ANT 200 Introduction to Sociology**
- 6

**Humanities requirement**
- 6

**Arts requirement**
- 3

**Student Electives**
- 9

**Writing Emphasis requirement**
- 9

**Language & Culture Requirement**
- 3-15

**Anthropology Electives**
- Select six courses in Anthropology

**Related/Cognate Requirements**
- MAT 103 or higher is recommended

**Introduction to Linguistics**
- 3

**Select additional courses outside of Anthropology approved by the student’s advisor**
- 12

**Total Minimum Credits Required**
- 120

---

1. Anthropology majors must take SOC 200

### Sample Course Plan

To track their individual degree progress, students are advised to access their Degree Progress Report (DPR) via myWCU regularly. For more information, visit wcupa.edu/DegreeProgressReport.

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>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year One</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Semester One</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ANT 101</td>
<td>Introduction to Anthropology: Biological</td>
<td>3</td>
</tr>
<tr>
<td>SOC 200</td>
<td>Introduction to Sociology</td>
<td>3</td>
</tr>
<tr>
<td>Language - appropriate level for student</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>WRT</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>MAT</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Credits</td>
<td>15</td>
</tr>
<tr>
<td>Semester Two</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ANT 101</td>
<td>Introduction to Anthropology: Biological (or)</td>
<td>3</td>
</tr>
<tr>
<td>ANT 103</td>
<td>Introduction to Anthropology: Archaeology</td>
<td>3</td>
</tr>
<tr>
<td>Language in sequence</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>General Education</td>
<td></td>
<td>9</td>
</tr>
<tr>
<td></td>
<td>Credits</td>
<td>15</td>
</tr>
</tbody>
</table>
### B.A. IN SOCIOLOGY

**College of the Sciences and Mathematics**

**Curriculum**

- **General Education Requirements** ([link](http://catalog.wcupa.edu/undergraduate/general-education-requirements))
  - English Composition requirements 6
  - Mathematics requirement 3
  - MAT 103 or higher recommended
  - Public Speaking requirement 3
  - Diverse Communities requirement 3
  - Interdisciplinary requirement 3
  - Science requirement 6
  - Behavioral and Social Science requirement 1 6
  - ANT 102 Introduction to Anthropology: Cultural 3

- **Year One**
  - **Semester One**
    - ANT 200 Introduction to Sociology 3
    - ANT 102 Introduction to Anthropology: Cultural 3
    - Language - appropriate level for student 3
    - Free electives 6
  - Credits 15

- **Year Two**
  - **Semester Three**
    - SOC 200 Introduction to Sociology 3
    - ANT 102 Introduction to Anthropology: Cultural 3
    - Language - appropriate level for student 3
    - Free electives 6
  - Credits 12-18

- **Year Three**
  - **Semester Seven**
    - SOC 459 History of Ethnological Theory 3
    - 1-2 cognates as needed to complete 15 cr. 3-6
    - Free electives 6-9
  - Credits 12-18

- **Year Four**
  - **Semester Eight**
    - SOC Elective 3
    - Language in sequence 3
    - General Education 3
  - Credits 15

**Total Minimum Credits Required** 120

1. Sociology majors must take ANT 102.

### Sample Course Plan

To track their individual degree progress, students are advised to access their Degree Progress Report (DPR) via myWCU regularly. For more information, visit wcupa.edu/DegreeProgressReport.

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>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year One</td>
<td>Semester One</td>
<td></td>
</tr>
<tr>
<td>SOC 200</td>
<td>Introduction to Sociology</td>
<td>3</td>
</tr>
<tr>
<td>ANT 102</td>
<td>Introduction to Anthropology: Cultural</td>
<td>3</td>
</tr>
<tr>
<td>Language - appropriate level for student</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>WRT</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>MAT</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Credits</td>
<td>15</td>
<td></td>
</tr>
</tbody>
</table>

| Year Two | Semester Three | |
| SOC 300 | Sociological Theory | 3 |
| SOC 322 | Methods of Sociological Research | 3 |
| Language in sequence or Culture Cluster | 3 |
| General Education | 6 |
| Credits | 15 |

| Year Four | Semester Four | |
| SOC 321 | Statistics in Sociological Research | 3 |
| SOC Elective | 3 |
| Language in sequence or Culture Cluster | 3 |
| General Education | 6 |
| Credits | 15 |
Year Three
Semester Five
SOC elective 3
SOC elective 3
Career Prep 3
Final Language Culture Cluster (if relevant) or General Education 3
General Education 3
Credits 15

Semester Six
SOC elective 3
Career prep 3
Career prep 3
Career prep 3
General Education or free elective 3
Credits 15

Year Four
Semester Seven
SOC elective 3
Career prep or General Education 3
General Education or free electives 9
Credits 15

Semester Eight
SOC 492 Senior Seminar in Sociology 3
General Education or free electives 12
Credits 15
Total Credits 120

1 Required Behavioral/Social Science Distributive

MINOR IN ANTHROPOLOGY

College of the Sciences and Mathematics

Required Courses
ANT 102 Introduction to Anthropology: Cultural 3
ANT 101 Introduction to Anthropology: Biological 3
or ANT 103 Introduction to Anthropology: Archaeology 3
Select one 400-level course in Anthropology 3

Elective Courses
Select three other courses in Anthropology 9
Total Credits 18

MINOR IN SOCIOLOGY

College of the Sciences and Mathematics

Required Courses
SOC 200 Introduction to Sociology 3
SOC 300 Sociological Theory 3
SOC 322 Methods of Sociological Research 3

Elective Courses
Select three other courses in Sociology 9
Total Credits 18

DEPARTMENT OF APPLIED MUSIC

School of Music

Overview
110 Swope Music Building (Office of the Dean)
610-436-2739
Department of Applied Music (http://www.wcupa.edu/appliedMusic)

Emily Bullock (ebullock@wcupa.edu), Interim Chairperson
Patricia Powell (ppowell@wcupa.edu), Assistant Chairperson
Ralph Sorrentino (rsorrentino@wcupa.edu), Assistant Chairperson

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

Major in Applied Music
• B.M. in Performance (p. 174)

Minors in Applied Music
• Jazz Studies (p. 178)
• Music Performance (p. 178)

Graduate Opportunities

See the graduate catalog for more information on the Applied Music Program. (http://catalog.wcupa.edu/graduate/school-of-music/applied-music)

Policies

• See undergraduate admissions information. (p. 11)
• See academic policies. (http://catalog.wcupa.edu/undergraduate/academic-policies-procedures)

All undergraduate students are held to the academic policies and procedures outlined in the undergraduate 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 programs may be listed below.

Faculty

Professors
Robert M. Bedford (rbedford@wcupa.edu) (1966)
B.Mus., M.S., The Juilliard School; D.M.A., Catholic University of America

Karen Dannessa (kdannessa@wcupa.edu) (2005)
B.M., Youngstown State University; M.M., Michigan State University; D.M., Florida State University

David P. Devenney (ddevenney@wcupa.edu) (1996)
B.M., Iowa State University; M.M., University of Wisconsin-Madison; D.M.A., Conservatory of Music, University of Cincinnati

Henry Grabb (hgrabb@wcupa.edu) (1992)
B.A., University of Central Florida; M.M., Northwestern University of Illinois; D.M., Florida State University

Chris L. Hanning (channing@wcupa.edu) (1995)
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 Tuil-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 (griley@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  
Andrew Yozviak (ayoziak@wcupa.edu) (2009)  
B.S., West Chester University; M.M., Indiana University, Bloomington; D.M.A., Rutgers University  

**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 (j Fowler@wcupa.edu) (2012)  
B.M., University of Cincinnati College - Conservatory of Music; M.M., Temple University; D.M.A., Rutgers University  
John A. Gaarder (jgaardert@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  

**Courses**

**ABC**

ABC 191. Brass Class. 0.5 Credits.  
Contact department for more information about this course. Typically offered in Fall & Spring.  

ABC 192. French Horn Class (Music Education). 0.5 Credits.  
Contact department for more information about this course. Typically offered in Fall & Spring.  

ABC 193. Trombone Class (Music Education). 0.5 Credits.  
Contact department for more information about this course. Typically offered in Fall & Spring.  

**AEB**

AEB 101. Elementary Band. 0.5 Credits.  
Contact department for more information about this course. Typically offered in Fall & Spring. Repeatable for Credit.  

AEB 112. Marching Band Front. 1 Credit.  
Contact department for more information about this course. Typically offered in Fall. Repeatable for Credit.  

AEB 311. Marching Band. 1 Credit.  
Contact department for more information about this course. Typically offered in Fall. Repeatable for Credit.  

AEB 321. Concert Band. 0.5 Credits.  
Contact department for more information about this course. Typically offered in Fall & Spring. Repeatable for Credit.  

AEB 331. Symphonic Band. 0.5 Credits.  
Contact department for more information about this course. Typically offered in Fall & Spring. Repeatable for Credit.  

AEB 341. Wind Ensemble. 0.5 Credits.  
Contact department for more information about this course. Typically offered in Fall & Spring. Repeatable for Credit.  

**AEO**

AEO 101. Elementary Orchestra. 0.5 Credits.  
Contact department for more information about this course. Pre / Co requisites: AEO 101 requires prerequisite of ASC 191. Typically offered in Fall & Spring. Repeatable for Credit.  

AEO 111. Chamber Orchestra. 0.5 Credits.  
Contact department for more information about this course. Typically offered in Fall & Spring. Repeatable for Credit.  

AEO 341. Symphony Orchestra. 0.5 Credits.  
Contact department for more information about this course. Typically offered in Fall & Spring. Repeatable for Credit.
AES
AES 111. Brass Ensemble. 0.5 Credits.
Contact department for more information about this course.
Typically offered in Fall & Spring.
Repeatable for Credit.

AES 121. Percussion Ensemble. 0.5 Credits.
Contact department for more information about this course.
Typically offered in Fall & Spring.
Repeatable for Credit.

AES 131. String Ensemble. 0.5 Credits.
Contact department for more information about this course.
Typically offered in Fall & Spring.
Repeatable for Credit.

AES 141. Woodwind Ensemble. 0.5 Credits.
Contact department for more information about this course.
Typically offered in Fall & Spring.
Repeatable for Credit.

AES 151. Jazz Ensemble I. 0.5 Credits.
Contact department for more information about this course.
Typically offered in Fall & Spring.
Repeatable for Credit.

AES 152. Jazz Ensemble II. 0.5 Credits.
Contact department for more information about this course.
Typically offered in Fall & Spring.
Repeatable for Credit.

AES 153. Latin Jazz Ensemble. 0.5 Credits.
The Latin Jazz Ensemble is a performance group that plays Afro-Cuban and Brazilian genres.
Typically offered in Fall & Spring.
Repeatable for Credit.

AIC
AIC 311. Instrumental Conducting I. 2 Credits.
Contact department for more information about this course.
Typically offered in Fall & Spring.

AIC 312. Instrumental Conducting II. 2 Credits.
Contact department for more information about this course.
Pre / Co requisites: AIC 312 requires prerequisites of AIC 311 or VOC 311.
Typically offered in Fall & Spring.

AIM
AIM 311. Marching Band Techniques. 1 Credit.
A survey of the function of the total marching band and of each component within it.
Typically offered in Fall.

AIM 429. Special Subjects Seminar. 1-3 Credits.
Contact department for more information about this course.
Repeatable for Credit.

AJZ
AJZ 199. Transfer Credits. 1-15 Credits.
Transfer Credits.
Repeatable for Credit.

AJZ 331. Electronic Instruments. 2 Credits.
A study of the MIDI implementation of synthesizers, samplers, sequencers, signal processors, and rhythm processors as related to real-time performance.

AJZ 361. Jazz Musicianship and Improvisation I. 3 Credits.
A basic course in jazz improvisation that emphasizes the learning and discovery of improvisational techniques through playing and listening.
Typically offered in Spring.
Repeatable for Credit.

AJZ 362. Jazz Musicianship and Improvisation II. 3 Credits.
A continuation of AJZ 361.
Typically offered in Spring.
Repeatable for Credit.

AJZ 365. Jazz Ensemble Techniques. 0.5 Credits.
Techniques and methods for organizing, rehearsing, programming, and operating jazz ensembles.
Typically offered in Fall & Spring.

AJZ 366. Puerto Rico: Exploring Roots of Salsa and Latin Jazz. 1 Credit.
This course will take interested students to the Caribbean Island of Puerto Rico, an important hub of salsa and Latin jazz where many giants of the music began their careers. There, participants will learn about folkloric styles, bomba, plena, son, guaracha, and the popular genres that the folkloric traditions continue to inform. Students will trace the rhythmic and song form structures back through the slave trade of West Africa and experience synchronicity of culture, music and dance.
Typically offered in Fall & Spring.

ALC
ALC 312. Brass Literature I. 1 Credit.
Contact department for more information about this course.

ALC 313. Brass Literature II. 1 Credit.
Contact department for more information about this course.

ALC 314. Brass Literature III. 1 Credit.
Contact department for more information about this course.

ALC 322. Guitar Literature. 1 Credit.
Contact department for more information about this course.

ALC 323. Guitar Literature II. 1 Credit.
Contact department for more information about this course.

ALC 324. Guitar Literature III. 1 Credit.
Contact department for more information about this course.

ALC 332. String Literature I. 1 Credit.
Contact department for more information about this course.

ALC 333. String Literature II. 1 Credit.
Contact department for more information about this course.

ALC 334. String Literature III. 1 Credit.
Contact department for more information about this course.

ALC 342. Woodwind Literature I. 1 Credit.
Contact department for more information about this course.

ALC 343. Woodwind Literature II. 1 Credit.
Contact department for more information about this course.

ALC 344. Woodwind Literature III. 1 Credit.
Contact department for more information about this course.

ALC 352. Percussion Literature I. 1 Credit.
Contact department for more information about this course.

ALC 353. Percussion Literature II. 1 Credit.
Contact department for more information about this course.

ALC 354. Percussion Literature III. 1 Credit.
Contact department for more information about this course.

ALC 361. A Survey of Band Literature. 1 Credit.
The course will provide a comprehensive survey of the history and repertoire of wind band music concentrating on Grades 2-6.

AMA
AMA 352. Performance in the Arts. 3 Credits.
Performance in the Arts will survey, through a variety of historical and personal perspectives, the inter-related aspects of the four arts areas within the CVP: music, theatre, art, and dance. This course offers a structured examination and creative approach to how musical performance is integrated into and enhanced by its connection to drama, art, and dance. Musical performance will form the basis for comparative study, befitting a course for students who are minoring in music performance. Students enrolled in AMA 352 must have successfully auditioned for one of WCU’s many performing ensembles.
Typically offered in Spring.
AMC

AMC 312. Master Class (Brass). 1 Credit.
Contact department for more information about this course.
Repeatable for Credit.

AMC 313. Master Class (Brass). 1 Credit.
Contact department for more information about this course.
Repeatable for Credit.

AMC 314. Master Class (Brass). 1 Credit.
Contact department for more information about this course.
Repeatable for Credit.

AMC 321. Master Class (Percussion). 1 Credit.
Contact department for more information about this course.
Repeatable for Credit.

AMC 322. Master Class (Percussion). 1 Credit.
Contact department for more information about this course.
Repeatable for Credit.

AMC 323. Master Class (Percussion). 1 Credit.
Contact department for more information about this course.
Repeatable for Credit.

AMC 324. Master Class (Percussion). 1 Credit.
Contact department for more information about this course.
Repeatable for Credit.

AMC 331. Master Class (Strings). 1 Credit.
Contact department for more information about this course.
Repeatable for Credit.

AMC 332. Master Class (Strings). 1 Credit.
Contact department for more information about this course.
Repeatable for Credit.

AMC 333. Master Class (Strings). 1 Credit.
Contact department for more information about this course.
Repeatable for Credit.

AMC 334. Master Class (Strings). 1 Credit.
Contact department for more information about this course.
Repeatable for Credit.

AMC 343. Master Class (Woodwinds). 1 Credit.
Contact department for more information about this course.
Repeatable for Credit.

AMC 344. Master Class (Woodwinds). 1 Credit.
Contact department for more information about this course.
Repeatable for Credit.

AME

AME 101. Ensembles for Music Minor. 1 Credit.
This course fulfills the ensemble performance requirement for the Music Performance Minor and should be taken every semester a student participates in a large or small ensemble with the exception of Marching Band and Marching Band Front. Students are introduced to wind, orchestral, and vocal literature as well as rehearsal techniques per their specified participation in one of the large or small ensembles offered every semester. Ensemble participation requires an audition. Audition dates and materials will be provided to interested students. Typically offered in Fall & Spring.
Repeatable for Credit.

AMF

AMF 251. Foundations of Music Performance I. 3 Credits.
Foundations of Music Performance I is a performance-based class for non-music majors exploring the fundamental elements of music required to be a better musician and performer. This is the first semester of a two-semester sequence required for the Music Performance Minor.
Gen Ed Attribute: Arts Distributive Requirement.
Typically offered in Fall.

AMF 252. Foundations of Music Performance II. 3 Credits.
Foundations of Music Performance II is a performance-based class for non-music majors exploring the advanced elements of music performance. This is the second semester of a two-semester sequence required for the Music Performance Minor. Students enrolled in AMF 252 must have successfully auditioned for one of WCU’s many performing ensembles.
Pre / Co requisites: AMF 252 prerequisite requires AMF 251 and successful ensemble audition. Typically offered in Spring.

AML

AML 351. Understanding Live Music Performance. 3 Credits.
This course explores live music performance from the perspective of the informed audience member. Attending all Monday night faculty recitals, class participants will write extensively about their experience as audience members, their interaction with performers, and about composers, compositions, and musical styles and genres.
Typically offered in Spring.

APC

APC 191. Non-Pitched Percussion Class. 0.5 Credits.
Contact department for more information about this course.
Typically offered in Fall & Spring.

APC 192. Pitched Percussion Class. 0.5 Credits.
Contact department for more information about this course.
Typically offered in Fall & Spring.

APC 193. Drum Set Class. 0.5 Credits.
Contact department for more information about this course.
Typically offered in Spring.

ARC

ARC 391. Woodwind Repertoire Class. 0.5 Credits.
Contact department for more information about this course.
Repeatable for Credit.

ARC 392. Brass Repertoire Class. 0.5 Credits.
Contact department for more information about this course.
Repeatable for Credit.

ARC 393. String Repertoire Class. 0.5 Credits.
Contact department for more information about this course.
Repeatable for Credit.

ARC 394. Percussion Repertoire Class. 0.5 Credits.
Contact department for more information about this course.
Repeatable for Credit.

ASC

ASC 191. Violin/Viola Class. 1 Credit.
Contact department for more information about this course.
Typically offered in Fall & Spring.

ASC 194. Cello Class. 0.5 Credits.
Contact department for more information about this course.
Pre / Co requisites: ASC 194 requires prerequisite of ASC 191.
Typically offered in Fall & Spring.

ASC 195. Bass Class. 0.5 Credits.
Contact department for more information about this course.
Typically offered in Fall & Spring.

ASC 196. Guitar Class. 0.5 Credits.
Contact department for more information about this course.
Typically offered in Fall & Spring.

ASC 197. Jazz Bass Class. 0.5 Credits.
This course is designed to gain an understanding of the function of the jazz bass in the jazz ensemble.
Typically offered in Spring.

AWC

AWC 191. Single Reed Class. 0.5 Credits.
Contact department for more information about this course.
Typically offered in Fall & Spring.
BAR 171. Private Lesson. 1.5 Credit.
Contact department for more information about this course.
BAR 172. Private Lesson. 1.5 Credit.
Contact department for more information about this course.
BAR 181. Baritone Private Lesson. 1.5 Credit.
Contact department for more information about this course.
BAR 182. Baritone Private Lesson. 1.5 Credit.
Contact department for more information about this course.
BAR 191. Advanced Baritone Horn Lesson (B.A.), 3 Credits.
Contact department for more information about this course.
BAR 192. Advanced Baritone Horn Lesson (B.A.), 3 Credits.
Contact department for more information about this course.
BAR 201. Baritone Private Lesson. 1.5 Credit.
Contact department for more information about this course.
BAR 202. Baritone Private Lesson. 1.5 Credit.
Contact department for more information about this course.
BAR 211. Baritone Private Lesson. 1.5 Credit.
Contact department for more information about this course.
BAR 212. Baritone Private Lesson. 1.5 Credit.
Contact department for more information about this course.
BAR 221. Baritone Private Lesson. 1.5 Credit.
Contact department for more information about this course.
BAR 222. Baritone Private Lesson. 1.5 Credit.
Contact department for more information about this course.
BAR 231. Baritone Private Lesson. 1.5 Credit.
Contact department for more information about this course.
BAR 232. Baritone Private Lesson. 1.5 Credit.
Contact department for more information about this course.
BAR 241. Advanced Baritone Horn Lesson (B.A.), 3 Credits.
Contact department for more information about this course.
BAR 242. Advanced Baritone Horn Lesson (B.A.), 3 Credits.
Contact department for more information about this course.
BAR 251. Private Lesson. 1.5 Credit.
Contact department for more information about this course.
BAR 252. Private Lesson. 1.5 Credit.
Contact department for more information about this course.
BAR 261. Baritone Private Lesson. 1.5 Credit.
Contact department for more information about this course.
BAR 262. Baritone Private Lesson. 1.5 Credit.
Contact department for more information about this course.
BAR 271. Private Lesson. 1.5 Credit.
Contact department for more information about this course.
BAR 272. Private Lesson. 1.5 Credit.
Contact department for more information about this course.
BAR 281. Baritone Private Lesson. 1.5 Credit.
Contact department for more information about this course.
BAR 282. Baritone Private Lesson. 1.5 Credit.
Contact department for more information about this course.
BAR 291. Advanced Baritone Horn Lesson (B.A.), 3 Credits.
Contact department for more information about this course.
BAR 292. Advanced Baritone Horn Lesson (B.A.), 3 Credits.
Contact department for more information about this course.
BAR 301. Baritone Private Lesson. 1.5 Credit.
Contact department for more information about this course.
BAR 302. Baritone Private Lesson. 1.5 Credit.
Contact department for more information about this course.
BAR 311. Baritone Private Lesson. 1.5 Credit.
Contact department for more information about this course.
BAR 312. Baritone Private Lesson. 1.5 Credit.
Contact department for more information about this course.
BAR 321. Baritone Private Lesson. 1.5 Credit.
Contact department for more information about this course.
BAR 322. Baritone Private Lesson. 1.5 Credit.
Contact department for more information about this course.
BAR 331. Baritone Private Lesson. 1.5 Credit.
Contact department for more information about this course.
BAR 332. Baritone Private Lesson. 1.5 Credit.
Contact department for more information about this course.
BAR 341. Advanced Baritone Horn Lesson (B.A.), 3 Credits.
Contact department for more information about this course.
BAR 342. Advanced Baritone Private Lesson (B.A.), 3 Credits.
Contact department for more information about this course.
BAR 351. Private Lesson. 1.5 Credit.
Contact department for more information about this course.
BAR 352. Private Lesson. 1.5 Credit.
Contact department for more information about this course.
BAR 361. Baritone Private Lesson. 1.5 Credit.
Contact department for more information about this course.
BAR 362. Baritone Private Lesson. 1.5 Credit.
Contact department for more information about this course.
BAR 371. Private Lesson. 1.5 Credit.
Contact department for more information about this course.
BAR 372. Private Lesson. 1.5 Credit.
Contact department for more information about this course.
BAR 381. Baritone Private Lesson. 1.5 Credit.
Contact department for more information about this course.
BAR 391. Advanced Baritone Horn Lesson (B.A.), 3 Credits.
Contact department for more information about this course.
BAS 312. Bass Private Lesson. 1.5 Credit.
Contact department for more information about this course.

BAS 341. Advanced Bass Private Lesson (B.M.). 3 Credits.
Contact department for more information about this course.

BAS 342. Advanced Bass Private Lesson (B.M.). 3 Credits.
Contact department for more information about this course.

BAS 371. Private Lesson. 1.5 Credit.
Contact department for more information about this course.

BAS 372. Private Lesson. 1.5 Credit.
Contact department for more information about this course.

BSN 112. Bassoon Private Lesson. 1.5 Credit.
Contact department for more information about this course.

BSN 111. Bassoon Private Lesson. 1.5 Credit.
Contact department for more information about this course.

BSN 102. Bassoon Private Lesson. 1.5 Credit.
Contact department for more information about this course.

BSN 101. Bassoon Minor Private Lesson. 1 Credit.
Contact department for more information about this course.

BSN 201. Bassoon Minor Private Lesson. 1 Credit.
Contact department for more information about this course.

BSN 202. Bassoon Minor Private Lesson. 1 Credit.
Contact department for more information about this course.

BSN 211. Bassoon Private Lesson. 1.5 Credit.
Contact department for more information about this course.

BSN 212. Bassoon Private Lesson. 1.5 Credit.
Contact department for more information about this course.

BSN 241. Advanced Bassoon Private Lesson (B.M.). 3 Credits.
Contact department for more information about this course.

BSN 242. Advanced Bassoon Private Lesson (B.M.). 3 Credits.
Contact department for more information about this course.

BSN 271. Private Lesson. 1.5 Credit.
Contact department for more information about this course.

BSN 272. Private Lesson. 1.5 Credit.
Contact department for more information about this course.

BSN 301. Bassoon Minor Private Lesson. 1 Credit.
Contact department for more information about this course.

BSN 302. Bassoon Minor Private Lesson. 1 Credit.
Contact department for more information about this course.

BSN 311. Bassoon Private Lesson. 1.5 Credit.
Contact department for more information about this course.

BSN 312. Bassoon Private Lesson. 1.5 Credit.
Contact department for more information about this course.

BSN 341. Advanced Bassoon Private Lesson (B.M.). 3 Credits.
Contact department for more information about this course.

BSN 342. Advanced Bassoon Private Lesson (B.M.). 3 Credits.
Contact department for more information about this course.

BSN 371. Private Lesson. 1.5 Credit.
Contact department for more information about this course.

BSN 372. Private Lesson. 1.5 Credit.
Contact department for more information about this course.

BSN 401. Bassoon Minor Private Lesson. 1 Credit.
Contact department for more information about this course.

BSN 402. Bassoon Minor Private Lesson. 1 Credit.
Contact department for more information about this course.

BSN 411. Bassoon Private Lesson. 1.5 Credit.
Contact department for more information about this course.

BSN 412. Bassoon Private Lesson. 1.5 Credit.
Contact department for more information about this course.

BSN 441. Advanced Bassoon Private Lesson (B.M.). 3 Credits.
Contact department for more information about this course.

BSN 442. Advanced Bassoon Private Lesson (B.M.). 3 Credits.
Contact department for more information about this course.

BSN 471. Private Lesson. 1.5 Credit.
Contact department for more information about this course.

BSN 472. Private Lesson. 1.5 Credit.
Contact department for more information about this course.

BSN

CHO

CHO 211. Men's Chorus. 0.5 Credits.
A chorus presenting the choral literature for male voices. Open to all male students by audition.
Typically offered in Fall & Spring.
Repeatable for Credit.

CHO 212. Women's Chorus. 0.5 Credits.
A chorus presenting the choral literature for female voices. Open to all female students by audition.
Typically offered in Fall & Spring.
Repeatable for Credit.

CHO 311. Mastersingers. 0.5 Credits.
A chorus presenting oratorios, masses, and more difficult mixed choral literature. Open to all students by audition.
Typically offered in Fall & Spring.
Repeatable for Credit.

CHO 312. Cantari Donne. 0.5 Credits.
Contact department for more information about this course.
Typically offered in Fall & Spring.
Repeatable for Credit.

CHO 411. Chamber Choir. 0.5 Credits.
Small group of singers specializing in the performance of Renaissance/Baroque, sacred, and secular literature. Membership by audition.
Typically offered in Fall & Spring.
Repeatable for Credit.
CHO 412. Concert Choir. 0.5 Credits.
Devoted to acquiring a fine technique in choral singing through the preparation of programs for performance. Membership by audition.
Typically offered in Fall & Spring.
Repeatable for Credit.

CLT

CLT 101. Clarinet Minor Private Lesson. 1 Credit.
Contact department for more information about this course.

CLT 102. Clarinet Minor Private Lesson. 1 Credit.
Contact department for more information about this course.

CLT 111. Clarinet Private Lesson. 1.5 Credit.
Contact department for more information about this course.

CLT 112. Clarinet Private Lesson. 1.5 Credit.
Contact department for more information about this course.

CLT 141. Advanced Clarinet Private Lesson (B.M.). 3 Credits.
Contact department for more information about this course.

CLT 142. Advanced Clarinet Private Lesson (B.M.). 3 Credits.
Contact department for more information about this course.

CLT 171. Private Lesson. 1.5 Credit.
Contact department for more information about this course.

CLT 172. Private Lesson. 1.5 Credit.
Contact department for more information about this course.

CLT 201. Clarinet Minor Private Lesson. 1 Credit.
Contact department for more information about this course.

CLT 202. Clarinet Minor Private Lesson. 1 Credit.
Contact department for more information about this course.

CLT 211. Clarinet Private Lesson. 1.5 Credit.
Contact department for more information about this course.

CLT 212. Clarinet Private Lesson. 1.5 Credit.
Contact department for more information about this course.

CLT 241. Advanced Clarinet Private Lesson (B.M.). 3 Credits.
Contact department for more information about this course.

CLT 242. Advanced Clarinet Private Lesson (B.M.). 3 Credits.
Contact department for more information about this course.

CLT 271. Private Lesson. 1.5 Credit.
Contact department for more information about this course.

CLT 272. Private Lesson. 1.5 Credit.
Contact department for more information about this course.

CLT 301. Clarinet Minor Private Lesson. 1 Credit.
Contact department for more information about this course.

CLT 302. Clarinet Minor Private Lesson. 1 Credit.
Contact department for more information about this course.

CLT 311. Clarinet Private Lesson. 1.5 Credit.
Contact department for more information about this course.

CLT 312. Clarinet Private Lesson. 1.5 Credit.
Contact department for more information about this course.

CLT 341. Advanced Clarinet Private Lesson (B.M.). 3 Credits.
Contact department for more information about this course.

CLT 342. Advanced Clarinet Private Lesson (B.M.). 3 Credits.
Contact department for more information about this course.

CLT 371. Private Lesson. 1.5 Credit.
Contact department for more information about this course.

CLT 372. Private Lesson. 1.5 Credit.
Contact department for more information about this course.

CLT 401. Clarinet Minor Private Lesson. 1 Credit.
Contact department for more information about this course.

CLT 402. Clarinet Minor Private Lesson. 1 Credit.
Contact department for more information about this course.

CLT 411. Clarinet Private Lesson. 1.5 Credit.
Contact department for more information about this course.

CLT 412. Clarinet Private Lesson. 1.5 Credit.
Contact department for more information about this course.

CLT 441. Advanced Clarinet Priv Lesson (B.M.). 3 Credits.
Contact department for more information about this course.

CLT 442. Advanced Clarinet Priv Lesson (B.M.). 3 Credits.
Contact department for more information about this course.

CLT 471. Private Lesson. 1.5 Credit.
Contact department for more information about this course.

CLT 472. Private Lesson. 1.5 Credit.
Contact department for more information about this course.

FLU

FLU 101. Flute Minor Private Lesson. 1 Credit.
Contact department for more information about this course.

FLU 102. Flute Minor Private Lesson. 1 Credit.
Contact department for more information about this course.

FLU 111. Flute Private Lesson. 1.5 Credit.
Contact department for more information about this course.

FLU 112. Flute Private Lesson. 1.5 Credit.
Contact department for more information about this course.

FLU 141. Advanced Flute Private Lesson (B.M.). 3 Credits.
Contact department for more information about this course.

FLU 142. Advanced Flute Private Lesson (B.M.). 3 Credits.
Contact department for more information about this course.

FLU 171. Private Lesson. 1.5 Credit.
Contact department for more information about this course.

FLU 172. Private Lesson. 1.5 Credit.
Contact department for more information about this course.

FLU 201. Flute Minor Private Lesson. 1 Credit.
Contact department for more information about this course.

FLU 202. Flute Minor Private Lesson. 1 Credit.
Contact department for more information about this course.

FLU 211. Flute Private Lesson. 1.5 Credit.
Contact department for more information about this course.

FLU 212. Flute Private Lesson. 1.5 Credit.
Contact department for more information about this course.

FLU 241. Advanced Flute Private Lesson (B.M.). 3 Credits.
Contact department for more information about this course.

FLU 242. Advanced Flute Private Lesson (B.M.). 3 Credits.
Contact department for more information about this course.

FLU 271. Private Lesson. 1.5 Credit.
Contact department for more information about this course.

FLU 272. Private Lesson. 1.5 Credit.
Contact department for more information about this course.

FLU 301. Flute Minor Private Lesson. 1 Credit.
Contact department for more information about this course.

FLU 302. Flute Minor Private Lesson. 1 Credit.
Contact department for more information about this course.

FLU 311. Flute Private Lesson. 1.5 Credit.
Contact department for more information about this course.

FLU 312. Flute Private Lesson. 1.5 Credit.
Contact department for more information about this course.

FLU 341. Advanced Flute Private Lesson (B.M.). 3 Credits.
Contact department for more information about this course.
FRH 272. Private Lesson. 1.5 Credit.  
Contact department for more information about this course.

FRH 271. Private Lesson. 1.5 Credit.  
Contact department for more information about this course.

FRH 242. Advanced French Horn Private Lesson (B.M.). 3 Credits.  
Contact department for more information about this course.

FRH 241. Advanced French Horn Private Lesson (B.M.). 3 Credits.  
Contact department for more information about this course.

FRH 212. French Horn Private Lesson. 1.5 Credit.  
Contact department for more information about this course.

FRH 211. French Horn Private Lesson. 1.5 Credit.  
Contact department for more information about this course.

FRH 201. French Horn Minor Private Lesson. 1 Credit.  
Contact department for more information about this course.

FRH 202. French Horn Minor Private Lesson. 1 Credit.  
Contact department for more information about this course.

FRH 171. Private Lesson. 1.5 Credit.  
Contact department for more information about this course.

FRH 172. Private Lesson. 1.5 Credit.  
Contact department for more information about this course.

FRH 141. Advanced French Horn Private Lesson (B.M.). 3 Credits.  
Contact department for more information about this course.

FRH 142. Advanced French Horn Private Lesson (B.M.). 3 Credits.  
Contact department for more information about this course.

FRH 112. French Horn Private Lesson. 1.5 Credit.  
Contact department for more information about this course.

FRH 111. French Horn Private Lesson. 1.5 Credit.  
Contact department for more information about this course.

FRH 101. French Horn Minor Private Lesson. 1 Credit.  
Contact department for more information about this course.

FRH 102. French Horn Minor Private Lesson. 1 Credit.  
Contact department for more information about this course.

FRH 472. Private Lesson. 1.5 Credit.  
Contact department for more information about this course.

FRH 471. Private Lesson. 1.5 Credit.  
Contact department for more information about this course.

FRH 442. Advanced French Horn Private Lesson (B.M.). 3 Credits.  
Contact department for more information about this course.

FRH 441. Advanced French Horn Priv Lesson (B.M.). 3 Credits.  
Contact department for more information about this course.

FRH 412. French Horn Private Lesson. 1.5 Credit.  
Contact department for more information about this course.

FRH 411. French Horn Private Lesson. 1.5 Credit.  
Contact department for more information about this course.

FRH 402. French Horn Minor Private Lesson. 1 Credit.  
Contact department for more information about this course.

FRH 401. French Horn Minor Private Lesson. 1 Credit.  
Contact department for more information about this course.

FRH 372. Private Lesson. 1.5 Credit.  
Contact department for more information about this course.

FRH 371. Private Lesson. 1.5 Credit.  
Contact department for more information about this course.

FRH 342. Advanced French Horn Private Lesson (B.M.). 3 Credits.  
Contact department for more information about this course.

FRH 341. Advanced French Horn Private Lesson (B.M.). 3 Credits.  
Contact department for more information about this course.

FRH 312. French Horn Private Lesson. 1.5 Credit.  
Contact department for more information about this course.

FRH 311. French Horn Private Lesson. 1.5 Credit.  
Contact department for more information about this course.

FRH 302. French Horn Minor Private Lesson. 1 Credit.  
Contact department for more information about this course.

FRH 301. French Horn Minor Private Lesson. 1 Credit.  
Contact department for more information about this course.

FRH 172. Private Lesson. 1.5 Credit.  
Contact department for more information about this course.

FRH 171. Private Lesson. 1.5 Credit.  
Contact department for more information about this course.

FRH 141. Advanced French Horn Private Lesson (B.M.). 3 Credits.  
Contact department for more information about this course.

FRH 142. Advanced French Horn Private Lesson (B.M.). 3 Credits.  
Contact department for more information about this course.

FLU 472. Private Lesson. 1.5 Credit.  
Contact department for more information about this course.

FLU 471. Private Lesson. 1.5 Credit.  
Contact department for more information about this course.

FLU 442. Advanced Flute Priv Lesson (B.M.). 3 Credits.  
Contact department for more information about this course.

FLU 441. Advanced Flute Priv Lesson (B.M.). 3 Credits.  
Contact department for more information about this course.

FLU 412. Flute Private Lesson. 1.5 Credit.  
Contact department for more information about this course.

FLU 411. Flute Private Lesson. 1.5 Credit.  
Contact department for more information about this course.

FLU 402. Flute Minor Private Lesson. 1 Credit.  
Contact department for more information about this course.

FLU 401. Flute Minor Private Lesson. 1 Credit.  
Contact department for more information about this course.

FLU 372. Private Lesson. 1.5 Credit.  
Contact department for more information about this course.

FLU 371. Private Lesson. 1.5 Credit.  
Contact department for more information about this course.

FLU 342. Advanced Flute Private Lesson (B.M.). 3 Credits.  
Contact department for more information about this course.

FLU 341. Advanced Flute Private Lesson (B.M.). 3 Credits.  
Contact department for more information about this course.

FLU 312. Flute Private Lesson. 1.5 Credit.  
Contact department for more information about this course.

FLU 311. Flute Private Lesson. 1.5 Credit.  
Contact department for more information about this course.

FLU 302. Flute Minor Private Lesson. 1 Credit.  
Contact department for more information about this course.

FLU 301. Flute Minor Private Lesson. 1 Credit.  
Contact department for more information about this course.

GTR 242. Advanced Guitar Private Lesson (B.M.). 3 Credits.  
Contact department for more information about this course.

GTR 241. Advanced Guitar Private Lesson (B.M.). 3 Credits.  
Contact department for more information about this course.

GTR 212. Guitar Private Lesson. 1.5 Credit.  
Contact department for more information about this course.

GTR 211. Guitar Private Lesson. 1.5 Credit.  
Contact department for more information about this course.

GTR 202. Guitar Minor Private Lesson. 1 Credit.  
Contact department for more information about this course.

GTR 201. Guitar Minor Private Lesson. 1 Credit.  
Contact department for more information about this course.

GTR 172. Guitar Private Lesson. 1.5 Credit.  
Contact department for more information about this course.

GTR 171. Guitar Private Lesson. 1.5 Credit.  
Contact department for more information about this course.

GTR 142. Advanced Guitar Private Lesson (B.M.). 3 Credits.  
Contact department for more information about this course.

GTR 141. Advanced Guitar Private Lesson (B.M.). 3 Credits.  
Contact department for more information about this course.

GTR 112. Guitar Private Lesson. 1.5 Credit.  
Contact department for more information about this course.

GTR 111. Guitar Private Lesson. 1.5 Credit.  
Contact department for more information about this course.

GTR 102. Guitar Minor Private Lesson. 1 Credit.  
Contact department for more information about this course.

GTR 101. Guitar Minor Private Lesson. 1 Credit.  
Contact department for more information about this course.
HAR 211. Harpsichord Private Lesson. 1 Credit.
Contact department for more information about this course.

HAR 202. Harpsichord Minor Private Lesson. 1 Credit.
Contact department for more information about this course.

HAR 201. Harpsichord Minor Private Lesson. 1 Credit.
Contact department for more information about this course.

HAR 212. Harpsichord Private Lesson. 1.5 Credit.
Contact department for more information about this course.

HAR 211. Harpsichord Private Lesson. 1.5 Credit.
Contact department for more information about this course.

HAR 202. Harpsichord Minor Private Lesson. 1 Credit.
Contact department for more information about this course.

HAR 201. Harpsichord Minor Private Lesson. 1 Credit.
Contact department for more information about this course.

HAR 212. Harpsichord Private Lesson. 1.5 Credit.
Contact department for more information about this course.

HAR 201. Harpsichord Minor Private Lesson. 1 Credit.
Contact department for more information about this course.

HAR 302. Harpsichord Minor Private Lesson. 1 Credit.
Contact department for more information about this course.

HAR 311. Harpsichord Private Lesson. 1.5 Credit.
Contact department for more information about this course.

HAR 312. Harpsichord Private Lesson. 1.5 Credit.
Contact department for more information about this course.

HAR 301. Harpsichord Minor Private Lesson. 1 Credit.
Contact department for more information about this course.

HAR 311. Harpsichord Private Lesson. 1.5 Credit.
Contact department for more information about this course.

HAR 301. Harpsichord Minor Private Lesson. 1 Credit.
Contact department for more information about this course.

HAR 312. Harpsichord Private Lesson. 1.5 Credit.
Contact department for more information about this course.

HAR 301. Harpsichord Minor Private Lesson. 1 Credit.
Contact department for more information about this course.

HAR 412. Harpsichord Private Lesson. 1.5 Credit.
Contact department for more information about this course.

HAR 411. Harpsichord Private Lesson. 1.5 Credit.
Contact department for more information about this course.

HAR 412. Harpsichord Private Lesson. 1.5 Credit.
Contact department for more information about this course.

HAR 413. Senior Harpsichord Recital. 1 Credit.
Contact department for more information about this course.

HAR

HAR 101. Harpsichord Minor Private Lesson. 1 Credit.
Contact department for more information about this course.

HAR 102. Harpsichord Minor Private Lesson. 1 Credit.
Contact department for more information about this course.

HAR 111. Harpsichord Private Lesson. 1.5 Credit.
Contact department for more information about this course.

HAR 112. Harpsichord Private Lesson. 1.5 Credit.
Contact department for more information about this course.

HAR 141. Advanced Harpsichord Private Lesson (B.M.). 3 Credits.
Contact department for more information about this course.

HAR 142. Advanced Harpsichord Private Lesson (B.M.). 3 Credits.
Contact department for more information about this course.

HAR 171. Private Lesson. 1.5 Credit.
Contact department for more information about this course.

HAR 172. Private Lesson. 1.5 Credit.
Contact department for more information about this course.

HAR 201. Harpsichord Private Lesson. 1 Credit.
Contact department for more information about this course.

HAR 202. Harpsichord Private Lesson. 1 Credit.
Contact department for more information about this course.

HAR 211. Harpsichord Private Lesson. 1.5 Credit.
Contact department for more information about this course.

HAR 212. Harpsichord Private Lesson. 1.5 Credit.
Contact department for more information about this course.

HAR 301. Harpsichord Minor Private Lesson. 1 Credit.
Contact department for more information about this course.

HAR 302. Harpsichord Minor Private Lesson. 1 Credit.
Contact department for more information about this course.

HAR 311. Harpsichord Private Lesson. 1.5 Credit.
Contact department for more information about this course.

HAR 312. Harpsichord Private Lesson. 1.5 Credit.
Contact department for more information about this course.

HAR 401. Harpsichord Minor Private Lesson. 1 Credit.
Contact department for more information about this course.

HAR 402. Harpsichord Minor Private Lesson. 1 Credit.
Contact department for more information about this course.

HAR 411. Harpsichord Private Lesson. 1.5 Credit.
Contact department for more information about this course.

HAR 412. Harpsichord Private Lesson. 1.5 Credit.
Contact department for more information about this course.

HAR 413. Senior Harpsichord Recital. 1 Credit.
Contact department for more information about this course.

HRP

HRP 101. Harp Minor Private Lesson. 1 Credit.
Contact department for more information about this course.

HRP 102. Harp Minor Private Lesson. 1 Credit.
Contact department for more information about this course.

HRP 111. Harp Private Lesson. 1.5 Credit.
Contact department for more information about this course.

HRP 112. Harp Private Lesson. 1.5 Credit.
Contact department for more information about this course.

HRP 141. Advanced Harp Private Lesson (B.M.). 3 Credits.
Contact department for more information about this course.

HRP 142. Advanced Harp Private Lesson (B.M.). 3 Credits.
Contact department for more information about this course.

HRP 171. Private Lesson. 1.5 Credit.
Contact department for more information about this course.

HRP 172. Private Lesson. 1.5 Credit.
Contact department for more information about this course.

HRP 201. Harp Minor Private Lesson. 1 Credit.
Contact department for more information about this course.

HRP 202. Harp Minor Private Lesson. 1 Credit.
Contact department for more information about this course.

HRP 211. Harp Private Lesson. 1.5 Credit.
Contact department for more information about this course.

HRP 212. Harp Private Lesson. 1.5 Credit.
Contact department for more information about this course.

HRP 241. Advanced Harp Private Lesson (B.M.). 3 Credits.
Contact department for more information about this course.

HRP 242. Advanced Harp Private Lesson (B.M.). 3 Credits.
Contact department for more information about this course.

HRP 271. Private Lesson. 1.5 Credit.
Contact department for more information about this course.

HRP 272. Private Lesson. 1.5 Credit.
Contact department for more information about this course.

HRP 301. Harp Minor Private Lesson. 1 Credit.
Contact department for more information about this course.

HRP 302. Harp Private Lesson. 1.5 Credit.
Contact department for more information about this course.

HRP 311. Harp Private Lesson. 1.5 Credit.
Contact department for more information about this course.

HRP 312. Harp Private Lesson. 1.5 Credit.
Contact department for more information about this course.

HRP 311. Harp Private Lesson. 1.5 Credit.
Contact department for more information about this course.

HRP 312. Harp Private Lesson. 1.5 Credit.
Contact department for more information about this course.

HRP 313. Senior Harpsichord Recital. 1 Credit.
Contact department for more information about this course.

DEPARTMENT OF APPLIED MUSIC

2017-2018 UNDERGRADUATE CATALOG
MIP
MIP 310. Musician Injury Prevention. 1 Credit.
This course investigates injury prevention and treatment for performing musicians. Typically offered in Spring.

MRC
MRC 251. Music Rhythm Class. 1 Credit.
This course is designed to help music majors and minors improve their rhythmic understanding and application. Meter and motion, internal subdivision, pattern recognition and techniques to learn new music will be restored.
Typically offered in Fall & Spring.

OBO
OBO 101. Oboe Minor Private Lesson. 1 Credit.
Contact department for more information about this course.
OBO 102. Oboe Minor Private Lesson. 1 Credit.
Contact department for more information about this course.
OBO 111. Oboe Private Lesson. 1.5 Credit.
Contact department for more information about this course.
OBO 112. Oboe Private Lesson. 1.5 Credit.
Contact department for more information about this course.
OBO 141. Advanced Oboe Private Lesson (B.M.). 3 Credits.
Contact department for more information about this course.
OBO 142. Advanced Oboe Private Lesson (B.M.). 3 Credits.
Contact department for more information about this course.
OBO 171. Private Lesson. 1.5 Credit.
Contact department for more information about this course.
OBO 172. Private Lesson. 1.5 Credit.
Contact department for more information about this course.
OBO 201. Oboe Minor Private Lesson. 1 Credit.
Contact department for more information about this course.
OBO 202. Oboe Minor Private Lesson. 1 Credit.
Contact department for more information about this course.
OBO 211. Oboe Private Lesson. 1.5 Credit.
Contact department for more information about this course.
OBO 212. Oboe Private Lesson. 1.5 Credit.
Contact department for more information about this course.
OBO 241. Advanced Oboe Private Lesson (B.M.). 3 Credits.
Contact department for more information about this course.
OBO 242. Advanced Oboe Private Lesson (B.M.). 3 Credits.
Contact department for more information about this course.
OBO 271. Private Lesson. 1.5 Credit.
Contact department for more information about this course.
OBO 272. Private Lesson. 1.5 Credit.
Contact department for more information about this course.
OBO 301. Oboe Minor Private Lesson. 1 Credit.
Contact department for more information about this course.
OBO 302. Oboe Minor Private Lesson. 1 Credit.
Contact department for more information about this course.
OBO 311. Oboe Private Lesson. 1.5 Credit.
Contact department for more information about this course.
OBO 312. Oboe Private Lesson. 1.5 Credit.
Contact department for more information about this course.
OBO 341. Advanced Oboe Private Lesson (B.M.). 3 Credits.
Contact department for more information about this course.
OBO 342. Advanced Oboe Private Lesson (B.M.). 3 Credits.
Contact department for more information about this course.
OBO 371. Private Lesson. 1.5 Credit.
Contact department for more information about this course.
OBO 372. Private Lesson. 1.5 Credit.
Contact department for more information about this course.
OBO 401. Oboe Minor Private Lesson. 1 Credit.
Contact department for more information about this course.
ORG 441. Advanced Organ Private Lesson (B.M.). 3 Credits.
Contact department for more information about this course.

ORG 442. Advanced Organ Private Lesson (B.M.). 3 Credits.
Contact department for more information about this course.

ORG 451. Accompanying. 3 Credits.
Performance of the vocal and instrumental accompanying literature for organ from all periods;
performance and reading sessions.

ORG 452. Service Playing. 3 Credits.
A study of challenges in service playing.

ORG 341. Advanced Organ Private Lesson (B.M.). 3 Credits.
Contact department for more information about this course.

ORG 342. Advanced Organ Private Lesson (B.M.). 3 Credits.
Contact department for more information about this course.

ORG 351. Organ Literature I. 3 Credits.
A survey of literature for the organ from the 13th century to the Baroque period; influence of
the organ on the literature.

ORG 352. Organ Literature II. 3 Credits.
A survey of literature for the organ from J. S. Bach to the present; influence of the organ on the
literature. Recordings and performances by organ majors will be evaluated.

ORG 353. Organ Pedagogy. 3 Credits.
Dynamics of the one-to-one teacher-student relationship. An in-depth study of standard
teaching materials. Practical experience in individual instruction.

ORG 371. Private Lesson. 1.5 Credit.
Contact department for more information about this course.

ORG 372. Private Lesson. 1.5 Credit.
Contact department for more information about this course.

ORG 401. Organ Minor Private Lesson. 1 Credit.
Contact department for more information about this course.

ORG 402. Organ Minor Private Lesson. 1 Credit.
Contact department for more information about this course.

ORG 411. Organ Private Lesson. 1.5 Credit.
Contact department for more information about this course.

ORG 412. Organ Private Lesson. 1.5 Credit.
Contact department for more information about this course.

ORG 413. Senior Organ Recital. 1 Credit.
Contact department for more information about this course.

ORG 441. Advanced Organ Private Lesson (B.M.). 3 Credits.
Contact department for more information about this course.

ORG 442. Advanced Organ Private Lesson (B.M.). 3 Credits.
Contact department for more information about this course.

ORG 453. Organ Pedagogy. 3 Credits.
Dynamics of the one-to-one teacher-student relationship. An in-depth study of standard
teaching materials. Practical experience in individual instruction.

ORG 471. Private Lesson. 1.5 Credit.
Contact department for more information about this course.

ORG 472. Private Lesson. 1.5 Credit.
Contact department for more information about this course.

PER 101. Percussion Minor Private Lesson. 1 Credit.
Contact department for more information about this course.

PER 102. Percussion Minor Private Lesson. 1 Credit.
Contact department for more information about this course.

PER 111. Percussion Private Lesson. 1.5 Credit.
Contact department for more information about this course.

PER 112. Percussion Private Lesson. 1.5 Credit.
Contact department for more information about this course.

PER 141. Advanced Percussion Private Lesson (B.M.). 3 Credits.
Contact department for more information about this course.

PER 142. Advanced Percussion Private Lesson (B.M.). 3 Credits.
Contact department for more information about this course.

PER 171. Private Lesson. 1.5 Credit.
Contact department for more information about this course.

PER 172. Private Lesson. 1.5 Credit.
Contact department for more information about this course.

PER 201. Percussion Minor Private Lesson. 1 Credit.
Contact department for more information about this course.
PER 202. Percussion Minor Private Lesson. 1 Credit.  
Contact department for more information about this course.

PER 211. Percussion Private Lesson. 1.5 Credit.  
Contact department for more information about this course.

PER 212. Percussion Private Lesson. 1.5 Credit.  
Contact department for more information about this course.

PER 241. Advanced Percussion Private Lesson (B.M.). 3 Credits.  
Contact department for more information about this course.

PER 242. Advanced Percussion Private Lesson (B.M.). 3 Credits.  
Contact department for more information about this course.

PER 271. Private Lesson. 1.5 Credit.  
Contact department for more information about this course.

PER 272. Private Lesson. 1.5 Credit.  
Contact department for more information about this course.

PER 301. Percussion Minor Private Lesson. 1 Credit.  
Contact department for more information about this course.

PER 302. Percussion Minor Private Lesson. 1 Credit.  
Contact department for more information about this course.

PER 311. Percussion Private Lesson. 1.5 Credit.  
Contact department for more information about this course.

PER 312. Percussion Private Lesson. 1.5 Credit.  
Contact department for more information about this course.

PER 341. Advanced Percussion Private Lesson (B.M.). 3 Credits.  
Contact department for more information about this course.

PER 342. Advanced Percussion Private Lesson (B.M.). 3 Credits.  
Contact department for more information about this course.

PER 371. Private Lesson. 1.5 Credit.  
Contact department for more information about this course.

PER 372. Private Lesson. 1.5 Credit.  
Contact department for more information about this course.

PER 401. Percussion Minor Private Lesson. 1 Credit.  
Contact department for more information about this course.

PER 402. Percussion Minor Private Lesson. 1 Credit.  
Contact department for more information about this course.

PER 411. Percussion Private Lesson. 1.5 Credit.  
Contact department for more information about this course.

PER 412. Percussion Private Lesson. 1.5 Credit.  
Contact department for more information about this course.

PER 441. Advanced Percussion Priv Lesson (B.M.). 3 Credits.  
Contact department for more information about this course.

PER 442. Advanced Percussion Priv Lesson (B.M.). 3 Credits.  
Contact department for more information about this course.

PER 471. Private Lesson. 1.5 Credit.  
Contact department for more information about this course.

PER 472. Private Lesson. 1.5 Credit.  
Contact department for more information about this course.

PIA  
PIA 101. Piano Minor Private Lesson. 1 Credit.  
Contact department for more information about this course.

PIA 102. Piano Minor Private Lesson. 1 Credit.  
Contact department for more information about this course.

PIA 111. Piano Private Lesson. 1.5 Credit.  
Contact department for more information about this course.

PIA 112. Piano Private Lesson. 1.5 Credit.  
Contact department for more information about this course.

PIA 130. Music for Piano. 3 Credits.  
An introductory course in the history and appreciation of keyboard literature from the 16th to the 20th century. This is a basic course for nonmusic majors designed for the general requirements. Not open to music majors.

PIA 141. Advanced Piano Private Lesson (B.M.). 3 Credits.  
Contact department for more information about this course.

PIA 142. Advanced Piano Private Lesson (B.M.). 3 Credits.  
Contact department for more information about this course.

PIA 171. Private Lesson. 1.5 Credit.  
Contact department for more information about this course.

PIA 172. Private Lesson. 1.5 Credit.  
Contact department for more information about this course.

PIA 181. Class Piano for Non-Music Majors. 1 Credit.  
Contact department for more information about this course. Typically offered in Fall & Spring. Repeatable for Credit.

PIA 182. Class Piano for Non-Music Majors. 1 Credit.  
Contact department for more information about this course. Typically offered in Fall & Spring. Repeatable for Credit.

PIA 191. Piano Class (Minor). 0.5 Credits.  
Contact department for more information about this course. Typically offered in Fall & Spring.

PIA 192. Piano Class (Minor). 0.5 Credits.  
Contact department for more information about this course. Typically offered in Fall & Spring.

PIA 201. Piano Minor Private Lesson. 1 Credit.  
Contact department for more information about this course.

PIA 202. Piano Minor Private Lesson. 1 Credit.  
Contact department for more information about this course.

PIA 211. Piano Private Lesson. 1.5 Credit.  
Contact department for more information about this course.

PIA 212. Piano Private Lesson. 1.5 Credit.  
Contact department for more information about this course.

PIA 223. Classroom Piano Skills-Inst/Vocal. 0.5 Credits.  
Class instruction once per week in minor performance area for vocal music education majors. Typically offered in Fall.

PIA 233. Classroom Piano Skills. 1 Credit.  
Class instruction once per week in rote song harmonization, transposition, patriotic songs, and sight reading on electronic keyboards for music education piano majors. Typically offered in Spring.

PIA 235. Keyboard Repertoire. 0.5 Credits.  
A weekly performance class for sophomore music education keyboard majors. Typically offered in Fall. Repeatable for Credit.

PIA 241. Advanced Piano Private Lesson (B.M.). 3 Credits.  
Contact department for more information about this course.

PIA 242. Advanced Piano Private Lesson (B.M.). 3 Credits.  
Contact department for more information about this course.

PIA 271. Private Lesson. 1.5 Credit.  
Contact department for more information about this course.

PIA 272. Private Lesson. 1.5 Credit.  
Contact department for more information about this course.

PIA 291. Piano class. 1 Credit.  
Activity Course. Typically offered in Fall & Spring.

PIA 292. Piano Class. 1 Credit.  
Activity Course. Typically offered in Fall & Spring.
PIA 301. Piano Minor Private Lesson. 1 Credit.
Contact department for more information about this course.

PIA 302. Piano Minor Private Lesson. 1 Credit.
Contact department for more information about this course.

PIA 311. Piano Private Lesson. 1.5 Credit.
Contact department for more information about this course.

PIA 312. Piano Private Lesson. 1.5 Credit.
Contact department for more information about this course.

PIA 330. Jazz Keyboard Improvisation. 1 Credit.
Contact department for more information about this course. Typically offered in Spring.

PIA 334. Keyboard Accompanying. 1 Credit.
Class instruction once per week in accompanying, score reading, popular music, and sight reading for vocal music education majors. Typically offered in Spring.

PIA 340. Advanced Jazz Keyboard Improvisation. 1 Credit.
Contact department for more information about this course. Repeatable for Credit.

PIA 341. Advanced Piano Private Lesson (B.M.). 3 Credits.
Contact department for more information about this course.

PIA 342. Advanced Piano Private Lesson (B.M.). 3 Credits.
Contact department for more information about this course.

PIA 371. Private Lesson. 1.5 Credit.
Contact department for more information about this course.

PIA 372. Private Lesson. 1.5 Credit.
Contact department for more information about this course.

PIA 401. Piano Minor Private Lesson. 1 Credit.
Contact department for more information about this course.

PIA 402. Piano Minor Private Lesson. 1 Credit.
Contact department for more information about this course.

PIA 405. Accompanying (Vocal). 3 Credits.
Performance of the vocal accompanying literature from all periods; performance and reading sessions in class. Typically offered in Fall.

PIA 406. Accompanying (Instrumental). 3 Credits.
Performance of the instrumental accompanying literature from all periods; emphasis on the sonata literature; performance and reading sessions in class. Typically offered in Fall.

PIA 410. Independent Studies. 1-3 Credits.
Special research projects, reports, or readings in keyboard music. Permission of department chairperson required. Consent: Permission of the Department required to add.

PIA 411. Piano Private Lesson. 1.5 Credit.
Contact department for more information about this course.

PIA 412. Piano Private Lesson. 1.5 Credit.
Contact department for more information about this course.

PIA 413. Senior Piano Recital. 1 Credit.
Contact department for more information about this course.

PIA 423. Baroque Keyboard Literature. 3 Credits.

PIA 424. Classical Piano Literature. 3 Credits.

PIA 425. Romantic Piano Literature. 3 Credits.

PIA 426. 20th Century Piano Literature. 3 Credits.

PIA 427. The Concerto. 3 Credits.

PIA 428. The Music Of Chopin. 3 Credits.
Contact department for more information about this course.

PIA 431. Advanced Piano Private Lesson (B.A.). 3 Credits.
Contact department for more information about this course.

PIA 441. Advanced Piano Private Lesson (B.M.). 3 Credits.
Contact department for more information about this course.

PIA 442. Advanced Piano Private Lesson (B.M.). 3 Credits.
Contact department for more information about this course.

PIA 443. Keyboard Ensemble. 0.5 Credits.
The class will focus on a variety of ensemble experiences, including duets and accompanying choral groups.

PIA 450. Group Piano Pedagogy. 3 Credits.
Procedures and materials for group piano instruction. Emphasis on developing comprehensive musicianship through an interwoven study of literature, musical analysis, technique, improvisation, ear training, harmony, transposition, and sight reading. Includes practicum in group piano instruction.

PIA 451. Piano Pedagogy I. 3 Credits.
An in-depth study of materials available to the studio piano teacher for the elementary levels. Discussions include different methods, technique, harmony, ear training, and sight reading. Includes practicum in individual instruction.

PIA 452. Piano Pedagogy II. 3 Credits.
An in-depth study of repertoire and materials available to the studio piano teacher for the intermediate levels. Discussion of related concerns such as memorization, practice techniques, developing technique through literature, principles of fingering, and sight reading. Includes practicum in individual instruction.

PIA 453. Selected Topics in Piano Pedagogy. 3 Credits.
Further exploration of the goals and objectives of piano study through presentation of selected topics and continued practicum in individual instruction.

PIA 454. Piano Tuning & Repair. 3 Credits.
Contact department for more information about this course.

PIA 455. Internship In Piano Tuning & Repair. 3 Credits.
Contact department for more information about this course.

PIA 471. Private Lesson. 1.5 Credit.
Contact department for more information about this course.

PIA 472. Private Lesson. 1.5 Credit.
Contact department for more information about this course.

PIA 473. Advanced Keyboard Lesson. 2 Credits.
Contact department for more information about this course.

PIA 474. Advanced Keyboard Lesson. 2 Credits.
Contact department for more information about this course.

SAX 101. Saxophone Minor Private Lesson. 1 Credit.
Contact department for more information about this course.

SAX 102. Saxophone Minor Private Lesson. 1 Credit.
Contact department for more information about this course.
SAX 111. Saxophone Private Lesson. 1.5 Credit.
Contact department for more information about this course.

SAX 112. Saxophone Private Lesson. 1.5 Credit.
Contact department for more information about this course.

SAX 141. Advanced Saxophone Private Lesson (B.M.). 3 Credits.
Contact department for more information about this course.

SAX 142. Advanced Saxophone Private Lesson (B.M.). 3 Credits.
Contact department for more information about this course.

SAX 171. Private Lesson. 1.5 Credit.
Contact department for more information about this course.

SAX 172. Private Lesson. 1.5 Credit.
Contact department for more information about this course.

SAX 201. Saxophone Minor Private Lesson. 1 Credit.
Contact department for more information about this course.

SAX 202. Saxophone Minor Private Lesson. 1 Credit.
Contact department for more information about this course.

SAX 271. Private Lesson. 1.5 Credit.
Contact department for more information about this course.

SAX 272. Private Lesson. 1.5 Credit.
Contact department for more information about this course.

SAX 301. Saxophone Minor Private Lesson. 1 Credit.
Contact department for more information about this course.

SAX 302. Saxophone Minor Private Lesson. 1 Credit.
Contact department for more information about this course.

SAX 311. Saxophone Private Lesson. 1.5 Credit.
Contact department for more information about this course.

SAX 312. Saxophone Private Lesson. 1.5 Credit.
Contact department for more information about this course.

SAX 341. Advanced Saxophone Private Lesson (B.M.). 3 Credits.
Contact department for more information about this course.

SAX 342. Advanced Saxophone Private Lesson (B.M.). 3 Credits.
Contact department for more information about this course.

SAX 371. Private Lesson. 1.5 Credit.
Contact department for more information about this course.

SAX 372. Private Lesson. 1.5 Credit.
Contact department for more information about this course.

SAX 401. Saxophone Minor Private Lesson. 1 Credit.
Contact department for more information about this course.

SAX 402. Saxophone Minor Private Lesson. 1 Credit.
Contact department for more information about this course.

SAX 411. Saxophone Private Lesson. 1.5 Credit.
Contact department for more information about this course.

SAX 412. Saxophone Private Lesson. 1.5 Credit.
Contact department for more information about this course.

SAX 441. Advanced Saxophone Priv Lesson (B.M.). 3 Credits.
Contact department for more information about this course.

SAX 442. Advanced Saxophone Priv Lesson (B.M.). 3 Credits.
Contact department for more information about this course.

SAX 471. Private Lesson. 1.5 Credit.
Contact department for more information about this course.

SAX 472. Private Lesson. 1.5 Credit.
Contact department for more information about this course.

TBA

TBA 101. Tuba Minor Private Lesson. 1 Credit.
Contact department for more information about this course.

TBA 102. Tuba Minor Private Lesson. 1 Credit.
Contact department for more information about this course.

TBA 111. Tuba Private Lesson. 1.5 Credit.
Contact department for more information about this course.

TBA 112. Tuba Private Lesson. 1.5 Credit.
Contact department for more information about this course.

TBA 141. Advanced Tuba Private Lesson (B.M.). 3 Credits.
Contact department for more information about this course.

TBA 142. Advanced Tuba Private Lesson (B.M.). 3 Credits.
Contact department for more information about this course.

TBA 171. Private Lesson. 1.5 Credit.
Contact department for more information about this course.

TBA 172. Private Lesson. 1.5 Credit.
Contact department for more information about this course.

TBA 201. Tuba Minor Private Lesson. 1 Credit.
Contact department for more information about this course.

TBA 202. Tuba Minor Private Lesson. 1 Credit.
Contact department for more information about this course.

TBA 211. Tuba Private Lesson. 1.5 Credit.
Contact department for more information about this course.

TBA 212. Tuba Private Lesson. 1.5 Credit.
Contact department for more information about this course.

TBA 241. Advanced Tuba Private Lesson (B.M.). 3 Credits.
Contact department for more information about this course.

TBA 242. Advanced Tuba Private Lesson (B.M.). 3 Credits.
Contact department for more information about this course.

TBA 271. Private Lesson. 1.5 Credit.
Contact department for more information about this course.

TBA 272. Private Lesson. 1.5 Credit.
Contact department for more information about this course.

TBA 301. Tuba Minor Private Lesson. 1 Credit.
Contact department for more information about this course.

TBA 302. Tuba Minor Private Lesson. 1 Credit.
Contact department for more information about this course.

TBA 311. Tuba Private Lesson. 1.5 Credit.
Contact department for more information about this course.

TBA 312. Tuba Private Lesson. 1.5 Credit.
Contact department for more information about this course.

TBA 341. Advanced Tuba Private Lesson (B.M.). 3 Credits.
Contact department for more information about this course.

TBA 342. Advanced Tuba Private Lesson (B.M.). 3 Credits.
Contact department for more information about this course.

TBA 371. Private Lesson. 1.5 Credit.
Contact department for more information about this course.

TBA 372. Private Lesson. 1.5 Credit.
Contact department for more information about this course.

TBA 401. Tuba Minor Private Lesson. 1 Credit.
Contact department for more information about this course.

TBA 402. Tuba Minor Private Lesson. 1 Credit.
Contact department for more information about this course.
TPT 472. Private Lesson. 1.5 Credit.
Contact department for more information about this course.

TPT 471. Private Lesson. 1.5 Credit.
Contact department for more information about this course.

TPT 442. Advanced Trumpet Priv Lesson (B.M.). 3 Credits.
Contact department for more information about this course.

TPT 441. Advanced Trumpet Priv Lesson (B.M.). 3 Credits.
Contact department for more information about this course.

TPT 412. Trumpet Private Lesson. 1.5 Credit.
Contact department for more information about this course.

TPT 411. Trumpet Private Lesson. 1.5 Credit.
Contact department for more information about this course.

TPT 402. Trumpet Minor Private Lesson. 1 Credit.
Contact department for more information about this course.

TPT 401. Trumpet Minor Private Lesson. 1 Credit.
Contact department for more information about this course.

TPT 371. Private Lesson. 1.5 Credit.
Contact department for more information about this course.

TPT 372. Private Lesson. 1.5 Credit.
Contact department for more information about this course.

TPT 342. Advanced Trumpet Private Lesson (B.M.). 3 Credits.
Contact department for more information about this course.

TPT 341. Advanced Trumpet Private Lesson (B.M.). 3 Credits.
Contact department for more information about this course.

TPT 312. Trumpet Private Lesson. 1.5 Credit.
Contact department for more information about this course.

TPT 311. Trumpet Private Lesson. 1.5 Credit.
Contact department for more information about this course.

TPT 302. Trombone Minor Private Lesson. 1 Credit.
Contact department for more information about this course.

TPT 301. Trombone Minor Private Lesson. 1 Credit.
Contact department for more information about this course.

TPT 271. Private Lesson. 1.5 Credit.
Contact department for more information about this course.

TPT 272. Private Lesson. 1.5 Credit.
Contact department for more information about this course.

TPT 242. Advanced Trumpet Private Lesson (B.M.). 3 Credits.
Contact department for more information about this course.

TPT 241. Advanced Trumpet Private Lesson (B.M.). 3 Credits.
Contact department for more information about this course.

TPT 212. Trumpet Private Lesson. 1.5 Credit.
Contact department for more information about this course.

TPT 211. Trumpet Private Lesson. 1.5 Credit.
Contact department for more information about this course.

TPT 202. Trombone Minor Private Lesson. 1 Credit.
Contact department for more information about this course.

TPT 201. Trombone Minor Private Lesson. 1 Credit.
Contact department for more information about this course.

TPT 171. Private Lesson. 1.5 Credit.
Contact department for more information about this course.

TPT 172. Trumpet Private Lesson. 1.5 Credit.
Contact department for more information about this course.

TPT 142. Advanced Trumpet Private Lesson (B.M.). 3 Credits.
Contact department for more information about this course.

TPT 141. Advanced Trumpet Private Lesson (B.M.). 3 Credits.
Contact department for more information about this course.

TPT 122. Private Lesson. 1.5 Credit.
Contact department for more information about this course.

TPT 121. Trumpet Private Lesson. 1.5 Credit.
Contact department for more information about this course.

TPT 112. Trumpet Private Lesson. 1.5 Credit.
Contact department for more information about this course.

TPT 111. Trumpet Private Lesson. 1.5 Credit.
Contact department for more information about this course.

TPT 102. Trumpet Minor Private Lesson. 1 Credit.
Contact department for more information about this course.

TPT 101. Trumpet Minor Private Lesson. 1 Credit.
Contact department for more information about this course.

TPT 02. Trumpet Minor Private Lesson. 1 Credit.
Contact department for more information about this course.

TPT 01. Trumpet Minor Private Lesson. 1 Credit.
Contact department for more information about this course.

TBA 472. Private Lesson. 1.5 Credit.
Contact department for more information about this course.

TBA 471. Private Lesson. 1.5 Credit.
Contact department for more information about this course.

TBA 442. Advanced Tuba Priv Lesson (B.M.). 3 Credits.
Contact department for more information about this course.

TBA 441. Advanced Tuba Priv Lesson (B.M.). 3 Credits.
Contact department for more information about this course.

TBA 412. Tuba Private Lesson. 1.5 Credit.
Contact department for more information about this course.

TBA 411. Tuba Private Lesson. 1.5 Credit.
Contact department for more information about this course.

TBA 302. Trombone Minor Private Lesson. 1 Credit.
Contact department for more information about this course.

TBA 301. Trombone Minor Private Lesson. 1 Credit.
Contact department for more information about this course.

TBA 272. Private Lesson. 1.5 Credit.
Contact department for more information about this course.

TBA 271. Private Lesson. 1.5 Credit.
Contact department for more information about this course.

TBA 242. Advanced Tuba Private Lesson (B.M.). 3 Credits.
Contact department for more information about this course.

TBA 241. Advanced Tuba Private Lesson (B.M.). 3 Credits.
Contact department for more information about this course.

TBA 212. Tuba Private Lesson. 1.5 Credit.
Contact department for more information about this course.

TBA 211. Tuba Private Lesson. 1.5 Credit.
Contact department for more information about this course.

TBA 172. Private Lesson. 1.5 Credit.
Contact department for more information about this course.

TBA 171. Private Lesson. 1.5 Credit.
Contact department for more information about this course.

TBA 142. Advanced Tuba Private Lesson (B.M.). 3 Credits.
Contact department for more information about this course.

TBA 141. Advanced Tuba Private Lesson (B.M.). 3 Credits.
Contact department for more information about this course.

TBA 112. Tuba Private Lesson. 1.5 Credit.
Contact department for more information about this course.

TBA 111. Tuba Private Lesson. 1.5 Credit.
Contact department for more information about this course.

TBA 102. Tuba Minor Private Lesson. 1 Credit.
Contact department for more information about this course.

TBA 101. Tuba Minor Private Lesson. 1 Credit.
Contact department for more information about this course.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>TRB 471</td>
<td>Private Lesson</td>
<td>1.5</td>
</tr>
<tr>
<td>TRB 472</td>
<td>Private Lesson</td>
<td>1.5</td>
</tr>
<tr>
<td>VCL 101</td>
<td>Cello Minor Private Lesson</td>
<td>1</td>
</tr>
<tr>
<td>VCL 102</td>
<td>Cello Minor Private Lesson</td>
<td>1</td>
</tr>
<tr>
<td>VCL 111</td>
<td>Cello Private Lesson</td>
<td>1.5</td>
</tr>
<tr>
<td>VCL 112</td>
<td>Cello Private Lesson</td>
<td>1.5</td>
</tr>
<tr>
<td>VCL 141</td>
<td>Advanced Cello Private Lesson</td>
<td>3</td>
</tr>
<tr>
<td>VCL 142</td>
<td>Advanced Cello Private Lesson</td>
<td>3</td>
</tr>
<tr>
<td>VCL 171</td>
<td>Private Lesson</td>
<td>1.5</td>
</tr>
<tr>
<td>VCL 172</td>
<td>Private Lesson</td>
<td>1.5</td>
</tr>
<tr>
<td>VCL 201</td>
<td>Cello Minor Private Lesson</td>
<td>1</td>
</tr>
<tr>
<td>VCL 202</td>
<td>Cello Minor Private Lesson</td>
<td>1</td>
</tr>
<tr>
<td>VCL 211</td>
<td>Cello Private Lesson</td>
<td>1.5</td>
</tr>
<tr>
<td>VCL 212</td>
<td>Cello Private Lesson</td>
<td>1.5</td>
</tr>
<tr>
<td>VCL 241</td>
<td>Advanced Cello Private Lesson</td>
<td>3</td>
</tr>
<tr>
<td>VCL 242</td>
<td>Advanced Cello Private Lesson</td>
<td>3</td>
</tr>
<tr>
<td>VLA 101</td>
<td>Viola Minor Private Lesson</td>
<td>1</td>
</tr>
<tr>
<td>VLA 102</td>
<td>Viola Minor Private Lesson</td>
<td>1</td>
</tr>
<tr>
<td>VLA 111</td>
<td>Viola Private Lesson</td>
<td>1.5</td>
</tr>
<tr>
<td>VLA 112</td>
<td>Viola Private Lesson</td>
<td>1.5</td>
</tr>
<tr>
<td>VLA 141</td>
<td>Advanced Viola Private Lesson</td>
<td>3</td>
</tr>
<tr>
<td>VLA 142</td>
<td>Advanced Viola Private Lesson</td>
<td>3</td>
</tr>
<tr>
<td>VLA 171</td>
<td>Private Lesson</td>
<td>1.5</td>
</tr>
<tr>
<td>VLA 172</td>
<td>Private Lesson</td>
<td>1.5</td>
</tr>
<tr>
<td>VLA 201</td>
<td>Viola Minor Private Lesson</td>
<td>1</td>
</tr>
<tr>
<td>VLA 202</td>
<td>Viola Minor Private Lesson</td>
<td>1</td>
</tr>
</tbody>
</table>

Contact department for more information about this course.
VLA 211. Viola Private Lesson. 1.5 Credit.
Contact department for more information about this course.

VLA 212. Viola Private Lesson. 1.5 Credit.
Contact department for more information about this course.

VLA 241. Advanced Viola Private Lesson (B.M.). 3 Credits.
Contact department for more information about this course.

VLA 242. Advanced Viola Private Lesson (B.M.). 3 Credits.
Contact department for more information about this course.

VLA 271. Private Lesson. 1.5 Credit.
Contact department for more information about this course.

VLA 272. Private Lesson. 1.5 Credit.
Contact department for more information about this course.

VLA 301. Viola Minor Private Lesson. 1 Credit.
Contact department for more information about this course.

VLA 302. Viola Minor Private Lesson. 1 Credit.
Contact department for more information about this course.

VLA 311. Viola Private Lesson. 1.5 Credit.
Contact department for more information about this course.

VLA 312. Viola Private Lesson. 1.5 Credit.
Contact department for more information about this course.

VLA 401. Advanced Viola Priv Lesson (B.M.). 3 Credits.
Contact department for more information about this course.

VLA 402. Advanced Viola Priv Lesson (B.M.). 3 Credits.
Contact department for more information about this course.

VLA 411. Viola Private Lesson. 1.5 Credit.
Contact department for more information about this course.

VLA 412. Viola Private Lesson. 1.5 Credit.
Contact department for more information about this course.

VLA 441. Advanced Viola Priv Lesson (B.M.). 3 Credits.
Contact department for more information about this course.

VLA 442. Advanced Viola Priv Lesson (B.M.). 3 Credits.
Contact department for more information about this course.

VLA 471. Private Lesson. 1.5 Credit.
Contact department for more information about this course.

VLA 472. Private Lesson. 1.5 Credit.
Contact department for more information about this course.

VOC 135. International Phonetic Alphabet (IPA). 0.5 Credits.
The study of the International Phonetic Alphabet (IPA).
Typically offered in Fall & Spring.
VOC 227. Literature of the Musical Theater. 2 Credits.
The literature of the musical theater from Singspiel to Broadway musical. Changes in style are observed and analyzed.

VOC 236. SHOW CHOIR. 0.5 Credits.
Class instruction once per week in the study of show choir. Repeatable for Credit.

VOC 311. Choral Conducting I. 2 Credits.
A practical application of conducting and vocal techniques in choral direction through practice in conducting a choral group. Typically offered in Fall & Spring. Repeatable for Credit.

VOC 312. Choral Conducting II. 2 Credits.
Continued development of the conducting techniques with emphasis on conducting of polyphonic choral music and on the musical styles of the various choral periods. Pre / Co requisites: VOC 312 requires prerequisites of VOC 311 or AIC 311. Typically offered in Fall & Spring.

VOC 315. English Diction for Singers. 1 Credit.
English, Italian, and Latin diction for singers. Use of phonetics with application to singing of selected songs.

VOC 316. Italian Diction for Singers. 1 Credit.
Use of phonetics with application to singing selected songs.

VOC 411. Master Class (Voice): Baroque Period. 1.5 Credit.
This course is designed as a performance class with emphasis on Baroque vocal literature, the style and history. Typically offered in Spring.

VOC 412. Master Class (Voice): German Lied. 1.5 Credit.
This course is designed to help the student with the preparation and performance of German Lieder. We will study the appropriate diction, style, and practical performance of the German vocal literature. Typically offered in Fall.

VOC 413. Master Class (Voice): French Melodie. 1.5 Credit.
In this course students will learn about the history and style of French mélodie from the middle ages through the 20th century. Special emphasis will be given to the major song composers and poets of the 18th and 19th centuries. Typically offered in Fall.

VOC 414. Master Class (Voice): Modern Art Song. 1.5 Credit.
This course is designed to help the student with the preparation and performance of American Art Song. We will study the appropriate style and practical performance of the American vocal literature. Typically offered in Spring.

VOC 416. German Diction for Singers. 1 Credit.
German diction for singers. Use of phonetics with application to singing of selected songs.

VOC 417. French Diction for Singers. 1 Credit.
French diction: Use of phonetics with application to singing selected songs.

VOC 418. Advanced Choral Conducting. 2 Credits.
Study and application of advanced choral conducting techniques. Pre / Co requisites: VOC 418 requires prerequisite of VOC 312. Typically offered in Fall & Spring.

VOC 421. Opera Workshop. 2 Credits.
The preparation of a musical production: coaching of scenes, stage movement, and costuming. Consent: Permission of the Department required to add. Typically offered in Fall & Spring. Repeatable for Credit.

VOC 424. Musico-Dramatic Production. 1-3 Credits.
Major roles and/or major responsibilities in extended productions. By audition. Typically offered in Fall & Spring. Repeatable for Credit.

VOC 426. Choral Literature. 2 Credits.
The development and performance style of the choral repertoire.

VOC 429. Special Subjects Seminar. 1-3 Credits.
Contact department for more information about this course. Repeatable for Credit.

VOC 436. Vocal-Choral Music Workshop. 1-3 Credits.
Specialized workshops in the area of vocal and/or choral music. Subject to be announced at the time of the offering. Typically offered in Summer. Repeatable for Credit.

VOC 491. Vocal Pedagogy. 2 Credits.
Principles and techniques of teaching voice. Typically offered in Spring.

VOI 101. Voice Minor Private Lesson. 1 Credit.
Contact department for more information about this course.

VOI 102. Voice Minor Private Lesson. 1 Credit.
Contact department for more information about this course.

VOI 111. Voice Private Lesson. 1.5 Credit.
Contact department for more information about this course.

VOI 112. Voice Private Lesson. 1.5 Credit.
Contact department for more information about this course.

VOI 141. Advanced Voice Major Private Lesson (B.M.). 3 Credits.
Contact department for more information about this course.

VOI 142. Advanced Voice Major Private Lesson (B.M.). 3 Credits.
Contact department for more information about this course.

VOI 151. Voice Minor Private Lesson (Music Theatre). 1 Credit.
Contact department for more information about this course.

VOI 152. Voice Minor Private Lesson (Music Theatre). 1 Credit.
Contact department for more information about this course.

VOI 171. Private Lesson. 1.5 Credit.
Contact department for more information about this course.

VOI 172. Private Lesson. 1.5 Credit.
Contact department for more information about this course.

VOI 181. Class Voice for Non-Music Majors. 1 Credit.
Class instruction in singing skills for nonmusic majors. Previous voice study not required. Typically offered in Fall.

VOI 182. Class Voice for Non-Music Majors. 1 Credit.
Class instruction in singing skills for non-music majors. Typically offered in Spring.

VOI 191. Voice Class (Minor). 0.5 Credits.
Class instruction in a minor performance area. Open to nonmusic majors with permission of the department chairperson. Typically offered in Fall & Spring.

VOI 192. Voice Class (Minor). 0.5 Credits.
Continuation of VOI 191. Pre / Co requisites: VOI 192 requires a prerequisite of VOI 191. Typically offered in Fall & Spring.

VOI 201. Voice Minor Private Lesson. 1 Credit.
Contact department for more information about this course.

VOI 202. Voice Minor Private Lesson. 1 Credit.
Contact department for more information about this course.

VOI 211. Voice Private Lesson. 1.5 Credit.
Contact department for more information about this course.

VOI 212. Voice Private Lesson. 1.5 Credit.
Contact department for more information about this course.

VOI 241. Advanced Voice Major Private Lesson (B.M.). 3 Credits.
Contact department for more information about this course.

VOI 242. Advanced Voice Major Private Lesson (B.M.). 3 Credits.
Contact department for more information about this course.
VOI 251. Voice Minor Private Lesson (Music Theatre). 1 Credit.
Contact department for more information about this course.

VOI 252. Voice Minor Private Lesson (Music Theatre). 1 Credit.
Contact department for more information about this course.

VOI 271. Private Lesson. 1.5 Credit.
Contact department for more information about this course.

VOI 272. Private Lesson. 1.5 Credit.
Contact department for more information about this course.

VOI 291. Voice Class. 1 Credit.
Pre / Co requisites: VOI 291 requires prerequisites of VOI 191 and VOI 192.
Typically offered in Fall & Spring.

VOI 301. Voice Minor Private Lesson. 1 Credit.
Contact department for more information about this course.

VOI 302. Voice Minor Private Lesson. 1 Credit.
Contact department for more information about this course.

VOI 311. Voice Private Lesson. 1.5 Credit.
Contact department for more information about this course.

VOI 312. Voice Private Lesson. 1.5 Credit.
Contact department for more information about this course.

VOI 341. Advanced Voice Major Private Lesson (B.M.), 3 Credits.
Contact department for more information about this course.

VOI 342. Advanced Voice Major Private Lesson (B.M.), 3 Credits.
Contact department for more information about this course.

VOI 351. Voice Minor Private Lesson (Music Theatre), 1 Credit.
Contact department for more information about this course.
Typically offered in Fall.

VOI 352. Voice Lesson Private Lesson (Music Theatre). 1 Credit.
Contact department for more information about this course.
Typically offered in Spring.

VOI 371. Private Lesson. 1.5 Credit.
Contact department for more information about this course.

VOI 372. Private Lesson. 1.5 Credit.
Contact department for more information about this course.

VOI 411. Voice Private Lesson. 1.5 Credit.
Contact department for more information about this course.

VOI 412. Voice Private Lesson. 1.5 Credit.
Contact department for more information about this course.

VOI 441. Advanced Voice Maj Private Lesson (B.M.), 3 Credits.
Contact department for more information about this course.

VOI 442. Advanced Voice Maj Private Lesson (B.M.), 3 Credits.
Contact department for more information about this course.

VOI 471. Private Lesson. 1.5 Credit.
Contact department for more information about this course.

VOI 472. Private Lesson. 1.5 Credit.
Contact department for more information about this course.

B.M. IN PERFORMANCE
School of Music

Curriculum

The B.M. in Performance is for students who demonstrate a high degree of ability on their chosen instrument and who desire to concentrate on developing that ability. Majors in the program should consult the Handbook for Students in Music - Undergraduate Division for the current general and music requirements.

General Education Requirements (http://catalog.wcupa.edu/undergraduate/general-education-requirements)

English Composition requirements 6

Mathematics requirement 3
Public Speaking requirement 3
Science requirements 6
Behavioral & Social Science requirements 6
Humanities requirements 6
Arts requirement 6
Diverse Communities requirement 6
Interdisciplinary requirement 6
Student Electives 9
Writing Emphasis requirements 9

Language Requirement (for vocal track only) 3
Demonstrating language proficiency through the intermediate level (202).

Theory Requirements

MTC 112 Theory of Music I 3
MTC 113 Theory of Music II 3
MTC 114 Aural Activities I 2
MTC 115 Aural Activities II 2
MTC 212 Theory of Music III 3
MTC 213 Theory of Music IV 3
MTC 214 Aural Activities III 2
MTC 215 Aural Activities IV 2

Music History Requirements

MHL 210 Music History I 3
MHL 211 Music History II 3
MHL 212 Music History III 3

Private Lessons
Select 24 semester hours 24

Required Music Courses
Conducting, minor lessons, ensembles, music electives 8-21

Other Music Requirements
Select one of the concentrations listed below 13-22

Recital Attendance

Total Minimum Credits Required 120

For Instrumentalists

Music literature, small ensemble, piano competency 4

For Vocalists

VOC 315 English Diction for Singers 1
VOC 316 Italian Diction for Singers 1
VOC 411 Master Class (Voice): Baroque Period 1.5
VOC 412 Master Class (Voice): German Lied 1.5
VOC 413 Master Class (Voice): French Melodie 1.5
VOC 414 Master Class (Voice): Modern Art Song 1.5
VOC 416 German Diction for Singers 1
VOC 417 French Diction for Singers 1
VOC 424 Musico-Dramatic Production 1-3
VOC 491 Vocal Pedagogy 2

Total Credits 13-15

For Pianists

MAK 311 Master Class Keyboard 1
MAK 312 Master Class Keyboard 1
MAK 313 Master Class Keyboard 1
MAK 314 Master Class Keyboard 1
PIA 405 Accompanying (Vocal) 3
PIA 406 Accompanying (Instrumental) 3

2017-2018 UNDERGRADUATE CATALOG
Select two of the following:  
PIA 423  Baroque Keyboard Literature  
PIA 424  Classical Piano Literature  
PIA 425  Romantic Piano Literature  
PIA 426  20th Century Piano Literature  
PIA 427  The Concerto  

Select one of the following:  
PIA 451  Piano Pedagogy I  
PIA 452  Piano Pedagogy II  
PIA 453  Selected Topics In Piano Pedagogy  

Total Credits 19  

Pedagogy Emphasis  
MAK 311  Master Class Keyboard  
MAK 312  Master Class Keyboard  
MAK 313  Master Class Keyboard  
MAK 314  Master Class Keyboard  
PIA 405  Accompanying (Vocal)  
PIA 406  Accompanying (Instrumental)  
PIA 450  Group Piano Pedagogy  
PIA 451  Piano Pedagogy I  
or PIA 453  Selected Topics In Piano Pedagogy  
PIA 452  Piano Pedagogy II  

Select one of the following:  
PIA 423  Baroque Keyboard Literature  
PIA 424  Classical Piano Literature  
PIA 425  Romantic Piano Literature  
PIA 426  20th Century Piano Literature  
PIA 427  The Concerto  

Total Credits 22  

For Organists  
MAK 311  Master Class Keyboard  
MAK 312  Master Class Keyboard  
MAK 313  Master Class Keyboard  
MAK 314  Master Class Keyboard  
ORG 351  Organ Literature I  
ORG 352  Organ Literature II  
ORG 353  Organ Pedagogy  
ORG 451  Accompanying  
ORG 452  Service Playing  

Total Credits 19  

Sample Course Plan  
To track their individual degree progress, students are advised to access their Degree Progress Report (DPR) via myWCU regularly. For more information, visit wcupa.edu/DegreeProgressReport.  

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.  

B.M. Music Performance: Instrument  

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Year One</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Semester One</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MTC 112</td>
<td>Theory of Music I ¹</td>
<td>3</td>
</tr>
<tr>
<td>MTC 114</td>
<td>Aural Activities I ¹</td>
<td>2</td>
</tr>
<tr>
<td>Major Lessons - ___ 141</td>
<td></td>
<td>3</td>
</tr>
</tbody>
</table>

**Semester Two**  
MTT 212  Theory of Music II ¹  
MTT 214  Aural Activities II ¹  
Major Lessons - ___ 142  
Major Band - AEB/AEO/AES ___  
PIA 192  Piano Class (Minor)  
General Education Course ²  
Recital Attendance  

Credits 15-15.5  

**Year Two**  
**Semester Three**  
MTT 212  Theory of Music II ³  
MTT 214  Aural Activities II ³  
MHL 210  Music History I ¹  
Major Lessons - ___ 241  
Minor Lessons - ___ 101  
Major Band - AEB/AEO/AES ___  
PIA 291  Piano class  
General Education Course ²  
Recital Attendance  

Credits 16.5-17  

**Semester Four**  
MTT 212  Theory of Music IV  
MTT 215  Aural Activities IV  
MHL 211  Music History II ¹  
Major Lessons - ___ 242  
Minor Lessons - ___ 102  
Major Band - AEB/AEO/AES ___  
PIA 292  Piano class  
General Education Course ²  
Recital Attendance  

Credits 16.5-17  

**Year Three**  
**Semester Five**  
MTT 341  Orchestration (fall only) ²  
MHL 211  Music History III  
Major Lessons - ___ 341  
Minor Lessons - ___ 201  
Major Band - AEB/AEO/AES ___  
Small Ensemble - AES ___  
AIC 311  Instrumental Conducting I  
General Education Course ²  
Recital Attendance  

Credits 16-16.5  

**Semester Six**  
Counterpoint - MTC 34_ ²  
Major Lessons - ___ 342  
Minor Lessons - ___ 202  
Major Band - AEB/AEO/AES ___  

Credits 16-16.5
B.M. IN PERFORMANCE

West Chester University

Small Ensemble - AES ___ 0.5
AIC 312 Instrumental Conducting II 2
General Education Course 2 6
Recital Attendance

Credits 16-16.5

Year Four

Semester Seven

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Major Lessons - ____ 441</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Major Ensemble - AEB/AEO/AES__</td>
<td></td>
<td>0.5-1</td>
</tr>
<tr>
<td>Small Ensemble - AES ___</td>
<td></td>
<td>0.5</td>
</tr>
<tr>
<td>Music Literature I - ALC ___</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Music Elective(s) 2</td>
<td></td>
<td>6</td>
</tr>
<tr>
<td>General Education Course 2</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>General Education Course 2</td>
<td></td>
<td>3</td>
</tr>
</tbody>
</table>

Credits 17-17.5

Semester Eight

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Major Lessons - ____ 442</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Major Ensemble - AEB/AEO/AES__</td>
<td></td>
<td>0.5-1</td>
</tr>
<tr>
<td>Small Ensemble - AES ___</td>
<td></td>
<td>0.5</td>
</tr>
<tr>
<td>Music Literature - ALC ___ 2</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>General Education Courses 2</td>
<td></td>
<td>6</td>
</tr>
<tr>
<td>General Education Course 2</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>General Education Course 2</td>
<td></td>
<td>3</td>
</tr>
</tbody>
</table>

Credits 17-17.5

Total Credits 129-132.5

1 Grade of C- or higher required.
2 Course availability varies; may be interchanged with another course.

B.M. Music Performance: Jazz

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

Year One

Semester One

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MTC 112</td>
<td>Theory of Music I 1</td>
<td>3</td>
</tr>
<tr>
<td>MTC 114</td>
<td>Aural Activities I 1</td>
<td>2</td>
</tr>
<tr>
<td>Major Lessons - ____ 141</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Jazz Ensemble/Combo - AES ___</td>
<td></td>
<td>0.5</td>
</tr>
<tr>
<td>PIA 191</td>
<td>Piano Class (Minor)</td>
<td>0.5</td>
</tr>
<tr>
<td>General Education Course (Writing)</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>General Education Course 2</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Recital Attendance</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Credits 15

Semester Two

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MTC 113</td>
<td>Theory of Music II 1</td>
<td>3</td>
</tr>
<tr>
<td>MTC 115</td>
<td>Aural Activities II 1</td>
<td>2</td>
</tr>
<tr>
<td>Major Lessons - ____ 142</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Major Ensemble</td>
<td></td>
<td>0.5</td>
</tr>
<tr>
<td>Jazz Ensemble/Combo - AES ___</td>
<td></td>
<td>0.5</td>
</tr>
<tr>
<td>PIA 192</td>
<td>Piano Class (Minor)</td>
<td>0.5</td>
</tr>
<tr>
<td>General Education Course (Writing II) 2</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>General Education Course 2</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Recital Attendance</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Credits 15.5

Year Two

Semester Three

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MTC 212</td>
<td>Theory of Music III</td>
<td>3</td>
</tr>
<tr>
<td>MTC 214</td>
<td>Aural Activities III</td>
<td>2</td>
</tr>
<tr>
<td>MHL 210</td>
<td>Music History I 1</td>
<td>3</td>
</tr>
<tr>
<td>Major Lessons - ____ 241</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>PIA 101</td>
<td>Piano Minor Private Lesson</td>
<td>1</td>
</tr>
<tr>
<td>Major Ensemble</td>
<td></td>
<td>0.5</td>
</tr>
<tr>
<td>Jazz Ensemble/Combo - AES ___</td>
<td></td>
<td>0.5</td>
</tr>
<tr>
<td>General Education Course 2</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Recital Attendance</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Credits 16

Semester Four

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MTC 213</td>
<td>Theory of Music IV</td>
<td>3</td>
</tr>
<tr>
<td>MTC 215</td>
<td>Aural Activities IV</td>
<td>2</td>
</tr>
<tr>
<td>MHL 211</td>
<td>Music History II 1</td>
<td>3</td>
</tr>
<tr>
<td>Major Lessons - ____ 242</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>AJZ 361</td>
<td>Jazz Musichip and Improvisation I</td>
<td></td>
</tr>
<tr>
<td>General Education Course 2</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Recital Attendance</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Credits 17.5

Year Three

Semester Five

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MHL 212</td>
<td>Music History III</td>
<td>3</td>
</tr>
<tr>
<td>Major Lessons - ____ 341</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>MTC 361</td>
<td>Jazz Harmony and Arranging I (fall only)</td>
<td>3</td>
</tr>
<tr>
<td>ASC 197</td>
<td>Jazz Bass Class 2</td>
<td>0.5</td>
</tr>
<tr>
<td>PIA 330</td>
<td>Jazz Keyboard Improvisation</td>
<td>1</td>
</tr>
<tr>
<td>Jazz Ensemble/Combo - AES ___</td>
<td></td>
<td>0.5</td>
</tr>
<tr>
<td>General Education Course 2</td>
<td></td>
<td>6</td>
</tr>
<tr>
<td>Recital Attendance</td>
<td></td>
<td>3</td>
</tr>
</tbody>
</table>

Credits 16

Semester Six

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Major Lessons - ____ 342</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>AJZ 362</td>
<td>Jazz Musichip and Improvisation II</td>
<td></td>
</tr>
<tr>
<td>MHL 422</td>
<td>History of Jazz</td>
<td>3</td>
</tr>
<tr>
<td>APC 193</td>
<td>Drum Set Class</td>
<td>0.5</td>
</tr>
<tr>
<td>Jazz Ensemble/Combo - AES ___</td>
<td></td>
<td>0.5</td>
</tr>
<tr>
<td>General Education Courses 2</td>
<td></td>
<td>6</td>
</tr>
<tr>
<td>Recital Attendance</td>
<td></td>
<td>3</td>
</tr>
</tbody>
</table>

Credits 17.5

Year Four

Semester Seven

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Major Lessons - ____ 441</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>MTC 362</td>
<td>Jazz Harmony and Arranging II (fall only)</td>
<td>3</td>
</tr>
<tr>
<td>Jazz Ensemble/Combo - AES ___</td>
<td></td>
<td>0.5</td>
</tr>
<tr>
<td>Elective(s) 2</td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>General Education Courses 2</td>
<td></td>
<td>6</td>
</tr>
<tr>
<td>General Education Course 2</td>
<td></td>
<td>3</td>
</tr>
</tbody>
</table>

Credits 17.5

Semester Eight

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Major Lessons - ____ 442</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Jazz Ensemble/Combo - AES ___</td>
<td></td>
<td>0.5</td>
</tr>
<tr>
<td>General Education Courses 2</td>
<td></td>
<td>6</td>
</tr>
<tr>
<td>General Education Course 2</td>
<td></td>
<td>3</td>
</tr>
</tbody>
</table>

Credits 17.5

176 2017-2018 UNDERGRADUATE CATALOG
General Education Course ²  
Credits  
Total Credits 129

1 Grade of C- or higher required.
2 Course availability varies; may be interchanged with another course.

### B.M. Music Performance: Keyboard

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Year One</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Semester One</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MTC 112</td>
<td>Theory of Music I ¹</td>
<td>3</td>
</tr>
<tr>
<td>MTC 114</td>
<td>Aural Activities I ²</td>
<td>2</td>
</tr>
<tr>
<td>PIA 141</td>
<td>Advanced Piano Private Lesson (B.M.)</td>
<td>3</td>
</tr>
<tr>
<td>Major Ensemble</td>
<td></td>
<td>0.5</td>
</tr>
<tr>
<td>General Education Course (Writing)</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>General Education Courses ²</td>
<td></td>
<td>6</td>
</tr>
<tr>
<td>Recital Attendance</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Credits</strong></td>
<td></td>
<td>17.5</td>
</tr>
</tbody>
</table>

| **Semester Two** |                                                     |         |
| MTC 113      | Theory of Music II ¹                                   | 3       |
| MTC 115      | Aural Activities II ²                                  | 2       |
| PIA 142      | Advanced Piano Private Lesson (B.M.)                  | 3       |
| Major Ensemble |                                                     | 0.5     |
| Master Class - MAK ___ |                                      | 1       |
| General Education Course (Writing II) ²  |                                              | 3       |
| General Education Courses ²  |                                              | 3       |
| Recital Attendance |                                                 |         |
| **Credits**   |                                                         | 15.5    |

| **Year Two**  |                                                         |         |
| **Semester Three** |                                                   |         |
| MTC 212      | Theory of Music III                                    | 3       |
| MTC 214      | Aural Activities III                                   | 2       |
| MHL 210      | Music History I ¹                                       | 3       |
| PIA 241      | Advanced Piano Private Lesson (B.M.)                  | 3       |
| Minor Lessons - ____ 101 |                                      | 1       |
| Major Ensemble |                                                     | 0.5     |
| General Education Course ²  |                                              | 3       |
| Recital Attendance |                                                 |         |
| **Credits**   |                                                         | 15.5    |

| **Semester Four** |                                                     |         |
| MTC 213      | Theory of Music IV                                     | 3       |
| MTC 215      | Aural Activities IV                                    | 2       |
| MHL 211      | Music History I ¹                                       | 3       |
| PIA 242      | Advanced Piano Private Lesson (B.M.)                  | 3       |
| Minor Lessons - ____ 102 |                                      | 1       |
| Major Ensemble |                                                     | 0.5     |
| Piano Course |                                                     | 3       |
| Master Class - MAK ___ |                                      | 1       |
| Recital Attendance |                                                 |         |
| **Credits**   |                                                         | 16.5    |

| **Year Three**  |                                                         |         |
| **Semester Five** |                                                   |         |
| MHL 212      | Music History III                                      | 3       |
| Counterpoint - MTC ²  |                                              | 3       |
| PIA 341      | Advanced Piano Private Lesson (B.M.)                  | 3       |
| Major Ensemble |                                                     | 0.5     |

### B.M. Music Performance: Voice

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Year One</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Semester One</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MTC 112</td>
<td>Theory of Music I ¹</td>
<td>3</td>
</tr>
<tr>
<td>MTC 114</td>
<td>Aural Activities I ¹</td>
<td>2</td>
</tr>
<tr>
<td>VOI 141</td>
<td>Advanced Voice Major Private Lesson (B.M.)</td>
<td>3</td>
</tr>
<tr>
<td>Major Choir - CHO ____</td>
<td></td>
<td>0.5</td>
</tr>
<tr>
<td>PIA 191</td>
<td>Piano Class (Minor)</td>
<td>0.5</td>
</tr>
<tr>
<td>General Education Course (Writing)</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>General Education Course ²</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Recital Attendance</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Credits</strong></td>
<td></td>
<td>16.5</td>
</tr>
</tbody>
</table>

<p>| <strong>Semester Two</strong> |                                                     |         |
| MTC 113      | Theory of Music II ¹                                   | 3       |
| MTC 115      | Aural Activities II ¹                                  | 2       |
| VOI 142      | Advanced Voice Major Private Lesson (B.M.)             | 3       |
| Major Choir - CHO ____ |                                      | 0.5     |
| <strong>Credits</strong>   |                                                         | 15      |</p>
<table>
<thead>
<tr>
<th>Year Four</th>
</tr>
</thead>
<tbody>
<tr>
<td>Semester Seven</td>
</tr>
<tr>
<td>VOI 441 Advanced Voice Maj Private Lesson (B.M.)</td>
</tr>
<tr>
<td>Major Choir - CHO</td>
</tr>
<tr>
<td>Vocal Diction - VOI</td>
</tr>
<tr>
<td>Vocal Master Class - VOI</td>
</tr>
<tr>
<td>General Education Course</td>
</tr>
<tr>
<td>General Education Course</td>
</tr>
<tr>
<td>General Education Course</td>
</tr>
<tr>
<td>Credits</td>
</tr>
<tr>
<td>Semester Eight</td>
</tr>
<tr>
<td>VOI 442 Advanced Voice Maj Private Lesson (B.M.)</td>
</tr>
<tr>
<td>Major Choir - CHO</td>
</tr>
<tr>
<td>Vocal Diction - VOI</td>
</tr>
<tr>
<td>Vocal Master Class - VOI</td>
</tr>
<tr>
<td>VOC 491 Vocal Pedagogy</td>
</tr>
<tr>
<td>General Education Courses</td>
</tr>
<tr>
<td>General Education Course</td>
</tr>
<tr>
<td>Credits</td>
</tr>
<tr>
<td>Total Credits</td>
</tr>
</tbody>
</table>

1. Grade of C- or higher required.
2. Course availability varies; may be interchanged with another course.

### MINOR IN JAZZ STUDIES

#### School of Music

#### Curriculum

This program is designed primarily for students currently enrolled in a music degree program. Students in other degree programs will be admitted if qualified. Students must have the permission of both their major adviser and the chairperson of the Department of Applied Music.

The Handbook for Students in Music - Undergraduate Division should be consulted for current requirements.

<table>
<thead>
<tr>
<th>Required Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>AES 151 Jazz Ensemble I</td>
</tr>
<tr>
<td>AES 152 Jazz Ensemble II</td>
</tr>
<tr>
<td>AJZ 361 Jazz Musicianship and Improvisation I</td>
</tr>
<tr>
<td>AJZ 362 Jazz Musicianship and Improvisation II</td>
</tr>
<tr>
<td>AJZ 365 Jazz Ensemble Techniques</td>
</tr>
<tr>
<td>MHL 422 History of Jazz</td>
</tr>
<tr>
<td>MTC 361 Jazz Harmony and Arranging I</td>
</tr>
<tr>
<td>MTC 362 Jazz Harmony and Arranging II</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Music Electives</th>
</tr>
</thead>
<tbody>
<tr>
<td>AES 151 Jazz Ensemble I</td>
</tr>
<tr>
<td>AES 152 Jazz Ensemble II</td>
</tr>
<tr>
<td>APC 193 Drum Set Class</td>
</tr>
</tbody>
</table>

**Total Minimum Credits Required**

| 18 |

---

### MINOR IN MUSIC PERFORMANCE

#### School of Music

#### Curriculum

<table>
<thead>
<tr>
<th>Required Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>AMF 251 Foundations of Music Performance I</td>
</tr>
<tr>
<td>AMF 252 Foundations of Music Performance II</td>
</tr>
</tbody>
</table>
The Department of Art + Design also offers:

- **B.F.A. Graphic + Interactive Design** - Students in Graphic + Interactive Design work in a rigorous and creative environment. The program teaches the skills necessary for successful careers in print-based design and interactive design through learning and developing formal concepts, methods, theory, and technical processes. The program includes a strong foundation in art and design history, typography, symbology, and design vocabulary with a broad range of upper-level courses in visual branding, advertising, publication design, information design, packaging, web and responsive design.

- **B.F.A. Studio Arts** - Students concentrating in Studio Art are provided with a comprehensive program in visual literacy, creative problem-solving, cultural awareness, critical thinking, and creative processes. Students acquire knowledge, comprehension, and competency in the visual arts using traditional and new technologies. While students may choose to specialize in a specific medium, the program also encourages cross-pollination between various media and experimentation with innovative practices. The program includes a strong foundation in drawing, 2D and 3D design, color theory, and art history, with a broad range of upper-level courses in ceramics, paintings, sculpture, photography, and printmaking.

The Department of Art + Design also offers:

- **Minor in Art History** - A Minor in Art History encourages students to expand their knowledge of global art and culture and to comprehend the importance of visual culture in today’s increasingly global society. Art history is an interdisciplinary field, and students explore how art reflects and communicates social, religious, philosophical, and political ideas. Art historical inquiry emphasizes critical and analytical thinking, written and oral communication, and the appreciation of art, all of which are skills that complement many other fields of study.

- **Minor in Studio Art** - Students with an interest in art may pursue a Minor in Studio Art. Courses cover visual literacy, creative problem-solving, cultural awareness, critical thinking, and creative processes in the visual arts using traditional and new technologies. Students may choose to specialize in a specific area of interest, including graphic design, painting and drawing, ceramics and sculpture, or general art.

In addition to its majors and minors, the department serves the University population at large by providing service courses to fulfill general education requirements and electives in studio art and art history. In the larger community, the department serves as a professional resource for schools, art centers, and museums.

**Student Activities and Opportunities**

Graphic + Interactive Design majors are encouraged to become active in the West Chester University student chapter of AIGA, the national professional association for design. Students in our program have numerous opportunities to attend design-related lectures, participate in student competitions and exhibitions, and participate in field trips to regional design firms.

Studio Arts majors are encouraged to become active in the Department of Art + Design’s Art Club or Arts Collective, which is a student-run organization focusing on extracurricular activities and projects in the arts. West Chester is also situated near major cities such as Philadelphia, Wilmington, Washington D.C., New York, and Baltimore, which offer endless possibilities for students to attend lectures and art openings, and to participate in regional exhibitions.

**Travel Abroad**

Travel abroad opportunities through art history and studio courses in the Department of Art + Design are numerous and include volunteer trips during the WCU Winter Session as well as summer abroad trips. Our travel abroad program continues to expand, with past trips covering a broad range of international locations including China, Costa Rica, Denmark, Egypt, England, France, Greece, Italy, and Spain.

**Internships**

Learning opportunities extend beyond the studio. We are fortunate that West Chester University is located in the heart of an incredibly rich cultural region, with an abundance of art-related activities and opportunities. Students are encouraged to complete a professional internship for academic credit. This involves working in a creative capacity at a design studio, advertising agency, corporate design office, local or regional art center, museum/gallery, apprenticeship, or other appropriate venue.

**Programs**

**Majors in Art + Design**

- B.F.A. in Graphic and Interactive Design (p. 184)
- B.F.A. in Studio Arts (p. 185)

**Minors in Art + Design**

- Studio Art (p. 186)
- Art History (p. 186)

**Policies**

- See undergraduate admissions information. (p. 11)
• See academic policies. (http://catalog.wcupa.edu/undergraduate/academic-policies-procedures)

All undergraduate students are held to the academic policies and procedures outlined in the undergraduate 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 programs may be listed below.

Portfolio Requirements

Admission into the B.F.A. program requires a successful portfolio review as well as admission to the University. Accepted students will be notified by e-mail to submit their portfolio to Slideroom, an online portfolio review site. Refer to the Department of Art + Design website, http://www.wcupa.edu/arts-humanities/artDesign/portfolioReview.aspx, for the list of portfolio requirements and digital image formatting guide.

Minimum Grade

Students must maintain a minimum grade of C in all ART and ARH courses.

Faculty

Professors
Virginia M. Da Costa (vdacosta@wcupa.edu) (1998)
B.A., State University of New York at Albany; M.A., California State University at Long Beach; Ph.D., University of California, Santa Barbara
Margaret Schiff Hill (mhill@wcupa.edu) (1990)
Chairperson, Art + Design
B.F.A., Kutztown University; M.F.A., Syracuse University

Associate Professors
Henry Loustau (hloustau@wcupa.edu) (1995)
B.A., Dartmouth College; M.F.A. University of Illinois at Urbana-Champaign
Nancy J. Rumfield (nrumfield@wcupa.edu) (1986)
B.F.A., Moore College of Art; M.S., West Chester University; Ph.D., Nova Southeastern University
Heather Sharpe (hsharpe@wcupa.edu) (2008)
B.A., California State University; M.A., Indiana University
Kate Stewart (sstewart@wcupa.edu) (2011)
B.A., Dickinson College; M.F.A., University of Pennsylvania
Sally Van Orden (svanorden@wcupa.edu) (2006)
B.B.A., Texas A&M University; M.F.A., Texas Tech University

Assistant Professors
Snyder Andrew (asnyder@wcupa.edu) (2016)
B.S., Towson University; M.F.A., Towson University
Kristopher Benedict (kbenedict@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 (djohnes2@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 101. Art Appreciation. 3 Credits.
An introduction to painting, sculpture, architecture, and the decorative arts with emphasis on understanding the visual arts as universal human expression.
Gen Ed Attribute: Arts Distributive Requirement.
Typically offered in Fall & Spring.

ARH 103. Art History I: Paleolithic-Middle Ages. 3 Credits.
Survey of significant art and architectural monuments from prehistory through the Middle Ages.
Gen Ed Attribute: Arts Distributive Requirement.
Typically offered in Fall & Spring.

ARH 104. Art History II: Renaissance through Modern Day. 3 Credits.
Continuation of ART 103. The Renaissance through the 20th century.
Gen Ed Attribute: Arts Distributive Requirement.
Typically offered in Fall & Spring.

ARH 210. Non-Western Art. 3 Credits.
Introduction to art produced outside the European tradition. Cultures include Africa, India, Asia, the Pacific Islands, and the Americas.
Typically offered in Fall & Spring.

ARH 211. Art of Egypt. 3 Credits.
The art and architecture of Ancient Egypt, Mesopotamia, Assyria, and Babylonia from 3000-500 B.C.
Typically offered in Fall & Spring.

ARH 300. History of Graphic Design. 3 Credits.
This course presents a survey of graphic design through the 21st century. Students will examine the ever-shifting role of the graphic designer throughout history; how designers have drawn from past inspiration to create work that resonates with contemporary audiences in fresh ways; and we will consider how formal qualities play an essential role in how meaning is conveyed.
Distance education offering may be available.
Typically offered in Spring.

ARH 310. Informed Perception: An Objective Approach. 3 Credits.
This course introduces participants to an objective method for appreciating art. Students experience works of art directly, make aesthetic discoveries, and undertake personal and independent analyses of works of art.

ARH 320. Global Art and Culture. 3 Credits.
This is a condensed format course designed primarily for the winter session. Domestic and international locations will vary with an interdisciplinary focus. The course incorporates fine art, local crafts, music, theatre, and dance with an experiential component. Investigation of the history, materials, influences, costume and traditional dress, performance, musical instruments, religion, and regional vs international acknowledgment of the artists are integral to understanding and achieving information literacy.
Typically offered in Spring.
Repeatable for Credit.

ARH 360. Function of the Museum in Art. 3 Credits.
Role and function of the museum as an educational and cultural institution. Main focus on field trips to local museums in Chester and Delaware counties and the Wilmington, Del., area.
Typically offered in Spring & Summer.

ARH 382. Art of Greece and Rome. 3 Credits.
The art and architecture of the Greeks, Etruscans, and Romans.
Gen Ed Attribute: Classical Civilizations Culture Cluster, Foreign Language Culture Cluster.
Typically offered in Fall & Spring.

ARH 383. Art of the Middle Ages. 3 Credits.
The art and architecture of the European medieval world and their development from Early Christian and Romanesque art into the full flowering of the Gothic period.
Typically offered in Fall & Spring.
ARH 384. Art of Renaissance-Baroque. 3 Credits.
Study of the art forms of the 15th through 17th centuries in Europe as they affected social and religious cross currents and the rise of the role of the artist in society.
Gen Ed Attribute: Foreign Language Culture Cluster, Italy (Italian) Culture Cluster.
Typically offered in Fall & Spring.

ARH 385. 18th and 19th Century Art. 3 Credits.
From David to Rodin: the rise and development of the Romantic style and its struggle with orthodoxy Classicism.
Typically offered in Fall & Spring.

ARH 386. Modern Art Seminar. 3 Credits.
Analysis of major styles of 20th-century art to mid-century, including Picasso.
Gen Ed Attribute: Writing Emphasis.
Typically offered in Spring.

ARH 389. Art of Spain. 3 Credits.
Introduction to the art and architecture of Spain and her colonies from the caves of Altamira to the contemporary period. Focus on specific artists including Velazquez, Goya, Miro, Gaudi, Picasso, and Dali.
Typically offered in Fall & Spring.

ARH 400. 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.
Repeatable for Credit.

ARH 401. Contemporary Art. 3 Credits.
This course is intended to give an overview of contemporary art practices in the 20th and 21st centuries. As a class, we will identify themes that have inspired creative expression for generations, but that have particular relevance to the last few decades: Language, Identity, The (Human) Body, Memory, Time, Science/Technology and Sustainability. We will explore these themes across time and place, to understand the common links among artists as creative and communal beings. The second focus differentiates the context of the artworks' conception, production, and reception by the public.
Consent: Permission of the Department required to add.
Typically offered in Fall & Spring.

ARH 419. Women Artists. 3 Credits.
Traces the position of women artists in society and its effects on their work. What role have women played as the subject of painting through the ages? What are women artists creating today?
Typically offered in Fall & Spring.

ART
ART 106. Drawing I. 3 Credits.
Drawing from direct observation and an introduction to ideas of perception and interpretation. Use of a variety of media.
Gen Ed Attribute: Arts Distributive Requirement.
Typically offered in Fall & Spring.

ART 111. Basic Design (2-D). 3 Credits.
Developing a visual vocabulary by experimenting with shape, space, light, color, and texture in a variety of media.
Gen Ed Attribute: Arts Distributive Requirement.
Typically offered in Fall & Spring.

ART 112. Color Theory and Practice. 3 Credits.
Extensive study of color theory and its application to a variety of fine and industrial arts projects.
Pre / Co requisites: ART 112 requires prerequisite of ART 111.
Gen Ed Attribute: Writing Emphasis.
Typically offered in Fall & Spring.

ART 113. Digital Media. 3 Credits.
Introduction into the field of visual communications, utilizing the computer and hand skills such as drawing tools. Emphasis is placed on implementing the elements and principles of design in creative print based projects using vector and image manipulation.
Gen Ed Attribute: Arts Distributive Requirement.
Typically offered in Fall & Spring.

ART 120. Three Dimensional Design. 3 Credits.
Three Dimensional Design is an introduction to composition and form building in three-dimensional space. Students focus on creative problem solving challenges using a range of basic design materials and techniques.
Typically offered in Fall & Spring.

ART 206. Drawing II. 3 Credits.
Work in a variety of media and methods designed to develop ‘aggressive seeing.’ Emphasis on the exploration of line as boundary to describe form and space, as gesture, as calligraphy, and for expressive qualities as a tool for working in other media.
Pre / Co requisites: ART 206 requires prerequisite of ART 106.
Typically offered in Fall & Spring.

ART 210. Typography I. 3 Credits.
An introduction to the use of type as a basic element of graphic communication; the use of different type faces to communicate visually desired effects, typeform, type indication, type spacing, comp lettering, and basic design with type for layouts and comprehensives.
Pre / Co requisites: ART 210 requires prerequisites of ART 111 and ART 113.
Typically offered in Fall.

ART 211. Graphic Design I. 3 Credits.
The exploration of various aspects of graphic communication through the use of typography, layout, and general graphic techniques. The development of creative, original, and conceptual ideas for solving communications problems utilizing professional studio practices and procedures. Mechanical, paste-up preparation, and other methods of reproduction will be covered. Use of the computer is integrated into a variety of course assignments.
Pre / Co requisites: ART 211 requires prerequisites of ART 111 and ART 113.
Typically offered in Fall.

ART 212. Graphic Design II. 3 Credits.
The continuation of ART 211 with an emphasis on typographic problem solving. The further study of graphic design concepts and design principles used in solving different types of design problems within a given format. Use of the computer as an essential design tool is integrated into a variety of course assignments.
Pre / Co requisites: ART 212 requires prerequisites of ART 210 and ART 211.
Typically offered in Spring.

ART 213. Typography II. 3 Credits.
An advanced study of the computer as a design tool. The computer will be used to incorporate typography and graphic design solutions utilizing page layout software.
Pre / Co requisites: ART 213 requires prerequisite of ART 210 or ART 211.
Typically offered in Spring.

ART 216. Painting I. 3 Credits.
Provides an introduction to the techniques, practices and history of painting through an emphasis on color, form, surface and self-expression. Students work primarily from observation exploring the still life, landscape, architecture, and the figure as they develop a personal aesthetic and are provided with a knowledgeable understanding and strong technical foundation in painting.
Typically offered in Fall & Spring.

ART 217. Painting II. 3 Credits.
An exploration of both traditional and alternative techniques and materials of painting through an active focus on contemporary and historical painting practices. Students will immerse themselves in the creative process as they develop individual conceptual goals and a personal aesthetic in a course designed to provide the groundwork for a depth of understanding and meaningful connection to the practice of painting.
Pre / Co requisites: ART 217 requires prerequisite of ART 216.
Typically offered in Spring.
ART 221. Structural Materials and Fabrication. 3 Credits.
Structural Materials and Fabrication is a survey of three dimensional materials and their applications in various fine art and functional design situations. Students will learn basic fabrication techniques in a range of projects using both hand tools and power tools. Emphasis will be placed on creative problem solving and providing a strong technical foundation in form building.
Pre / Co requisites: ART 221 requires a prerequisite of ART 120. Typically offered in Spring.

ART 222. Beginning Sculpture. 3 Credits.
An introduction to the basic fundamentals of sculpture, including concepts of design, knowledge of tools and techniques, and materials and processes. Project assignments to be rendered in clay, plaster, wood, and stone. Typically offered in Fall & Spring.

ART 223. Basic Photography. 3 Credits.
A course dealing with the photographic process. The course will cover camera handling, film and print processing, photographic composition and presentation. Students must supply adjustable 35mm camera plus developing and printing materials. Typically offered in Fall & Spring.

ART 224. Intermediate Photography. 3 Credits.
A course for those who have had a basic photography class or previous photography experience. The course will stress technical and creative approaches to photography using small-format cameras. Advanced techniques of exposure, lighting, composition, and macro photography will be included. Students must supply their own 35mm adjustable camera and developing and printing materials. Pre / Co requisites: ART 224 requires prerequisite of ART 223.

ART 226. Water Color I. 3 Credits.
An introduction to the basic tools and techniques of the water-color painter. Emphasis upon transparent water color.

ART 227. Water Color II. 3 Credits.
Advanced problems in water color, gouache, tempera, and mixed media. Pre / Co requisites: ART 227 requires prerequisite of ART 226.

ART 228. Digital Photography. 3 Credits.
A course dealing with the photographic process using a digital platform. The course will cover camera handling, computer software for image manipulation, photographic composition and presentation. Students are required to provide memory cards, storage media, printing, and presentation materials. A digital SLR is recommended but not required. Gen Ed Attribute: Arts Distributive Requirement. Typically offered in Fall & Spring.

ART 230. Digital Objective Design. 3 Credits.
Introduction to digital object design intended to introduce students to the process of digital modeling and 3D printing. Students will design a variety of functional and inventive objects from drinking vessels to tools using Rhinoceros 5.0. Designed objects will be printed in PLA on the Makerbot Replicator 2 here at WCU. In addition to the Makerbot’s PLA, students will be required to print in an alternative material using Shapeways 3D printing service. Creativity, design and craftsmanship will be stressed and we will scrutinize nuances of the student’s work. Typically offered in Fall.

ART 231. Ceramics I: Basic Techniques. 3 Credits.
Introduction to the basic techniques of ceramics. Hand and wheel methods of construction; knowledge of clay bodies, firing, and glazing. Gen Ed Attribute: Arts Distributive Requirement. Typically offered in Fall, Spring & Summer.

ART 232. Ceramics II: Intermediate Techniques. 3 Credits.
Fundamental methods of creating clay forms on the wheel. Experimentation with clay bodies, glazes, and kiln operation. Design is stressed. Typically offered in Fall, Spring & Summer.

ART 241. Printmaking: Introduction to Relief Printing. 3 Credits.
An introduction to the medium of printmaking: linoleum cuts, woodcuts, and colorographs. Typically offered in Fall & Spring.

ART 243. Printmaking: Intermediate Relief Printing. 3 Credits.
Continuation of ART 241, emphasizing expressive possible techniques and their combination with other print media. Pre / Co requisites: ART 243 requires prerequisite of ART 241. Typically offered in Fall & Spring.

ART 301. Mixed Media. 3 Credits.
This course introduces students to various materials and techniques used in visual art. Materials explored will include, but not be limited to, dyes, gels, inks, paint, paper, photographs, prints, pumice, and wax. Techniques may include, but not be limited to, assemblage, book-making, collage, encaustic, relief printing, transfer, mono-printing, and welding. Typically offered in Spring.

ART 306. Drawing III: Life Drawing. 3 Credits.
An exploration of the abstract dynamics of figure drawing with particular application of anatomical structure to expressive design. Pre / Co requisites: ART 306 requires prerequisites of ART 106 and ART 206. Typically offered in Fall & Spring.

ART 307. Drawing IV. 3 Credits.
Individualized instruction in increasingly complex formal and expressive problems in drawing. Typically offered in Fall & Spring. Repeatable for Credit.

ART 310. Graphic Design III. 3 Credits.
Advanced graphic design problem-solving methodologies tailoring communication to specific target audiences. Integration of type and image through creative solutions of complex concepts. Pre / Co requisites: ART 310 requires prerequisites of ART 212 and ART 213. Typically offered in Fall.

ART 311. Graphic Design IV. 3 Credits.
Implement and present advanced complex visual systems consistent with those of graphic designers in the field. Emphasis on projects of substantive scope, integration of skills and presentation. Pre / Co requisites: ART 311 requires prerequisites of ART 213 and ART 310. Typically offered in Spring.

ART 312. Visual Branding. 3 Credits.
The examination of pictographs, logos, trademarks, and symbols as a range of communication tools for organizations. Problem solving through visual identity projects examine the various components of company systems. Analysis and design of a mark, as well as its applications and design standards manual, will be part of a final project. Pre / Co requisites: ART 312 requires prerequisites of ART 212 and ART 213. Typically offered in Fall.

ART 313. Interaction Design I. 3 Credits.
Designed to develop the foundational skills, concepts, and technologies necessary for interactive web design and web publishing. Provides a critical overview of and practical experience in the principles of interactive design on the web, including information and navigation design. Web authoring software will be used. Pre / Co requisites: ART 313 requires prerequisites of ART 113, ART 212, and ART 213. Typically offered in Fall.

ART 314. Interaction Design II. 3 Credits.
Building upon the web based skills from ART 313, this course is designed to extend skills for multimedia design production. Provides a critical overview of and practical experience in the principles of time based design, including animation and video design for multi media environments and applications on the web. Video, sound, animation and web authoring software will be used to experiment with and present user interaction. Pre / Co requisites: ART 314 requires prerequisites of ART 212, ART 213, and ART 313. Typically offered in Spring.

ART 315. Introduction to Letterpress. 3 Credits.
The exploration of printing on the letterpress and the history of movable type. Students will learn techniques, and methods for printing in both wood type and metal type. Printing imagery will also be explored. Creating hands-on projects, students will compose type, lock up jobs, and print on a flat bed cylinder press. Typically offered in Spring & Summer.
ART 316. Representational Painting. 3 Credits.
This course focuses on the skills and observations that are required for representational painting.
Pre / Co requisites: ART 316 requires prerequisite of ART 217.
Typically offered in Fall & Spring.

ART 317. Painting III. 3 Credits.
An advanced level painting course focused on the development of an individualized painting practice through student-directed creative exploration. Students expand their interests in painting, both conceptually and technically, as they maintain a rigorous creative practice and participate in critical discussions with peers.
Pre / Co requisites: ART 317 requires a prerequisite of ART 217.
Typically offered in Fall & Spring.

ART 318. Painting IV. 3 Credits.
An advanced level painting course asking students to actively explore theories of painting through the ages. An emphasis on reading and writing assignments augments a self-directed creative practice, where students forge meaningful connections with historical and contemporary painting practices.
Pre / Co requisites: ART 318 requires a prerequisite of ART 217.
Typically offered in Fall & Spring.

ART 319. Painting V. 3 Credits.
Provides the structure and discipline required for students to develop as professionals in the field after graduation. This advanced level course requires students to maintain a rigorous self-directed creative practice and participate in critical discussions with peers. Students will integrate and strengthen their conceptual and technical goals as a foundation is provided for the development of later thesis work in the medium.
Pre / Co requisites: ART 319 requires a prerequisite of ART 217.
Typically offered in Fall & Spring.

ART 320. Painting: Independent Project. 3 Credits.
The development of a personal style is explored through a theme and its variation. Discipline and self-criticism are realized through a series of critiques and evaluations.
Pre / Co requisites: ART 320 requires a prerequisite of ART 217.
Typically offered in Fall & Spring.
Repeatable for Credit.

ART 321. Sculpture II. 3 Credits.
This course focuses on installation. Students explore intermediate level sculpture problems with an emphasis on how forms can engage with specific spaces and transform our understanding and expectations. Considerations of context and viewer experience will be developed. Installations will be created in clay, plaster, wood, and steel as well as non-traditional materials. Development of fabrication techniques using power tools and MIG welder will be covered.
Pre / Co requisites: ART 321 requires prerequisites of ART 120 and ART 221.
Typically offered in Spring.

ART 322. Sculpture III. 3 Credits.
This course focuses on advanced challenges in form and structure building within the public sphere. Students will develop both virtual and tangible sculptures for specific public sites. A creative process will be developed to consider the practical, logistical and aesthetic concerns involved in the design, fabrication and installation of sculpture in public spaces.
Pre / Co requisites: ART 322 requires prerequisites of ART 120, ART 221, and ART 321.
Typically offered in Spring.

ART 324. Life Modeling. 3 Credits.
Figure modeling in clay from the life model. Emphasis on hand-eye coordination using figure studies as vehicles of expression. Anatomy will not be stressed, however, weight, balance, construction and spatial relationships will be emphasized.
Typically offered in Spring.

ART 325. Sculpture: Independent Projects. 3 Credits.
Students focus on development of a personal visual voice through exploration of sculptural form, content and individualized processes.
Pre / Co requisites: ART 325 requires prerequisites of ART 120, ART 221, ART 321, and ART 322.
Typically offered in Spring.
Repeatable for Credit.

ART 331. Ceramics III: Advanced Techniques. 3 Credits.
An advanced course to develop craftsmanship and to explore clay as a means of individual expression.
Pre / Co requisites: ART 331 requires prerequisite of ART 232.
Typically offered in Fall & Spring.

ART 332. Ceramics Studio Problems. 3 Credits.
Work at an advanced level in specialized ceramic techniques.
Typically offered in Fall & Spring.

ART 335. Ceramics: Independent Projects. 3 Credits.
Individualized instruction as well as research and study in ceramic design.
Typically offered in Fall & Spring.
Repeatable for Credit.

ART 341. Printmaking: Introduction to Intaglio Printing. 3 Credits.
Intaglio techniques, etching, dry point, aquatint, and engraving.
Typically offered in Fall & Spring.

ART 345. Printmaking: Independent Projects. 3 Credits.
In-depth, individualized instruction in a selected printmaking medium.
Typically offered in Fall & Spring.
Repeatable for Credit.

ART 350. Global Art + Design. 3 Credits.
This course is a 4-week integrated study abroad program created for Graphic + Interactive Design students to further academic achievements, develop intercultural understandings and acquire life skills in a global setting.
Pre / Co requisites: ART 350 requires prerequisites of ART 113, ART 210, and ART 211.
Typically offered in Summer.
Repeatable for Credit.

ART 351. Art of Papermaking. 3 Credits.
The exploration of traditional and contemporary techniques in the art of papermaking. An emphasis on creative and original designs in conjunction with an understanding of materials.
Typically offered in Fall & Spring.

ART 355. Resources in Art Education. 3 Credits.
The use of cultural and community resources in the schools with an emphasis on the teaching of art appreciation.
Typically offered in Fall & Spring.

ART 400. Advertising Design. 3 Credits.
The further study of solving advanced visual communication problems through the development of skills in research, design, and the preparation of comprehensives for client presentations. The use of the computer as an essential design tool is integrated into course assignments.
Pre / Co requisites: ART 490 requires prerequisites of ART 212 and ART 213.
Typically offered in Fall.

ART 413. Interaction Design III. 3 Credits.
Designed to develop the skills, concepts, and technologies necessary for multimedia design production including team based mobile presentations of design problems. Provides a critical overview of and practical experience in the principles of multimedia environments including mobile. Video, sound, animation and web authoring software will be used.
Pre / Co requisites: ART 491 requires prerequisite of ART 212 and ART 213.
Typically offered in Fall.

ART 415. Senior Thesis Project. 3 Credits.
This course will focus on the development of a senior thesis project. This project will involve extensive, student directed research in graphic communications. Students will be required to define a problem, develop the conceptual solution, establish a strategy and carry out their solution to a professional standard. Students will be expected to present their work in a final presentation.
Pre / Co requisites: ART 415 requires prerequisites of ART 213, ART 311, ART 312 and ART 413, or department permission.
Typically offered in Spring.

ART 450. Internship. 3 Credits.
Integration of classroom study and lab work with specific planned periods of learning through job experience. The course is based on an individualized, student-oriented, learning contract.
Consent: Permission of the Department required to add.
Typically offered in Fall, Spring & Summer.
Repeatable for Credit.
ART 492. Senior Seminar. 3 Credits.
Preparation for the senior show and development of a professional portfolio suitable for presentation to employers or graduate schools. Typically offered in Spring.

ART 499. Portfolio. 3 Credits.
Development of a design portfolio featuring both digital and print work in preparation for entering the design field as a professional. Students will be required to complete a personal resume, personal identity system, and design a self promotional piece in addition to their body of work. Pre / Co requisites: ART 499 requires prerequisites of ART 311 and ART 413. Typically offered in Spring.

### B.F.A. IN GRAPHIC AND INTERACTIVE DESIGN

#### College of Arts and Humanities

#### Curriculum

**General Education Requirements** ([http://catalog.wcupa.edu/undergraduate/general-education-requirements](http://catalog.wcupa.edu/undergraduate/general-education-requirements)) 12
- English Composition requirements 6
- Mathematics requirement 3
- Public Speaking requirement 3
- Science Requirements 6
- Behavioral and Social Science Requirements 6
- Humanities Requirements 6
- Arts Requirement 3
- Diverse Communities Requirement 3
- Interdisciplinary Requirement 3
- Student Electives 9
- Writing Emphasis Requirements 9

**Foundation Requirements**

- ART 106 Drawing I 3
- ART 111 Basic Design (2-D) 3
- ART 112 Color Theory and Practice 3
- ART 113 Digital Media 3
- ART 206 Drawing II 3
- ART 216 Painting I 3
- ART 120 Three Dimensional Design 3
- ARH 103 Art History I: Paleolithic-Middle Ages 3
- ARH 104 Art History II: Renaissance through Modern Day 3

Select two Art History electives. One must be 300-level or above.

**Major Requirements**

- ARH 300 History of Graphic Design 3
- ART 210 Typography I 3
- ART 211 Graphic Design I 3
- ART 212 Graphic Design II 3
- ART 213 Typography II 3
- ART 310 Graphic Design III 3
- ART 311 Graphic Design IV 3
- ART 312 Visual Branding 3
- ART 313 Interaction Design I 3
- ART 314 Interaction Design II 3
- ART 400 Advertising Design 3
- ART 413 Interaction Design III 3
- ART 415 Senior Thesis Project 3
- ART 499 Portfolio 3

**Total Minimum Credits Required** 120

### Sample Course Plan

To track their individual degree progress, students are advised to access their Degree Progress Report (DPR) via myWCU regularly. For more information, visit wcupa.edu/DegreeProgressReport.

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>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Year One</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Semester One</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ART 106</td>
<td>Drawing I</td>
<td>3</td>
</tr>
<tr>
<td>ART 111</td>
<td>Basic Design (2-D)</td>
<td>3</td>
</tr>
<tr>
<td>ARH 103</td>
<td>Art History I: Paleolithic-Middle Ages</td>
<td>3</td>
</tr>
<tr>
<td>WRT 120</td>
<td>Effective Writing I</td>
<td>3</td>
</tr>
<tr>
<td>MAT 103</td>
<td>Introduction to Mathematics (or higher)</td>
<td>3</td>
</tr>
<tr>
<td><strong>Credits</strong></td>
<td>15</td>
<td></td>
</tr>
<tr>
<td><strong>Semester Two</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ART 112</td>
<td>Color Theory and Practice</td>
<td>3</td>
</tr>
<tr>
<td>ART 206</td>
<td>Drawing II</td>
<td>3</td>
</tr>
<tr>
<td>ART 113</td>
<td>Digital Media</td>
<td>3</td>
</tr>
<tr>
<td>WRT 200</td>
<td>Critical Writing and Research</td>
<td>3</td>
</tr>
<tr>
<td>or</td>
<td>or Critical Writing: Approaches to Pop</td>
<td></td>
</tr>
<tr>
<td>WRT 204</td>
<td>Critical Writing: Approaches to Pop</td>
<td></td>
</tr>
<tr>
<td>or</td>
<td>Critical Writing: Approaches to Pop</td>
<td></td>
</tr>
<tr>
<td>WRT 205</td>
<td>Critical Writing: Investigating</td>
<td></td>
</tr>
<tr>
<td>or</td>
<td>Critical Writing: Investigating</td>
<td></td>
</tr>
<tr>
<td>WRT 206</td>
<td>Critical Writing: Multidisciplinary</td>
<td></td>
</tr>
<tr>
<td>or</td>
<td>Critical Writing: Multidisciplinary</td>
<td></td>
</tr>
<tr>
<td>WRT 208</td>
<td>Critical Writing: Entering Public</td>
<td></td>
</tr>
<tr>
<td>or</td>
<td>Critical Writing: Entering Public</td>
<td></td>
</tr>
<tr>
<td>WRT 220</td>
<td>Critical Writing: Special Topics</td>
<td></td>
</tr>
<tr>
<td>ARH 104</td>
<td>Art History II: Renaissance through Modern Day</td>
<td>3</td>
</tr>
<tr>
<td><strong>Credits</strong></td>
<td>15</td>
<td></td>
</tr>
<tr>
<td><strong>Year Two</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Semester Three</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ART 210</td>
<td>Typography I</td>
<td>3</td>
</tr>
<tr>
<td>ART 211</td>
<td>Graphic Design I</td>
<td>3</td>
</tr>
<tr>
<td>ART 216</td>
<td>Painting I</td>
<td>3</td>
</tr>
<tr>
<td>SPK 208</td>
<td>Public Speaking</td>
<td>3</td>
</tr>
<tr>
<td>or</td>
<td>Business and Professional Speech</td>
<td></td>
</tr>
<tr>
<td>SPK 230</td>
<td>Communication</td>
<td></td>
</tr>
<tr>
<td><strong>General Education Elective</strong></td>
<td>3</td>
<td></td>
</tr>
<tr>
<td><strong>Credits</strong></td>
<td>15</td>
<td></td>
</tr>
<tr>
<td><strong>Semester Four</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ART 212</td>
<td>Graphic Design II</td>
<td>3</td>
</tr>
<tr>
<td>ART 213</td>
<td>Typography II</td>
<td>3</td>
</tr>
<tr>
<td>ART 120</td>
<td>Three Dimensional Design</td>
<td>3</td>
</tr>
<tr>
<td><strong>General Education Elective</strong></td>
<td>3</td>
<td></td>
</tr>
<tr>
<td><strong>General Education Elective</strong></td>
<td>3</td>
<td></td>
</tr>
<tr>
<td><strong>Credits</strong></td>
<td>15</td>
<td></td>
</tr>
<tr>
<td><strong>Year Three</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Semester Five</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ART 310</td>
<td>Graphic Design III</td>
<td>3</td>
</tr>
<tr>
<td>ART 313</td>
<td>Interaction Design I</td>
<td>3</td>
</tr>
<tr>
<td>ART 312</td>
<td>Visual Branding</td>
<td>3</td>
</tr>
<tr>
<td><strong>General Education Elective</strong></td>
<td>3</td>
<td></td>
</tr>
<tr>
<td><strong>General Education Elective</strong></td>
<td>3</td>
<td></td>
</tr>
<tr>
<td><strong>Credits</strong></td>
<td>15</td>
<td></td>
</tr>
</tbody>
</table>

184 2017-2018 UNDERGRADUATE CATALOG
Semester Six

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART 311</td>
<td>Graphic Design IV</td>
<td>3</td>
</tr>
<tr>
<td>ART 314</td>
<td>Interaction Design II</td>
<td>3</td>
</tr>
<tr>
<td>ARH 300</td>
<td>History of Graphic Design</td>
<td>3</td>
</tr>
<tr>
<td>General Education Elective</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>General Education Elective</td>
<td></td>
<td>3</td>
</tr>
</tbody>
</table>

Credits 15

Year Four

Semester Seven

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART 400</td>
<td>Advertising Design</td>
<td>3</td>
</tr>
<tr>
<td>ART 413</td>
<td>Interaction Design III</td>
<td>3</td>
</tr>
<tr>
<td>ARH Elective</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>General Education Elective</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>General Education Elective</td>
<td></td>
<td>3</td>
</tr>
</tbody>
</table>

Credits 15

Semester Eight

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART 415</td>
<td>Senior Thesis Project</td>
<td>3</td>
</tr>
<tr>
<td>ART 499</td>
<td>Portfolio</td>
<td>3</td>
</tr>
<tr>
<td>General Education Elective</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>General Education Elective</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>General Education Elective</td>
<td></td>
<td>3</td>
</tr>
</tbody>
</table>

Credits 15

Total Credits 120

Recommended ART electives: ART 228 and ART 450

Students must maintain a minimum grade of C in all ART and ARH courses.

B.F.A. IN STUDIO ARTS

College of Arts and Humanities

Curriculum

The Bachelor of Fine Arts is regarded as the initial professional degree in art by the National Association of Schools of Art. Its primary emphasis is on the development of skills, concepts, and sensitivities important to the professional artist. Concentration in a major professional area begins only with satisfactory completion of the foundation requirements and the approval of the faculty adviser.

General Education Requirements (http://catalog.wcupa.edu/undergraduate/general-education-requirements)

- English Composition Requirements 6
- Mathematics Requirement 3
- Public Speaking Requirement 3
- Science requirements 6
- Behavioral & Social Science requirements 6
- Humanities requirements 6
- Arts requirement 3
- Diverse Communities requirement 3
- Interdisciplinary requirement 3
- Student Electives 9
- Writing Emphasis requirements 9

Foundation Requirements

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART 106</td>
<td>Drawing I</td>
<td>3</td>
</tr>
<tr>
<td>ART 111</td>
<td>Basic Design (2-D)</td>
<td>3</td>
</tr>
<tr>
<td>ART 112</td>
<td>Color Theory and Practice</td>
<td>3</td>
</tr>
<tr>
<td>ART 120</td>
<td>Three Dimensional Design</td>
<td>3</td>
</tr>
<tr>
<td>ART 206</td>
<td>Drawing II</td>
<td>3</td>
</tr>
<tr>
<td>ART 216</td>
<td>Painting I</td>
<td>3</td>
</tr>
<tr>
<td>ART 113</td>
<td>Digital Media</td>
<td>3</td>
</tr>
<tr>
<td>ART 241</td>
<td>Printmaking: Introduction to Relief Printing</td>
<td>3</td>
</tr>
<tr>
<td>ARH 103</td>
<td>Art History I: Paleolithic-Middle Ages</td>
<td>3</td>
</tr>
<tr>
<td>ARH 104</td>
<td>Art History II: Renaissance through Modern Day</td>
<td>3</td>
</tr>
</tbody>
</table>

Select two art history electives. One must be 300-level or above 6

Elective Concentration Requirements

Students may select studio art courses within these concentrations: painting, drawing, sculpture, crafts, or general studio. Studio art electives should be selected under advisement 39

Total Minimum Credits Required 120

Sample Course Plan

To track their individual degree progress, students are advised to access their Degree Progress Report (DPR) via myWCU regularly. For more information, visit wcupa.edu/DegreeProgressReport.

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>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Semester One</td>
<td>ART 106</td>
<td>Drawing I</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>ART 111</td>
<td>Basic Design (2-D)</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>ARH 103</td>
<td>Art History I: Paleolithic-Middle Ages</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>WRT 120</td>
<td>Effective Writing I</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>MAT 103</td>
<td>Introduction to Mathematics</td>
<td>3</td>
</tr>
</tbody>
</table>

Credits 15

Semester Two

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART 112</td>
<td>Color Theory and Practice</td>
<td>3</td>
</tr>
<tr>
<td>ART 206</td>
<td>Drawing II</td>
<td>3</td>
</tr>
<tr>
<td>ART 120</td>
<td>Three Dimensional Design</td>
<td>3</td>
</tr>
<tr>
<td>ARH 104</td>
<td>Art History II: Renaissance through Modern Day</td>
<td>3</td>
</tr>
</tbody>
</table>

Select one of the following: 3

| WRT 200            | Critical Writing and Research                     | 3       |
| WRT 204            | Critical Writing: Approaches to Pop Culture        | 3       |
| WRT 205            | Critical Writing: Investigating Experience         | 3       |
| WRT 206            | Critical Writing: Multidisciplinary Imagination    | 3       |
| WRT 208            | Critical Writing: Entering Public Sphere           | 3       |
| WRT 220            | Critical Writing: Special Topics                  | 3       |

Credits 15

Year Two

Semester Three

Select one of the following: 3

| ART 113            | Digital Media                                      | 3       |
| ART 231            | Ceramics I: Basic Techniques                       | 3       |
| ART 241            | Printmaking: Introduction to Relief Printing       | 3       |
| ART 216            | Painting I                                         | 3       |
| SPK 208            | Public Speaking                                    | 3       |
| or SPK 230         | Business and Professional Speech                   | 3       |

General Education elective 3

General Education Elective 3

Credits 15

Semester Four

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART elective</td>
<td>Professional concentration (see tables below)</td>
<td>3</td>
</tr>
</tbody>
</table>
ART elective - Professional concentration (see tables below) 3
ART elective - Professional concentration (see tables below) 3
General Education elective 3
General Education elective 3
Credits 15

Year Three
Semester Five
ART elective - Professional concentration (see tables below) 3
ART elective - Professional concentration (see tables below) 3
ART elective - Professional concentration (see tables below) 3
General Education elective 3
General Education elective 3
Credits 15

Semester Six
ART elective - Professional concentration (see tables below) 3
ART elective - Professional concentration (see tables below) 3
ART XXX elective 3
General Education elective 3
General Education elective 3
Credits 15

Year Four
Semester Seven
ART elective - Professional concentration (see tables below) 3
ART elective - Professional concentration (see tables below) 3
ART XXX elective 3
General Education elective 3
General Education elective 3
Credits 15

Semester Eight
ART 492 Senior Seminar 3
ART elective - Professional concentration (see tables below) 3
ART elective - Professional concentration (see tables below) 3
General Education elective 3
General Education elective 3
Credits 15

Total Credits 120

One ARH elective must be at the 300 level or above. Students must maintain a minimum grade of C in ART and ARH courses.

Professional Concentrations - Selected Under Advisement

Drawing/Painting
ART 217 Painting II 3
ART 226 Water Color I 3
ART 227 Water Color II 3
ART 241 Printmaking: Introduction to Relief Printing 3
ART 243 Printmaking: Intermediate Relief Printing 3
ART 305 Drawing III: Life Drawing 3
ART 307 Drawing IV 3
ART 316 Representational Painting 3
ART 317 Painting III 3
ART 318 Painting IV 3
ART 319 Painting V 3
ART 320 Painting: Independent Project 3
ART 341 Printmaking: Introduction to Intaglio Printing 3
ART 345 Printmaking: Intermediate Relief Printing 3

Sculpture/Crafts
ART 211 Structural Materials and Fabrication 3
ART 222 Beginning Sculpture 3
ART 230 Digital Objective Design 3
ART 231 Ceramics I: Basic Techniques 3
ART 232 Ceramics II: Intermediate Techniques 3
ART 321 Sculpture II 3
ART 322 Sculpture III 3
ART 325 Sculpture: Independent Projects 3
ART 331 Ceramics III: Advanced Techniques 3
ART 332 Ceramics Studio Problems 3
ART 335 Ceramics: Independent Projects 3

General Studio
Select 12 ART electives

Photography Electives
ART 223 Basic Photography 3
ART 224 Intermediate Photography 3
ART 228 Digital Photography 3

MINOR IN ART HISTORY
College of Arts and Humanities

Required Courses 6
ARH 103 Art History I: Paleolithic-Middle Ages 3
ARH 104 Art History II: Renaissance through Modern Day 3

Electives 12
Select 12 semester hours of electives at the 200, 300, and 400 levels. 12

Total Minimum Credits Required 18

Art History Survey
Structured sequence of courses designed to provide an in-depth comprehensive core of Western art development. Recommended as an important cultural component to the study of history, literature, performing arts, anthropology, sociology, and psychology.

MINOR IN STUDIO ART
College of Arts and Humanities

Curriculum

Required courses
ART 106 Drawing I 3
ART 111 Basic Design (2-D) 3
ART 120 Three Dimensional Design 3

Minor specialization
The student, under advisement, may select a minor specialization so that the emphasis is on one of these groups: graphic design, painting/drawing, sculpture/crafts, or general art.

Total Credits 18
AIR FORCE ROTC (AEROSPACE STUDIES)

School of Interdisciplinary and Graduate Studies

West Chester University students are eligible to participate in the Air Force Reserve Officer Training Corps (AFROTC) through an agreement with Saint Joseph's University. All aerospace studies courses will be held on the Saint Joseph's campus. Credits can be transferred to WCU and appear on the official transcript. The AFROTC program enables a college student to earn a commission as an Air Force officer while concurrently satisfying requirements for his or her baccalaureate degree.

Program

The Department of Aerospace Studies at Saint Joseph’s University offers three- and four-year curricula leading to a commission as a Second Lieutenant in the Air Force. In the four-year curriculum, a student takes the General Military Course (GMC) during the freshman and sophomore years, attends a four-week summer training program, and then takes the Professional Officer Course (POC) in the junior and senior years. A student is under no contractual obligation to the Air Force until entering the POC or accepting an Air Force scholarship. In the three-year curriculum, a student completes AER courses during the sophomore year, and then enters the POC in the junior year. The subject matter of the freshman and sophomore years is developed from a historical perspective and focuses on the scope, structure, and history of military power with the emphasis on the development of air power and its relationship to current events. During the junior and senior years, the curriculum concentrates on the concepts and practices of leadership and management, as well as the role of national security forces in contemporary American society.

In addition to the academic portion of the curriculum, each student participates in a two-hour Leadership Laboratory each week. During this period the day-to-day skills and working environment of the Air Force are discussed and explained. The Leadership Lab utilizes a student organization designed for the practice of leadership and management techniques. The labs do not carry course credits and are registered as pass/fail only. Cadets must attend at least 80% of class sessions to receive a passing grade.

Air Force ROTC offers scholarships for two, three, and four years on a competitive basis to qualified applicants. All scholarships are applied to tuition and lab fees, and include a textbook allowance, plus a tax-free monthly stipend which varies from $300 to $500, depending on graduation date. For further information on the program, scholarships, and career opportunities, contact:

AFROTC Det 750
Saint Joseph’s University
5600 City Avenue
Philadelphia, PA 19131-1399
610-660-3190.

Information is also available on the Saint Joseph’s University AFROTC (http://www.sju.edu/int/academics/cas/afrotc) website.

Policies

- See undergraduate admissions information. (p. 11)
- See academic policies. (http://catalog.wcupa.edu/undergraduate/academic-policies-procedures)

All undergraduate students are held to the academic policies and procedures outlined in the undergraduate 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 programs may be listed below.

Courses

MSI

MSI 101. Introduction to ROTC. 1 Credit.
This course is designed to teach self-confidence through team study and activities in basic drill, physical fitness, rappelling, leadership reaction course, first aid, making presentations, and basic marksmanship. Includes fundamental concepts of professional leadership in both classroom and outdoor laboratory environments. One hour and a required leadership lab, plus participation in three, one-hour sessions for physical fitness. Participation in a weekend exercise also is required.
Typically offered in Fall.

MSI 102. Introduction to Leadership. 1 Credit.
Learn/apply principles of effective leading. Reinforce self-confidence through participation in physically and mentally challenging exercises with upper-division ROTC students. Develop communication skills to improve individual performance and group interaction. Relate organizational ethical values to the effectiveness of a leader. One hour and a required leadership lab, plus participation in three, one-hour sessions for physical fitness. Participation in a weekend exercise also is required.
Typically offered in Spring.

MSI 113. Army Physical Readiness Training. 1 Credit.
This course is designed to provide the necessary information and skills to enable the cadet to participate in and lead fitness activities safely and effectively, which is essential to the Army way of life. This will include discussion of fitness principles and practical application of techniques discussed. The course will investigate methods of improving muscular strength, muscular endurance, cardio respiratory fitness, flexibility and body composition.
Pre / Co requisites: MSI 113 requires a corequisite of MSI 201 or MSI 202.
Typically offered in Fall & Spring.
Repeatable for Credit.

MSI 199. Transfer Credits. 1-50 Credits.
Transfer Credits.
Repeatable for Credit.

MSI 201. Self-Team Development. 2 Credits.
Learn/apply ethics-based leadership skills that develop individual abilities and contribute to effective team building. Develop skills in oral presentations, writing concisely, planning events, coordinating group efforts, advanced first aid, land navigation, and basic military tactics. Learn fundamentals of ROTC’s Leadership Development Program. Two hours and a required leadership lab, plus required participation in three, one-hour sessions for physical fitness. Participation in a weekend exercise also is required.
Pre / Co requisites: MSI 201 requires prerequisites of MSI 101 and MSI 102.
Typically offered in Fall.

MSI 202. Individual-Team Military Tactics. 2 Credits.
Introduction to individual and team aspects of military tactics in small-unit operations. Includes use of radio communications, making safety assessments, movement techniques, planning for team safety/security, and methods of pre-execution checks. Practical exercises with upper-division ROTC students. Learn techniques for training others as an aspect of continued leadership development. Two hours and a required leadership lab, plus required participation in three, one-hour sessions for physical fitness. Participation in a weekend exercise also is required.
Pre / Co requisites: MSI 202 requires prerequisite of MSI 201.
Typically offered in Fall.

MSI 301. Leading Small Organizations I. 3 Credits.
Series of practical opportunities to lead small groups, receive personal assessments and encouragement, and lead again in situations of increasing complexity. Uses small-unit defensive tactics and opportunities to plan and conduct training for lower-division students to develop these skills as vehicles to practice leading. Three hours and a required leadership lab, plus required participation in three, one-hour sessions for physical fitness. Participation in one weekend exercise also is required, and one or two more weekend exercises may be offered for participation. PRE /REQ: Army ROTC advanced course standing or approval of the professor of military science.
Typically offered in Fall.
ARMY ROTC (MILITARY SCIENCE)

School of Interdisciplinary and Graduate Studies

West Chester University students are eligible to participate in the Army Reserve Officers’ Training Corps (ROTC) program through a formal cross-enrollment agreement with the Widener University Department of Military Science. Army ROTC offers University students the opportunity to graduate with a bachelor’s degree and a commission in the United States Army, Army National Guard, or United States Army Reserve. All 100-, 200-, and 300-level ROTC classes are taught at West Chester University, while the 400-level classes are conducted on the Widener (http://www.widener.edu) campus. The 100- to 400-level leadership labs are taught at West Chester University.

The Army ROTC program consists of a basic course taken during the freshman and sophomore years, and an advanced course taken during junior and senior years. Successful completion of the basic course is required before placement in the advanced course. Students who participated in Junior ROTC in high school or who have prior military service may receive partial or full credit for the basic course, which is determined by the Army Professor of Military Science. The basic course requirement also may be satisfied through attendance at a four-week Army ROTC Leadership Training Course (LTC) at the end of the sophomore year. Qualified students enrolled in the basic course receive a stipend of $300 for freshmen and $350 for sophomores. Students enrolled in the advanced course receive a stipend of $450 for juniors and $500 for seniors per month. Guaranteed National Guard and Reserve Forces options are also available.

Nursing students who complete the four-year or two-year program, obtain their nursing degree, and pass their Nursing Board Examinations are commissioned into the Army Nurse Corps. Two-year, three-year, and four-year Army ROTC scholarships are available on a competitive basis. These scholarships pay 100 percent of the student’s tuition or room and board up to $10,000 and include payment of certain University fees, as well as a $1,200 book and school supplies subsidy.

Applications for Army ROTC scholarships must be submitted early in the spring semester.

Applications for attendance at the LTC must be submitted early in the spring semester of the sophomore year.

Military Science students also participate in orientation and field training activities as part of the Military Science curriculum. These activities are an exploration of historical, organizational, and functional activities of the U.S. Army, conducted in conjunction with the Army Officer Education Program, and are recognized as a part of the commissioning preparation process for cadets.

Activities are conducted off campus through tours, field trips, laboratory sessions, and practical field application that includes marksmanship, land navigation, small unit operations, rappelling, water survival, color guard, organized athletics, and other military skills. Varying degrees of health and body risk are involved in these activities. The government of the United States, the Commonwealth of Pennsylvania, West Chester University, its officers, trustees, employees, agents, or students assume no liability for any injury caused during the above activities. For injuries incurred while participating in ROTC activities, the Department of Labor will assume the cost above the student’s personal health insurance.

For further information on scholarship and career opportunities, contact the Professor of Military Science, Widener University (http://www.widener.edu), Chester PA 19013, 610-499-4097, or Major Richard Howett (rhowett@wcupa.edu), Campus Officer-in-Charge, West Chester University, Anderson Hall Room 331A, 610-430-4403.

Policies

- See undergraduate admissions information. (p. 11)
- See academic policies. (http://catalog.wcupa.edu/undergraduate/academic-policies-procedures)

All undergraduate students are held to the academic policies and procedures outlined in the undergraduate 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 programs may be listed below.

Courses

MSI

MSI 101. Introduction to ROTC. 1 Credit.

This course is designed to teach self-confidence through team study and activities in basic drill, physical fitness, rappelling, leadership reaction course, first aid, making presentations, and basic marksmanship. Includes fundamental concepts of professional leadership in both classroom and outdoor laboratory environments. One hour and a required leadership lab, plus participation in three, one-hour sessions for physical fitness. Participation in a weekend exercise also is required. Typically offered in Fall.

MSI 399. USM ROTC (PLC). 3 Credits.

USM ROTC (PLC) typically offered in Summer.

MSI 400. US Military History. 3 Credits.

Students develop an awareness of the relationship of military establishment to society particularly the US. Typically offered in Fall, Spring & Summer.

MSI 401. Leadership Challenges and Goal Setting. 3 Credits.

Plan, conduct, and evaluate activities of the ROtc cadet organization. Articulate goals and put plans into action to attain them. Assess organizational cohesion and develop strategies to improve it. Develop confidence in skills to lead people and manage resources. Learn/apply various Army policies and programs in this effort. Three hours and a required leadership lab, plus required participation in three, one-hour sessions for physical fitness. Participation in one weekend exercise also is required, and one or two more weekend exercises may be offered for optional participation. Typically offered in Fall.

MSI 402. Transition to Lieutenant. 3 Credits.

Continues the methodology from MSI 401. Identify and resolve ethical dilemmas. Refine counseling and motivating techniques. Examine aspects of tradition and law as related to leading as an officer in the Army. Prepare for a future as a successful Army lieutenant. Three hours and a required leadership lab, plus required participation in three, one-hour sessions for physical fitness. Participation in one weekend exercise also is required, and one or two more weekend exercises may be offered for optional participation. Typically offered in Spring.

MSI 410. Independent Study. 1-3 Credits.

Students become familiar with army supply management operations and procedures focusing on inventory and requisitioning procedures. Typically offered in Fall & Spring.

MSI 499. USM ROTC (PLC). 3 Credits.

Military Science transfer credit. Typically offered in Summer.

ARMY ROTC (MILITARY SCIENCE)

West Chester University, 260 East 7th Avenue, West Chester, PA 19383, 610-436-2000, www.wcupa.edu, or Elizabeth Shafer, Director of Military Science, 610-436-2070, or email: eshafer@wcupa.edu.
MSI 102. Introduction to Leadership. 1 Credit.
Learn/principles of effective leading. Reinforce self-confidence through participation in physically and mentally challenging exercises with upper-division ROTC students. Develop communication skills to improve individual performance and group interaction. Relate organizational ethical values to the effectiveness of a leader. One hour and a required leadership lab, plus participation in three, one-hour sessions for physical fitness. Participation in a weekend exercise also is required. Typically offered in Spring.

MSI 113. Army Physical Readiness Training. 1 Credit.
This course is designed to provide the necessary information and skills to enable the cadet to participate in and lead fitness activities safely and effectively, which is essential to the Army way of life. This will include discussion of fitness principles and practical application of techniques discussed. The course will investigate methods of improving muscular strength, muscular endurance, cardio respiratory fitness, flexibility and body composition. Pre / Co requisites: MSI 113 requires a corequisite of MSI 201 or MSI 202. Typically offered in Fall & Spring. Repeatable for Credit.

MSI 199. Transfer Credits. 1-50 Credits.
Transfer Credits. Repeatable for Credit.

MSI 201. Self-Team Development. 2 Credits.
Learn/prhythms-based leadership skills that develop individual abilities and contribute to effective team building. Develop skills in oral presentations, writing concisely, planning events, coordinating group efforts, advanced first aid, land navigation, and basic military tactics. Learn fundamentals of ROTC’s Leadership Development Program. Two hours and a required leadership lab, plus required participation in three, one-hour sessions for physical fitness. Participation in a weekend exercise also is required. Pre / Co requisites: MSI 201 requires prerequisites of MSI 101 and MSI 102. Typically offered in Fall.

MSI 202. Individual-Team Military Tactics. 2 Credits.
Introduction to individual and team aspects of military tactics in small-unit operations. Includes use of radio communications, making safety assessments, movement techniques, planning for team safety/security, and methods of pre-execution checks. Practical exercises with upper-division ROTC students. Learn techniques for training others as an aspect of continued leadership development. Two hours and a required leadership lab, plus required participation in three, one-hour sessions for physical fitness. Participation in a weekend exercise also is required. Pre / Co requisites: MSI 202 requires prerequisites of MSI 201. Typically offered in Spring.

MSI 301. Leading Small Organizations I. 3 Credits.
Series of practical opportunities to lead small groups, receive personal assessments and encouragement, and lead again in situations of increasing complexity. Uses small-unit defensive tactics and opportunities to plan and conduct training for lower-division students to develop these skills as vehicles to practice leading. Three hours and a required leadership lab, plus required participation in three, one-hour sessions for physical fitness. Participation in a weekend exercise also is required, and one or two more weekend exercises may be offered for participation. PREREQ: Army ROTC advanced course standing or approval of the professor of military science. Typically offered in Fall.

MSI 302. Leading Small Organizations II. 3 Credits.
Continues methodology of MSI 301. Analyze tasks, prepare written or oral guidance for team members to accomplish tasks, delegate tasks, and supervise. Plan for and adapt to the unexpected in organizations under stress. Examine and apply lessons from leadership case studies as well as the importance of ethical decision making in setting a positive climate that enhances team performance. Three hours and a required leadership lab, plus required participation in three, one-hour sessions for physical fitness. Participation in a weekend exercise and three other one-day exercises is required. Typically offered in Fall.

MSI 399. USMC ROTC (PLC). 3 Credits.
USMC ROTC (PLC) Typically offered in Summer.

MSI 400. US Military History. 3 Credits.
Students develop an awareness of the relationship of military establishment to society, particularly the US. Typically offered in Fall, Spring & Summer.

MSI 401. Leadership Challenges and Goal Setting. 3 Credits.
Plan, conduct, and evaluate activities of the ROTC cadet organization. Articulate goals and put plans into action to attain them. Assess organizational cohesion and develop strategies to improve it. Develop confidence in skills to lead people and manage resources. Learn/practical Army policies and programs in this effort. Three hours and a required leadership lab, plus required participation in three, one-hour sessions for physical fitness. Participation in one weekend exercise also is required, and one or two more weekend exercises may be offered for optional participation. Typically offered in Fall.

MSI 402. Transition to Lieutenant. 3 Credits.
Continues the methodology from MSI 401. Identify and resolve ethical dilemmas. Refine counseling and motivating techniques. Examine aspects of tradition and law as related to leading as an officer in the Army. Prepare for a future as a successful Army lieutenant. Three hours and a required leadership lab, plus required participation in three, one-hour sessions for physical fitness. Participation in one weekend exercise also is required, and one or two more weekend exercises may be offered for optional participation. Typically offered in Spring.

MSI 410. Independent Study. 1-3 Credits.
Students become familiar with army supply management operations and procedures focusing on inventory and requisitioning procedures. Typically offered in Fall & Spring.

MSI 499. USMC ROTC (PLC). 3 Credits.
Military Science transfer credit. Typically offered in Summer.

DEPARTMENT OF BIOLOGY

College of the Sciences and Mathematics

(See also Pre-Medical Program (p. 435))

175 Schmucker Science North
610-436-2538
Department of Biology (http://www.wcupa.edu/biology)
Giovanni Casotti (gcasotti@wcupa.edu), Chairperson
Josh Auld (jauld@wcupa.edu), Assistant Chairperson

The major in biology centers on a core of courses that emphasizes broad unifying principles. Available electives provide enriching experiences in many areas of biology. The Department of Biology offers two undergraduate degree programs with six concentrations within the B.S. degree:

• The B.S. in Biology: Integrative Concentration can be individually tailored to provide the skills that students need to achieve their career goals. This program also provides the basic preparation needed for entry into graduate or professional schools, including physical therapy programs.

• The B.S. in Biology: Cell and Molecular Concentration offers the student a strong background in both biology and chemistry. Emphasis on lab-oriented courses prepares the student to pursue a career in laboratory research in cell and molecular biology at industrial, medical, academic, and government facilities. This program also prepares the student for admission to medical, dental, veterinary, graduate, and professional schools.

• The B.S. in Biology: Ecology and Conservation Concentration provides an opportunity for interested students to obtain a strong background in field biology and the conservation of natural systems. The required core curriculum and concentration electives provide opportunities for careers as biologists in state and federal environmental agencies, industry, and environmental consulting firms, as well as graduate work in ecology and conservation. Internships are strongly recommended as part of the program. Course work emphasizes skills obtained in biology, chemistry, and mathematics. Additional course work from other departments may be recommended to fulfill particular career objectives.

• The B.S. in Biology: Marine Science Concentration provides the opportunity for interested students to obtain a strong educational background in marine biology and other topics in a field that
stretches from marine organisms to biotechnology and even oceanography interests from the coastal waters to deep oceans. The required core curriculum and electives will allow students the opportunity to draw on educational resources at West Chester University and marine field stations, such as the Wallops Island Marine Science Consortium in Virginia. Course work emphasizes techniques in biological sciences, oceanography, chemistry, physics, and mathematics. Field and laboratory courses form a strong foundation of this program, and students are encouraged to engage in directed research projects or internships.

- **The B.S. in Biology: Medical Laboratory Science Concentration** offers students the opportunity to enter the field of laboratory medicine with emphasis on the techniques and instrumentation used to evaluate disease processes. This concentration allows students to complete the necessary general education and departmental requirements in three years. The fourth year is spent in a hospital internship training program at one of the several affiliated hospitals, and students receive 26 credits for the internship year (BIO 407 and BIO 408, Hospital Internship in Medical Laboratory Science). To qualify for the internship, students must have a 2.75 GPA and be accepted by an accredited hospital medical technology program. Students completing the internship will receive a B.S. in Biology - Medical Laboratory Science Concentration and the training necessary to take the national certification exam. Affiliated hospitals include Pennsylvania Hospital, Lancaster General Hospital, and St. Christopher's Hospital for Children.

- **The B.S. in Biology: Microbiology Concentration** prepares students for careers in research laboratories, industrial and academic research, and government service in the areas of bacteriology, immunology, virology, mycology, microbial ecology, and parasitology. The program provides extensive laboratory experience with the techniques that are most useful and important to modern microbiological science. This program also provides the basic preparation needed for entry into graduate or professional schools.

- **The B.S. in Education - Biology** is a program designed to prepare the student for a career in teaching in secondary schools. Professional certification in biology is awarded to the student who completes the program satisfactorily. Students are strongly advised to seek certification in a related area to enhance their employment potential. Such related areas include general science, health, education, athletic training, and environmental education. This program requires 126 credits for completion. See the Educator Preparation Programs (p. 262) section of this catalog for an explanation of related requirements.

### Programs

#### Majors in Biology

- B.A. in Biology (p. 195) **(no longer admitting students)**
- B.S. in Biology - Integrative Biology Concentration (p. 198)
  - B.S. in Biology - Integrative Biology Concentration to M.S. in Biology (Thesis Option) Accelerated Program (p. 198)
- B.S. in Biology - Cell and Molecular Concentration (p. 195)
- B.S. in Biology - Ecology and Conservation Concentration (p. 197)
- B.S. in Biology - Marine Science Concentration (p. 200)
- B.S. in Biology - Medical Laboratory Science Concentration (p. 202)
- B.S. in Biology - Microbiology Concentration (p. 203)
- B.S. in Education - Biology (p. 204)

#### Minor in Biology

- Biology (p. 205)

### Graduate Opportunities

See the graduate catalog for more information on the Biology program. ([http://catalog.wcupa.edu/graduate/sciences-mathematics/biology](http://catalog.wcupa.edu/graduate/sciences-mathematics/biology))

### Policies

- See undergraduate admissions information. (p. 11)
- See academic policies. ([http://catalog.wcupa.edu/undergraduate/academic-policies-procedures](http://catalog.wcupa.edu/undergraduate/academic-policies-procedures))

All undergraduate students are held to the academic policies and procedures outlined in the undergraduate 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 programs may be listed below.

### Internal and External Transfer Students

For an internal transfer into any biology degree program, a student must:

1. Be in good academic standing (2.00 GPA or better);
2. Have already passed BIO 100 with an A- or better, or BIO 110 with a C- or better; and
3. Complete the application for change of major.

For newly admitted transfer students, a student must

1. Meet University standards for admission to West Chester University;
2. Have a grade of C- (70%) or better if they have taken a BIO 110 equivalent; and
3. Interview with a department representative.

NOTE: In order to receive a degree in biology from West Chester University, a transfer student must successfully complete a minimum of 50 percent of the required biology credits in the West Chester University Department of Biology.

### Advanced Placement Policy

A score of three or better on the Biology Advanced Placement Exam will transfer as credit for BIO 110, General Biology.

### Accelerated Program Policy

Refer to the Accelerated Programs page (p. 134) for more information.

### Admission to the Accelerated B.S. in Biology - Integrative Concentration to M.S. in Biology

To be considered for the accelerated program and enroll in BIO 608 (Thesis Research 1), students must have attained (completed) 75 credits with a minimum of 18 biology credits. Students must have a minimum cumulative GPA of 3.00 including a minimum GPA of 3.00 for biology courses. BIO 608 requires departmental permission to enroll; students must arrange a committee meeting prior to enrolling in BIO 608 (e.g., during their third year). The accelerated program in biology is only open to thesis students. Any student wishing to switch out of the thesis option will be required to complete all requirements of the B.S. degree. Once admitted to the graduate program, graduate policies apply, including minimum GPA (3.00).

### 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
Oné R. Pagán (opagan@wcupa.edu) (2005)
B.S., M.S., University of Puerto Rico; Ph.D., Cornell University
Harry Tiebout (htiebout@wcupa.edu) (1992)
B.A., University of Illinois; Ph.D., University of Florida
Gregory Turner (gturner@wcupa.edu) (2004)
B.S., Virginia Commonwealth University; M.A., Hunter College; M.Ed., Columbia University; Ph.D., Fordham University
Jack Waber (jwaber@wcupa.edu) (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 (j pisciotta@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 100. Basic Biological Science. 3 Credits.**
LEC (2), LAB (2)
Gen Ed Attribute: Science Distributive Requirement.
Typically offered in Fall, Spring & Summer.

**BIO 104. Introductory Microbiology. 4 Credits.**
LEC (3), LAB (2)
The biology of medically important microorganisms, their structure, taxonomy, physiology, control, and host-parasite interactions. May not be taken as a biology major elective.
Pre/Co requisites: BIO 204 requires prerequisites of BIO 100 or BIO 110.
Typically offered in Fall, Spring & Summer.

**BIO 114. General Botany. 3 Credits.**
LEC (3), LAB (3)
The biology of plants, from bacteria to and including the angiosperms with emphasis on photosynthesis, physiology, reproduction, and economic importance.
Pre/Co requisites: BIO 215 requires prerequisite of BIO 110.
Typically offered in Fall & Spring.

**BIO 217. General Zoology. 3 Credits.**
LEC (2), LAB (3)
Principles of animal biology. Form and function of vertebrate and invertebrate animal types.
Pre/Co requisites: BIO 217 requires prerequisite of BIO 110.
Typically offered in Fall & Spring.

**BIO 220. Cell Physiology. 3 Credits.**
LEC (2), LAB (3)
An introduction to cellular and molecular biology with emphasis on cell morphology, biochemistry, and cell physiology.
Pre/Co requisites: BIO 220 requires prerequisites of BIO 110 and CHE 231.
Typically offered in Fall & Spring.

**BIO 230. Genetics. 3 Credits.**
Nature of genetic material and its qualitative and quantitative variation: recombination; interaction of gene products; regulation of genetic material; and its role in evolution.
Pre/Co requisites: BIO 230 requires prerequisites of BIO 110 and MAT 121.
Typically offered in Fall & Spring.

**BIO 259. Human Anatomy and Physiology I. 4 Credits.**
LEC (3), LAB (2)
An introduction to human structure and function. Skeletal, muscular, and nervous systems are emphasized. Laboratory involves study of human development and gross anatomy of the skeletal, muscular, and nervous systems. May not be taken as a biology major elective.
Typically offered in Fall, Spring & Summer.

**BIO 269. Human Anatomy and Physiology II. 4 Credits.**
LEC (3), LAB (2)
Continuation of BIO 259. Endocrine, circulatory, respiratory, immune, digestive, and urogenital systems emphasized. May not be taken as a biology major elective.
Pre/Co requisites: BIO 269 requires prerequisite of BIO 259.
Typically offered in Fall, Spring & Summer.

**BIO 270. Ecology. 3 Credits.**
LEC (2), LAB (3)
Relationships between living organisms and their environment.
Pre/Co requisites: BIO 270 requires prerequisite of BIO 110.
Typically offered in Fall & Spring.
BIO 275. Field Botany. 3 Credits.
LEC (2), LAB (3)
Methods of studying plants in their natural surroundings. Use of keys, botanical manuals, and illustrated floras to identify living specimens.
Pre / Co requisites: BIO 275 requires prerequisite of BIO 100 or BIO 215. Typically offered in Summer.

BIO 277. Vertebrate Ecology. 3 Credits.
LEC (2), LAB (2)
Pre / Co requisites: BIO 277 requires prerequisites of BIO 100 or BIO 217. Typically offered in Fall.

BIO 307. Pathophysiology. 3 Credits.
An integrated study of the processes involved in the total body systemic complex as it changes from the ordered homeostatic condition to the imbalanced diseased state. The use of disease models, with clinical considerations, strengthens the concepts. May not be taken as a biology major elective.
Pre / Co requisites: BIO 307 requires prerequisites of a C- or better in BIO 259 and BIO 269. Typically offered in Fall & Spring.

BIO 310. Biostatistical Applications. 3 Credits.
LEC (3), LAB (1)
The design, statistical analysis, graphical display and written presentation of biological research.
Pre / Co requisites: BIO 310 requires prerequisites of BIO 110 and MAT 121.
Gen Ed Attribute: Writing Emphasis. Typically offered in Spring.

BIO 311. Contemporary Issues in Biology Teaching. 3 Credits.
Curricular trends in biology education, biotechnology, and bioethics are analyzed in a social context through constructive controversy. The nature of science is explored and experiential skills are honed through practical application via a laboratory-oriented, faculty-student mentoring program. May not be taken as a biology elective.
Pre / Co requisites: BIO 311 requires prerequisites of BIO 110, BIO 215, BIO 217, BIO 230, EDF 300, and EDP 250. Typically offered in Fall.

BIO 312. Marine Botany. 3 Credits.
LEC (2), LAB (3)
This course will introduce students to identifying and classifying microscopic and macroscopic algae and seagrasses from marine and estuarine habitats. Fieldwork along the East coast of the U.S. will focus on the identification and ecology of its unique marine macroflora. Topics to be covered include: seaweed and seagrass structure, taxonomy and classification, reproduction and life histories, distribution and ecology, human impacts on marine plants, and the impacts of marine plants on human affairs, collection and preservation of marine plants, and production of herbarium specimen.
Pre / Co requisites: BIO 312 requires prerequisite BIO 215 or permission of instructor. Typically offered in Spring.

BIO 313. Marine Biology. 3 Credits.
The course is intended to provide a general introduction to the biology of marine organisms. Lectures will focus on the diversity, ecology, and adaptations of organisms living in the marine environment.

BIO 314. Pathogenic Microbiology. 4 Credits.
LEC (2), LAB (4)
Systematic study of pathogenic bacteria with extensive laboratory experience in handling and identifying these organisms.
Pre / Co requisites: BIO 314 requires a prerequisite of BIO 214. Typically offered in Spring.

BIO 315. Terrestrial Ecosystem Ecology. 3 Credits.
LEC (2), LAB (3)
Transfer of materials and energy through terrestrial ecosystem with emphasis on carbon, water, and nutrient cycling. Ecosystem responses to climate change are emphasized.
Pre / Co requisites: BIO 315 requires prerequisites of BIO 110, BIO 215, BIO 217, and BIO 270. Typically offered in Fall.

BIO 333. Molecular Biology Techniques. 2 Credits.
An introduction to laboratory techniques for molecular biology including restriction enzyme digests, gel electrophoresis, gene cloning in E. coli, RNA and DNA isolation, and polymerase chain reaction.
Pre / Co requisites: BIO 333 requires prerequisites of BIO 230 and BIO 204 or BIO 214 and CHE 231. Typically offered in Fall & Spring.

BIO 334. Microbial Genetics. 4 Credits.
LEC (3), LAB (3)
A course on the genetics of bacteria, their viruses, plasmids, and transposable elements. Applications of microbial genetics in genetic engineering and biotechnology.
Pre / Co requisites: BIO 334 requires prerequisites of BIO 110 and BIO 214 and BIO 230 and CHE 231. Typically offered in Spring.

BIO 357. Comparative Vertebrate Anatomy. 4 Credits.
LEC (2), LAB (4)
Comparative study of the principal organ systems of vertebrates as to their structure, function, and evolutionary relationships.
Pre / Co requisites: BIO 357 requires prerequisite of BIO 217. Typically offered in Fall.

BIO 367. Physiology of Drug Interactions. 3 Credits.
An introduction to the mechanism of action of prototype drugs. The physiological alterations produced by various drugs as well as interactions between drug classes will be emphasized.
Pre / Co requisites: BIO 367 requires prerequisites of BIO 269 or BIO 468 or BIO 469. Typically offered in Spring.

BIO 377. Entomology. 3 Credits.
LEC (2), LAB (3)
The structure, function, classification, economic importance, and biological significance of insects.
Pre / Co requisites: BIO 377 requires prerequisite of BIO 110 or BIO 217. Typically offered in Fall.

BIO 387. Invertebrate Zoology. 3 Credits.
LEC (2), LAB (1)
This course investigates the biology of the invertebrates, an enormously disparate group of organisms with a vast array of morphologies, physiologies and life histories. It emphasizes common features among different groups of invertebrates paying particular attention to physiology, development, grades of construction, ecology, systematics, and behavior. Besides the traditional laboratory and lecture format, students will participate in field trips and perform presentations that touch some aspect of invertebrate zoology.
Pre / Co requisites: BIO 387 requires prerequisite of BIO 217 or permission of instructor. Typically offered in Spring.

BIO 407. Hospital Internship in Medical Laboratory Science, Fall. 13 Credits.
(with BIO 408) A two-semester, work-study appointment with an affiliated hospital. The satisfactory completion of this internship is accepted as the senior year's work by West Chester University. This hospital internship will prepare the student to take the ASCP National Exam for Medical Laboratory Scientists. Students who have completed 65 credit hours in the B.S. biology general concentration should apply for this internship in the summer following their sophomore year. Students must have an overall GPA of 2.75 and approval from the Department of Biology and the affiliated hospital.
Pre / Co requisites: BIO 407 requires prerequisites of admission into an affiliated hospital MLS program and a minimum GPA of 2.75. Consent: Permission of the Department required to add. Typically offered in Fall.

BIO 408. Hospital Internship in Medical Laboratory Science, Spring. 13 Credits.
(with BIO 407) A two-semester, work-study appointment with an affiliated hospital. The satisfactory completion of this internship is accepted as the senior year's work by West Chester University. This hospital internship will prepare the student to take the National Exam for Medical Laboratory Scientists. Students who have completed 65 credit hours in the B.S. biology general concentration should apply for their internship in the summer following their sophomore year. Students must have an overall GPA of 2.75 and approval from the Department of Biology and the affiliated hospital.
Pre / Co requisites: BIO 408 requires a prerequisite of BIO 407 and a minimum cumulative GPA of 2.75. Consent: Permission of the Department required to add. Typically offered in Spring.
BIO 409. Internship in Biological Sciences. 3-16 Credits.
A one-semester, work-study appointment with a commercial, industrial, or governmental agency. Students will be supervised jointly by a professional scientist of the agency and a Department of Biology faculty member. A maximum of eight combined credits from BIO 409 and BIO 491 may be applied to total biology credits.
Pre / Co requisites: BIO 409 requires prerequisites: Biology major; senior standing; GPA of 2.5 overall; 2.50 in biology and approval of biology curriculum committee.
Consent: Permission of the Department required to add. Repeatable for Credit.

BIO 412. Organic Evolution. 3 Credits.
An introduction to the general concepts, processes, and mechanisms of Evolutionary Biology from molecular, organismal, and population perspectives.
Pre / Co requisites: BIO 412 requires a prerequisite of BIO 230 and 9 hours of biology.
Typically offered in Spring.

BIO 414. Applied and Industrial Microbiology. 3 Credits.
This course traces both the historical and current applications of microbiology in industry and society. Topics covered during lectures include building and equipment design, microbiological safety, fermentation, waste treatment, compost, and food production. The course also features guest lectures from several practicing microbiologists involved in industry.
Pre / Co requisites: BIO 414 requires prerequisite of BIO 214.
Typically offered in Fall.

BIO 415. Tropical Ecology and Conservation. 3 Credits.
The ecology of biomes comprising the tropics. Emphasis will be placed on contemporary conservation issues in tropical areas.
Pre / Co requisites: BIO 415 requires prerequisites of BIO 110, BIO 215, BIO 217, and BIO 270.
Typically offered in Spring.

BIO 421. Cellular and Molecular Biology. 4 Credits.
LEC (3), LAB (1)
A lecture and laboratory course that studies the molecular basis of cellular life. Eukaryotic cell structure and function will be emphasized.
Pre / Co requisites: BIO 421 requires prerequisites of BIO 220 and BIO 333 and CHE 232.
Typically offered in Spring.

BIO 422. Cancer Biology. 3 Credits.
A comprehensive, lecture-based course that covers the genetic, molecular, histological, and therapeutic aspects of cancer biology. The course is designed around the emerging hallmarks of cancer and the enabling characteristics of cancer as a disease.
Pre / Co requisites: BIO 422 requires prerequisites of BIO 214, BIO 220, and BIO 230.
Typically offered in Fall.

BIO 428. Animal Histology. 3 Credits.
LEC (2), LAB (2)
A study of the microscopic structure and function of vertebrate tissues and organs.
Pre / Co requisites: BIO 428 requires prerequisites of BIO 110 and BIO 217.
Typically offered in Fall.

BIO 431. Molecular Genetics. 3 Credits.
A second course in genetics, covering the molecular biology of genetic events. Emphasis will be on the molecular details of basic genetic processes; such as DNA replication and transcription, RNA translation and protein synthesis, the genetic code, molecular mechanisms of gene regulation, and an introduction to biotechnology.
Pre / Co requisites: BIO 431 requires prerequisites of BIO 230 and CHE 232.
Typically offered in Fall & Spring.

BIO 435. Course Topics in Biology. 1-3 Credits.
Courses in this series are of timely interest to the student. Topics may include biological terminology, laboratory techniques, mycology, etc. Open only to junior and senior science majors.
Repeatable for Credit.

BIO 436. Course Topics in Biology. 1-3 Credits.
Courses in this series are of timely interest to the student. Topics may include biological terminology, laboratory techniques, mycology, etc. Open only to junior and senior science majors.
Repeatable for Credit.

BIO 437. Course Topics in Biology. 1-3 Credits.
Courses in this series are of timely interest to the student. Topics may include biological terminology, laboratory techniques, mycology, etc. Open only to junior and senior science majors.
Repeatable for Credit.

BIO 438. Course Topics in Biology. 1-3 Credits.
Courses in this series are of timely interest to the student. Topics may include biological terminology, laboratory techniques, mycology, etc. Open only to junior and senior science majors.
Repeatable for Credit.

BIO 440. Human Genetics. 3 Credits.
A detailed survey of the principles of human heredity. Also examines impact of genetics on current issues in human medicine, pharmacology, evolution and sociology.
Pre / Co requisites: BIO 440 requires a prerequisite of BIO 230.
Gen Ed Attribute: Writing Emphasis.
Typically offered in Spring.

BIO 443. Introduction to Gene Expression Methodology. 3 Credits.
Theory and practical application of RNA methodologies used in gene expression.
Pre / Co requisites: BIO 443 requires a prerequisite of BIO 333.
Typically offered in Spring.

BIO 448. Animal Development. 4 Credits.
LEC (3), LAB (1)
Introduction to principles of animal development with laboratory study of vertebrate embryos.
Pre / Co requisites: BIO 448 requires prerequisites of BIO 110 and BIO 217 and BIO 220 and BIO 230.
Typically offered in Spring.

BIO 452. Parasitology. 3 Credits.
A study of the microscopic structure and function of vertebrate tissues and organs.
Pre / Co requisites: BIO 428 requires prerequisites of BIO 110 and BIO 217.
Typically offered in Fall.

BIO 453. Marine Mammals. 3 Credits.
An introduction to the general concepts, processes, and mechanisms of Evolutionary Biology from molecular, organismal, and population perspectives. Topics covered during lectures include building and equipment design, microbiological safety, fermentation, waste treatment, compost, and food production. The course also features guest lectures from several practicing microbiologists involved in industry.
Pre / Co requisites: BIO 453 requires prerequisite of BIO 217 and 12 credits of BIO Major Courses.
Typically offered in Fall.

BIO 454. Mycology. 3 Credits.
A detailed survey of the principles of human heredity. Also examines impact of genetics on current issues in human medicine, pharmacology, evolution and sociology.
Pre / Co requisites: BIO 454 requires a prerequisite of BIO 230.
Gen Ed Attribute: Writing Emphasis.
Typically offered in Spring.

BIO 456. Virology. 3 Credits.
Molecular biology of bacterial, plant, and animal viruses; virus classification, ultrastructure, mechanisms of replication, and effects of virus infection on host cell.
Pre / Co requisites: BIO 456 requires prerequisites of BIO 214 and BIO 230 and CHE 232.
Typically offered in Spring.

BIO 457. Functional Animal Morphology. 3 Credits.
A study of the structure, form, and function of morphological adaptations in animals as examined through a mechanical, ecological, and evolutionary perspective.
Pre / Co requisites: BIO 457 requires co-requisite of BIO 217.

BIO 464. Microbial Physiology. 4 Credits.
LEC (2), LAB (3)
Physiology and biochemical variations seen in prokaryotes and lower eukaryotes.
Pre / Co requisites: BIO 464 requires prerequisites of BIO 214 and BIO 230 and CHE 232.
Typically offered in Spring.
**BIO 465. 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.  
Pre / Co requisites: BIO 465 requires prerequisites of BIO 214 and CHE 232. Typically offered in Fall & Summer.

**BIO 466. Plant Physiology. 3 Credits.**  
LEC (2), LAB (3)  
Physiological processes of plants. Photosynthesis, respiration, intermediary metabolism, entrance of solutes into the plant, water metabolism, and growth regulators.  
Pre / Co requisites: BIO 466 requires prerequisites of BIO 215 and CHE 231. Typically offered in Spring.

**BIO 467. 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 hormonal imbalance will be included.  
Pre / Co requisites: BIO 467 requires prerequisites of C or better in BIO 217 and BIO 220 and a C or better in one 300 or 400 level BIO course. Typically offered in Fall.

**BIO 468. Comparative Vertebrate Physiology. 4 Credits.**  
LEC (3), LAB (3)  
Comparative physiology of fishes, amphibians, reptiles, birds and mammals, with emphasis on organ-based homeostatic regulatory mechanisms.  
Pre / Co requisites: BIO 468 requires prerequisites of BIO 217 and BIO 220. Typically offered in Spring.

**BIO 469. Human Physiology. 4 Credits.**  
LEC (3), LAB (3)  
Theoretical and applied principles of the physiology of humans presented from an organ-system approach. Emphasis is placed on homeostatic regulatory mechanisms. May not be taken as a biology major elective.  
Pre / Co requisites: BIO 469 requires prerequisites of BIO 220 and BIO 230 and CHE 232. Typically offered in Fall.

**BIO 470. Population Biology. 3 Credits.**  
LEC (2), LAB (3)  
A quantitative, second course in ecology, emphasizing distributional patterns and fluctuations in abundance of natural populations.  
Pre / Co requisites: BIO 470 requires prerequisites of BIO 270 and MAT 121 and MAT 143 or MAT 145 or MAT 161. Typically offered in Fall.

**BIO 471. 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. Typically offered in Summer.

**BIO 473. Conservation Biology. 3 Credits.**  
The application of basic biological and ecological principles for the preservation of biological diversity. Emphasis will be on understanding the threats to biodiversity, the values of biodiversity, and preservation strategies including ecological risk assessment and the management of endangered species, habitats, and ecosystems.  
Pre / Co requisites: BIO 473 requires prerequisites of BIO 110 and BIO 215 or BIO 217 and BIO 270. Typically offered in Spring.

**BIO 474. Microbial Ecology. 4 Credits.**  
LEC (3), LAB (3)  
Theory and application of modern microbial ecology. Lectures will focus on topics such as microbial communities, interactions with other organisms, biogeochemistry, and biotechnology.  
Pre / Co requisites: BIO 474 requires prerequisites of BIO 110 and BIO 214 and BIO 270 and CHE 103 and CHE 104. Typically offered in Fall.

**BIO 475. 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.  
Pre / Co requisites: BIO 475 requires prerequisite of BIO 215. Typically offered in Fall.

**BIO 476. 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.  
Pre / Co requisites: BIO 476 requires prerequisites of BIO 270 and CHE 104. Typically offered in Fall.

**BIO 478. Evolutionary Ecology. 3 Credits.**  
An introduction to evolutionary theory with an emphasis on the role of natural selection in evolution.  
Pre / Co requisites: BIO 478 requires prerequisite of BIO 220 or permission of instructor. Distance education offering may be available. Typically offered in Spring & Summer.

**BIO 480. Light Microscopy and the Living Cell. 3 Credits.**  
A one-semester lecture and lab course covering the 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.  
Pre / Co requisites: BIO 480 requires prerequisites of BIO 110 and BIO 215 or BIO 217. Typically offered in Spring.

**BIO 484. Epidemiology. 3 Credits.**  
A general study of the epidemiology of both infectious and noninfectious diseases, including industrial and environmentally related health problems.  
Pre / Co requisites: BIO 484 requires prerequisite of BIO 214. Typically offered in Fall.

**BIO 485. Systematic Botany. 3 Credits.**  
LEC (2), LAB (3)  
Principles of evolution as illustrated by the principles of plant taxonomy. Modern concepts of biosystematics. Practical experience in plant identification.  
Pre / Co requisites: BIO 485 requires prerequisite of BIO 215. Typically offered in Fall.

**BIO 490. Biology Seminar. 3 Credits.**  
SEM (1.5), LEC (1.5)  
Reports on special topics and current developments in the biological sciences.  
Pre / Co requisites: BIO 490 requires prerequisites of 18 credits of BIO out of 90 credits of course work. Typically offered in Fall, Spring & Summer.

**BIO 491. Special Problems in Biology. 1-3 Credits.**  
LEC (2), LAB (3)  
Tutorial course primarily for advanced undergraduate biology majors capable of independent study and research on a problem approved by the supervising instructor. A maximum of eight combined credits from BIO 409 and BIO 491 may be applied to biology electives.  
Pre / Co requisites: BIO 491 requires a prerequisite of an overall GPA of 2.5 and a BIO GPA of 2.50. Repeatable for Credit.

**SCB**  
SCB 102. Humans and the Environment. 3 Credits.  
The effects of human population on earth’s resources are studied against a background of physical, biological, and health sciences. Note: Students completing SCB 102 may not take ESS 102 or ENV 102 for credit. May not be taken as biology major elective. Gen Ed Attribute: Interdisciplinary Requirement. Typically offered in Fall & Spring.  
Cross listed courses SCB 102, ENV 102, ESS 102.
SCB 210. The Origin of Life and the Universe. 3 Credits.
An interdisciplinary course that presents the theory and evidence for the first three minutes of the universe and formation of the stars, galaxies, planets, organic molecules, and the genetic basis of organic evolution. May not be taken as a biology major elective. Gen Ed Attribute: Interdisciplinary Requirement.

Typically offered in Fall.

SCB 350. Science Education in Secondary School. 3 Credits.
A methods course emphasizing knowledge of curricular development and skill in planning, involving the design and execution of learning activities for all instructional modes. Pre/Co requisites: SCB 350 requires prerequisites of EDS 306 and formal admission into teacher education.

Typically offered in Fall & Spring.

---

**B.A. IN BIOLOGY**
*College of the Sciences and Mathematics*

**Curriculum**
(Note: As of January 2014, no new students are being admitted to this program.)

**General Education Requirements**
(http://catalog.wcupa.edu/undergraduate/general-education-requirements)

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Composition requirement</td>
<td>6</td>
</tr>
<tr>
<td>Mathematics requirement</td>
<td>3</td>
</tr>
<tr>
<td>Public Speaking requirement</td>
<td>3</td>
</tr>
<tr>
<td>Science requirements</td>
<td>6</td>
</tr>
<tr>
<td>- Science requirements are met by CHE 103 and PHY 130</td>
<td></td>
</tr>
<tr>
<td>Behavioral &amp; Social Science requirements</td>
<td>6</td>
</tr>
<tr>
<td>Humanities requirements</td>
<td>6</td>
</tr>
<tr>
<td>Arts requirement</td>
<td>3</td>
</tr>
<tr>
<td>Diverse Communities requirement</td>
<td>3</td>
</tr>
<tr>
<td>Interdisciplinary requirement</td>
<td>3</td>
</tr>
<tr>
<td>Student Electives</td>
<td>9</td>
</tr>
<tr>
<td>Writing Emphasis requirements</td>
<td>9</td>
</tr>
</tbody>
</table>

**Language Requirement**

3-12

Demonstrating language proficiency through the intermediate level (202).

**Major Core Requirements**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 110. General Biology</td>
<td>3</td>
</tr>
<tr>
<td>BIO 220. Cell Physiology</td>
<td>3</td>
</tr>
<tr>
<td>BIO 230. Genetics</td>
<td>3</td>
</tr>
<tr>
<td>BIO 409 or BIO 490. Internship in Biological Sciences or Biology Seminar</td>
<td>3</td>
</tr>
<tr>
<td>CHE 103. General Chemistry I</td>
<td>3</td>
</tr>
<tr>
<td>CHE 104. General Chemistry II</td>
<td>3</td>
</tr>
<tr>
<td>CHE 231. Organic Chemistry I</td>
<td>4</td>
</tr>
<tr>
<td>CRL 103. General Chemistry I (LAB)</td>
<td>1</td>
</tr>
<tr>
<td>CRL 104. Organic Chemistry I (LAB)</td>
<td>1</td>
</tr>
<tr>
<td>CRL 231. Organic Chemistry I Lab</td>
<td>2</td>
</tr>
<tr>
<td>CHE 232. Organic Chemistry II</td>
<td>3</td>
</tr>
<tr>
<td>MAT 121. Introduction to Statistics</td>
<td>3</td>
</tr>
<tr>
<td>PHY 130. General Physics I</td>
<td>4</td>
</tr>
<tr>
<td>PHY 140. General Physics II</td>
<td>4</td>
</tr>
<tr>
<td>Select one semester of calculus</td>
<td>3-4</td>
</tr>
</tbody>
</table>

**Biology Electives**

Select 12 semester hours under advisement 12

**Other Major Requirements**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 215. General Botany</td>
<td>3</td>
</tr>
<tr>
<td>BIO 217. General Zoology</td>
<td>3</td>
</tr>
<tr>
<td>BIO 270. Ecology</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total Minimum Credits Required**

120

1 Biology core courses must be passed with a grade of C- (70%) or better.

**Sample Course Plan**

To track their individual degree progress, students are advised to access their Degree Progress Report (DPR) via myWCU regularly. For more information, visit wcupa.edu/DegreeProgressReport.

**B.S. IN BIOLOGY - CELL AND MOLECULAR CONCENTRATION**
*College of the Sciences and Mathematics*

**Curriculum**

**General Education Requirements**
(http://catalog.wcupa.edu/undergraduate/general-education-requirements)

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Composition requirements</td>
<td>6</td>
</tr>
<tr>
<td>Mathematics requirement</td>
<td>3</td>
</tr>
<tr>
<td>Public Speaking requirement</td>
<td>3</td>
</tr>
<tr>
<td>Science requirements</td>
<td>6</td>
</tr>
<tr>
<td>Behavioral &amp; Social Science requirements</td>
<td>6</td>
</tr>
<tr>
<td>Humanities requirements</td>
<td>6</td>
</tr>
<tr>
<td>Arts requirement</td>
<td>3</td>
</tr>
<tr>
<td>Diverse Communities requirement</td>
<td>3</td>
</tr>
<tr>
<td>Interdisciplinary requirement</td>
<td>3</td>
</tr>
<tr>
<td>Student Electives</td>
<td>9</td>
</tr>
<tr>
<td>Writing Emphasis requirements</td>
<td>9</td>
</tr>
</tbody>
</table>

**Major Core Requirements**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 110. General Biology</td>
<td>3</td>
</tr>
<tr>
<td>BIO 220. Cell Physiology</td>
<td>3</td>
</tr>
<tr>
<td>BIO 230. Genetics</td>
<td>3</td>
</tr>
<tr>
<td>BIO 230. Clinical Physiology</td>
<td>3</td>
</tr>
<tr>
<td>Select one of the following:</td>
<td>1-16</td>
</tr>
<tr>
<td>BIO 409. Internship in Biological Sciences</td>
<td></td>
</tr>
<tr>
<td>BIO 490. Biology Seminar</td>
<td></td>
</tr>
<tr>
<td>BIO 491. Special Problems in Biology</td>
<td></td>
</tr>
<tr>
<td>CHE 103. General Chemistry I</td>
<td>3</td>
</tr>
<tr>
<td>CHE 104. General Chemistry II</td>
<td>3</td>
</tr>
<tr>
<td>CHE 121. Introduction to Statistics</td>
<td>3</td>
</tr>
</tbody>
</table>

**Select one semester of calculus**

3-4

**Other Major Requirements**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 214. General Microbiology</td>
<td>4</td>
</tr>
<tr>
<td>BIO 215. General Botany</td>
<td>3</td>
</tr>
<tr>
<td>BIO 220. General Zoology</td>
<td>3</td>
</tr>
<tr>
<td>BIO 421. Cellular and Molecular Biology</td>
<td>4</td>
</tr>
<tr>
<td>BIO 431. Molecular Genetics</td>
<td>3</td>
</tr>
<tr>
<td>BIO 333. Molecular Biology Techniques</td>
<td>2</td>
</tr>
<tr>
<td>CHE 476. Biochemistry I</td>
<td>3</td>
</tr>
</tbody>
</table>

**Biology or Chemistry Electives**

Select 14 semester hours from courses at or above the 300 level 14
Total Minimum Credits Required 120

Courses must be passed with a grade of C- (70%) or better.

Sample Course Plan

To track their individual degree progress, students are advised to access their Degree Progress Report (DPR) via myWCU regularly. For more information, visit wcupa.edu/DegreeProgressReport.

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 Sequence for B.S. Biology Majors

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Year One</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>WRT 120</td>
<td>Effective Writing I</td>
<td>3</td>
</tr>
<tr>
<td>BIO 110</td>
<td>General Biology</td>
<td>3</td>
</tr>
<tr>
<td>CHE 103</td>
<td>General Chemistry I &amp; CRL 103 and Experimental General Chemistry I (LAB)</td>
<td>4</td>
</tr>
<tr>
<td>Select one of the following:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MAT 121</td>
<td>Introduction to Statistics I</td>
<td>3-4</td>
</tr>
<tr>
<td>MAT 143</td>
<td>Brief Calculus</td>
<td></td>
</tr>
<tr>
<td>MAT 145</td>
<td>Calculus for the Life Sciences</td>
<td></td>
</tr>
<tr>
<td>MAT 161</td>
<td>Calculus I</td>
<td></td>
</tr>
<tr>
<td>Gen Ed Distributive</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td><strong>Credits</strong></td>
<td></td>
<td>16-17</td>
</tr>
<tr>
<td><strong>Year Two</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>WRT 2XX</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>BIO 215 or BIO 217</td>
<td>General Botany or General Zoology</td>
<td>3</td>
</tr>
<tr>
<td>CHE 104 &amp; CRL 104</td>
<td>General Chemistry II and Experimental General Chemistry II (LAB)</td>
<td>4</td>
</tr>
<tr>
<td>Select one of the following:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MAT 121</td>
<td>Introduction to Statistics I</td>
<td>3-4</td>
</tr>
<tr>
<td>MAT 143</td>
<td>Brief Calculus</td>
<td></td>
</tr>
<tr>
<td>MAT 145</td>
<td>Calculus for the Life Sciences</td>
<td></td>
</tr>
<tr>
<td>MAT 161</td>
<td>Calculus I</td>
<td></td>
</tr>
<tr>
<td>Gen Ed Distributive</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td><strong>Credits</strong></td>
<td></td>
<td>16-17</td>
</tr>
<tr>
<td><strong>Year Three</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Semester Five</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BIO 333</td>
<td>Molecular Biology Techniques</td>
<td>2</td>
</tr>
<tr>
<td>PHY 130</td>
<td>General Physics I</td>
<td>4</td>
</tr>
<tr>
<td>Diversity (J) Course</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Directed Elective</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Directed Elective</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td><strong>Credits</strong></td>
<td></td>
<td>15</td>
</tr>
<tr>
<td><strong>Semester Six</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CHE 476</td>
<td>Biochemistry I</td>
<td>3</td>
</tr>
<tr>
<td>PHY 140</td>
<td>General Physics II</td>
<td>4</td>
</tr>
<tr>
<td>Interdisciplinary (I) Course</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Directed Elective</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>BIO/CHE Elective</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td><strong>Credits</strong></td>
<td></td>
<td>15</td>
</tr>
<tr>
<td><strong>Year Four</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Semester Seven</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BIO 431</td>
<td>Molecular Genetics</td>
<td>3</td>
</tr>
<tr>
<td>BIO/CHE Elective</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>BIO/CHE Elective</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Directed Elective</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Gen Ed Distributive</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td><strong>Credits</strong></td>
<td></td>
<td>15</td>
</tr>
<tr>
<td><strong>Semester Eight</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BIO 421</td>
<td>Cellular and Molecular Biology</td>
<td>4</td>
</tr>
<tr>
<td>BIO/CHE Elective</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>BIO/CHE Elective</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Directed Elective</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Select one of the following:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>BIO 490</td>
<td>Biology Seminar</td>
<td>3</td>
</tr>
<tr>
<td>BIO 409</td>
<td>Internship in Biological Sciences</td>
<td></td>
</tr>
<tr>
<td>BIO 491</td>
<td>Special Problems in Biology</td>
<td></td>
</tr>
<tr>
<td><strong>Credits</strong></td>
<td></td>
<td>16</td>
</tr>
<tr>
<td><strong>Total Credits</strong></td>
<td></td>
<td>122-124</td>
</tr>
</tbody>
</table>

All required 200 level Biology courses should be completed by the end of Semester #5.

Students should take MAT 121 in the first year.

CRL 232 is strongly recommended for any student considering Professional or Graduate training following completion of their degree.

Suggested Sequence For Honors Students

(NOtte: dependent on AP placements and class availability)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Year One</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Semester One</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>HON 100</td>
<td>Self-Awareness and Development</td>
<td>3</td>
</tr>
<tr>
<td>HON 352</td>
<td>Honors Seminar</td>
<td>3</td>
</tr>
<tr>
<td>BIO 110</td>
<td>General Biology</td>
<td>3</td>
</tr>
<tr>
<td>CHE 103 &amp; CRL 103</td>
<td>General Chemistry I and Experimental General Chemistry I (LAB)</td>
<td>4</td>
</tr>
<tr>
<td>MAT 145</td>
<td>Calculus for the Life Sciences</td>
<td>3</td>
</tr>
<tr>
<td><strong>Credits</strong></td>
<td></td>
<td>16</td>
</tr>
<tr>
<td><strong>Year Two</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>HON 211</td>
<td>Decision Making and Public Discourse</td>
<td>3</td>
</tr>
<tr>
<td>HON 212</td>
<td>Ethics and Moral Choice in Tech Age</td>
<td>3</td>
</tr>
<tr>
<td>BIO 217</td>
<td>General Zoology</td>
<td>3</td>
</tr>
<tr>
<td>Semester Three</td>
<td>Credits</td>
<td></td>
</tr>
<tr>
<td>----------------</td>
<td>---------</td>
<td></td>
</tr>
<tr>
<td>HON 311 Stewardship and Civic Engagement</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>HON 312 Educational Systems and Social Influence</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>CHE 231 Organic Chemistry I &amp; CRL 231 and Experimental Organic Chemistry I Lab</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>BIO 220 Cell Physiology</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>PHY 130 General Physics I</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td><strong>Year Two</strong></td>
<td><strong>Total Credits 16</strong></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Semester Four</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HON 310 Theories and Strategies of Community Change</td>
<td>3</td>
</tr>
<tr>
<td>HON 314 Science, Technology and Environmental Systems</td>
<td>3</td>
</tr>
<tr>
<td>CHE 231 Organic Chemistry I &amp; CRL 231 and Experimental Organic Chemistry I Lab</td>
<td>6</td>
</tr>
<tr>
<td><strong>Year Three</strong></td>
<td><strong>Total Credits 19</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Semester Five</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HON 313 American Government, Democracy and Public Opinion</td>
<td>3</td>
</tr>
<tr>
<td>HON 315 Community and the Arts</td>
<td>3</td>
</tr>
<tr>
<td>BIO 431 Molecular Genetics</td>
<td>3</td>
</tr>
<tr>
<td>BIO 333 Molecular Biology Techniques</td>
<td>2</td>
</tr>
<tr>
<td>BIO elective</td>
<td>6</td>
</tr>
<tr>
<td><strong>Year Four</strong></td>
<td><strong>Total Credits 19</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Semester Six</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHE 476 Biochemistry I</td>
<td>3</td>
</tr>
<tr>
<td>BIO – Internship or seminar</td>
<td>6</td>
</tr>
<tr>
<td>HON 340 Pathways to Professional Leadership (advised)</td>
<td>1</td>
</tr>
<tr>
<td>Honors Course 400 Level</td>
<td>3</td>
</tr>
<tr>
<td>Elective - Bio or minor</td>
<td>3</td>
</tr>
<tr>
<td><strong>Year Five</strong></td>
<td><strong>Total Credits 17</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Semester Seven</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HON 490 Senior Project</td>
<td>3-6</td>
</tr>
<tr>
<td>Elective – Bio or minor</td>
<td>3</td>
</tr>
<tr>
<td>Elective – Bio or minor</td>
<td>3</td>
</tr>
<tr>
<td>Elective – Bio or minor</td>
<td>3</td>
</tr>
<tr>
<td>Elective – Bio or minor</td>
<td>3</td>
</tr>
<tr>
<td>Elective – Bio or minor</td>
<td>3</td>
</tr>
<tr>
<td><strong>Year Six</strong></td>
<td><strong>Total Credits 16</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Semester Eight</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elective – Bio or minor</td>
<td>3</td>
</tr>
<tr>
<td>Elective – Bio or minor</td>
<td>3</td>
</tr>
<tr>
<td>Elective – Bio or minor</td>
<td>3</td>
</tr>
<tr>
<td>Elective – Bio or minor</td>
<td>3</td>
</tr>
<tr>
<td>Elective – Bio or minor</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total Credits 18-21</strong></td>
<td></td>
</tr>
</tbody>
</table>

### Elective – Bio or minor 3

### Credits 16

### Total Credits 139-142

---

### B.S. IN BIOLOGY - ECOLOGY AND CONSERVATION CONCENTRATION

#### Curriculum

**General Education Requirements** ([http://catalog.wcupa.edu/undergraduate/general-education-requirements](http://catalog.wcupa.edu/undergraduate/general-education-requirements))

- **English Composition requirements** 6
- **Mathematics requirement** 3
- **Public Speaking requirement** 3
- **Science requirements** 6
- **Science requirements are met by CHE 103 and PHY 130**
- **Behavioral & Social Science requirements** 6
- **Humanities requirements** 6
- **Arts requirement** 3
- **Diverse Communities requirement** 3
- **Interdisciplinary requirement** 3
- **Student Electives** 9
- **Writing Emphasis requirements** 9

#### Major Core Requirements

- **BIO 110 General Biology** 3
- **BIO 220 Cell Physiology** 3
- **BIO 230 Genetics** 3
- **Select one of the following:** 3
  - **BIO 409** Internship in Biological Sciences
  - **BIO 490** Biology Seminar
  - **BIO 491** Special Problems in Biology
- **CHE 103 General Chemistry I** 3
- **CHE 104 General Chemistry II** 3
- **CRL 104 Experimental General Chemistry II (LAB)** 1
- **CHE 231 Organic Chemistry I** 4
- **CHE 232 Organic Chemistry II** 3
- **PHY 130 General Physics I** 4
- **PHY 140 General Physics II** 4
- **MAT 121 Introduction to Statistics I** 3
- **Select one semester of calculus** 3-4

#### Other Major Requirements

- **BIO 215 General Botany** 3
- **BIO 217 General Zoology** 3
- **BIO 270 Ecology** 3
- **BIO 310 Biostatistical Applications** 3

#### Biology Electives

Under advisement, select 15 semester hours from the following: 15

- **BIO 275 Field Botany**
- **BIO 277 Vertebrate Ecology**
- **BIO 313 Marine Biology**
- **BIO 315 Terrestrial Ecosystem Ecology**
- **BIO 377 Entomology**
- **BIO 387 Invertebrate Zoology**
### Sample Course Plan

To track their individual degree progress, students are advised to access their Degree Progress Report (DPR) via myWCU regularly. For more information, visit wcupa.edu/DegreeProgressReport.

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>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Year One</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Semester One</td>
<td></td>
<td></td>
</tr>
<tr>
<td>WRT 120</td>
<td>Effective Writing I</td>
<td>3</td>
</tr>
<tr>
<td>BIO 110</td>
<td>General Biology</td>
<td>3</td>
</tr>
<tr>
<td>CHE 103 &amp; CRL 103</td>
<td>General Chemistry I  &amp; Experimental General Chemistry I (LAB)</td>
<td>4</td>
</tr>
<tr>
<td>Select one of the following:</td>
<td></td>
<td>3-4</td>
</tr>
<tr>
<td>MAT 121</td>
<td>Introduction to Statistics I</td>
<td></td>
</tr>
<tr>
<td>MAT 143</td>
<td>Brief Calculus</td>
<td></td>
</tr>
<tr>
<td>MAT 145</td>
<td>Calculus for the Life Sciences</td>
<td></td>
</tr>
<tr>
<td>MAT 161</td>
<td>Calculus I</td>
<td></td>
</tr>
<tr>
<td>Gen Ed Distributive</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td><strong>Credits</strong></td>
<td></td>
<td>16-17</td>
</tr>
</tbody>
</table>

**Semester Two**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>WRT 2XX</td>
<td></td>
<td></td>
</tr>
<tr>
<td>BIO 215 &amp; BIO 217</td>
<td>General Botany &amp; General Zoology</td>
<td>6</td>
</tr>
<tr>
<td>CHE 104 &amp; CRL 104</td>
<td>General Chemistry II &amp; Experimental General Chemistry II (LAB)</td>
<td>4</td>
</tr>
<tr>
<td>Select one of the following:</td>
<td></td>
<td>3-4</td>
</tr>
<tr>
<td>MAT 121</td>
<td>Introduction to Statistics I</td>
<td></td>
</tr>
<tr>
<td>MAT 143</td>
<td>Brief Calculus</td>
<td></td>
</tr>
<tr>
<td>MAT 145</td>
<td>Calculus for the Life Sciences</td>
<td></td>
</tr>
<tr>
<td>MAT 161</td>
<td>Calculus I</td>
<td></td>
</tr>
<tr>
<td>Gen Ed Distributive</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td><strong>Credits</strong></td>
<td></td>
<td>16-17</td>
</tr>
</tbody>
</table>

**Year Two**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Semester Three</td>
<td>General Botany or General Zoology</td>
<td>3</td>
</tr>
<tr>
<td><strong>Credits</strong></td>
<td></td>
<td>16-17</td>
</tr>
</tbody>
</table>

**Semester Four**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 220</td>
<td>Cell Physiology or Genetics</td>
<td>3</td>
</tr>
<tr>
<td>BIO 230</td>
<td></td>
<td></td>
</tr>
<tr>
<td>BIO 270</td>
<td>Ecology</td>
<td>3</td>
</tr>
<tr>
<td>CHE 232</td>
<td>Organic Chemistry II</td>
<td>3</td>
</tr>
<tr>
<td>SPK 208</td>
<td>Public Speaking or Business and Professional Speech</td>
<td></td>
</tr>
<tr>
<td>SPK 230</td>
<td>Communication</td>
<td>3</td>
</tr>
<tr>
<td>Gen Ed Distributive</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td><strong>Credits</strong></td>
<td></td>
<td>15</td>
</tr>
</tbody>
</table>

**Year Three**

**Semester Five**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 310</td>
<td>Biotistical Applications</td>
<td>3</td>
</tr>
<tr>
<td>BIO Ecology Elective</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>PHY 140</td>
<td>General Physics II</td>
<td>4</td>
</tr>
<tr>
<td>Interdisciplinary (I) Course</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Directed Elective</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td><strong>Credits</strong></td>
<td></td>
<td>16</td>
</tr>
</tbody>
</table>

**Semester Six**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO Ecology Elective</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>BIO Ecology Elective</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>PHY 140</td>
<td>General Physics II</td>
<td>4</td>
</tr>
<tr>
<td>Ecology Relevant Elective</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Directed Elective</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Gen Ed Distributive</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td><strong>Credits</strong></td>
<td></td>
<td>15</td>
</tr>
</tbody>
</table>

**Year Four**

**Semester Seven**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO Ecology Elective</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>BIO Ecology Elective</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Ecology Relevant Elective</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Directed Elective</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Gen Ed Distributive</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td><strong>Credits</strong></td>
<td></td>
<td>15</td>
</tr>
</tbody>
</table>

**Semester Eight**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO Ecology Elective</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>BIO Ecology Elective</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Ecology Relevant Elective</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Directed Elective</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Select one of the following:</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>BIO 490</td>
<td>Biology Seminar</td>
<td></td>
</tr>
<tr>
<td>BIO 409</td>
<td>Internship in Biological Sciences</td>
<td></td>
</tr>
<tr>
<td>BIO 491</td>
<td>Special Problems in Biology</td>
<td></td>
</tr>
<tr>
<td><strong>Credits</strong></td>
<td></td>
<td>15</td>
</tr>
</tbody>
</table>

**Total Credits** 124-126
## Curriculum

### General Education Requirements

- English Composition requirements
- Mathematics requirement
- Public Speaking requirement
- Science requirements
  - Behavioral & Social Science requirements
  - Humanities requirements
  - Arts requirement
  - Diverse Communities requirement
  - Interdisciplinary requirement
  - Student Electives
- Writing Emphasis requirements

### Major Core Requirements

- **BIO 110** General Biology $^1$
- **BIO 220** Cell Physiology $^1$
- **BIO 230** Genetics
- **CHE 103** General Chemistry I
- **CRL 103** General Chemistry II
- **CRL 104** General Chemistry II (LAB)
- **CHE 231** Organic Chemistry I
- **CRL 231** Organic Chemistry II (LAB)
- **PHY 130** General Physics I
- **PHY 140** General Physics II
- **MAT 121** Introduction to Statistics I
- **MAT 161** Calculus
- **MAT 143** Brief Calculus
- **MAT 145** Calculus for the Life Sciences
- **MAT 150** Brief Calculus

### Biology Electives

- **BIO 491** Internship in Biological Sciences $^1$
- **BIO 409** Biology Seminar
- **BIO 490** Special Problems in Biology
- **CHE 103** General Chemistry I
- **CRL 103** General Chemistry II
- **CRL 104** General Chemistry II (LAB)
- **CHE 231** Organic Chemistry I
- **CRL 231** Organic Chemistry II (LAB)
- **PHY 130** General Physics I
- **PHY 140** General Physics II
- **MAT 121** Introduction to Statistics I
- **MAT 161** Calculus

### Writing 200 Level

- **WRT 120** Effective Writing I
- **WRT 130** General Biology
- **CHE 103** General Chemistry I
- **CRL 104** General Chemistry II (LAB)

### Other Major Requirements

- **BIO 215** General Botany $^1$
- **BIO 217** General Zoology $^1$
- **BIO 270** Ecology $^1$

### Biology Electives

- Select 21 semester hours under advisement
- **Total Minimum Credits Required**: 120

### Sample Course Plan

#### Semester One

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>WRT 120</td>
<td>Effective Writing I</td>
<td>3</td>
</tr>
<tr>
<td>BIO 110</td>
<td>General Biology</td>
<td>3</td>
</tr>
<tr>
<td>CHE 103</td>
<td>General Chemistry I</td>
<td>4</td>
</tr>
<tr>
<td>CRL 104</td>
<td>General Chemistry II (LAB)</td>
<td>1</td>
</tr>
</tbody>
</table>

#### Semester Two

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAT 121</td>
<td>Introduction to Statistics I</td>
<td>3-4</td>
</tr>
<tr>
<td>MAT 143</td>
<td>Brief Calculus</td>
<td>3</td>
</tr>
<tr>
<td>MAT 145</td>
<td>Calculus for the Life Sciences</td>
<td>4</td>
</tr>
<tr>
<td>MAT 150</td>
<td>Calculus I</td>
<td>4</td>
</tr>
<tr>
<td>MAT 161</td>
<td>Calculus</td>
<td>4</td>
</tr>
</tbody>
</table>

### Accelerated B.S. in Biology to M.S. in Biology Program

To be considered for the accelerated program and enroll in BIO 608 (Thesis Research I), students must have attained (completed) 75 credits with a minimum of 18 biology credits. Students must have a minimum cumulative GPA of 3.00 including a minimum GPA of 3.00 for biology courses. BIO 608 requires departmental permission to enroll; students must arrange a committee meeting prior to enrolling in BIO 608 (e.g., during their third year). The accelerated program in biology is only open to thesis students. Any student wishing to switch out of the thesis option will be required to complete all requirements of the B.S. degree. Once admitted to the graduate program, graduate policies apply, including minimum GPA (3.00). See the Graduate Catalog for further details.

Students in the M.S. Biology program are required to take 21 credits of electives from the following three categories, 12 credits of which will be used to satisfy the B.S. program.

### Biology Electives

- **BIO 511** Experimental Design and Analysis
- **BIO 513** Research Techniques in Bio Sci I
- **BIO 514** Research Techniques in Bio Sci II
- **BIO 515** Res Tech III: Computer App in Bio

### Required Courses

- **BIO 608** Thesis Research I
- **BIO 609** Thesis Research II
- **BIO 610** Thesis

1. If a course is offered at both the 400 and 500 levels, the student must take the 500-level course. No more than 6 credits of 400-level courses may be counted toward the M.S. degree. With prior departmental approval, up to 6 credits of graduate course work from another department or university may be applied toward the M.S. degree. BIO 535, 536, and 537 may be repeated for credit provided the topic is different.

2. A letter grade must be obtained for BIO 608 before the student can enroll in BIO 609. Likewise, a letter grade must be obtained for BIO 609 before the student can enroll in BIO 610.
B.S. IN BIOLOGY - MARINE SCIENCE CONCENTRATION

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 215</td>
<td>3</td>
</tr>
<tr>
<td>or BIO 217</td>
<td></td>
</tr>
<tr>
<td>CHE 104</td>
<td>4</td>
</tr>
<tr>
<td>&amp; CRL 104</td>
<td></td>
</tr>
<tr>
<td>Gen Ed Distributive</td>
<td>3</td>
</tr>
<tr>
<td>Select one of the following:</td>
<td>3-4</td>
</tr>
<tr>
<td>MAT 121</td>
<td></td>
</tr>
<tr>
<td>or MAT 143</td>
<td></td>
</tr>
<tr>
<td>or MAT 145</td>
<td></td>
</tr>
<tr>
<td>or MAT 161</td>
<td></td>
</tr>
</tbody>
</table>

Year Two

Semester Three

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 215</td>
<td>3</td>
</tr>
<tr>
<td>or BIO 217</td>
<td></td>
</tr>
<tr>
<td>CHE 231</td>
<td>6</td>
</tr>
<tr>
<td>&amp; CRL 231</td>
<td></td>
</tr>
<tr>
<td>Mathematics (if still needed)</td>
<td>3</td>
</tr>
<tr>
<td>Gen Ed Distributive</td>
<td>3</td>
</tr>
</tbody>
</table>

Semester Four

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 220</td>
<td>3</td>
</tr>
<tr>
<td>BIO 230</td>
<td>3</td>
</tr>
<tr>
<td>CHE 232</td>
<td>3</td>
</tr>
<tr>
<td>SPK 208</td>
<td>3</td>
</tr>
<tr>
<td>or SPK 230</td>
<td></td>
</tr>
<tr>
<td>Gen Ed Distributive</td>
<td>3</td>
</tr>
</tbody>
</table>

Year Three

Semester Five

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 270</td>
<td>3</td>
</tr>
<tr>
<td>PHY 130</td>
<td>4</td>
</tr>
<tr>
<td>Diversity (J) Course</td>
<td>3</td>
</tr>
<tr>
<td>Direct Elective</td>
<td>3</td>
</tr>
</tbody>
</table>

Semester Six

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO Elective</td>
<td>3</td>
</tr>
<tr>
<td>BIO Electives</td>
<td>6</td>
</tr>
<tr>
<td>PHY 140</td>
<td>4</td>
</tr>
<tr>
<td>Interdisciplinary (I) Course</td>
<td>3</td>
</tr>
</tbody>
</table>

Year Four

Semester Seven

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO Elective</td>
<td>3</td>
</tr>
<tr>
<td>BIO Elective</td>
<td>3</td>
</tr>
<tr>
<td>Direct Elective</td>
<td>3</td>
</tr>
<tr>
<td>Direct Elective</td>
<td>3</td>
</tr>
<tr>
<td>Gen Ed Distributive</td>
<td>3</td>
</tr>
</tbody>
</table>

Semester Eight

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO Elective</td>
<td>3</td>
</tr>
<tr>
<td>BIO Elective</td>
<td>3</td>
</tr>
</tbody>
</table>

Directed Elective | 3

Directed Elective | 3

Select one of the following: | 3 |

BIO 490 Biology Seminar

BIO 409 Internship in Biological Sciences

BIO 491 Special Problems in Biology

Total Credits | 16-17

Credits | 15

B.S. IN BIOLOGY - MARINE SCIENCE CONCENTRATION

College of the Sciences and Mathematics

Curriculum

General Education Requirements (http://catalog.wcupa.edu/undergraduate/general-education-requirements)

- English Composition requirement | 6
- Mathematics requirement | 3
- Public Speaking requirement | 3
- Science requirements | 6
- Science requirements are met by CHE 103 and PHY 130
- Behavioral & Social Science requirements | 6
- Humanities requirements | 6
- Arts requirement | 3
- Diverse Communities requirement | 3
- Interdisciplinary requirement | 3
- Student Electives | 9
- Writing Emphasis requirements | 9

Major Core Requirements

- BIO 110 General Biology | 3
- BIO 220 Cell Physiology | 3
- BIO 230 Genetics | 3
- Select one of the following: | 1-16 |

- BIO 409 Internship in Biological Sciences

- BIO 490 Biology Seminar

- BIO 491 Special Problems in Biology

- CHE 103 General Chemistry I

- CRL 103 Experimental General Chemistry I (LAB) | 1

- CHE 104 General Chemistry II

- CRL 104 Experimental General Chemistry II (LAB) | 1

- CHE 231 Organic Chemistry I

- CRL 231 Experimental Organic Chemistry I Lab | 2

- CHE 232 Organic Chemistry II

- PHY 130 General Physics I | 4

- PHY 140 General Physics II

- MAT 121 Introduction to Statistics I | 3

- Select one semester of calculus | 3-4

Other Major Requirements

- BIO 215 General Botany | 3
- BIO 217 General Zoology | 3
- BIO 270 Ecology | 3
- BIO 312 Marine Botany | 3
- BIO 313 Marine Biology | 3
- BIO 310 Biostatistical Applications | 3

Marine Science Electives | 9

Selected under advisement from the list below, (6 credits must be chosen at the 300- or 400-level) from the Department of Biology approved list.
WCU Courses:
- BIO 387 Invertebrate Zoology
- BIO 453 Marine Mammals
- GEO 324 Intro to Geographic Information Systems
- ESS 332 Advanced Oceanography

Cheyney University Courses: SLF 330, 332

Wallops Island/Marine field station courses: Courses are to be chosen from two or more topics including, but not limited to, marine or wetlands ecology, ichthyology, invertebrate zoology, marine mammals, ornithology, marine molecular biology, and biotechnology. (Courses completed at the Wallops Island Marine Science Consortium and other marine field stations will be approved on an individual basis and will require adviser and departmental approval.)

Total Minimum Credits Required 120

1 Courses must be passed with a grade of C- (70%) or better.
2 Check the Cheyney University Catalog for more information about the courses

Sample Course Plan

To track their individual degree progress, students are advised to access their Degree Progress Report (DPR) via myWCU regularly. For more information, visit wcupa.edu/DegreeProgressReport.

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>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year One</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Semester One</td>
<td></td>
<td></td>
</tr>
<tr>
<td>WRT 120</td>
<td>Effective Writing I</td>
<td>3</td>
</tr>
<tr>
<td>BIO 110</td>
<td>General Biology</td>
<td>3</td>
</tr>
<tr>
<td>CHE 103</td>
<td>General Chemistry I</td>
<td>4</td>
</tr>
<tr>
<td>&amp; CRL 103 and Experimental General Chemistry I (LAB)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Select one of the following:</td>
<td></td>
<td>3-4</td>
</tr>
<tr>
<td>MAT 121</td>
<td>Introduction to Statistics I</td>
<td></td>
</tr>
<tr>
<td>MAT 143</td>
<td>Brief Calculus</td>
<td></td>
</tr>
<tr>
<td>MAT 145</td>
<td>Calculus for the Life Sciences</td>
<td></td>
</tr>
<tr>
<td>MAT 161</td>
<td>Calculus I</td>
<td></td>
</tr>
<tr>
<td>Gen Ed Distributive</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Credits</td>
<td></td>
<td>16-17</td>
</tr>
<tr>
<td>Semester Two</td>
<td></td>
<td></td>
</tr>
<tr>
<td>WRT 2XX</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>BIO 215</td>
<td>General Botany</td>
<td>3</td>
</tr>
<tr>
<td>or BIO 217</td>
<td>or General Zoology</td>
<td></td>
</tr>
<tr>
<td>CHE 104</td>
<td>General Chemistry II</td>
<td>4</td>
</tr>
<tr>
<td>&amp; CRL 104 and Experimental General Chemistry II (LAB)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Select one of the following:</td>
<td></td>
<td>3-4</td>
</tr>
<tr>
<td>MAT 121</td>
<td>Introduction to Statistics I</td>
<td></td>
</tr>
<tr>
<td>MAT 143</td>
<td>Brief Calculus</td>
<td></td>
</tr>
<tr>
<td>MAT 145</td>
<td>Calculus for the Life Sciences</td>
<td></td>
</tr>
<tr>
<td>MAT 161</td>
<td>Calculus I</td>
<td></td>
</tr>
<tr>
<td>Gen Ed Distributive</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Credits</td>
<td></td>
<td>16-17</td>
</tr>
<tr>
<td>Year Two</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Semester Three</td>
<td></td>
<td></td>
</tr>
<tr>
<td>BIO 215</td>
<td>General Botany</td>
<td>3</td>
</tr>
<tr>
<td>or BIO 217</td>
<td>or General Zoology</td>
<td></td>
</tr>
<tr>
<td>CHE 231</td>
<td>Organic Chemistry I</td>
<td>6</td>
</tr>
<tr>
<td>&amp; CRL 231 and Experimental Organic Chemistry I Lab</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SPK 208</td>
<td>Public Speaking</td>
<td>3</td>
</tr>
<tr>
<td>or SPK 230</td>
<td>or Business and Professional Speech Communication</td>
<td></td>
</tr>
<tr>
<td>Gen Ed Distributive</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Credits</td>
<td></td>
<td>15</td>
</tr>
<tr>
<td>Semester Four</td>
<td></td>
<td></td>
</tr>
<tr>
<td>BIO 220</td>
<td>Cell Physiology</td>
<td>3</td>
</tr>
<tr>
<td>or BIO 230</td>
<td>or Genetics</td>
<td></td>
</tr>
<tr>
<td>BIO 270</td>
<td>Ecology</td>
<td>3</td>
</tr>
<tr>
<td>CHE 232</td>
<td>Organic Chemistry II</td>
<td>3</td>
</tr>
<tr>
<td>BIO 313</td>
<td>Marine Biology</td>
<td>3</td>
</tr>
<tr>
<td>Gen Ed Distributive</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Credits</td>
<td></td>
<td>15</td>
</tr>
<tr>
<td>Year Three</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Semester Five</td>
<td></td>
<td></td>
</tr>
<tr>
<td>BIO 220</td>
<td>Cell Physiology</td>
<td>3</td>
</tr>
<tr>
<td>or BIO 230</td>
<td>or Genetics</td>
<td></td>
</tr>
<tr>
<td>PHY 130</td>
<td>General Physics I</td>
<td>4</td>
</tr>
<tr>
<td>Diversity (J) Course</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>ESS 330</td>
<td>Introduction to Oceanography</td>
<td>3</td>
</tr>
<tr>
<td>Directed Elective</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Credits</td>
<td></td>
<td>16</td>
</tr>
<tr>
<td>Semester Six</td>
<td></td>
<td></td>
</tr>
<tr>
<td>BIO 310</td>
<td>Biotatistical Applications</td>
<td>3</td>
</tr>
<tr>
<td>Marine Botany</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>PHY 140</td>
<td>General Physics II</td>
<td>4</td>
</tr>
<tr>
<td>Interdisciplinary (I) Course</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Directed Elective</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Credits</td>
<td></td>
<td>16</td>
</tr>
<tr>
<td>Year Four</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Semester Seven</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MarSci Relevant Elective</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>MarSci Relevant Elective</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Directed Elective</td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>Gen Ed Distributive</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Credits</td>
<td></td>
<td>13</td>
</tr>
<tr>
<td>Semester Eight</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MarSci Relevant Elective</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Directed Elective</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Select one of the following:</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>BIO 490</td>
<td>Biology Seminar</td>
<td></td>
</tr>
<tr>
<td>BIO 409</td>
<td>Internship in Biological Sciences</td>
<td></td>
</tr>
<tr>
<td>BIO 491</td>
<td>Special Problems in Biology</td>
<td></td>
</tr>
<tr>
<td>Directed Elective</td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>Credits</td>
<td></td>
<td>13</td>
</tr>
<tr>
<td>Total Credits</td>
<td></td>
<td>120-122</td>
</tr>
</tbody>
</table>

All required 200 level Biology courses should be completed by the end of Semester #5.
Students should take MAT 121 in the first year.

Marine Science relevant electives (noted in semesters 7 & 8) may need to be taken during the summer or winter terms, when taken off campus, i.e. at a Marine Science Field Station.

**B.S. IN BIOLOGY - MEDICAL LABORATORY SCIENCE CONCENTRATION**

*College of the Sciences and Mathematics*

**Curriculum**

**General Education Requirements**

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Composition requirements</td>
<td>6</td>
</tr>
<tr>
<td>Mathematics requirement</td>
<td>3</td>
</tr>
<tr>
<td>Public Speaking requirement</td>
<td>3</td>
</tr>
<tr>
<td>Science requirements</td>
<td>6</td>
</tr>
<tr>
<td>Science requirements are met by CHE 103 and PHY 130</td>
<td></td>
</tr>
<tr>
<td>Behavioral &amp; Social Science requirements</td>
<td>6</td>
</tr>
<tr>
<td>Humanities requirements</td>
<td>6</td>
</tr>
<tr>
<td>Arts requirement</td>
<td>3</td>
</tr>
<tr>
<td>Diverse Communities requirement</td>
<td>3</td>
</tr>
<tr>
<td>Interdisciplinary requirement</td>
<td>3</td>
</tr>
<tr>
<td>Student Electives</td>
<td>9</td>
</tr>
<tr>
<td>Writing Emphasis requirements</td>
<td>9</td>
</tr>
</tbody>
</table>

**Major Core Requirements**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 110</td>
<td>General Biology</td>
<td>3</td>
</tr>
<tr>
<td>BIO 220</td>
<td>Cell Physiology</td>
<td>3</td>
</tr>
<tr>
<td>BIO 230</td>
<td>Genetics</td>
<td>3</td>
</tr>
<tr>
<td>BIO 490</td>
<td>Biology Seminar</td>
<td>3</td>
</tr>
<tr>
<td>CHE 103</td>
<td>General Chemistry I</td>
<td>3</td>
</tr>
<tr>
<td>CRL 103</td>
<td>Experimental General Chemistry I (LAB)</td>
<td>1</td>
</tr>
<tr>
<td>CHE 104</td>
<td>General Chemistry II</td>
<td>3</td>
</tr>
<tr>
<td>CRL 104</td>
<td>Experimental General Chemistry II (LAB)</td>
<td>1</td>
</tr>
<tr>
<td>CHE 231</td>
<td>Organic Chemistry I</td>
<td>4</td>
</tr>
<tr>
<td>CRL 231</td>
<td>Experimental Organic Chemistry I Lab</td>
<td>2</td>
</tr>
<tr>
<td>CHE 232</td>
<td>Organic Chemistry II</td>
<td>3</td>
</tr>
<tr>
<td>PHY 130</td>
<td>General Physics I</td>
<td>4</td>
</tr>
<tr>
<td>PHY 140</td>
<td>General Physics II</td>
<td>4</td>
</tr>
<tr>
<td>MAT 121</td>
<td>Introduction to Statistics I</td>
<td>3</td>
</tr>
</tbody>
</table>

Select one semester of calculus: 3-4

**Other Major Requirements**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 214</td>
<td>General Microbiology</td>
<td>4</td>
</tr>
<tr>
<td>BIO 215</td>
<td>General Botany</td>
<td>3</td>
</tr>
<tr>
<td>or BIO 217</td>
<td>General Zoology</td>
<td></td>
</tr>
<tr>
<td>BIO 407</td>
<td>Hospital Internship in Medical Laboratory Science, Fall</td>
<td>13</td>
</tr>
<tr>
<td>BIO 408</td>
<td>Hospital Internship in Medical Laboratory Science, Spring</td>
<td>13</td>
</tr>
<tr>
<td>BIO 465</td>
<td>Immunology</td>
<td>4</td>
</tr>
</tbody>
</table>

**Total Minimum Credits Required** 120

1 Courses must be passed with a grade of C- (70%) or better.

**Sample Course Plan**

To track their individual degree progress, students are advised to access their Degree Progress Report (DPR) via myWCU regularly. For more information, visit wcupa.edu/DegreeProgressReport.

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>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year One</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Semester One</td>
<td></td>
<td></td>
</tr>
<tr>
<td>WRT 120</td>
<td>Effective Writing I</td>
<td>3</td>
</tr>
<tr>
<td>BIO 110</td>
<td>General Biology</td>
<td>3</td>
</tr>
<tr>
<td>CHE 103</td>
<td>General Chemistry I</td>
<td>4</td>
</tr>
<tr>
<td>&amp; CRL 103 and Experimental General Chemistry I (LAB)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Select one of the following: 3-4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MAT 121</td>
<td>Introduction to Statistics I</td>
<td></td>
</tr>
<tr>
<td>MAT 143</td>
<td>Brief Calculus</td>
<td></td>
</tr>
<tr>
<td>MAT 145</td>
<td>Calculus for the Life Sciences</td>
<td></td>
</tr>
<tr>
<td>MAT 161</td>
<td>Calculus I</td>
<td>3</td>
</tr>
<tr>
<td>Social Science #1</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Credits** 16-17

**Semester Two**

| WRT 2XX | |
| BIO 215 | General Botany |
| or BIO 217 | General Zoology |
| CHE 104 | General Chemistry II |
| & CRL 104 and Experimental General Chemistry II (LAB) | |
| Select one of the following: 3-4 |
| MAT 121 | Introduction to Statistics I | |
| MAT 161 | Calculus I | |
| Elective | 3 |
| MAT 143 | Brief Calculus | |
| MAT 145 | Calculus for the Life Sciences | |

**Credits** 16-17

**Year Two**

| Semester Three |
| BIO 214 | General Microbiology | 4 |
| CHE 231 | Organic Chemistry I |
| & CRL 231 and Experimental Organic Chemistry I Lab | |
| SPK 208 | Public Speaking |
| or SPK 230 | Business and Professional Speech Communication |

**Humanities #1 | 13**

**Semester Four**

| BIO 220 | Cell Physiology | 3 |
| BIO 230 | Genetics | 3 |
| CHE 232 | Organic Chemistry II | 3 |
| Humanities #2 | |
| Social Science #2 | |

**Credits** 15

**Year Three**

| Semester Five |
| PHY 130 | General Physics I | 4 |
| BIO 465 | Immunology | 4 |
| Art | 3 |
| Diversity (J) Course | 3 |
Interdisciplinary (I) Course 3
Credits 17

Semester Six
PHY 140 General Physics II 4
BIO 490 Biology Seminar 3
Free Elective 3
Free Elective 3
Free Elective 3
Credits 16

Year Four
Semester Seven
BIO 407 Hospital Internship in Medical Laboratory Science, Fall 13
Credits 13

Semester Eight
BIO 408 Hospital Internship in Medical Laboratory Science, Spring 13
Credits 13

Total Credits 119-121

An average of 16 semester hours per semester must be completed to enter the Medical Laboratory Science training in the fourth year. If a student follows the proposed outline of courses, a total of 94 semester hours will be earned at WCU. The additional 26 semester hours necessary for graduation will be earned at the affiliated hospital.

B.S. IN BIOLOGY - MICROBIOLOGY CONCENTRATION

College of the Sciences and Mathematics

Curriculum

General Education Requirements (http://catalog.wcupa.edu/undergraduate/general-education-requirements)

English Composition requirements 6
Mathematics requirement 3
Public Speaking requirement 3
Science requirements 6

Science requirements are met by CHE 103 and PHY 130

Behavioral & Social Science requirements 6
Humanities requirements 6
Arts requirement 3
Diverse Communities requirement 3
Interdisciplinary requirement 3
Student Electives 9
Writing Emphasis requirements 9

Major Requirements

BIO 110 General Biology 1 3
BIO 220 Cell Physiology 1 3
BIO 230 Genetics 1 3
Select one of the following: 1 1-16
BIO 409 Internship in Biological Sciences
BIO 490 Biology Seminar
BIO 491 Special Problems in Biology
CHE 103 General Chemistry I 3
CRL 103 Experimental General Chemistry I (LAB) 1
CHE 104 General Chemistry II 3
CRL 104 Experimental General Chemistry II (LAB) 1
CHE 231 Organic Chemistry I 4

CRL 231 Experimental Organic Chemistry I Lab 2
CHE 232 Organic Chemistry II 3
PHY 130 General Physics I 4
PHY 140 General Physics II 4
MAT 121 Introduction to Statistics I 3

Select one semester of calculus 3-4

Other Major Requirements

BIO 214 General Microbiology 1 4
BIO 215 General Botany 1 or BIO 217 General Zoology 3
BIO 270 Ecology 1 3
BIO 464 Microbial Physiology 1 4
BIO 465 Immunology 1 4

Microbiology Electives

Select 11 semester hours under advisement from the following: 11
BIO 314 Pathogenic Microbiology
BIO 334 Microbial Genetics or BIO 431 Molecular Genetics
BIO 414 Applied and Industrial Microbiology
BIO 452 Parasitology
BIO 454 Mycology
BIO 456 Virology
BIO 474 Microbial Ecology
BIO 480 Light Microscopy and the Living Cell
BIO 484 Epidemiology
BIO 333 Molecular Biology Techniques 2

Total Minimum Credits Required 120

1 Courses must be passed with a grade of C- (70%) or better.

Sample Course Plan

To track their individual degree progress, students are advised to access their Degree Progress Report (DPR) via myWCU regularly. For more information, visit wcupa.edu/DegreeProgressReport.

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>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year One</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Semester One</td>
<td></td>
<td></td>
</tr>
<tr>
<td>WRT 120</td>
<td>Effective Writing I</td>
<td>3</td>
</tr>
<tr>
<td>BIO 110</td>
<td>General Biology</td>
<td>3</td>
</tr>
<tr>
<td>CHE 103</td>
<td>General Chemistry I</td>
<td>4</td>
</tr>
</tbody>
</table>

& CRL 103 and Experimental General Chemistry I (LAB)

Select one of the following: 3-4
MAT 121 Introduction to Statistics I
MAT 143 Brief Calculus
MAT 145 Calculus for the Life Sciences
MAT 161 Calculus I
Gen Ed Distributive 3

Credits 16-17

Semester Two | | |
| WRT 2XX | | 3 |
| BIO 215 | General Botany or General Zoology | 3 |

or BIO 217 | | |
<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHE 104</td>
<td>General Chemistry II</td>
<td>4</td>
</tr>
<tr>
<td>&amp; CRL 104</td>
<td>and Experimental General Chemistry II (LAB)</td>
<td></td>
</tr>
<tr>
<td>Select one of the following:</td>
<td></td>
<td>3-4</td>
</tr>
<tr>
<td>MAT 121</td>
<td>Introduction to Statistics I</td>
<td></td>
</tr>
<tr>
<td>MAT 143</td>
<td>Brief Calculus</td>
<td></td>
</tr>
<tr>
<td>MAT 145</td>
<td>Calculus for the Life Sciences</td>
<td></td>
</tr>
<tr>
<td>MAT 161</td>
<td>Calculus I</td>
<td></td>
</tr>
<tr>
<td>Gen Ed Distributive</td>
<td></td>
<td>3</td>
</tr>
</tbody>
</table>

### Year Two

#### Semester Three

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 214</td>
<td>General Microbiology</td>
<td>4</td>
</tr>
<tr>
<td>CHE 231</td>
<td>Organic Chemistry I</td>
<td>6</td>
</tr>
<tr>
<td>&amp; CRL 231</td>
<td>and Experimental Organic Chemistry I Lab</td>
<td></td>
</tr>
<tr>
<td>Mathematics (if still needed)</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Gen Ed Distributive</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Credits</td>
<td></td>
<td>16</td>
</tr>
</tbody>
</table>

#### Semester Four

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 220</td>
<td>Cell Physiology</td>
<td>3</td>
</tr>
<tr>
<td>BIO 230</td>
<td>Genetics</td>
<td>3</td>
</tr>
<tr>
<td>CHE 232</td>
<td>Organic Chemistry II</td>
<td>3</td>
</tr>
<tr>
<td>SPK 208</td>
<td>Public Speaking</td>
<td>3</td>
</tr>
<tr>
<td>or</td>
<td>or Business and Professional Speech Communication</td>
<td></td>
</tr>
<tr>
<td>Gen Ed Distributive</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Credits</td>
<td></td>
<td>15</td>
</tr>
</tbody>
</table>

### Year Three

#### Semester Five

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 270</td>
<td>Ecology</td>
<td>3</td>
</tr>
<tr>
<td>PHY 130</td>
<td>General Physics I</td>
<td>4</td>
</tr>
<tr>
<td>Diversity (J) Course</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Directed Elective</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Directed Elective</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Credits</td>
<td></td>
<td>16</td>
</tr>
</tbody>
</table>

#### Semester Six

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHY 140</td>
<td>General Physics II</td>
<td>3</td>
</tr>
<tr>
<td>Interdisciplinary (I) Course</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Directed Elective</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Credits</td>
<td></td>
<td>13</td>
</tr>
</tbody>
</table>

### Year Four

#### Semester Seven

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 465</td>
<td>Immunology</td>
<td>4</td>
</tr>
<tr>
<td>Bio Elective</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Bio Elective</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Directed Elective</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Gen Ed Distributive</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Credits</td>
<td></td>
<td>16</td>
</tr>
</tbody>
</table>

#### Semester Eight

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 464</td>
<td>Microbial Physiology</td>
<td>4</td>
</tr>
<tr>
<td>Bio Elective</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Bio Elective</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Directed Elective</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Select one of the following:</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>BIO 490</td>
<td>Biology Seminar</td>
<td></td>
</tr>
<tr>
<td>BIO 409</td>
<td>Internship in Biological Sciences</td>
<td></td>
</tr>
</tbody>
</table>

### Total Credits

124-126

All required 200 level Biology courses should be completed by the end of Semester #5.

Students should take MAT 121 in the first year.

---

**B.S. IN EDUCATION - BIOLOGY**

**College of the Sciences and Mathematics**

**Curriculum**

**General Education Requirements**

- English Composition requirement: 6
- Mathematics requirement: 3
- Public Speaking requirement: 3
- Science requirements: 6
- Science requirements are met by CHE 103 and PHY 130
- Behavioral & Social Science requirements: 6
- Humanities requirements: 6
- Arts requirement: 3
- Diverse Communities requirement: 3
- Interdisciplinary requirement: 3
- Student Electives: 9
- Writing Emphasis requirements: 9

**Major Requirements**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 110</td>
<td>General Biology</td>
<td>3</td>
</tr>
<tr>
<td>BIO 220</td>
<td>Cell Physiology</td>
<td>3</td>
</tr>
<tr>
<td>BIO 230</td>
<td>Genetics</td>
<td>3</td>
</tr>
<tr>
<td>CHE 103</td>
<td>General Chemistry I</td>
<td>3</td>
</tr>
<tr>
<td>CRL 103</td>
<td>Experimental General Chemistry I (LAB)</td>
<td>1</td>
</tr>
<tr>
<td>CHE 104</td>
<td>General Chemistry II</td>
<td>3</td>
</tr>
<tr>
<td>CRL 104</td>
<td>Experimental General Chemistry II (LAB)</td>
<td>1</td>
</tr>
<tr>
<td>CHE 231</td>
<td>Organic Chemistry I</td>
<td>4</td>
</tr>
<tr>
<td>CRL 231</td>
<td>Experimental Organic Chemistry I Lab</td>
<td>2</td>
</tr>
<tr>
<td>CHE 232</td>
<td>Organic Chemistry II</td>
<td>3</td>
</tr>
<tr>
<td>ESS 101</td>
<td>Introduction to Geology</td>
<td>3</td>
</tr>
<tr>
<td>PHY 130</td>
<td>General Physics I</td>
<td>4</td>
</tr>
<tr>
<td>PHY 140</td>
<td>General Physics II</td>
<td>4</td>
</tr>
<tr>
<td>MAT 121</td>
<td>Introduction to Statistics I</td>
<td>3</td>
</tr>
</tbody>
</table>

Select one semester of calculus: 3-4

**Other Major Requirements**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 214</td>
<td>General Microbiology</td>
<td>4</td>
</tr>
<tr>
<td>BIO 215</td>
<td>General Botany</td>
<td>3</td>
</tr>
<tr>
<td>BIO 217</td>
<td>General Zoology</td>
<td>3</td>
</tr>
<tr>
<td>BIO 270</td>
<td>Ecology</td>
<td>3</td>
</tr>
</tbody>
</table>

**Education Requirements**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDF 300</td>
<td>Democracy and Education</td>
<td>3</td>
</tr>
<tr>
<td>EDP 250</td>
<td>Educational Psychology</td>
<td>3</td>
</tr>
<tr>
<td>EDA 103</td>
<td>Foundations of Special Education</td>
<td>3</td>
</tr>
<tr>
<td>EDA 304</td>
<td>Special Ed Processes/Procedures for Secondary Educators</td>
<td>3</td>
</tr>
<tr>
<td>EDR 347</td>
<td>Literacy Development and Secondary Students with Disabilities in Inclusive Classrooms</td>
<td>3</td>
</tr>
<tr>
<td>EDS 306</td>
<td>Teaching Principles and Field Experience in Secondary Schools</td>
<td>3</td>
</tr>
<tr>
<td>EDS 411</td>
<td>Student Teaching Sec - 1st Half</td>
<td>6</td>
</tr>
</tbody>
</table>
### Sample Course Plan

To track their individual degree progress, students are advised to access their Degree Progress Report (DPR) via myWCU regularly. For more information, visit wcupa.edu/DegreeProgressReport.

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>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Year One</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Semester One</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>WRT 120</td>
<td>Effective Writing I</td>
<td>3</td>
</tr>
<tr>
<td>BIO 110</td>
<td>General Biology</td>
<td>3</td>
</tr>
<tr>
<td>CHE 103</td>
<td>General Chemistry I</td>
<td>4</td>
</tr>
<tr>
<td>&amp; CRL 103</td>
<td>and Experimental General Chemistry I (LAB)</td>
<td></td>
</tr>
<tr>
<td>MAT 121</td>
<td>Introduction to Statistics I</td>
<td>3</td>
</tr>
<tr>
<td>Gen Ed 1</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td><strong>Credits</strong></td>
<td></td>
<td>16</td>
</tr>
<tr>
<td><strong>Year Two</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>WRT XXX</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>BIO 215</td>
<td>General Botany or General Zoology</td>
<td>3</td>
</tr>
<tr>
<td>or BIO 217</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CHE 104</td>
<td>General Chemistry II</td>
<td>4</td>
</tr>
<tr>
<td>&amp; CRL 104</td>
<td>and Experimental General Chemistry II (LAB)</td>
<td></td>
</tr>
<tr>
<td>SPK 208</td>
<td>Public Speaking or Business and Professional Speech Communication</td>
<td>3</td>
</tr>
<tr>
<td>or SPK 230</td>
<td></td>
<td></td>
</tr>
<tr>
<td>LIT/CLS (Gen Ed 2)</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td><strong>Credits</strong></td>
<td></td>
<td>16</td>
</tr>
<tr>
<td><strong>Year Three</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CHE 231</td>
<td>Organic Chemistry I</td>
<td>6</td>
</tr>
<tr>
<td>&amp; CRL 231</td>
<td>and Experimental Organic Chemistry I Lab</td>
<td></td>
</tr>
<tr>
<td>BIO 215</td>
<td>General Botany or General Zoology</td>
<td>3</td>
</tr>
<tr>
<td>or BIO 217</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDP 250</td>
<td>Educational Psychology (requires 20 FE hours)</td>
<td>3</td>
</tr>
<tr>
<td>EDF 300</td>
<td>Democracy and Education</td>
<td>3</td>
</tr>
<tr>
<td>Gen Ed 3</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td><strong>Credits</strong></td>
<td></td>
<td>18</td>
</tr>
<tr>
<td><strong>Semester Four</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BIO 214</td>
<td>General Microbiology</td>
<td>4</td>
</tr>
<tr>
<td>Select one of the following:</td>
<td></td>
<td>3-4</td>
</tr>
</tbody>
</table>

### Year Three

<table>
<thead>
<tr>
<th>Semester Five</th>
<th></th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHY 130</td>
<td>General Physics I</td>
<td>4</td>
</tr>
<tr>
<td>BIO 220</td>
<td>Cell Physiology</td>
<td>3</td>
</tr>
<tr>
<td>BIO 230</td>
<td>Genetics or Ecology</td>
<td>3</td>
</tr>
<tr>
<td>or BIO 270</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDA 304</td>
<td>Special Ed Processes/Procedures for Secondary Educators (requires 24 FE hours)</td>
<td>3</td>
</tr>
<tr>
<td>EDR 347</td>
<td>Literacy Development and Secondary Students with Disabilities in Inclusive Classrooms</td>
<td>3</td>
</tr>
<tr>
<td><strong>Credits</strong></td>
<td></td>
<td>16</td>
</tr>
</tbody>
</table>

### Year Four

<table>
<thead>
<tr>
<th>Semester Seven</th>
<th></th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Directed Elective 3</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Bio Elective 2</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Gen Ed 5</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>SCB 350</td>
<td>Science Education in Secondary School (requires 24 FE hours)</td>
<td>3</td>
</tr>
<tr>
<td>BIO 311</td>
<td>Contemporary Issues in Biology Teaching</td>
<td>3</td>
</tr>
<tr>
<td>Select one of the following:</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>ESS XXX</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SCB 210</td>
<td>The Origin of Life and the Universe</td>
<td>3</td>
</tr>
<tr>
<td><strong>Credits</strong></td>
<td></td>
<td>21</td>
</tr>
</tbody>
</table>

### Semester Eight

| EDS 411         | Student Teaching Sec - 1st Half        | 12      |
| & EDS 412       | and Student Teaching Sec - 2nd Half    | 12      |
| **Total Credits**|                                        | 129-130 |

1. Only offered in Fall. Includes faculty-student mentoring experience.

**MINOR IN BIOLOGY**

### College of the Sciences and Mathematics

#### Required Prerequisite

These courses are prerequisites. The course selected to fulfill this requirement must be completed before admission to the minor.

Select one:
The Department of Chemistry offers five undergraduate degree programs: Chemistry, Biochemistry, Forensic and Toxicological Chemistry, Chemistry-Biology, and Education in Chemistry. Graduates of the B.S. in Chemistry program and the B.S. in Biochemistry program who meet the necessary standards receive ACS certification. Majors in the five B.S. programs should consult the Department of Chemistry handbook and their advisor for current requirements, particularly regarding internships. A grade of C- or better is necessary in all required science and mathematics courses.

Undergraduate Research and Internship Programs

Although internships are not a mandatory part of all chemistry programs, they are available to majors on a selective basis. Students receive varying amounts of credit based on the number of hours spent in a work situation and on the nature of the academic work during the internship or research. Credit varies from one to 12 credits. The number of research or internship credits taken may be limited by the department.

Programs

Majors in Chemistry

- B.S. in Chemistry (p. 210)
- B.S. in Biochemistry (p. 209) (no longer accepting new students)
- B.S. in Forensic and Toxicological Chemistry (p. 211)
- B.S.Ed. in Chemistry (p. 212)
- B.S. in Chemistry-Biology (p. 210)

Minor in Chemistry

- Chemistry (p. 212)

Graduate Opportunities

See the graduate catalog for more information on the Chemistry program. (http://catalog.wcupa.edu/graduate/sciences-mathematics/chemistry)

Policies

- See undergraduate admissions information. (p. 11)
- See academic policies. (http://catalog.wcupa.edu/undergraduate/academic-policies-procedures)

All undergraduate students are held to the academic policies and procedures outlined in the undergraduate 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 programs 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. Kolasiński (kkolasiński@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

DEPARTMENT OF CHEMISTRY

College of the Sciences and Mathematics

(See also Pre-Medical Program (p. 435))

119 Schmucker Science South

610-436-2631

Department of Chemistry (http://www.wcupa.edu/chemistry)
Melissa Cichowicz (mcichowicz@wcupa.edu), Chairperson
Tim Starn (tstarn@wcupa.edu), Assistant Chairperson

The Department of Chemistry has been approved by the American Chemical Society's Committee on Professional Training since 1972. Graduates of the B.S. in Chemistry program and the B.S. in Biochemistry program who meet the necessary standards receive ACS certification. Graduates of the B.S. in Forensic and Toxicological Chemistry receive FEPAC certification.

The Department of Chemistry offers five undergraduate degree programs:

- The B.S. in Chemistry program (approved by the American Chemical Society [ACS]) provides a rigorous scientific foundation in all major areas of chemistry. This degree prepares the graduate for a career in a wide variety of chemically related areas including the chemical, petroleum, environmental, and pharmaceutical sectors. In addition, it serves as a basis for graduate and professional study leading to higher level industrial positions, teaching at the college level, or involvement in technical aspects of related fields such as law.

- The B.S. in Biochemistry program (approved by the American Chemical Society [ACS]) provides a comprehensive background in the major areas of chemistry with an emphasis in biochemistry. Students awarded this degree will be qualified for employment opportunities in chemistry and biochemistry. The program also prepares students for graduate study in chemistry and in biochemistry. This program has been placed in moratorium and is no longer accepting new students.

- The B.S. in Chemistry-Biology program provides the core courses required for admission to schools of medicine, dentistry, and veterinary medicine as well as schools of optometry, podiatry, chiropractic, and physical therapy. It also enables the student to pursue a career in biochemistry, molecular biology, and medicinal chemistry.

- The B.S. in Forensic and Toxicological Chemistry program (accredited by Forensic Science Education Programs Accreditation Commission [FEPAC]) prepares students for careers in criminalistics and toxicology. The program also serves as a basis for graduate study and specialization in these fields. A one-semester internship in a toxicology or forensic-chemistry laboratory is required for this program. Only those students who successfully complete the internship interview and pass the safety exam will obtain this internship. (A background check and additional site-specific requirements may also be necessary.)

- The B.S. in Education in Chemistry program prepares students for a career in teaching chemistry in secondary schools. The program gives students experience in the major branches of chemistry so that, with proper selection of electives, graduate work in either pure chemistry, chemistry education, or education can be pursued. Sufficient flexibility is provided so that students also may become certified in general science. This program requires 127 credits for completion. See the Educator Preparation Programs (p. 262) section of this catalog for an explanation of related requirements.

The B.S. in Education in Chemistry program has been placed in moratorium and is no longer accepting new students.

Undergraduate Research and Internship Programs

Although internships are not a mandatory part of all chemistry programs, they are available to majors on a selective basis. Students receive varying amounts of credit based on the number of hours spent in a work situation and on the nature of the academic work during the internship or research. Credit varies from one to 12 credits. The number of research or internship credits taken may be limited by the department.

Programs

Majors in Chemistry

- B.S. in Chemistry (p. 210)
- B.S. in Biochemistry (p. 209) (no longer accepting new students)
- B.S. in Forensic and Toxicological Chemistry (p. 211)
- B.S.Ed. in Chemistry (p. 212)
- B.S. in Chemistry-Biology (p. 210)

Minor in Chemistry

- Chemistry (p. 212)

Graduate Opportunities

See the graduate catalog for more information on the Chemistry program. (http://catalog.wcupa.edu/graduate/sciences-mathematics/chemistry)

Policies

- See undergraduate admissions information. (p. 11)
- See academic policies. (http://catalog.wcupa.edu/undergraduate/academic-policies-procedures)

All undergraduate students are held to the academic policies and procedures outlined in the undergraduate 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 programs 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. Kolasiński (kkolasiński@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

BIO 100  Basic Biological Science 1
BIO 110  General Biology 1

Required Courses 2

18 credits at the 200-level or higher. At least three credits must be in addition to the biology courses required by the student's major.

Total Minimum Credits Required 21

1 BIO 100 must be passed with a grade of A or A-.
2 BIO 110 must be passed with a C- or better.
3 A grade of C- or better is required in all courses, however to graduate with a minor in Biology students must maintain a GPA of 2.00 in the minor courses.
CHE 100. Concepts of Chemistry. 3 Credits.
LEC (2), LAB (1)
A broad survey course with a laboratory experience that seeks to develop an understanding of the field of chemistry through inquiry. Basic competence in scientific methods and procedures will be obtained by observing chemical reactions and studying the chemical and physical properties of a variety of compounds.
Gen Ed Attribute: Science Distributive Requirement.
Typically offered in Fall.

CHE 101. Fundamentals of Chemistry. 3 Credits.
A mathematically oriented course for students who intend later to take CHE 103 but whose science and mathematics backgrounds are judged by a pretest to need remediation.
Typically offered in Fall.

CHE 103. General Chemistry I. 3 Credits.
Basic laws and theories of chemistry, including atomic structure, chemical bonding, oxidation-reduction, solutions, and ionic equilibria. Correlations of chemical principles and their application to modern descriptive chemistry. CHE 103 must precede CHE 104.
Gen Ed Attribute: Science Distributive Requirement.
Typically offered in Fall & Spring.

CHE 104. General Chemistry II. 3 Credits.
Basic laws and theories of chemistry, including atomic structure, chemical bonding, oxidation-reduction, solutions, and ionic equilibria. Correlations of chemical principles and their application to modern descriptive chemistry.
Pre / Co requisites: CHE 104 requires prerequisite of CHE 103.
Typically offered in Fall & Spring.

CHE 107. General Chemistry for Allied Health Sciences. 4 Credits.
A one-semester treatment of the fundamentals of chemistry, including atomic structure and bonding, types of reactions, kinetics, equilibrium, and thermodynamics. May not be taken as a chemistry major elective. CRL 107 may be taken concurrently or after CHE 107.
Gen Ed Attribute: Science Distributive Requirement.
Typically offered in Fall & Spring.

CHE 160. The Chemistry of Beer. 3 Credits.
An introduction to the chemistry of beer, including its properties, ingredients, production, and origins. The chemistry and biochemistry of alcohol will also be covered.
Gen Ed Attribute: Science Distributive Requirement.
Typically offered in Fall & Spring.

CHE 199. Transfer Credits. 1-10 Credits.
Transfer Credits. Repeatable for Credit.

CHE 230. Introduction to Organic and Biological Chemistry. 3 Credits.
A terminal course in fundamentals of organic chemistry. Structural theory of organic molecules, organic synthesis, and biological applications. May not be taken as a chemistry major or minor elective.
Pre / Co requisites: CHE 230 requires prerequisite of CHE 104 or CHE 107 with a C- or better.
Typically offered in Fall & Spring.

CHE 231. Organic Chemistry I. 4 Credits.
A unified conceptual introduction to organic molecular structure. Topics discussed will include structure of the atom, orbital and molecular bonding theory, nomenclature of classes of molecules, elementary molecular orbital theory, stereochemistry, nucleophilic substitution, elimination, resonance, and acid-base concepts. These concepts will be applied to the chemistry of hydrocarbons, alkyl halides, alcohols, and simple systems.
Pre / Co requisites: CHE 231 requires prerequisite of CHE 104.
Typically offered in Fall & Spring.

CHE 232. Organic Chemistry II. 3 Credits.
A survey of the classes of organic reaction from a mechanistic deductive approach. Topic will include nucleophilic and electrophilic substitution, reaction of carbonyl compounds, elimination, aromatic substitution, molecular rearrangements, oxidation reduction reactions, carbonation and amine chemistry. These reactions are applied to the remaining classes of organic compounds not covered in Organic Chemistry I.
Pre / Co requisites: CHE 232 requires prerequisite of CHE 231.
Typically offered in Fall & Spring.

CHE 271. Forensic Chemistry I. 3 Credits.
This course is a precursor to CHE 371 and its purpose is to introduce students to forensic science and its various disciplines. Students will also discuss professional practices and ethical expectations of a forensic scientist. The course content is designed for chemistry and physical chemistry majors with special emphasis on developing foundational scientific writing skills needed for upper level courses.
Pre / Co requisites: CHE 271 requires prerequisites of CHE 104 and BIO 110. Consent: Permission of the Department required to add.
Gen Ed Attribute: Writing Emphasis.
Typically offered in Spring.

CHE 310. Introductory Biochemistry. 3 Credits.
The chemical nature of biological phenomena is presented. Particular emphasis is placed on the metabolic pathways and the enzymes responsible for these processes with applications to nutrition. May not be taken as a chemistry major or minor elective.
Pre / Co requisites: CHE 310 requires prerequisite of CHE 230 or CHE 231.
Typically offered in Fall & Spring.

CHE 321. Analytical Chemistry I. 3 Credits.
Pre / Co requisites: CHE 321 requires prerequisite of CHE 104.
Typically offered in Fall & Spring.

CHE 333. Advanced Organic Chemistry. 3 Credits.
An advanced mechanistic study of organic compounds, functional groups, and their reactions. Spectroscopic characterization of organic molecules will also be covered.
Pre / Co requisites: CHE 333 requires prerequisite of CHE 232.
Typically offered in Fall.
CHE 341. Physical Chemistry I. 4 Credits.
An introduction to physical chemistry including ideal gases, kinetic theory, three laws of thermodynamics, introduction to phase equilibrium, chemical equilibrium, application of the fundamental equation of thermodynamics, transport phenomena, chemical kinetics, introductory spectroscopy, x-ray diffraction, and the structure of solids.
Pre / Co requisites: CHE 341 requires prerequisites of CHE 103 or CHE 105 and CHE 104 or CHE 106 and MAT 161 and MAT 162.
Typically offered in Fall & Spring.

CHE 342. Physical Chemistry II. 3 Credits.
Advanced thermodynamics including nonideal gases, nonideal systems, and thermodynamics at surfaces; introduction to statistical mechanics; quantum chemistry; advanced chemical kinetics, including kinetics near equilibrium, catalytic kinetics, and activated complex theory; and dynamic electrochemistry.
Pre / Co requisites: CHE 342 requires prerequisites of CHE 104 or CHE 341 and MAT 161 and MAT 162 and PHY 170 and PHY 180.
Typically offered in Spring.

CHE 371. Forensic Chemistry II. 3 Credits.
The course provides upper level undergraduate chemistry students basic and advanced concepts of forensic science. The course content is designed to provide a foundational understanding of the chemistry of materials routinely encountered as evidence in a forensic lab and the techniques used to analyze them. Those students taking the lab course associated with this lecture course will practice the principles learnt in this course.
Pre / Co requisites: CHE 371 requires prerequisites of CHE 232 and CHE 321.
Typically offered in Fall.

CHE 403. Chemistry of the Environment. 3 Credits.
The chemistry of the atmosphere, hydrosphere, and biosphere; man's impact on these areas. May also be offered with lab.
Pre / Co requisites: CHE 403 requires prerequisite of CHE 104.
Typically offered in Spring.

CHE 410. Advanced Independent Study or Research. 2-6 Credits.
Taken under the direct supervision of a faculty member. May be taken for two semesters for a total of six credits.
Typically offered in Fall & Spring.
Repeatable for Credit.

CHE 411. Advanced Inorganic Chemistry. 3 Credits.
Structure and properties of the elements and inorganic compounds from a theoretical point of view. Atomic structure and the periodic law; molecular structure and bonding, including symmetry and MO theory; structure, bonding, and reactivity of transition-element compounds and main group compounds; acid-base chemistry.
Pre / Co requisites: CHE 411 requires prerequisite of CHE 341.
Typically offered in Spring.

CHE 418. Chemical Information. 1 Credit.
Instruction in the use of a modern chemical library, reference and data acquisition, synthetic procedures, and computer data bases.
Pre / Co requisites: CHE 418 requires prerequisite of CHE 231.
Typically offered in Fall.

CHE 424. Advanced Analytical Chemistry. 3 Credits.
Basic principles of applied instrumental analysis. Special emphasis on the use of spectrophotometric and electroanalytical instrumentation.
Pre / Co requisites: CHE 424 requires prerequisites of CHE 321 and CHE 341 and co-require of CHE 342.
Typically offered in Spring.

CHE 433. Advanced Topics in Chemistry. 3 Credits.
A topic of current interest in chemistry. Topic to be announced before registration.
Pre / Co requisites: CHE 433 requires a prerequisite of CHE 341.
Typically offered in Fall & Spring.
Repeatable for Credit.

CHE 436. Polymer Chemistry. 3 Credits.
Polymerization kinetics, rheology of polymer melts, crystallization parameters, and monomer reactivity in copolymerization.
Pre / Co requisites: CHE 436 requires prerequisite of CHE 232.
Typically offered in Spring.

CHE 437. Forensic Chemistry III. 3 Credits.
An advanced course in organic spectroscopy dealing with IR, NMR, and MS techniques. Other techniques also may be covered.
Pre / Co requisites: CHE 460 requires prerequisites of CHE 232 and CHE 341 or CHE 345.
Typically offered in Spring.

CHE 445. Forensic Microscopy. 3 Credits.
A lecture and practical study of the various microscopic techniques used to analyze various materials relevant to forensic investigations. Topics covered in the course include the properties of light and applications of stereomicroscopy, light microscopy, polarized light microscopy, microchemical tests, scanning electron microscopy and instrumental microscopy.
Typically offered in Spring.

CHE 476. Biochemistry I. 3 Credits.
This course examines the physical and chemical characteristics of proteins, carbohydrates, lipids, and nucleic acids. The bioenergetics of carbohydrate and fat metabolism and the enzymatic control of these processes is a focal point. The bioenergetics of carbohydrate and fat metabolism and the enzymatic control of these processes is a focal point. Nucleic acids in protein synthesis is also covered.
Pre / Co requisites: CHE 465 requires prerequisite CHE 371 and CRL 371.
Typically offered in Spring.

CHE 480. Research in Chemistry. 2-6 Credits.
The student carries out an independent chemical research project under the direction of a faculty member. The faculty member assigns the research topic and background literature readings and works closely with the student in the research laboratory giving instruction in laboratory techniques. The student may be required to write a final research report.
Typically offered in Fall & Spring.
Repeatable for Credit.
CHE 491. Seminar in Chemistry. 1 Credit.
Oral and poster presentation of papers based on laboratory or library research.
Consent: Permission of the Department required to add.
Typically offered in Fall & Spring.

CRL

CRL 103. Experimental General Chemistry I (LAB). 1 Credit.
Basic laboratory studies in college chemistry utilizing the quantitative approach. Semimicro qualitative analysis and inorganic preparations.
Pre / Co requisites: CRL 103 requires prerequisite or co-requisite CHE 103.
Typically offered in Fall & Spring.

CRL 104. Experimental General Chemistry II (LAB). 1 Credit.
Basic laboratory studies in college chemistry utilizing the quantitative approach. Semimicro qualitative analysis and inorganic preparations.
Pre / Co requisites: CRL 104 requires a prerequisite of CRL 103 and a prerequisite/corequisite of CHE 104.
Typically offered in Fall & Spring.

CRL 107. General Chemistry Lab for Allied Health Services. 1 Credit.
A one-semester laboratory course to complement CHE 107. Basic laboratory techniques, both qualitative and quantitative, will be used to illustrate principles from the lecture. CHE 107 must be taken concurrently or before CRL 107.
Pre / Co requisites: CRL 107 requires co-requisite of CHE 107.
Typically offered in Fall & Spring.

CRL 230. Introduction to Organic and Biological Chemistry Laboratory. 1 Credit.
A laboratory course to allow students in the environmental health program to gain hands-on experience with the topics and techniques of organic and biochemistry as they apply to the environmental health major.
Pre / Co requisites: CRL 230 requires a prerequisite or co-requisite of CHE 230.
Typically offered in Spring.

CRL 231. Experimental Organic Chemistry I Lab. 2 Credits.
Basic laboratory skills in organic chemistry including classical as well as instrumental techniques. Organic synthesis and modern spectrophotometric methods of identification.
Pre / Co requisites: CRL 231 requires prerequisite of CHE 104 or CRL 106.
Typically offered in Fall & Spring.

CRL 232. Experimental Organic Chemistry II Lab. 2 Credits.
Basic laboratory skills in organic chemistry including classical as well as instrumental techniques. Organic synthesis and modern spectrophotometric methods of identification.
Pre / Co requisites: CRL 232 requires co-requisite of CHE 232.
Typically offered in Fall & Spring.

CRL 321. Analytical Chemistry I Lab. 2 Credits.
Practical experience in modern techniques of chemical analysis with emphasis on volumetric and gravimetric methods.
Pre / Co requisites: CRL 321 requires co-requisite of CHE 321.
Typically offered in Fall & Spring.

CRL 341. Experimental Physical Chemistry Lab. 2 Credits.
Laboratory course in physical chemistry including computer applications, thermodynamics, chemical kinetics, structure, and spectroscopy.
Pre / Co requisites: CRL 341 requires prerequisites of CHE 103 and CHE 104 and MAT 161 and MAT 162 and PHY 170 and co-requisites of CHE 341 and PHY 180.
Typically offered in Fall.

CRL 342. Experimental Physical Chemistry II Lab. 2 Credits.
Experiments and projects in advanced physical chemistry.
Pre / Co requisites: CRL 342 requires prerequisite of CRL 341 and co-requisite of CHE 342.
Typically offered in Fall.

CRL 371. Forensic Chemistry Lab. 2 Credits.
Principles of microscopy, screening methods, and instrumental methods of chemical analysis applied to criminalistics and toxicological samples.
Pre / Co requisites: CRL 371 requires co-requisite of CHE 371.
Typically offered in Fall.

CRL 411. Inorganic Syntheses. 2 Credits.
A four-hour laboratory course in the synthesis and characterization of inorganic compounds of the main group and the transition elements.
Pre / Co requisites: CRL 411 requires prerequisite of CHE 409 or CHE 411 and co-requisite of CHE 341.
Typically offered in Spring.

CRL 424. Analytical Chemistry II Lab. 2 Credits.
Practical experience in the choice and application of instrumental methods of analysis to chemical systems.
Pre / Co requisites: CRL 424 requires prerequisite or co-requisite of CHE 424.
Typically offered in Spring.

CRL 436. Polymer Chemistry Lab. 2 Credits.
Synthesis of polymers; molecular, physical, and thermal characterization of polymers. Instrumental methods include X-rays, IR, electron microscopy, and thermal analysis.
Pre / Co requisites: CRL 436 requires co-requisite of CHE 436.

CRL 476. Experimental Biochemistry I Lab. 2 Credits.
Laboratory exercises in the fundamentals of biochemistry.
Pre / Co requisites: CRL 476 requires co-requisite of CHE 476.
Typically offered in Fall & Spring.

CRL 477. Experimental Biochemistry II Lab. 2 Credits.
A second-semester laboratory course in biochemistry that stresses the use of advanced analytical instruments to characterize biologically important molecules and to elucidate their mechanism of action.
Pre / Co requisites: CRL 477 requires prerequisites of CHE 476 and CHE 476.
Typically offered in Spring.

SCI

SCI 102. Electricity With Physical And Bio Applic. 3 Credits.
An exploration of the physics of electrical circuits, the chemical basis of electricity as the flow of electrons, acid-base and oxidation-reduction reactions in chemical and in chemical and in living systems, the electrical activity in the human nervous system, and connections between electricity and sensation and locomotion in humans.
Pre / Co requisites: SCI 102 requirement - Education majors only.
Typically offered in Fall & Spring.

B.S. IN BIOCHEMISTRY

College of the Sciences and Mathematics

Curriculum

This program has been placed in moratorium and is no longer accepting new students.

General Education Requirements (http://catalog.wcupa.edu/undergraduate/general-education-requirements)

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Composition requirements</td>
<td>6</td>
</tr>
<tr>
<td>Mathematics requirement</td>
<td>3</td>
</tr>
<tr>
<td>Public Speaking requirement</td>
<td>3</td>
</tr>
<tr>
<td>Science requirements</td>
<td>6</td>
</tr>
<tr>
<td>Behavioral &amp; Social Science requirements</td>
<td>6</td>
</tr>
<tr>
<td>Humanities requirements</td>
<td>6</td>
</tr>
<tr>
<td>Arts requirement</td>
<td>3</td>
</tr>
<tr>
<td>Diverse Communities requirement</td>
<td>3</td>
</tr>
<tr>
<td>Interdisciplinary requirement</td>
<td>3</td>
</tr>
<tr>
<td>Student Electives</td>
<td>9</td>
</tr>
<tr>
<td>Writing Emphasis requirements</td>
<td>9</td>
</tr>
</tbody>
</table>

Major Core Requirements

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHE 103</td>
<td>General Chemistry I</td>
<td>3</td>
</tr>
<tr>
<td>CHE 104</td>
<td>General Chemistry II</td>
<td>3</td>
</tr>
<tr>
<td>CHE 231</td>
<td>Organic Chemistry I</td>
<td>4</td>
</tr>
<tr>
<td>CHE 232</td>
<td>Organic Chemistry II</td>
<td>3</td>
</tr>
<tr>
<td>CHE 321</td>
<td>Analytical Chemistry I</td>
<td>3</td>
</tr>
<tr>
<td>CHE 418</td>
<td>Chemical Information</td>
<td>1</td>
</tr>
<tr>
<td>CHE 476</td>
<td>Biochemistry</td>
<td>3</td>
</tr>
</tbody>
</table>
CHE 491  Seminar in Chemistry  1
CRL 103  Experimental General Chemistry I (LAB)  1
CRL 104  Experimental General Chemistry II (LAB)  1
CRL 231  Experimental Organic Chemistry I Lab  2
CRL 321  Analytical Chemistry I Lab  2
PHY 170  Physics I  4
PHY 180  Physics II  4
BIO 110  General Biology  3
MAT 161  Calculus I  4
MAT 162  Calculus II  4

Other Major Requirements
CHE 341  Physical Chemistry I  4
CHE 342  Physical Chemistry II  3
CHE 411  Advanced Inorganic Chemistry  3
CHE 424  Advanced Analytical Chemistry  3
CHE 477  Biochemistry II  3
CRL 232  Experimental Organic Chemistry II Lab  2
CRL 341  Experimental Physical Chemistry Lab  2
CRL 411  Inorganic Syntheses  2
CRL 424  Analytical Chemistry II Lab  2
CRL 476  Experimental Biochemistry I Lab  2

Lab safety exam must be passed before application for graduation. See advisor for more information
Select one of the following:  3-4
BIO 214  General Microbiology
BIO 220  Cell Physiology
BIO 230  Genetics

Biochemistry Elective
Students must select one course from the following:  4

Total Minimum Required Credits  120
CHE 479  Chemical Toxicology
CHE 480  Research in Chemistry
CRL 477  Experimental Biochemistry I Lab

Total Minimum Required Credits  120

Sample Course Plan
To track their individual degree progress, students are advised to access their Degree Progress Report (DPR) via myWCU regularly. For more information, visit wcupa.edu/DegreeProgressReport.

B.S. IN CHEMISTRY
College of the Sciences and Mathematics

Curriculum
General Education Requirements (http://catalog.wcupa.edu/undergraduate/general-education-requirements)

English Composition requirements  6
Mathematics requirement  3
Public Speaking requirement  3
Science requirements  6
Behavioral & Social Science requirements  6
Humanities requirements  6
Arts requirement  3
Diverse Communities requirement  3
Interdisciplinary requirement  3
Student Electives  9
Writing Emphasis requirements  9

Major Core Requirements
CHE 103  General Chemistry I  3
CHE 104  General Chemistry II  3
CHE 231  Organic Chemistry I  4
CHE 232  Organic Chemistry II  3
CHE 321  Analytical Chemistry I  3
CHE 418  Chemical Information  1
CHE 476  Biochemistry I  3
CHE 491  Seminar in Chemistry  1
CRL 103  Experimental General Chemistry I (LAB)  1
CRL 104  Experimental General Chemistry II (LAB)  1
CRL 231  Experimental Organic Chemistry I Lab  2
CRL 321  Analytical Chemistry I Lab  2
PHY 170  Physics I  4
PHY 180  Physics II  4
BIO 110  General Biology  3
MAT 161  Calculus I  4
MAT 162  Calculus II  4

Other Major Requirements
CHE 341  Physical Chemistry I  4
CHE 342  Physical Chemistry II  3
CHE 411  Advanced Inorganic Chemistry  3
CHE 424  Advanced Analytical Chemistry  3
CHE 477  Biochemistry II  3
CRL 232  Experimental Organic Chemistry II Lab  2
CRL 341  Experimental Physical Chemistry Lab  2
CRL 411  Inorganic Syntheses  2
CRL 424  Analytical Chemistry II Lab  2

Lab safety exam must be passed before application for graduation. See advisor for more information
Chemistry Electives
Group A Electives:
CHE 333  Advanced Organic Chemistry  3
or CHE 477  Biochemistry II

Group B Electives:
Select 6 semester hours from upper-division chemistry courses  6

Total Minimum Credits Required  120

1  B.S. Chemistry majors may substitute CSC 141 for BIO 110.

Sample Course Plan
To track their individual degree progress, students are advised to access their Degree Progress Report (DPR) via myWCU regularly. For more information, visit wcupa.edu/DegreeProgressReport.

B.S. IN CHEMISTRY-BIOLOGY
College of the Sciences and Mathematics

Curriculum
General Education Requirements (http://catalog.wcupa.edu/undergraduate/general-education-requirements)

English Composition requirements  6
Mathematics requirement  3
Public Speaking requirement  3
Science requirements  6
Behavioral & Social Science requirements  6
Humanities requirements  6
Arts requirement  3
Diverse Communities requirement  3
Interdisciplinary requirement  3
Student Electives  9
PHI 371  Medical Ethics
Arts requirement  3
B.S. IN FORENSIC AND TOXICOLOGICAL CHEMISTRY

**Curriculum**

**General Education Requirements**

<table>
<thead>
<tr>
<th>Category</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Composition requirements</td>
<td>6</td>
</tr>
<tr>
<td>Mathematics requirement</td>
<td>3</td>
</tr>
<tr>
<td>Public Speaking requirement</td>
<td>3</td>
</tr>
<tr>
<td>Science requirements</td>
<td>6</td>
</tr>
<tr>
<td>Behavioral &amp; Social Science requirements</td>
<td>6</td>
</tr>
<tr>
<td>Humanities requirements</td>
<td>6</td>
</tr>
<tr>
<td>Arts requirement</td>
<td>3</td>
</tr>
<tr>
<td>Diverse Communities requirement</td>
<td>3</td>
</tr>
<tr>
<td>Interdisciplinary requirement</td>
<td>3</td>
</tr>
<tr>
<td>Student Electives</td>
<td>9</td>
</tr>
<tr>
<td>Writing Emphasis requirements</td>
<td>9</td>
</tr>
</tbody>
</table>

**Total Minimum Required Credits** 120

1. Students in the Chemistry-Biology curriculum must take PHI 371 as a humanities or interdisciplinary general education requirement.

2. Students may, with the permission of the department chair and the coordinator of the pre-medical program, substitute an approved 6-12 credit internship for selected requirements and concentration electives. The courses with this footnote would be replaced by the internship (12 credits).

**Sample Course Plan**

To track their individual degree progress, students are advised to access their Degree Progress Report (DPR) via myWCU regularly. For more information, visit wcupa.edu/DegreeProgressReport.
B.S.ED. IN CHEMISTRY

College of the Sciences and Mathematics

Curriculum

General Education Requirements (http://catalog.wcupa.edu/undergraduate/general-education-requirements)

- English Composition requirements 6
- Mathematics requirement 3
- Public Speaking requirement 3
- Science requirements 6
- Behavioral & Social Science requirements 6
- PSY 100 Introduction to Psychology 6
- Humanities requirements 3
- PHI 180 Introduction to Ethics 6
- Must take a LIT Course
- Arts requirement 3
- Diverse Communities requirement 3
- Interdisciplinary requirement 3
- Student Electives 9
- Writing Emphasis requirements 9

Major Core Requirements

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHE 103</td>
<td>General Chemistry I</td>
<td>3</td>
</tr>
<tr>
<td>CHE 104</td>
<td>General Chemistry II</td>
<td>3</td>
</tr>
<tr>
<td>CHE 231</td>
<td>Organic Chemistry I</td>
<td>4</td>
</tr>
<tr>
<td>CHE 232</td>
<td>Organic Chemistry II</td>
<td>3</td>
</tr>
<tr>
<td>CHE 321</td>
<td>Analytical Chemistry I</td>
<td>3</td>
</tr>
<tr>
<td>CHE 418</td>
<td>Chemical Information</td>
<td>1</td>
</tr>
<tr>
<td>CHE 476</td>
<td>Biochemistry I</td>
<td>3</td>
</tr>
<tr>
<td>CHE 491</td>
<td>Seminar in Chemistry</td>
<td>1</td>
</tr>
<tr>
<td>CRL 103</td>
<td>Experimental General Chemistry I (LAB)</td>
<td>1</td>
</tr>
<tr>
<td>CRL 104</td>
<td>Experimental General Chemistry II (LAB)</td>
<td>1</td>
</tr>
<tr>
<td>CRL 231</td>
<td>Experimental Organic Chemistry I Lab</td>
<td>2</td>
</tr>
<tr>
<td>CRL 321</td>
<td>Analytical Chemistry I Lab</td>
<td>2</td>
</tr>
<tr>
<td>BIO 110</td>
<td>General Biology</td>
<td>3</td>
</tr>
<tr>
<td>PHY 170</td>
<td>Physics I</td>
<td>4</td>
</tr>
<tr>
<td>PHY 180</td>
<td>Physics II</td>
<td>4</td>
</tr>
<tr>
<td>MAT 161</td>
<td>Calculus I</td>
<td>4</td>
</tr>
<tr>
<td>MAT 162</td>
<td>Calculus II</td>
<td>4</td>
</tr>
</tbody>
</table>

Other Major Requirements

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHE 341</td>
<td>Physical Chemistry I</td>
<td>4</td>
</tr>
<tr>
<td>CHE 411</td>
<td>Advanced Inorganic Chemistry</td>
<td>3</td>
</tr>
<tr>
<td>CRL 232</td>
<td>Experimental Organic Chemistry II Lab</td>
<td>2</td>
</tr>
<tr>
<td>CRL 341</td>
<td>Experimental Physical Chemistry Lab</td>
<td>2</td>
</tr>
</tbody>
</table>

Lab safety exam must be passed before application for graduation. See advisor for more information.

Education Requirements

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDA 103</td>
<td>Foundations of Special Education</td>
<td>3</td>
</tr>
<tr>
<td>EDA 304</td>
<td>Special Ed Processes/Procedures for Secondary Educators</td>
<td>3</td>
</tr>
<tr>
<td>EDF 300</td>
<td>Democracy and Education</td>
<td>3</td>
</tr>
<tr>
<td>EDP 250</td>
<td>Educational Psychology</td>
<td>3</td>
</tr>
<tr>
<td>EDS 306</td>
<td>Teaching Principles and Field Experience in Secondary Schools</td>
<td>3</td>
</tr>
<tr>
<td>EDS 411</td>
<td>Student Teaching Sec - 1st Half</td>
<td>6</td>
</tr>
<tr>
<td>EDS 412</td>
<td>Student Teaching Sec - 2nd Half</td>
<td>6</td>
</tr>
<tr>
<td>EDR 347</td>
<td>Literacy Development and Secondary Students with Disabilities in Inclusive Classrooms</td>
<td>3</td>
</tr>
</tbody>
</table>

Sample Course Plan

To track their individual degree progress, students are advised to access their Degree Progress Report (DPR) via myWCU regularly. For more information, visit wcupa.edu/DegreeProgressReport.

MINOR IN CHEMISTRY

College of the Sciences and Mathematics

The Department of Chemistry offers a minor in chemistry. The requirements are as follows:

Required Courses

- CHE 231 Organic Chemistry I 4
- CHE 232 Organic Chemistry II 3
- CRL 231 Experimental Organic Chemistry I Lab 2
- CHE 321 Analytical Chemistry I 3
- CHE 418 Chemical Information 1
- CHE 476 Biochemistry I 3
- CHE 491 Seminar in Chemistry 1
- CRL 104 Experimental General Chemistry II (LAB) 1
- CRL 231 Experimental Organic Chemistry I Lab 2
- CRL 321 Analytical Chemistry I Lab 2
- BIO 110 General Biology 3
- PHY 170 Physics I 4
- PHY 180 Physics II 4
- MAT 161 Calculus I 4
- MAT 162 Calculus II 4

Other Major Requirements

- CHE 341 Physical Chemistry I 4
- CHE 411 Advanced Inorganic Chemistry 3
- CRL 232 Experimental Organic Chemistry II Lab 2
- CRL 341 Experimental Physical Chemistry Lab 2

Lab safety exam must be passed before application for graduation. See advisor for more information.

Prerequisites

- CHE 103 General Chemistry I
- CHE 104 General Chemistry II
- CRL 103 Experimental General Chemistry I (LAB)
- CRL 104 Experimental General Chemistry II (LAB)

GPA of at least a 2.00 in the minor.

Interview with the Department of Chemistry minor adviser or chair at least once a semester.

Total Credits 17

1 Each of these courses must be passed with a grade of C- or better.
2 These electives must be chemistry courses (CHE) that satisfy the chemistry requirements of the ACS chemistry major program.

DEPARTMENT OF COMMUNICATION SCIENCES AND DISORDERS

College of Health Sciences

201 Carter Drive
610-436-3401
Department of Communication Sciences and Disorders (http://www.wcupa.edu/communicationSciencesDisorders)
Cheryl D. Gunter (cgunter@wcupa.edu), Chairperson

The Department of Communication Sciences and Disorders offers a program leading to a B.A. in Communicative Disorders. It is a pre-professional program that provides students with basic knowledge of human communication and communication disorders in preparation for graduate study in audiology, speech-language pathology, speech and hearing science, or related health science or communication fields.
Students will be provided with the opportunity to complete the undergraduate preparation that is applicable to the requirements for the Certificate of Clinical Competence (CCC) from the American Speech-Language-Hearing Association (ASHA).

The department operates a Speech and Hearing Clinic that serves as a teaching and training facility for the academic program. The clinic provides diagnostic and therapeutic services for children and adults with speech, language, and hearing problems. These services are available to individuals from the University as well as from the surrounding communities.

Programs

Major in Communication Sciences and Disorders

- B.A. in Communication Sciences and Disorders (p. 214)

Graduate Opportunities

See the graduate catalog for more information on the Communication Sciences and Disorders program. (http://catalog.wcupa.edu/graduate/health-sciences/communication-sciences-disorders)

Policies

- See undergraduate admissions information. (p. 11)
- See academic policies. (http://catalog.wcupa.edu/undergraduate/academic-policies-procedures)

All undergraduate students are held to the academic policies and procedures outlined in the undergraduate 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 programs may be listed below.

Academic Policies

- Restrictive Major Requirement
  - To remain in the major or to transfer into the major, students must complete the following prerequisite courses with a cumulative GPA of at least a 3.0 and a minimum grade of C or better in each course: ENG 230/LIN 230; any MAT, 103 or above; CSD 101, CSD 106, CSD 203, CSD 207; any 100-level WRT, and any 200-level WRT. MAT 121 does not count toward the general education requirements of this major. Students may not use more than a total of three repeats across the CSD courses to satisfy restrictive major requirement (CSD 101, CSD 106, CSD 203, and CSD 207).

- Letter Grade Requirement
  - Grades of C−, D, or F earned in major (CSD) courses must be raised to C or better. A major course in which a student earns a grade of C−, D, or F must be repeated the next time the course is offered (provided space availability exists). If a student earns less than a C in a major course that is a prerequisite for a more advanced course, the student will not be permitted to enroll in the advanced one until the prerequisite course is repeated with a grade of C or better.

- GPA Requirement
  - A minimum 2.5 cumulative GPA and 2.5 GPA in the major courses are required for all communicative disorders majors to complete the degree program.

Faculty

Professors

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

Mareile A. Koenig (mkoenig@wcupa.edu) (1990)
Graduate Coordinator, Communication Sciences and Disorders
B.S., M.S., Southern Illinois University; Ph.D., University of Illinois

Associate Professors

Elizabeth U. Grillo (egrillo@wcupa.edu) (2006)
B.M., Indiana University; M.S., Columbia University’s Teachers College; Ph.D., University of Pittsburgh

Sojung Kim (skim@wcupa.edu) (2011)
B.A., Sung Kyun Kwan University (South Korea); M.A., Ohio University; Ph.D., Arizona State University

Jennifer W. Means (jmeans@wcupa.edu) (2004)
B.S., M.A., West Chester University; S.L.P.D., Nova Southeastern University

Patricia Swasey Washington (pswasey@wcupa.edu) (2009)
B.A., Rutgers University Douglass College; M.A., William Paterson University; Ph.D., Temple University

Instructor

Judith A. Curtin (jcurtin@wcupa.edu) (2001)
B.S., M.S., Marquette University; Au.D., University of Florida

Courses

CSD

CSD 101. Introduction to Communicative Disorders. 3 Credits.
An introductory survey of normal processes and disorders of speech, language, and hearing. Suitable for nonmajors.

Distance education offering may be available.

CSD 106. Anatomy of Speech and Hearing Mechanisms. 3 Credits.
A study of the anatomy and physiology of structures and systems associated with the speech and hearing mechanisms.

Pre / Co requisites: CSD 106 requires prerequisite of CSD 101.

Distance education offering may be available.

Typically offered in Fall & Spring.

CSD 110. American Sign Language I. 3 Credits.
This is the first in a sequence of 4 American Sign Language courses. Students in this course will develop a fundamental vocabulary and understanding of American Sign Language. You will recognize, comprehend, apply and demonstrate culturally appropriate linguistic behaviors (vocabulary selection, grammar usage, turn-taking skills, feedback signals, eye-gaze, etc.) in order to communicate with other students and signers. In addition, information will be provided about deaf culture, general impact, barriers and opportunities related to hearing loss and Deaf Gain.

Typically offered in Fall & Spring.

Cross listed courses CSD 110, KIN 110.

CSD 111. American Sign Language II. 3 Credits.
This is the second of 4 courses in the ASL foreign language option. In this course students will increase communication skills; develop conversational skills in ASL. The students in this course will also continue to expand their knowledge of Deaf culture by being provided with a better understanding of cultural values and behavioral roles of the Deaf community on the U.S. This course includes receptive and expressive activities, sign vocabulary, grammatical structure, receptive and expressive finger spelling, and facial expressions and body language.

Pre / Co requisites: CSD 111 requires prerequisite of CSD 110.

Cross listed courses CSD 111, KIN 111.

CSD 163. Seminar I in Communicative Disorders. 0.5 Credits.
The seminar is designed to help integrate experiential and theoretical information. The seminar will focus on career/professional awareness, orientation to the department, and individual studies.

Distance education offering may be available.

CSD 166. Seminar II in Communicative Disorders. 0.5 Credits.
The seminar is designed to help integrate experiential and theoretical information. The seminar will focus on personal adjustment, assertiveness, and active listening.

Pre / Co requisites: CSD 166 requirement - Majors only.

Distance education offering may be available.
CSD 203. Speech and Hearing Science. 3 Credits.
This course presents students with the fundamental knowledge of acoustics related to speech production and speech perception. It also provides an opportunity for students to engage in laboratory experiences related to acoustic and psychoacoustic measurement.
Pre / Co requisites: CSD 203 prerequisite requires CSD 101 with a “C” or better.
Distance education offering may be available.

CSD 204. Speech and Language Development. 3 Credits.
Examination of normal communication development: biological, cognitive, social, and ecological bases of language. Developmental milestones from prelinguistic communication to oral language and literacy. Normal variations in development associated with cultural diversity and bilingualism.
Pre / Co requisites: CSD 204 requires prerequisites of CSD 101 with a grade of “C” or better and ENG 230 or LIN 230.
Gen Ed Attribute: Writing Emphasis.
Distance education offering may be available.

CSD 207. Introduction to Phonetics. 3 Credits.
Introduction to the International Phonetic Alphabet and its use in transcribing normal and disordered speech. Emphasis is placed on broad and narrow transcription skills.
Pre / Co requisites: CSD 207 requires prerequisite of CSD 101 with a C or better.

CSD 208. Neurology of Speech & Hearing. 3 Credits.
A study of neuroanatomy and neurophysiology of the speech and hearing mechanism.
Pre / Co requisites: CSD 208 requires prerequisites of CSD 101 and CSD 106.
Distance education offering may be available.

CSD 210. Intermediate American Sign Language I. 3 Credits.
This course is the third in a sequence of 4 ASL courses. In this class you will build on what was learned in KIN/SPP 110 11, continuing to emphasize the development of proper ASL grammar, syntax and vocabulary with emphasis on conversation and narration/storytelling. Vocabulary-building and mastery of grammar will be through rigorous receptive and expressive language activities. Topics discussed in ASL include the location and description of items in rooms and buildings, complaints, making suggestions, and making requests. Exposure to and knowledge of deaf culture is an integral part of the course.
Pre / Co requisites: CSD 210 requires a prerequisite of CSD 111 or KIN 111.
Cross listed courses KIN 210, CSD 210.

CSD 211. Intermediate American Sign Language II. 3 Credits.
This is the final of a 4 course sequence in ASL. This course provides students with opportunities to expand their sign production and comprehension skills in ASL. Students continue to expand their awareness of ASL conventions, grammar and vocabulary, including an extensive review of topical signs and idioms. Students develop a greater competency in their receptive understanding of connected ASL discourse and in their expression of extended ideas, concepts, and stories in ASL. Their expressive competency in discussion of ideas includes an expression of their understanding of deaf culture. Students continue the growth of their technical awareness of Deaf culture and ASL linguistics.
Pre / Co requisites: CSD 211 requires a prerequisite of CSD 210 or KIN 210.
Cross listed courses CSD 211, KIN 211.

CSD 240. Development and Disorders of Language. 3 Credits.
An examination of normal language development and its psycholinguistic, neurological, and social dimensions. Special education considerations for children with language disorders. CSD 101 is recommended. Suitable for non majors.

CSD 266. Seminar III In Communicative Disorders. 0.5 Credits.
The seminar is designed to help integrate experiential and theoretical information. The seminar will focus on implications of disabilities and on cultural diversity. The seminar is designed to help integrate experiential and theoretical information. The seminar will focus on implications of disabilities and on cultural diversity.
Pre / Co requisites: CSD 266 requirement - Majors only.
Distance education offering may be available.

CSD 329. Speech & Voice Disorders. 3 Credits.
The symptomatology, etiology, assessment, and treatment of communicative disorders associated with speech and voice.
Pre / Co requisites: CSD 329 requires prerequisites of CSD 101, CSD 106, CSD 203, CSD 204, and CSD 207.

CSD 333. Language Disorders. 3 Credits.
Clinical management issues associated with developmental and acquired language disorders in children and adults. Linguistic patterns observed in the performance of individuals with various etiological conditions (e.g., mental retardation, autism, hearing loss, neurological impairment, craniofacial anomalies, learning disability). Factors indicating risk for and maintenance of language disorders. Protocols for evaluation and treatment indicated by developmental theories, processing models, and sensitivity to normal variations among culturally diverse populations.
Pre / Co requisites: CSD 333 requires prerequisite of CSD 204.
Consent: Permission of the Department required to add.
Gen Ed Attribute: Writing Emphasis.
Typically offered in Fall & Spring.

CSD 346. Hearing Disorders Laboratory. 1 Credit.
Laboratory experience to become familiar with most common hearing testing and remediation equipment.

CSD 350. Clinical Principles in Communicative Disorders. 3 Credits.
A study of evaluative and therapeutic materials and methods applicable to the professional setting.
Pre / Co requisites: CSD 350 requires prerequisites of CSD 329 and CSD 333.
Gen Ed Attribute: Writing Emphasis.

CSD 363. Seminar IV in Communicative Disorders. 0.5 Credits.
The seminar is designed to help integrate experiential and theoretical information, focusing on principles and applications of counseling.
Distance education offering may be available.

CSD 366. Seminar V in Communicative Disorders. 0.5 Credits.
The seminar is designed to help integrate experiential and theoretical information, focusing on professional resources and the legal, ethical, and political responsibilities of the professional.
Pre / Co requisites: CSD 366 requirement - Majors only.
Distance education offering may be available.

CSD 410. Independent Study. 1-3 Credits.
Research, creative projects, reports, and readings in speech pathology and audiology. Application must be made to advisers by students one semester in advance of registration.
Consent: Permission of the Department required to add.
Repeatable for Credit.

CSD 463. Seminar VI in Communicative Disorders. 0.5 Credits.
The seminar is designed to help integrate experiential and theoretical information, focusing on employment opportunities and graduate education.
Distance education offering may be available.

CSD 498. Workshop In Communicative Disorders. 3 Credits.
Contact department for more information about this course.
Repeatable for Credit.

B.A. IN COMMUNICATION SCIENCES AND DISORDERS

Curriculum

General Education Requirements (http://catalog.wcupa.edu/undergraduate/general-education-requirements)

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Composition requirements</td>
<td>6</td>
</tr>
<tr>
<td>Mathematics requirement</td>
<td>3</td>
</tr>
<tr>
<td>Public Speaking requirement</td>
<td>3</td>
</tr>
<tr>
<td>Science requirements</td>
<td>6</td>
</tr>
<tr>
<td>Behavioral &amp; Social Science requirements</td>
<td>6</td>
</tr>
<tr>
<td>Humanities requirements</td>
<td>6</td>
</tr>
<tr>
<td>Arts requirement</td>
<td>3</td>
</tr>
</tbody>
</table>
opportunities, and to keep abreast of departmental co-curricular events; or rhetoric and public communication.

Majors are expected to meet with their advisors to plan a course of study, to select courses prior to scheduling, to discuss career options, and to keep abreast of departmental co-curricular activities. Students are provided with handbooks to inform them of requirements for each program in the department. Students who wish to transfer into the communication studies program must meet "Program Admission Requirements" described in the "Policies (p. 213)" section.

Departmental Student Activities

The Forensic Team (speech and debate), the radio station, the TV Club, Students in Communication, Public Relations Student Society of America (PRSSA), and Lambda Pi Eta are student organizations that involve department faculty and resources. The activities of these organizations are open to all students. For more information see the "Student Affairs (http://catalog.wcupa.edu/undergraduate/student-affairs)" section.

Department Internships

Internships are available for academic credit for highly motivated and academically successful students who meet the department’s requirements. The department encourages students to take internships to enhance their academic studies with work experience in a professional organization. Students have been placed in offices of congressmen, radio and television stations, and local industries. Students and their placements are screened to assure mutual satisfaction for all parties involved. For details, students should check with the department's internship coordinator and/or the department’s website: www.wcupa.edu/communicationStudies.

Programs

Major in Communication Studies

• B.A. in Communication Studies (p. 223)

Minors in Communication Studies

• Communication Studies (p. 224)
• Media and Culture (p. 224)

Graduate Opportunities

See the graduate catalog for more information on the Communication Studies program. (http://catalog.wcupa.edu/graduate/arts-humanities/communication-studies)

Policies

• See undergraduate admissions information. (p. 11)
• See academic policies. (http://catalog.wcupa.edu/undergraduate/academic-policies-procedures)

All undergraduate students are held to the academic policies and procedures outlined in the undergraduate 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 programs may be listed below.

Internal Transfer Admission Requirements (B.A. and Minor Programs)

Applicants who have completed the prerequisite core (COM 219, COM 224, and SPK 208) will be ranked by grade point average in the core. Selection for admission will be based on these rankings at the conclusion of each semester, after grades are posted. Students who do not gain admission may reapply, but they must compete with the group of applicants in that semester.
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

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

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

B.A., University of Florida; M.S., University of North Carolina at Chapel Hill; Ph.D., University of Michigan

L. Meghan Peirce (mpeirce@wcupa.edu) (2017)
B.A., West Chester University; M.A., Temple University; Ph.D., Ohio University

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

B.A., University of Maryland; M.A., Gannon University; Ph.D., Temple University

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. Thompsen (pthompsen@wcupa.edu) (1997)
B.S., Northern Arizona University; M.S., University of Southwestern Louisiana; Ph.D., University of Utah

Associate Professors

Maria 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 (mpeirce@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

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

Rajvee Subramanian (rsubramani@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)

Assistant Professors

Roger Gatchett (rgatchett@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 (mgesualdi@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

Courses

COM

COM 100. Internship in Computerized Communication. 1-3 Credits.
Internship for high school seniors to engage in a structural and supervised learning experience in computerized communication.
Repeatable for Credit.

COM 112. Communication Media Practicum. 1-3 Credits.
This course provides students with an opportunity to gain knowledge and skill as they do work at WCU media outlets.
Typically offered in Fall & Spring.
Repeatable for Credit.

COM 200. Communication Careers Planning I. 1 Credit.
This course is designed to introduce the first of a two-phase, career-planning process. Self-assessment and exploration is provided through assigned readings, mini-lectures, reflective exercises, and small group activities.
Typically offered in Fall & Spring.

COM 201. Fundamentals of Communication Technology. 3 Credits.
Examination of the use of computers and other technologies to create, organize, store, visualize, and present messages.

COM 203. The Philadelphia Media Experience. 3 Credits.
This course introduces students to the history of media professions in the Philadelphia area, exposes them to media opportunities and helps them to improve the skill set needed to obtain jobs in emerging media organizations.
Typically offered in Summer.
Cross listed courses COM 203, MDC 203.

COM 204. Interpersonal Communication. 3 Credits.
One-on-one communication to give the student a fundamental understanding of the processes and experiences of the most basic type of human communication.
Typically offered in Fall & Spring.

COM 212. Mass Communication. 3 Credits.
A survey course designed to identify, analyze, and evaluate the pragmatic, persuasive, creative, and technical dimensions of mass media.
Distance education offering may be available.
Typically offered in Fall & Spring.

COM 216. Small Group Communication. 3 Credits.
Introduction to and practice in the structured small group. Emphasis on preparation for, analysis of, and participation in problem-solving oriented groups. COM 216 may no longer be used to fulfill a general education COM requirement.
Typically offered in Fall & Spring.

COM 217. Introduction to Video Production. 3 Credits.
This course explores the basic television production process. Topics covered include theories of production process, camera operation, lighting, audio recording, editing, visual effects, design, and production staff, as well as the application of these processes to actual production situations.
Typically offered in Fall.
Cross listed courses COM 217, MDC 217.
COM 219. Communication Theory. 3 Credits.
A study of human communication that includes a historical view of the field, examinations of definitions of communication, analyses of the nature of theory and the process of theorizing, assessment of perspectives of communication, and construction of models of communication. Distance education offering may be available.
Typically offered in Fall, Spring & Summer.

COM 224. Communication Research. 3 Credits.
An examination of the nature of inquiry and research in communication. Emphasis on understanding and appreciating the strengths and weaknesses of various methods of research in communication. Distance education offering may be available.
Typically offered in Fall, Spring & Summer.

COM 250. Intercultural Communication. 3 Credits.
A study of factors that contribute to communication breakdowns between diverse cultures and between fragmented segments within the same society. Gen Ed Attribute: Diversity Requirement.
Distance education offering may be available.
Typically offered in Fall, Spring & Summer.
Cross listed courses COM 250, MDC 250.

COM 251. Media Technology. 3 Credits.
This course introduces the students to key technologies used in producing digital messages, as well as professional standards applied in using these technologies. As part of the course, students will also develop basic, practical skills in using current media technology applications.
Typically offered in Fall & Spring.
Cross listed courses COM 251, MDC 251.

COM 252. Writing for Broadcast and Public Relations. 3 Credits.
Students are required to analyze, evaluate, and produce scripts for a variety of mass media formats. The course will focus on writing for radio and TV and will also emphasize public relations writing within these media. The primary course objective is to develop effective writing, critical analysis, and communication skills. This course is designed to help you improve your research and writing skills for each of these media and is geared toward students with a genuine interest in a media career.
Typically offered in Fall.
Cross listed courses COM 252, MDC 252.

COM 253. Media Literacy. 3 Credits.
Media literacy is a way of critically thinking about modern media: a way of analyzing media messages to gain control over them, understanding their commercial, theoretical and ideological influences, mastering control over the psychological tricks embedded throughout modern technologies and creating new messages as a member of our social information society. In this course, we will explore the effects and influences of mass media and communication on us and in society. We will examine the historical and contemporary influences of mass communication and media - music, film, television, advertising the internet, video games, and social media.
Typically offered in Fall.
Cross listed courses COM 253, MDC 253.

COM 254. Media & Culture Theory. 3 Credits.
This is an introductory course designed to explore the connection between media technologies and culture by examining basic theoretical arguments in media studies today. Students will examine key theoretical approaches to understanding the influence of media in contemporary culture, including audience studies, behavior change theories, computer-mediated communication, critical cultural studies, media convergence, and media literacy. By semester’s end, students will be able to understand, apply, and contribute to research in the field of media studies. This knowledge will aid in the process of becoming responsible media producers and critical media consumers in today’s digital world.
Typically offered in Fall & Spring.
Cross listed courses COM 254, MDC 254.

COM 275. Media in Ireland. 3 Credits.
This course introduces students to the past, present and future of media in Ireland by examining the culture, history, law and economic conditions of the nation. It includes visits to the major historic sites and media centers in Dublin.
Typically offered in Summer.

COM 276. Media in London. 3 Credits.
This course explores the past, present and future of British media. Students will study England from a variety of perspectives (cultural, economic, legal, technological) as a way of understanding the evolution of British media, including both print and broadcast. Course includes three weeks in London visiting various media institutions.
Typically offered in Summer.

COM 292. Living in the Digital Age. 3 Credits.
New technologies result in immediate and far reaching changes in our communications systems and in our communication practices. They even effect how we define ourselves. This course examines a broad array of issues from Artificial Intelligence to the WWW.

COM 295. Communication and Disability. 3 Credits.
This course explores how individuals communicate through and about disability. Topics covered include the place of perceptions, identity, language, non verbal behavior, and assistive technology in interpersonal communicative interactions among and about individuals with disabilities in family, friendship, and professional relationships. Gen Ed Attribute: American Sign Language Culture Cluster, Foreign Language Culture Cluster.
Typically offered in Fall.

COM 304. Organizational Communication. 3 Credits.
An in-depth analysis of the dynamic process of communication as it occurs in organizational networks.
Pre / Co requisites: COM 304 requires prerequisites of SPK 208 and COM 216 and COM 219 and COM 224.
Typically offered in Fall & Spring.

COM 307. Nonverbal Communication. 3 Credits.
A study of the verbal and sensory messages we are constantly receiving. Body language and the uses of space, time, touch, objects, and color inherent in the sensory messages we receive.
Pre / Co requisites: COM 307 requires prerequisites of SPK 208 and COM 219 and COM 224.
Typically offered in Fall & Spring.

COM 311. Communication Professions in Sports. 3 Credits.
Course focuses on the communications businesses related to sports in America, including marketing, public relations, journalism, emerging media, etc. Includes sections on media history, communication ethics, race relations, and gender issues in sports media. Guest speakers from major media and local professional teams provide insight into communications-related professions in sports.
Pre / Co requisites: COM 311 requires prerequisites of SPK 208, COM 217, COM 219, and COM 224 or MDC 250 and MDC 251.
Typically offered in Fall & Spring.
Cross listed courses COM 311, MDC 311.

COM 314. Games Culture and Theory. 3 Credits.
More people are playing video games than ever before, but what does it mean to be a gamer? What does it mean to be part of gaming culture? How does theory help us understand the impact of video games on us? In this class, we will explore video games, both classic and contemporary. You will not only play them, but you will also deconstruct your own relationship with video games themselves as well as humanity’s. You will explore the ways people are influenced by games, and the way that games influence culture and society, for better and for worse.
Pre / Co requisites: COM 314 requires prerequisites of SPK 208, COM 217, COM 219, and COM 224 or MDC 250 and MDC 251.
Typically offered in Fall & Spring.
Cross listed courses COM 314, MDC 314.
COM 316. Mediated Communication: The Internet, Culture & Society. 3 Credits.
We communicate using technology every day. In fact, our digital communication technologies are so pervasive that they seem almost invisible as most of us increasingly rely on some form of media in order to communicate with one another. Technologies such as Facebook, Twitter, SMS, e-mail, and any number of other programs have blurred the lines between interpersonal and mass communication, causing us to rethink how we understand human interaction in this new mediated world. Mediation has challenged some of the most basic assumptions of how we form relationships, both with each other and with ourselves, and how technology can be used to enhance or inhibit these relationships. This course examines the effects that digital mediated communication technologies have on our everyday lives, personal identities as well as our interpersonal, intrapersonal, and organizational relationships.
Pre / Co requisites: COM 316 requires prerequisites of SPK 208, COM 217, COM 219, and COM 224 or MDC 250 and MDC 251.
Typically offered in Fall & Spring.
Cross listed courses COM 316, MDC 316.

COM 317. Advanced Video Production. 3 Credits.
This course explores advanced television production processes. Topics covered include proposal and budget writing, visualization and storyboarding, composing and staging shots and the advanced use of editing tools in pre-production, production, and post-production.
Pre / Co requisites: COM 317 requires prerequisites of COM 217, COM 219, COM 224 and SPK 208 or MDC 250 and MDC 251.
Typically offered in Spring.
Cross listed courses COM 317, MDC 317.

COM 318. Forensics. 3 Credits.
Study in the philosophy and practice of forensics. Initiating, developing, and administering a forensic program. Coaching and judging debate and individual events.
Pre / Co requisites: COM 318 requires prerequisites of SPK 208 and COM 219 and COM 224.

COM 320. Communication on Television and Radio. 3 Credits.
For the student who, by career or circumstance, will be required to be on radio and television. The focus of the course will be on three major areas: interviewer/interviewee techniques; acting for television, including working in commercials; and news reporting, including studio and remote locations.
Pre / Co requisites: COM 320 requires prerequisites of SPK 208, COM 219, COM 224, and THA 103 or MDC 250, MDC 251, and THA 103.
Typically offered in Fall.
Cross listed courses COM 320, MDC 320.

COM 321. Search Engine Optimization Management. 3 Credits.
This course examines the relationship between communication and marketing on the internet, with emphasis on the strategic use of content in the marketing process. Topics include: online communication environments, audience analysis, message design, editorial plan, and the analysis of outcomes.
Pre / Co requisites: COM 321 requires prerequisites of SPK 208, COM 217, COM 219, and COM 224 or MDC 250 and MDC 251.
Typically offered in Fall & Spring.
Cross listed courses COM 321, MDC 321.

COM 322. Culture and Organizations. 3 Credits.
Organizational dynamics can be understood to operate using deeper assumptions and values, much like national cultures. Different scholarly approaches to culture are used to craft strategic responses to practical organizational challenges using the media. The particular cultures of media organizations are also analyzed using case study examples.
Pre / Co requisites: COM 322 requires prerequisites of SPK 208, COM 217, COM 219, and COM 224 or MDC 250 and MDC 251.
Typically offered in Fall & Spring.
Cross listed courses COM 322, MDC 322.

COM 323. Media Audiences. 3 Credits.
Media scholars and practitioners have long been interested in understanding and measuring ‘the audience’. Increasing levels of media convergence, fragmentation, and polarization present many new challenges for making sense of media users. The purpose of this course is to explore various assumptions of media audiences and the different methodological attempts to measure them. First, students will explore a ‘push’ media perspective by examining mass communication media effects research. Students will examine pop culture texts of today and learn more about ratings analysis. Next, students will reflect on critical responses to emergent audiences through ‘pull’ media research. Here, students will learn more about audience reception research and the many ways in which audiences experience and make sense of media technologies. Finally, students will examine how these different approaches inform the concerns, questions, methods, findings, and implications of audience research today.
Pre / Co requisites: COM 323 requires prerequisites of SPK 208, COM 217, COM 219, and COM 224 or MDC 250 and MDC 251.
Typically offered in Fall & Spring.
Cross listed courses COM 323, MDC 323.

COM 325. Strategic Social Media. 3 Credits.
This course is designed to explore the influence of digital media in the twenty first century. We will address key concepts in the field of new media, including issues such as media literacy, personal identity, community, globalization and the convergence culture. It is necessary to question whether there is anything “new” about these new technologies by comparing them with historic media transformations of our past. Once an adequate understanding is gained of the historical and present landscape of new media, we will learn to utilize technologies for personal online reputation management. Finally, we will critically explore how to best market new media by examining various business models and theories in the field, as well as how organizations and businesses utilize new media most effectively. Students will have an opportunity to apply course concepts to a final social media marketing project.
Pre / Co requisites: COM 325 requires prerequisites of COM 219, COM 224, and SPK 208.
Distance education offering may be available.
Typically offered in Fall & Spring.
Cross listed courses COM 325, MDC 325.

COM 340. Political Communication. 3 Credits.
This course examines the functions and effects of political messages in policymaking and in campaigns. Particular attention is paid to the flow of messages between politicians, the media, and the electorate.
Pre / Co requisites: COM 340 requires prerequisites of COM 219, COM 224, and SPK 208.
Typically offered in Fall.

COM 345. Communication and Gender. 3 Credits.
This course explores communication between and about females and males. Topics covered include interpersonal interaction between men and women in romantic, friendship, family, work, and professional relationships as well as societal assumptions and popular culture messages about communication and gender.
Pre / Co requisites: COM 345 requires prerequisites of COM 219, COM 224, and SPK 208.

COM 350. Advanced Intercultural Communication. 3 Credits.
Intercultural communication examines communication across various areas of difference: age, race, gender, class, orientation, region. Graduate Intercultural Communication examines the relationship between communication and culture. Analysis of communication variables as they relate to the communication of difference and the ways in which difference matters in everyday intercultural communication are examined. Emphasis is placed on the influence of culture on the communication process, including differences in values, assumptions, and communication practices/rules.
Pre / Co requisites: COM 350 requires prerequisites of SPK 208, COM 217, COM 219, and COM 224 or MDC 250 and MDC 251.
Typically offered in Fall & Spring.
Cross listed courses COM 350, MDC 350.

COM 355. Introduction to Public Relations. 3 Credits.
An introduction to the role of the public relations practitioner in the formation of public opinion. Communications theory will be combined with specific techniques for working with the press, producing printed material, and conducting special events.
Pre / Co requisites: COM 355 requires prerequisites of SPK 208, COM 217, COM 219, and COM 224 or MDC 250 and MDC 251.
Typically offered in Fall & Spring.
Cross listed courses COM 355, MDC 355.
COM 360. African American Culture and Communication. 3 Credits.
African American communication explores the ways messages, verbal and non-verbal, produce, maintain, transform and repair reality for Black community members over the media and in interpersonal contexts. As such, the course explores the significance of discursive identity construction in the media and in human interaction. We aim to develop intercultural communication competency in this subject area. We accomplish this as we examine the ways in which Black/African American identities have been discursively and socially constructed, sustained, problematized, celebrated, and enacted in media, institutional, and societal settings. The dynamic process of acquiring, managing and executing the rhetorical qualities, patterns of thinking, values, assumptions, and concepts which constitute subjective culture are explored.
Pre / Co requisites: COM 360 requires prerequisites of SPK 208, COM 217, COM 219, and COM 224 or MDC 250 and MDC 251.
Typically offered in Fall.
Cross listed courses COM 360, MDC 360.

COM 370. Event Production Using Media. 3 Credits.
Producing a large event requires strategic leadership to coordinate multiple stakeholders to achieve concrete goals. The media play a variety of roles in this complex production process. This course considers application of theory and research to the practical problems of envisioning and executing events on a larger scale using a variety of mediated forms in different supporting roles.
Pre / Co requisites: COM 370 requires prerequisites of SPK 208, COM 217, COM 219, and COM 224 or MDC 250 and MDC 251.
Typically offered in Fall & Spring.
Cross listed courses COM 370, MDC 370.

COM 399. Directed Studies in Communication Studies. 1-6 Credits.
Research, creative projects, reports, and readings in communication studies. Students must apply to advisers one semester in advance of registration. Open to juniors and seniors only.
Pre / Co requisites: COM 399 requires prerequisites of SPK 208 and COM 219 and COM 224 and approval of department chairperson. Repeatable for Credit.

COM 400. Internship in Communication Studies. 3-15 Credits.
This course provides a structured and supervised work experience in communication. Credits earned are based on amount of time spent on the job. Students must apply to the department internship coordinator and receive approval to be admitted.
Pre / Co requisites: COM 400 requires prerequisites of SPK 208 and COM 219 and COM 224.
Typically offered in Fall, Spring & Summer. Repeatable for Credit.

COM 403. Persuasion. 3 Credits.
Current theories of attitude and attitude change. Practice in speaking to modify behavior through appeals to the drives and motives of the listener.
Pre / Co requisites: COM 403 requires prerequisites of SPK 208 and COM 219 and COM 224.

COM 404. Rhetorical Theory and Criticism. 3 Credits.
Offers an overview of rhetorical theory from classical to contemporary times. Theory is needed to analyze and assess a variety of texts such as advertisement and speeches.
Pre / Co requisites: COM 404 requires prerequisites of COM 219, COM 224, and SPK 208.
Gen Ed Attribute: Writing Emphasis.
Typically offered in Fall & Spring.

COM 405. Argumentation & Debate. 3 Credits.
Functions and principles of argumentation and debate, including analysis, evidence, reasoning, and refutation. Class debates on pivotal issues.
Pre / Co requisites: COM 405 requires prerequisites of SPK 208 and COM 219 and COM 224.
Gen Ed Attribute: Writing Emphasis.
Typically offered in Spring.

COM 410. Conflict Resolutions. 3 Credits.
This course explores the means of resolving conflict through argument, negotiation, mediation, and arbitration.
Pre / Co requisites: COM 410 requires prerequisites of SPK 208 and COM 219 and COM 224.
Typically offered in Fall.

COM 415. Language, Thought & Behavior. 3 Credits.
This course is designed to help students understand the way language functions in the communication process. To accomplish this purpose, various language systems will be examined and one will be selected for in-depth analysis.
Pre / Co requisites: COM 415 requires prerequisites of SPK 208 and COM 219 and COM 224.
Gen Ed Attribute: Writing Emphasis.
Typically offered in Summer.

COM 420. Mass Media & Social Protest. 3 Credits.
This course will address multi-disciplinary theory and research that has contributed to our understanding of both the antecedents and consequences of mediated messages as they affect processes related to social protest. Readings will draw from mass communication, political science, sociology and other disciplines to examine questions about the role of communication media in the dynamics of social protest considering both traditional and new/emerging media.
Pre / Co requisites: COM 420 requires prerequisites of SPK 208, COM 217, COM 219, and COM 224 or MDC 250 and MDC 251.
Typically offered in Spring.
Cross listed courses COM 420, MDC 420.

COM 421. Content Strategy. 3 Credits.
This course examines the relationship between communication and marketing on the internet, with emphasis on the strategic use of content in the marketing process. Topics include: online communication environments, audience analysis, message design, editorial plan, and the analysis of outcomes.
Pre / Co requisites: COM 421 requires prerequisites of SPK 208, COM 217, COM 219, and COM 224 or MDC 250 and MDC 251.
Typically offered in Fall & Spring.
Cross listed courses COM 421, MDC 421.

COM 422. Consulting for Careers in Media and Culture. 3 Credits.
The goal of this course is to explore the links between abilities and perspectives refined by those who study organizational culture and the needs of modern organizations. In this course, students will explore the elements of organizational culture and apply their learning in conducting an in-depth analysis of a specific organization and with the goal of improving organizational effectiveness and creating positive organizational change.
Pre / Co requisites: COM 422 requires prerequisites of SPK 208, COM 217, COM 219, and COM 224 or MDC 250 and MDC 251.
Typically offered in Fall & Spring.
Cross listed courses COM 422, MDC 422.

COM 423. Media Campaigns. 3 Credits.
This course examines key theories of mass media influence and applies them to the practice of persuasive media campaigns.
Pre / Co requisites: COM 423 requires prerequisites of SPK 208, COM 217, COM 219, and COM 224 or MDC 250 and MDC 251.
Typically offered in Fall & Spring.
Cross listed courses COM 423, MDC 423.

COM 425. Rhetoric & Popular Culture. 3 Credits.
This course explores the rhetorical tradition as a way of understanding and interrogating popular culture. Unlike other courses in rhetoric, this course is not concerned with the obviously important, rather it regards the everyday, the ordinary, and the mundane as significant sources of persuasion and influence. The over arching concern for the course is not popular culture for its own sake. Instead, the course seeks to understand what popular culture does and how it contributes to the construction of our social reality.
Pre / Co requisites: COM 425 requires prerequisites of SPK 208, COM 219, and COM 224.
Typically offered in Fall & Spring.

COM 440. Leadership Communication. 3 Credits.
This course covers communication in leadership contexts. Topics covered include the impact of leadership on organizational processes and outcomes.
Pre / Co requisites: COM 440 requires prerequisites of COM 204, COM 219, COM 224 and SPK 208.
Gen Ed Attribute: Writing Emphasis.
Typically offered in Fall.
DEPARTMENT OF COMMUNICATION STUDIES

COM 445. Family Communication. 3 Credits.
This course explores communication in family relationships. Topics covered include interpersonal interaction between family members, societal influences on the family as a whole, and the place of family narratives in these communicative behaviors.
Pre / Co requisites: COM 445 requires prerequisites of COM 204, COM 219, COM 224, and SPK 208.
Gen Ed Attribute: Writing Emphasis.
Typically offered in Spring.

COM 450. Health Communication. 3 Credits.
This course explores communication in health care settings. Topics covered include the changing perceptions of medical encounters, the language of illness and health, the roles of patients and caregivers, and health communication in historical, cultural, organizational, technological and mediated contexts.
Pre / Co requisites: COM 450 requires prerequisites of COM 219, COM 224, and SPK 208.
Typically offered in Spring.

COM 455. Public Relations Management. 3 Credits.
This course explores the strategic planning and implementation of public relation programs. Topics include the application of management theory to real public relations cases to solve communication problems as well as identifying the values of audiences, and working with the media to develop and distribute messages.

COM 460. Communication and Advertising. 3 Credits.
This course explores the relationship between communication and advertising. Topics covered include the interconnection among advertising, media, and a range of publics, as well as the process and history of advertising, message strategies, media planning, and campaign evaluation, ethical and regulatory issues.
Pre / Co requisites: COM 460 requires prerequisites of SPK 208, COM 217, COM 219, and COM 224 or MDC 250 and MDC 251.
Typically offered in Fall & Spring.
Cross listed courses COM 460, MDC 460.

COM 470. Intercultural Communication Training. 3 Credits.
Intercultural training is an experiential activity that engages cognitive, behavioral and affective learning to help individuals to bridge cultural differences in their communication. This course teaches students the theory behind intercultural training for the workplace through the experience of workshops and training through their own workshops. The use of media in training workshops is addressed explicitly using theory and experiential examples.
Pre / Co requisites: COM 470 requires prerequisites of SPK 208, COM 217, COM 219, and COM 224 or MDC 250 and MDC 251.
Typically offered in Fall & Spring.
Cross listed courses COM 470, MDC 470.

COM 480. Communication and Leadership. 3 Credits.
This course explores the relationship between leadership and communication. Topics covered include the definition of the leadership challenge, the major approaches to leadership training, and the study of leadership as a metaphor for self-development.
Pre / Co requisites: COM 480 requires prerequisites of COM 219, COM 224, and SPK 208.

COM 490. Capstone: Communication Theory. 3 Credits.
This senior level seminar explores leading communication theories at an advanced level. Students will be expected to read, synthesize and apply original communication research related to key theories across the communication studies field.
Pre / Co requisites: COM 490 requires prerequisites of COM 219, COM 224, SPK 208 and any two COM 300 or 400 level courses other than COM 400.

COM 491. Capstone: Rhetoric & Public Communication. 3 Credits.
This senior level seminar explores leading theories of rhetoric and social influence at an advanced level. Students will be expected to read, synthesize and apply original communications research related to theories in these particular areas of emphasis in the communication studies field.
Pre / Co requisites: COM 491 requires prerequisites of COM 219, COM 224, SPK 208, and any two of the following courses: COM 309, COM 340, COM 403, COM 404, COM 405, or COM 480.

COM 492. Capstone: Intercultural & Interpersonal Communication. 3 Credits.
This senior level seminar explores leading theories of intercultural and interpersonal communication at an advanced level. Students will be expected to read, synthesize and apply original communication research related to theories in these particular areas of emphasis in the communication studies field.
Pre / Co requisites: COM 492 requires prerequisites of COM 204, COM 219, COM 224, SPK 208, and any two of the following courses: COM 307, COM 360, COM 410, COM 440, COM 445, COM 470, or COM 480.

COM 493. Capstone: Media & Public Relations. 3 Credits.
This senior level seminar explores leading media and public relations theories at an advanced level. Students will be expected to read, synthesize and apply original communications research related to theories in these particular areas in the communications studies field.
Pre / Co requisites: COM 493 requires prerequisites of COM 212, COM 219, COM 224, SPK 208 and any two of the following courses: COM 317, COM 320, COM 325, COM 355, COM 455, or COM 460.

COM 499. Communication Seminar. 3 Credits.
Intensive examination of a selected area of study in the field of communication studies. Topics will be announced in advance.
Pre / Co requisites: COM 499 requires prerequisites of SPK 208 and COM 219 and COM 224.
Typically offered in Fall & Spring.
Repeatable for Credit.

MDC

MDC 203. The Philadelphia Media Experience. 3 Credits.
This course introduces students to the history of media professions in the Philadelphia area, exposes them to media opportunities and helps them to improve the skill set needed to obtain jobs in emerging media organizations.
Typically offered in Summer.
Cross listed courses MDC 203, MDC 203.

MDC 217. Introduction to Video Production. 3 Credits.
This course explores the basic television production process. Topics covered include theories of production process, camera operation, lighting, audio recording, editing, visual effects, design, and production staff, as well as the application of these processes to actual production situations.
Typically offered in Fall.
Cross listed courses MDC 217, MDC 217.

MDC 250. Intercultural Communication. 3 Credits.
A study of factors that contribute to communication breakdowns between diverse cultures and between fragmented segments within the same society.
Gen Ed Attribute: Diversity Requirement.
Distance education offering may be available.
Typically offered in Fall, Spring & Summer.
Cross listed courses MDC 250, MDC 250.

MDC 251. Media Technology. 3 Credits.
This course introduces the students to key technologies used in producing digital messages, as well as professional standards applied in using these technologies. As part of the course, students will also develop basic, practical skills in using current media technology applications.
Typically offered in Fall & Spring.
Cross listed courses MDC 251, MDC 251.

MDC 252. Writing for Broadcast and Public Relations. 3 Credits.
Students are required to analyze, evaluate, and produce scripts for a variety of mass media formats. The course will focus on writing for radio and TV and will also emphasize public relations writing within those media. The primary course objective is to develop effective writing, critical analysis, and communication skills. This course is designed to help you improve your research and writing skills for each of these media and is geared toward students with a genuine interest in a media career.
Typically offered in Fall.
Cross listed courses MDC 252, MDC 252.
MDC 253. Media Literacy. 3 Credits.
Media literacy is a way of critically thinking about modern media: a way of analyzing media messages to gain control over them, understanding their commercial, theoretical and ideological influences, mastering control over the psychological tricks embedded throughout modern technologies and creating new messages as a member of our social information society. In this course, we will explore the effects and influences of mass media and communication on us and in society. We will examine the historical and contemporary influences of mass communication and media - music, film, television, advertising the internet, video games, and social media.
Typically offered in Fall. Cross listed courses COM 253, MDC 253.

MDC 254. Media & Culture Theory. 3 Credits.
This is an introductory course designed to explore the connection between media technologies and culture by examining basic theoretical arguments in media studies today. Students will examine key theoretical approaches to understanding the influence of media in contemporary culture, including audience studies, behavior change theories, computer-mediated communication, critical cultural studies, media convergence, and media literacy. By semester's end, students will be able to understand, apply, and contribute to research in the field of media studies. This knowledge will aid in the process of becoming responsible media producers and critical media consumers in today's digital world.
Typically offered in Fall & Spring. Cross listed courses COM 254, MDC 254.

MDC 311. Communication Professions in Sports. 3 Credits.
Course focuses on the communications businesses related to sports in America, including marketing, public relations, journalism, emerging media, etc. Includes sections on media history, communication ethics, race relations, and gender issues in sports media. Guest speakers from major media and local professional teams provide insight into communications-related professions in sports.
Pre / Co requisites: MDC 311 requires prerequisites of SPK 208, COM 217, COM 219, and COM 224 or MDC 250 and MDC 251. Typically offered in Fall & Spring. Cross listed courses COM 311, MDC 311.

MDC 314. Games Culture and Theory. 3 Credits.
More people are playing video games than ever before, but what does it mean to be a gamer? What does it mean to be part of gaming culture? How does culture help us understand the impact of video games on us? In this class, we will explore video games, both classic and contemporary. You will not only play them, but you will also deconstruct your own relationship with video games themselves as well as humanity's. You will explore the ways people are influenced by games, and the way that games influence culture and society, for better and for worse.
Pre / Co requisites: MDC 314 requires prerequisites of SPK 208, COM 217, COM 219, and COM 224 or MDC 250 and MDC 251. Typically offered in Fall & Spring. Cross listed courses COM 314, MDC 314.

MDC 316. Mediated Communication: The Internet, Culture, and Society. 3 Credits.
We communicate using technology every day. In fact, our digital communication technologies are so pervasive that they seem almost invisible as most of us increasingly rely on some form of media in order to communicate with one another. Technologies such as Facebook, Twitter, SMS, e-mail, and any number of other programs have blurred the lines between interpersonal and mass communication, causing us to rethink how we understand human interaction in this new mediated world. Mediation has challenged some of the most basic assumptions of how we form relationships, both with each other and with ourselves, and how technology can be used to enhance or inhibit these relationships. This course examines the effects that digital mediated communication technologies have on our everyday lives, personal identities as well as our interpersonal, intrapersonal, and organizational relationships.
Pre / Co requisites: MDC 316 requires prerequisites of SPK 208, COM 217, COM 219, and COM 224 or MDC 250 and MDC 251. Typically offered in Fall & Spring. Cross listed courses COM 316, MDC 316.

MDC 317. Advanced Video Production. 3 Credits.
This course explores advanced television production processes. Topics covered include proposal and budget writing, visualization and storyboarding, composing and staging shots and the advanced use of editing tools in pre-production, production, and post-production.

MDC 320. Communication on Television and Radio. 3 Credits.
For the student who, by career or circumstance, will be required to be on radio and television. The focus of the course will be on three major areas: interviewer/interviewee techniques; acting for television, including working in commercials; and news reporting, including studio and remote locations.
Pre / Co requisites: MDC 320 requires prerequisites of SPK 208 and COM 219 and COM 224 and THA 103 or MDC 250 and MDC 251 and THA 103. Typically offered in Fall. Cross listed courses COM 320, MDC 320.

MDC 321. Search Engine Optimization Management. 3 Credits.
This course examines the relationship between communication and marketing on the internet, with emphasis on the strategic use of content in the marketing process. Topics include: online communication environments, audience analysis, message design, editorial plan, and the analysis of outcomes.

MDC 322. Culture and Organizations. 3 Credits.
Organizational dynamics can be understood to operate using deeper assumptions and values, much like national cultures. Different scholarly approaches to culture are used to craft strategic responses to practical organizational challenges using the media. The particular cultures of media organizations are also analyzed using case study examples.
Pre / Co requisites: MDC 322 requires prerequisites of SPK 208, COM 217, COM 219, and COM 224 or MDC 250 and MDC 251. Typically offered in Fall & Spring. Cross listed courses COM 322, MDC 322.

MDC 323. Media Audiences. 3 Credits.
Media scholars and practitioners have long been interested in understanding and measuring ‘the audience’. Increasing levels of media convergence, fragmentation, and polarization present many new challenges for making sense of media users. The purpose of this course is to explore various assumptions of audiences and the different methodological attempts to measure them. First, students will explore a ‘push’ media perspective by examining mass communication media effects research. Students will examine pop culture texts of today and learn more about ratings analysis. Next, students will reflect on critical responses to emergent audiences through ‘pull’ media research. Here, students will learn more about audience reception research and the many ways in which audiences experience and make sense of media technologies. Finally, students will examine how these different approaches inform the concerns, questions, methods, findings, and implications of audience research today.
Pre / Co requisites: MDC 323 requires prerequisites of SPK 208, COM 217, COM 219, and COM 224 or MDC 250 and MDC 251. Typically offered in Fall & Spring. Cross listed courses COM 323, MDC 323.
MDC 325. MDC Strategic Social Media. 3 Credits.
This course is designed to explore the influence of digital historical landscape, best marketing practices and mobilization through social media in the twenty first century. We will address key concepts in the field of new media, including issues such as media literacy, personal identity, community, globalization and the convergence culture. It is necessary to question whether there is anything "new" about these new technologies by comparing them with historic media transformations of our past. Once an adequate understanding is gained of the historical and present landscape of new media, we will learn to utilize technologies for personal online reputation management. Finally, we will critically explore how to best market new media by examining various business models and theories in the field, as well as how organizations and businesses utilize new media most effectively. Students will have an opportunity to apply course concepts to a final social media marketing project.
Pre / Co requisites: MDC 325 requires prerequisites of COM 250 or MDC 250, COM 251 or MDC 251, and COM 253 or MDC 253, or COM 252 or MDC 252, or COM 254 or MDC 254.
Distance education offering may be available.
Typically offered in Fall & Spring.
Cross listed courses COM 325, MDC 325.

MDC 350. Advanced Intercultural Communication. 3 Credits.
Intercultural communication examines communication across various areas of difference: age, race, gender, class, orientation, region. Graduate Intercultural Communication examines the relationship between communication and culture. Analysis of communication variables as they relate to the communication of difference and the ways in which difference matters in everyday intercultural communication are examined. Emphasis is placed on the influence of culture on the communication process, including differences in values, assumptions, and communication practices/rules.
Pre / Co requisites: MDC 350 requires prerequisites of SPK 208, COM 217, COM 219, and COM 224 or MDC 250 and MDC 251.
Typically offered in Fall & Spring.
Cross listed courses COM 350, MDC 350.

MDC 355. Introduction to Public Relations. 3 Credits.
An introduction to the role of the public relations practitioner in the formation of public opinion. Communications theory will be combined with specific techniques for working with the press, producing printed material, and conducting special events.
Pre / Co requisites: MDC 355 requires prerequisites of SPK 208, COM 217, COM 219, and COM 224 or MDC 250 and MDC 251.
Typically offered in Fall & Spring.
Cross listed courses COM 355, MDC 355.

MDC 360. African American Culture and Communication. 3 Credits.
African American communication explores the ways messages, verbal and non-verbal, produce, maintain, transform and repair reality for Black community members over the media and in interpersonal contexts. As such, the course explores the significance of discursive identity construction in over the media and in human interaction. We aim to develop intercultural communication competency in this subject area. We accomplish this as we examine the ways in which Black/African American identities have been discursively and socially constructed, sustained, problematized, celebrated, and enacted in media, institutional, and societal settings. The dynamic process of acquiring, managing and executing the rhetorical qualities, patterns of thinking, values, assumptions, and concepts which constitute subjective culture are explored.
Pre / Co requisites: MDC 360 requires prerequisites of SPK 208, COM 217, COM 219, and COM 224 or MDC 250 and MDC 251.
Typically offered in Fall & Spring.
Cross listed courses COM 360, MDC 360.

MDC 370. Event Production Using Media. 3 Credits.
Producing a large event requires strategic leadership to coordinate multiple stakeholders to achieve concrete goals. The media plays a variety of roles in this complex production process. This course considers application of theory and research to the practical problems of envisioning and executing events on a larger scale using a variety of mediated forms in different supporting roles.
Pre / Co requisites: MDC 370 requires prerequisites of SPK 208, COM 217, COM 219, and COM 224 or MDC 250 and MDC 251.
Typically offered in Fall & Spring.
Cross listed courses COM 370, MDC 370.

MDC 420. Mass Media & Social Protest. 3 Credits.
This course will address multi-disciplinary theory and research that has contributed to our understanding of both the antecedents and consequences of mediated messages as they affect processes related to social protest. Readings will draw from mass communication, political science, sociology and other disciplines to examine questions about the role of communication media in the dynamics of social protest considering both traditional and new/emerging media.
Pre / Co requisites: MDC 420 requires prerequisites of SPK 208, COM 217, COM 219, and COM 224 or MDC 250 and MDC 251.
Typically offered in Spring.
Cross listed courses COM 420, MDC 420.

MDC 421. Content Strategy. 3 Credits.
This course examines the relationship between communication and marketing on the internet, with emphasis on the strategic use of content in the marketing process. Topics include: online communication environments, audience analysis, message design, editorial plan, and the analysis of outcomes.
Pre / Co requisites: MDC 421 requires prerequisites of SPK 208, COM 217, COM 219, and COM 224 or MDC 250 and MDC 251.
Typically offered in Fall & Spring.
Cross listed courses COM 421, MDC 421.

MDC 422. Consulting for Careers in Media and Culture. 3 Credits.
The goal of this course is to explore the links between abilities and perspectives refined by those who study organizational culture and the needs of modern organizations. In this course, students will explore the elements of organizational culture and apply their learning in conducting an in-depth analysis of a specific organization and with the goal of improving organizational effectiveness and creating positive organizational change.
Pre / Co requisites: MDC 422 requires prerequisites of SPK 208, COM 217, COM 219, and COM 224 or MDC 250 and MDC 251.
Typically offered in Fall & Spring.
Cross listed courses COM 422, MDC 422.

MDC 423. Media Campaigns. 3 Credits.
This course examines key theories of mass media influence and applies them to the practice of persuasive media campaigns.
Pre / Co requisites: MDC 423 requires prerequisites of SPK 208, COM 217, COM 219, and COM 224 or MDC 250 and MDC 251.
Typically offered in Fall & Spring.
Cross listed courses COM 423, MDC 423.

MDC 460. Communication and Advertising. 3 Credits.
This course explores the relationship between communication and advertising. Topics covered include the interconnection among advertising, media, and a range of publics, as well as the process and history of advertising, message strategies, media planning, and campaign evaluation, ethical and regulatory issues.
Pre / Co requisites: MDC 460 requires prerequisites of SPK 208, COM 217, COM 219, and COM 224 or MDC 250 and MDC 251.
Typically offered in Fall & Spring.
Cross listed courses COM 460, MDC 460.

MDC 470. Intercultural Communication Training. 3 Credits.
Intercultural training is an experiential activity that engages cognitive, behavioral and affective learning to help individuals to bridge cultural differences in their communication. This course teaches students the theory behind intercultural training for the workplace through the experience of workshops and through designing their own workshops. The use of media in training workshops is addressed explicitly using theory and experiential examples.
Pre / Co requisites: MDC 470 requires prerequisites of SPK 208, COM 217, COM 219, and COM 224 or MDC 250 and MDC 251.
Typically offered in Fall & Spring.
Cross listed courses COM 470, MDC 470.

SPC
SPC 199. Transfer Credits. 1-10 Credits.
Transfer Credits.
Repeatable for Credit.

SPK
SPK 199. Transfer Credits. 1-10 Credits.
Transfer Credits.
Repeatable for Credit.
SPK 208. Public Speaking. 3 Credits.
Development of skills necessary to understand the theory of communication as a problem-solving tool in the community. Special emphasis is on the student’s performance as a sender and receiver of messages directed at social action.
Gen Ed Attribute: Public Speaking Requirement. Typically offered in Fall, Spring & Summer.

SPK 230. Business and Professional Speech Communication. 3 Credits.
LEC (3), LAB (0)
Practice in effective speaking and listening. Interpersonal communication in the business and professional setting, including reports and sales presentations, policy speeches, conference leadership techniques, group dynamics, and speaking.
Gen Ed Attribute: Public Speaking Requirement. Typically offered in Fall, Spring & Summer.

B.A. IN COMMUNICATION STUDIES

College of Arts and Humanities

Curriculum

General Education Requirements (http://catalog.wcupa.edu/undergraduate/general-education-requirements)

<table>
<thead>
<tr>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Composition requirements</td>
<td>6</td>
</tr>
<tr>
<td>Mathematics requirement</td>
<td>3</td>
</tr>
<tr>
<td>Public Speaking requirement</td>
<td>3</td>
</tr>
<tr>
<td>Science requirements</td>
<td>6</td>
</tr>
<tr>
<td>Behavioral &amp; Social Science requirements</td>
<td>6</td>
</tr>
<tr>
<td>Humanities requirements</td>
<td>6</td>
</tr>
<tr>
<td>Arts requirement</td>
<td>3</td>
</tr>
<tr>
<td>Diverse Communities requirement</td>
<td>3</td>
</tr>
<tr>
<td>Interdisciplinary requirement</td>
<td>3</td>
</tr>
<tr>
<td>Student Electives</td>
<td>9</td>
</tr>
<tr>
<td>Writing Emphasis requirements</td>
<td>9</td>
</tr>
</tbody>
</table>

Language/Culture Requirements

Demonstrating language proficiency through the intermediate level (202) or demonstrating language proficiency through the elementary II (102) level of a language and further acquiring a cultural foundation. 3-15

Major Requirements

<table>
<thead>
<tr>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>COM 204</td>
<td></td>
</tr>
<tr>
<td>COM 212</td>
<td></td>
</tr>
<tr>
<td>COM 216</td>
<td></td>
</tr>
<tr>
<td>COM 219</td>
<td></td>
</tr>
<tr>
<td>COM 224</td>
<td></td>
</tr>
<tr>
<td>SPK 208</td>
<td></td>
</tr>
</tbody>
</table>

Three of the required lower-division courses COM 219, COM 224 (or HON 313), and SPK 208 (or HON 211) are prerequisites for all upper division communication study courses. In addition, COM 216 is a prerequisite for COM 304. Also, SPK 208 must be taken to satisfy the general education communication requirement.

Upper-division Courses

Students will work with their advisers to select seven appropriate courses at the 300 and/or 400 level from the listing of department courses. Students can choose to take upper-division courses in one of the following three areas of specialization: interpersonal and intercultural communication; mass media and public relations; and rhetoric and public communications. COM 400 may not be used to satisfy the upper-division course requirements.

Student Electives

Course selected in consultation with adviser to meet career objectives (can include a selected minor) 21-24

Total Minimum Credits Required 120

---

1 Honors College majors and minors may substitute HON 313.
2 Honors College majors and minors may substitute HON 211.

Additional Notes

1. A grade of C or better must be earned in a COM or SPK course in order for it to meet a department requirement. Also, a 2.5 average or better must be earned in the aggregate of lower- and upper-division courses before graduation will be recommended.

2. To encourage B.A. in Communication Studies majors to develop communication competence that extends beyond oral communication, a grade of C or better is required in WRT 120 and the 200-level composition course (WRT 200, WRT 204, WRT 205, WRT 206, WRT 208, or WRT 220), and a grade of C- or better is required in the 202-level course in another language. If a major employs the culture cluster option to fulfill his/her language requirement, a C- or better is required in the 102 level of the language course and in each of the culture cluster courses.

3. Students who exhaust their course repeat options and have not earned a grade of C or better in all the prerequisite communication courses will be advised that they will not be able to complete the requirements for a B.A. in communication studies. The department chair will offer an exit interview and help them to identify available alternatives.

Sample Course Plan

To track their individual degree progress, students are advised to access their Degree Progress Report (DPR) via myWCU regularly. For more information, visit wcupa.edu/DegreeProgressReport.

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>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Semester One</td>
<td>SPK 208</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Communication Research</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>WRT 120</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Language 101</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Gen Ed Distributive</td>
<td>3</td>
</tr>
</tbody>
</table>

Year One

Semester One

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPK 208</td>
<td>Public Speaking</td>
<td>3</td>
</tr>
<tr>
<td>COM 219</td>
<td>Communication Theory</td>
<td>3</td>
</tr>
<tr>
<td>WRT 120</td>
<td>Effective Writing I</td>
<td>3</td>
</tr>
<tr>
<td>Language 101</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Gen Ed Distributive</td>
<td></td>
<td>3</td>
</tr>
</tbody>
</table>

Semester Two

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>COM 224</td>
<td>Communication Research</td>
<td>3</td>
</tr>
<tr>
<td>COM 204</td>
<td>Interpersonal Communication</td>
<td>3</td>
</tr>
</tbody>
</table>

or Small Group Communication

or Mass Communication

or COM 212

or MAT 103

or Language 102

or Gen Ed Distributive

Year Two

Semester Three

Choose two COM courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>COM 204</td>
<td>Interpersonal Communication</td>
<td>3</td>
</tr>
</tbody>
</table>

or Small Group Communication

or Mass Communication

or COM 212

Language 201 or Language Culture Cluster

Gen Ed Distributive

Gen Ed Distributive or Writing Emphasis

Apply for formal admission to Communication Studies

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>15</td>
</tr>
</tbody>
</table>
### MINOR IN COMMUNICATION STUDIES

#### Curriculum

This minor may be taken as one of the minors in the bachelor of arts or bachelor of science in the liberal studies general degree program. Students who wish to minor in communication studies must first gain admission to the minor as indicated in "Program Admission Requirements," by first completing the Prerequisite Core. Students are also required to earn a grade of C or better in WRT 120 and the 200-level composition course (WRT 200, WRT 204, WRT 205, WRT 206, WRT 208, or WRT 220).

#### Prerequisite Core

- SPK 208 Public Speaking 3
- COM 219 Communication Theory 3
- COM 224 Communication Research 3

#### Minor Core

1. Students must complete three courses selected from 300- and 400-level regular course offerings in Communication Studies. Students may choose to take upper-division courses in one of the following areas of specialization: interpersonal and intercultural communication, mass media and public relations, or rhetoric and public communication.

#### Total Minimum Credits Required

1. COM 400 may not be selected to meet the program requirements.
2. A 2.5 GPA must be achieved in the aggregate of minor courses before clearance for graduation with a minor will be granted.

### MINOR IN MEDIA AND CULTURE

#### Curriculum

| Core 1 |  |  |
|--------|  |  |
| COM 250 Intercultural Communication | 3 |  |
| MDC 251 Media Technology | 3 |  |
| or COM 251 Media Technology | 3 |  |
| Elective | 3 |  |
| Choose one of the following courses: |  |  |
| MDC 252 Writing for Broadcast and Public Relations |  |  |
| or COM 252 Media Literacy |  |  |
| MDC 253 Media Literacy |  |  |
| or COM 253 Media Literacy |  |  |
| MDC 254 Media & Culture Theory |  |  |
| or COM 254 Media & Culture Theory |  |  |
| Minor Concentrations 9 |  |  |
| Select 9 credits from the courses listed below. At least two courses must be from one of the concentrations. 2 |  |  |
| Culture Concentration |  |  |
| COM 314 Games Culture and Theory | 3 |  |
| or MDC 314 Games Culture and Theory | 3 |  |
| COM 316 Mediated Communication: The Internet, Culture & Society | 3 |  |
| or MDC 316 Mediated Communication: The Internet, Culture, and Society | 3 |  |
| COM 322 Culture and Organizations | 3 |  |
| or MDC 322 Culture and Organizations | 3 |  |
| COM 350 Advanced Intercultural Communication | 3 |  |
| or MDC 350 Advanced Intercultural Communication | 3 |  |
| COM 360 African American Culture and Communication | 3 |  |
| or MDC 360 African American Culture and Communication | 3 |  |
| COM 420 Mass Media & Social Protest | 3 |  |
| or MDC 420 Mass Media & Social Protest | 3 |  |
| or COM 422 Consulting for Careers in Media and Culture | 3 |  |
| or MDC 422 Consulting for Careers in Media and Culture | 3 |  |
| or COM 470 Intercultural Communication Training | 3 |  |
| or MDC 470 Intercultural Communication Training | 3 |  |
| Production Concentration |  |  |
| ART 113 Digital Media | 3 |  |
| CSW 131 Introduction to Web Design | 3 |  |
| COM 203 The Philadelphia Media Experience | 3 |  |
| or MDC 203 The Philadelphia Media Experience | 3 |  |
| COM 217 Introduction to Video Production | 3 |  |
| or MDC 217 Introduction to Video Production | 3 |  |
| COM 317 Advanced Video Production | 3 |  |
| or MDC 317 Advanced Video Production | 3 |  |
| COM 320 Communication on Television and Radio | 3 |  |
| or MDC 320 Communication on Television and Radio | 3 |  |
Certificate in Computer Science

- Computer Security (p. 230)

Graduate Opportunities

See the graduate catalog for more information on the Computer Science program. (http://catalog.wcupa.edu/graduate/sciences-mathematics/computer-science)

Policies

- See undergraduate admissions information. (p. 11)
- See academic policies. (http://catalog.wcupa.edu/undergraduate/academic-policies-procedures)

All undergraduate students are held to the academic policies and procedures outlined in the undergraduate 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 programs may be listed below.

Special Entrance Requirements

Students who enter WCU as freshman computer science majors should meet the following high school criteria:

- Rank in the top two-fifths of graduating class
- Pass Algebra I, Algebra II/trigonometry, geometry, and a senior-year math course
- Earn a math SAT original score of 530 (or recentered score of 550) or better
- Earn a combined SAT original score of 950 (or recentered score of 1020) or better

Accelerated Program Policy

Refer to the Accelerated Programs page (p. 134) for more information.

Advanced Placement Credit

The following guidelines will be used to determine college credit when evaluating Advanced Placement scores in computer science.

Computer Science A 3,4,5 or AB

Minimum Grades

Minimum grades to enter major and to graduate: C- in CSC, MAT, and other cognate courses; 2.5 GPA in CSC courses; 2.0 GPA in MAT courses; and a grade of C- or better for both CSC 141 and CSC 142. This policy does not apply to courses that are taken as free electives. Entering majors must have completed CSC 141-CSC 142 and two of MAT 121, MAT 151, MAT 161.

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 (rwyatt@wcupa.edu) (1989)
B.A., B.S., M.A., University of Melbourne; Ph.D., University of California, Berkeley; M.Sc., State University of New York at Buffalo

Courses

CSC

CSC 110. Fundamentals in Computer Science. 3 Credits.
Introduction to the fundamentals of computing. Topics include surveys of the following sub-areas of computer science: artificial intelligence, hardware/operating systems, programming languages/software, ethics/social issues, history, electronic communications, problem solving, and programming. The course includes laboratory projects in application software, programming, and electronic communication, as well as a report on one of the first four areas above.

Gen Ed Attribute: Science Distributive Requirement.

Distance education offering may be available.

Typically offered in Fall, Spring & Summer.

CSC 115. Introduction to Computer Programming. 3 Credits.
The art and science of computing are introduced using a structured programming language, such as Visual BASIC. Topics include looping, branching, arrays, and program development.

Gen Ed Attribute: Science Distributive Requirement.

Typically offered in Fall, Spring & Summer.

CSC 141. Computer Science I. 3 Credits.
An introduction to programming using Java. Topics covered include basic program layout, primitive data types and strings, control structures (loops and decisions) methods, parameters, and text file input/output.

Gen Ed Attribute: Science Distributive Requirement.

Typically offered in Fall, Spring & Summer.

CSC 142. Computer Science II. 3 Credits.
This course introduces the design and implementation of classes and objects, arrays using primitive types and Strings, array of objects, sorting and searching through arrays, recursion, aggregate objects and an introduction to graphical User Interfaces (GUIs).

Pre / Co requisites: CSC 142 requires prerequisite of CSC 141.

Typically offered in Fall & Spring.

CSC 220. Foundations of Computer Science. 3 Credits.
Topics include regular and context free grammars and languages, computational logic, finite state machines, and parsing.

Pre / Co requisites: CSC 220 requires prerequisites of MAT 151 and MAT 161.

Typically offered in Fall & Spring.

CSC 240. Computer Science III. 3 Credits.
This course focuses on more advanced topics in object-oriented programming, including project design, planning, and testing using milestones and checklists. Programming topics include text processing (including StringBuilder and StringTokenizer classes), inheritance, polymorphism, abstract classes, interfaces, generic classes, exception classes, exception throwing and handling, random access files, serialization and an introduction to some basic data structures, such as collection classes and linked lists.

Pre / Co requisites: CSC 240 requires prerequisites of CSC 142.

Typically offered in Fall & Spring.

CSC 241. Data Structures & Algorithms. 3 Credits.
Data structures and related algorithms are studied using object-oriented programming, such as Java. Topics include data abstraction, recursion, lists, stacks, queues, linked lists, trees, hashing, searching and sorting algorithms, and the evaluation of algorithm efficiency.

Pre / Co requisites: CSC 241 requires prerequisites of CSC 240 and MAT 151, MAT 161.

Typically offered in Fall & Spring.

CSC 242. Computer Organization. 3 Credits.
This course teaches introductory topics in computer architecture and hardware design as well as the basics of assembly language. Software is provided to assemble, run, and debug assembly language programs. Additionally, a C compiler demonstrates a realistic usage of pointers, and bitwise operations of assembly language.

Pre / Co requisites: CSC 242 requires prerequisites of CSC 142 and MAT 151.

Distance education offering may be available.

Typically offered in Fall & Spring.

CSC 300. Cooperative Programming. 3 Credits.
The student works for an organization involved in the computer field. The student may do work in various areas of the discipline such as programming, networking, or customer support.

Pre / Co requisites: CSC 300 requires prerequisites of CSC 141 and CSC 142 and CSC 240 and CSC 241 and MAT 151 and MAT 161.

Typically offered in Fall, Spring & Summer.

CSC 301. Computer Security I. 3 Credits.
An introduction to Computer Security and the ethical underpinnings of security. The basic objectives of creating a secure system, attack methods and defenses are discussed.

Pre / Co requisites: CSC 301 requires a prerequisite of CSC 240.

Typically offered in Fall & Spring.

CSC 302. Computer Security II. 3 Credits.
Principles and current technological developments in computer security - a continuation of Computer Security I. Topics include: security requirements, attack models, cryptography, authentication, and system security. Students will also learn practical knowledge through hands-on lab experience.

Pre / Co requisites: CSC 302 requires successful completion of CSC 301.

Typically offered in Spring.

CSC 317. Visual Programming. 3 Credits.
Principles of visual programming. A second computer language (Visual Basic) is utilized, and a major theme, such as steganography or video games, is covered. Students must write two major projects of significant complexity.

Pre / Co requisites: CSC 317 requires a prerequisite of CSC 240.

Typically offered in Spring.

CSC 321. Data Base Management Systems. 3 Credits.
Characteristics of generalized database management systems. Surveys of different database models that are currently used. The design and implementation of a database system.

Pre / Co requisites: CSC 321 requires prerequisites of CSC 142 and CSC 241.

Typically offered in Spring.

CSC 331. Operating Systems. 3 Credits.
This course is a general survey of elements of operating systems with in-depth studies of certain features of specific operating systems. Elements of concurrent programming are studied, such as the mutual exclusion problem, semaphores, and monitors. Additionally, the following topics are covered: process scheduling and deadlock avoidance; memory management issues such as paging and segmentation; organization and protection of file systems.

Pre / Co requisites: CSC 331 requires prerequisites of CSC 220 and CSC 240 and CSC 241 and CSC 242.

Typically offered in Fall.
CSC 335. Data Communications and Networking I. 3 Credits.
An overview of the various aspects of modern data and telecommunications. Discussion of the hardware and software facets of the transmission of information in the forms of voice, data, text, and image. Topics include communication protocols, transmission technologies, analog/digital transmission, communications media, public data networks, LANs, and ISDN.
Pre / Co requisites: CSC 335 requires prerequisites of CSC 240 and CSC 241.
Distance education offering may be available.
Typically offered in Fall, Spring & Summer.

CSC 336. Data Communications and Networking II. 3 Credits.
An in-depth study of various aspects of modern data communication systems. Discussion of serial port communications, network performance and design, and Internet protocols. Topics include PC serial port hardware (RS-232, UART) and software (XMODEM protocol), queuing theory, X.25, frame relay, SMDS, B-ISDN, ATM, TCP/IP, sockets and Internet applications.
Pre / Co requisites: CSC 336 requires prerequisite of CSC 335.
Typically offered in Spring.

CSC 345. Programming Language Concepts/Paradigms. 3 Credits.
An examination of the conceptual underpinning of programming languages and of the paradigms into which they fall. Topics will be drawn from those comprising the field of programming language such as abstraction, bindings, concurrency, design, encapsulation, history, representation, storage, and types. Programming projects will focus on languages within the functional, declarative, and object-oriented paradigms: such as Common Lisp, ML, Prolog, CLOS; rather than the familiar imperative paradigm.
Pre / Co requisites: CSC 345 requires a prerequisite of CSC 220 and CSC 241.
Typically offered in Fall.

CSC 400. Internship. 6 Credits.
The student works in the area of computer science that is his or her specialty.
Pre / Co requisites: CSC 400 requires prerequisites of CSC 141 and CSC 142 and CSC 240 and CSC 241 and MAT 151 and MAT 161.
Consent: Permission of the Department required to add.
Typically offered in Fall, Spring & Summer.

CSC 402. Software Engineering. 3 Credits.
This course explores a variety of processes for developing software, including the PSP from the Software Engineering Institute, the SEI’s CMMI, and agile processes, including eXtreme Programming and Scrum. A special emphasis is on how software processes can be designed to help software engineers to develop more secure code. Ethical, professional and workplace issues are also covered, as well as strategies for testing software in PSP and agile environments. Teamwork is an important element in this course, and the team work on developing a documented software process for their company.
Pre / Co requisites: CSC 402 requires prerequisite of CSC 220.
Typically offered in Fall & Spring.

CSC 416. Design/Construction Compilers. 3 Credits.
Covers the basic topics in compiler design including lexical analysis, syntax analysis, error handling, symbol tables, intermediate code generation, and some optimization. Programming assignments will build various pieces of a compiler for a small language.
Pre / Co requisites: CSC 416 requires prerequisites of CSC 220 and CSC 240 and CSC 241 and CSC 242.
Typically offered in Fall.

CSC 417. User Interfaces. 3 Credits.
This course deals with database-driven graphical user interface applications. The Model-View-Controller software paradigm is used as a guiding principle for the applications developed. The course features applications using Java-based components as well as web-based components with a modern server-side scripting language such as PHP. Most of the course work is based on developing a complex, large scale web database system with the goal of implementing this system within a web application framework.
Pre / Co requisites: CSC 417 requires prerequisites of CSC 241.
Typically offered in Spring.

CSC 481. Artificial Intelligence. 3 Credits.
Artificial Intelligence (AI) is concerned with the replication or simulation on a machine of the complex behaviors associated with intelligence. Topics will be drawn from any of those comprising the field of AI such as agent architectures, automatic truth maintenance, constraint satisfaction, expert systems, fuzzy logic, games, genetic algorithms, knowledge representation, machine learning, neural networks and connectionism, natural language processing, planning, reasoning, robotics, search, theorem proving, and vision. Projects requiring coding will focus on an AI language such as Common Lisp or Prolog.
Pre / Co requisites: CSC 481 requires prerequisites of CSC 220 and CSC 241.
Typically offered in Fall.

CSC 490. Independent Project in Computer Science. 3 Credits.
The student designs and implements a software system. Project problems are drawn from local industry and university departments. A computer science faculty member supervises each project.
Consent: Permission of the Department required to add.
Gen Ed Attribute: Writing Emphasis.
Typically offered in Fall, Spring & Summer.
Repeatable for Credit.

CSC 495. Topics in Computer Science. 3 Credits.
Topic announced at time of offering.
Consent: Permission of the Department required to add.
Typically offered in Summer.
Repeatable for Credit.

CSC 496. Topics in Complex Large-Scale Systems. 3 Credits.
Topics in large scale systems. Topics announced at the time of offering.
Typically offered in Fall.
Repeatable for Credit.

CSC 499. Independent Study in Computer Science. 3 Credits.
In conjunction with the instructor, the student selects study topics via literature search.
Consent: Permission of the Department required to add.
Gen Ed Attribute: Writing Emphasis.
Typically offered in Fall, Spring & Summer.
Repeatable for Credit.

CST

CST 199. Transfer Credits. 1-9 Credits.
Transfer Credits.
Typically offered in Fall, Spring & Summer.
Repeatable for Credit.

CST 211. Security and Ethics in IT. 3 Credits.
This course introduces fundamental security issues in Information Technology.

CST 221. Database Systems. 3 Credits.
This course introduces students to the role of databases in information technology.
Typically offered in Fall.

CST 235. Network and System Administration. 3 Credits.
This course introduces the fundamentals of networks and systems administration.
Typically offered in Spring.

CSW

CSW 101. Introduction to Computers. 3 Credits.
A course for nonmajors dealing with what computers are, what they can do, and how they are used. A brief history of computers and the societal implications of computer usage. A brief introduction to the Internet is provided along with hands-on experience using word processing, database, and spreadsheet software.

CSW 116. Computer Programming Laboratory. 3 Credits.
This is a special winter session course introducing foundations of Computer Science, with the goal of prompting student’s interest and programming skills. Topics include, but not limited to: data processing and analysis, UML design, Visual Basic programming, Database system, network system, etc.
CSW 131. Introduction to Web Design. 3 Credits.
This course will cover HTML and introductory JavaScript programming to provide students with a basic technology skill set for pursuing other topics in Web technology. Use of some simple Web authoring and graphics packages, but a focus on the structure and semantics of HTML and JavaScript. One of four core requirement courses for the Web technology and applications minor.
Typically offered in Fall, Spring & Summer.

CSW 199. Computer Science Transfer Elective. 1-15 Credits.
Transfer Credits.
Typically offered in Fall, Spring & Summer.
Repeatable for Credit.

CSW 315. Introduction to Web Programming. 3 Credits.
This course will continue the design and methodologies practices that were begun in CSW 131. Beginning with an introduction to project management, the course will look at specific design practices and technology integration. In addition, the course will focus on learning to use a commercial editor and delve into server-sided scripting languages. For non-majors only. This can be used as a capstone fulfillment.
Pre / Co requisites: CSW 315 requires prerequisites of CSW 131 and CSC 115. Can be used as a capstone fulfillment.

B.S. IN COMPUTER SCIENCE

College of the Sciences and Mathematics

Curriculum

General Education Requirements (http://catalog.wcupa.edu/undergraduate/general-education-requirements)

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Composition requirements</td>
<td>6</td>
</tr>
<tr>
<td>Mathematics requirement</td>
<td>3</td>
</tr>
<tr>
<td>MAT 151 Introduction to Discrete Mathematics</td>
<td>3</td>
</tr>
<tr>
<td>Public Speaking requirement</td>
<td>3</td>
</tr>
<tr>
<td>Science requirements</td>
<td>6</td>
</tr>
<tr>
<td>Behavioral &amp; Social Science requirements</td>
<td>6</td>
</tr>
<tr>
<td>Humanities requirements</td>
<td>6</td>
</tr>
<tr>
<td>Arts requirement</td>
<td>3</td>
</tr>
<tr>
<td>Diverse Communities requirement</td>
<td>3</td>
</tr>
<tr>
<td>Interdisciplinary requirement</td>
<td>3</td>
</tr>
<tr>
<td>Writing Emphasis requirements</td>
<td>9</td>
</tr>
<tr>
<td>Student Electives</td>
<td>9</td>
</tr>
</tbody>
</table>

Major Requirements

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSC 141</td>
<td>Computer Science I</td>
<td>3</td>
</tr>
<tr>
<td>CSC 142</td>
<td>Computer Science II</td>
<td>3</td>
</tr>
<tr>
<td>CSC 220</td>
<td>Foundations of Computer Science</td>
<td>3</td>
</tr>
<tr>
<td>CSC 240</td>
<td>Computer Science III</td>
<td>3</td>
</tr>
<tr>
<td>CSC 241</td>
<td>Data Structures &amp; Algorithms</td>
<td>3</td>
</tr>
<tr>
<td>CSC 242</td>
<td>Computer Organization</td>
<td>3</td>
</tr>
<tr>
<td>CSC 301</td>
<td>Computer Security I</td>
<td>3</td>
</tr>
<tr>
<td>CSC 345</td>
<td>Programming Language Concepts/Paradigms</td>
<td>3</td>
</tr>
<tr>
<td>CSC 402</td>
<td>Software Engineering</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>CSC 416</td>
<td>Design/Construction Compilers</td>
<td>3</td>
</tr>
<tr>
<td>CSC 417</td>
<td>User Interfaces</td>
<td>3</td>
</tr>
<tr>
<td>CSC 496</td>
<td>Topics in Complex Large-Scale Systems</td>
<td>3</td>
</tr>
</tbody>
</table>

Computer Science 300-400-Level Electives

A minimum of 6 semester hours of 400-level courses is required. If CSC 416 and CSC 417 are both taken, one can be used here. Three semester hours of the 6-semester hour internship CSC 400 can be used here.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 368</td>
<td>Business and Organizational Writing</td>
<td>3</td>
</tr>
<tr>
<td>or ENG 371</td>
<td>Technical Writing</td>
<td>3</td>
</tr>
<tr>
<td>SPK 208</td>
<td>Public Speaking</td>
<td>3</td>
</tr>
</tbody>
</table>

Related/Cognate Requirements

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>or SPK 230</td>
<td>Business and Professional Speech Communication</td>
<td>3</td>
</tr>
<tr>
<td>MAT 121</td>
<td>Introduction to Statistics I</td>
<td>3</td>
</tr>
<tr>
<td>MAT 161</td>
<td>Calculus I</td>
<td>4</td>
</tr>
<tr>
<td>MAT 122</td>
<td>Introduction to Statistics II</td>
<td>3</td>
</tr>
<tr>
<td>or MAT 162</td>
<td>Calculus II</td>
<td>3</td>
</tr>
</tbody>
</table>

plus electives in science or mathematics (At least one general education science course must be a laboratory science course for science majors.)

Free Electives

Select 3 semester hours

Total Minimum Credits Required: 120

1. Required courses that will count towards the general education requirements

Accelerated B.S. in Computer Science to M.S. in Computer Science Program

Students may substitute up to 4 M.S. Computer Science electives for B.S. Computer Science electives, excluding the combinations noted.

Select up to 4 graduate Computer Science electives to satisfy undergraduate elective requirements:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSC 525</td>
<td>Operating Systems</td>
</tr>
<tr>
<td>CSC 535</td>
<td>Networks and Data Communication</td>
</tr>
<tr>
<td>CSC 545</td>
<td>Database Systems Concepts</td>
</tr>
<tr>
<td>CSC 565</td>
<td>Compiler Design</td>
</tr>
<tr>
<td>CSC 575</td>
<td>Artificial Intelligence</td>
</tr>
<tr>
<td>CSC 581</td>
<td>Topics in Computer Science</td>
</tr>
<tr>
<td>CSC 582</td>
<td>Topics in Information Systems</td>
</tr>
<tr>
<td>CSC 583</td>
<td>Topics in Computer Security</td>
</tr>
<tr>
<td>CSC 584</td>
<td>Topics in Web Technology</td>
</tr>
<tr>
<td>CSC 585</td>
<td>User Interface In Java</td>
</tr>
<tr>
<td>CSC 586</td>
<td>Sytem Administration and Security</td>
</tr>
<tr>
<td>CSC 587</td>
<td>Web Services using XML and SOAP</td>
</tr>
<tr>
<td>CSC 588</td>
<td>Wireless Programming and Security</td>
</tr>
<tr>
<td>CSC 600</td>
<td>Advanced Seminar</td>
</tr>
<tr>
<td>CSC 603</td>
<td>Advanced Seminar in Security</td>
</tr>
<tr>
<td>CSC 604</td>
<td>Advanced Seminar Web Technology</td>
</tr>
</tbody>
</table>

Note: Students may NOT use the following combinations:

Operating Systems: CSC 525 and CSC 331
Networking: CSC 535 and CSC 336
Database: CSC 545 and CSC 321
Compilers: CSC 565 and CSC 416

1. Additional CSC 500-600 level courses will be considered under advisement.

Sample Course Plan

To track their individual degree progress, students are advised to access their Degree Progress Report (DPR) via myWCU regularly. For more information, visit wcupa.edu/DegreeProgressReport.

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>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSC 141</td>
<td>Computer Science I</td>
<td>3</td>
</tr>
<tr>
<td>MAT Course</td>
<td>Computer Science I</td>
<td>3</td>
</tr>
<tr>
<td>WRT 120</td>
<td>Effective Writing I</td>
<td>3</td>
</tr>
<tr>
<td>Behavioral / Social Science Course</td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>
MINOR IN COMPUTER SCIENCE

College of the Sciences and Mathematics

Baccalaureate students may receive transcript recognition for a minor area of study in computer science by completing the following six required courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSC 141</td>
<td>3</td>
</tr>
<tr>
<td>CSC 142</td>
<td>3</td>
</tr>
<tr>
<td>CSC 240</td>
<td>3</td>
</tr>
<tr>
<td>CSC 241</td>
<td>3</td>
</tr>
<tr>
<td>MAT 151</td>
<td>3</td>
</tr>
<tr>
<td>MAT 161</td>
<td>4</td>
</tr>
</tbody>
</table>

Total Credits 19

NOTE: Students must earn a minimum grade of C- in each course and an overall GPA of 2.0 in the minors and certificate program listed below.

MINOR IN INFORMATION TECHNOLOGY

College of the Sciences and Mathematics

The minor in information technology introduces students to the fundamentals of programming, computer security, Web technology, database systems, and networking. All students must complete the following six required courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSC 115</td>
<td>3</td>
</tr>
<tr>
<td>CSC 301</td>
<td>3</td>
</tr>
<tr>
<td>CST 221</td>
<td>3</td>
</tr>
<tr>
<td>CST 235</td>
<td>3</td>
</tr>
<tr>
<td>CSW 131</td>
<td>3</td>
</tr>
<tr>
<td>CSW 315</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credits 18

NOTE: Students must earn a minimum grade of C- in each course and an overall GPA of 2.0 in the minors and certificate program listed below.

MINOR IN WEB TECHNOLOGY AND APPLICATIONS

College of the Sciences and Mathematics

The minor in web technology and applications introduces students to fundamental principles of web design, including the underlying technology and principles of aesthetics and effective communications. (18 semester hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART 113</td>
<td>3</td>
</tr>
<tr>
<td>COM 201</td>
<td>3</td>
</tr>
<tr>
<td>CSW 131</td>
<td>3</td>
</tr>
</tbody>
</table>

Select one elective from each of the three different departments 9

ART 210 Typography I
CERTIFICATE IN COMPUTER SECURITY

College of the Sciences and Mathematics

Students can receive a certificate in computer security that will appear on their transcripts.

**Required Courses**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSC 141</td>
<td>Computer Science I</td>
<td>3</td>
</tr>
<tr>
<td>CSC 142</td>
<td>Computer Science II</td>
<td>3</td>
</tr>
<tr>
<td>MAT 151</td>
<td>Introduction to Discrete Mathematics</td>
<td>3</td>
</tr>
<tr>
<td>MAT 161</td>
<td>Calculus I</td>
<td>4</td>
</tr>
<tr>
<td>CSC 220</td>
<td>Foundations of Computer Science</td>
<td>3</td>
</tr>
<tr>
<td>CSC 240</td>
<td>Computer Science III</td>
<td>3</td>
</tr>
<tr>
<td>CSC 241</td>
<td>Data Structures &amp; Algorithms</td>
<td>3</td>
</tr>
<tr>
<td>CSC 242</td>
<td>Computer Organization</td>
<td>3</td>
</tr>
<tr>
<td>CSC 301</td>
<td>Computer Security I</td>
<td>3</td>
</tr>
<tr>
<td>CSC 302</td>
<td>Computer Security II</td>
<td>3</td>
</tr>
<tr>
<td>CSC 331</td>
<td>Operating Systems</td>
<td>3</td>
</tr>
<tr>
<td>CSC 335</td>
<td>Data Communications and Networking I</td>
<td>3</td>
</tr>
<tr>
<td>CSC 402</td>
<td>Software Engineering</td>
<td>3</td>
</tr>
</tbody>
</table>

**Select one different course from the following:**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSC 300</td>
<td>Cooperative Programming</td>
<td>3</td>
</tr>
<tr>
<td>CSC 400</td>
<td>Internship</td>
<td></td>
</tr>
<tr>
<td>CSC 490</td>
<td>Independent Project in Computer Science (IA topic)</td>
<td>3</td>
</tr>
<tr>
<td>CSC 499</td>
<td>Independent Study in Computer Science (IA topic)</td>
<td>3</td>
</tr>
<tr>
<td>CRI 380</td>
<td>Computer Crime</td>
<td>3</td>
</tr>
<tr>
<td>MAT 415</td>
<td>Introduction to Cryptography</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total Minimum Credits Required**

Total: 43

**NOTE:** A student must earn a minimum grade of C- in each course and an overall GPA of 2.0 in the minors and certificate program listed below.

DEPARTMENT OF CRIMINAL JUSTICE

College of Business and Public Management

508 Business and Public Management Center
50 Sharpless Street
West Chester, PA 19383
610-436-2647
Department of Criminal Justice (http://www.wcupa.edu/criminalJustice)
Mary Brewster (mbrewster@wcupa.edu), Chairperson
Shannon Grugan (sgrugan@wcupa.edu), Assistant Chairperson

West Chester University’s Department of Criminal Justice offers a broad-based, interdisciplinary program that combines theory with application. Courses that teach applied knowledge complement a solid core curriculum of theory, philosophy, and analysis. The program is designed to fulfill the needs of four categories of students:

1. Those who wish to pursue master’s degrees or law degrees.
2. Students from two-year colleges who desire to continue their educations and obtain bachelor’s degrees.
3. Criminal justice professionals who seek to increase their professional competencies by strengthening their educational backgrounds.
4. Those who wish to pursue master’s degrees or law degrees.

The program provides:

1. A core curriculum of required courses to ensure a solid working knowledge of the major systems within the discipline;
2. A variety of elective courses that permits students to tailor their academic careers to their professional goals;
3. A pathway for the development of critical analysis and communication skills; and
4. Practical experience in a criminal justice setting.

These primary programmatic qualities advantageously position the successful undergraduate student for entry-level positions in criminal justice agencies or postgraduate studies.

A primary feature of the program is the summer practicum served at a criminal justice agency. It is designed to give the student the opportunity to apply acquired theoretical knowledge and receive direct professional experience in the field.

**Undergraduate Goals and Objectives**

The Department of Criminal Justice strives to:

1. Expose students to a solid education in the major components of the criminal justice system;
2. Foster the development of ethical and moral standards;
3. Provide students with the opportunity to apply their education to practical real-world experience;
4. Prepare students to critically evaluate and communicate concepts of criminal justice;
5. Foster and maintain mutually supportive relationships with professional criminal justice agencies; and
6. Maintain and strengthen a program that is interdisciplinary and holistic in nature by providing a variety of courses that will ensure discipline diversity.

As a result, graduates will gain knowledge and skills in the following areas:

1. Content. Students will have acquired the knowledge to be able to communicate concepts of criminal justice, intelligently and authoritatively.
2. Critical thinking. Students will be able to critically evaluate issues and concepts related to criminal justice.

3. Ethical/moral development. Students will increase their awareness of ethical issues in the field and will develop skills to enhance sound ethical and moral judgments.

4. Practical experience. Students will have gained confidence, maturity, and skills from practical experience in a criminal justice setting.

**Related Student Activities**

The Criminal Justice Club (Sigma Tau Omicron) is the local chapter of the American Criminal Justice Association (Lambda Alpha Epsilon). The activities of this organization are open to all students. The Law Society is an organization also open to all students, but may be of particular interest to those students aspiring to law school.

TEAMfit is a program designed for future criminal justice practitioners that encourages students to adopt positive fitness and wellness goals before entering the difficult and sometimes stressful field of criminal justice. The TEAMfit program includes healthy and friendly activities, such as a miles competition, recruit fitness course, and weight-loss competition. The program includes fitness, nutrition and wellness education, and stress management training.

The department also houses the Nu Beta chapter of Alpha Phi Sigma, the National Criminal Justice Honor Society. Nu Beta members participate in a number of educational and social activities throughout the semester, including field trips, research presentations at regional and national conferences, and charitable events.

**Philadelphia Campus**

The B.S. in Criminal Justice has also been offered at the Philadelphia campus. At this time, new students are no longer being accepted 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**

**Major in Criminal Justice**

- B.S. in Criminal Justice (p. 234)
- B.S. in Criminal Justice to M.S. in Criminal Justice Accelerated Program (p. 234)

**Minor in Criminal Justice**

- Criminal Justice (p. 236)

**Graduate Opportunities**

See the graduate catalog for more information on the Criminal Justice program. (http://catalog.wcupa.edu/graduate/business-public-management/criminal-justice)

**Policies**

- See undergraduate admissions information. (p. 11)
- See academic policies. (http://catalog.wcupa.edu/undergraduate/academic-policies-procedures)

All undergraduate students are held to the academic policies and procedures outlined in the undergraduate 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 programs may be listed below.

**Accelerated Program Policy**

Refer to the Accelerated Programs page (p. 134) for more information.

**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 (jnesterode@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 (cpruzemieni@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 110. Introduction to Criminal Justice. 3 Credits.**

This course is designed to describe the criminal justice system from arrest through trial, appeal, sentencing, corrections, and parole. The object of this course is to provide the student with a procedural framework of the criminal justice process.

**CRJ 210. Theories of Crime and Delinquency. 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 theory and the analysis of evidence supportive of various theoretical positions. Distance education offering may be available.
CRJ 215. GIS for Criminal Justice Careers. 3 Credits.

CRJ 220. Corrections. 3 Credits.
The purpose of this course is to provide the student with a survey and analysis of the correctional system and its processes from both a historical and geographical perspective. Emphasis will be placed on relating this survey and analysis to contemporary practice and future trends in the area of corrections. Pre / Co requisites: CRJ 220 Prerequisite - C or better in CRJ 110. Distance education offering may be available.

CRJ 240. Criminal Investigations. 3 Credits.
Criminal investigation functions of police involving crimes of violence, crimes against property, and organized crime. Police operational techniques and applicable court decisions in the areas of interview, search, seizure, and arrest are also included.

CRJ 268. Private Security. 3 Credits.
This course provides an in-depth examination of the various facets and interests of the private sector of security. A review of the history, organization, management, and safety issues pertaining to the private security profession will be addressed. Emphasis is placed on policy and decision making, personnel, and budgeting, as well as an examination of security programming that responds to the private sector.

CRJ 287. Policing in America. 3 Credits.
This course offers an examination of the history and evolution of policing in the United States. It will include contemporary issues in policing including administration and management, policing in democracy, community policing, officer training, use of force and coercion, discretion and ethical problems and concerns. Pre / Co requisites: CRJ 287 Prerequisite - C or better in CRJ 110. Distance education offering may be available.

CRJ 300. Criminal Law. 3 Credits.
This course covers the principles of criminal responsibility, the purposes and limitations of criminal law, and the elements of various criminal offenses. Substantive criminal law will cover the conduct, acts, and omissions that have been designated as crimes. These acts (or omissions) plus the mental state and other essential elements that make up criminal action will be examined. Pre / Co requisites: CRJ 300 requires prerequisites of a C or better in CRJ 110 and ENG 121 or WRT 121 or WRT 200 or WRT 204 or WRT 205 or WRT 206 or WRT 208 or WRT 220. Honors students must earn a grade of C or better in HON 310.

CRJ 304. Introduction to Comparative Justice Systems. 3 Credits.
This course explores other systems of criminal justice found in divergent and dissimilar cultures. The focus of interest will be on the historical, political, cultural, and sociological factors that influence the development of systems of justice. The course will examine and compare the status of the common, civil, socialist, and Islamic legal traditions.

CRJ 306. Writing for the Criminal Justice Professional. 3 Credits.
This course examines a variety of forms of writing in criminal justice education and the criminal justice profession. Students will receive instruction, guidance and practical experience in composing various types of written reports that might be required in the numerous occupations that fall within the discipline of criminal justice. Starting with a review of English grammar, students will learn to compose professional emails, cover letters, and resumes. They will progress to police reports, pre-sentence reports, forensic or scientific reporting and finally, research-based reports. Students will also receive instruction on essay and research report writing and the use of APA formatting. Emphasis will be on improving writing skills throughout the semester through extensive feedback from the instructor and opportunities to revise and resubmit written work. Pre / Co requisites: CRJ 306 requires prerequisites of CRJ 110, CRJ 210, and any 200-level WRT course, all with grades of C or better. Gen Ed Attribute: Writing Emphasis. Distance education offering may be available. Typically offered in Fall, Spring & Summer.

CRJ 310. Juvenile Justice Administration. 3 Credits.
This course is a survey of both the formal (police/courts/corrections) and the informal (diversion) means of dealing with the problem of juvenile crime. Emphasis is not on the behavior but on society's response to it. Emphasis will also be placed on the legal rights of juveniles.

CRJ 312. White Collar Crime. 3 Credits.
This course analyzes the usually nonviolent criminal conduct described as official corruption, systematic crime, or violations of trust that are characterized by calculation, deceit, and personal enrichment. The influence of organized crime also is explored.

CRJ 314. Organized Crime. 3 Credits.
This course provides an examination of organized crime as an American phenomenon, and a comparison to its counterparts in Europe and Asia. The historical development of organized crime throughout the world will be studied. Contemporary issues in organized crime will be addressed, including its evolution into various forms of terrorism.

CRJ 315. Gangs in America. 3 Credits.
This course is designed to familiarize the student with the nature and extent of the gang problem in the United States. It provides a comprehensive understanding of gang violence, gang membership, and gang culture. This course also analyzes the complexities of gang life, examines the history of gangs, and provides an in-depth look at the various types of gangs that are prevalent today. In addition, theories as to why youth join gangs, law enforcement’s response to the gang problem, how correctional agencies are coping with the gang problem in prison/jail, and the mass media’s interpretation of gang life are critically examined. Finally, this course reviews gang prevention/intervention programs and addresses the legal implications of gang policies on gangs, communities, and law enforcement. Typically offered in Fall & Spring.

CRJ 316. Terrorism. 3 Credits.
This course defines the major differences between criminal violence and ideological and political motives for terror events. An important element for successful terrorist acts is a sufficient audience where the political, social, or religious message can be absorbed. We will also examine the differences between domestic and international terrorism and explore the various stages of extremism and radicalization as a precursor to terrorist acts.

CRJ 318. Environmental Crime. 3 Credits.
This course is an examination of crimes against the environment and crimes that impact the environment. The history of environmental crime, its investigation and prosecution will be studied, as well as most current developments in this area of study. The course will also address the global impact of and response to environmental crime.

CRJ 320. Sex Crimes & the Law. 3 Credits.
This course explores the nature and extent of sexual crime in America with a focus on the evolution of privacy, sexual rights, and the criminal justice response to sexual offenders. Theories of sexual deviance, treatment, and recidivism will be examined. Changes in laws to prevent victimization and protect the rights of victims will also be discussed.

CRJ 322. Opportunities, Situations, and Crime: Environmental Criminology. 3 Credits.
This course is designed to provide an introduction and overview of the field of environmental criminology, which considers how physical space and typical, everyday situations may provide opportunities for crime as well as obstacles for carrying it out. The course will also include discussion of important policy measures and practical crime prevention strategies, such as modifying or planning the built environment and designing products and places in such a way as to make the commission of crime very difficult. Pre / Co requisites: CRJ 322 requires prerequisite of a C or better in CRJ 110. Typically offered in Fall.

CRJ 325. Animal Cruelty. 3 Credits.
This course is designed to familiarize the student with the nature and extent of the gang problem in the United States. It provides a comprehensive understanding of gang violence, gang membership, and gang culture. This course also analyzes the complexities of gang life, examines the history of gangs, and provides an in-depth look at the various types of gangs that are prevalent today. In addition, theories as to why youth join gangs, law enforcement’s response to the gang problem, how correctional agencies are coping with the gang problem in prison/jail, and the mass media’s interpretation of gang life are critically examined. Finally, this course reviews gang prevention/intervention programs and addresses the legal implications of gang policies on gangs, communities, and law enforcement. Typically offered in Fall & Spring.

CRJ 326. Animal Cruelty. 3 Credits.
This course is designed to provide an introduction and overview of the field of environmental criminology, which considers how physical space and typical, everyday situations may provide opportunities for crime as well as obstacles for carrying it out. The course will also include discussion of important policy measures and practical crime prevention strategies, such as modifying or planning the built environment and designing products and places in such a way as to make the commission of crime very difficult. Pre / Co requisites: CRJ 322 requires prerequisite of a C or better in CRJ 110. Typically offered in Fall.

CRJ 350. Forensic Science I - Basic Crime Scene Analysis. 3 Credits.
This course builds on the basics of criminal investigation to elevate students’ knowledge and skills in the area of forensic examination. The student will learn to recognize and distinguish relevant evidence, proper preservation techniques, and simple field testing. The course will increase the student’s knowledge of techniques used in evidentiary analyses, and serve as an introductory course for those who desire to learn laboratory skills. Pre / Co requisites: CRJ 350 requires prerequisite of CRJ 240.
CRJ 360. Race, Ethnicity and Criminal Justice. 3 Credits.
This course will explore the relationship between race and criminal justice, including the historical background of the role race has played in the system. The impact of race and ethnicity on discretion, sentencing, and disposition will be examined at the adult and juvenile levels. In addition, the causes and remedies of minority overrepresentation in the adult and juvenile criminal justice system will be explored.
Gen Ed Attribute: Diversity Requirement, Writing Emphasis.
Typically offered in Fall, Spring & Summer.

CRJ 362. Drugs, Crime and Justice. 3 Credits.
This course examines the role that drugs play in U.S. society and its criminal justice system. Topics covered include the types of illegal drugs; the history of U.S. drug prohibition; patterns, trends, and scope of illicit drug use; the relationship between drugs and crime; criminal justice policies toward drug-related crime; the consequences of current anti-drug policies; and alternative strategies for reducing drug crime.
Pre / Co requisites: CRJ 362 requires a prerequisite of a grade of C or higher in CRJ 110.
Typically offered in Fall, Spring & Summer.

CRJ 365. Victimology. 3 Credits.
This course introduces the student to the field of victimology. Basic concepts, development, and relevant theoretical and empirical literature will be studied, as well as the policies and practices that have been developed to benefit victims of crime.

CRJ 366. Forensic Mental Health. 3 Credits.
An interdisciplinary exploration of the intersection of the mental health and criminal justice systems in the United States. The primary theme is the deinstitutionalization movement which has resulted in the shifting of persons with mental illness from hospitals into correctional facilities. Important topics include school-to-prison pipeline (STPP), civil and outpatient commitment, police as first responders, training for law enforcement responding to crisis situations, and other efforts to decrease criminalization and stigmatization, such as Crisis Intervention Teams, Mental Health Courts, Assertive Community Treatment, and reentry strategies. Students are expected to engage in innovative policy solutions through a multi-disciplinary lens, which may include strategies based on developments in the fields of criminal justice, medicine and forensic psychiatry, counseling and psychology, social work, education, and public administration.
Typically offered in Fall & Spring.

CRJ 370. Gender, Crime and Justice. 3 Credits.
This course examines the impact gender has on various aspects of the criminal justice system. The course offers an exploration of the victimization of women and the culture that supports it. It also addresses the unique issues of women as criminals and women as workers in the criminal justice system.

CRJ 380. Computer Crime. 3 Credits.
This course is an introduction to the various aspects of crimes committed with the aid of computers. While the content is not technical in focus, certain topics involve discussion of computer systems and protocols, specifically in the area of computer forensics. Students are introduced to both the collection and analysis of digital evidence. Since computer crime and its investigation are evolving rapidly, the curriculum changes as the semester progresses and the syllabus may be altered to include current issues or legal cases. Students complete the course with the basic tools by which to practice computer crime investigation and a knowledge base of current law to keep up with developments in this discipline.

CRJ 385. Crime, Media, and Society. 3 Credits.
This course will examine the relationship between crime, the criminal justice system, and the mass media. The types of media examined in this course will include television, films, the internet, video games, music, news reports, comic books, novels, magazines, the radio, and scholarly research. This course will further examine how the criminal justice system (police, courts, corrections) is portrayed through various narratives and images in the mass media and its potential impact on crime and justice. Some of the topics covered will include media theory and the social construction of crime, moral panics, crime and justice in news and entertainment, media effects on attitudes toward the criminal justice system, media as a cause of crime, media-driven anti-crime efforts, news media and the courts, the use of media technology in the judicial system and law enforcement, and the relationship between the media and criminal justice policies and practices.
Pre / Co requisites: CRJ 385 requires prerequisites of CRJ 110, CRJ 220, CRJ 287, and majors only with junior or senior-standing.
Typically offered in Fall & Spring.

CRJ 387. Elements of Criminal Justice. 3 Credits.
This course is designed to provide an overview of research methods used in criminal justice research, including data collection methods, sampling techniques, and basic statistical analyses. The course will provide hands-on application of research methods as well as critical analyses of research studies conducted by others in the field of criminal justice.
Pre / Co requisites: CRJ 387 PREREQ requires students to complete the following courses with an "C" or better: CRJ 110, CRJ 210, and a WRT 200 level course. Honors students must have a "C" or better in HON 310.

CRJ 400. Criminal Procedure. 3 Credits.
This course is an examination of the theory and application of the broadly defined subject of criminal procedure. It is designed to develop in the student, a sophisticated understanding of the underlying reasons for, and the applications of these rules in investigations of criminal activity, and in court proceedings. This will be accomplished through the study of the appropriate sections of the U.S. Constitution, the Bill of Rights, and selected cases and statutes.
Pre / Co requisites: CRJ 400 requires prerequisites of CRJ 300 and CRJ 387.

CRJ 410. Independent Studies in Criminal Justice. 1-3 Credits.
Research projects, reports, and readings in criminal justice. Repeatable for Credit.

CRJ 434. Experiencing Peru: Examining the Criminal, Social, and Economic Impact of Voices4Peru. 3 Credits.
This course, which includes a 13-day study abroad experience, will provide students with an in-depth comparison of social issues related to crime, education, gender, poverty, and race that prevail in the United States and in South America. This course was designed on the belief that cross cultural comparisons of governmental initiatives and grassroots movements significantly shape the expectations and quality of life for the majority of a nation's citizens. Course readings will examine criminological theories about race, class, and crime, while the social learning theories and current evidence-based practices will describe how social and cultural factors impact decision-making and problem solving skills.
Consent: Permission of the Department required to add.
Typically offered in Summer.

CRJ 435. Interviewing and Assessing the Offender. 3 Credits.
This course offers the undergraduate student an understanding of the psychology of interviewing and assessing suspects, witnesses and victims. The course provides students with a solid knowledge base related to interviewing and assessment skills employed at every level of the criminal justice system. Students learn skills through lecture, reading assignments, role play and in-class team exercises.

CRJ 440. Violent Crime. 3 Credits.
This course seeks to survey the incidence of violent crime, to analyze the violent criminal, and to study the variety of means that have been developed to control criminal violence.

CRJ 450. Forensics II - Criminalistics. 3 Credits.
This course builds on Forensic Science I, applying laboratory science to criminal investigation. The course will focus on more advanced aspects of crime scene processing; evidence collection, preservation and analysis; and the essentials of courtroom presentation.

CRJ 455. Topical Seminar in Criminal Justice. 3 Credits.
Intensive examination of a selected area of study in the field of criminal justice. Topics will be announced at the time of offering. Course may be taken more than once when different topics are presented.
Distance education offering may be available.
Repeatable for Credit.

CRJ 460. Evidence & Trial Advocacy. 3 Credits.
This course moves a step beyond basic criminal law and criminal procedure studies and takes the student into the courtroom. The student will learn basic rules of evidence presentation and court procedure and discover how the trial process works by actively participating in it. The student will learn how to distill the issues, and to present concise, well-reasoned arguments supporting a given position. It is in this manner that the student will learn critical analysis and practical presentation.

CRJ 461. Notable Criminal Cases. 3 Credits.
Selected factual accounts of criminality and criminal behavior over the past 75 years are analyzed. Selection is based on notoriety and continued dispute. Course is designed to illuminate, through reading and class analysis, a wide spectrum of criminal conduct and the related investigative and judicial response.
Distance education offering may be available.
CRJ 470. Interpersonal Relations. 3 Credits.
This course is designed to aid a student's self analysis in terms of behavior patterns or changes affecting his or her life. This self knowledge often leads to understanding relationships with others, which can assist students in relating to other persons in their personal, social, and professional lives.

CRJ 472. Justice Studies. 3 Credits.
This course is designed to address the successes, weaknesses and failures of our current system of justice by examining and analyzing sometimes controversial issues through critical inquiry and legal and social science investigation.

CRJ 482. Contemporary Legal Issues. 3 Credits.
This course encompases a brief review of the general principles of law and procedure, followed by an in-depth study of the more controversial legal dilemmas facing today's criminal justice system. The course is designed to shed light on each side of the issue, to enable the student to see beyond the superficial aspects of the conflict, and to understand its more profound nature.

CRJ 487. Ethical Issues In Criminal Justice. 3 Credits.
This course is designed to identify and examine ethical issues among practitioners and students in the criminal justice field. Such issues may 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. Such a course will promote inquiry that combines ethical analysis with a practical understanding of the realities of the criminal justice system.

CRJ 490. Practicum. 12 Credits.
Full-time 12-week structured work experience at a department-approved criminal justice agency under the joint supervision of the faculty instructor and the agency. The course includes periodic reports, a final paper, and attendance at classes held on campus. Offered primarily in the summer. PREREQ: 84 earned credits, GPA at WCU of at least 2.0, C or better in CRJ 300 and CRJ 387. Note: Any student terminated for cause by the professional agency may not retake the course unless special approval to do so is obtained from the department.
Pre / Co requisites: CRJ 490 requires prerequisites of CRJ 300 and CRJ 387. Repeatable for Credit.

**B.S. IN CRIMINAL JUSTICE**

**College of Business and Public Management**

**Curriculum**

**General Education Requirements**

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Composition requirements</td>
<td>6</td>
</tr>
<tr>
<td>Mathematics requirement</td>
<td>3</td>
</tr>
<tr>
<td>Public Speaking requirement</td>
<td>3</td>
</tr>
<tr>
<td>Science requirements</td>
<td>6</td>
</tr>
<tr>
<td>Behavioral &amp; Social Science requirements</td>
<td>6</td>
</tr>
<tr>
<td>Humanities requirements</td>
<td>6</td>
</tr>
<tr>
<td>Arts requirement</td>
<td>3</td>
</tr>
<tr>
<td>Diverse Communities requirement</td>
<td>3</td>
</tr>
<tr>
<td>Interdisciplinary requirement</td>
<td>3</td>
</tr>
</tbody>
</table>

**Student Electives**

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Writing Emphasis requirements</td>
<td>9</td>
</tr>
</tbody>
</table>

**Major Requirements**

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CRJ 110 Introduction to Criminal Justice</td>
<td>3</td>
</tr>
<tr>
<td>CRJ 210 Theories of Crime and Delinquency</td>
<td>3</td>
</tr>
<tr>
<td>CRJ 220 Corrections</td>
<td>3</td>
</tr>
<tr>
<td>CRJ 287 Policing in America</td>
<td>3</td>
</tr>
<tr>
<td>CRJ 300 Criminal Law</td>
<td>3</td>
</tr>
<tr>
<td>CRJ 387 Elements of Criminal Justice</td>
<td>3</td>
</tr>
<tr>
<td>CRJ 400 Criminal Procedure</td>
<td>3</td>
</tr>
<tr>
<td>CRJ 490 Practicum (a 12-credit practicum offered only in the summer)</td>
<td>12</td>
</tr>
</tbody>
</table>

**Major Electives**

Select 27 semester hours

**Total Minimum Credits Required**

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 A minimum grade of C is required in all criminal justice courses. CRJ 300, CRJ 387, CRJ 400, and CRJ 490 must be taken at West Chester University and are not typically transferable from any other college or university.</td>
<td></td>
</tr>
<tr>
<td>CRJ 500 Comparative Criminal Justice Systems</td>
<td>3</td>
</tr>
<tr>
<td>CRJ 503 Criminal Behavior And The Law</td>
<td>3</td>
</tr>
<tr>
<td>CRJ 505 Criminological Theory</td>
<td>3</td>
</tr>
<tr>
<td>CRJ 506 Leadership/Management Strategies for CRJ Professionals</td>
<td>3</td>
</tr>
<tr>
<td>CRJ 507 CRJ System: Contemporary and Ethical Issues</td>
<td>3</td>
</tr>
<tr>
<td>CRJ 508 Research Design &amp; Data Analysis</td>
<td>3</td>
</tr>
<tr>
<td>CRJ 509 Criminal Jurisprudence</td>
<td>3</td>
</tr>
<tr>
<td>CRJ 515 Crime Mapping and Analysis</td>
<td>3</td>
</tr>
<tr>
<td>CRJ 522 Corporate and Financial Crime</td>
<td>3</td>
</tr>
<tr>
<td>CRJ 524 Juvenile Law</td>
<td>3</td>
</tr>
<tr>
<td>CRJ 525 Restorative Justice</td>
<td>3</td>
</tr>
<tr>
<td>CRJ 526 Contemporary Issues in Law Enforcement</td>
<td>3</td>
</tr>
<tr>
<td>CRJ 528 Advances in Law Enforcement Technology</td>
<td>3</td>
</tr>
<tr>
<td>CRJ 530 Advanced Interviewing Skills for CRJ Professionals</td>
<td>3</td>
</tr>
<tr>
<td>CRJ 545 Criminal Profiling</td>
<td>3</td>
</tr>
<tr>
<td>CRJ 546 Addiction</td>
<td>3</td>
</tr>
<tr>
<td>CRJ 555 Topical Seminar in Criminal Justice</td>
<td>3</td>
</tr>
<tr>
<td>CRJ 560 Applied Legal Studies</td>
<td>3</td>
</tr>
<tr>
<td>CRJ 565 Victology: Theory, Research and Practice</td>
<td>3</td>
</tr>
<tr>
<td>CRJ 566 Contemporary Issues in Corrections</td>
<td>3</td>
</tr>
<tr>
<td>CRJ 570 Gender, Crime and Justice</td>
<td>3</td>
</tr>
<tr>
<td>CRJ 572 Bioterrorism, Bio-Crises &amp; Public Health</td>
<td>3</td>
</tr>
<tr>
<td>CRJ 580 Cyber Crime</td>
<td>3</td>
</tr>
<tr>
<td>CRJ 582 Controversial Criminal Jurisprudence</td>
<td>3</td>
</tr>
<tr>
<td>CRJ 599 Independent Studies in Criminal Justice</td>
<td>3</td>
</tr>
<tr>
<td>CRJ 600 Proseminar</td>
<td>3</td>
</tr>
</tbody>
</table>

Enrollment in CRJ 110 and CRJ 210 is open to all students. However, enrollment in most other criminal justice courses is limited to criminal justice majors, criminal justice minors, and to those students who have received special permission from the department chairperson. Also, a grade of C or better is required in CRJ 110 before any other CRJ course may be taken, with the only exception being CRJ 210. Admission to the program is competitive, and enrollment in such restricted courses is no assurance of admission into the major (nor is acceptance into the minor program assurance of future acceptance into the major).

Students wishing to change their majors to criminal justice must apply to the department. Evaluation of applications is based on academic performance, writing ability, and other relevant data.

Students should generally have a GPA of at least 2.5 to apply for admission to the program. A 2.5 average or better must be earned in
the aggregate of lower- and upper-division courses before graduation will be recommended.

NOTE: This program deviates from the Anticipated Time for Degree Completion outlined in the Academic Policies section of the catalog since the program requires the completion of requirements that can only be met in the summer.

Sample Course Plan
To track their individual degree progress, students are advised to access their Degree Progress Report (DPR) via myWCU regularly. For more information, visit wcupa.edu/DegreeProgressReport.

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.

### B.S. in Criminal Justice (4-Year Plan)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Year One</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Fall</strong></td>
<td>WRT 120 Effective Writing I</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>CRJ 110 Introduction to Criminal Justice</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Science General Education Course</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Behavioral/Social Science General Education</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Mathematics General Education Course</td>
<td>3</td>
</tr>
<tr>
<td>Credits</td>
<td></td>
<td>15</td>
</tr>
<tr>
<td><strong>Spring</strong></td>
<td>WRT 200 Critical Writing and Research (or above)</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>SPK 208 Public Speaking</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>SPK 230 or Business and Professional Speech</td>
<td></td>
</tr>
<tr>
<td></td>
<td>CRJ 210 Theories of Crime and Delinquency</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Science General Education Course</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Behavioral/Social Science General Education</td>
<td>3</td>
</tr>
<tr>
<td>Credits</td>
<td></td>
<td>15</td>
</tr>
<tr>
<td><strong>Year Two</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Fall</strong></td>
<td>CRJ 220 Corrections</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>CRJ Elective</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Humanities General Education Course</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Diverse Communities General Education Course</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Art General Education Course</td>
<td>3</td>
</tr>
<tr>
<td>Credits</td>
<td></td>
<td>15</td>
</tr>
<tr>
<td><strong>Spring</strong></td>
<td>CRJ 287 Policing in America</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>CRJ Elective</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Humanities General Education Course</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Interdisciplinary General Education Course</td>
<td>3</td>
</tr>
<tr>
<td>Credits</td>
<td></td>
<td>15</td>
</tr>
<tr>
<td><strong>Year Three</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Fall</strong></td>
<td>CRJ 300 Criminal Law</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>CRJ Elective</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>CRJ Elective</td>
<td>3</td>
</tr>
<tr>
<td>Credits</td>
<td></td>
<td>12</td>
</tr>
<tr>
<td><strong>Spring</strong></td>
<td>CRJ 387 Elements of Criminal Justice</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>CRJ Elective</td>
<td>3</td>
</tr>
</tbody>
</table>

### B.S. in Criminal Justice (Less than 4-Year Plan)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Year One</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Fall</strong></td>
<td>WRT 120 Effective Writing I</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>CRJ 110 Introduction to Criminal Justice</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Science General Education Course</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Behavioral/Social Science General Education</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Mathematics General Education Course</td>
<td>3</td>
</tr>
<tr>
<td>Credits</td>
<td></td>
<td>15</td>
</tr>
<tr>
<td><strong>Spring</strong></td>
<td>WRT 200 Critical Writing and Research (or above)</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>SPK 208 Public Speaking</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>SPK 230 or Business and Professional Speech</td>
<td></td>
</tr>
<tr>
<td></td>
<td>CRJ 210 Theories of Crime and Delinquency</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Science General Education Course</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Behavioral/Social Science General Education</td>
<td>3</td>
</tr>
<tr>
<td>Credits</td>
<td></td>
<td>15</td>
</tr>
<tr>
<td><strong>Year Two</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Fall</strong></td>
<td>CRJ 220 Corrections</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>CRJ Elective</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Humanities General Education Course</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Interdisciplinary General Education Course</td>
<td>3</td>
</tr>
<tr>
<td>Credits</td>
<td></td>
<td>15</td>
</tr>
<tr>
<td><strong>Spring</strong></td>
<td>CRJ 287 Policing in America</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>CRJ Elective</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Humanities General Education Course</td>
<td>3</td>
</tr>
<tr>
<td>Credits</td>
<td></td>
<td>18</td>
</tr>
</tbody>
</table>

1. Students **may** take the Practicum in the summer after their senior year. Such students attend the May graduation ceremonies but are actually August graduates.
### MINOR IN CRIMINAL JUSTICE

#### Required Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CRJ 110</td>
<td>3</td>
</tr>
<tr>
<td>CRJ 210</td>
<td>3</td>
</tr>
<tr>
<td>CRJ 220</td>
<td>3</td>
</tr>
<tr>
<td>CRJ 287</td>
<td>3</td>
</tr>
<tr>
<td>CRJ 387</td>
<td>3</td>
</tr>
<tr>
<td>CRJ 400</td>
<td>3</td>
</tr>
<tr>
<td>CRJ 490</td>
<td>3</td>
</tr>
</tbody>
</table>

#### Year Three

<table>
<thead>
<tr>
<th>Year</th>
<th>Fall</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>CRJ 387 - Elements of Criminal</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>CRJ Elective</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>CRJ Elective</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Writing Emphasis Free Elective</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Free Elective</td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year</th>
<th>Spring</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>CRJ 400 - Criminal Procedure</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>CRJ Elective</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>CRJ Elective</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Writing Emphasis Free Elective</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Free Elective</td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year</th>
<th>Summer</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>CRJ 490 - Practicum</td>
<td>12</td>
</tr>
</tbody>
</table>

#### Year Four

<table>
<thead>
<tr>
<th>Year</th>
<th>Fall</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>CRJ Elective</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>CRJ Elective</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>CRJ Elective</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Free Elective</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Free Elective</td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year</th>
<th>Spring</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Writing Emphasis Free Elective</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>CRJ Elective</td>
<td>3</td>
</tr>
</tbody>
</table>

#### Total Credits

- **120**

---

### DEPARTMENT OF EARLY AND MIDDLE GRADES EDUCATION

#### College of Education and Social Work

106B Recitation Hall
610-436-2944

The Department of Early and Middle Grades Education offers programs that lead to an Instructional I Certificate by the Commonwealth of Pennsylvania for pre-kindergarten through grade 4, and grade 4 through grade 8.

- The B.S. Ed. in Early Grades Preparation PreK-4 (EGP) is designed to provide a broad background in general education, an understanding of children, and the knowledge and skills needed to teach children, in PreK through grade 4. Upon satisfactory completion of the approved program, and related PDE requirements, the student will qualify for a Grades PK-4 Pennsylvania Instructional I Certificate, valid for six years of teaching in pre-kindergarten through grade 4.

- The B.S. Ed. in Middle Grades Preparation, Grades 4-8 (MGP) is designed to provide a broad background in general education, an understanding of children and young adolescents, and the knowledge and skills needed to teach them. Upon satisfactory completion of the approved program, and related PDE requirements, the student will qualify for a Grades 4-8 Pennsylvania Instructional I Certificate, valid for six years of teaching in grades 4 through 6 and selected content areas in grades 7 and 8.

#### Programs

- **Majors in Early and Middle Grades Education**
  - B.S. in Education - Early Grades Preparation PreK-4 (p. 240)
  - B.S. in Education - Middle Grades Preparation Grades 4-8 (p. 241)

- **Minors in Early and Middle Grades Education**
  - Early Childhood Education (p. 241)
  - Elementary Education (p. 242)

#### Graduate Opportunities

See the graduate catalog for more information on the Early and Middle Grades Education program. (http://catalog.wcupa.edu/graduate/education-social-work/early-middle-grades-education)

#### Policies

- See undergraduate admissions information. (p. 11)
- See academic policies. (http://catalog.wcupa.edu/undergraduate/academic-policies-procedures)

All undergraduate students are held to the academic policies and procedures outlined in the undergraduate 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 programs may be listed below.

#### Application and Approval for Student Teaching

Students are eligible to student teach if they have

1. Achieved Formal Admission to Teacher Education (FATE),
2. Met, by having earned final passing grades, all professional preparation requirements,
3. Earned at least 102 credits prior to the student teaching semester, and
4. Maintained the Pennsylvania-mandated GPA of 2.80. (See “Formal Admission to Teacher Education” in the Educator Preparation Programs (p. 262) section of this catalog.) Student teaching is typically scheduled for a student’s final semester at the University.
Applications for student teaching must be made two semesters prior to student teaching through the Office of Field Placements and Student Teaching, Francis Harvey Green Library 251. Students graduating fall 2013, spring 2014, fall 2014, and spring 2015, must have taken and provided official score reports for required Pennsylvania certification tests prior to student teaching. This includes Praxis II Middle Grades Core and Concentration Area Tests for middle grades preparation majors and the PECT PK-4 test for early grades preparation majors. Following application, students register for student teaching (EGP 410 and EGP 411, or MGP 410 and MGP 411) as they would for other University courses.

1 Exception: Early grades majors may take EGP 400 concurrently with student teaching.

Field Placement in Schools
All field placements for EGP and MGP courses, including student teaching, are arranged in conjunction with the Department of Early and Middle Grades Education. Students are not to solicit placements. While student needs are considered in assigning placements, no particular placement can be guaranteed. Transportation to and from field placements is the responsibility of the individual student. Students must have their criminal clearances (Act 34 Pennsylvania State Criminal History Record Report, Act 114 Federal Criminal History Report, and Act 151 Child Abuse Report) and TB test results by the first day of class for EGP 209, EGP 210, EGP 220, EGP 322, EGP 410/EGP 411; LAN 382/ENG 382, EDR 317, EDR 318; MAT 352, MGP 220, MGP 335, MGP 410/MGP 411; and SCE 330.

West Chester University does not place students at religiously affiliated schools when public school placements are available and when that placement results in the students' receiving academic credit.

Admission and Progression Requirements in B.S.Ed. Programs
Students must meet University admission requirements. All students who enter the University as EGP or MGP majors are designated as probationary teacher education students until they achieve Formal Admission to Teacher Education (FATE). All students seeking a bachelor of science in either program must formally apply for admission to teacher education. (See “Formal Admission to Teacher Education” in the Educator Preparation Programs section of this catalog.) Only students who have achieved FATE will be eligible to take advanced professional education course work. For EGP majors, the advanced professional course work includes almost all 300- and 400-level EGP courses plus EDA 303, EDM 349, EDR 317, and SCE 320. For MGP majors, the advanced professional course work includes 300- and 400-level MGP courses plus EDA 303, EDM 349, EDP 354, EDR 318 and EDR 345, MAT 352, and SCE 330. Students who have achieved FATE must maintain the required minimum GPA in order to continue taking advanced professional course work. If a student falls below the required minimum GPA, he or she will be permitted to retake, in accordance with University policy, professional course work that contributed to the fall below the minimum GPA but will not be permitted to take additional work until the minimum is met.

Requirements for Transfer to the Major in Early or Middle Grades Preparation
Students may apply for “external transfer” (see below) when transferring from another post-secondary institution. Students already admitted to West Chester University as pre-majors or in another major may apply for “internal transfer.”

Students seeking external or internal transfer must have earned a minimum of 27 college-level credits with a minimum cumulative GPA of 2.80. Students with 48 or more earned credits must have achieved passing scores on the Basic Skills testing requirement, as established by the Pennsylvania Department of Education (PDE), and completed college-level studies in English composition (three credits).

External or internal transfer to the major in early grades preparation does not confer FATE. (See “Formal Admission to Teacher Education” in the Educator Preparation Programs section of this catalog.)

External Transfer Students
Transfer credit for freshman- and sophomore-level courses will be granted in accordance with University policy. Professional and specialized preparation courses will be evaluated and approved on an individual basis. Application for the major is made through the Office of Admissions.

Internal Transfer Students
Application is made directly to the Department of Early and Middle Grades Education. The department admits internal transfer students three times a year. Students should check the department bulletin board for dates and details.

In addition to the general requirements for FATE, B.S.Ed. candidates who are admitted to the major in EGP or MGP must also complete
1. 20 hours of pre-approved, unpaid community service for agencies/organizations serving children and/or youth and/or adults with special needs and/or families (at least 10 of these hours must be provided in one setting); and
2. A written reflection that has been assessed as satisfactory on how this service has influenced their development as teachers. The nature of the service must provide a direct, concrete benefit to the population(s) an agency/organization serves. The hours that candidates devote to this community service requirement may not also be used to fulfill any requirement for a credit-bearing course.

Second Degree Students
Students seeking admission as a second-degree student must have earned a minimum cumulative GPA of 2.8 on their last 48 credits. They must also have achieved passing scores (as defined by PDE) on all required tests for their initial certification and degree program.

Second-degree students will be expected to complete all professional education and specialized preparation courses required in the undergraduate early or middle grades preparation majors. While credit may be given for equivalent courses taken during the first-degree program, additional requirements, which may include college-level course work in math (six credits), English composition (three credits), and literature taught in English (three credits), could be required for Formal Admission to Teacher Education.

Admission to the Minor in Elementary Education
Students seeking a minor in Elementary Education must have completed 27 credits and must have the minimum cumulative GPA required for their earned credits: 2.65 for students with 27–47 credits and 2.80 for students with 48 or more credits. Students admitted to the minor must maintain the minimum cumulative GPA required of them at admission to the minor in order to continue. Students who fall below the minimum cumulative GPA required are permitted to retake, in accordance with University policy, course work in the minor that contributed to their fall below the required minimum cumulative GPA. Such students will not be permitted to take additional course work in the minor until they achieve the required minimum cumulative GPA.

Faculty
Proфессоры
Michael Bell (mbell@wcupa.edu) (2001)
B.A., Arizona State University; M.A., Northern Arizona University; Ph.D., University of Texas at Austin
Courses

**ECE**

**ECE 100. Orientation to Early Childhood. 3 Credits.**
An introduction to the history and philosophy of early childhood education. Field observations in a variety of settings provide the student with an opportunity for career decision making.

**ECE 225. Infant Development and Field. 6 Credits.**
The study of infant/toddler development and appropriate programming. The relationship of the developmental level to the structuring of learning environment is fostered as students interact with infants in child care settings for four hours per week.

**ECE 231. Child Development (2-5 Years). 3 Credits.**
Physical, social, emotional, intellectual, and moral development of the child, 2-5 years of age. Parallels are drawn from this phase of child development to students self-development. Gen Ed Attribute: Writing Emphasis. Typically offered in Fall & Spring.

**ECE 232. Preschool Learning Environment & Field Experience. 3-6 Credits.**
Methods and materials for structuring the classroom environment for the child 2-5 years of age. Readiness skills and concepts in all curricular areas are addressed. Pre / Co requisites: ECE 232 requires prerequisite of ECE 225 and co-requisite or prerequisite of ECE 231. Gen Ed Attribute: Writing Emphasis.

**ECE 308. Social Studies - Science Primary Grades. 3 Credits.**
A consideration of methods of instruction for social studies and science in K-3 grade classrooms. Pre / Co requisites: ECE 308 requires formal admission to teacher education. Typically offered in Fall & Spring.

**ECE 309. Introduction to the Language Arts. 3 Credits.**
The areas of listening, speaking and writing are studied in depth. Knowledge, teaching and evaluative techniques are addressed. Introduction to the reading process and the relationship of language to reading also will be studied. Pre / Co requisites: ECE 309 requires formal admission to teacher education. Typically offered in Fall & Spring.

**ECE 311. Families and Early Childhood Education. 3 Credits.**
This course will address the role of parents of young children within the context of school, home and society as well as culture, traditions and current issues. Students will investigate strategies for fostering home-school partnerships that enhance child development and educational success. Pre / Co requisites: ECE 311 requires formal admission to teacher education. Typically offered in Fall & Spring.

**ECE 321. Middle Childhood and Adolescent Development. 3 Credits.**
Physical, social, emotional, intellectual, and moral development of the child 5-8 years of age. Parallels are drawn from this phase of child development to students self-development. Typically offered in Fall & Spring.

**ECE 322. Integrated Learning in Kindergarten. 3-6 Credits.**
The focus of this course is on curricular content and developmentally appropriate experiences in various kindergarten programs. Pre / Co requisites: ECE 322 requires prerequisite of SOC 240. Typically offered in Fall & Spring.

**ECE 323. Child Development (5-8 Years). 3 Credits.**
This course prepares the pre-primary ECE teacher in the rationale for and use of visual arts in preschool and pre-kindergarten settings. This course is not applicable in BSED programs. Typically offered in Fall & Spring.

**ECE 325. Integrated Learning in Kindergarten. 3-6 Credits.**
The focus of this course is on curricular content and developmentally appropriate experiences in various kindergarten programs. Pre / Co requisites: ECE 325 requires prerequisite of ECE 322 and formal admission into teacher education or Early Childhood Minor. Gen Ed Attribute: Writing Emphasis.

**ECE 330. Introduction to the Language Arts. 3 Credits.**
The areas of listening, speaking and writing are studied in depth. Knowledge, teaching and evaluative techniques are addressed. Introduction to the reading process and the relationship of language to reading also will be studied. Pre / Co requisites: ECE 330 requires formal admission to teacher education. Typically offered in Fall & Spring.

**ECE 340. Integrated Learning in Kindergarten. 3-6 Credits.**
The focus of this course is on curricular content and developmentally appropriate experiences in various kindergarten programs. Pre / Co requisites: ECE 340 requires prerequisite of ECE 322 and formal admission into teacher education or Early Childhood Minor. Gen Ed Attribute: Writing Emphasis.

**ECE 401. Student Teaching - 1ST HALF. 6 Credits.**
Contact department for more information about this course. Pre / Co requisites: ECE 401 requires formal admission into teacher education.
ECE 411. Student Teaching - 2nd Half. 6 Credits.
(Second half of semester) Two separate student teaching experiences are required: one in nursery or kindergarten and one in grades 1-3. Weekly practicum sessions are required.
Pre / Co requisites: ECE 411 requires formal admission into teacher education.

ECE 412. Early Childhood Internship and Seminar. 6 Credits.
This capstone course will cover infant, preschool and school age care. Students will spend the semester in either an infant, toddler, preschool or school age early childhood setting. Weekly seminar sessions are required. Open to TEACH students only.

EDE

EDE 200. Theory and Field Experiences in Elementary Education. 3 Credits.
Orientation to the curricula, processes, and structures of elementary education today. Field experiences related to course topics.
Gen Ed Attribute: Writing Emphasis.
Typically offered in Fall & Spring.

EDE 230. Inclusive Classroom. 3 Credits.
The purpose of this course is to prepare preservice early childhood, elementary, and special education students to teach students with disabilities effectively in general education settings. The course will be co-taught by special education, early childhood education, and elementary education faculty.
Gen Ed Attribute: Diversity Requirement.
Typically offered in Fall & Spring.

EDE 251. Child Development and Behavior. 3 Credits.
A survey of characteristic development and behavior of children between 5 and 13 years of age, situated within theories of human development with emphasis on application to classroom settings. Open to elementary education majors only.
Typically offered in Fall & Spring.

EDE 253. Human Development and Behavior. 3 Credits.
Physical, mental, emotional, social, moral, and self factors shaping human behavior throughout the life cycle; specific application to work with individuals and groups in educational settings.
Pre / Co requisites: EDE 253 requires a prerequisite of PSY 100.

EDE 254. Development in the Middle School Child. 3 Credits.
Characteristic development and behavior of children between 10 and 15 years of age; understanding and working with these children in educational settings.
Pre / Co requisites: EDE 254 requires prerequisites of EDE 251 and EDE 253.

EDE 302. Teaching the Language Arts. 3 Credits.
Study of teaching language skills in the elementary school: listening, speaking, and writing.
Pre / Co requisites: EDE 302 requires prerequisite of EDE 251.

EDE 322. Teaching Social Studies in Elementary School. 3 Credits.
Methods of teaching social studies and geography in the elementary curriculum. Techniques, current research projects, reading materials, audio-visual aids, resource persons, and field trips used as tools of learning. The organization, development, and use of resource units are stressed.
Pre / Co requisites: EDE 322 requires prerequisites of EDE 200, EDE 251 and formal admission into teacher education.

EDE 352. Self and Group Processes Diverse Classroom. 3 Credits.
Analysis of self processes influencing teacher-student classroom interactions. Role of needs, defenses, motives, emotions, and early learning experiences as they shape the prospective teacher's responses to elementary children. Application of social learning and interpersonal theory.
Pre / Co requisites: EDE 352 requires prerequisites of EDE 251 and formal admission into teacher education.
Gen Ed Attribute: Diversity Requirement, Writing Emphasis.

EDE 401. Creativity in the Classroom. 3 Credits.
Exploration of materials and processes of children's perceptions and behavior, aimed at encouraging the development of their critical and creative potentials.
Pre / Co requisites: EDE 401 requires formal admission into teacher education and co-requisite of EDE 312 or EDR 312.

EDE 406. Classroom Management. 3 Credits.
Detailed investigation of the elementary teacher's role in classroom management. Teacher influence, personality, and class interaction; class roles and expectation; seating plans; discipline; referral; and the teacher's role in evaluating and identifying potential problems in children.
Pre / Co requisites: EDE 406 requires formal admission into teacher education and co-requisite of EDE 312 or EDR 312.

EDE 409. Independent Study. 1-3 Credits.
Special topics or projects initiated by the student that will enable her or him to do extensive and intensive study in an area of elementary education.
Consent: Permission of the Department required to add.

EDE 410. Student Teaching - 1st Half. 6 Credits.
Contact department for more information about this course.
Pre / Co requisites: EDE 410 requires formal admission into teacher education.

EDE 411. Student Teaching - 2nd Half. 6 Credits.
(Second half of semester) Two separate student teaching experiences are required: one in grades K-3 and one in grades 4-6. Weekly practicum sessions are required.
Pre / Co requisites: EDE 411 requires formal admission into teacher education.

EDE 421. Seminar in Elementary Education. 3 Credits.
An intensive study of some current, major developments in elementary education. Topics announced in advance.
Consent: Permission of the Department required to add.
Repeatable for Credit.

EGP

EGP 199. Transfer Credits. 1-11 Credits.
Transfer Credits.
Repeatable for Credit.

EGP 209. Child Development: Prebirth - 5 Years. 3 Credits.
This course covers the normative and atypical development of children from prebirth through 5 years across all development domains. The earliest years are exciting, interesting and continually changing time in the lives of children. This course will cover content from research, personal experiences and observations. Field Clearances Required.
Typically offered in Fall & Spring.

EGP 210. Middle Childhood & Adolescent Development. 3 Credits.
A survey of characteristic development and behavior of children in middle childhood and adolescence, situated within theories of human development with emphasis on application to classroom settings. Field clearances required.
Typically offered in Fall & Spring.

EGP 220. Theory/Field Experiences in the Early Grades. 3 Credits.
Orientation to the curricula, processes and structures of the Pre-K-4 classroom. Field experiences, minimum 30 hours, related to course topics.
Pre / Co requisites: EGP 220 requires a prerequisite of either EGP 209 or EGP 210.
Gen Ed Attribute: Writing Emphasis.
Typically offered in Fall, Spring & Summer.

EGP 322. Pre-K Methods and Field. 6 Credits.
This course is a 6 credit methods and field course. Students will learn to plan and implement developmentally effective curriculum for children three to five years old. Students will be in field placements for six hours each week.
Pre / Co requisites: EGP 322 requires prerequisite EGP 209 and EGP 220 and field clearances.
Gen Ed Attribute: Writing Emphasis.
Typically offered in Fall, Spring & Summer.

EGP 326. Families and Community Relations. 3 Credits.
Addressing issues, policies, and practices about schools, young children families and communities this course will focus on ethnicity, culture, and social class to provide students with perspectives and understandings that will enable them to teach effectively and function as viable members of learning communities. Understanding the role of parents, guardians and families in each child's educational success and success in life, while embracing and respecting each child's unique individuality, are essential for the contemporary educator.
Gen Ed Attribute: Diversity Requirement.
Typically offered in Fall, Spring & Summer.
EGP 335. Teaching Social Studies and Health in the Early Grades. 3 Credits.
This course is a study of social studies and health education curricula, instruction and assessment. National, state and local standards are utilized as frameworks to explore the context, purpose, content, and interdisciplinary nature of the disciplines.
Pre / Co requisites: EGP 335 prerequisite requires formal admission to teacher education. Typically offered in Fall, Spring & Summer.

EGP 400. Classroom Management. 3 Credits.
Detailed investigation of the elementary teacher's role in classroom management.
Pre / Co requisites: EGP 400 requires prerequisites of Formal Admission to Teacher Education and EDR 317 as corequisite or prerequisite. Typically offered in Fall, Spring & Summer.

EGP 402. Engaging Learners: Integrating Academic/Social Development for High Achieving Equitable Classrooms. 3 Credits.
Study of the elementary classroom as a unique social system and intentional learning community. Applications of interpersonal and group development theories plus interactivational learning models in light of diverse sociocultural contexts. Development of knowledge and skills essential to plan for and facilitate high levels of achievement, cooperation, social competence, and supportive peer interactions in a dynamic classroom learning system.
Pre / Co requisites: EGP 402 requires prerequisites of Formal Admission to Teacher Education and EDR 317 or EGP 322.
Gen Ed Attribute: Writing Emphasis.
Typically offered in Fall, Spring & Summer.

EGP 410. Student Teaching. 6 Credits.
A semester long, full time field experience. The student teacher assumes increasing responsibility in the classroom, as demonstrated by effective methods for the planning, delivering, and reflecting on instruction. Weekly seminars are required. Field Clearances Required.
Pre / Co requisites: Formal Admission Teacher Ed.
Typically offered in Fall & Spring.

EGP 411. Student Teaching. 6 Credits.
A semester long, full time field experience. The student teacher assumes increasing responsibility in the classroom, as demonstrated by effective methods for the planning, delivering, and reflecting on instruction. Weekly seminars are required. Field Clearances Required.
Pre / Co requisites: Formal Admission Teacher Ed.
Typically offered in Fall & Spring.

MGP

MGP 220. Field Experience: Middle Level Environment. 3 Credits.
Orientation for the curricula, processes, and structures of 4-8 classrooms. Field experiences, minimum 30 hours, related to course topics.
Pre / Co requisites: MGP 220 requires prerequisites of EDP 200 and EDP 201; field clearances.
Gen Ed Attribute: Writing Emphasis.
Typically offered in Fall, Spring & Summer.

MGP 335. Teaching Social Studies in Middle Grades. 3 Credits.
This course is a study of social studies teaching and student learning in grades 4-8, focusing on related curricula, instruction and assessment in these grades. National, state and local standards are utilized as frameworks to explore the context, purpose, content, and interdisciplinary nature of the social studies. Field clearances required.
Pre / Co requisites: MGP 335 requires prerequisite MGP 220, Formal Admission to Teacher Education and field clearances.
Gen Ed Attribute: Writing Emphasis.
Typically offered in Fall & Spring.

MGP 410. Student Teaching. 6 Credits.
A semester long, full time field experience. The student teacher assumes increasing responsibility in the classroom, as demonstrated by effective methods for the planning, delivering, and reflecting on instruction. Weekly seminars are required. Field clearances required.
Pre / Co requisites: Formal Admission Teacher Ed.
Typically offered in Fall & Spring.

MGP 411. Student Teaching. 6 Credits.
A semester long, full time field experience. The student teacher assumes increasing responsibility in the classroom, as demonstrated by effective methods for the planning, delivering, and reflecting on instruction. Weekly seminars are required. Field clearances required.
Pre / Co requisites: Formal Admission Teacher Ed.
Typically offered in Fall & Spring.

B.S. IN EDUCATION - EARLY GRADES PREPARATION (PREK-4)

College of Education and Social Work

Curriculum

General Education Requirements (http://catalog.wcupa.edu/undergraduate/general-education-requirements)

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Composition</td>
<td>6</td>
</tr>
<tr>
<td>Mathematics requirement</td>
<td>3</td>
</tr>
<tr>
<td>MAT 101</td>
<td></td>
</tr>
<tr>
<td>Public Speaking</td>
<td>3</td>
</tr>
<tr>
<td>Science Requirements</td>
<td>6</td>
</tr>
<tr>
<td>SCI 101</td>
<td></td>
</tr>
<tr>
<td>SCI 102</td>
<td></td>
</tr>
<tr>
<td>Behavioral &amp; Social Science requirements</td>
<td>6</td>
</tr>
<tr>
<td>GEO 101</td>
<td></td>
</tr>
<tr>
<td>Humanities requirements</td>
<td>6</td>
</tr>
<tr>
<td>HIS 150</td>
<td></td>
</tr>
<tr>
<td>LIT 219</td>
<td></td>
</tr>
<tr>
<td>Arts Requirement</td>
<td>3</td>
</tr>
<tr>
<td>MDA 240</td>
<td></td>
</tr>
<tr>
<td>Diverse Communities requirement</td>
<td>3</td>
</tr>
<tr>
<td>ENG 382 or LAN 382</td>
<td></td>
</tr>
<tr>
<td>Interdisciplinary requirement</td>
<td>3</td>
</tr>
<tr>
<td>Student Electives</td>
<td>9</td>
</tr>
<tr>
<td>Writing Emphasis</td>
<td>9</td>
</tr>
</tbody>
</table>

Major Requirements

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAT 102</td>
<td></td>
</tr>
<tr>
<td>Mathematics for Teachers of Children II</td>
<td>3</td>
</tr>
<tr>
<td>EDA 103</td>
<td></td>
</tr>
<tr>
<td>Foundations of Special Education</td>
<td>3</td>
</tr>
<tr>
<td>EDF 255</td>
<td></td>
</tr>
<tr>
<td>Evolution of Schooling in U.S.</td>
<td>3</td>
</tr>
<tr>
<td>EGP 209</td>
<td></td>
</tr>
<tr>
<td>Child Development: Prebirth - 5 Years</td>
<td>3</td>
</tr>
<tr>
<td>EGP 210</td>
<td></td>
</tr>
<tr>
<td>Middle Childhood &amp; Adolescent Development</td>
<td>3</td>
</tr>
<tr>
<td>EGP 220</td>
<td></td>
</tr>
<tr>
<td>Theory/Field Experiences in the Early Grades</td>
<td>3</td>
</tr>
<tr>
<td>EDR 304</td>
<td></td>
</tr>
<tr>
<td>Teaching Language Arts Pre-K-4</td>
<td>3</td>
</tr>
<tr>
<td>EDR 307</td>
<td></td>
</tr>
<tr>
<td>Foundation in Reading PreK-4</td>
<td>3</td>
</tr>
<tr>
<td>EGP 322</td>
<td></td>
</tr>
<tr>
<td>Pre-K Methods and Field</td>
<td>6</td>
</tr>
<tr>
<td>EGP 326</td>
<td></td>
</tr>
<tr>
<td>Families and Community Relations</td>
<td>3</td>
</tr>
<tr>
<td>EDP 353</td>
<td></td>
</tr>
<tr>
<td>Assessment for Learning: Early Grades</td>
<td>3</td>
</tr>
<tr>
<td>EDR 345</td>
<td></td>
</tr>
<tr>
<td>Literacy Development and Students in Inclusive Classrooms</td>
<td>3</td>
</tr>
<tr>
<td>MAT 351</td>
<td></td>
</tr>
<tr>
<td>Methods for Teaching Children Math</td>
<td>3</td>
</tr>
<tr>
<td>SCE 320</td>
<td></td>
</tr>
<tr>
<td>Science Methods for Grades PK-4</td>
<td>3</td>
</tr>
<tr>
<td>EDA 303</td>
<td></td>
</tr>
<tr>
<td>Special Ed: Processes/Procedures for General Educators</td>
<td>2</td>
</tr>
<tr>
<td>EDM 349</td>
<td></td>
</tr>
<tr>
<td>Technology Tools to Transform Teaching and Learning</td>
<td>1</td>
</tr>
<tr>
<td>EDR 317</td>
<td></td>
</tr>
<tr>
<td>Reading Instruction and Practicum PreK-4</td>
<td>6</td>
</tr>
<tr>
<td>EGP 335</td>
<td></td>
</tr>
<tr>
<td>Teaching Social Studies and Health in the Early Grades</td>
<td>3</td>
</tr>
<tr>
<td>EGP 400</td>
<td></td>
</tr>
<tr>
<td>Classroom Management</td>
<td>3</td>
</tr>
<tr>
<td>EGP 402</td>
<td></td>
</tr>
<tr>
<td>Engaging Learners: Integrating Academic/Social Development for High Achieving Equitable Classrooms</td>
<td>3</td>
</tr>
<tr>
<td>EGP 410</td>
<td></td>
</tr>
<tr>
<td>Student Teaching</td>
<td>6</td>
</tr>
</tbody>
</table>
Sample Course Plan

To track their individual degree progress, students are advised to access their Degree Progress Report (DPR) via myWCU regularly. For more information, visit wcupa.edu/DegreeProgressReport.

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.

**B.S. IN EDUCATION - MIDDLE GRADES PREPARATION GRADES 4-8**

**College of Education and Social Work**

**Curriculum**

**General Education Requirements** ([http://catalog.wcupa.edu/undergraduate/general-education-requirements](http://catalog.wcupa.edu/undergraduate/general-education-requirements))

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Composition requirements</td>
<td>6</td>
</tr>
<tr>
<td>Mathematics requirement</td>
<td>3</td>
</tr>
<tr>
<td>MAT 101</td>
<td></td>
</tr>
<tr>
<td>Public Speaking requirement</td>
<td>3</td>
</tr>
<tr>
<td>Science Requirements</td>
<td>6</td>
</tr>
<tr>
<td>Fulfilled by required science content</td>
<td></td>
</tr>
<tr>
<td>Behavioral &amp; Social Science requirements</td>
<td>6</td>
</tr>
<tr>
<td>GEO 101 and PSC 100</td>
<td></td>
</tr>
<tr>
<td>Humanities requirements</td>
<td>6</td>
</tr>
<tr>
<td>LIT 220 must be one of the Humanities courses</td>
<td></td>
</tr>
<tr>
<td>Arts requirement</td>
<td>3</td>
</tr>
<tr>
<td>Diverse Communities requirement</td>
<td>3</td>
</tr>
<tr>
<td>ENG 382 or LAN 382</td>
<td></td>
</tr>
<tr>
<td>Interdisciplinary requirement</td>
<td>3</td>
</tr>
<tr>
<td>ESS 102, SCB 102 or SCB 210</td>
<td></td>
</tr>
<tr>
<td>Student Electives</td>
<td>9</td>
</tr>
<tr>
<td>Nine credits of general education electives are required for graduation.</td>
<td></td>
</tr>
<tr>
<td>Students wishing to graduate earning 123 credits and be eligible for grades</td>
<td></td>
</tr>
<tr>
<td>4-8 certification must utilize their electives to complete their chosen area</td>
<td></td>
</tr>
<tr>
<td>of concentration.</td>
<td></td>
</tr>
</tbody>
</table>

**Writing Emphasis requirements**

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDP 200 Middle Grades Cognition</td>
<td>3</td>
</tr>
<tr>
<td>EDP 201 Young Adolescent/Adolescent Development and Learning Theories</td>
<td>3</td>
</tr>
<tr>
<td>EDA 103 Foundations of Special Education</td>
<td>3</td>
</tr>
<tr>
<td>MGP 220 Field Experience: Middle Level Environment</td>
<td>3</td>
</tr>
<tr>
<td>EDR 345 Literacy Development and Students in Inclusive Classrooms</td>
<td>3</td>
</tr>
<tr>
<td>MGP 335 Teaching Social Studies in Middle Grades</td>
<td>3</td>
</tr>
<tr>
<td>SCE 330 Science Methods for Middle Level (4-8)</td>
<td>3</td>
</tr>
<tr>
<td>EDA 303 Special Ed: Processes/Procedures for General Educators</td>
<td>2</td>
</tr>
<tr>
<td>EDM 349 Technology Tools to Transform Teaching and Learning</td>
<td>1</td>
</tr>
<tr>
<td>EDP 354 Assessment for Learning: Middle Grades</td>
<td>3</td>
</tr>
<tr>
<td>MGP 410 Student Teaching</td>
<td>6</td>
</tr>
<tr>
<td>MGP 411 Student Teaching</td>
<td>6</td>
</tr>
</tbody>
</table>

**Related/Cognate Requirements**

Students wishing to obtain certification to teach in grades 4–8 must complete a minimum of 12 credit hours of related course work in each of four academic content areas: mathematics, reading/language arts, science, and social studies. Students must complete a total of 30 credits of concentrated course work in one of the four areas or 21 credits of concentrated course work in two of the four areas. Students selecting two, 21-credit concentrations must include math or science as one of the two areas. Related credits are applied toward the concentrations. See the department’s degree guidance sheet for courses in the 21- and 30-credit options. Students are encouraged to choose their concentration(s) based on their area(s) of interest for teaching grades 7 and 8.

**Math**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAT 101 Mathematics for Teachers</td>
<td>3</td>
</tr>
<tr>
<td>MAT 102 Mathematics for Teachers</td>
<td>3</td>
</tr>
<tr>
<td>MAT 351 Methods for Teaching Children Math</td>
<td>3</td>
</tr>
<tr>
<td>MAT 353 Methods for Teaching Middle School Mathematics</td>
<td>3</td>
</tr>
<tr>
<td>or MAT 352 Methods for Teaching Children Mathematics II</td>
<td>3</td>
</tr>
</tbody>
</table>

**Reading/Language Arts**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDR 306 Teaching Language Arts</td>
<td>3</td>
</tr>
<tr>
<td>EDR 308 Foundations in Reading</td>
<td>3</td>
</tr>
<tr>
<td>EDR 318 Reading Instruction and Practice 4-8</td>
<td>6</td>
</tr>
</tbody>
</table>

**Science**

Students must complete 3 courses from the listing below: Students concentrating in science should consult with their advisor regarding courses to select for access to upper level science courses.

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ESS 101 Introduction to Geology</td>
<td>3</td>
</tr>
<tr>
<td>BIO 110 or BIO 100 General Biology</td>
<td>3</td>
</tr>
<tr>
<td>or BIO 100 Basic Biological Science</td>
<td></td>
</tr>
<tr>
<td>CHE 107 &amp; CRL 107</td>
<td>4</td>
</tr>
<tr>
<td>or CHE 103 &amp; CRL 103</td>
<td>4</td>
</tr>
<tr>
<td>PHY 130 General Physics I</td>
<td>4</td>
</tr>
<tr>
<td>SCI 101 The Carbon Cycle 2</td>
<td>3</td>
</tr>
<tr>
<td>or SCI 102 Electricity With Physical And Bio Applic</td>
<td></td>
</tr>
</tbody>
</table>

**Social Studies**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>GEO 101 World Geography</td>
<td>3</td>
</tr>
<tr>
<td>HIS 344 History of Pennsylvania</td>
<td>3</td>
</tr>
<tr>
<td>HIS 150 The American Experience</td>
<td>3</td>
</tr>
<tr>
<td>or HIS 151 History of the United States</td>
<td>3</td>
</tr>
<tr>
<td>PSC 100 U.S. Government and Politics</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total Minimum Credits Required**

123

1. Choose MAT 353 if concentrating in mathematics.
2. Choose SCI 101 if concentrating in science.
3. Choose HIS 151 if concentrating in social studies.

Sample Course Plan

To track their individual degree progress, students are advised to access their Degree Progress Report (DPR) via myWCU regularly. For more information, visit wcupa.edu/DegreeProgressReport.

**MINOR IN EARLY CHILDHOOD EDUCATION**

**College of Education and Social Work**

**Required Courses**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECE 100 Orientation to Early Childhood</td>
<td>3</td>
</tr>
<tr>
<td>EGP 209 Child Development: Prebirth - 5 Years</td>
<td>3</td>
</tr>
<tr>
<td>ECE 225 Infant Development and Field</td>
<td>6</td>
</tr>
<tr>
<td>EGP 322 Pre-K Methods and Field</td>
<td>6</td>
</tr>
<tr>
<td>ECE 407 Diversity Perspectives in Early Childhood Education</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total Minimum Credits Required**

21
MINOR IN ELEMENTARY EDUCATION

College of Education and Social Work

Group I

Select two of the following: 6

- EDP 250 Educational Psychology
- EDP 200 Middle Grades Cognition
- EDP 201 Young Adolescent/Adolescent Development and Learning Theories
- EGP 209 Child Development: Prebirth - 5 Years
- EGP 210 Middle Childhood & Adolescent Development

Group II

Select four of the following, from at least two areas: 12

a) LIT 219 Literature for Young Children
or LIT 220 Children’s Literature

b) EDR 304 Teaching Language Arts Pre-K-4
EDR 306 Teaching Language Arts 4-8
EDR 307 Foundation in Reading PreK-4
EDR 308 Foundations in Reading 4-8
EDR 345 Literacy Development and Students in Inclusive Classrooms

c) EDE 401 Creativity in the Classroom
EGP 326 Families and Community Relations
EGP 400 Classroom Management
EGP 402 Engaging Learners: Integrating Academic/Social Development for High Achieving Equitable Classrooms

Total Minimum Credits Required 18

DEPARTMENT OF EARTH AND SPACE SCIENCES

College of the Sciences and Mathematics

207 Merion Science Center
610-436-2727
Department of Earth and Space Sciences (http://www.wcupa.edu/earthSpaceSciences)
Joby Hilliker (jhilliker@wcupa.edu), Chairperson
Marc Gagne (mgagne@wcupa.edu), Assistant Chairperson

The Department of Earth and Space Sciences prepares students for careers in geoscience and geoscience education. The U.S. Bureau of Labor Statistics states that employment of geoscientists is projected to grow by 21% from 2010 to 2020, faster than the average for all occupations. This geoscience degree prepares students for entry-level positions in such occupations and is also a strong foundation for people interested in pursuing advanced degrees. Geoscience is an integrated study of Earth, its geologic history, composition and structure, resources, natural hazards, atmosphere and oceans, and its environment in space. Geoscientists study such phenomena as earthquakes, landslides, floods, volcanoes, coastal erosion, and how these natural hazards impact humans. Geoscientists explore for mineral, energy, and water supplies. Geoscientists also attempt to make predictions about Earth’s future based on the past. Since most human activities are related to interaction with the physical components of Earth, geoscience plays a unique and essential role in today’s rapidly changing world. The Department of Earth and Space Sciences offers two bachelor of science degree programs and a certification program in general science. The department also offers minors in astronomy, geology, earth science, and science education. All programs emphasize analytical skills and build on course work in mathematics, chemistry, physics, and statistics. Written and oral communication is emphasized in a majority of the course work.

- The B.S. in Geoscience program offers two areas of concentration that share a common core of geology courses. Students completing either concentration are prepared for careers as professional geoscientists and possess the educational requirements to seek licensure as certified professional geologists. The Geology Concentration (p. 247) leads to occupations in managing and exploring for water, energy, and mineral resources; environmental protection, remediation, and management; mitigation of natural hazards; design of land development and management plans; geotechnical consulting; and research. Its curriculum emphasizes depth in the traditional disciplines of geology such as mineral and rock formation, paleontology, structural geology, geomorphology, and hydrogeology. The Earth Systems Concentration (p. 245) is intended for students who want a broader understanding of geoscience, astronomy, and human interactions with the environment. In addition to the geology core, students in this concentration take required courses in oceanography, meteorology, and astronomy. This concentration is excellent preparation for students pursuing careers in geoscience, the environmental industry, resource management, environmental law, or environmental policy.

- The B.S. in Education in Earth and Space Sciences is a professional degree program designed to prepare certified secondary school teachers with an overall science exposure and specialization in the Earth and space sciences. The program meets all guidelines established by the National Council for Accreditation of Teacher Education (NCATE), the Pennsylvania Department of Education (PDE), and the National Science Teachers’ Association (NSTA) for Earth and space science certification.

- The certification program in General Science enables recipients to teach science in grades 6–9. The certification program meets all guidelines established by the National Council for Accreditation of Teacher Education (NCATE) and the Pennsylvania Department of Education (PDE).

All students must consult with their advisor regularly to ensure timely completion of the degree. Students in the B.S. in education program will have a second advisor in the College of Education and Social Work to help them meet the secondary education requirements.

Programs

Majors in Earth and Space Sciences

- B.S. in Geoscience - Geology Concentration (p. 247)
- B.S. in Geoscience - Geology Concentration to M.S. in Geoscience Accelerated Program (p. 247)
- B.S. in Geoscience - Earth Systems Concentration (p. 245)
- B.S. in Geoscience - Earth Systems Concentration to M.S. in Geoscience Accelerated Program (p. 245)
- B.S.Ed. in Earth and Space Sciences (p. 248)

Minors in Earth and Space Sciences

- Astronomy (p. 250)
- Earth Science (p. 250)
- Geology (p. 250)
- Science Education (p. 250)

Certificate in Earth and Space Sciences

- General Science Certification (p. 250)

Graduate Opportunities

See the graduate catalog for more information on the Earth and Space Sciences program. (http://catalog.wcupa.edu/graduate/sciences-mathematics/geology-astronomy)
Policies

- See undergraduate admissions information. (p. 11)
- See academic policies. (http://catalog.wcupa.edu/undergraduate/academic-policies-procedures)

All undergraduate students are held to the academic policies and procedures outlined in the undergraduate 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 programs may be listed below.

Accelerated Program Policy

Refer to the Accelerated Programs page (p. 134) for more information.

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) (1998)
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 (dnikitina@wcupa.edu) (2006)
M.S., Moscow State University; Ph.D., University of Delaware
Karen M. Schwarz (kschwarz@wcupa.edu) (2005)
B.S., New Mexico Institute of Mining and Technology; Ph.D., Arizona State University

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 101. Introduction to Geology. 3 Credits.
LEC (2), LAB (2)
The earth’s composition and history; the processes that occur on and within the earth. Two hours of lecture and two hours of lab.
Gen Ed Attribute: Science Distributive Requirement.
Typically offered in Fall, Spring & Summer.

ESS 102. Humans and the Environment. 3 Credits.
A study of the ability of humans to survive and maintain their life quality, considering the limited resources and recycling capacity of planet Earth. Note: Students completing ESS 102 may not take SCB 102 or ENV 102 for credit.
Gen Ed Attribute: Interdisciplinary Requirement.
Typically offered in Fall & Spring.

ESS 111. Other Worlds, Other Stars. 3 Credits.
An introductory, general education course in astronomy. Topics will focus on the observable changes in the night sky, the properties of light, the laws of motion, the formation and composition of the solar system, extra solar planets, the properties of stars, stellar evolution and stellar death.
Gen Ed Attribute: Science Distributive Requirement.
Typically offered in Fall & Spring.

ESS 112. Galaxies and Cosmology. 3 Credits.
An introductory general education course in astronomy. Topics will focus on the properties of light and matter, the evolution of stars and galaxies, and the expansion, structure, history and fate of the universe. Three hours of lecture.
Gen Ed Attribute: Science Distributive Requirement.
Typically offered in Fall & Spring.

ESS 125. Volcanoes. 3 Credits.
LEC (3), LAB (2)
Where do volcanoes occur and why? What happens when volcanoes erupt, and what controls eruptions? What roles have volcanoes played in human history and human culture? How do geologists study volcanoes in order to forecast eruptions and reduce the risks for human populations? This course explores these questions using print, multimedia and Internet sources. Students will learn how to interpret geological information in order to assess volcanic hazards and forecast volcanic eruptions.
Typically offered in Fall & Spring.

ESS 130. Our Coastal Ocean. 3 Credits.
LEC (2), LAB (2)
This course examines the physical and biological processes at work in the coastal oceans. The content will be discussed in the framework of regional examples.
Gen Ed Attribute: Science Distributive Requirement.
Typically offered in Fall & Spring.

ESS 170. Introduction to Our Atmosphere. 3 Credits.
Why is the sky blue? What will the weather be tomorrow? What makes tornadoes? How did the ozone hole develop? What is the greenhouse effect? This class will use these questions and others to investigate the basic physical processes that determine the weather and climate on earth. A student who has successfully completed ESS 370 may not subsequently receive credit for ESS 170.
Gen Ed Attribute: Science Distributive Requirement.
Distance education offering may be available.
Typically offered in Fall & Spring.

ESS 201. Field Geology. 3 Credits.
An introduction to the basic methods of geologic data collection in the field; analysis, and presentation; literature research; and report writing. One weekend field trip is required.
Pre / Co requisites: ESS 201 requires a prerequisite of ESS 101.
Gen Ed Attribute: Writing Emphasis.
Typically offered in Fall & Spring.
ESS 204. Historical Geology. 3 Credits.
LEC (2), LAB (2)
An examination of how Earth has evolved over geologic time, from its origin as a tiny lifeless planetesimal to its present state as a dynamic planetary system teaming with life. Rocks, fossils, and other evidence of Earth's past are analyzed and evaluated with knowledge of modern physical and biological processes to infer Earth's history, understand its present state, and predict its future. Laboratory included. Recommended for students who have completed ESS 101 or another introductory (100-level) science course.
Gen Ed Attribute: Writing Emphasis.
Typically offered in Fall & Spring.

ESS 301. Environmental Geochemistry. 3 Credits.
An introduction to principles and applications of geochemistry to geologic systems, including surface and ground waters, soils, and rocks.
Pre / Co requisites: ESS 301 requires prerequisites of CHE 103 and ESS 101.
Typically offered in Spring.

ESS 302. Mineralogy. 3 Credits.
LEC (2), LAB (2)
In-depth survey of the formation, identification, classification, and uses of minerals. Principles of symmetry, crystallography, crystal chemistry, and optical mineralogy. Laboratory and field examination and analysis of minerals.
Pre / Co requisites: ESS 302 requires prerequisites of ESS 101 and ESS 204 and CHE 103.
Typically offered in Fall.

ESS 307. Geology of the Solar System. 3 Credits.
The geology, origin, evolution, and properties of planets, comets, asteroids, moons, and meteorites.
Typically offered in Spring.

ESS 311. Introduction to Astronomy. 3 Credits.
LEC (0), LAB (0)
LAB, LEC An introduction to astronomy and astrophysics. Topics include celestial mechanics, the properties of light, matter and energy, the formation of stars and planets, stellar evolution, galaxies, and cosmology. Two hours of lecture and two hours of lab.
Pre / Co requisites: ESS 311 requires a prerequisite of MAT 115 or MAT 131 or MAT 143 or MAT 161.
Typically offered in Fall.

ESS 321. Geometrics. 3 Credits.
Application of computational and statistical methods to geologic problems. Geologic sampling, data comparisons in environmental, petrologic, paleontologic, and geochemical problems.
Typically offered in Fall.

ESS 323. Gen'l Geol Field Studies of SE Pennsylvania. 3 Credits.
Occurrence, relationships, and geologic history of the rocks, minerals, and soils of this area, studied at representative locations.
Pre / Co requisites: ESS 323 requires prerequisite of ESS 302.
Typically offered in Summer.

ESS 327. Electron Microscopy I. 3 Credits.
A one-semester lecture/laboratory course in theory operation and applications of electron beam technology in scientific research. Students receive hands-on training and complete a brief research project of their choosing.
Pre / Co requisites: ESS 327 requires prerequisite: 6 credits of science.
Typically offered in Fall & Spring.

ESS 330. Introduction to Oceanography. 3 Credits.
LEC (2), LAB (2)
A survey of our present knowledge of the waters and floors of the oceans.
Pre / Co requisites: ESS 330 requires prerequisite of ESS 101.
Typically offered in Fall & Spring.

ESS 331. Introduction to Paleontology. 3 Credits.
LEC (2), LAB (2)
Identification and study of common fossils in order to understand their life processes and geologic significance.
Gen Ed Attribute: Writing Emphasis.
Typically offered in Spring.

ESS 332. Advanced Oceanography. 3 Credits.
An advanced course in oceanography covering marine resources, oceanographic literature, animal-sediment relationships, field techniques, estuaries, salt marshes, sea level changes, and pollution.
Pre / Co requisites: ESS 332 requires prerequisite of ESS 330.
Typically offered in Spring.

ESS 336. Environmental Geology. 3 Credits.
The application of geological information to human problems encountered in natural phenomena, such as flooding, earthquakes, coastal hazards, and man-made concerns, including waste disposal, land use, and global change.
Pre / Co requisites: ESS 336 requires prerequisite of ESS 101.
Typically offered in Spring.

ESS 343. Geomorphology. 3 Credits.
Constructional and degradational forces that have shaped present landforms and are constantly reshaping and modifying landforms. Interpretation of geologic and topographic maps; field studies.
Pre / Co requisites: ESS 343 requires prerequisites of ESS 101 and ESS 204.
Typically offered in Spring.

ESS 344. Geomorphology II. 3 Credits.
A continuation of the study of earth surface processes. Interpretation of topographic maps and air photos.
Pre / Co requisites: ESS 344 requires prerequisite of ESS 343.

ESS 347. Earth & Space Science Seminar. 1 Credit.
One credit weekly seminar featuring guest lectures by Geoscience professionals, prominent scientists, faculty and students. 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 348. 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 348 requires prerequisite ESS 101 or ESS 102 or permission of instructor.
Repeatable for Credit.

ESS 355. Intermediate Astronomy. 3 Credits.
LEC (2), LAB (2)
An analytical and qualitative analysis of selected astronomical phenomena. Topics include telescope optics (including photographic and photoelectric attachments), lunar and planetary orbits, stellar motions and magnitudes, galactic classifications, and distances. Two hours of lecture and two hours of lab.
Pre / Co requisites: ESS 355 requires prerequisite of ESS 111.

ESS 362. History of Astronomy. 3 Credits.
Development of astronomical theories from the ancient Greeks until the 20th century.
Pre / Co requisites: ESS 362 requires prerequisite of ESS 111.

ESS 370. Introduction to Meteorology. 3 Credits.
LEC (2), LAB (2)
A study of the principles governing the earth's atmosphere and how these principles determine weather conditions.
Pre / Co requisites: ESS 370 requires a prerequisite of MAT 115 or MAT 143 or MAT 131 or MAT 161.
Typically offered in Fall.

ESS 371. Advanced Meteorology. 3 Credits.
A continuation of the study of the principles governing the earth's atmosphere and how these principles determine weather conditions.
Pre / Co requisites: ESS 371 requires prerequisite of ESS 370.
Typically offered in Spring.

ESS 394. 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 395. 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 405. Igneous and Metamorphic Petrology. 3 Credits.
LEC (2), LAB (2)
Theories of the formation of igneous and metamorphic rocks based on field occurrence, physical properties, geochemistry, thermodynamics, and petrography. Classification and identification of rocks. Laboratory and field examination of rocks.
Pre / Co requisites: ESS 405 requires prerequisites of ESS 201 and ESS 302.
Typically offered in Spring.

ESS 420. Structural Geology. 3 Credits.
LEC (2), LAB (2)
Determination of the sequential development and the forces involved in the various structural features of the earth.
Pre / Co requisites: ESS 420 requires prerequisites of ESS 201 and ESS 302.
Typically offered in Spring.

ESS 439. 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 439 requires prerequisite of ESS 301.
Typically offered in Spring.

ESS 442. Geophysics. 3 Credits.
Gravitational, magnetic, seismic (refraction and reflection), and electrical properties of rocks and minerals in the earth. Physical principles of the earth; geophysics in relation to economic deposits.
Pre / Co requisites: ESS 442 requires prerequisites of PHY 140 or PHY 180 and MAT 162.

ESS 447. Earth and Space Science Seminar. 1 Credit.
A one credit weekly seminar 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.
Pre / Co requisites: ESS 447 requires prerequisite of ESS 347 or department consent.
Typically offered in Fall. Repeatable for Credit.

ESS 450. Sedimentation & Stratigraphy. 3 Credits.
LEC (2), LAB (2)
LAB, LEC Class, laboratory, and field studies of sediments, sedimentary rocks, depositional processes and environments, and diagenesis. Description, mapping, and correlation of strata to infer temporal-spatial relationships, locate resources, and interpret Earth history.
Pre / Co requisites: ESS 450 requires prerequisites: ESS 301, 302, 331 and 343.
Typically offered in Fall.

ESS 460. Internship. 1-18 Credits.
Contact department for more information about this course.
Repeatable for Credit.

ESS 480. Special Problems. 1-3 Credits.
Reports on special topics and current developments in the earth and space sciences.
Repeatable for Credit.

ESS 490. Fundamentals of Soils. 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 490 requires prerequisite of ESS 101.
Typically offered in Fall.

ESS 491. Independent Studies. 1-3 Credits.
Contact department for more information about this course.
Repeatable for Credit.

SCE
SCE 320. Science Methods for Grades PK-4. 3 Credits.
A science methods course for PreK-4 teachers to master classroom and materials preparation and the design of developmentally effective instruction and assessment. Teachers learn methods that promote children’s ability to do inquiry and master PA academic standards in science and technology and environment and ecology.
Pre / Co requisites: Formal Admission Teacher Ed.
Typically offered in Fall, Spring & Summer.

SCE 330. Science Methods for Middle Level (4-8). 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 how students learn science, explore materials and resources, and learn how to plan and access effective standards based middle level science instruction.
Pre / Co requisites: Formal Admission Teacher Ed.
Typically offered in Fall & Spring.

SCE 350. Science Education in the Secondary School. 3 Credits.
Philosophy, objectives, and methods of teaching science. This is an Early Field Experience course with observation hours are completed in schools. Students must have current clearances for TB, criminal background, FBI, and child abuse before they can be assigned to schools to perform course assignments/other requirements. For the WCU policies on clearances, select the [Teacher Education Center] on the College of Education Web site.
Pre / Co requisites: SCE 350 requires formal admission into teacher education.
Gen Ed Attribute: Diversity Requirement, Writing Emphasis.
Typically offered in Fall.

SCI
SCI 101. The Carbon Cycle. 3 Credits.
An exploration of how the carbon cycle connects earth and life, through photosynthesis, respiration, decay, rock formation and weathering, and plate tectonics. Humans have altered the carbon cycle by burning fossil fuels. Students investigate the carbon cycle on the WCU campus and consider the implications for global warming. Team taught with the Department of Biology.
Pre / Co requisites: SCI 101 requirement - Education majors only.
Typically offered in Fall & Spring.

B.S. IN GEOSCIENCE - EARTH SYSTEMS CONCENTRATION

Curriculum

General Education Requirements (http://catalog.wcupa.edu/undergraduate/general-education-requirements)
English Composition requirements 6
Mathematics requirement 3
Public Speaking requirement 3
Science requirements 6
Behavioral & Social Science requirements 6
Humanities requirements 6
Arts requirement 3
Diverse Communities requirement 3
Interdisciplinary requirement 3
Student Electives 9
Writing Emphasis requirements 9

Major Core Courses

ESS 101 Introduction to Geology 3
ESS 201 Field Geology 3
ESS 204 Historical Geology 3
ESS 301 Environmental Geochemistry 3
ESS 302 Mineralogy 3
ESS 331 Introduction to Paleontology 3
ESS 343 Geomorphology 3
B.S. IN GEOSCIENCE - EARTH SYSTEMS CONCENTRATION
WEST CHESTER UNIVERSITY

ESS 405 Igneous and Metamorphic Petrology 3
ESS 420 Structural Geology 3
ESS 450 Sedimentation & Stratigraphy 3
CHE 103 General Chemistry I 3
CRL 103 Experimental General Chemistry I (LAB) 1
PHY 130 General Physics I 4
or PHY 170 Physics I 4
MAT 121 Introduction to Statistics I 3

Other Major Requirements
ESS/SCB/ENV 102 Humans and the Environment 3
or SCB 210 The Origin of Life and the Universe 3
ESS 311 Introduction to Astronomy 3
ESS 330 Introduction to Oceanography 3
ESS 347 Earth & Space Science Seminar 3
ESS 447 Earth and Space Science Seminar 3
MAT 115 Algebra, Functions, and Trigonometry 3
or MAT 131 Precalculus 3
BIO 110 General Biology (grade of C- or higher required) 3

Geology and Astronomy Electives
Select any two ESS courses at the 300 or 400 level 6
Select other 200-400 level ESS electives to reach 120 credits
A grade of C- or better must be achieved for all required courses within the department including the required electives, as well as those in biology, chemistry, math, and physics.

Total Minimum Credits Required 120

Accelerated B.S. in Geoscience - Earth Systems to M.S. in Geoscience Program
Any junior Geoscience-Earth Systems student with a 3.0 cumulative GPA or higher may substitute up to 9 graduate credits to satisfy the B.S. program.

Elective Courses 9
Select from the courses below:
ESS 507 Geology of the Solar System
ESS 527 Electron Microscopy I
ESS 532 Advanced Oceanography
ESS 535 Remote Sensing
ESS 542 Geophysics
ESS 544 Geomorphology II
ESS 548 International Geology Field Studies
ESS 549 Advanced Hydrogeology
ESS 555 Intermediate Astronomy
ESS 562 History of Astronomy
ESS 571 Advanced Meteorology
ESS 580 Special Problems
ESS 590 Fundamentals of Soil
ESS 591 Independent Study
ESS 594 Geology of Northwestern National Parks
ESS 595 Geology of Southwestern National Parks

Sample Course Plan
To track their individual degree progress, students are advised to access their Degree Progress Report (DPR) via myWCU regularly. For more information, visit wcupa.edu/DegreeProgressReport.
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.
B.S. IN GEOSCIENCE - GEOLOGY CONCENTRATION

College of the Sciences and Mathematics

Curriculum

General Education Requirements

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Composition requirements</td>
<td>6</td>
</tr>
<tr>
<td>Mathematics requirement</td>
<td>3</td>
</tr>
<tr>
<td>Public Speaking requirement</td>
<td>3</td>
</tr>
<tr>
<td>Science requirements</td>
<td>6</td>
</tr>
<tr>
<td>Behavioral &amp; Social Science requirements</td>
<td>6</td>
</tr>
<tr>
<td>Humanities requirements</td>
<td>6</td>
</tr>
<tr>
<td>Arts requirement</td>
<td>3</td>
</tr>
<tr>
<td>Diverse Communities requirement</td>
<td>3</td>
</tr>
<tr>
<td>Interdisciplinary requirement</td>
<td>3</td>
</tr>
<tr>
<td>Student Electives</td>
<td>9</td>
</tr>
<tr>
<td>Writing Emphasis requirements</td>
<td>9</td>
</tr>
</tbody>
</table>

Major Core Requirements

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ESS 101</td>
<td>Introduction to Geology</td>
<td>3</td>
</tr>
<tr>
<td>ESS 201</td>
<td>Field Geology</td>
<td>3</td>
</tr>
<tr>
<td>ESS 204</td>
<td>Historical Geology</td>
<td>3</td>
</tr>
<tr>
<td>ESS 301</td>
<td>Environmental Geochemistry</td>
<td>3</td>
</tr>
<tr>
<td>ESS 302</td>
<td>Mineralogy</td>
<td>3</td>
</tr>
<tr>
<td>ESS 331</td>
<td>Introduction to Paleontology</td>
<td>3</td>
</tr>
<tr>
<td>ESS 343</td>
<td>Geomorphology</td>
<td>3</td>
</tr>
<tr>
<td>ESS 405</td>
<td>Igneous and Metamorphic Petrology</td>
<td>3</td>
</tr>
<tr>
<td>ESS 420</td>
<td>Structural Geology</td>
<td>3</td>
</tr>
<tr>
<td>CHE 103</td>
<td>General Chemistry I</td>
<td>3</td>
</tr>
<tr>
<td>CRL 103</td>
<td>Experimental General Chemistry I (LAB)</td>
<td>1</td>
</tr>
<tr>
<td>PHY 130</td>
<td>General Physics I</td>
<td>4</td>
</tr>
</tbody>
</table>

or

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAT 143</td>
<td>Brief Calculus</td>
<td>3</td>
</tr>
<tr>
<td>or MAT 161</td>
<td>Calculus I</td>
<td></td>
</tr>
<tr>
<td>MAT 121</td>
<td>Introduction to Statistics I</td>
<td>3</td>
</tr>
</tbody>
</table>

Other Major Requirements

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ESS 347</td>
<td>Earth &amp; Space Science Seminar</td>
<td>1</td>
</tr>
<tr>
<td>ESS 439</td>
<td>Hydrogeology</td>
<td>3</td>
</tr>
<tr>
<td>ESS 447</td>
<td>Earth and Space Science Seminar</td>
<td>1</td>
</tr>
<tr>
<td>ESS/SCB/ENV 102</td>
<td>Humans and the Environment</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 321</td>
<td>Geometrics</td>
<td></td>
</tr>
<tr>
<td>GEO 324</td>
<td>Intro to Geographic Information Systems</td>
<td></td>
</tr>
<tr>
<td>GEO 325</td>
<td>Intro Business GIS</td>
<td></td>
</tr>
<tr>
<td>CSC 115</td>
<td>Introduction to Computer Programming</td>
<td></td>
</tr>
</tbody>
</table>

Geology and Astronomy Electives

Select any three ESS courses at the 300 or 400 level

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ESS 321</td>
<td>Geometrics</td>
<td></td>
</tr>
<tr>
<td>GEO 324</td>
<td>Intro to Geographic Information Systems</td>
<td></td>
</tr>
<tr>
<td>GEO 325</td>
<td>Intro Business GIS</td>
<td></td>
</tr>
<tr>
<td>CSC 115</td>
<td>Introduction to Computer Programming</td>
<td></td>
</tr>
</tbody>
</table>

Total Minimum Credits Required: 120

Accelerated B.S. in Geoscience - Concentration in Geology to M.S. in Geoscience Program

Any junior Geoscience - Geology student with a 3.0 cumulative GPA or higher may substitute up to 9 graduate credits to satisfy the B.S. in Geoscience - Concentration in Geology.

Elective Courses

Choose from the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ESS 507</td>
<td>Geology of the Solar System</td>
<td></td>
</tr>
<tr>
<td>ESS 527</td>
<td>Electron Microscopy I</td>
<td></td>
</tr>
<tr>
<td>ESS 532</td>
<td>Advanced Oceanography</td>
<td></td>
</tr>
<tr>
<td>ESS 535</td>
<td>Remote Sensing</td>
<td></td>
</tr>
<tr>
<td>ESS 542</td>
<td>Geophysics</td>
<td></td>
</tr>
<tr>
<td>ESS 544</td>
<td>Geomorphology II</td>
<td></td>
</tr>
<tr>
<td>ESS 548</td>
<td>International Geology Field Studies</td>
<td></td>
</tr>
<tr>
<td>ESS 549</td>
<td>Advanced Hydrogeology</td>
<td></td>
</tr>
<tr>
<td>ESS 550</td>
<td>Sedimentation &amp; Stratigraphy</td>
<td></td>
</tr>
<tr>
<td>ESS 562</td>
<td>History of Astronomy</td>
<td></td>
</tr>
<tr>
<td>ESS 571</td>
<td>Advanced Meteorology</td>
<td></td>
</tr>
<tr>
<td>ESS 580</td>
<td>Special Problems</td>
<td></td>
</tr>
<tr>
<td>ESS 590</td>
<td>Fundamentals of Soil</td>
<td></td>
</tr>
<tr>
<td>ESS 591</td>
<td>Independent Study</td>
<td></td>
</tr>
<tr>
<td>ESS 594</td>
<td>Geology of Northwestern National Parks</td>
<td></td>
</tr>
<tr>
<td>ESS 595</td>
<td>Geology of Southwestern National Parks</td>
<td></td>
</tr>
</tbody>
</table>

Sample Course Plan

To track their individual degree progress, students are advised to access their Degree Progress Report (DPR) via myWCU regularly. For more information, visit wcupa.edu/DegreeProgressReport.

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>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ESS 101</td>
<td>Introduction to Geology</td>
<td>3</td>
</tr>
<tr>
<td>MAT 143</td>
<td>Brief Calculus</td>
<td>3</td>
</tr>
<tr>
<td>or MAT 161</td>
<td>Calculus I</td>
<td></td>
</tr>
<tr>
<td>MAT 121</td>
<td>Introduction to Statistics I</td>
<td>3</td>
</tr>
</tbody>
</table>

or

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHE 103</td>
<td>General Chemistry I</td>
<td>3</td>
</tr>
<tr>
<td>CRL 103</td>
<td>Experimental General Chemistry I (LAB)</td>
<td>1</td>
</tr>
<tr>
<td>PHY 130</td>
<td>General Physics I</td>
<td>4</td>
</tr>
</tbody>
</table>

Choose from the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ESS 321</td>
<td>Geometrics</td>
<td></td>
</tr>
<tr>
<td>GEO 324</td>
<td>Intro to Geographic Information Systems</td>
<td></td>
</tr>
<tr>
<td>GEO 325</td>
<td>Intro Business GIS</td>
<td></td>
</tr>
<tr>
<td>CSC 115</td>
<td>Introduction to Computer Programming</td>
<td></td>
</tr>
</tbody>
</table>

A grade of C- or better must be achieved for all required courses within the department including the required electives, as well as those in biology, chemistry, math, and physics.
### Semester Two

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAT 121 or MAT 115</td>
<td>3</td>
</tr>
<tr>
<td>ESS 204</td>
<td>3</td>
</tr>
<tr>
<td>Gen Ed Soc/Behav</td>
<td>3</td>
</tr>
<tr>
<td>Gen Ed Elective</td>
<td>3</td>
</tr>
</tbody>
</table>

**Credits**: 15

### Year Two

#### Semester Three

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ESS 201</td>
<td>3</td>
</tr>
<tr>
<td>CHE 103 &amp; CRL 103</td>
<td>4</td>
</tr>
<tr>
<td>ESS 480</td>
<td>1</td>
</tr>
<tr>
<td>Gen Ed Hum</td>
<td>3</td>
</tr>
<tr>
<td>Gen Ed “J” course</td>
<td>3</td>
</tr>
</tbody>
</table>

**Credits**: 17

#### Semester Four

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ESS 102</td>
<td>3</td>
</tr>
<tr>
<td>ESS 301</td>
<td>3</td>
</tr>
<tr>
<td>MAT 143 or MAT 161</td>
<td>3-4</td>
</tr>
<tr>
<td>ESS 331</td>
<td>3</td>
</tr>
<tr>
<td>Elective Recommend CHE &amp; CRL 104</td>
<td>3-4</td>
</tr>
</tbody>
</table>

**Credits**: 15-17

### Year Three

#### Semester Five

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ESS 302</td>
<td>3</td>
</tr>
<tr>
<td>ESS 347</td>
<td>1</td>
</tr>
<tr>
<td>PHY 130 or PHY 170</td>
<td>4</td>
</tr>
<tr>
<td>ESS 480</td>
<td>1</td>
</tr>
<tr>
<td>Gen Ed Hum</td>
<td>3</td>
</tr>
<tr>
<td>Elective</td>
<td>3</td>
</tr>
</tbody>
</table>

Select from the following: 3

### Semester Six

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ESS 343</td>
<td>3</td>
</tr>
<tr>
<td>ESS 439</td>
<td>3</td>
</tr>
<tr>
<td>ESS 405</td>
<td>3</td>
</tr>
<tr>
<td>ESS 420</td>
<td>3</td>
</tr>
<tr>
<td>Gen Ed SPK</td>
<td>3</td>
</tr>
</tbody>
</table>

**Credits**: 15

### Year Four

#### Semester Seven

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ESS 450</td>
<td>3</td>
</tr>
<tr>
<td>ESS 447</td>
<td>1</td>
</tr>
<tr>
<td>Gen Ed Art</td>
<td>3</td>
</tr>
<tr>
<td>Gen Ed Elective</td>
<td>6</td>
</tr>
<tr>
<td>ESS Elective</td>
<td>3</td>
</tr>
</tbody>
</table>

**Credits**: 16

#### Semester Eight

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ESS elective</td>
<td>3</td>
</tr>
<tr>
<td>Elective: Recommend PHY 140</td>
<td>3-4</td>
</tr>
<tr>
<td>Elective</td>
<td>3</td>
</tr>
<tr>
<td>Elective</td>
<td>3</td>
</tr>
</tbody>
</table>

**Credits**: 15-16

### Total Credits

126-129

---

### B.S.E.D. IN EARTH AND SPACE SCIENCES

#### Curriculum

All students seeking a B.S.Ed. must formally apply for admission to teacher education. See the "Educator Preparation Programs (p. 262)" section of this catalog for an explanation of related requirements. Only those students formally admitted to teacher education will be eligible to enroll in SCE 350/SCB 350. Once admitted to teacher education, students must maintain the minimum GPA specified by the College of Education in order to continue taking advanced professional course work. If a student falls below the minimum GPA, he or she will be permitted to retake - in accordance with University policy - professional course work that contributed to the fall below the minimum GPA but will not be permitted to take additional work until the minimum is met.

#### General Education Requirements [link](http://catalog.wcupa.edu/undergraduate/general-education-requirements)

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Composition requirements</td>
<td>6</td>
</tr>
<tr>
<td>Mathematics requirement</td>
<td>3</td>
</tr>
<tr>
<td>Public Speaking requirement</td>
<td>3</td>
</tr>
<tr>
<td>Science requirements</td>
<td>6</td>
</tr>
<tr>
<td>Behavioral &amp; Social Science requirements</td>
<td>6</td>
</tr>
<tr>
<td>Humanities requirements</td>
<td>6</td>
</tr>
<tr>
<td>Arts requirement</td>
<td>3</td>
</tr>
<tr>
<td>Diverse Communities requirement</td>
<td>3</td>
</tr>
<tr>
<td>Interdisciplinary requirement</td>
<td>3</td>
</tr>
<tr>
<td>Student Electives</td>
<td>9</td>
</tr>
</tbody>
</table>
Writing Emphasis requirements

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>9</td>
</tr>
</tbody>
</table>

**Major Core Requirements**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ESS 101</td>
<td>Introduction to Geology</td>
<td>3</td>
</tr>
<tr>
<td>ESS 201</td>
<td>Field Geology</td>
<td>3</td>
</tr>
<tr>
<td>ESS 204</td>
<td>Historical Geology</td>
<td>3</td>
</tr>
<tr>
<td>ESS 301</td>
<td>Environmental Geochemistry</td>
<td>3</td>
</tr>
<tr>
<td>ESS 302</td>
<td>Mineralogy</td>
<td>3</td>
</tr>
<tr>
<td>ESS 331</td>
<td>Introduction to Paleontology</td>
<td>3</td>
</tr>
<tr>
<td>ESS 343</td>
<td>Geomorphology</td>
<td>3</td>
</tr>
<tr>
<td>ESS 405</td>
<td>Igneous and Metamorphic Petrology</td>
<td>3</td>
</tr>
<tr>
<td>ESS 420</td>
<td>Structural Geology</td>
<td>3</td>
</tr>
<tr>
<td>ESS 450</td>
<td>Sedimentation &amp; Stratigraphy</td>
<td>3</td>
</tr>
<tr>
<td>CHE 103</td>
<td>General Chemistry I</td>
<td>3</td>
</tr>
<tr>
<td>CRL 103</td>
<td>Experimental General Chemistry I (LAB)</td>
<td>1</td>
</tr>
<tr>
<td>MAT 121</td>
<td>Introduction to Statistics I</td>
<td>3</td>
</tr>
<tr>
<td>PHY 130</td>
<td>General Physics I</td>
<td>4</td>
</tr>
<tr>
<td>or PHY 170</td>
<td>Physics I</td>
<td></td>
</tr>
</tbody>
</table>

**Other Major Requirements**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAT 115</td>
<td>Algebra, Functions, and Trigonometry</td>
<td>3</td>
</tr>
<tr>
<td>or MAT 131</td>
<td>Precalculus</td>
<td></td>
</tr>
<tr>
<td>BIO 110</td>
<td>General Biology</td>
<td>3</td>
</tr>
<tr>
<td>ESS/ENV/SCB 102</td>
<td>Humans and the Environment</td>
<td>3</td>
</tr>
<tr>
<td>or SCB 210</td>
<td>The Origin of Life and the Universe</td>
<td></td>
</tr>
<tr>
<td>ESS 311</td>
<td>Introduction to Astronomy</td>
<td>3</td>
</tr>
<tr>
<td>ESS 330</td>
<td>Introduction to Oceanography</td>
<td>3</td>
</tr>
<tr>
<td>ESS 347</td>
<td>Earth &amp; Space Science Seminar</td>
<td>1</td>
</tr>
<tr>
<td>ESS 370</td>
<td>Introduction to Meteorology</td>
<td>3</td>
</tr>
</tbody>
</table>

A grade of C- or better must be achieved for all required courses within the department including the required electives, as well as those in biology, chemistry, math, and physics.

**Education Requirements**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDA 103</td>
<td>Foundations of Special Education</td>
<td>3</td>
</tr>
<tr>
<td>EDA 304</td>
<td>Special Ed Processes/Procedures for Secondary Educators</td>
<td>3</td>
</tr>
<tr>
<td>EDP 250</td>
<td>Educational Psychology</td>
<td>3</td>
</tr>
<tr>
<td>EDR 347</td>
<td>Literacy Development and Secondary Students with Disabilities in Inclusive Classrooms</td>
<td>3</td>
</tr>
<tr>
<td>EDS 306</td>
<td>Teaching Principles and Field Experience in Secondary Schools</td>
<td>3</td>
</tr>
<tr>
<td>EDS 411</td>
<td>Student Teaching Sec - 1st Half</td>
<td>6</td>
</tr>
<tr>
<td>EDS 412</td>
<td>Student Teaching Sec - 2nd Half</td>
<td>6</td>
</tr>
<tr>
<td>HIS 444</td>
<td>History of American Education</td>
<td>3</td>
</tr>
<tr>
<td>LAN/ENG 382</td>
<td>Teaching English Language Learners PK-12</td>
<td>3</td>
</tr>
<tr>
<td>SCB 350</td>
<td>Science Education in Secondary School</td>
<td>3</td>
</tr>
<tr>
<td>or SCE 350</td>
<td>Science Education in the Secondary School</td>
<td></td>
</tr>
</tbody>
</table>

Students may obtain additional certification in general science and/or environmental science in addition to earth and space science.

**Total Minimum Credits Required**

126

---

### Sample Course Plan

To track their individual degree progress, students are advised to access their Degree Progress Report (DPR) via myWCU regularly. For more information, visit wcupa.edu/DegreeProgressReport.

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>
</tr>
</thead>
<tbody>
<tr>
<td>ESS 101</td>
</tr>
<tr>
<td>EDP 250</td>
</tr>
<tr>
<td>WRT 120</td>
</tr>
<tr>
<td>MAT 115</td>
</tr>
<tr>
<td>or MAT 121</td>
</tr>
<tr>
<td>Gen Ed Soc/Beh Course</td>
</tr>
<tr>
<td>Credits</td>
</tr>
</tbody>
</table>

#### Semester Two

| ESS 102      | Humans and the Environment (GE "I" course)  | 3 |
| SCB 210      | or The Origin of Life and the Universe      | 3 |
| MAT 121      | Introduction to Statistics I                | 3 |
| MAT 115      | or Algebra, Functions, and Trigonometry     | 3 |
| HIS 444      | History of American Education (Hum GE)      | 3 |
| Gen Ed Soc/Beh Course |                                        | 3 |
| Select one of the following: |                                       | 3 |
| WRT 200      | Critical Writing and Research               | 3 |
| WRT 204      | Critical Writing: Approaches to Pop Culture  | 3 |
| WRT 205      | Critical Writing: Investigating Experience  | 3 |
| WRT 206      | Critical Writing: Multidisciplinary Imagination | 3 |
| WRT 208      | Critical Writing: Entering Public Sphere    | 3 |
| WRT 220      | Critical Writing: Special Topics            | 3 |
| Credits      |                                            | 15 |

#### Year Two

<table>
<thead>
<tr>
<th>Semester Three</th>
</tr>
</thead>
<tbody>
<tr>
<td>ESS 201</td>
</tr>
<tr>
<td>ESS 204</td>
</tr>
<tr>
<td>ESS 311</td>
</tr>
<tr>
<td>EDA 103</td>
</tr>
<tr>
<td>CHE 103</td>
</tr>
<tr>
<td>or CRL 103</td>
</tr>
<tr>
<td>ESS 480</td>
</tr>
<tr>
<td>Credits</td>
</tr>
</tbody>
</table>

#### Semester Four

| ESS 301      | Environmental Geochemistry                  | 3 |
| BIO 110      | General Biology                             | 3 |
| EDR 347      | Literacy Development and Secondary Students with Disabilities in Inclusive Classrooms | 3 |
| Gen Ed Art Course |                                            | 3 |
| Gen Ed Hum Course (LIT 165 or other LIT or CLS) | 3 |
| Gen Ed SPK Course |                                          | 3 |
| Credits      |                                            | 18 |

#### Year Three

<table>
<thead>
<tr>
<th>Semester Five</th>
</tr>
</thead>
<tbody>
<tr>
<td>ESS 302</td>
</tr>
<tr>
<td>ESS 330</td>
</tr>
<tr>
<td>ESS 347</td>
</tr>
<tr>
<td>EDA 304</td>
</tr>
</tbody>
</table>

**Credits**

15
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>LAN 382</td>
<td>Teaching English Language Learners PK-12 (GE “J” course)</td>
<td>3</td>
</tr>
<tr>
<td>ENG 382</td>
<td>or Teaching English Language Learners PK-12</td>
<td>3</td>
</tr>
<tr>
<td>PHY 130</td>
<td>General Physics I</td>
<td>4</td>
</tr>
<tr>
<td>ESS 480</td>
<td>Special Problems</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Credits</td>
<td>18</td>
</tr>
</tbody>
</table>

**Semester Six**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ESS 450</td>
<td>Sedimentation &amp; Stratigraphy</td>
<td>3</td>
</tr>
<tr>
<td>ESS 331</td>
<td>Introduction to Paleontology (GE “W”)</td>
<td>3</td>
</tr>
<tr>
<td>ESS 420</td>
<td>Structural Geology</td>
<td>3</td>
</tr>
<tr>
<td>ESS 343</td>
<td>Geomorphology</td>
<td>3</td>
</tr>
<tr>
<td>EDS 306</td>
<td>Teaching Principles and Field Experience in Secondary Schools</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Gen Ed Elective</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Credits</td>
<td>18</td>
</tr>
</tbody>
</table>

**Year Four**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ESS 370</td>
<td>Introduction to Meteorology</td>
<td>3</td>
</tr>
<tr>
<td>SCE 350</td>
<td>Science Education in the Secondary (GE “W” &amp; “J”)</td>
<td>3</td>
</tr>
<tr>
<td>SCB 350</td>
<td>or Science Education in Secondary School</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Gen Ed elective</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Gen Ed elective</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>Credits</td>
<td>15</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDS 411</td>
<td>Student Teaching Sec - 1st Half</td>
<td>6</td>
</tr>
<tr>
<td>EDS 412</td>
<td>Student Teaching Sec - 2nd Half</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>Electives</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Credits</td>
<td>15</td>
</tr>
<tr>
<td></td>
<td>Total Credits</td>
<td>18</td>
</tr>
</tbody>
</table>

**MINOR IN ASTRONOMY**

*College of the Sciences and Mathematics*

Courses are selected with the approval of the department chairperson.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ESS 111</td>
<td>Other Worlds, Other Stars</td>
<td>3</td>
</tr>
<tr>
<td>ESS 307</td>
<td>Geology of the Solar System</td>
<td>3</td>
</tr>
<tr>
<td>ESS 355</td>
<td>Intermediate Astronomy</td>
<td>3</td>
</tr>
<tr>
<td>ESS 491</td>
<td>Independent Studies</td>
<td>3</td>
</tr>
<tr>
<td>SCB 210</td>
<td>The Origin of Life and the Universe</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Select one additional ESS course</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Total Credits</td>
<td>18</td>
</tr>
</tbody>
</table>

**MINOR IN EARTH SCIENCE**

*College of the Sciences and Mathematics*

Courses are selected with the approval of the department chairperson.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ESS 101</td>
<td>Introduction to Geology</td>
<td>3</td>
</tr>
<tr>
<td>ESS 111</td>
<td>Other Worlds, Other Stars</td>
<td>3</td>
</tr>
<tr>
<td>ESS 330</td>
<td>Introduction to Oceanography</td>
<td>3</td>
</tr>
<tr>
<td>ESS 370</td>
<td>Introduction to Meteorology</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Select two courses in earth science</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>Total Credits</td>
<td>18</td>
</tr>
</tbody>
</table>

**MINOR IN GEOLOGY**

*College of the Sciences and Mathematics*

Courses are selected with the approval of the department chairperson.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ESS 101</td>
<td>Introduction to Geology</td>
<td>3</td>
</tr>
<tr>
<td>Select five additional Geology courses</td>
<td>15</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total Credits</td>
<td>18</td>
</tr>
</tbody>
</table>
Two degree programs are offered:

- The B.S. in Economics
- The B.S. in Finance

The primary objective of the Department of Economics and Finance is to provide a learning experience that will permit each student to achieve maximum intellectual development in his or her chosen area of study and to prepare for a satisfying career in that field.

Two degree programs are offered:

- **The B.S. in Economics** focuses on a business orientation of economic analysis. The economics program seeks to develop communication, problem-solving, and technology skills, as well as an understanding of practical and theoretical concepts in economics. Faculty members employ a variety of teaching methods to attain this mission. Graduates of the economics program should be well-prepared for a career in business and government or for the pursuit of graduate studies in a variety of fields.
  
  In addition to the above abilities, graduates with a B.S. in Economics should be able to:
  - Communicate information of an economic or policy nature through written and oral presentation
  - Use quantitative methods to analyze problems
  - Use technology (including spreadsheets and statistical software) to present and analyze economic problems
  - Critically analyze an economic issue and develop a clearly supportable position on the issue
  - Understand the principles of international trade in microeconomics and macroeconomics
  - Understand basic economic concepts and theories

- **The B.S. in Finance** focuses on investment, international finance, and financial markets. The finance program seeks to develop communication, problem-solving, and technological skills, and an understanding of practical and theoretical concepts in finance. Faculty members employ a variety of teaching methods to attain this mission. Graduates of the finance program should be well-prepared for a career in the field of finance or for the pursuit of graduate studies in a variety of fields.
  
  In addition to the above abilities, graduates with a B.S. in Finance should be able to:
  - Critically analyze an economic or financial issue and develop a clearly supportable position on the issue
  - Effectively communicate information of a financial or policy nature through written and oral presentation
  - Use quantitative methods to analyze problems
  - Use technology and financial spreadsheets to present and analyze financial problems
  - Understand how international finance is applied to company decision making
  - Understand basic financial concepts and theories

All freshmen and those transfer students who have not completed the required courses will be admitted to the pre-business program.

### Programs

**Majors in Economics and Finance**

- B.S. in Economics (p. 254)
- B.S. in Finance (p. 256)

**Minors in Economics and Finance**

- Economics (p. 258)
- Finance (p. 259)

**Graduate Opportunities**

See the graduate catalog for more information on the Business Administration program. (http://catalog.wcupa.edu/graduate/business-public-management/business-administration)

### Policies

- See undergraduate admissions information. (p. 11)
- See academic policies. (http://catalog.wcupa.edu/undergraduate/academic-policies-procedures)

All undergraduate students are held to the academic policies and procedures outlined in the undergraduate 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 programs may be listed below.
Prerequisites for Entry into the Business Majors: Accounting, Economics, Finance, Management and Marketing

To apply for their business major, students must:

1. Complete ECO 111, ECO 112, ECO 251, MGT 200, MKT 250 and ACC 201 with a C or better in each course.
2. Pass and complete both MAT 113 and MAT 143 with a C or better required in at least one of them. If a student is placed directly into MAT 143 and receives a C or higher or has completed MAT 161 or MAT 162 with a C or better, then the student does not have to take MAT 113 (replaced as a free elective).
3. Have a minimum overall GPA of 2.50.
4. Pass an Excel basic skills exam with an 88% or better.
5. Have at least 45 credit hours.

These requirements must be met to be eligible to register for 300 and 400 level business courses. The same rules apply to all transfer students-both internal (those from within the University) and external (those from a non-WCU institution).

Economics & Finance Major Graduation Policies

To graduate with an earned degree from the Department of Economics and Finance’s major programs, students must have a 2.50 overall GPA.

Faculty

Professors

Thomas Andrews (tandrews@wcupa.edu) (1997)
B.S., West Chester University; M.A., Ph.D., Temple University
Orhan Kara (okara@wcupa.edu) (2003)
Chairperson, Economics and Finance
B.A., University of Ankara; M.S., Ph.D., University of Wisconsin - Madison; Ph.D., University of Wisconsin - Milwaukee
Huimin (amy) Li (hli@wcupa.edu) (2004)
B.E., M.A., Xi’an Jiaotong University (China); Ph.D., Drexel University

Associate Professors

Simon Condliffe (scondliffe@wcupa.edu) (2008)
B.A., University of Humberside, England; M.S., Ph.D., University of Delaware
David J. Doorn (ddoorn@wcupa.edu) (2012)
B.A., University of Wisconsin-Milwaukee; Ph.D., North Carolina State University
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 (dzheng@wcupa.edu) (2010)
B.S., Tsinghua University (China); M.S., University of Cincinnati; M.S., University of Illinois at Urbana-Champaign; Ph.D., Drexel University
Lei Zhu (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 (wdu@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 Hae 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

Courses

ECO

ECO 111. Principles of Economics (Macro). 3 Credits.
National income and its measurement. The determination of price levels, output, and employment. Money and credit, expenditures, and economic stability. Government fiscal and monetary policy.
Gen Ed Attribute: Behavioral and Social Science Distributive.

ECO 112. Principles of Economics (Micro). 3 Credits.
Principles underlying use and allocation of scarce productive resources. Consumption and production activities. Value, price, and income distribution. Considerations of economic efficiency and welfare.
Gen Ed Attribute: Behavioral and Social Science Distributive.

ECO 200. Personal Economics and Financial Planning. 3 Credits.
Students will acquire an understanding of the nature and scope of the economy and how it affects one’s life plans and goals. Topics covered include supply and demand, financial planning, personal taxes, retirement planning, investing in stocks and bonds, portfolio management, the time value of money, managing credit cards and debt, and insurance planning.
Gen Ed Attribute: Behavioral and Social Science Distributive.

ECO 251. Quantitative Business Analysis I. 3 Credits.
Considers the fundamental ideas of statistical theory that are appropriate for solving problems in the fields of business and economics. Topics include descriptive statistics, probability theory, sampling and estimation, and hypothesis testing.
Pre / Co requisites: ECO 251 requires prerequisites of MAT 105 or MAT 107 or MAT 108 or MAT 110 and ECO 111 or ECO 112.

ECO 252. Quantitative Business Analysis II. 3 Credits.
Continuation of ECO 251. Topics include hypothesis testing, analysis of variance, and simple multiple regression analysis.
Pre / Co requisites: ECO 252 requires prerequisites of ECO 111 and ECO 112 and ECO 251 or MAT 121.
Distance education offering may be available.
ECO 334. Labor Economics. 3 Credits.
Application of economic theory to the operation of labor markets and the collective bargaining process. Consideration is given to the development of the labor movement and public policy toward labor and employment.
Pre / Co requisites: ECO 334 requires prerequisite of ECO 112 and minimum 2.50 CUM GPA.

ECO 335. Money & Banking. 3 Credits.
A survey of money, credit, and prices, emphasizing their effects on economic stability. The Federal Reserve System and its effect on credit control.
Pre / Co requisites: ECO 335 requires prerequisites of ECO 111 and ECO 112 and minimum 2.50 CUM GPA.

ECO 336. Regulations of Competition. 3 Credits.
Background and development of public policies that directly modify the free enterprise economy of the United States. Evaluation of policies that change the nature and extent of competition.
Pre / Co requisites: ECO 336 requires prerequisites of ECO 111 and ECO 112 and minimum 2.50 CUM GPA.

ECO 337. Economic Growth & Development. 3 Credits.
A survey and critical evaluation of alternative theories of capitalist economic development. Analysis and comparison of alternative public policies applicable to underdeveloped countries and regions.
Pre / Co requisites: ECO 337 requires prerequisites of ECO 111 and ECO 112 and minimum 2.50 CUM GPA.

ECO 338. International Economics. 3 Credits.
A descriptive, analytical examination of international trade, finance, and other economic relationships. The effects of public policies on these relationships.
Pre / Co requisites: ECO 338 requires prerequisites of ECO 111 and ECO 112 and minimum 2.50 CUM GPA.

ECO 340. Intermediate Microeconomics. 3 Credits.
A continuation and extension of the price-system analysis in ECO 112. Emphasis on the need for efficiency in the economy's use of scarce productive resources.
Pre / Co requisites: ECO 340 requires prerequisites of ECO 111 and ECO 112 and ECO 251 or MAT 121 and MAT 108 or MAT 161 and ECO 252 and minimum 2.50 CUM GPA.

ECO 341. Public Finance. 3 Credits.
Government's influence on stability of national income. Nature of taxes and expenditures at the various levels of government and their effect on the allocation of resources and the distribution of income.
Pre / Co requisites: ECO 341 requires prerequisites of ECO 111 and ECO 112 and minimum 2.50 CUM GPA.

ECO 342. Economics of the Law. 3 Credits.
Applies economic reasoning to the analysis of legal rules, examining both efficiency and distributional consequences. Examines the incentive effects created by property law, tort law, contract law and criminal law, along with their institutional frameworks.
Pre / Co requisites: ECO 342 requires prerequisites of ECO 111 and ECO 112 and a minimum 2.50 CUM GPA.

ECO 345. History of Economic Thought. 3 Credits.
Pre / Co requisites: ECO 345 requires prerequisites of ECO 111 and ECO 112 and minimum 2.50 CUM GPA.

ECO 346. Game Theory. 3 Credits.
This course introduces students to strategic decision-making. It considers simultaneous and sequential interactions, repeated interactions among the same players, and interactions where information is incomplete or asymmetric. It provides an applied overview of game theoretical concepts and emphasizes their use in real-world situations. The course also introduces students to the field of behavioral game theory, which integrates insights from psychology into standard economic theory.
Pre / Co requisites: ECO 346 requires prerequisites of ECO 111, ECO 112, and ECO 252; ECO 251 or MAT 121; MAT 108 or MAT 161; and a minimum 2.50 cumulative average.

ECO 348. Intermediate Macroeconomics. 3 Credits.
Introduction to the theory of income, employment, and growth. Provides the analytic tools necessary for dealing with aggregate economic problems.
Pre / Co requisites: ECO 348 requires prerequisites of ECO 111 and ECO 112 and ECO 251 or MAT 121 and MAT 108 or MAT 161 and ECO 252 and minimum 2.50 CUM GPA.

ECO 349. Industrial Organization. 3 Credits.
This course studies the theory and empirical evidence concerning the organization of firms and industries. It examines the structure-conduct-performance paradigm in detail, along with applications such as advertising, patents, durable goods and strategic behavior.
Pre / Co requisites: ECO 349 requires prerequisite of ECO 111, ECO 112 and MAT 108 or MAT 161.

ECO 350. Urban Economics. 3 Credits.
Economic aspects of such urban problems as poverty, housing, taxation, income distribution, and discrimination. Analysis of economic aspects of various proposed remedies, including urban renewal, family allowances, cooperatives, and others.
Pre / Co requisites: ECO 350 requires prerequisites of ECO 111 and ECO 112 and minimum 2.50 CUM GPA.

ECO 352. Environmental Economics. 3 Credits.
Analysis, evaluation, and comparison of alternative public policies applicable to underdeveloped countries and regions.
Pre / Co requisites: ECO 352 requires prerequisites of ECO 111 and ECO 112 and minimum 2.50 CUM GPA.

ECO 353. Urban Economics. 3 Credits.
Economic aspects of such urban problems as poverty, housing, taxation, income distribution, and discrimination. Analysis of economic aspects of various proposed remedies, including urban renewal, family allowances, cooperatives, and others.
Pre / Co requisites: ECO 353 requires prerequisites of ECO 111 and ECO 112 and minimum 2.50 CUM GPA.

ECO 370. The Economics of Health Care. 3 Credits.
This course will apply the basic tools of economics analysis to the various components of the health care system. Relying on microeconomic principles, we will study the behavior of participants (consumers, providers, insurers) in the health care industry. We will address some key policy issues that surround the provision of health care, as well as considering different health systems. To be successful in this course students must be able to manipulate data and formulas using a spreadsheet package such as Excel.
Pre / Co requisites: ECO 370 requires prerequisite of ECO 111 and ECO 112 and minimum 2.50 CUM GPA.

ECO 385. Environmental & Resource Economics. 3 Credits.
The role of the environment in an economic system. Topics include energy economics, the economics of renewable and nonrenewable resources, and the economics of pollution.
Pre / Co requisites: ECO 385 requires prerequisites of ECO 111 and ECO 112 and minimum 2.50 CUM GPA.

ECO 390. Research Methods- Business & Economics. 3 Credits.
Provides the skills and tools required in business and economic research. Covers research ethics, hypothesis development, data collection, multivariate analysis, and regression. Senior Economics majors only.
Pre / Co requisites: ECO 390 requires prerequisites of ECO 340 and ECO 348 and minimum 2.50 CUM GPA.

ECO 390. Senior Seminar in Economics. 3 Credits.
Students are expected to prepare a research paper that describes and analyzes a current topic in economics.
Pre / Co requisites: ECO 390 requires prerequisites of ECO 251 and ECO 252 and ECO 340 and ECO 348. Minimum 2.50 CUM GPA.
Typically offered in Fall & Spring. Repeatable for Credit.

ECO 399. Transfer Elective Upper Level. 1-10 Credits.
Transfer Elective Upper Level.
Repeatable for Credit.

ECO 400. Research Methods- Business & Economics. 3 Credits.
Provides the skills and tools required in business and economic research. Covers research ethics, hypothesis development, data collection, multivariate analysis, and regression. Senior Economics majors only.
Pre / Co requisites: ECO 400 requires prerequisites of ECO 340 and ECO 348 and minimum 2.50 CUM GPA.

ECO 401. Introduction to Econometrics. 3 Credits.
Statistical and mathematical techniques applied to economic situations. Use of empirical data in economic analysis.
Pre / Co requisites: ECO 401 requires prerequisites of ECO 111 and ECO 112 and ECO 252 and MAT 108. Minimum 2.50 CUM GPA.

ECO 402. Senior Seminar in Economics. 3 Credits.
Students are expected to prepare a research paper that describes and analyzes a current topic in economics.
Pre / Co requisites: ECO 402 requires prerequisites of ECO 251 and ECO 252 and ECO 340 and ECO 348. Minimum 2.50 CUM GPA.
Typically offered in Fall & Spring. Repeatable for Credit.

ECO 411. Internship. 3-6 Credits.
The internship is open to majors in economics only. It is intended to enhance the student’s educational experience by providing substantive, professional work experience.
Pre / Co requisites: Minimum 2.50 CUM GPA.
Consent: Permission of the Department is required to add. Repeatable for Credit.

ECO 412. Internship. 3-6 Credits.
The internship is open to majors in economics only. It is intended to enhance the student’s educational experience by providing substantive, professional work experience.
Pre / Co requisites: Minimum 2.50 CUM GPA.
Consent: Permission of the Department is required to add. Repeatable for Credit.
FIN 300. International Special Topics in Finance. 3 Credits.
This course provides a comprehensive overview of the Chinese economy and its role in the world economy, including topics such as China’s economic reform, its interaction with the world through trade, investment and financial system, etc. This course will incorporate company visits and exploration of cultural sites in China. Typically offered in Summer. Repeatable for Credit.
FIN 310. Behavioral Finance. 3 Credits.
Over the past several decades, the field of finance has developed a successful paradigm based on the notions that investors and managers were generally rational and the prices of securities were generally “efficient.” In recent years, however, anecdotal evidence as well as theoretical and empirical research has shown this paradigm to be insufficient to describe various features of actual financial markets. In this course we will use psychology and more realistic settings to guide and develop alternative theories of financial market. We will examine how the insights of behavioral finance complement the traditional paradigm and shed light on investors’ trading patterns, the behavior of asset prices, corporate finance, and various Wall Street institutions and practices. Pre / Co requisites: FIN 310 requires prerequisites of ECO 111 or ECO 112, and ECO 251 or MAT 121 and minimum 2.5 CUM GPA. Distance education offering may be available. Typically offered in Fall, Spring & Summer.
FIN 325. Corporate Finance. 3 Credits.
The organization and financing of the modern corporation. Promotion, capitalization, short-term financing, capital budgeting, distribution of earnings, expansion, consolidation, failure, and reorganization. Pre / Co requisites: FIN 325 requires prerequisites of ACC 201 and ECO 111 and ECO 112 and ECO 251 or MAT 121 and MAT 108 or MAT 161. Minimum 2.50 CUM GPA.
FIN 326. Intermediate Financial Management. 3 Credits.
A second course in managerial finance. Emphasis is distributed between theory and practice. Once understood, good theory is common sense, and solving problems reinforces the practical applications. Pre / Co requisites: FIN 326 requires prerequisites of FIN 325 and MAT 108 or MAT 161 and minimum 2.50 CUM GPA.
FIN 330. Principles of Insurance. 3 Credits.
The nature and types of risk management and insurance coverage are considered. Conceptual analysis and the impact of financial deregulation on personal and business risk management and insurance are covered. Pre / Co requisites: FIN 330 requires prerequisite of FIN 325 and Minimum 2.50 CUM GPA.
FIN 332. Real Estate Finance. 3 Credits.
This course provides a basic orientation to the financial instruments and institutional structures and policies of real estate finance. Pre / Co requisites: FIN 332 requires prerequisite of FIN 325 and minimum 2.50 CUM GPA.
FIN 337. Financial Markets and Institutions. 3 Credits.
Covers a variety of domestic and international financial markets and institutions. Analysis is provided for the regulation, operation, and management of these institutions. Written and oral presentations are required. Pre / Co requisites: FIN 337 requires prerequisites of ECO 111 and ECO 112 and FIN 325 Minimum 2.50 CUM GPA.
FIN 344. Investments. 3 Credits.
Problems and procedures of investment management; types of investment risks; security analysis; investment problems of the individual as well as the corporation. Pre / Co requisites: FIN 344 requires prerequisite of FIN 325 and Minimum 2.50 CUM GPA.
FIN 350. Investment Analysis and Portfolio Management. 3 Credits.
A second look at investment opportunities. This course assumes a basic understanding of the existence and function of financial assets. Each category of assets is studied from a theoretical perspective. Theories are then applied to the study of trading strategies. Problem solving is emphasized. Pre / Co requisites: FIN 350 requires prerequisite of FIN 344 and Minimum 2.50 CUM GPA.
FIN 351. The Market for Corporate Control. 3 Credits.
The question of who controls an economy’s assets is essential to understanding the success of the economy. The aim of this course is to thoroughly examine the market for corporate control, which includes mergers, acquisitions, LBOs, proxy fights, reorganizations, and anti-takeover protections. We will cover the history of M&A markets, review corporate governance practices, and investigate the current theories and empirical evidence on buyouts and acquisitions. The course includes a rigorous treatment of deal valuation and financial modeling. Throughout the course, case studies provide students with access to key concepts and an interactive experience. Pre / Co requisites: FIN 351 requires prerequisite FIN 326 with a grade of C or better.
FIN 360. Financial Analysis Using Excel. 3 Credits.
Teaches students how to use Excel spreadsheets to structure, analyze, and solve financial problems. Students will use Excel to develop financial forecasts, perform break-even analyses, perform sensitivity analyses, and make capital budgeting decisions. Pre / Co requisites: FIN 360 requires a prerequisite of C or better in FIN 325 and minimum 2.50 CUM GPA.
FIN 372. International Finance. 3 Credits.
Development of financial managerial knowledge and skills to understand the workings of the corporate financial function in a global setting. Pre / Co requisites: FIN 372 requires prerequisite of FIN 325 and minimum 2.50 CUM GPA.
FIN 375. Contemporary Financial Issues. 3 Credits.
Students will be required to read, research, and write papers on current issues and developments in finance. Pre / Co requisites: FIN 375 requires prerequisites of FIN 326 and FIN 344 and FIN 337 and Minimum 2.50 CUM GPA. Gen Ed Attribute: Writing Emphasis.
FIN 399. Transfer Elective Upper Level. 1-10 Credits.
Transfer Elective Upper Level. Repeatable for Credit.
FIN 410. Special Topics in Finance. 3 Credits.
This course will provide in-depth coverage of a major current topic in finance. The topic will change each semester. Topics to be covered include capital budgeting, valuation, financial derivatives, and financial modeling. Pre / Co requisites: FIN 410 requires prerequisite of FIN 325 and Minimum 2.50 CUM GPA. Repeatable for Credit.

B.S. IN ECONOMICS

Curriculum

General Education Requirements (http://catalog.wcupa.edu/undergraduate/general-education-requirements)

English Composition requirements 6
Mathematics requirement 3
Select one of the following:
MAT 115 Algebra, Functions, and Trigonometry 1
MAT 113 Algebra and Functions 1
MAT 143 Brief Calculus 1
MAT 131 Precalculus 1
MAT 161 Calculus 1
Public Speaking requirement 3
Science requirements 6
Behavioral & Social Science requirements 6
Humanities requirements 6
Select one of the following:
PHI 101 Introduction to Philosophy
PHI 150 Critical Thinking and Problem Solving
PHI 180 Introduction to Ethics
Arts requirement 3
Diverse Communities requirement 3
Interdisciplinary requirement 3
Student Electives 9
Writing Emphasis requirements 9

Major Requirements

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACC 201</td>
<td>Financial Accounting</td>
<td>3</td>
</tr>
<tr>
<td>ACC 202</td>
<td>Managerial Accounting</td>
<td>3</td>
</tr>
<tr>
<td>BLA 201</td>
<td>Legal Environment of Business</td>
<td>3</td>
</tr>
<tr>
<td>ECO 111</td>
<td>Principles of Economics (Macro)</td>
<td>3</td>
</tr>
<tr>
<td>ECO 112</td>
<td>Principles of Economics (Micro)</td>
<td>3</td>
</tr>
<tr>
<td>ECO 251</td>
<td>Quantitative Business Analysis I</td>
<td>3</td>
</tr>
<tr>
<td>ECO 252</td>
<td>Quantitative Business Analysis II</td>
<td>3</td>
</tr>
<tr>
<td>FIN 325</td>
<td>Corporate Finance</td>
<td>3</td>
</tr>
<tr>
<td>MAT 143 or MAT 161</td>
<td>Brief Calculus</td>
<td>3</td>
</tr>
<tr>
<td>MGT 200</td>
<td>Principles of Management</td>
<td>3</td>
</tr>
<tr>
<td>MGT 313</td>
<td>Business and Society</td>
<td>3</td>
</tr>
<tr>
<td>MGT 341</td>
<td>Production and Operations Management</td>
<td>3</td>
</tr>
<tr>
<td>MGT 499</td>
<td>Business Policy and Strategy</td>
<td>3</td>
</tr>
<tr>
<td>MGT 350</td>
<td>Principles of Marketing</td>
<td>3</td>
</tr>
<tr>
<td>ECO 335</td>
<td>Money &amp; Banking</td>
<td>3</td>
</tr>
<tr>
<td>or FIN 337</td>
<td>International Trade</td>
<td>3</td>
</tr>
<tr>
<td>ECO 340</td>
<td>Intermediate Macroeconomics</td>
<td>3</td>
</tr>
<tr>
<td>ECO 400</td>
<td>Research Methods - Business &amp; Economics</td>
<td>3</td>
</tr>
</tbody>
</table>

Select two electives in Economics at the 300 level or above 6

Select one elective in Finance at the 300 level or above 3

Related/Cognate Requirements

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 368</td>
<td>Business and Organizational Writing</td>
<td>3</td>
</tr>
</tbody>
</table>

Student Electives

Select three semester hours of electives 3

Total Minimum Credits Required 120

1 A minimum grade of C must be attained in these courses. Students must maintain a 2.50 overall GPA and pass an Excel proficiency exam to register for 300- or 400-level business courses and to graduate.

2 If either of the MAT courses is completed with a grade of C or better to fulfill general education requirements, then a free elective may be substituted.

3 To graduate, students must have a 2.50 overall GPA.

Sample Course Plan

To track their individual degree progress, students are advised to access their Degree Progress Report (DPR) via myWCU regularly. For more information, visit wcupa.edu/DegreeProgressReport.

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.

B.S. in Economics

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year One</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fall</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ECO 111</td>
<td>Principles of Economics (Macro)</td>
<td>3</td>
</tr>
<tr>
<td>MAT 113</td>
<td>Algebra and Functions(or MAT 115 or MAT 131)</td>
<td>3</td>
</tr>
<tr>
<td>WRT 120</td>
<td>Effective Writing I</td>
<td>3</td>
</tr>
<tr>
<td>HIS or LIT Humanities Gen Ed</td>
<td></td>
<td>3</td>
</tr>
</tbody>
</table>

Social Science Gen Ed 3

Spring

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECO 112</td>
<td>Principles of Economics (Micro)</td>
<td>3</td>
</tr>
<tr>
<td>MAT 143</td>
<td>Brief Calculus or Calculus I</td>
<td>3</td>
</tr>
<tr>
<td>MAT 161</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PHI 101</td>
<td>Introduction to Philosophy(or PHI 150 or PHI 180)</td>
<td>3</td>
</tr>
<tr>
<td>Any Approved WRT Course</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Science Gen Ed</td>
<td></td>
<td>3</td>
</tr>
</tbody>
</table>

Year Two

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACC 201</td>
<td>Financial Accounting</td>
<td>3</td>
</tr>
<tr>
<td>SPK 208</td>
<td>Public Speaking or Business and Professional Speech</td>
<td>3</td>
</tr>
<tr>
<td>SPK 230</td>
<td>Communication</td>
<td></td>
</tr>
<tr>
<td>ECO 251</td>
<td>Quantitative Business Analysis I</td>
<td>3</td>
</tr>
<tr>
<td>MGT 200</td>
<td>Principles of Management</td>
<td>3</td>
</tr>
<tr>
<td>Science Gen Ed</td>
<td></td>
<td>3</td>
</tr>
</tbody>
</table>

Spring

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACC 202</td>
<td>Managerial Accounting</td>
<td>3</td>
</tr>
<tr>
<td>BLA 201</td>
<td>Legal Environment of Business</td>
<td>3</td>
</tr>
<tr>
<td>MGT 250</td>
<td>Principles of Marketing</td>
<td>3</td>
</tr>
<tr>
<td>ECO 252</td>
<td>Quantitative Business Analysis II</td>
<td>3</td>
</tr>
<tr>
<td>Social Science Gen Ed</td>
<td></td>
<td>3</td>
</tr>
</tbody>
</table>

Year Three

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 368</td>
<td>Business and Organizational Writing</td>
<td>3</td>
</tr>
<tr>
<td>FIN 325</td>
<td>Corporate Finance</td>
<td>3</td>
</tr>
<tr>
<td>ECO 348</td>
<td>Intermediate Macroeconomics</td>
<td>3</td>
</tr>
<tr>
<td>Interdisciplinary Gen Ed</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Free Elective</td>
<td></td>
<td>3</td>
</tr>
</tbody>
</table>

Spring

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECO 338</td>
<td>International Economics</td>
<td>3</td>
</tr>
<tr>
<td>or FIN 372</td>
<td>International Finance</td>
<td>3</td>
</tr>
<tr>
<td>Diversity Gen Ed</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Arts Gen Ed</td>
<td></td>
<td>3</td>
</tr>
</tbody>
</table>

Year Four

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECO 400</td>
<td>Research Methods - Business &amp; Economics</td>
<td>3</td>
</tr>
<tr>
<td>MGT 341</td>
<td>Production and Operations Management</td>
<td>3</td>
</tr>
<tr>
<td>FIN Elective</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Free Elective</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Free Elective</td>
<td></td>
<td>3</td>
</tr>
</tbody>
</table>

Credits 15

2017-2018 UNDERGRADUATE CATALOG 255
### B.S. in Finance

#### Course Title Credits

**Spring**
- MGT 499 Business Policy and Strategy 3
- MGT 313 Business and Society 3
- ECO Elective 3
- ECO Elective 3
- Free Elective 3

**Credits** 15

**Total Credits** 120

### B.S. in Economics/Finance Double Major

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Year One</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Fall</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ECO 111</td>
<td>Principles of Economics (Macro)</td>
<td>3</td>
</tr>
<tr>
<td>MAT 113</td>
<td>Algebra and Functions (or MAT 115 or MAT 131)</td>
<td>3</td>
</tr>
<tr>
<td>WRT 120</td>
<td>Effective Writing I</td>
<td>3</td>
</tr>
<tr>
<td>HIS or LIT Humanities Gen Ed</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Social Science Gen Ed</td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>

**Credits** 15

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Year Two</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Fall</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ACC 201</td>
<td>Financial Accounting</td>
<td>3</td>
</tr>
<tr>
<td>SPK 208</td>
<td>Public Speaking (or Business and Professional Speech Communication)</td>
<td>3</td>
</tr>
<tr>
<td>ECO 251</td>
<td>Quantitative Business Analysis I</td>
<td>3</td>
</tr>
<tr>
<td>MGT 200</td>
<td>Principles of Management</td>
<td>3</td>
</tr>
<tr>
<td>Science Gen Ed</td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>

**Credits** 15

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Spring</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ECO 112</td>
<td>Principles of Economics (Micro)</td>
<td>3</td>
</tr>
<tr>
<td>MAT 143</td>
<td>Brief Calculus (or Calculus I)</td>
<td>3</td>
</tr>
<tr>
<td>PHI 101</td>
<td>Introduction to Philosophy (or PHI 150 or PHI 180)</td>
<td>3</td>
</tr>
<tr>
<td>Any Approved WRT Course</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Science Gen Ed</td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>

**Credits** 15

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Year Three</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Fall</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ENG 368</td>
<td>Business and Organizational Writing</td>
<td>3</td>
</tr>
<tr>
<td>FIN 325</td>
<td>Corporate Finance</td>
<td>3</td>
</tr>
<tr>
<td>ECO 348</td>
<td>Intermediate Macroeconomics</td>
<td>3</td>
</tr>
<tr>
<td>Interdisciplinary Gen Ed</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Arts Gen Ed</td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>

**Credits** 15

### Spring

- ECO 338 or FIN 372 International Economics or International Finance 3
- ECO 340 Intermediate Microeconomics 3
- FIN 326 Intermediate Financial Management 3
- Diversity Gen Ed 3
- ECO Elective 3

**Credits** 15

### Year Four

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Fall</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>FIN 337 or ECO 335</td>
<td>Financial Markets and Institutions or Money Banking</td>
<td>3</td>
</tr>
<tr>
<td>MGT 341</td>
<td>Production and Operations Management</td>
<td>3</td>
</tr>
<tr>
<td>ECO 400</td>
<td>Research Methods: Business &amp; Economics</td>
<td>3</td>
</tr>
<tr>
<td>FIN 344</td>
<td>Investments</td>
<td>3</td>
</tr>
<tr>
<td>ECO Elective</td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>

**Credits** 15

**Total Credits** 120

---

**B.S. IN FINANCE**

**College of Business and Public Management**

**Curriculum**

**General Education Requirements** ([http://catalog.wcupa.edu/undergraduate/general-education-requirements](http://catalog.wcupa.edu/undergraduate/general-education-requirements))

**English Composition requirements** 6

**Mathematics requirement** 1,3 3

Select one of the following:
- MAT 115 Algebra, Functions, and Trigonometry
- MAT 113 Algebra and Functions
- MAT 143 Brief Calculus
- MAT 131 Precalculus
- MAT 161 or MAT 162 Calculus I

**Public Speaking requirement** 3

**Science requirements** 6

**Behavioral & Social Science requirements** 6

**ECO 111 Principles of Economics (Macro)** 1,2 3

**Humanities requirements** 6

Select one of the following:
- PHI 101 Introduction to Philosophy
- PHI 150 Critical Thinking and Problem Solving
- PHI 180 Introduction to Ethics

**Arts requirement** 3

**Diverse Communities requirement** 3

**Interdisciplinary requirement** 3

**Student Electives** 9

**Writing Emphasis requirements** 9

---

256 2017-2018 UNDERGRADUATE CATALOG
### B.S. in Finance

#### Course | Title | Credits
--- | --- | ---
**Year One**
**Fall**
ECO 111 | Principles of Economics (Macro) | 3
MAT 113 | Algebra and Functions (or MAT 115 or MAT 131) | 3
WRT 120 | Effective Writing I | 3
HIS or LIT | Humanities Gen Ed | 3
Social Science Gen Ed | 3
| Credits | 15

Spring
ECO 112 | Principles of Economics (Micro) | 3
MAT 143 | Brief Calculus (or MAT 161) | 3
PHI 101 | Introduction to Philosophy (or PHI 150 or PHI 180) | 3
| Any Approved WRT Course | 3
Science Gen Ed | 3
| Credits | 15

**Year Two**
**Fall**
ACC 201 | Financial Accounting | 3
SPK 208 | Public Speaking (or Business and Professional Speech) | 3
SPK 230 | Communication | 3
ECO 251 | Quantitative Business Analysis I | 3
MGT 200 | Principles of Management | 3
Science Gen Ed | 3
| Credits | 15

Spring
ACC 202 | Managerial Accounting | 3
BLA 201 | Legal Environment of Business | 3
MKT 250 | Principles of Marketing | 3
ECO 252 | Quantitative Business Analysis II | 3
Arts Gen Ed | 3
| Credits | 15

**Year Three**
**Fall**
ENG 368 | Business and Organizational Writing | 3
MGT 341 | Production and Operations Management | 3
FIN 325 | Corporate Finance | 3
Interdisciplinary Gen Ed | 3
Diversity Gen Ed | 3
| Credits | 15

Spring
MGT 313 | Business and Society | 3
FIN 337 | Financial Markets and Institutions (or Money Banking) | 3
FIN 326 | Intermediate Financial Management | 3
FIN or ECO | ACC Elective | 3
Free Elective | 3
| Credits | 15

---

### Business Core

| Course | Title | Credits |
--- | --- | --- |
ACC 201 | Financial Accounting | 3 |
ACC 202 | Managerial Accounting | 3 |
BLA 201 | Legal Environment of Business | 3 |
ECO 112 | Principles of Economics (Micro) | 3 |
ECO 251 | Quantitative Business Analysis I | 3 |
ECO 252 | Quantitative Business Analysis II | 3 |
FIN 325 | Corporate Finance | 3 |
MAT 143 | Brief Calculus or MAT 161 | 3 |
MGT 200 | Principles of Management | 3 |
MGT 313 | Business and Society | 3 |
MGT 341 | Production and Operations Management | 3 |
MGT 499 | Business Policy and Strategy | 3 |
MKT 250 | Principles of Marketing | 3 |

### Related/Cognate Requirements

| Course | Title |
--- | --- |
ENG 368 | Business and Organizational Writing |

### Major Requirements

| Course | Title |
--- | --- |
FIN 326 | Intermediate Financial Management |
FIN 337 | Financial Markets and Institutions (or ECO 335) |
FIN 344 | Investments |
FIN 372 | International Finance (or ECO 338) |
FIN 375 | Contemporary Financial Issues |

**Total Minimum Credits Required:** 120

### Sample Course Plan

To track their individual degree progress, students are advised to access their Degree Progress Report (DPR) via myWCU regularly. For more information, visit wcupa.edu/DegreeProgressReport.

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 Four

#### Fall
- FIN 344 Investments 3
- FIN 372 International Finance or International Economics 3
- or ECO 338
- FIN or ECO or ACC Elective 3
- Free Elective 3

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>FIN 344</td>
<td>Investments</td>
<td>3</td>
</tr>
<tr>
<td>FIN 372</td>
<td>International Finance or International Economics</td>
<td>3</td>
</tr>
<tr>
<td>or ECO 338</td>
<td></td>
<td></td>
</tr>
<tr>
<td>FIN or ECO or ACC Elective</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Free Elective</td>
<td></td>
<td>3</td>
</tr>
</tbody>
</table>

#### Spring
- MGT 499 Business Policy and Strategy 3
- FIN 375 Contemporary Financial Issues 3
- Business Elective 3
- Business Elective 3
- Free Elective 3

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MGT 499</td>
<td>Business Policy and Strategy</td>
<td>3</td>
</tr>
<tr>
<td>FIN 375</td>
<td>Contemporary Financial Issues</td>
<td>3</td>
</tr>
<tr>
<td>Business Elective</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Business Elective</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Free Elective</td>
<td></td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credits 15

### Year Three

#### Fall
- ENG 368 Business and Organizational Writing 3
- FIN 325 Corporate Finance 3
- ECO 348 Intermediate Macroeconomics 3
- Interdisciplinary Gen Ed 3
- Arts Gen Ed 3

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 368</td>
<td>Business and Organizational Writing</td>
<td>3</td>
</tr>
<tr>
<td>FIN 325</td>
<td>Corporate Finance</td>
<td>3</td>
</tr>
<tr>
<td>ECO 348</td>
<td>Intermediate Macroeconomics</td>
<td>3</td>
</tr>
<tr>
<td>Interdisciplinary Gen Ed</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Arts Gen Ed</td>
<td></td>
<td>3</td>
</tr>
</tbody>
</table>

Credits 15

#### Spring
- ECO 338 International Economics or International Finance 3
- or FIN 372
- ECO 340 Intermediate Microeconomics 3
- FIN 326 Intermediate Financial Management 3
- Diversity Gen Ed 3
- ECO Elective 3

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECO 338</td>
<td>International Economics or International Finance</td>
<td>3</td>
</tr>
<tr>
<td>or FIN 372</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ECO 340</td>
<td>Intermediate Microeconomics</td>
<td>3</td>
</tr>
<tr>
<td>FIN 326</td>
<td>Intermediate Financial Management</td>
<td>3</td>
</tr>
<tr>
<td>Diversity Gen Ed</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>ECO Elective</td>
<td></td>
<td>3</td>
</tr>
</tbody>
</table>

Credits 15

Total Credits 120

### B.S. in Economics/Finance Double Major

#### Course Requirements

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECO 340</td>
<td>Intermediate Microeconomics</td>
<td>3</td>
</tr>
<tr>
<td>ECO 348</td>
<td>Intermediate Macroeconomics</td>
<td>3</td>
</tr>
</tbody>
</table>

#### Prerequisite Course Requirements

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 368</td>
<td>Business and Organizational Writing</td>
<td>3</td>
</tr>
<tr>
<td>FIN 325</td>
<td>Corporate Finance</td>
<td>3</td>
</tr>
<tr>
<td>ECO 348</td>
<td>Intermediate Macroeconomics</td>
<td>3</td>
</tr>
<tr>
<td>Interdisciplinary Gen Ed</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Arts Gen Ed</td>
<td></td>
<td>3</td>
</tr>
</tbody>
</table>

Credits 15

### Year Two

#### Fall
- ACC 201 Financial Accounting 3
- SPK 208 Public Speaking or Business and Professional Speech Communication 3
- ECO 251 Quantitative Business Analysis I 3
- MGT 200 Principles of Management 3
- Science Gen Ed 3

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACC 201</td>
<td>Financial Accounting</td>
<td>3</td>
</tr>
<tr>
<td>SPK 208</td>
<td>Public Speaking or Business and Professional Speech Communication</td>
<td>3</td>
</tr>
<tr>
<td>ECO 251</td>
<td>Quantitative Business Analysis I</td>
<td>3</td>
</tr>
<tr>
<td>MGT 200</td>
<td>Principles of Management</td>
<td>3</td>
</tr>
<tr>
<td>Science Gen Ed</td>
<td></td>
<td>3</td>
</tr>
</tbody>
</table>

Credits 15

#### Spring
- ACC 202 Managerial Accounting 3
- BLA 201 Legal Environment of Business 3
- MKT 250 Principles of Marketing 3
- ECO 252 Quantitative Business Analysis II 3
- Free Elective 3

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACC 202</td>
<td>Managerial Accounting</td>
<td>3</td>
</tr>
<tr>
<td>BLA 201</td>
<td>Legal Environment of Business</td>
<td>3</td>
</tr>
<tr>
<td>MKT 250</td>
<td>Principles of Marketing</td>
<td>3</td>
</tr>
<tr>
<td>ECO 252</td>
<td>Quantitative Business Analysis II</td>
<td>3</td>
</tr>
<tr>
<td>Free Elective</td>
<td></td>
<td>3</td>
</tr>
</tbody>
</table>

Credits 15

### Year Four

#### Fall
- ENG 368 Business and Organizational Writing 3
- FIN 325 Corporate Finance 3
- ECO 348 Intermediate Macroeconomics 3
- Interdisciplinary Gen Ed 3
- Arts Gen Ed 3

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 368</td>
<td>Business and Organizational Writing</td>
<td>3</td>
</tr>
<tr>
<td>FIN 325</td>
<td>Corporate Finance</td>
<td>3</td>
</tr>
<tr>
<td>ECO 348</td>
<td>Intermediate Macroeconomics</td>
<td>3</td>
</tr>
<tr>
<td>Interdisciplinary Gen Ed</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Arts Gen Ed</td>
<td></td>
<td>3</td>
</tr>
</tbody>
</table>

Credits 15

#### Spring
- MGT 499 Business Policy and Strategy 3
- FIN 375 Contemporary Financial Issues 3
- MGT 313 Business and Society 3
- Free Elective 3
- Free Elective 3

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MGT 499</td>
<td>Business Policy and Strategy</td>
<td>3</td>
</tr>
<tr>
<td>FIN 375</td>
<td>Contemporary Financial Issues</td>
<td>3</td>
</tr>
<tr>
<td>MGT 313</td>
<td>Business and Society</td>
<td>3</td>
</tr>
<tr>
<td>Free Elective</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Free Elective</td>
<td></td>
<td>3</td>
</tr>
</tbody>
</table>

Credits 15

Total Credits 120

### MINOR IN ECONOMICS

#### Course Requirements

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECO 340</td>
<td>Intermediate Microeconomics</td>
<td>3</td>
</tr>
<tr>
<td>ECO 348</td>
<td>Intermediate Macroeconomics</td>
<td>3</td>
</tr>
</tbody>
</table>

#### Prerequisite Course Requirements

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 368</td>
<td>Business and Organizational Writing</td>
<td>3</td>
</tr>
<tr>
<td>FIN 325</td>
<td>Corporate Finance</td>
<td>3</td>
</tr>
<tr>
<td>ECO 348</td>
<td>Intermediate Macroeconomics</td>
<td>3</td>
</tr>
<tr>
<td>Interdisciplinary Gen Ed</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Arts Gen Ed</td>
<td></td>
<td>3</td>
</tr>
</tbody>
</table>

Credits 15

### College of Business and Public Management

To be admitted into the minor in economics, students must have an overall GPA of 2.5 and have completed the following classes with a C or better: MAT 115 or MAT 113 or MAT 131, and ECO 111, ECO 112, and ECO 251. Once admitted to the minor, students must maintain an overall GPA of 2.5 to continue in the minor.

### Pre-requisite Course Requirements

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAT 115</td>
<td>Algebra, Functions, and Trigonometry</td>
<td>3</td>
</tr>
<tr>
<td>MAT 113</td>
<td>Algebra and Functions</td>
<td>3</td>
</tr>
<tr>
<td>MAT 131</td>
<td>Precalculus</td>
<td>3</td>
</tr>
<tr>
<td>MAT 143</td>
<td>Brief Calculus</td>
<td>3</td>
</tr>
<tr>
<td>MAT 155</td>
<td>Calculus I</td>
<td>3</td>
</tr>
</tbody>
</table>

Credits 9

### Course Requirements

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECO 111</td>
<td>Principles of Economics (Macro)</td>
<td>3</td>
</tr>
<tr>
<td>ECO 112</td>
<td>Principles of Economics (Micro)</td>
<td>3</td>
</tr>
<tr>
<td>ECO 251</td>
<td>Quantitative Business Analysis I</td>
<td>3</td>
</tr>
<tr>
<td>ECO 252</td>
<td>Quantitative Business Analysis II</td>
<td>3</td>
</tr>
</tbody>
</table>

Credits 6
MINOR IN FINANCE

College of Business and Public Management

To be admitted into the minor in finance, students must have an overall GPA of 2.5 and have completed the following classes with a C or better: MAT 115 or MAT 113 or MAT 131, and ECO 111, ECO 112, and ECO 251. Once admitted to the minor, students must maintain an overall GPA of 2.5 to continue in the minor.

Course Requirements

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACC 201</td>
<td>Financial Accounting ¹</td>
<td>3</td>
</tr>
<tr>
<td>MAT 143</td>
<td>Brief Calculus</td>
<td>3</td>
</tr>
<tr>
<td>FIN 325</td>
<td>Corporate Finance ¹</td>
<td>3</td>
</tr>
<tr>
<td>FIN 326</td>
<td>Intermediate Financial Management ¹</td>
<td>3</td>
</tr>
<tr>
<td>FIN 344</td>
<td>Investments ¹</td>
<td>3</td>
</tr>
<tr>
<td>FIN 372</td>
<td>International Finance ¹</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credits: 18

Only business majors and students who have been accepted into the minor may register for 300-level finance classes.

¹ A minimum grade of C must be attained in these courses. Students must maintain a 2.50 overall GPA and pass an Excel proficiency exam to register for 300- or 400-level business courses and to graduate.

DEPARTMENT OF EDUCATIONAL DEVELOPMENT

School of Interdisciplinary and Graduate Studies

222 Lawrence Center
610-436-3313
John Kinslow (jkinslow@wcupa.edu), Chairperson

The Department of Educational Development is a cadre of University faculty who have specific and specialized administrative and/or teaching assignments at the University. While much of the assigned responsibility is to facilitate students’ out-of-class learning and development, regular and non-classroom teaching are still included. Areas within the Department of Educational Development include pre-major academic advising, career advising, academic administration, tutoring, services for students with disabilities, and other articulated teaching and/or administrative assignments.

Faculty

Professors

John A. Kinslow (jkinslow@wcupa.edu) (1998)
Chairperson, Educational Development
Advisor, Pre-Major Advising
B.A., Antioch University; M.Ed., Ph.D., Temple University

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

Associate Professor

Francis Atuahene (fatuahene@wcupa.edu) (2010)
B.A., University of Ghana; M.A., M.P.A., Ph.D., Ohio University

Assistant Professors

John B. Craig (j craig@wcupa.edu) (2016)
B.S., Ed.M., Temple University; Ed.D., University of Pennsylvania

Ann Lieberman-Colgan (acolgan@wcupa.edu) (2014)
Director, Pre-Major Advising
B.A., West Chester University of Pennsylvania; M.Ed., River College; Ed.D., Gratz College

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

Marie Wilcom Bunner (mbunner@wcupa.edu) (2016)
B.S., M.Ed., University of Pittsburgh; Ed.D., Saint Joseph’s University

Instructor

I. Bruce Norris (bnorris@wcupa.edu) (1986)
Director, Professional Studies
B.S., West Chester University; M.A., University of Maryland

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)

John Elmore (jelmore@wcupa.edu), Chairperson
Jackie Hodes (jhodes@wcupa.edu), Assistant Chairperson

The Bachelor of Science in Education or the Bachelor of Arts with an elective program in teacher certification, which prepares the student for teaching in the secondary schools or K-12 classes, may be earned with an academic specialization in biology (p. 204), chemistry (p. 212), earth and space science (p. 248), English (p. 275), French (p. 337), general science (p. 250), German (p. 338), mathematics (p. 377), physics (p. 425), Russian (p. 340), social studies (p. 432), or Spanish (p. 341).

Satisfactory completion of a secondary or K-12 curriculum also will qualify the student for a Pennsylvania Instructional I Certificate, which is valid for six years of teaching the specified subject in Pennsylvania public schools. The student must choose one academic field of specialization.

See the Educator Preparation Programs (p. 262) section of this catalog for information about new requirements.

Programs

Major in Educational Foundations and Policy Studies

• Bachelor of Science in Education (B.S.Ed.) (p. 261)

Minor in Educational Foundations and Policy Studies

• Professional Education (p. 262)

Certificate in Educational Foundations and Policy Studies

• Undergraduate Certificate Program in Education for Sustainability (p. 262)
Graduate Opportunities

See the graduate catalog for more information on the Educational Foundations and Policy Studies Program. (http://catalog.wcupa.edu/graduate/education-social-work/professional-secondary-education)

Policies

• See undergraduate admissions information. (p. 11)
• See academic policies. (http://catalog.wcupa.edu/undergraduate/academic-policies-procedures)

All undergraduate students are held to the academic policies and procedures outlined in the undergraduate 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 programs may be listed below.

Formal Admission to Teacher Education and Teacher Certification

Refer to the catalog section on Educator Preparation Programs (p. 262) for information on program requirements.

Student Teaching Eligibility

To be eligible for student teaching (EDS 411-EDS 412), the student must have fulfilled the following requirements:

1. Fulfilled the requirements for Formal Admission to Teacher Education (FATE) status described on the Educator Preparation Programs page (p. 262).
2. Completed the professional education requirements with a C or higher in all courses.
3. Completed any test and/or other requirements set by the appropriate academic department.
4. Completed a minimum of 90 semester hours with the Pennsylvania-mandated GPA (2.8), including a minimum grade of C in all education courses.
5. Completed and provided an ETS score report that they took the Praxis II test(s) in the subject area where the candidates are enrolled to achieve certification.

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 (cpenny@wcupa.edu) (2002)
B.S., Lock Haven University; M.Ed., East Stroudsburg University;
Ph.D., Pennsylvania State University

Associate Professors

David L. Bolton (d Bolton@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

Jane L. Kenney (jkenney@wcupa.edu) (1992)
B.A., Pennsylvania State University; M.A., Ohio State University;
Ph.D., Temple University
Curry S. Malott (cmalott@wcupa.edu) (2011)
B.A., Miami University; M.A., Ph.D., New Mexico State University

Assistant Professors

David Backer (dbacker@wcupa.edu) (2016)
Graduate Coordinator, Educational Foundations and Policy Studies
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

EDF

EDF 255. Evolution of Schooling in U.S. 3 Credits.
An examination of the historical evolution and contemporary purposes, practices, and structures of schooling in the United States. Students will investigate the political, sociological, and economic motivators in the origin, maintenance, and reform of American schooling.
Gen Ed Attribute: Interdisciplinary Requirement.

EDF 300. Democracy and Education. 3 Credits.
A study of the philosophical, historical and sociological issues related to American education. The course places schools within the context of the larger American society and asks to what degree can and should schools serve as agents for creating a more just and democratic society.
Gen Ed Attribute: Interdisciplinary Requirement.

EDF 360. The Learner in Non-School Settings. 3 Credits.
Emphasis in the course will be placed on intra- and interpersonal development, facilitative growth and adjustment, and dysfunction as they may impact the non-school educator or trainer.

EDM

EDM 300. Intro to Educational Technology Integr. 3 Credits.
An overview of the integration of technology in teaching and learning with a focus on computer applications.

EDM 349. Technology Tools to Transform Teaching and Learning. 1 Credit.
This course provides teacher candidates with a supportive, yet challenging exploration of theoretical, and practical issues related to the effective integration of technology in teaching and learning. Building on participants’ technology competency and prior course learning, the focus on thoughtful selection and use of modern digital tools, and advanced use of the Internet to transform 21st century learning environments. Web-based projects linked to standards as well as grade, subject and certification needs, are designed to enhance and support teacher candidates’ Early and Middle grades teacher preparation work.
Pre / Co requisites: Formal Admission Teacher Ed.

EDO

EDO 400. Environmental Sustainability Educ: History, Theory & Practice. 3 Credits.
The development of environmental and sustainability education with emphasis on theoretical perspectives and practical applications.

EDO 410. Systems in Sustainability Education. 3 Credits.
Examination of how systems thinking applies to learning for sustainability in school curricula, missions, facilities, and grounds.
EDO 415. History Of Conservation. 3 Credits.
Contact department for more information about this course.

EDO 420. Outdoor and Place-Based Education. 3 Credits.
The foundations of outdoor and place-based education, with emphases on experiential and authentic learning. School-based applications will be addressed.

EDO 425. Independent Studies in Environment Educ. 3 Credits.
Special research projects, reports and reading in conservation and outdoor education.
Consent: Permission of the Department required to add.

EDO 450. Education for Sustainability: Methods and Field Experience. 3 Credits.
Methods for integrating education for sustainability into schools and non-formal settings, using field placements to demonstrate and apply learning.

EDO 498. Workshop In Environmental Education. 3 Credits.
Contact department for more information about this course.

EDP
EDP 199, EDP 199 Transfer Credits. 1-10 Credits.
EDP 199 Transfer Credits.
Repeatable for Credit.

EDP 200. Middle Grades Cognition. 3 Credits.
This course focuses on the study of cognitive development and cognition research related to middle grade students in the context of educational psychology. It also examines selected learning theories, motivation, and classroom management. There is a field experience.

EDP 201. Young Adolescent/Adolescent 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 250. Educational Psychology. 3 Credits.
A study of learning in relation to the physical, social, emotional, and intellectual aspects of personality.

EDP 349. Adolescent Development. 3 Credits.
This course focuses on the emotional, social, intellectual, moral, physical, and self-concept factors shaping human behavior with emphasis on adolescent behavior.

EDP 351. Evaluation and Measurement. 3 Credits.
A survey of testing materials and procedures with emphasis on interpretation and application.
Pre / Co requisites: EDP 351 requires a prerequisite of EDP 250.

EDP 353. 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 353 requires prerequisite EDP 220.

EDP 354. 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 354 requires COREQ EDR 318 or MGP 335 or MGT 352 or SCE 330, concurrently. PREREQ: MGP 220, Formal Admission to Teacher Education, Field clearances.

EDP 355. Assessment for Learning 7-12. 3 Credits.
This course is designed to provide secondary education candidates the knowledge and skills to use multiple assessments to guide instruction related to standards, to monitor results of interventions and their implications for instruction for all students, and report assessment results. This course has a 25 hour field experience. All field clearances required.

EDP 359. Assessment for Learning: Mathematics Educators. 3 Credits.
This course is designed to provide secondary mathematics education candidates the knowledge and skills to use multiple assessments to guide instruction related to standards, to monitor results of interventions and their implications for all students, and report assessment results. This course has a 25 hour field experience. Field Clearances required (PA Criminal background, PA child Abuse, FBI fingerprinting, TB test results).

EDP 467. Group Dynamics. 3 Credits.
A group process course designed to help students develop their personal effectiveness in group situations.

EDS
EDS 306. Teaching Principles and Field Experience in Secondary Schools. 3 Credits.
Methods and strategies of teaching in secondary schools will be the core of the course. Implications of classroom management, learning, and other related problems will be discussed. Students will observe in a classroom for nine weeks.
Pre / Co requisites: EDS 306 requires prerequisites of EDF 100 or EDF 300 and formal admission into teacher education.
Consent: Permission of the Department required to add.
Gen Ed Attribute: Writing Emphasis.

EDS 410. Independent Study. 1-3 Credits.
Special topics or projects initiated by the students that will enable them to do extensive and intensive study in an area of secondary education.
Consent: Permission of the Department required to add.
Repeatable for Credit.

EDS 411. Student Teaching Sec - 1st Half. 6 Credits.
Observation and participation in teaching and all other activities related to the teacher's work in the area of the student's specialization.
Pre / Co requisites: EDS 411 requires formal admission into teacher education.
Typically offered in Fall & Spring.

EDS 412. Student Teaching Sec - 2nd Half. 6 Credits.
Observation and participation in teaching and all other activities related to the teacher's work in the area of the student's specialization.
Pre / Co requisites: EDS 412 requires formal admission into teacher education.
Typically offered in Fall & Spring.

SEE
SEE 462. Essentials Of The Helping Relationship. 3 Credits.
This course surveys the concepts and skills involved in helping others through individual interviewing, problem solving, decision making, and systematic behavior change.

BACHELOR OF SCIENCE IN EDUCATION (B.S.ED.)

Curriculum

General Education Requirements (http://catalog.wcupa.edu/undergraduate/general-education-requirements)

<table>
<thead>
<tr>
<th>Category</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Composition requirements</td>
<td>6</td>
</tr>
<tr>
<td>Mathematics requirement</td>
<td>3</td>
</tr>
<tr>
<td>Public Speaking requirement</td>
<td>3</td>
</tr>
<tr>
<td>Science requirements</td>
<td>6</td>
</tr>
<tr>
<td>Behavioral &amp; Social Science requirements</td>
<td>6</td>
</tr>
<tr>
<td>Humanities requirements</td>
<td>6</td>
</tr>
<tr>
<td>Arts requirement</td>
<td>3</td>
</tr>
<tr>
<td>Diverse Communities requirement</td>
<td>3</td>
</tr>
<tr>
<td>Interdisciplinary requirement</td>
<td>3</td>
</tr>
<tr>
<td>Student Electives</td>
<td>9</td>
</tr>
<tr>
<td>Writing Emphasis requirements</td>
<td>9</td>
</tr>
</tbody>
</table>

Professional Education Requirements

As a result of new certification requirements, individual programs have unique professional education requirements. Please consult individual department listings in this catalog for specific information regarding professional education requirements.

Students are required to have up-to-date clearances (criminal record, child abuse, FBI, and TB) to participate in field experience courses.
The teaching certification is given in specific subject areas. Therefore, specialization in one of the teaching fields listed below is required for graduation in secondary or K-12 education. The minimum number of semester hours required for each field is listed in this catalog under the appropriate academic department. These hours will satisfy the Instructional I Certification requirements in Pennsylvania.

<table>
<thead>
<tr>
<th>K-12 Areas of Certification</th>
<th>Total Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biology</td>
<td>3</td>
</tr>
<tr>
<td>Chemistry</td>
<td>3</td>
</tr>
<tr>
<td>General Science</td>
<td>3</td>
</tr>
<tr>
<td>Earth and Space Science</td>
<td>3</td>
</tr>
<tr>
<td>English</td>
<td>3</td>
</tr>
<tr>
<td>Social Studies</td>
<td>3</td>
</tr>
<tr>
<td>Mathematics</td>
<td>3</td>
</tr>
<tr>
<td>Physics</td>
<td>3</td>
</tr>
</tbody>
</table>

Students in the secondary or K-12 education programs must confer regularly with their professional studies advisor in the Department of Educational Foundations and Policy Studies, as well as with the academic advisor assigned by their respective academic department. Prospective students may obtain information on these secondary or K-12 education programs from the Department of Educational Foundations and Policy Studies and the academic major department.

### Sample Course Plan

To track their individual degree progress, students are advised to access their Degree Progress Report (DPR) via myWCU regularly. For more information, visit wcupa.edu/DegreeProgressReport.

### MINOR IN PROFESSIONAL EDUCATION

**College of Education and Social Work**

Any student who is not a major in a teacher education program and is in good academic standing (minimum cumulative GPA of 2.00) may enroll in the program.

<table>
<thead>
<tr>
<th>Required Courses</th>
<th>Total Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDF 300 Democracy and Education</td>
<td>3</td>
</tr>
<tr>
<td>EDM 300 Intro to Educational Technology Integrity</td>
<td>3</td>
</tr>
<tr>
<td>EDP 250 Educational Psychology</td>
<td>3</td>
</tr>
</tbody>
</table>

### Electives

Select three elective courses under departmental advisement

Total Credits: 18

Students must earn a minimum grade of “C” in all minor courses.

### UNDERGRADUATE CERTIFICATE PROGRAM IN EDUCATION FOR SUSTAINABILITY

**College of Education and Social Work**

The undergraduate certificate program in Education for Sustainability (EFS) is designed for undergraduate and post-baccalaureate students who want to develop their understanding of sustainability and apply their learning on campus, at home, and in their future careers. The program consists of four courses that provide the perspective, experiences, and practical methods needed to immediately put learning into practice.

<table>
<thead>
<tr>
<th>Required Courses</th>
<th>Total Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDO 400 Environmental Sustainability Edu: History, Theory &amp; Practice</td>
<td>3</td>
</tr>
<tr>
<td>EDO 410 Systems in Sustainability Education</td>
<td>3</td>
</tr>
<tr>
<td>EDO 420 Outdoor and Place-Based Education</td>
<td>3</td>
</tr>
<tr>
<td>EDO 450 Education for Sustainability: Methods and Field Experience</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credits: 12

### EDUCATOR PREPARATION PROGRAMS

**College of Education and Social Work**

The primary mission of the undergraduate educator preparation programs at West Chester University is the preparation of teachers and other education professionals (hereafter “educator preparation”) for the classrooms of Pennsylvania. The University’s conceptual framework, Learning and Teaching in Context, guides the preparation of educators who can ensure strong academic achievement for PK-12 students in schools and other educational environments in the Commonwealth of Pennsylvania.

The University is committed to excellence in educator preparation by preparing candidates to exhibit knowledge, skill, and professional dispositions 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. Further, the University is committed to the preparation of exemplary professionals to assume roles and responsibilities as educators in a multicultural, global society; to pursue lifelong personal and professional development opportunities; to support the continuing improvement of schools; and to embrace opportunities for leadership in the education community.

West Chester University offers the following undergraduate degree and certification programs for those who wish to prepare themselves to be certified teachers. These programs are described more fully in the departmental listings.

### Formal Admission to Teacher Education (FATE)

All candidates seeking either a degree or certification in teaching must apply for Formal Admission to Teacher Education (FATE), a process required by PDE that is different from being admitted to the University. This provision applies to those who have already received University admission to pursue majors in educator preparation. Achieving FATE enables educator preparation candidates to enroll in the advanced coursework required to complete degree and certification programs. New guidelines from the Pennsylvania Department of Education (PDE) change the timeline for achieving Formal Admission to Teacher Education. According to the guidelines effective August 1, 2015, candidates who complete 60 or more credits of college-level coursework may register for additional professional education courses as long as those courses are not designated as advanced-level professional education coursework (please contact your program chair or advisor for guidance).

The minimum standards for formal admission to a WCU educator preparation program include the following:

1. Major in an educator preparation program or enrolled in an elective certification program...
2017-2018 UNDERGRADUATE CATALOG

**EDUCATOR PREPARATION PROGRAMS**

2. 48 semester-hour credits of college-level study
3. A minimum cumulative GPA of 2.8 on all college-level work
4. Passing scores, as established by the Pennsylvania Department of Education (PDE) on one of the following: (1) Pre-Service Academic Performance Assessments (PAPA) in Reading, Writing, and Mathematics; (2) Core Academic Skills for Educators (CORE) in Reading, Writing, and Mathematics; (3) Scholastic Achievement Test (SAT); American College Test (ACT), or a combination of qualifying scores from the four test vendors. Please consult with the Teacher Certification Office, 302 Recitation Hall, regarding up-to-date testing information, including acceptable scores, or visit the PDE website (http://www.education.pa.gov).
5. Six semester-hour credits of college-level (100 level or above) mathematics, three semester-hour credits of college-level (100 level or above) English composition, and three semester-hour credits in literature taught in English
6. Recommendation by the department of the candidate's major. (Department recommendation may be contingent upon completion of additional and/or more rigorous requirements than the minimum described above.) Secondary education majors obtain a recommendation from their content advisor as well as their professional and secondary education advisor.

WCU educator preparation candidates who achieve Formal Admission to Teacher Education must maintain a minimum cumulative GPA of 2.8 to retain FATE status. In most cases, a minimum cumulative GPA of 3.0 must be earned to qualify for Pennsylvania certification. Each program has designated, for its own majors, its advanced professional courses. Only those majors who have been formally admitted to teacher education are eligible to take these courses. The Office of Candidate Services processes all applications for formal admission to teacher education programs.

Candidates who earn Formal Admission to Teacher Education and later fall below the required cumulative GPA are permitted to repeat advanced professional education course work to improve their GPA to the required level (2.8). Such candidates will not, however, be permitted to register for additional advanced professional education course work in their programs until they again achieve the minimum cumulative GPA required for formal admission (2.8).

**Early Field Experiences**

Designated courses require early field experience to observe and work with PK-12 students in schools and other settings. Candidates must have a current TB test result, Pennsylvania State Criminal History Record, Federal Criminal History Report, and Department of Public Welfare Child Abuse Report before they can enter an early field experience setting. Under no circumstances may candidates complete field experiences without the proper clearances. The WCU policies on clearances are located on the College of Education and Social Work's website (http://www.wcupa.edu/education-socialWork/clearances.aspx). Please note that new University policy gives the dean of the College of Education and Social Work the authority to revoke enrollment in early field experience courses of any candidate who fails to provide criminal clearances prior to the start of the fourth day of the semester according to publicized procedures.

**Student Teaching**

Student teaching is the culminating experience of the educator preparation program. Candidates must file applications to student teach with the Office of Clinical Experience, located in 107 Wayne Hall, one year before the semester in which they intend to teach. Please note that due to the current renovation of Wayne Hall, the Office of Clinical Experiences is temporarily located in 105 Ruby Jones Hall.

To be eligible to complete a student teaching experience, candidates (undergraduates and post-baccalaureates) must have:

- Completed the prerequisite course requirements,
- Met the state-mandated grade point average (2.80) or higher,
- Satisfied the requirements for Formal Admission to Teacher Education, and
- Provided a score report which verifies that they have taken the appropriate licensure exam as identified by PDE in the subject area where the candidates are enrolled to achieve certification.

See program listings and advising sheets for specifics and any additional program requirements. Candidates should contact their departments for specific requirements. A candidate must earn an academic grade of C or better in both student teaching assignments and graduate with the state-mandated minimum grade point average (3.0) or higher to qualify for a Pennsylvania teaching certification.

Candidates are assigned a student teaching placement in schools with which the University has a formal agreement.

To graduate from an educator preparation program with a baccalaureate degree, that is, to be a program completer, candidates must have:

- Completed the required course work
- Earned at least minimum grades in courses specified by their program
- Achieved and maintained Formal Admission
- Earned an overall GPA of at least 3.0
- Achieved grades of at least C in both student teaching courses
- Earned passing scores on the appropriate licensure exam(s) as identified by PDE in the subject area/program in which they are seeking certification

**Applying for Pennsylvania Certification**

Candidates apply for certification through PDE in conjunction with the University's Certification Office. The application is submitted online through the PDE's Teacher Information Management System (TIMS). Information about Pennsylvania certification is available from the Certification Office, College of Education and Social Work website (http://www.wcupa.edu/education-socialWork/certificationInfo.aspx), and PDE.

Applicants for the certificate must be citizens of the United States. A non-citizen must declare the intent to become a citizen of the United States and possess a permanent resident visa to qualify for a teaching certificate. For more information, contact the University's Teacher Certification Office.

**Professional Assessment for Beginning Teachers**

Candidates pursuing initial Pennsylvania Instructional Level I Certification must meet the passing score on the examinations required by the Pennsylvania Department of Education at the time of certification application. Currently, these examinations include the following:

- As part of the requirements for Formal Admission to teacher education, all candidates must pass the Pre-service Academic Performance Assessment (PAPA) series of exams in reading, mathematics, and writing. Candidates are strongly encouraged to take these exams in the second semester of the first year of college study. An exception to the PAPA exams is offered to candidates who meet passing score criteria, as identified by PDE, on the ACT or SAT tests.
  
  Note: Any candidate who registered for one or more tests of the Praxis I PPST series prior to April 2, 2012 or has successfully passed them before that date will have their scores honored by PDE. Candidates needing to do so are permitted to repeat any PPST test beyond the April deadline. For all others, PAPA testing replaced PPST on April 2, 2012.
- All candidates for certification must take all required licensure tests prior to student teaching. Score reports of all Praxis II, PECT, or ACTFL (OPWL/CTFL) tests must be produced during preregistration
for student teaching as evidence of completing the academic department’s test requirements.

**Higher Education Opportunity Act - Title II Praxis Test Results for Completers of the Traditional Teacher Preparation Program**


Questions related to these tests should be directed to the Teacher Certification Office, 302 Recitation Hall. West Chester University is a designated Praxis test center and administers these tests six times a year according to the dates established by Educational Testing Service (ETS).

**Instructional I Certificate**

A candidate who completes one of the University’s educator preparation programs and passes all licensure tests required by the state qualifies for an Instructional I Certification, which is issued by PDE. This certification is valid for six years of teaching in Pennsylvania. Recommendation for the certification is made by the Dean of the College of Education, who serves as the certifying officer of the University.

**Instructional II Certificate**

This certification requires three years of successful teaching in Pennsylvania under the Instructional I Certification, successful completion of an Induction Plan approved by PDE, and the satisfactory completion of 24 credits of additional coursework completed at a baccalaureate-granting institution, after issuance of the baccalaureate degree. This certification is a valid license to teach in Pennsylvania.

All or part of the educational requirements for this credential may be obtained through approved, in-service programs. Effective July 1, 2000 (Act 48) the state requires all certified teachers and administrators to engage in continuing professional development activities. WCU coursework is an acceptable option for the six hours of college credit (or its equivalent) required for teachers and administrators every five years. Certification in additional subject areas may be obtained by completing requirements for that area, or in certain areas, by completing a Praxis specialty examination (see PDE website (http://www.education.pa.gov)). Candidates should consult the department in which they seek certification for information and an evaluation of their credits.

**Educator Preparation, Candidate Dispositions Dispositional Expectations**

If a faculty member documents that a particular educator preparation candidate is having difficulty with one of the following dispositional expectations in a University class or field-based course that the faculty member is teaching/supervising, he/she will request a meeting with the candidate, share evidence of the concerns, hear the candidate’s reason for behavior(s) of concern, make recommendations for improvement where appropriate, and follow up the meeting with a notice and action plan sent to the candidate and his/her department chair. The notice and action plan will be placed in the candidate’s file in the department. The candidate also may be required to meet with a committee of faculty within the major department, at the department’s discretion, to:

1. Explore the nature of the concerns
2. Hear the candidate’s reasons for the behavior(s) of concern
3. Discuss corrective measures for remaining in the professional education sequence

If the behavior of concern is not corrected satisfactorily, it may lead to the department’s recommendation to deny formal admission to teacher education and/or advancement in the program. These recommendations would be forwarded to the Associate Dean of the College of Education and Social Work for a ruling. At this time, if the candidate chooses to appeal the ruling, the matter would come before the Teacher Education Student Appeals Committee, according to established protocol.

The purpose of this committee is to hear candidate appeals of decisions made by the Associate Dean of the College of Education and Social Work related to formal admission to teacher education and other matters regarding candidates' progress in educator preparation programs.


**Fees and Other Expenses**

All candidates pursuing certification in Pennsylvania can expect to spend $300 on required licensure tests, $40 per year on criminal clearances, an average of $30 for TB testing, and $200 on the Pennsylvania certification application. If licensure testing or clearances must be repeated for any reason during the candidate’s enrollment at WCU, he or she will incur additional expenses. Note: TB testing must be updated annually for all early grades preparation PK-4 majors entering early childhood centers. Note: TB testing must be updated annually for all early grades preparation PK-4 majors entering early childhood centers.

**Tk20**

The CESW uses Tk20 as a comprehensive online data management system for assessment of student learning outcomes and field placements. Tk20 establishes electronic documentation for continuous improvement of our programs. The CESW will purchase Tk20 accounts for students that require access. Tk20 accounts will be accessible for 7 years from the date of activation.
to apply what they have learned in the academic setting to pre-professional and professional environments. English majors acquire competencies in critical thinking, information literacy, and written and oral communication. Through student teaching, undergraduate research, and internships, students learn how to transfer these valued, highly desirable skills for success in the workforce. In short, these experiences help English majors articulate and demonstrate to employers the ways in which their major has successfully prepared them for diverse professions.

Internships
A student will be permitted to take an internship under department supervision only if he or she is enrolled in a departmental major or minor program and has met the following requirements:
1. An accumulation of at least 80 credits
2. Completion of 12 credits in major or minor program courses
3. A meeting with his or her advisor to obtain information about internship eligibility
4. A meeting with the Department of English internship coordinator (accompanied by a resume)
5. Completion of internship agreement with all required signatures

A student will be limited to 15 hours of internship credit. Students who wish to take more than nine hours of internship credit in one semester must obtain approval from the internship coordinator after submitting an application and an academic transcript in the preceding semester. The internship coordinator will determine the number of credits to be earned during an internship by applying a ratio of 45 hours of work for each hour of academic credit. The internship credits for English majors may be applied to the student/advisor-designed program. Only under exceptional circumstances, and entirely at his or her discretion, will the internship coordinator consider applications from students not meeting the departmental requirements. It is the student's responsibility to demonstrate that he or she has met the academic requirements for an internship.

Programs

Majors in English
• B.A. in English (p. 274)
• B.S.Ed. in English (p. 275)

Minors in English
• African/African American Literature (p. 277)
• Business and Technical Writing (p. 277)
• Creative Writing (p. 277)
• Film Criticism (p. 278)
• Journalism (p. 278)
• Linguistics (p. 278)
• Literature (p. 278)
• Digital Humanities and New Media (p. 277)

Graduate Opportunities
See the graduate catalog for more information on the English program. (http://catalog.wcupa.edu/graduate/arts-humanities/english)

Policies
• See undergraduate admissions information. (p. 11)
• See academic policies. (http://catalog.wcupa.edu/undergraduate/academic-policies-procedures)

All undergraduate students are held to the academic policies and procedures outlined in the undergraduate 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 programs may be listed below.

B.S.Ed in English

Student Teaching Prerequisites

Formal Admission
Students should apply for formal admission to the teacher education program in approximately their sophomore year. Formal admission allows students to enter advanced methods courses and student teaching, which then lead to teaching certification. Students must achieve passing scores on the Preservice Academic Performance Assessment (PAPA) modules in reading, writing, and math to achieve formal admission.

Note: Students must complete EDS 306 prior to ENG 390 and ENG 392 (no exceptions).

Students may not take advanced methods courses or student teach without formal admission including the Test of Writing Competency. Students must complete all course work before student teaching. See Educator Preparation Programs, Student Teaching (p. 262).

Test of Writing Competency
The Department of English requires that students must pass the Test of Writing Competency to achieve formal admission. This requirement is in addition to the others noted on the Educator Preparation Programs page (p. 262). This test is scheduled once per semester and announced in advance by both the Department of English and the Department of Educational Foundations and Policy Studies (p. 259). Students are urged to take the test as early as possible in their program as possible.

Grades on Required Courses
Anyone attempting to qualify for student teaching must pass each of the following courses with a grade of C or higher:

Select one of the following: 3

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>WRT 200</td>
<td>Critical Writing and Research</td>
</tr>
<tr>
<td>or WRT 204</td>
<td>Critical Writing: Approaches to Pop Culture</td>
</tr>
<tr>
<td>WRT 205</td>
<td>Critical Writing: Investigating Experience</td>
</tr>
<tr>
<td>WRT 206</td>
<td>Critical Writing: Multidisciplinary Imagination</td>
</tr>
<tr>
<td>WRT 208</td>
<td>Critical Writing: Entering Public Sphere</td>
</tr>
<tr>
<td>WRT 220</td>
<td>Critical Writing: Special Topics</td>
</tr>
</tbody>
</table>

Note: Students must complete ENG 390 and ENG 392 (no exceptions).

Students may not take advanced methods courses or student teach without formal admission including the Test of Writing Competency. Students must complete all course work before student teaching. See Educator Preparation Programs, Student Teaching (p. 262).

Test of Writing Competency
The Department of English requires that students must pass the Test of Writing Competency to achieve formal admission. This requirement is in addition to the others noted on the Educator Preparation Programs page (p. 262). This test is scheduled once per semester and announced in advance by both the Department of English and the Department of Educational Foundations and Policy Studies (p. 259). Students are urged to take the test as early as possible in their program as possible.

Grades on Required Courses
Anyone attempting to qualify for student teaching must pass each of the following courses with a grade of C or higher:

Select one of the following: 3

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>WRT 200</td>
<td>Critical Writing and Research</td>
</tr>
<tr>
<td>or WRT 204</td>
<td>Critical Writing: Approaches to Pop Culture</td>
</tr>
<tr>
<td>WRT 205</td>
<td>Critical Writing: Investigating Experience</td>
</tr>
<tr>
<td>WRT 206</td>
<td>Critical Writing: Multidisciplinary Imagination</td>
</tr>
<tr>
<td>WRT 208</td>
<td>Critical Writing: Entering Public Sphere</td>
</tr>
<tr>
<td>WRT 220</td>
<td>Critical Writing: Special Topics</td>
</tr>
</tbody>
</table>

Note: Students must complete ENG 390 and ENG 392 (no exceptions).

Students may not take advanced methods courses or student teach without formal admission including the Test of Writing Competency. Students must complete all course work before student teaching. See Educator Preparation Programs, Student Teaching (p. 262).

Test of Writing Competency
The Department of English requires that students must pass the Test of Writing Competency to achieve formal admission. This requirement is in addition to the others noted on the Educator Preparation Programs page (p. 262). This test is scheduled once per semester and announced in advance by both the Department of English and the Department of Educational Foundations and Policy Studies (p. 259). Students are urged to take the test as early as possible in their program as possible.

Grades on Required Courses
Anyone attempting to qualify for student teaching must pass each of the following courses with a grade of C or higher:

Select one of the following: 3

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>WRT 200</td>
<td>Critical Writing and Research</td>
</tr>
<tr>
<td>or WRT 204</td>
<td>Critical Writing: Approaches to Pop Culture</td>
</tr>
<tr>
<td>WRT 205</td>
<td>Critical Writing: Investigating Experience</td>
</tr>
<tr>
<td>WRT 206</td>
<td>Critical Writing: Multidisciplinary Imagination</td>
</tr>
<tr>
<td>WRT 208</td>
<td>Critical Writing: Entering Public Sphere</td>
</tr>
<tr>
<td>WRT 220</td>
<td>Critical Writing: Special Topics</td>
</tr>
</tbody>
</table>

Note: Students must complete ENG 390 and ENG 392 (no exceptions).

Students may not take advanced methods courses or student teach without formal admission including the Test of Writing Competency. Students must complete all course work before student teaching. See Educator Preparation Programs, Student Teaching (p. 262).

Test of Writing Competency
The Department of English requires that students must pass the Test of Writing Competency to achieve formal admission. This requirement is in addition to the others noted on the Educator Preparation Programs page (p. 262). This test is scheduled once per semester and announced in advance by both the Department of English and the Department of Educational Foundations and Policy Studies (p. 259). Students are urged to take the test as early as possible in their program as possible.

Grades on Required Courses
Anyone attempting to qualify for student teaching must pass each of the following courses with a grade of C or higher:

Select one of the following: 3

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>WRT 200</td>
<td>Critical Writing and Research</td>
</tr>
<tr>
<td>or WRT 204</td>
<td>Critical Writing: Approaches to Pop Culture</td>
</tr>
<tr>
<td>WRT 205</td>
<td>Critical Writing: Investigating Experience</td>
</tr>
<tr>
<td>WRT 206</td>
<td>Critical Writing: Multidisciplinary Imagination</td>
</tr>
<tr>
<td>WRT 208</td>
<td>Critical Writing: Entering Public Sphere</td>
</tr>
<tr>
<td>WRT 220</td>
<td>Critical Writing: Special Topics</td>
</tr>
</tbody>
</table>

Note: Students must complete ENG 390 and ENG 392 (no exceptions).

Students may not take advanced methods courses or student teach without formal admission including the Test of Writing Competency. Students must complete all course work before student teaching. See Educator Preparation Programs, Student Teaching (p. 262).

Test of Writing Competency
The Department of English requires that students must pass the Test of Writing Competency to achieve formal admission. This requirement is in addition to the others noted on the Educator Preparation Programs page (p. 262). This test is scheduled once per semester and announced in advance by both the Department of English and the Department of Educational Foundations and Policy Studies (p. 259). Students are urged to take the test as early as possible in their program as possible.

Grades on Required Courses
Anyone attempting to qualify for student teaching must pass each of the following courses with a grade of C or higher:

Select one of the following: 3

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>WRT 200</td>
<td>Critical Writing and Research</td>
</tr>
<tr>
<td>or WRT 204</td>
<td>Critical Writing: Approaches to Pop Culture</td>
</tr>
<tr>
<td>WRT 205</td>
<td>Critical Writing: Investigating Experience</td>
</tr>
<tr>
<td>WRT 206</td>
<td>Critical Writing: Multidisciplinary Imagination</td>
</tr>
<tr>
<td>WRT 208</td>
<td>Critical Writing: Entering Public Sphere</td>
</tr>
<tr>
<td>WRT 220</td>
<td>Critical Writing: Special Topics</td>
</tr>
</tbody>
</table>

Note: Students must complete ENG 390 and ENG 392 (no exceptions).

Students may not take advanced methods courses or student teach without formal admission including the Test of Writing Competency. Students must complete all course work before student teaching. See Educator Preparation Programs, Student Teaching (p. 262).

Test of Writing Competency
The Department of English requires that students must pass the Test of Writing Competency to achieve formal admission. This requirement is in addition to the others noted on the Educator Preparation Programs page (p. 262). This test is scheduled once per semester and announced in advance by both the Department of English and the Department of Educational Foundations and Policy Studies (p. 259). Students are urged to take the test as early as possible in their program as possible.
A student receiving a grade of C- or lower for any of these courses should retake the course immediately, before attempting courses in the English or education sequence. A student having difficulty with several of the courses listed above should recognize that he or she may not be able to meet the competency requirements for student teaching and should consider withdrawing from the B.S.Ed. program.

**Grade Point Average**

Before receiving formal admission, a student must attain an overall GPA of 2.8 or better, including a minimum GPA of 2.75 for all English courses attempted. Students must maintain these GPA requirements to remain formally admitted. Students must also achieve a GPA of 3.0 by the end of their student teaching.

**Writing Portfolio**

A student in the B.S.Ed. English program must also pass a writing portfolio requirement in order to be eligible to student teach. Preferably two semesters before student teaching, students will submit their writing portfolio to the Department of English for evaluation. Specific requirements of the writing portfolio are listed in the English Majors' Handbook.

**Praxis II**

All teacher certification candidates must attempt the Praxis II tests required by their program and produce evidence of testing prior to the first day of their student teaching semester.

**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 (jabacon@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 (jjeffrey@wcupa.edu) (1991)
B.A., Memphis State; M.A., Ph.D., University of Iowa

Seth Kahn (skahn@wcupa.edu) (2002)
B.A., Wake Forest University; M.A., Florida State University; Ph.D., Syracuse University

William Lalicker (wlalicker@wcupa.edu) (1995)
B.A., Loyola Marymount University; M.A., Ph.D., University of Washington

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

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

Paul L. Maltby (pmaltby@wcupa.edu) (1991)
B.A., Thames Polytechnic; M.A., London University; 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; A.M., 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 Sorisio (csorisio@wcupa.edu) (1999)
B.A., Pennsylvania State University; M.A., 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 (agangopadhyay@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

Joseph Navitsky (jnavitsky@wcupa.edu) (2011)
B.A., Saint Joseph’s University; M.A., Ph.D., Boston University

Elizabeth Mahn Nollen (enollen@wcupa.edu) (1986)
B.A., Ohio University; M.A., Ph.D., Indiana University

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

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

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

Andrew Sargent (asargent@wcupa.edu) (2007)
B.A., Princeton University; M.A., Ph.D., University of California, Los Angeles

Cherise Pollard (cpollard@wcupa.edu) (1999)
B.A., University of Kentucky; M.A., Murray State University; M.F.A., Pennsylvania State University
Kuhio Walters (kwalters@wcupa.edu) (2008)
B.A., M.A., California State University, Fresno; Ph.D., University of New Hampshire

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. Bauelerlein (cbauelerlein@wcupa.edu) (1988)
B.A., Loyola University of the South; M.A., Pennsylvania State University
Michael Sterling Burns (mburns2@wcupa.edu) (2013)
B.A., Temple University; M.A., The City College of New York; Ph.D., University of Illinois
Laquana Cooke (lcooke2@wcupa.edu) (2016)
B.S., New Jersey Institute of Technology; B.A., Rutgers University;
M.A., New York University; Ph.D., Rensselaer Polytechnic Institute
Randall Cream (rcream@wcupa.edu) (2011)
M.A., Radford University; Ph.D., University of Connecticut

Eric Dodson-Robinson (edodson@wcupa.edu) (2011)
B.A., University of Texas; M.A., University of Michigan; M.A., Texas State University; Ph.D., University of Illinois
Timothy R. Dougherty (tdougherty@wcupa.edu) (2014)
B.A., Pennsylvania State University; M.A., University of Minnesota;
Ph.D., Syracuse University
Peter Duval (pdval@wcupa.edu) (2016)
M.F.A., Boston University; M.A., University of Illinois; M.A., New York University
Kristine S. Ervin (kervin@wcupa.edu) (2012)
B.A., Oklahoma State University; M.F.A., New York University;
Ph.D., University of Houston
Andrew Famiglietti (afamigliet@wcupa.edu) (2016)
B.A., M.A., SUNY Binghamton; Ph.D., Bowling Green State University

H. Bernard Hall (hhall@wcupa.edu) (2012)
B.A., M.A., University of Michigan-Ann Arbor; Ph.D., Temple University
Kristen E. Kondrlik (kkondrlik@wcupa.edu) (2016)
B.A., Canisius College; M.A., Ph.D., Case Western Reserve University

Benjamin Kuebrich (bkuebrich@wcupa.edu) (2016)
B.A., Illinois State University; M.A., Miami University (OH); Ph.D., Syracuse University
Christopher Merkner (cmerkner@wcupa.edu) (2012)
B.A., St. Olaf College; M.F.A., University of Florida; Ph.D., University of Denver
Shannon Mrkich (smrkich@wcupa.edu) (2016)
B.A., University of Pittsburgh; M.A., Arizona State University; Ph.D., Temple University
William M. Nessly (wnessly@wcupa.edu) (2011)
B.A., Swarthmore College; M.A., University of Wisconsin-Madison;
Ph.D., University of Pennsylvania

Maria-Eirini Panagiotioudi (mpanagioti@wcupa.edu) (2013)
Director, Linguistics Program

B.A., National and Kapodistrian University of Athens; M.A., Ph.D., The University of Nottingham
Ashley Starling Patriarca (apatriarca@wcupa.edu) (2013)
B.A., University of Alabama; M.A., University of North Carolina, Charlotte; Ph.D., Virginia Tech

Joshua Raclaw (jraclaw@wcupa.edu) (2016)
B.A., Stockton University; M.A., Ph.D., University of Colorado, Boulder

Justin K. Rademakers (jrademaek@wcupa.edu) (2014)
B.A., B.S., East Stroudsburg University of Pennsylvania; M.A., St. Joseph’s University; Ph.D., Purdue University
Pauline S. Schmidt (pschmidt@wcupa.edu) (2012)
B.S.Ed., Buffalo State, The State University of Buffalo; M.S.Ed.,
Ph.D., University at Buffalo
Jordan T. Schugar (jschugar@wcupa.edu) (2014)
B.A., University of Colorado; M.A., Humboldt State University;
Ph.D., University of Maryland
Spring Ulmer (sulmer@wcupa.edu) (2012)
B.F.A., The Cooper Union School of Art; M.F.A., University of Arizona; M.F.A., University of Iowa

Kyle Vealey (kvealey@wcupa.edu) (2016)
B.A., Providence College; M.A., Georgetown University; Ph.D., Purdue University

Instructors

Stacy B. Esch (sesch@wcupa.edu) (2014)
B.A., West Chester University of Pennsylvania; M.A., West Chester University of Pennsylvania

Lisa Konigisberg (lkonigisber@wcupa.edu) (2016)
B.A., Temple University; M.A., Rutgers, The State University of New Jersey

Maureen McVeigh Trainor (mmcveigh@wcupa.edu) (2016)
B.A., George Washington University; M.A., West Chester University;
M.F.A., Rosemont College
Ilknur Sancak-Marusa (isancak-marusa@wcupa.edu) (2014)
B.A., Franklin and Marshall College; M.A., Millersville University
Richard Scholl (rscholl@wcupa.edu) (2003)
B.A. The Pennsylvania State University; M.A. The Pennsylvania State University
K. Jamie Woodlief (kwoodlief@wcupa.edu) (2007)
B.A. West Chester University; M.A. West Chester University

Courses

CLS

CLS 165. Introduction to World Literature. 3 Credits.
This course is designed to introduce students to literature representative of both Western and non-Western cultures and can be taken as an alternative to LIT 165. Not open to English majors.
Distance education offering may be available.

CLS 201. Classical Greco Roman Myth in 20th Century Arts. 3 Credits.
The study of Greeks and Roman mythology and its influence on 20th and 21st century Western culture.

CLS 203. African Studies. 3 Credits.
This course studies African culture through literature, anthropology, and history. It focuses on the socio-cultural and historical contexts of African writing through the colonial and postcolonial periods.
Gen Ed Attribute: Diversity Requirement.

CLS 255. 20TH Century Native American Literature. 3 Credits.
An examination of 20th century Native American Literature.
CL5 258. Women's Literature I. 3 Credits.
A survey of world women's literature from 800 B.C. to 1800. Readings are chosen from the works of Sappho, Aspasia, Diotima, Murta, Auvaiyar, Sei Shonagon, Sule Sanakaya, Murasaki, Hildesegard, von Bingen, Mirabai, Marguerite de Navarre, Phillis Wheatley, Aphra Behn, Madame de Stael, Jane Austen, and Fanny Burney among others.
Gen Ed Attribute: Diversity Requirement.

CL5 259. Women's Literature II. 3 Credits.
A survey of women's literature from 1800 to the present. Readings are chosen from the works of Harriet Jacobs, Ada E. Wells, Louisa Alcott, Charlotte Bronte, Jean Rhys, Virginia Woolf, Marguerite Duras, Christa Wolf, Merce Rodoreda, Jamaica Kincaid, Tsitsi Dangarembga, Alifa Rifaat, Louise Erdrich, Cherrie Moraga, Maxine Hong Kingston, and Arundali Roy among others.
Gen Ed Attribute: Diversity Requirement.

CL5 260. World Literature I. 3 Credits.
A survey of world literary texts from pre-classical times to 1600.

CL5 261. World Literature II. 3 Credits.
A survey of world literary texts from 1600 to the present.
Gen Ed Attribute: Humanities Distributive Requirement, Writing Emphasis.

CL5 270. Life, Death, and Disease. 3 Credits.
A course treating the study of literary works, film, and selected readings from other areas (history, science, fiction, and nonfiction) to generate an understanding of the relationship of human values to medicine, illness, and issues of related importance to physicians.

CL5 280. Languages of Modernism. 3 Credits.
A study of modernist ideas and aesthetics across cultures in film, art and theatre.
Gen Ed Attribute: Interdisciplinary Requirement.

CL5 304. Women and Film. 3 Credits.
An examination of the role of women in contemporary world cinema and the feminist film.

CL5 329. Gender and Peace. 3 Credits.
An examination of the ways in which social constructions of gender intersect with perceptions and experiences of war and peace.
Gen Ed Attribute: Interdisciplinary Requirement.

CL5 333. Latina Writing. 3 Credits.
An examination of the literary works produced by Latinas in the 20th century. The study of this literature will include a cross-cultural approach that will elucidate sociopolitical themes emerging from the texts.
Typically offered in Fall.

CL5 334. Politics and Economics Lit of Modern Amer. 3 Credits.
A comparative historical and literary examination of political and economic issues reflected in narrative-law as literature and literature as law, and the relationship of law to anthropology, psychology, history, and sociology.

CL5 340. Comparative Literature Seminar. 3 Credits.
Topics such as Homer and the modern Western race and legal narrative, interrelations of African and African-American literature, sexual politics in modern drama, and visual culture in Third World film are offered. Required of comparative literature majors in their junior or senior year.
Typically offered in Fall & Spring.
Repeatable for Credit.

CRW

CRW 199. Transfer Credits. 1-10 Credits.
Transfer Credits.
Repeatable for Credit.

CRW 201. Introduction to Creative Writing. 3 Credits.
Introduction to the craft of writing poetry and fiction. Basic discussion of terms, strategies, and professional models in each genre. Practice in writing and critiquing each genre.
Gen Ed Attribute: Writing Emphasis.

CRW 202. Creative Writing I. 3 Credits.
Writing experience in the crafts of fiction, poetry, nonfiction, and drama.
Gen Ed Attribute: Writing Emphasis.

CRW 203. Creative Writing II. 3 Credits.
Writing experience in the crafts of fiction, poetry, nonfiction, and drama.
Gen Ed Attribute: Writing Emphasis.

CRW 301. Poetry Workshop I. 3 Credits.
The theory and practice of poetry and the exploration of verse forms. Practice in critical and interpretative analysis of poems written by fellow students and professional poets.
Gen Ed Attribute: Writing Emphasis.

CRW 302. Poetry Workshop II. 3 Credits.
The theory and practice of poetry and the exploration of verse forms. Practice in critical and interpretative analysis of poems written by fellow students and professional poets.
Gen Ed Attribute: Writing Emphasis.

CRW 303. Short Story Workshop I. 3 Credits.
Crafting the modern short story with reference to American and British models. The significance of setting, atmosphere, characterization, and theme. Discussion and some exploration of experimental ideas in the genre.
Gen Ed Attribute: Writing Emphasis.
CRW 304. Short Story Workshop II. 3 Credits.
Crafting the modern short story with reference to American and British models. The significance of setting, atmosphere, characterization, and theme. Discussion and some exploration of experimental ideas in the genre.
Gen Ed Attribute: Writing Emphasis.
Repeatable for Credit.

CRW 305. Creative Nonfiction Workshop I. 3 Credits.
An exploration of the creative nonfiction genre, with a focus not only on writing and craft but also on analyzing the larger questions and contexts surrounding the genre (i.e. truth, authenticity, history and definitions of the genre, ethics of representation).
Gen Ed Attribute: Writing Emphasis.
Repeatable for Credit.

CRW 306. Creative Nonfiction Workshop II. 3 Credits.
A continued exploration of the history, theory and craft of the creative nonfiction genre, but with a focus on analyzing and writing various essay styles. Students will be encouraged to concentrate on one specific form (i.e. radio essay, flash nonfiction, hybrid or graphic forms, the lyric or braided essay, environmental writing, travel writing, memoir).

CRW 313. Playwriting Workshop I. 3 Credits.
Writing the play: possibilities and limitations of the stage. Attention to sets and costuming where relevant. Characterization by action and dialogue. Problems of establishing motivation. The play’s totality in theme, character, and action. Informal readings of student work.

CRW 400. Writing Seminar. 3 Credits.
Special topics, such as fantasy, science fiction, longer prose works, or the anti-story. To be announced.
Repeatable for Credit.

CRW 490. Writing Seminar in the Novel I. 3 Credits.
A course in the writing and preparing of book-length manuscripts (novel, novella, and the ‘nonfictional’ novel) with the intention of submission for publication. Also includes coverage of fictional aspects and techniques used in writing memoirs, biography, and current history.

CRW 491. Creative Writing Workshop in the Long Form. 3 Credits.
An upper-division creative writing course that asks students to write in and analyze the longer forms of creative texts. The class will be a variable genre course, some semesters focusing on prose forms of fiction, some semesters prose forms in non-fiction, and some semesters in longer forms of poetry. Students should consult with faculty member at the beginning of the semester to ensure the genre of focus for that given semester.

DHM 210. Introduction to Gaming. 3 Credits.
This course introduces students to Gaming by exploring the history and cultures of play within games. Through hands-on experience, students will critically explore the field by initiating processes of playing, making, and designing games.
Typically offered in Fall.

DHM 220. Foundations of Game Design & Development. 3 Credits.
This course provides students with foundational skills in designing and developing games using industry-standard game development software.
Typically offered in Spring.

DHM 280. Introduction to Digital Humanities. 3 Credits.
This course is an introduction to new media, digital humanities, and computational approaches to the humanities, with a survey of theories, methodologies, and current critical practices.
Typically offered in Fall.

DHM 325. Digital Research Methods. 3 Credits.
This course introduces students to software tools and methodologies necessary for meaningful research in the humanities. Hands on instruction is provided, along with opportunities for independent and sustained research work.
Pre / Co requisites: DHM 325 requires a prerequisite or co-requisite of DHM 280 or instructor consent.
Gen Ed Attribute: Interdisciplinary Requirement.
Distance education offering may be available.
Typically offered in Spring.

DHM 405. Digital Humanities Practicum. 3 Credits.
This course provides students with practical experience using technology to work hands-on with active projects in the humanities. Students work with a project supervisor, on or off campus. Permission of instructor/Director of Program required to register. Repeatable for credit.
Consent: Permission of the Department required to add. Typically offered in Fall, Spring & Summer.
Repeatable for Credit.

ENG ENG 204. Practical Prose Composition. 3 Credits.
Writing in various modes that authentically mirror real situations in our personal and professional lives.
Gen Ed Attribute: Writing Emphasis.

ENG 206. Black Critical Theory. 3 Credits.
This course explores the political, social, cultural, and historical factors that influenced the development of twentieth century Black Critical Theory. Students will develop an awareness of critical, theoretical, and rhetorical approaches to textual analysis that are central to the field of English Studies as they learn about crucial moments in African American and Diasporic history and culture such as The Harlem Renaissance, The Realist/Protest Movement, The Civil Rights Era/Black Arts Movement, and The Feminist/Womanist Movement.
Gen Ed Attribute: Writing Emphasis.
Typically offered in Fall & Spring.

ENG 215. Views on Literary. 3 Credits.
The historical and social contexts of English literature. Emphasis on writing.

ENG 230. Introduction to Linguistics. 3 Credits.
Basic concepts of language description, classification, change, reconstruction, dialectology, and sociolinguistics. Cross listed courses ENG 230, LIN 230.

ENG 240. Language, Gender, and Sexuality. 3 Credits.
This course introduces students to the study of language as a resource for the production of gender and sexuality. Discussion of popular beliefs and scholarly theories about language and communication.
Gen Ed Attribute: Diversity Requirement, Writing Emphasis.
Typically offered in Spring.

ENG 250. Stylistics: The Language of Literature. 3 Credits.
This course introduces students to linguistic methodologies of investigating the language of literary texts, as well as media and political discourse, and addresses two key questions: “What is style?” and “How do texts mean?”
Typically offered in Fall.
ENG 270. Book History: Introduction. 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.
Gen Ed Attribute: Writing Emphasis.

ENG 271. Typography. 3 Credits.
This course provides students with experience in production of books, using historical and modern methods of design.
Pre / Co requisites: ENG 271 requires prerequisite of ENG 270. Typically offered in Fall & Spring.

ENG 275. Literary Editing and Publishing. 3 Credits.
Experience in publishing the student literary magazine Daedalus: editing, proofing, photographic selection and layout, and printing.
Consent: Permission of the Department required to add.

ENG 280. Introduction to Digital Humanities. 3 Credits.
An introduction to new media, digital humanities, and computational approaches to literature and writing, with a survey of theories, methodologies, and current critical practices.
Pre / Co requisites: ENG 280 requires prerequisite WRT 120.

ENG 295. Histories and Texts. 3 Credits.
This course focuses on history and its influences on the reception and production of texts. Students will be asked to engage critical historical and literary materials in order to develop insight into how cultural historical circumstances enable the production of texts and influence how readers respond to them. Second of three majors' core courses.
Gen Ed Attribute: Writing Emphasis.

ENG 296. Theory, Meaning, Value. 3 Credits.
Focusing on the 20th and 21st Centuries, the course will present several key theoretical perspectives. By exploring these theories, students will consider the ways in which the value of a text emerges from not only the text itself, but also from the historically variable forces of cultural and institutional value systems. They will also explore the role of language in shaping these value systems. Third of three majors' core courses.
Gen Ed Attribute: Writing Emphasis.

ENG 304. Essay Workshop. 3 Credits.
Experience in reading and writing essays, with focus on revision, on the use of the public 'I', and on appropriate voice. Attention to invention.
Gen Ed Attribute: Writing Emphasis.

ENG 305. Environmental/Experiential Writing: Taking Action. 3 Credits.
This service-learning writing course will ask students to do environmental service in our area, evaluate others' environmental actions, and reflect upon these experiences in writing. We will consider writing itself as an important action for self-awareness and social change.

ENG 320. Writing and Computers. 3 Credits.
Introduction to document design and production, desktop publishing, and issues of technological impact on written communication.
Gen Ed Attribute: Writing Emphasis.

ENG 331. Structure of Modern English. 3 Credits.
A detailed analysis of the modern descriptive approach to the study of English grammar and how it compares with the traditional approach.
Pre / Co requisites: ENG 331 requires prerequisites of ENG 230 or LIN 230.

ENG 335. History of the English Language. 3 Credits.
Review of the influences on the development of the English language.
Pre / Co requisites: ENG 335 requires prerequisites of ENG 230 or LIN 230.

ENG 339. Dialects of American English. 3 Credits.
Development of the English language in America since colonial settlement. Pronunciation, vocabulary, and grammar of the regional and social dialects of American English.

ENG 340. Sociolinguistic Aspects of English. 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: ENG 340 requires prerequisite of ENG 230.

ENG 345. Women Writing: Autobiography. 3 Credits.
A writing seminar directed toward the reading of women’s autobiographies and the writing of personal autobiographical narratives.
Gen Ed Attribute: Writing Emphasis.

ENG 368. Business and Organizational Writing. 3 Credits.
The nature of communication within business and organizations. Theoretical basis and practical application.
Gen Ed Attribute: Writing Emphasis.

ENG 400. Research Seminar. 3 Credits.
This course is a variable-topic research seminar. Students will do advanced work in many topics in English studies, including literature, rhetoric, film, cultural studies, composition, aesthetics, theory, individual authors. This course may be repeated for credit.
Pre / Co requisites: ENG 400 requires prerequisites of ENG 295 and ENG 194, and ENG 206 or ENG 296, and WRT 100 or WRT 120, and WRT 200 or WRT 204 or WRT 205 or WRT 206 or WRT 208 or WRT 220.
Gen Ed Attribute: Writing Emphasis. Repeatable for Credit.
ENG 410. Independent Study. 3 Credits.
Independent study. Repeatable for Credit.

ENG 414. Tutoring Practicum. 1 Credit.
Contact department for more information about this course.

ENG 450. Prose Writing Seminar. 3 Credits.
This variable-topic seminar concentrates on problems in advanced writing, focusing on prose analysis and its application to student writing and revision. Repeatable for Credit.

FLM
FLM 200. Introduction to Film. 3 Credits.
A survey of the principal elements of film including photography, editing, sound, acting, and narrative.

FLM 201. American Film. 3 Credits.
The function of cinema in contemporary society as a socio-cultural, economic and political object, as seen through critical analysis of American films.
Gen Ed Attribute: Writing Emphasis.

FLM 202. American Themes. 3 Credits.
An introduction to contemporary critical and theoretical principles for interpreting American films which concentrates on a single theme.
Gen Ed Attribute: Writing Emphasis.

FLM 400. Film Seminar. 3 Credits.
A seminar which offers students practice in applying contemporary critical and theoretical principles to films in an advanced context.
Pre / Co requisites: FLM 400 requires prerequisite of FLM 200. Repeatable for Credit.

JRN
JRN 200. Communications Media. 3 Credits.
An introduction to the media of communications, emphasizing the development and characteristics of print and electronic media forms and their impact on American society.

JRN 212. Digital Journalism. 3 Credits.
This is a multimedia course which introduces students to various social media platforms and offers them an opportunity to publish blogs, commentaries, reviews, profiles and other features on the Web. Students will also create Web pages using online resources to gather, write and edit information, use digital cameras to shoot photos/videos and edit them using digital editing software.
Typically offered in Spring.

JRN 225. Newswriting. 3 Credits.
A course designed to develop proficiency in the writing of news stories for daily and weekly newspapers. News values, the structure and style of news, and the preparation of copy in accordance with professional standards will be stressed.
Gen Ed Attribute: Writing Emphasis.

JRN 226. Public Affairs Reporting. 3 Credits.
Instruction and practice in basic news reporting techniques coupled with an introduction to newspaper feature writing. Outside assignments will include coverage of speeches, local government meetings, and the courts.
Pre / Co requisites: JRN 226 requires prerequisite of JRN 225.

JRN 250. News Editing. 3 Credits.
A course designed to acquaint students with the skills involved in the preparation of copy for publication in newspapers and magazines. Instruction and practice in the mechanics of copy editing, headline writing, layout, and photo editing.
Pre / Co requisites: JRN 250 requires prerequisite of JRN 225.

JRN 272. Feature Writing. 3 Credits.
Practical instruction in the skills for successful feature writing for print and electronic media, with an emphasis on techniques used in personality profiles, critical reviews, column writing, and op-ed pieces.

JRN 312. Sports Reporting and Writing. 3 Credits.
Instruction and practice in basic sports reporting techniques, including live-event coverage and feature writing, as well as an introduction to routine duties associated with working on the sports desk.
Pre / Co requisites: JRN 312 requires prerequisite of JRN 225.

JRN 315. Magazine Article Writing. 3 Credits.
Practical instruction in the skills required for successful freelance magazine writing with emphasis on research, interviewing, writing techniques, and marketing. Students will write and submit for publication short features and a full-length magazine article.

JRN 325. History of Journalism. 3 Credits.
A historical survey of the American press from Colonial times to the present, with special emphasis on the continuing struggle for press freedom and the new journalistic environment created by the emergence of mass media.

JRN 335. Ethical Issues in Mass Media. 3 Credits.
A course designed to investigate how mass media shape the public’s perceptions of political, economic, and social power structures and how it shapes moral standards. Emphasis will be placed on freedom of speech issues and professional ethics of journalists.

JRN 345. Mass Media and the Law. 3 Credits.
The course explores First Amendment and other constitutional guarantees of a free press, as well as statutory and judicial protection/limitations of the media. Major issues to be covered include censorship and prior restraint, defamation, invasion of privacy, copyright, obscenity, free press vs fair trial, advertising and commercial speech, broadcast regulation, media ownership regulation, access to public information, and citizens’ access to the mass media.

JRN 411. Journalism Practicum. 3 Credits.
One semester of supervised experience as an editor or reporter on the University’s student newspaper. See journalism coordinator for specific requirements.
Pre / Co requisites: JRN 411 requires prerequisites of JRN 225 and JRN 226 or JRN 250. Consent: Permission of the Department required to add. Repeatable for Credit.

LIT
LIT 100. Popular Culture: Reading Culture as Text. 3 Credits.
An introduction to analyzing and interpreting everyday cultural expressions within diverse social, historical, economic, and political contexts.
Gen Ed Attribute: Humanities Distributive Requirement.

LIT 165. Topics in Literature. 3 Credits.
A course designed to develop awareness of literature as being central to all the arts, to increase levels of literacy and critical faculties, and to broaden understanding of the human condition.
Gen Ed Attribute: Humanities Distributive Requirement, Writing Emphasis.

LIT 200. American Literature I. 3 Credits.
Survey of representative American writers from Colonial times to 1860, including Bradstreet, Taylor, Franklin, Poe, Thoreau, Hawthorne, and Melville.

LIT 201. American Literature II. 3 Credits.
A survey of representative American writers from 1860 to the present, including Whitman, Twain, James, Crane, Eliot, Frost, Hemingway, and Faulkner.

LIT 202. African American Literature I. 3 Credits.
A survey of African American writing from the Middle Passage through the first decade of the 20th century. Authors include Wheatley, Equiano, Douglass, Jacobs, Wells-Barnett, Du Bois, Washington, Chesnutt, Weldon Johnson, and others, with an emphasis on the historical contexts of slavery and Jim Crow and on the oral/vernacular roots of the black literary tradition.
Gen Ed Attribute: Writing Emphasis. Typically offered in Fall.

LIT 203. African American Literature II. 3 Credits.
Continuation of LIT 202. A survey of African American writing from the Harlem Renaissance to the present. Authors include Hughes, Hurston, Wright, Ellison, Baraka, Brooks, Sanchez, Morrison, Butler, and others, with an emphasis on the historical forces and social and cultural movements that have shaped black writing in the 20th and 21st centuries.
Gen Ed Attribute: Writing Emphasis. Typically offered in Spring.

LIT 204. New Black Women Writers in America. 3 Credits.
Survey of black women writers of America. Examines themes and influences on American and African-American literary contexts.
Gen Ed Attribute: Writing Emphasis.

LIT 205. Harlem Renaissance. 3 Credits.
This course examines the historical and cultural movement of the 1920’s known as the Harlem Renaissance.
LIT 207. Life and Times of Frederick Douglass. 3 Credits.
This course examines the courageous life and times of an American reformer and his influence on slavery, abolitionism, suffrage, and temperance movements in the development of America.

LIT 213. Asian American Literature. 3 Credits.
Survey of representative Asian American authors from their earliest works at the turn of the twentieth century to contemporary works, examined in the context of the changing cultural, economic, and political experiences of Americans of Asian descent.
Gen Ed Attribute: Diversity Requirement, Writing Emphasis.

LIT 219. Literature for Young Children. 3 Credits.
A critical study of the literature for young children for prospective specialists in early grades.
Gen Ed Attribute: Humanities Distributive Requirement.

LIT 220. Children's Literature. 3 Credits.
A critical study of literature for children, setting standards for evaluation and appreciation.
Gen Ed Attribute: Humanities Distributive Requirement.

LIT 230. English Literature I. 3 Credits.
A survey of English literature from Anglo-Saxon writing through the 18th century.
Gen Ed Attribute: Writing Emphasis.

LIT 231. English Literature II. 3 Credits.
A survey of English literature of the 19th and 20th centuries.
Gen Ed Attribute: Writing Emphasis.

LIT 250. Victorian Attitudes. 3 Credits.
A study of 19th-century attitudes toward social changes as expressed in art, architecture, literature, and nonfiction prose.
Gen Ed Attribute: Interdisciplinary Requirement.

LIT 269. The Literature of Roguery. 3 Credits.
A historical study of the rogue in fiction with emphasis on the satiric view of society. Among writers studied are Defoe, Thackeray, Donleavy, and Kerouac.

LIT 271. Drama Since 1970. 3 Credits.
A selective survey of American and British drama since 1970. The playwrights studied will be drawn from a wide and expanding group, including Sam Shepard, David Rabe, Lanford Wilson, Tom Stoppard, Peter Shaffer, Caryl Churchill, and others. Typically offered in Fall & Spring.

LIT 272. New Fiction. 3 Credits.
Fiction published in the last 10 years.
Gen Ed Attribute: Writing Emphasis.

LIT 274. Feminist Poetry. 3 Credits.
A study of poetry espousing the feminist cause and exploring the feminist response. Techniques and attitudes of such poets as Plath, Sexton, Rich, Morgan, Waksoski, and Kumin.
Gen Ed Attribute: Writing Emphasis.

LIT 294. Topics in Digital Literature and Culture. 3 Credits.
This is a variable topic course that will examine the ways in which digital culture is shaping our understanding of the literary. Depending on the topic offered, it may include some attention to 1) born-digital forms of literature, such as new-media poetry, interactive fictions, or games; 2) digital methods in the study of literature (e.g. digital editions of print literature, database research methods, networked study of literature), or 3) the perspective that literature (e.g. speculative fiction) can provide on digital culture.
Pre / Co requisites: LIT 294 requires prerequisite: WRT 120. Distance education offering may be available. Repeatable for Credit.

LIT 297. Themes in Contemporary Literature. 3 Credits.
Literary topic or theme in contemporary American, English, or world literature to be announced each time the course is offered. NOTE: Advisor permission required to repeat this course. Repeatable for Credit.

LIT 300. Colonial and Revolutionary Literature. 3 Credits.
Writers of Colonial and Revolutionary America.

LIT 302. Development of the American Novel. 3 Credits.
Beginnings of the American novel to Frank Norris.
Gen Ed Attribute: Writing Emphasis.

LIT 303. Intro to Multi-Ethnic American Literature. 3 Credits.
American ethnic, racial, and national groups in American literature and the contributions of creative literary artists representing these cultures.
Gen Ed Attribute: Diversity Requirement, Writing Emphasis.

LIT 304. American Jewish Novel. 3 Credits.
A study of major American Jewish novelists: Cahan, Singer, Roth, Potok, Bellow, Malamud, Wallant, and Wiesel. No knowledge of Yiddish or Hebrew necessary.

LIT 305. Modern American Drama. 3 Credits.
American drama from the early 1900’s to the present, with emphasis on the development of the American theater as seen in such major dramatists as O'Neill, Odets, Wilder, Miller, Williams, and Albee.

LIT 306. Modern American Novel. 3 Credits.
The novel in America from Dreiser to the present.
Gen Ed Attribute: Writing Emphasis.

LIT 307. Modern American Poetry. 3 Credits.
Major 20th-century American poets.

LIT 309. Thoughts/Writings of Martin Luther King. 3 Credits.
Examines and analyzes the writings of Dr. King and their relationship to the themes he pursued and the leadership role he achieved.
Gen Ed Attribute: Interdisciplinary Requirement.

LIT 310. African American Novel I. 3 Credits.
A study of the African American novel from the genre’s beginnings in the 1850s through to the Harlem Renaissance of the 1920s and 30s. Authors include William Wells Brown, Harriet Wilson, Frances Harper, Charles Chesnutt, and Nella Larsen, examined in the context of slavery, Reconstruction, Jim Crow, and other historical experiences of African Americans.

LIT 311. African American Novel II. 3 Credits.
A study of the African American novel from Richard Wright’s Native Son (1940) to the present. Works including Ralph Ellison’s Invisible Man (1952) and Toni Morrison’s Beloved (1987) are examined in the context of changing cultural and political experiences of African Americans in the twentieth and twenty-first century.

LIT 328. Old English Language and Literature. 3 Credits.
An introductory study of the language (450-1150 A.D.) through a reading of religious and secular poetry and prose.

LIT 329. Medieval Women's Culture. 3 Credits.
This is an interdisciplinary study of writings by medieval women and their contribution to the development of medieval culture.
Gen Ed Attribute: Interdisciplinary Requirement.

LIT 330. Middle English Language and Literature. 3 Credits.
An introductory study of the language (1150-1450 A.D.) through a reading of selected literary texts.

LIT 331. Chaucer. 3 Credits.
An interpretation of Canterbury Tales and Troilus and Criseyde.

LIT 332. English Drama to 1642. 3 Credits.
English drama from the early liturgical tropes to 1642, exclusive of Shakespeare.

LIT 333. Early Modern Poetry. 3 Credits.
Poetry and prose of the 16th and early 17th centuries. See the department handbook for group descriptions.

LIT 334. Milton. 3 Credits.
A survey of his major poetry and prose.

LIT 335. Shakespeare I. 3 Credits.
Reading, analysis, and discussion of selected histories and tragedies. Discussion of critical approaches to the plays and of the historical and intellectual climate of the times.
Gen Ed Attribute: Writing Emphasis.

LIT 336. Shakespeare II. 3 Credits.
Reading, analysis, and discussion of selected comedies and nondramatic poems. Discussion of critical approaches to the works and of the historical and intellectual climate of the times. Either LIT 335 or 336 may be taken first.
Gen Ed Attribute: Writing Emphasis.

LIT 337. Literature of the Enlightenment. 3 Credits.
A critical consideration of the 18th-century writers, exclusive of the dramatists.
Gen Ed Attribute: Writing Emphasis.
LIT 338. Restoration and 18th Century Drama. 3 Credits.
The drama from the reopening of the theaters in 1660 to 1800.
Gen Ed Attribute: Writing Emphasis.

LIT 339. 18th Century British Novel. 3 Credits.
The British novel from Defoe to Austen.
Gen Ed Attribute: Writing Emphasis.

LIT 340. The Romantic Movement. 3 Credits.
Wordsworth, Coleridge, Byron, Shelley, Keats, and their contemporaries in the light of social
background and critical doctrine.
Gen Ed Attribute: Writing Emphasis.

LIT 341. 19th Century British Novel. 3 Credits.
The British novel from Austen to Hardy.

LIT 342. Victorian Literature. 3 Credits.
Victorian thought and culture in poetry and nonfiction prose.
Gen Ed Attribute: Writing Emphasis.

LIT 344. Modern British Novel. 3 Credits.
The novel in England from Conrad to the present.

LIT 360. Special Topics Children’s/Young Adult Literature. 3 Credits.
In depth study of key genre, theme, or topic in children’s or young adult literature.

LIT 364. Modern Irish Literature. 3 Credits.
Major literary writers of Ireland from 1840 to the present: George Moore, Synge, Yeats, Joyce,
Shaw, O’Casey, Beckett, Behan, and Seamus Heaney.

LIT 365. Short Fiction. 3 Credits.
Analysis and interpretation of short fiction.

LIT 370. Urbanism and the Modern Imagination. 3 Credits.
Covers a variety of responses of contemporary writers, artists, and planners to the rise of the
modern city.

LIT 372. African American Urban Literature. 3 Credits.
Focuses on representations of twentieth century urban life in a variety of African American
texts including poetry, film, graphic novels, and short stories.

LIT 398. Young Adult Literature. 3 Credits.
A critical study of literature, including nonprint media, for young adults, focusing on helping
prospective teachers develop familiarity with young adult literature and how it may be used in
the middle school and high school classroom, stressing gender roles and multicultural issues.
Pre / Co requisites: LIT 398 requires prerequisites of ENG 194 and ENG 295 and (either ENG 296
or ENG 206) OR LIT 220.
Distance education offering may be available.

WRH

WRH 199. Transfer Credits. 1-10 Credits.
Transfer Credits.
Repeatable for Credit.

WRH 201. Introduction to Rhetoric. 3 Credits.
This course introduces students to a range of rhetorical traditions, concepts, and theories, both
ancient and modern. Students will apply rhetorical principles to analyze arguments in a range
of modes, as well as in digital and non-digital contexts.
Typically offered in Fall & Spring.

WRH 205. Composing Cyberspace. 3 Credits.
Students compose websites and blogs and examine the unique intersection of visual and
verbal rhetoric that informs composition in cyberspace.
Gen Ed Attribute: Writing Emphasis.

WRH 210. Multicultural Writing. 3 Credits.
This course focuses on understanding the role that writing plays in shaping a multicultural
society. Assignments will ask students to write for diverse social contexts and will help
students expand their repertoire of genres and writing strategies.
Gen Ed Attribute: Diversity Requirement, Writing Emphasis.

WRH 301. The Rhetorics of Black Americans. 3 Credits.
This course views the language of Black America as a form of cultural expression and means of
resistance to oppression in the U.S. Using historical and thematic frames, students will relate
their understandings of Black linguistic and rhetorical practices to Black folks’ experiences and
struggles for improved social, political, and material realities.
Typically offered in Fall.

WRH 305. Images of School in Film. 3 Credits.
This course reflects on schooling as a shared experience, helping students develop a stronger
sense of what functions schools should be expected to perform in society. Using theoretical
readings and films, students will develop an intellectual.
Gen Ed Attribute: Writing Emphasis.

WRH 310. Written Rhetoric: Power, Politics, and Environmental Writing. 3 Credits.
This course for the English major’s writings track applies the program’s core themes of
the relationships among language, thought, and culture to writing about nature and the
environment. This workshop serves the writing track course category called power and politics.

WRH 315. Propaganda, Power, and Politics. 3 Credits.
This course examines the rhetorical, cultural, and Political dimensions of propagandistic texts.

WRH 320. 1, Cyborg: Technology, Writing and the Body. 3 Credits.
Students will learn to apply various forms of cultural critique to consider how texts that
mechanize the human body, shape society, culturally and politically.

WRH 325. Technology and the English Classroom. 3 Credits.
This course provides hands-on technology instruction, including film production, interactive
white boards, and Podcasting, of use to future teachers in English or anyone interested in
using technology in an educational setting.

WRH 330. Autobiographical Acts. 3 Credits.
Students will research and write autobiography to question its forms and theory.
Pre / Co requisites: WRH 330 requires a prerequisite of WRT 200 or WRT 204 or WRT 205 or
WRT 206 or WRT 208 or WRT 220.

WRH 333. African American Autobiography. 3 Credits.
This course introduces students to the rhetorical tradition of African American Autobiography
from Frederick Douglass’ 1845 Narrative to Barack Obama’s Dreams from my Father.

WRH 335. Activism and Advocacy Writing. 3 Credits.
Students investigate, theorize, and produce a variety of documents representing the genres
activists and advocates used in a variety of campaigns.

WRH 340. Introduction to Visual Rhetoric. 3 Credits.
This course provides an introduction to some of the major questions motivating the field
of visual rhetoric, with the goal of helping students understand the powerful and political
rhetorical potential that images possess.
Typically offered in Fall.

WRH 341. Visual Cultures. 3 Credits.
This course considers how visuals are employed and deployed in response to particular
rhetorical situations and the cultural, social, historical, and economic factors that create these
situations.
Typically offered in Spring.

WRH 342. Document Design. 3 Credits.
This course provides an introduction to document design, a key characteristic of rhetorically
effective documents. We may not always notice when a document is designed well, but we
certainly notice when a design is ineffective. In this course, we’ll explore how visual and verbal
elements combine to create meaning and practice design principles as we create projects
for the class and for clients.
Typically offered in Spring.

WRT

WRT 100. WRT 100 Comp I Exempt. 0 Credits.
This course is placed on a student’s record if they score high enough on the SAT Verbal test and
are exempt from WRT 120 - Effective Writing I.

WRT 120. Effective Writing I. 3 Credits.
An intensive course in writing that emphasizes skill in organization and awareness of styles of
writing and levels of usage as ways of expressing and communicating experiences.
Gen Ed Attribute: English Composition Requirement.

WRT 122. Effective Writing Online. 3 Credits.
An intensive course in writing that emphasizes skill in organization and awareness of styles of
writing and levels of usage as ways of expressing and communicating experiences.
WRT 200. Critical Writing and Research. 3 Credits.
Continues the expository writing experience offered in Effective Writing I, and explores techniques of gathering, evaluating, and selecting materials to be used in writing research papers. Pre / Co requisites: WRT 200 requires a prerequisite of WRT 120, placement via the WRITE survey (pilot program 16-17 academic year). Gen Ed Attribute: English Composition Requirement.

WRT 204. Critical Writing: Approaches to Pop Culture. 3 Credits.
The strategies of critical theory and critical writing will be used to examine and explain popular culture. The course will explore multiple media - such as print, television, film, music, and various visual and electronic formats - as representations of humanities, arts, and sciences, about which students will write researched, critical cultural analyses. Pre / Co requisites: WRT 204 requires a prerequisite of WRT 120 or WRT 100 or SAT Writing Score greater than 610. Gen Ed Attribute: English Composition Requirement.

WRT 205. Critical Writing: Investigating Experience. 3 Credits.
Exploration of the student’s personal history and attitudes through carefully structured compositions, including autobiographical narrative, memoir, and introspective analysis. Pre / Co requisites: WRT 205 requires a prerequisite of WRT 120 or WRT 100 or SAT Writing Score greater than 610. Gen Ed Attribute: English Composition Requirement. Distance education offering may be available.

WRT 206. Critical Writing: Multidisciplinary Imagination. 3 Credits.
Imagination becomes a vehicle for students to explore a variety of disciplinary and social perspectives on issues of relevance to society. Assignments cover writerly issues, such as genre, style, and language, and related issues, such as the role of imagination, innovations, and discovery in the sciences, arts, social sciences, and humanities, through documented research. Pre / Co requisites: WRT 206 requires a prerequisite of WRT 120 or WRT 100 or SAT Writing Score greater than 610. Gen Ed Attribute: English Composition Requirement.

WRT 208. Critical Writing: Entering Public Sphere. 3 Credits.
Publication is a goal for many writers. Reporters, scientists, poets, academics, and others write for publication. This class will require students to write for professional and/or class-produced print forums appropriate for humanities, arts, social sciences, and scientific fields, examining those forums in order to analyze and critique their discourse conventions. The course will provide opportunities for students to submit their work to such forums for publication. The class may also produce its own publication about writing-related news and events that students will learn about by conducting documented research projects. Pre / Co requisites: WRT 208 requires a prerequisite of WRT 120 or WRT 100 or SAT Writing Score greater than 610. Gen Ed Attribute: English Composition Requirement.

WRT 220. Critical Writing: Special Topics. 3 Credits.
Each section will have a special topic that focuses on current (inter)disciplinary issues of importance in the humanities, arts, social sciences, and/or sciences. In these courses students will investigate, research, critique, and practice rhetorical strategies focusing on each section’s topic. Pre / Co requisites: WRT 220 requires a prerequisite of WRT 120 or WRT 100. Gen Ed Attribute: English Composition Requirement.

B.A. IN ENGLISH
College of Arts and Humanities

Curriculum

General Education Requirements (http://catalog.wcupa.edu/undergraduate/general-education-requirements)

<table>
<thead>
<tr>
<th>Subject</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Composition requirements</td>
<td>6</td>
</tr>
<tr>
<td>Mathematics requirement</td>
<td></td>
</tr>
<tr>
<td>Public Speaking requirement</td>
<td>3</td>
</tr>
<tr>
<td>Science requirements</td>
<td>6</td>
</tr>
<tr>
<td>Behavioral &amp; Social Science requirements</td>
<td>6</td>
</tr>
<tr>
<td>Humanities requirements</td>
<td>6</td>
</tr>
<tr>
<td>Arts requirement</td>
<td>3</td>
</tr>
<tr>
<td>Diverse Communities requirement</td>
<td>3</td>
</tr>
<tr>
<td>Interdisciplinary requirement</td>
<td>3</td>
</tr>
</tbody>
</table>

Student Electives 9
Writing Emphasis requirements 9

Language Requirement
Must demonstrate language proficiency through the intermediate level (202) 2

Departmental Preparatory Requirement

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 194</td>
<td>Conventions of Reading and Writing</td>
<td>3</td>
</tr>
<tr>
<td>ENG/LIN 230</td>
<td>Introduction to Linguistics</td>
<td>3</td>
</tr>
<tr>
<td>ENG 295</td>
<td>Histories and Texts</td>
<td>3</td>
</tr>
<tr>
<td>ENG 296</td>
<td>Theory, Meaning, Value</td>
<td>3</td>
</tr>
<tr>
<td>or ENG 266</td>
<td>Black Critical Theory</td>
<td></td>
</tr>
</tbody>
</table>

Departmental Intermediate Requirements
Students choose either the literatures or writings track with two courses required from the nonselected track. (See the department handbook for group descriptions)

Literatures Track
Two courses each from the following three categories - "genres," U.S. multiethnic and world literatures, and "historical contexts." Note: Two of the six courses taken must be designated "early" in historical period.

Writing Track
Two courses each from the following three categories - "style and aesthetics," "power and politics," and "information literacy, technology, and media."

Departmental Advanced Requirements
Three seminars from a selection focusing on a specialized topic (ENG 400) 3

English Electives
Departmental electives, minor, or concentration 18

Minimum Required Credits 120

1 Majors may not take LIT 100, LIT 165, or CLS 165. For the humanities requirement, majors must take one history and one philosophy course.
2 If 12 credits are required to complete the language intermediate level, one General Education Student Elective will be lost.
3 CLS 400 and ENG 400 are variable topic courses that may be crosslisted as FLM

Sample Course Plan

To track their individual degree progress, students are advised to access their Degree Progress Report (DPR) via myWCU regularly. For more information, visit wcupa.edu/DegreeProgressReport.

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>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 194</td>
<td>Conventions of Reading and Writing</td>
<td></td>
</tr>
<tr>
<td>WRT 120</td>
<td>Effective Writing I</td>
<td></td>
</tr>
<tr>
<td>Foreign Language Course</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MAT Course</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SPK Course</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Credits 15

Semester Two

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>WRT 200-level</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ENG 295</td>
<td>Histories and Texts</td>
<td></td>
</tr>
<tr>
<td>ENG 206</td>
<td>Introduction to Linguistics</td>
<td></td>
</tr>
<tr>
<td>Foreign Language Course</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gen Ed Course</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Credits 15

Year Two

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 194</td>
<td>Conventions of Reading and Writing</td>
<td></td>
</tr>
<tr>
<td>WRT 120</td>
<td>Effective Writing I</td>
<td></td>
</tr>
<tr>
<td>Foreign Language Course</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MAT Course</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SPK Course</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Credits 15
<table>
<thead>
<tr>
<th>Year Two</th>
<th>Semester Three</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 296</td>
<td>Theory, Meaning, Value 3</td>
</tr>
<tr>
<td>or</td>
<td>or Black Critical Theory</td>
</tr>
<tr>
<td>ENG 206</td>
<td>3</td>
</tr>
<tr>
<td>Foreign Language Course</td>
<td>3</td>
</tr>
<tr>
<td>Track - Selected</td>
<td>3</td>
</tr>
<tr>
<td>Track - Crossover</td>
<td>3</td>
</tr>
<tr>
<td>Gen Ed Course</td>
<td>3</td>
</tr>
<tr>
<td>Credits</td>
<td>15</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Semester Four</th>
</tr>
</thead>
<tbody>
<tr>
<td>Foreign Language Course</td>
</tr>
<tr>
<td>Track - Selected</td>
</tr>
<tr>
<td>Track - Crossover</td>
</tr>
<tr>
<td>Minor/Etc Course</td>
</tr>
<tr>
<td>Gen Ed Course</td>
</tr>
<tr>
<td>Credits</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year Three</th>
<th>Semester Five</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minor/Etc Course</td>
<td>3</td>
</tr>
<tr>
<td>Minor/Etc Course</td>
<td>3</td>
</tr>
<tr>
<td>Track - Selected</td>
<td>3</td>
</tr>
<tr>
<td>Gen Ed Course</td>
<td>3</td>
</tr>
<tr>
<td>Gen Ed Course</td>
<td>3</td>
</tr>
<tr>
<td>Credits</td>
<td>15</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Semester Six</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 400</td>
</tr>
<tr>
<td>Minor/Etc Course</td>
</tr>
<tr>
<td>Track - Selected</td>
</tr>
<tr>
<td>Gen Ed Course</td>
</tr>
<tr>
<td>Gen Ed Course</td>
</tr>
<tr>
<td>Credits</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year Four</th>
<th>Semester Seven</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 400</td>
<td>Research Seminar</td>
</tr>
<tr>
<td>Minor/Etc Course</td>
<td>3</td>
</tr>
<tr>
<td>Track - Selected</td>
<td>3</td>
</tr>
<tr>
<td>Gen Ed Course</td>
<td>3</td>
</tr>
<tr>
<td>Gen Ed Course</td>
<td>3</td>
</tr>
<tr>
<td>Credits</td>
<td>15</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Semester Eight</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 400</td>
</tr>
<tr>
<td>Minor/Etc Course</td>
</tr>
<tr>
<td>Track - Selected</td>
</tr>
<tr>
<td>Gen Ed Course</td>
</tr>
<tr>
<td>Gen Ed Course</td>
</tr>
<tr>
<td>Credits</td>
</tr>
<tr>
<td>Total Credits</td>
</tr>
</tbody>
</table>

**Major Specific Notes**

NB: I + J are included in the Gen Ed classes listed here.

“Selected” track means the track that the student has selected
“Crossover” means classes from the track that the student is not in.
“Minor/etc” means 18 credits of a formal minor, an approved concentration, or English major electives. Gen ed classes CLS 165, LIT 100, and LIT 165 do not count for English major electives. See English Majors' Handbook for more requirements related to this section of your program.

Writings track students may only take LIT or CLS (no CLS 350) classes for their track crossover classes.

See English Majors' Handbook for more requirements.

**B.S.ED. IN ENGLISH**

**Curriculum**

**General Education Requirements**

- English Composition requirements | 6
- Mathematics requirement | 3
- Public Speaking requirement | 3
- Science requirements | 6
- Behavioral & Social Science requirements | 6
- Humanities requirements | 6
- Arts requirement | 3
- Diverse Communities requirement | 3
- Interdisciplinary requirement | 3
- Student Electives | 9
- Additional 3 credits in mathematics | 3
- Writing Emphasis requirements | 9

**Education Requirements**

- EDF 300 | Democracy and Education | 3
- EDP 250 | Educational Psychology | 3
- ENG/LAN 382 | Teaching English Language Learners PK-12 | 3
- EDA 103 | Foundations of Special Education | 3
- EDA 304 | Special Ed Processes/Procedures for Secondary Educators | 3
- EDR 347 | Literacy Development and Secondary Students with Disabilities in Inclusive Classrooms | 3
- EDS 306 | Teaching Principles and Field Experience in Secondary Schools | 3
- LIT 398 | Young Adult Literature | 3
- ENG 392 | Writing and Teaching Writing Secondary English | 3
- ENG 390 | Teaching English in Secondary Schools | 3
- EDS 411 | Student Teaching Sec - 1st Half | 6
- EDS 412 | Student Teaching Sec - 2nd Half | 6

**Departmental Preparatory Requirements**

- ENG 194 | Conventions of Reading and Writing | 3
- ENG 295 | Histories and Texts | 3
- ENG 296 | Theory, Meaning, Value or ENG 206 | 3

**Language and Linguistic Courses**

- ENG 230 | Introduction to Linguistics | 3
- ENG 331 | Structure of Modern English | 3

**Departmental Intermediate Requirements**

See the department handbook for group descriptions.

**Literatures track**

One course from the following three categories – “genres,” “U.S. multietnic and world literatures,” and “historical contexts,” plus two additional literatures courses. At least two courses must be designated “early” in historical period; one course each must clearly satisfy the American, British, and world designations. Literatures track B.S.Ed. students choose an additional three courses as crossover study from the writings track, one of which must be WRH 325.

**Writings track**

12
WRH 325, one course from the following two categories—“style and aesthetics,” “power and politics”—plus two additional writing track courses. Writings track B.S.Ed. students choose an additional three courses as crossover study from the literatures track. From the literatures track, one American, one British, and one World literatures course must be chosen (among these, one course must be early literature).

**Departmental Advanced Requirements**

Two seminars from a selection focusing on a specialized topic (ENG 400) ¹ 6

**Total Minimum Credit Requirement** 123

**Other Degree Completion Requirements**

All teacher certification candidates must attempt the Praxis II tests required by their program and produce evidence of testing prior to the first day of their student teaching semester.

¹ Majors may not take LIT 100, LIT 165, or CLS 165. For the humanities requirement, majors must take one history and one philosophy course.

See the Educator Preparation Programs (p. 262) section of this catalog for an explanation of related requirements.

**Sample Course Plan**

To track their individual degree progress, students are advised to access their Degree Progress Report (DPR) via myWCU regularly. For more information, visit wcupa.edu/DegreeProgressReport.

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>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Year One</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Semester One</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ENG 194</td>
<td>Conventions of Reading and Writing</td>
<td>3</td>
</tr>
<tr>
<td>PSY 100</td>
<td>Introduction to Psychology</td>
<td>3</td>
</tr>
<tr>
<td>WRT 120</td>
<td>Effective Writing I</td>
<td>3</td>
</tr>
<tr>
<td>MAT 103</td>
<td>Introduction to Mathematics (+)</td>
<td>3</td>
</tr>
<tr>
<td>Gen Ed Course</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Credits</td>
<td></td>
<td>15</td>
</tr>
<tr>
<td><strong>Semester Two</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MAT 100 Level</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>ENG 295</td>
<td>Histories and Texts</td>
<td>3</td>
</tr>
<tr>
<td>WRT 200 level</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>EDA 103</td>
<td>Foundations of Special Education</td>
<td>3</td>
</tr>
<tr>
<td>SPK Course</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Credits</td>
<td></td>
<td>15</td>
</tr>
<tr>
<td><strong>Year Two</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Semester Three</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ENG 296</td>
<td>Theory, Meaning, Value or Black Critical Theory</td>
<td>3</td>
</tr>
<tr>
<td>or ENG 206</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDP 250</td>
<td>Educational Psychology</td>
<td>3</td>
</tr>
<tr>
<td>EDF 300</td>
<td>Democracy and Education</td>
<td>3</td>
</tr>
<tr>
<td>Track 1</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>ENG 230</td>
<td>Introduction to Linguistics</td>
<td>3</td>
</tr>
<tr>
<td>Gen Ed Course ¹</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Credits</td>
<td></td>
<td>18</td>
</tr>
<tr>
<td><strong>Semester Four</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students must complete FATE requirements.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ENG 331</td>
<td>Structure of Modern English</td>
<td>3</td>
</tr>
<tr>
<td>Track Crossover 1</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>WRH 325</td>
<td>Technology and the English Classroom</td>
<td>3</td>
</tr>
<tr>
<td>EDA 304</td>
<td>Special Ed Processes/Procedures for Secondary Educators</td>
<td>3</td>
</tr>
<tr>
<td>Gen Ed Course</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Gen Ed Course ¹</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Credits</td>
<td></td>
<td>18</td>
</tr>
<tr>
<td><strong>Year Three</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Semester Five</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDS 306</td>
<td>Teaching Principles and Field Experience in Secondary Schools</td>
<td>3</td>
</tr>
<tr>
<td>Track 2</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Track Crossover 2</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>ENG 382</td>
<td>Teaching English Language Learners or Teaching English Language Learners PK-12</td>
<td>3</td>
</tr>
<tr>
<td>LAN 382</td>
<td>or Teaching English Language Learners PK-12</td>
<td></td>
</tr>
<tr>
<td>LIT 398</td>
<td>Young Adult Literature</td>
<td>3</td>
</tr>
<tr>
<td>Credits</td>
<td></td>
<td>15</td>
</tr>
<tr>
<td><strong>Semester Six</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ENG 400</td>
<td>Research Seminar</td>
<td>3</td>
</tr>
<tr>
<td>ENG 390</td>
<td>Teaching English in Secondary Schools or Writing and Teaching Writing</td>
<td>3</td>
</tr>
<tr>
<td>or ENG 392</td>
<td>Secondary English</td>
<td></td>
</tr>
<tr>
<td>Track Crossover 3</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Track 3</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Gen Ed Course</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Credits</td>
<td></td>
<td>15</td>
</tr>
<tr>
<td><strong>Year Four</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Semester Seven</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDS 411</td>
<td>Student Teaching Sec - 1st Half</td>
<td>6</td>
</tr>
<tr>
<td>EDS 412</td>
<td>Student Teaching Sec - 2nd Half</td>
<td>6</td>
</tr>
<tr>
<td>Credits</td>
<td></td>
<td>12</td>
</tr>
<tr>
<td>Total Credits</td>
<td></td>
<td>123</td>
</tr>
</tbody>
</table>

¹ Because this program = 123 credits and student teaching = 12 credits, students must either take two 6-class semesters or take two classes during winter or summer sessions.

**Major Specific Notes**

Students should attain FATE by their 4th semester. See requirements (especially Test of Writing Competency!) in handbook.

Students should submit their writing portfolios two semesters before student teaching.

I & J classes are built into required education classes.

Must take one British, American, and World lit classes, and one of these classes must be marked “Early,” or “E.”

More requirements are noted in the English Majors’ Handbook.
MINOR IN AFRICAN/AFRICAN AMERICAN LITERATURE

College of Arts and Humanities

Required Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CLS 203</td>
<td>African Studies</td>
<td>3</td>
</tr>
<tr>
<td>or CLS 351</td>
<td>African Literature</td>
<td>3</td>
</tr>
<tr>
<td>LIT 202</td>
<td>African American Literature I</td>
<td>3</td>
</tr>
<tr>
<td>or LIT 203</td>
<td>African American Literature II</td>
<td>3</td>
</tr>
</tbody>
</table>

Elective Courses

Select four of the following:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>CLS 203</td>
<td>African Studies (if not taken as part of the required courses)</td>
</tr>
<tr>
<td>CLS 351</td>
<td>African Literature (if not taken as part of the required courses)</td>
</tr>
<tr>
<td>ENG 206</td>
<td>Black Critical Theory</td>
</tr>
<tr>
<td>LIT 202</td>
<td>African American Literature I (if not taken as part of the required courses)</td>
</tr>
<tr>
<td>LIT 203</td>
<td>African American Literature II (if not taken as part of the required courses)</td>
</tr>
<tr>
<td>LIT 204</td>
<td>New Black Women Writers in America</td>
</tr>
<tr>
<td>LIT 205</td>
<td>Harlem Renaissance</td>
</tr>
<tr>
<td>LIT 207</td>
<td>Life and Times of Frederick Douglass</td>
</tr>
<tr>
<td>LIT 309</td>
<td>Thoughts/Writings of Martin Luther King</td>
</tr>
<tr>
<td>LIT 310</td>
<td>African American Novel I</td>
</tr>
<tr>
<td>LIT 311</td>
<td>African American Novel II</td>
</tr>
<tr>
<td>LIT 372</td>
<td>African American Urban Literature</td>
</tr>
<tr>
<td>CLS 365</td>
<td>African American Film</td>
</tr>
<tr>
<td>WRH 301</td>
<td>The Rhetorics of Black Americans</td>
</tr>
<tr>
<td>WRH 333</td>
<td>African American Autobiography</td>
</tr>
<tr>
<td>ENG/CLS 400</td>
<td>Research Seminar</td>
</tr>
</tbody>
</table>

Total Credits: 18

1. CLS 400 and ENG 400 are variable topic courses that may be crosslisted as FLM.

MINOR IN BUSINESS AND TECHNICAL WRITING

College of Arts and Humanities

Prerequisites

Select one of the following:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>WRT 200</td>
<td>Critical Writing and Research</td>
</tr>
<tr>
<td>WRT 204</td>
<td>Critical Writing: Approaches to Pop Culture</td>
</tr>
<tr>
<td>WRT 205</td>
<td>Critical Writing: Investigating Experience</td>
</tr>
<tr>
<td>WRT 206</td>
<td>Critical Writing: Multidisciplinary Imagination</td>
</tr>
<tr>
<td>WRT 208</td>
<td>Critical Writing: Entering Public Sphere</td>
</tr>
<tr>
<td>WRT 220</td>
<td>Critical Writing: Special Topics</td>
</tr>
</tbody>
</table>

Required Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 320</td>
<td>Writing and Computers</td>
<td>3</td>
</tr>
<tr>
<td>ENG 368</td>
<td>Business and Organizational Writing</td>
<td>3</td>
</tr>
<tr>
<td>ENG 371</td>
<td>Technical Writing</td>
<td>3</td>
</tr>
<tr>
<td>ENG 375</td>
<td>Strategies for Writing in the Workplace</td>
<td>3</td>
</tr>
</tbody>
</table>

Elective Courses

Select one of the following:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART 113</td>
<td>Digital Media</td>
</tr>
<tr>
<td>CSC 141</td>
<td>Computer Science I (or higher)</td>
</tr>
<tr>
<td>ENG 270</td>
<td>Book History: Introduction</td>
</tr>
<tr>
<td>MGT 100</td>
<td>Introduction to Business</td>
</tr>
</tbody>
</table>

Total Credits: 18

MINOR IN DIGITAL HUMANITIES AND NEW MEDIA

College of Arts and Humanities

Curriculum

Required Core Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>DHM 280</td>
<td>Introduction to Digital Humanities</td>
<td>3</td>
</tr>
<tr>
<td>DHM 325</td>
<td>Digital Research Methods</td>
<td>3</td>
</tr>
<tr>
<td>DHM 405</td>
<td>Digital Humanities Practicum</td>
<td>3</td>
</tr>
</tbody>
</table>

Program Electives

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Digital Making (Choose 1):</td>
<td></td>
</tr>
<tr>
<td>ART 113</td>
<td>Digital Media</td>
</tr>
<tr>
<td>CSW 131</td>
<td>Introduction to Web Design</td>
</tr>
<tr>
<td>ENG 320</td>
<td>Writing and Computers</td>
</tr>
<tr>
<td>GEO 328</td>
<td>Computer Cartography</td>
</tr>
<tr>
<td>LIT 294</td>
<td>Topics in Digital Literature and Culture</td>
</tr>
<tr>
<td>HIS 480</td>
<td>Digital History</td>
</tr>
<tr>
<td>Digital Cultures (Choose 1):</td>
<td></td>
</tr>
<tr>
<td>COM 292</td>
<td>Living in the Digital Age</td>
</tr>
<tr>
<td>ENG 270</td>
<td>Book History: Introduction</td>
</tr>
<tr>
<td>LIT 294</td>
<td>Topics in Digital Literature and Culture</td>
</tr>
<tr>
<td>SOC 383</td>
<td>The Digital Self</td>
</tr>
<tr>
<td>WRH 205</td>
<td>Composing Cyberspace</td>
</tr>
<tr>
<td>Digital Inquiry (Choose 1):</td>
<td></td>
</tr>
<tr>
<td>GEO 213</td>
<td>GIS for the Social Sciences</td>
</tr>
<tr>
<td>HIS 390</td>
<td>History on the Web</td>
</tr>
<tr>
<td>LIN 380</td>
<td>Language and Culture</td>
</tr>
<tr>
<td>WRH 320</td>
<td>I, Cyborg: Technology, Writing and the Body</td>
</tr>
</tbody>
</table>
CURRICULUM

MINOR IN FILM CRITICISM

Required Course
FLM 200 Introduction to Film 3

Elective Courses
Any 15 semester hours selected from the following list with the approval of the adviser:

- CLS 304 Women and Film
- CLS 365 African American Film
- CLS 369 Literature and Film
- CLS 400 Comparative Literature Seminar 1
- COM 217 Introduction to Video Production
- COM 317 Advanced Video Production
- EGE 409 Impact of Holocaust on Lit and Film
- ESP 305 Spanish Cinema
- ESP 309 Latin America on Film
- FLM 201 American Film
- FLM 202 American Themes
- FLM 400 Film Seminar 1
- FRE/EFR 350 French Cinema
- GER/EGE 404 German Artists as Social Conscience
- GER/EGE 405 A Survey of German Film
- HIS 376 American History at the Movies
- ITA/EIT 360 Italian Film
- SPA 313 Latin America on Film

Total Credits 18

1 CLS 400 and ENG 400 are variable topic courses that may be crosslisted as FLM.

MINOR IN JOURNALISM

Core Courses
JRN 200 Communications Media 1 3
JRN 212 Digital Journalism 1 3
JRN 411 Journalism Practicum 1 3

Elective Courses
Select three of the following:

- JRN 225 Newswriting
- JRN 226 Public Affairs Reporting
- JRN 272 Feature Writing
- JRN 312 Sports Reporting and Writing
- JRN 325 History of Journalism
- JRN 335 Ethical Issues in Mass Media
- COM 252 Writing for Broadcast and Public Relations
- COM 311 Communication Professions in Sports
- COM 317 Advanced Video Production

Total Minimum Credits Required 18

1 A minimum grade of C- is required.

MINOR IN LINGUISTICS

Required Courses
ENG/LIN 230 Introduction to Linguistics 3
ENG 331 Structure of Modern English (or any other approved alternative to ENG 331) 3

Elective Courses
Select four courses from the following: 12

- COM 415 Language, Thought & Behavior
- COM 307 Nonverbal Communication
- COM 450 Health Communication
- CSC 220 Foundations of Computer Science
- CSC 345 Programming Language Concepts/Paradigms
- CSC 481 Artificial Intelligence
- CSD 203 Speech and Hearing Science
- CSD 207 Introduction to Phonetics
- ENG 335 History of the English Language
- ENG 339 Dialects of American English
- ENG 340 Sociolinguistic Aspects of English
- FRE 302 Phonetics and Advance Oral French
- LIN 327 Introduction to Linguistics for Language
- LIN 382 Teaching English Language Learners PK-12
- LIN 401 Teaching of Modern Languages: K – 12
- LIN 425 Internship in Foreign Languages
- LIN 211 Language Communities in the US and Canada
- PHI 190 Logic
- PHI 330 Introduction to Meaning
- PHI 436 Symbolic Logic
- SPA 365 Spanish Phonetics

The following courses are eligible for use as electives but are less frequently taught:

- LIT 328 Old English Language and Literature
- LIN 411 Seminar Linguistics
- LIN 330 Middle English Language and Literature
- SPA 340 Study of Bilingualism: An Introduction
- SPA 353 Introduction to the Study of Language: Spanish
- SPA 370 History of the Spanish Language

Total Credits 18

For course descriptions, see communication sciences and disorders (SPP), communication studies (COM), computer science (CSC), English (ENG or LIT), languages and cultures (LAN, LIN, FRE, GER, RUS, or SPA), or philosophy (PHI).

MINOR IN LITERATURE

Required Courses
Select one of the following: 3

- CLS 165 Introduction to World Literature
- ENG 194 Conventions of Reading and Writing
- ENG 295 Histories and Texts
- ENG 296 Theory, Meaning, Value
- LIT 165 Topics in Literature
  or ENG 206 Black Critical Theory

Elective Courses

Total Minimum Credits Required 18

1 A minimum grade of C- is required.
Two LIT (one must be a 300-level) and two CLS (one must be a 300-level) courses. Of these four courses, one from each category of the major’s literatures track must be taken: a genre, an American multiethnic/world, and a historical context.

Note: FLM courses may not be used to fulfill this requirement.

| Total Credits | 18 |

| 400-level ENG or 400-level CLS (taken under advisement) | 3 |

**ETHNIC STUDIES PROGRAM**

**College of Arts and Humanities**

201 Old Library Building

610-436-2308

Ethnic Studies (http://www.wcupa.edu/ethnicStudies)

Miguel Ceballos (mceballos@wcupa.edu), Director

Ethnic Studies is an interdisciplinary program that 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 program offers a minor to any student, regardless of major, who satisfactorily completes 18 semester hours of work in Ethnic Studies. The minor offers an interdisciplinary course of study with a concentration in one of the following areas:

• African American Studies
• Asian American Studies
• Jewish American Studies
• Latino/a Studies
• Native American Studies
• Multi-Cultural Studies

**Committee Members**

Mahmoud Amer, Languages and Cultures

Mahrulk Azam, Chemistry

Timothy J. Brown, Communication Studies

Miguel Ceballos, Anthropology and Sociology

Janet Chang, Psychology

Cecilia Lee–Fang Chien, History

Valerian Desousa, Anthropology and Sociology

Michael A. Di Giovine, Anthropology and Sociology

Anita K. Foeman, Communication Studies

Jonathan Friedman, History

Paul D. Green, English

Daniela Johannes, Languages and Cultures

V. Krishna Kumar, Psychology

Tiffany Lane, Social Work

Ann Lieberman-Colgan, Educational Development

Don McCown, Health

Cherise Pollard, English

Ana C. Sanchez, Languages and Cultures

Alice Speh, Languages and Cultures

Linda S. Stevenson, Political Science

Chiwonese B. Tinago, Health

Spring Ulmer, Health

Carla Lee Verderame, English

Richard W. Voss, Social Work

**Programs**

**Minor in Ethnic Studies**

• Ethnic Studies (p. 280)

**Policies**

• See undergraduate admissions information. (p. 11)

• See academic policies. (http://catalog.wcupa.edu/undergraduate/academic-policies-procedures)

All undergraduate students are held to the academic policies and procedures outlined in the undergraduate 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 programs may be listed below.

**Faculty**

**Professors**

Timothy J. Brown (tbrown@wcupa.edu) (2002)

B.A., M.A., West Chester University; Ph.D., Ohio University

Anita K. Foeman (afoeman@wcupa.edu) (1991)

B.H., Defiance College; M.A., Ph.D., Temple University

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

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

Cherise Pollard (cpollard@wcupa.edu) (1999)

B.A., Rutgers - The State University; M.A., Ph.D., University of Pittsburgh

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

Linda S. Stevenson (lstevenson@wcupa.edu) (2002)

Chairperson, Political Science

B.A., College of Wooster; M.A., Ph.D., University of Pittsburgh

Carla Lee Verderame (cverderame@wcupa.edu) (1998)

A.B., Smith College; M.A.T., Brown University; Ph.D., University of Michigan

**Associate Professors**

Mahrulk Azam (mazam@wcupa.edu) (2004)

B.S., Punjab University; M.S., Quaid-e-Azam University; M.S., Ph.D., Seton Hall University

Cecilia Lee–Fang Chien (cchien@wcupa.edu) (2005)

B.A., Central Michigan University; M.A., Ph.D., Harvard University

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

Donald McCown (dmccown@wcupa.edu) (2011)

B.A., Eastern University; M.S.S., Bryn Mawr College; Ph.D. Tilburg University

**Assistant Professors**

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

Janet Chang (jchang@wcupa.edu) (2016)

B.A., Swarthmore College; 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
MINOR IN ETHNIC STUDIES

Ethnic studies includes the Ethnic Studies Institute and program. The institute sponsors cultural programming, grant writing, and research. The program offers a minor to any student, regardless of major, who satisfactorily completes 18 semester hours of work in ethnic studies. Study may lead to a multiethnic emphasis or to a concentration in one of the following areas:

- The African American Studies concentration offers an interdisciplinary course of study to students interested in the literary, historical, artistic, cultural, and sociological significance of African American culture.
- The Asian American Studies concentration offers an interdisciplinary and structured course of study to students interested in the philosophical, literary, historical, sociological, and cultural significance of Asian American culture.
- The Jewish American Studies concentration offers an interdisciplinary approach with a foundation in Jewish history, language, and literature, and cultural significance of Jewish American culture.
- The Latino/a Studies concentration offers an interdisciplinary course of study to students interested in the literary, political, artistic, and cultural significance of Latino/a American culture.
- The Native American Studies concentration offers an interdisciplinary course of study structured around the literary, historical, and cultural significance of Native American culture.

For current requirements and a list of approved courses in each specialization, consult the director of ethnic studies.

For each option currently offered there are, in addition to the relevant ethnic studies core courses, certain cognate courses. These cognate courses do not necessarily deal directly with ethnic group life but give an added dimension of social and historical background.

As soon as possible, students should register their intent to earn the minor with the director of the ESI. At the end of each semester, students should report the ethnic-related courses completed during the semester and the courses planned for the following semester to the director. An updated list of courses approved for credit is available each semester from the ESI before the advising and scheduling period. Students can use an approved ethnic-related course toward the completion of the minor in ethnic studies at the same time it is being used to fulfill their major, other minor, or elective requirements.

Students are encouraged to attend at least two cultural ethnic events - speakers, musical programs, art shows, theatre productions, or films - each year.

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
Department of Geography and Planning (http://www.wcupa.edu/geographyPlanning)
Dottie Ives-Dewey (divesdewey@wcupa.edu), Chairperson

The Department of Geography & Planning prepares students for careers in a range of fields including urban and regional planning, geospatial technologies, environmental conservation, and more. Students in the program are equipped with the professional and technical skills needed to guide complex processes of a changing world, to utilize cutting edge technologies to create sustainable built and natural environments, and to enrich communities through leadership, entrepreneurial activity, social responsibility, and environmentally sustainable planning and policy. According to the U.S. Department of Labor, the Geospatial Technology industry is growing at an annual rate of 35% as private, government, and non-profit sectors incorporate GIS as part of their information systems.

The B.S. in Urban and Environmental Planning prepares students to enter the workforce as professional planners, GIS analysts, or in related professions. Professional planners play a major role in shaping communities; in providing guidance for sustainable development; and in addressing social, environmental, political, and economic problems of communities. GIS Analysts work in a range of industries including private business, local and regional planning agencies, the federal government, and non-profit organizations.

The B.A. in Geography offers four separate track options, all of which share a common core of courses in geography, including maps and remote sensing, basic GIS, spatial statistics and the completion of an individual research project. The General Geography Track offers the most flexibility and provides an overview of the three areas of planning, GIS, and environmental conservation. The Environmental Track provides a more focused study of environmental analysis and conservation practices. The GIS Track provides more advanced applications of geospatial technologies. The Elective Social Science Track provides an opportunity for a student to complete social studies post-baccalaureate teaching certification.

Both programs also prepare students for graduate study in planning, GIS, environmental science, and law.

Department Mission Statement

The mission of the Department of Geography and Planning is multifaceted. The mission is to produce geographers and planners conceptually prepared and technically skilled for spatial analysis and problem solving; to provide majors with the basic background of the discipline; to provide the opportunity to specialize in an area of their interest such as geographic information systems (GIS) and planning; to link undergraduate programs to the surrounding community for professional and graduate-level training; and to serve as a resource for community planning, consulting, and research needs.

In keeping with this mission, the department has the following learning goals for the undergraduate program:

1. Basic background knowledge in the discipline of geography and planning
2. Conceptual and technical skills for spatial analysis and problem solving
3. The ability to conduct geographic research

Programs

Majors in Geography and Planning
- B.A. in Geography (p. 283)
- B.A. in Geography to M.S. in Geography Accelerated Program (p. 283)
- B.S. in Urban and Environmental Planning (p. 287)

Minors in Geography and Planning
- Geography and Planning (p. 288)
- Business Geographic Information Systems (p. 288)

Certificate in Geography and Planning
- Elective Social Studies Teacher Certification Program (p. 288)

Graduate Opportunities
See the graduate catalog for more information on the Geography and Planning program. (http://catalog.wcupa.edu/graduate/business-public-management/geography-planning)

Policies
- See undergraduate admissions information. (p. 11)
- See academic policies. (http://catalog.wcupa.edu/undergraduate/academic-policies-procedures)

All undergraduate students are held to the academic policies and procedures outlined in the undergraduate 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 programs may be listed below.

Accelerated Program Policy
Refer to the Accelerated Programs page (p. 134) for more information.

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
B.A., York University, Toronto; M.P.H., University of Kentucky College of Public Health; Ph.D., University of Louisville

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

Courses

GEO

GEO 101. World Geography. 3 Credits.
The scope of geography and understanding of the world's regions generated by it. Human society is examined in a frame of spatial, environmental, and resource factors. Map skills and other "tools" of geography are introduced.
Gen Ed Attribute: Behavioral and Social Science Distributive.
Distance education offering may be available.
Typically offered in Fall, Spring & Summer.

GEO 102. Physical Geography. 3 Credits.
The study of basic principles of physical geography and of relationships between components of the total earth environment.
Typically offered in Fall.

GEO 103. Human Geography. 3 Credits.
An inquiry into the theoretical and applied approaches to the study of human spatial behavior and the distribution of social problems.
Gen Ed Attribute: Behavioral and Social Science Distributive.
Distance education offering may be available.
Typically offered in Spring & Summer.

GEO 200. Global Cities. 3 Credits.
GEO 200 introduces students to historical and current spatial patterns within global cities. This class will discuss the major concepts of urban development and growth, globalization, and city systems using lectures, class discussion, and videos. The goal of the course is to provide the students with an understanding of the basic principles of geography and apply those principles to the study of cities across the globe. The course emphasizes the environmental and human characteristics that make cities distinctive collectively and individually.
Gen Ed Attribute: Behavioral and Social Science Distributive.
Distance education offering may be available.
Typically offered in Summer.

GEO 204. Introduction to Urban Studies. 3 Credits.
An examination of the breadth of urban studies from the perspectives of many social science disciplines. Philadelphia is emphasized as an object of perception, as a place of life and livelihood, and as an example of continual change in the urban environment.
Gen Ed Attribute: Diversity Requirement, Interdisciplinary Requirement.
Typically offered in Fall & Spring.

GEO 205. Geography of Agriculture, Food & Sustainability. 3 Credits.
Human beings eat food daily and this necessity has led to conversion of half of the Earth's land surface to agricultural use. This course introduces students to the spatial patterns of agricultural systems on the planet, the physical geography related to them. Students will investigate the impacts of modern agriculture on the environment, and human culture and health. This will be followed by an introduction to sustainable alternatives including local small scale organic agriculture, urban gardening, and resilient diverse food cropping systems. Students will choose a region of the world to study sustainable agricultural systems, and prepare a regional food dish to share with the class.
Typically offered in Fall.

GEO 213. GIS for the Social Sciences. 3 Credits.
A course in mapping in the political, economic, and social features of places and the analysis of those maps using the ArcView component of ESRI's ARCGIS. Introductory course but with hands-on technology experience; suitable for majors in political science, social work, economics, and other social science disciplines.
Typically offered in Spring.

GEO 214. Introduction to Planning. 3 Credits.
The methods of analyzing problems of urban and regional planning. Emphasis is placed on systems of housing, recreation, transportation, industry, and commerce.
Gen Ed Attribute: Behavioral and Social Science Distributive.
Typically offered in Fall.
GEO 215. GIS for Criminal Justice Careers. 3 Credits.
A course in crime mapping and the analysis of maps of crime patterns, police services, locations of criminal incidents, offenders’ geographical behaviors, and spatial trends in crime. Typically offered in Fall & Spring. Crosslisted courses GEO 215, CRJ 215.

GEO 225. Introduction to Maps and Remote Sensing. 3 Credits.
Introduction to mapping and remote sensing. Thorough exposure to grid coordinate systems, representative fractions/scale, map projections, and mapping systems. Also, aerial photographs, digital orthophotos, satellite images, and computers as tools. Typically offered in Fall.

GEO 230. Environmental Conservation and Sustainability. 3 Credits.
An inquiry into the problems of resources protection, management and sustainability. Emphasis is placed on the United States. Gen Ed Attribute: Behavioral and Social Science Distributive. Typically offered in Fall & Spring.

GEO 301. Geography of United States and Canada. 3 Credits.
An examination of the complexity and diversity of the physical and human landscapes of the U.S. and Canada. Both rural and urban geography are studied with an emphasis on recent geographic changes of influence: such as the shift from an emphasis on production to one on service and consumption, the growing importance of cities, and increasing racial and ethnic diversity. Typically offered in Fall.

GEO 302. Geography of Latin America. 3 Credits.
Central and South America are studied with emphasis on geographic understanding of the major sources of change in recent times. The course focuses on selected individual countries in addition to presentation of the region as a whole. Gen Ed Attribute: Foreign Language Culture Cluster, Spanish Culture Cluster. Typically offered in Fall & Spring.

GEO 303. Geography of Europe. 3 Credits.
A survey course focusing on the regional geography of Europe. The course includes and examination of the physical environment, cultural traditions, lifestyles, economies, urban environment and political change throughout the region. Gen Ed Attribute: Foreign Language Culture Cluster, French & Francophone Area Culture Cluster, Germany Culture Cluster, Italian (Italian) Culture Cluster. Distance education offering may be available. Typically offered in Fall, Spring & Summer.

GEO 304. Geography of Asia. 3 Credits.
This course is a survey course focusing on the geography of Asia. This course utilizes a systematic approach to understanding Asia’s geography and includes an examination of the physical environment, the cultural traditions, lifestyles, economies, development, and urban environment throughout the Asia region. The course focuses on the regions of South, Central, East, and Southeast Asia. Russia and the eastern countries of the former Soviet Union are also covered. Typically offered in Spring & Summer.

GEO 310. Population Geography. 3 Credits.

GEO 312. Urban Geography. 3 Credits.
Analysis of patterns, processes, and consequences of urban growth and development. Theory of systems, size, spacing, and functions of cities. Students will conduct outside analysis using real data. Gen Ed Attribute: Diversity Requirement. Typically offered in Fall, Spring & Summer.

GEO 316. Planning for Resilient Communities and Natural Disasters. 3 Credits.
This course provides students with the capacity to develop planning and public service skills to understand, diagnose and address causes, consequences, and mitigation and adaptation measures for a wide variety of emergencies and disasters. These events include natural hazards (such as earthquakes, volcanic eruptions, tsunamis, hurricanes, floods, and temperature extremes), accidents, terrorism and other extreme events such as climate change and environmental catastrophes that are both rapid and slow moving with often devastating impacts on social structures and the built and natural environments. Typically offered in Fall.

GEO 318. Economic Geography. 3 Credits.
This course is concerned with the spatial patterns of economic activities, including production, consumption, and settlement. It provides an understanding of their location and the processes of change. The course is international in scope, with an emphasis on the global economy. Typically offered in Fall.

GEO 322. Land Development Controls. 3 Credits.

GEO 324. Intro to Geographic Information Systems. 3 Credits.
Data sources and analysis techniques used in the planning process, with emphasis on appropriate applications. Students receive considerable experience in using geographic information systems technology to solve real-world problems. Typically offered in Fall, Spring & Summer.

GEO 325. Intro Business GIS. 3 Credits.
This course provides a conceptual overview of geographical information systems as well as hands-on experience of software systems used in developing business management and marketing strategies. Attention is focused on using GIS technology as an analysis tool to improve decision making. Designed primarily for marketing majors. Typically offered in Fall, Spring & Summer.

GEO 326. Geographical Analysis. 3 Credits.
Applications of basic statistical techniques to problems of spatial significance, emphasizing the adaptation of technique to problem, and the understanding and interpretation of specific analytical methods as applied to real-world situations. Pre / Co requisites: GEO 326 requires prerequisites of MAT 103 or MAT 115 or MAT 113 or MAT 143 or MAT 121 or MAT 161 or MAT 131 or MAT 199. Typically offered in Spring.

GEO 328. Computer Cartography. 3 Credits.
This course provides an overview of a variety of computer mapping programs and hands-on experience utilizing those programs. The course is structured to develop design skills related to the effective creation of maps. Graphic techniques are emphasized that relate to the effective display and communication of spatial phenomena. Typically offered in Spring.

GEO 331. Transportation Planning. 3 Credits.
Important issues, descriptive and analytical, facing urban and suburban transportation are studied. Employment of the planning process emphasizes use of analytical tools. Typically offered in Spring.

GEO 332. Environmental Crises. 3 Credits.
The nature and dimensions of environmental problems with an emphasis on endangered life-support systems. Aspects of natural and social environment systems and their mutual interrelationships. Typically offered in Spring.

GEO 333. Sustainable Living. 3 Credits.
Practical solutions and innovative thinking in how students can adopt a more sustainable lifestyle personally and professionally. Three interconnected objectives of sustainability-economic vitality, environmental integrity, and social equity- will serve as core themes in the course. Distance education offering may be available. Typically offered in Summer.

GEO 336. Environmental Planning. 3 Credits.
Introduction to 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.

This course reviews the principles of cartography and GIS in terms of environmental applications. Using ESRI’s and ArcGIS software, students will add environmental, political, economic, and other types of data to computerized maps to explore environmental analysis. These data will then be spatially examined and manipulated to review the process of mapmaking and decision-making. Typically offered in Fall & Summer.
GEO 341. Landscape Analysis. 3 Credits.
The study of contemporary geographical patterns of plants and animals, and the overall processes which influence landscape development and characteristics, such as climatic and geomorphic events, and anthropogenic activities. Typically offered in Spring.

GEO 352. Geopolitics. 3 Credits.
A study of the causal relations between geographical phenomena and political or military power. Typically offered in Spring.

GEO 354. 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 policies and plans. Typically offered in Fall.

GEO 400. Senior Seminar In Geography. 3 Credits.
The study of historical and contemporary trends in geography; the design, preparation, and defense of a research proposal. Gen Ed Attribute: Writing Emphasis. Typically offered in Fall.

GEO 401. Internet Mapping. 3 Credits.
This course reviews principles and applications of cartography and geographic information systems (GIS) in terms of internet and mobile mapping technologies. Web-distributed maps, internet map services, navigation/global positioning systems (GPS) and cell phone based applications are examined through the use of ArcGIS Internet map server, Google Earth, Google APIs and cell phone applications. Pre / Co requisites: GEO 401 requires prerequisite of GEO 225. Typically offered in Fall & Summer.

GEO 402. Topical Seminar. 3 Credits.
Intensive examination of a selected area of study in the field of geography. Topics will be announced at the time of offering. Course may be taken more than once when different topics are presented. Typically offered in Fall & Spring. Repeatable for Credit.

GEO 403. Planning and Design. 3 Credits.
Selected experiences designed to assist the student (either as an individual or as a member of a group) in developing proficiency in information-providing techniques. Typically offered in Spring. Cross listed courses PLN 403, GEO 403.

GEO 404. Senior Project in Geography. 3 Credits.
The execution of the research proposal (designed in GEO 400) as an acceptable departmental senior research paper. Pre / Co requisites: GEO 404 requires prerequisite of GEO 400. Typically offered in Spring.

GEO 410. Independent Study in Geography. 3 Credits.
Research projects, reports, and readings in geography. Consent: Permission of the Department required to add. Typically offered in Summer. Repeatable for Credit.

GEO 412. GIS Applications in Health. 3 Credits.
LEC (0), LAB (0)
This is an applied course covering the theory and applications of geographic information systems (GIS) for public health. The course includes an overview of the principles of GIS in public health and practical experience in its use. The practical component involves the use of desktop GIS software packages including ArcGIS. Pre / Co requisites: GEO 412 requires a prerequisite of GEO 324. Typically offered in Fall.

GEO 415. Internship in Geography and Planning. 1-12 Credits.
Practical job experience in applying geographic theory, executing substantive research, and engaging in community service in selected off-campus situations. Open only to upper-division B.A. majors and minors in geography/planning with permission of department chairperson. Typically offered in Fall, Spring & Summer. Repeatable for Credit.

GEO 424. Geographic Information Systems Application. 3 Credits.
A course to advance the student’s knowledge of the design and implementation of geographic information systems. Pre / Co requisites: GEO 424 requires prerequisite of GEO 324. Typically offered in Spring.

GEO 425. Business GIS Applications. 3 Credits.
Intensive use of Geographical Information Systems (GIS) in the business environment to aid in better sales and marketing decisions. Course provides a conceptual overview of database management systems from MIS to geodatabases and their integration with a GIS. Case studies draw numerous examples from various businesses. Student tutorials provide hands-on opportunities for students to experience and learn how to use GIS within a business problem-solving framework. Pre / Co requisites: GEO 425 requires prerequisite of GEO 325. Typically offered in Fall & Spring.

GEO 427. Geodatabase System. 3 Credits.
The course teaches students the concepts and design of geographic database systems in the process of geographic analysis. Typically offered in Spring.

PLN

PLN 301. Planning History, Theory, and Ethics. 3 Credits.
This course examines current planning theories and approaches. The course examines the role of planning within a democratic society, how planning influences society and society values, new directions in the field, and the relationship between planning theory and planning practice, with special focus on planning ethics, professional standards and conduct. Typically offered in Spring.

PLN 302. Community Engagement Techniques. 3 Credits.
This course focuses on qualitative methods and citizen engagement techniques for planning practice. Discussion centers on citizen participation, social justice, governance and working with under-represented populations. The course includes how to conduct a community survey, structure a public meeting, conduct a focus group, and other methods planners use to bring meaningful citizen participation into community decision-making. Typically offered in Spring.

PLN 320. Land Use Planning. 3 Credits.
An inquiry into the development of comprehensive land use studies by governmental and private agencies, emphasizing the development of skills in problem identification and resolution. Pre / Co requisites: PLN 320 requires a prerequisite of GEO 214. Typically offered in Fall.

PLN 403. Planning Design (Studio A). 3 Credits.
Selected experiences designed to assist the student (either as an individual or as a member of a group) in developing proficiency in information-providing techniques. Typically offered in Fall. Cross listed courses PLN 403, GEO 403.

PLN 405. 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 information-providing techniques. Pre / Co requisites: PLN 405 requires a prerequisite of GEO 214. Typically offered in Fall.

PLN 407. Planning History, Theory, and Ethics. 3 Credits.
This course examines current planning theories and approaches. The course examines the role of planning within a democratic society, how planning influences society and society values, new directions in the field, and the relationship between planning theory and planning practice, with special focus on planning ethics, professional standards and conduct. Typically offered in Spring.

PLN 420. Business GIS Applications. 3 Credits.
Intensive use of Geographical Information Systems (GIS) in the business environment to aid in better sales and marketing decisions. Course provides a conceptual overview of database management systems from MIS to geodatabases and their integration with a GIS. Case studies draw numerous examples from various businesses. Student tutorials provide hands-on opportunities for students to experience and learn how to use GIS within a business problem-solving framework. Pre / Co requisites: GEO 425 requires prerequisite of GEO 325. Typically offered in Fall & Spring.

PLN 427. Geodatabase System. 3 Credits.
The course teaches students the concepts and design of geographic database systems in the process of geographic analysis. Typically offered in Spring.

B.A. IN GEOGRAPHY

College of Business and Public Management

Curriculum
The Bachelor of Arts in Geography offers a choice of five emphases (called “tracks”): traditional geography (cultural, environmental, and economic geography including an international perspective), geographic information systems (GIS), urban/regional planning, environmental geography, and elective social studies teacher certification. The geographic information systems and urban/regional planning areas emphasize specialized skill development. Internships are available and are recommended for qualified students.
Geography majors must take GEO 101 or GEO 103 and achieve a grade of 2.0 or better. They also must pass WRT 120 and WRT 200 (or equivalent) with a grade of 2.0 or better.

Courses (taken under advisement) that are specifically related to identified career aspirations, and chosen outside general requirements, or geography core:

**General Education Requirements** ([Link](http://catalog.wcupa.edu/undergraduate/general-education-requirements))

- **English Composition requirement**
- **Mathematics requirement**
- **Public Speaking requirement**
- **Science requirements**
- **Behavioral & Social Science requirements**
- **Humanities requirements**
- **Arts requirement**
- **Diverse Communities requirement**
- **Interdisciplinary requirement**
- **Student Electives**
- **Writing Emphasis requirements**

**Language & Culture Requirement**

- Demonstrating language proficiency through the intermediate level (202) or demonstrating language proficiency through the elementary II (102) level of a language and further acquiring a cultural foundation.

**Additional geography or social/behavioral science courses**

Select 9 semester hours

**Major Requirements**

- GEO 102 Physical Geography
- GEO 225 Introduction to Maps and Remote Sensing
- GEO 310 Population Geography
- GEO 326 Geographical Analysis
- GEO 400 Senior Seminar In Geography
- GEO 404 Senior Project in Geography

**Track Requirements**

Select one of the following tracks: 15

- **Geography Track**
  - Select five courses from specified groups 1

- **Urban/Regional Planning Track**
  - GEO 214 Introduction to Planning
  - GEO 324 Intro to Geographic Information Systems or GEO 328 Computer Cartography
  - Select one of the following:
    - PLN 320 Land Use Planning
    - GEO 322 Land Development Controls
    - GEO 336 Environmental Planning 2
  - Select two additional courses from a specified list 2

- **Geographic Information Systems Track**
  - GEO 324 Intro to Geographic Information Systems
  - GEO 328 Computer Cartography
  - GEO 424 Geographic Information Systems Application
  - Select two courses from specified lists of courses 3

- **Environmental Geography Track**
  - GEO 324 Intro to Geographic Information Systems
  - GEO 230 Environmental Conservation and Sustainability or GEO 332 Environmental Crises
  - Select three courses from specified lists of courses 3

- **Elective Social Studies Teacher Certification Track**
  - GEO 204 Introduction to Urban Studies (interdisciplinary)

**Related/Cognate Requirements**

- Courses (taken under advisement) that are specifically related to identified career aspirations, and chosen outside general requirements, or geography core:
- **Related/Cognate Requirements**
  - Required of environmental geographic track: four courses selected under advisement
  - Required of geographic information systems track: four courses selected under advisement
  - Required for urban/regional planning track: four courses selected under advisement

**Student Electives**

Select 3-15 semester hours

**Total Minimum Credits Required**

120

1 Taken under advisement

2 Most recommended are GEO 101, GEO 213, GEO 214, GEO 215, GEO 230, GEO 302, GEO 303, GEO 318, GEO 324, GEO 332

**Accelerated B.A. in Geography to M.S. in Geography Program**

Any Geography major with junior-standing in the Environmental, GIS, or Geography track, with a 3.0 cumulative GPA or higher may substitute up to 12 graduate credits to satisfy the B.A. program.

**Elective Courses**

Select from the courses below:

- GEO 502 Topical Seminar in Geography
- GEO 505 Planning Design
- GEO 506 Seminar in Physical Geography
- GEO 507 Internet Applications of Geographic Information Systems
- GEO 521 Suburbanization and Land Development
- GEO 524 Population Processes
- GEO 525 Urban and Regional Planning
- GEO 526 Metropolitan Systems and Problems
- GEO 527 Planning Law and Organization
- GEO 531 Transportation Planning
- PLN 536 Environmental Planning
- GEO 538 Environmental Modeling with Geographic Information Systems
- GEO 554 Geography and Planning of Housing
- GEO 577 Geodatabases

**Sample Course Plan**

To track their individual degree progress, students are advised to access their Degree Progress Report (DPR) via myWCU regularly. For more information, visit wcupa.edu/DegreeProgressReport.

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.
### Recommended Course Sequence- BA Geography: General Track

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Year One</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Semester One</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>GEO 102</td>
<td>Physical Geography</td>
<td>3</td>
</tr>
<tr>
<td>WRT 120</td>
<td>Effective Writing I</td>
<td>3</td>
</tr>
<tr>
<td>Foreign Language (101)</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>General Education Course</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>General Education Course</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td><strong>Credits</strong></td>
<td></td>
<td>15</td>
</tr>
<tr>
<td><strong>Semester Two</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MAT 103</td>
<td>Introduction to Mathematics (or higher)</td>
<td>3</td>
</tr>
<tr>
<td>SPK 208</td>
<td>Public Speaking</td>
<td>3</td>
</tr>
<tr>
<td>GEO 101</td>
<td>World Geography</td>
<td>3</td>
</tr>
<tr>
<td>Foreign Language (102)</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>General Education Course</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td><strong>Credits</strong></td>
<td></td>
<td>15</td>
</tr>
<tr>
<td><strong>Year Two</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Semester Three</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>GEO 225</td>
<td>Introduction to Maps and Remote Sensing</td>
<td>3</td>
</tr>
<tr>
<td>Geography Elective</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>WRT 200</td>
<td>Critical Writing and Research</td>
<td>3</td>
</tr>
<tr>
<td>Foreign Language (201)</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>General Education Course</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td><strong>Credits</strong></td>
<td></td>
<td>15</td>
</tr>
<tr>
<td><strong>Semester Four</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>GEO 204</td>
<td>Introduction to Urban Studies</td>
<td>3</td>
</tr>
<tr>
<td>Geography Elective</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Foreign Language (202)</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>General Education Course</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>General Education Course</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td><strong>Credits</strong></td>
<td></td>
<td>15</td>
</tr>
<tr>
<td><strong>Year Three</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Semester Five</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Geography Elective</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Geography Elective</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>General Education Course</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Cognate Course</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Culture Cluster</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td><strong>Credits</strong></td>
<td></td>
<td>15</td>
</tr>
<tr>
<td><strong>Semester Six</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>GEO 310</td>
<td>Population Geography</td>
<td>3</td>
</tr>
<tr>
<td>GEO 326</td>
<td>Geographical Analysis</td>
<td>3</td>
</tr>
<tr>
<td>ENG 368</td>
<td>Business and Organizational Writing or Technical Writing</td>
<td>3</td>
</tr>
<tr>
<td>Geography Elective</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Elective</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td><strong>Credits</strong></td>
<td></td>
<td>15</td>
</tr>
<tr>
<td><strong>Year Four</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Semester Seven</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>GEO 400</td>
<td>Senior Seminar In Geography</td>
<td>3</td>
</tr>
<tr>
<td>Geography Elective</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>General Elective</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td><strong>Credits</strong></td>
<td></td>
<td>15</td>
</tr>
<tr>
<td><strong>Semester Eight</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>GEO 404</td>
<td>Senior Project in Geography</td>
<td>3</td>
</tr>
<tr>
<td>Geography Elective</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Geography Elective</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>General Elective</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Cognate Course</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td><strong>Credits</strong></td>
<td></td>
<td>15</td>
</tr>
</tbody>
</table>

**Total Credits**: 120

### Recommended Course Sequence- BA Geography: GIS Track

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Year One</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Semester One</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>GEO 102</td>
<td>Physical Geography</td>
<td>3</td>
</tr>
<tr>
<td>WRT 120</td>
<td>Effective Writing I</td>
<td>3</td>
</tr>
<tr>
<td>Foreign Language (101)</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>General Education Course</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td><strong>Credits</strong></td>
<td></td>
<td>15</td>
</tr>
<tr>
<td><strong>Semester Two</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>GEO 101</td>
<td>World Geography</td>
<td>3</td>
</tr>
<tr>
<td>MAT 103</td>
<td>Introduction to Mathematics (or higher)</td>
<td>3</td>
</tr>
<tr>
<td>SPK 208</td>
<td>Public Speaking</td>
<td>3</td>
</tr>
<tr>
<td>Foreign Language (102)</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>General Education Course</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td><strong>Credits</strong></td>
<td></td>
<td>15</td>
</tr>
<tr>
<td><strong>Year Two</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Semester Three</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>GEO 225</td>
<td>Introduction to Maps and Remote Sensing</td>
<td>3</td>
</tr>
<tr>
<td>Geography Elective</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>WRT 200</td>
<td>Critical Writing and Research</td>
<td>3</td>
</tr>
<tr>
<td>Foreign Language (201)</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>General Education Course</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td><strong>Credits</strong></td>
<td></td>
<td>15</td>
</tr>
<tr>
<td><strong>Semester Four</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>GEO 204</td>
<td>Introduction to Urban Studies</td>
<td>3</td>
</tr>
<tr>
<td>GEO 328</td>
<td>Computer Cartography</td>
<td>3</td>
</tr>
<tr>
<td>Foreign Language (202)</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>General Education Course</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>General Education Course</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td><strong>Credits</strong></td>
<td></td>
<td>15</td>
</tr>
<tr>
<td><strong>Year Three</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Semester Five</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>GEO 310</td>
<td>Population Geography</td>
<td>3</td>
</tr>
<tr>
<td>Geography Elective</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Geography Elective</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>General Education Course</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Culture Cluster</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td><strong>Credits</strong></td>
<td></td>
<td>15</td>
</tr>
<tr>
<td><strong>Semester Six</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>GEO 400</td>
<td>Senior Seminar In Geography</td>
<td>3</td>
</tr>
<tr>
<td>Geography Elective</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>General Elective</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td><strong>Credits</strong></td>
<td></td>
<td>15</td>
</tr>
</tbody>
</table>
B.A. IN GEOGRAPHY

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>GEO 326</td>
<td>Geographical Analysis</td>
<td>3</td>
</tr>
<tr>
<td>ENG 368</td>
<td>Business and Organizational Writing</td>
<td>3</td>
</tr>
<tr>
<td>EN 337</td>
<td>or Technical Writing</td>
<td></td>
</tr>
<tr>
<td>GEO 424</td>
<td>Geographic Information Systems Application</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>General Education Course</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td><strong>Credits</strong></td>
<td><strong>15</strong></td>
</tr>
</tbody>
</table>

**Year Four**

**Semester Seven**

| GEO 400  | Senior Seminar In Geography                | 3       |
| Geography Elective |                                   | 3       |
| General Education Course |                               | 3       |
| Cognate Course        |                                      | 3       |
| Cognate Course        |                                      | 3       |
| **Credits**           | **15**                                 |

**Semester Eight**

| GEO 404  | Senior Project in Geography                | 3       |
| Geography Elective |                                   | 3       |
| Geography Elective |                                   | 3       |
| General Elective    |                                      | 3       |
| Cognate Course      |                                      | 3       |
| Cognate Course      |                                      | 3       |
| **Credits**         | **15**                                 |

**Recommended Course Sequence - BA Geography: Environmental Track**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>GEO 102</td>
<td>Physical Geography</td>
<td>3</td>
</tr>
<tr>
<td>WRT 120</td>
<td>Effective Writing I</td>
<td>3</td>
</tr>
<tr>
<td>Foreign Language (101)</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>General Education Course</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>General Education Course</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td></td>
<td><strong>Credits</strong></td>
<td><strong>15</strong></td>
</tr>
</tbody>
</table>

**Year Two**

**Semester Three**

| GEO 225  | Introduction to Maps and Remote Sensing   | 3       |
| GEO 214  | Introduction to Planning                   | 3       |
| WRT 200  | Critical Writing and Research              | 3       |
| Foreign Language (210) or Culture Cluster |                 | 3       |
| General Education Course                     |               | 3       |
|          | **Credits**                                | **15**  |

**Semester Four**

| GEO 204  | Introduction to Urban Studies              | 3       |
| Geography Elective |                                   | 3       |
| Foreign Language (202) or Culture Cluster |               | 3       |
| General Education Course                     |               | 3       |
| General Education Course                     |               | 3       |

**Recommended Course Sequence - BA Geography: Planning Track**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>GEO 102</td>
<td>Physical Geography</td>
<td>3</td>
</tr>
<tr>
<td>WRT 120</td>
<td>Effective Writing I</td>
<td>3</td>
</tr>
<tr>
<td>Foreign Language (101)</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>General Education Course</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>General Education Course</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td></td>
<td><strong>Credits</strong></td>
<td><strong>15</strong></td>
</tr>
</tbody>
</table>

**Year Three**

**Semester Five**

| GEO 230  | Environmental Conservation and Sustainability | 3       |
| GEO 332  | or Environmental Crises                      |         |
| GEO 324  | Intro to Geographic Information Systems      | 3       |
| General Education Course                     | 3       |
| Cognate Course                                | 3       |
| Culture Cluster                               | 3       |
|          | **Credits**                                | **15**  |

**Semester Six**

| GEO 310  | Population Geography                       | 3       |
| GEO 326  | Geographical Analysis                      | 3       |
| ENG 368  | Business and Organizational Writing        | 3       |
| EN 337   | or Technical Writing                       |         |
| GEO 404  | Geography Elective                         | 3       |
| General Education Course                     | 3       |
| Cognate Course                                | 3       |
| Culture Cluster                               | 3       |
|          | **Credits**                                | **15**  |

**Recommended Course Sequence - BA Geography: Planning Track**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>GEO 101</td>
<td>World Geography</td>
<td>3</td>
</tr>
<tr>
<td>MAT 104</td>
<td>Introduction to Applied Mathematics (or higher)</td>
<td></td>
</tr>
<tr>
<td>SPK 208</td>
<td>Public Speaking</td>
<td>3</td>
</tr>
<tr>
<td>Foreign Language (102)</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>General Education Course</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Cognate Course</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Cognate Course</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Credits</strong></td>
<td><strong>15</strong></td>
</tr>
</tbody>
</table>

**Year Four**

**Semester Seven**

| GEO 400  | Senior Seminar In Geography                | 3       |
| Geography Elective |                                   | 3       |
| General Education Course |                               | 3       |
| Cognate Course        |                                      | 3       |
| Cognate Course        |                                      | 3       |
|          | **Credits**                                | **15**  |

**Semester Eight**

| GEO 404  | Senior Project in Geography                | 3       |
| Geography Elective |                                   | 3       |
| Geography Elective |                                   | 3       |
| General Elective    |                                      | 3       |
| Cognate Course      |                                      | 3       |
| Cognate Course      |                                      | 3       |
|          | **Credits**                                | **15**  |

**Recommended Course Sequence - BA Geography: Planning Track**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>GEO 102</td>
<td>Physical Geography</td>
<td>3</td>
</tr>
<tr>
<td>WRT 120</td>
<td>Effective Writing I</td>
<td>3</td>
</tr>
<tr>
<td>Foreign Language (101)</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>General Education Course</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>General Education Course</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td></td>
<td><strong>Credits</strong></td>
<td><strong>15</strong></td>
</tr>
</tbody>
</table>

**Year Three**

**Semester Five**

| GEO 230  | Environmental Conservation and Sustainability | 3       |
| GEO 332  | or Environmental Crises                      |         |
| GEO 324  | Intro to Geographic Information Systems      | 3       |
| General Education Course                     | 3       |
| Cognate Course                                | 3       |
| Culture Cluster                               | 3       |
|          | **Credits**                                | **15**  |

**Semester Six**

| GEO 310  | Population Geography                       | 3       |
| GEO 326  | Geographical Analysis                      | 3       |
| ENG 368  | Business and Organizational Writing        | 3       |
| EN 337   | or Technical Writing                       |         |
| GEO 404  | Geography Elective                         | 3       |
| General Education Course                     | 3       |
| Cognate Course                                | 3       |
| Culture Cluster                               | 3       |
|          | **Credits**                                | **15**  |

**Recommended Course Sequence - BA Geography: Planning Track**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>GEO 101</td>
<td>World Geography</td>
<td>3</td>
</tr>
<tr>
<td>MAT 104</td>
<td>Introduction to Applied Mathematics (or higher)</td>
<td></td>
</tr>
<tr>
<td>SPK 208</td>
<td>Public Speaking</td>
<td>3</td>
</tr>
<tr>
<td>Foreign Language (102)</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>General Education Course</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Cognate Course</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Cognate Course</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Credits</strong></td>
<td><strong>15</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>120</td>
</tr>
</tbody>
</table>

2017-2018 UNDERGRADUATE CATALOG
### Year Two
#### Semester Three
- **GEO 225**: Introduction to Maps and Remote Sensing 3
- **GEO 214**: Introduction to Planning 3
- **WRT 200**: Critical Writing and Research 3
- **Foreign Language (210) or Culture Cluster**: 3
- **General Education Course**: 3

**Credits**: 15

#### Semester Four
- **GEO 204**: Introduction to Urban Studies 3
- **Geography Elective**: 3
- **Foreign Language (202) or Culture Cluster**: 3
- **General Education Course**: 3
- **General Education Course**: 3

**Credits**: 15

### Year Three
#### Semester Five
- **PLN 320**: Land Use Planning 3
- **GEO 324**: Intro to Geographic Information Systems 3
- **General Education Course**: 3
- **Cognate Course**: 3
- **Culture Cluster**: 3

**Credits**: 15

#### Semester Six
- **GEO 310**: Population Geography 3
- **GEO 326**: Geographical Analysis 3
- **ENG 368**: Business and Organizational Writing or Technical Writing 3
- **Geography Elective (GEO 328 Recommended)**: 3
- **General Education Course**: 3

**Credits**: 15

### Year Four
#### Semester Seven
- **GEO 400**: Senior Seminar In Geography 3
- **Geography Elective**: 3
- **General Education Course**: 3
- **Cognate Course**: 3
- **Cognate Course**: 3

**Credits**: 15

#### Semester Eight
- **GEO 404**: Senior Project in Geography 3
- **Geography Elective**: 3
- **Geography Elective**: 3
- **General Education Course**: 3
- **Cognate Course**: 3

**Credits**: 15

**Total Credits**: 120

---

### B.S. IN URBAN AND ENVIRONMENTAL PLANNING

*College of Business and Public Management*

#### Curriculum

**General Education Requirements** [Access online](http://catalog.wcupa.edu/undergraduate/general-education-requirements)

### Academic Foundations Requirements

<table>
<thead>
<tr>
<th>Subject</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Composition</td>
<td>3</td>
</tr>
<tr>
<td>Mathematics</td>
<td>3</td>
</tr>
<tr>
<td>Public Speaking</td>
<td>3</td>
</tr>
</tbody>
</table>

### Diverse Communities Requirement

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interdisciplinary</td>
<td>3</td>
</tr>
<tr>
<td>Science Requirements</td>
<td>6</td>
</tr>
<tr>
<td>Behavioral and Social Science</td>
<td>6</td>
</tr>
<tr>
<td>Humanities Requirements</td>
<td>6</td>
</tr>
<tr>
<td>Arts Requirement</td>
<td>3</td>
</tr>
</tbody>
</table>

### Major Requirements

**Planning Core**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>GEO 102: Physical Geography</td>
<td>3</td>
</tr>
<tr>
<td>GEO 214: Introduction to Planning</td>
<td>3</td>
</tr>
<tr>
<td>GEO 225: Introduction to Maps and Remote Sensing</td>
<td>3</td>
</tr>
<tr>
<td>GEO 230: Environmental Conservation and Sustainability</td>
<td>3</td>
</tr>
<tr>
<td>PLN 301: Planning History, Theory, and Ethics</td>
<td>3</td>
</tr>
<tr>
<td>PLN 302: Community Engagement Techniques</td>
<td>3</td>
</tr>
<tr>
<td>GEO 310: Population Geography</td>
<td>3</td>
</tr>
<tr>
<td>PLN 320: Land Use Planning</td>
<td>3</td>
</tr>
<tr>
<td>GEO 322: Land Development Controls</td>
<td>3</td>
</tr>
<tr>
<td>GEO 324: Intro to Geographic Information Systems</td>
<td>3</td>
</tr>
<tr>
<td>GEO 326: Geographical Analysis</td>
<td>3</td>
</tr>
<tr>
<td>GEO 328: Computer Cartography</td>
<td>3</td>
</tr>
<tr>
<td>GEO 403: Planning and Design</td>
<td>3</td>
</tr>
<tr>
<td>PLN 405: Planning Design (Studio B)</td>
<td>3</td>
</tr>
</tbody>
</table>

**Additional Planning Electives**

Choose from the following (or other courses from GEO or other departments as approved by an adviser):

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>GEO 200: Global Cities</td>
<td>3</td>
</tr>
<tr>
<td>GEO 312: Urban Geography</td>
<td>3</td>
</tr>
<tr>
<td>GEO 316: Planning for Resilient Communities and Natural Disasters</td>
<td>3</td>
</tr>
<tr>
<td>GEO 318: Economic Geography</td>
<td>3</td>
</tr>
<tr>
<td>GEO 331: Transportation Planning</td>
<td>3</td>
</tr>
<tr>
<td>GEO 336: Environmental Planning</td>
<td>3</td>
</tr>
<tr>
<td>GEO 354: Geography and Planning of Housing</td>
<td>3</td>
</tr>
<tr>
<td>GEO 401: Internet Mapping</td>
<td>3</td>
</tr>
<tr>
<td>GEO 415: Internship in Geography and Planning</td>
<td>1-12</td>
</tr>
<tr>
<td>GEO 424: Geographic Information Systems Application</td>
<td>3</td>
</tr>
<tr>
<td>GEO 427: Geodatabase System</td>
<td>3</td>
</tr>
</tbody>
</table>

**Related/Cognate Requirements**

Select additional PLN, GEO or other courses as approved by the student’s adviser or to satisfy a minor.

**Additional Requirements**

**Free Electives**: 9

**Total minimum credits required**: 120

---

### Sample Course Plan

To track their individual degree progress, students are advised to access their Degree Progress Report (DPR) via myWCU regularly. For more information, visit wcupa.edu/DegreeProgressReport.

---

2017-2018 UNDERGRADUATE CATALOG 287
MINOR IN BUSINESS GEOGRAPHIC INFORMATION SYSTEMS

College of Business and Public Management

The Minor in Business Geographics and Information Systems provides students with the spatial analysis skills applied to business-oriented data and questions. Course work focuses on developing expertise with Geographic Information Systems (GIS).

Required Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>GEO 325</td>
<td>Intro Business GIS</td>
<td>3</td>
</tr>
<tr>
<td>GEO 425</td>
<td>Business GIS Applications</td>
<td>3</td>
</tr>
</tbody>
</table>

Select one of the following:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECO 251</td>
<td>Quantitative Business Analysis I</td>
<td>3</td>
</tr>
<tr>
<td>GEO 326</td>
<td>Geographical Analysis</td>
<td></td>
</tr>
<tr>
<td>MAT 121</td>
<td>Introduction to Statistics I</td>
<td></td>
</tr>
</tbody>
</table>

Elective Courses

Select 9 semester hours under advisement from the department.

Total Credits: 18

1. Usually recommended courses include GEO 318, GEO 324, GEO 328, GEO 415, GEO 424, GEO 427; MGT 341, MGT 486; MIS 300, MIS 301; MKT 461

MINOR IN GEOGRAPHY & PLANNING

College of Business and Public Management

This minor provides a flexible geography focus that combines well with other majors. Clusters of courses may involve environmental geography, spatial technology, international courses, or courses especially suitable as preparation for social studies education, for example.

Additionally, a cluster of courses in planning allows students from other majors to acquire geography and planning skills and to expand their career possibilities to include such areas as land planning and management, conservation of resources, location of commerce and industry, and county or other local government services.

Required Courses

Select one of the following:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>GEO 101</td>
<td>World Geography</td>
</tr>
<tr>
<td>GEO 103</td>
<td>Human Geography</td>
</tr>
</tbody>
</table>

Elective Courses

Select 5 courses in consultation with an advisor.

Total Minimum Credits Required: 18

1. No more than 6 credits of coursework for the minor may be at the 100-level.

ELECTIVE SOCIAL STUDIES TEACHER CERTIFICATION PROGRAM

College of Business and Public Management

Curriculum

Required Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDA 103</td>
<td>Foundations of Special Education</td>
<td>3</td>
</tr>
<tr>
<td>EDA 304</td>
<td>Special Ed Processes/Procedures for Secondary Educators</td>
<td>3</td>
</tr>
<tr>
<td>SSC 331</td>
<td>Methods of Teaching Secondary Social Studies</td>
<td>3</td>
</tr>
<tr>
<td>HIS 444</td>
<td>History of American Education</td>
<td>3</td>
</tr>
<tr>
<td>EDM 349</td>
<td>Technology Tools to Transform Teaching and Learning</td>
<td>1</td>
</tr>
<tr>
<td>EDP 250</td>
<td>Educational Psychology</td>
<td>3</td>
</tr>
<tr>
<td>EDP 355</td>
<td>Assessment For Learning 7-12</td>
<td>3</td>
</tr>
<tr>
<td>EDR 347</td>
<td>Literary Development and Secondary Students with Disabilities in Inclusive Classrooms</td>
<td>3</td>
</tr>
<tr>
<td>EDS 306</td>
<td>Teaching Principles and Field Experience in Secondary Schools</td>
<td>3</td>
</tr>
<tr>
<td>EDS 411</td>
<td>Student Teaching Sec - 1st Half</td>
<td>6</td>
</tr>
<tr>
<td>EDS 412</td>
<td>Student Teaching Sec - 2nd Half</td>
<td>6</td>
</tr>
<tr>
<td>LAN/ENG 382</td>
<td>Teaching English Language Learners PK-12</td>
<td>3</td>
</tr>
<tr>
<td>Total Minimum Credits Required</td>
<td>40</td>
<td></td>
</tr>
</tbody>
</table>

DEPARTMENT OF HEALTH

College of Health Sciences

207 Sturzebecker Health Sciences Center
610-436-2931
Department of Health (http://www.wcupa.edu/health)
James Brenner (jbrenner@wcupa.edu), Chairperson

The Department of Health offers four programs leading to a Bachelor of Science Degree.

• The B.S. in Public Health prepares students for a career as a public health practitioner in hospitals, health departments, health agencies, and industry. The program provides a comprehensive basic science background, as well as a strong public health foundation.

• The B.S. in Environmental Health prepares students for careers as environmental scientists in industry, consulting firms, government, hospitals, and academia. The program synthesizes a general scientific preparation with specialized applied courses in a wide range of environmental health science disciplines, such as industrial hygiene, toxicology, risk assessment, water quality, solid & hazardous waste management, and stormwater management. This program is accredited by the National Environmental Health Science and Protection Accreditation Council (EHAC).

• The B.S. in Health Science - General is for students who have completed a certificate, license, diploma, or associate's degree program in such health science areas as dental hygiene, respiratory therapy, occupational therapy, medical technology, alternative/complementary medicine, and cardiovascular technology. The program gives professionals the chance to build on their technical education already received and to develop academic competency in a related field. General education requirements and health courses are needed for completion of the B.S. in health science.

• Students who are interested in athletic training will complete a 3+2 accelerated program earning both a B.S. in Health Science: General - Sports Medicine Studies Concentration and an M.S. in Athletic Training. Interested students should contact Dr. Neil Curtis at (610) 436-2119 or via e-mail at ncurtis@wcupa.edu.

• The B.S. in Respiratory Care is offered in association with Bryn Mawr Hospital. Graduation from the program satisfies the entrance requirement for the Written Registry Examination and the Clinical Simulation Examination given by the National Board for Respiratory Care. Successful completion of these examinations qualifies the candidate as a registered respiratory therapist. Most respiratory therapists are employed by hospitals and home health care agencies.

• The Minor in Health Sciences is designed to provide you with focused coursework and learning experiences to complement your major program and enhance your post-graduate career options.

• The Minor in Contemplative Studies is designed to provide you with focused coursework and learning experiences to complement your major program and enhance your post-graduate career options.

• The Minor in Environmental Health is designed to provide you with focused coursework and learning experiences to complement your major program and enhance your post-graduate career options.
Programs

Majors in Health

- B.S. in Public Health (p. 296)
- B.S. in Environmental Health (p. 293)
- B.S. in Health Science: General (p. 293)
- B.S. in Health Science: General - Sports Medicine Studies Concentration (p. 293)
  - B.S in Health Science: General - Sports Medicine Studies Concentration to M.S. in Athletic Training Accelerated Program (p. 293)
- B.S. in Health Science: Respiratory Care (p. 295)

Minors in Health

- Contemplative Studies (p. 297)
- Environmental Health (p. 298)
- Health Sciences (p. 298)

Graduate Opportunities

See the graduate catalog for more information on the Health Science program. (http://catalog.wcupa.edu/graduate/health-sciences/health)

Policies

- See undergraduate admissions information. (p. 11)
- See academic policies. (http://catalog.wcupa.edu/undergraduate/academic-policies-procedures)

All undergraduate students are held to the academic policies and procedures outlined in the undergraduate 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 programs may be listed below.

Academic Policies

1. Repeating courses
   a. Department of Health majors who earn less than a C (2.0) in selected program requirements may be required to repeat such courses. Students should discuss these requirements with their advisors.

2. Overall GPAs for internships and field experiences
   a. A minimum 2.5 cumulative GPA is required of environmental health majors for internships or field experience assignments.
   b. A minimum 2.5 cumulative GPA is required for public health majors for internships.

Accelerated Program Policy

Refer to the Accelerated Programs page (p. 134) for more information.

B.S. in Public Health Minimum Grade Requirement for MAT 121

Students in the B.S. in Public Health program must complete MAT 121 or equivalent with a grade of C or higher.

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 Suenger (nsuenger@wcupa.edu) (2014)
M.S. Indian Institute of Technology- Kanpur; Ph.D. Drexel University

Chiwoneso Tinago (ctinago@wcupa.edu) (2016)
B.S., William Carey University; M.P.H., University of Southern Mississippi; Ph.D., University of South Carolina

Courses

ENV

ENV 102. Humans and the Environment. 3 Credits.
A study of the ability of humans to survive and maintain their life quality considering the limited resources and recycling capacity of planet Earth. Note: Only one of the following courses can be completed for credit: SCB 102, ENV 102, or ESS 102.
Gen Ed Attribute: Interdisciplinary Requirement.
Typically offered in Fall & Spring.
Cross listed courses SCB 102, ENV 102, ESS 102.

ENV 199. Transfer Credits. 1-10 Credits.
Transfer Credits.
Repeatable for Credit.
ENV 230. Hazardous Waste Operations and Emergency Response. 3 Credits.
Provides students with the training required by the Occupational Safety and Health Administration and the Environmental Protection Agency to work sites where hazardous wastes and/or materials may be stored, spilled, transported or used.
Typically offered in Summer.

ENV 435. Environmental Health Workshop. 1-6 Credits.
Special workshops on contemporary environmental health issues. Topics announced at time of offering.
Typically offered in Spring.
Repeatable for Credit.

ENV 445. Risk Assessment. 3 Credits.
An examination of human health and ecological risk assessment with emphasis on exposure estimation.
Pre / Co requisites: ENV 445 requires prerequisite of ENV 102.
Typically offered in Spring.

ENV 447. Environmental Regulations. 3 Credits.
Prepares students for working with federal and Pennsylvania environmental regulations. Emphasizes use and development of Internet regulatory resources. Specific discussions and exercises related to various regulatory agencies are included.
Pre / Co requisites: ENV 447 requires prerequisite of ENV 102.
Typically offered in Fall.

ENV 450. Hazardous and Solid Waste. 3 Credits.
Sources, characteristics, and amounts of solid and hazardous wastes and their implications for human health. Methods of collection, handling, disposal, and recycling.
Pre / Co requisites: ENV 450 requires prerequisite of ENV 102.
Typically offered in Fall.

ENV 451. Environmental Toxicology. 3 Credits.
An investigation of the health problems caused by toxic substances in the workplace and in the general environment.
Pre / Co requisites: ENV 451 requires prerequisites of BIO 204 and ENV 102 and co-requisite of CHE 230.
Typically offered in Spring.

ENV 452. Industrial Hygiene I. 3 Credits.
This course is an investigation of the anticipation, recognition, evaluation and control of airborne and dermal health hazards in the workplace. Hazard communication and regulatory compliance are also addressed.
Pre / Co requisites: ENV 452 requires prerequisite of ENV 102.
Typically offered in Fall.

ENV 453. Occupational Safety. 3 Credits.
A study of the recognition, evaluation, and control of safety hazards in the workplace environment.
Pre / Co requisites: ENV 453 requires prerequisite of ENV 102.
Typically offered in Spring.

ENV 455. Environmental Health Seminar. 3 Credits.
In-depth investigation and discussions on topics of particular concern or significance to the environmental health field. Topics will be varied from year to year.
Pre / Co requisites: ENV 455 requires prerequisite: Senior Environmental Health majors only.
Gen Ed Attribute: Writing Emphasis.
Typically offered in Fall.

ENV 456. Environmental Health Internship. 3-12 Credits.
Field placement with an environmental health department in an industry, consulting firm, or government agency.
Pre / Co requisites: ENV 456 requires prerequisites of a minimum cumulative GPA of 2.50 and senior level Environmental Health major.
Typically offered in Fall, Spring & Summer.
Repeatable for Credit.

ENV 460. Industrial Hygiene II. 3 Credits.
This course is an investigation of the anticipation, recognition, evaluation and control of ergonomic problems, noise, thermal stress, and radiation in the workplace. Worker training strategies related to occupational health and safety are also addressed.
Pre / Co requisites: ENV 460 requires prerequisite of ENV 102.
Typically offered in Spring.

ENV 462. Water Quality and Health. 3 Credits.
An examination of the quality and quantity requirements of surface and subsurface water resources used for drinking water supplies. Laboratory included.
Pre / Co requisites: ENV 462 requires prerequisite of ENV 102.
Typically offered in Summer.

ENV 470. Emergency Preparedness. 3 Credits.
This course addresses emergency preparedness for schools, businesses, communities, and counties. Types of emergencies considered include natural disasters, failures of technology (spills, accidents and explosions) and acts or war or terrorism.

ENV 475. Bioterrorism, Bio-Crises, & Public Health. 3 Credits.
This course addresses the protection of the public's health and the health of workers such as first responders from biological agents that cause disease and/or death. Communication and coping strategies, group interaction, case studies, and the use of Internet resources will be integrated with response strategies, measurement techniques, personal protection and decontamination procedures.

HEA

HEA 100. Dimensions of Wellness. 3 Credits.
Fundamental concepts of health and wellness exploring several health-related areas with an opportunity for personal lifestyle change conducive to better health.
Distance education offering may be available.
Typically offered in Fall, Spring & Summer.

HEA 101. Principles of Health Education. 3 Credits.
The purpose of this course is to introduce the core concepts of health education for students K-12. This course is designed to increase the student's knowledge about high-risk health behaviors that impact learning and academic success. In addition, students will develop school community resources and prevention strategies designed to reduce risky behaviors among adolescent youth.
Pre / Co requisites: HEA 101 requires prerequisite of field clearances.
Typically offered in Spring.

HEA 103. Drugs and Society. 3 Credits.
Provide knowledge regarding the use and abuse of substances in our society and the impact on the individual, family, and community. Teaching strategies also will be incorporated.
Typically offered in Fall, Spring & Summer.

HEA 104. Human Sexuality. 3 Credits.
Study of sexuality as it relates to self; the interrelationships with people.
Typically offered in Fall, Spring & Summer.

HEA 106. Death and Dying. 3 Credits.
Current controversial issues concerning death and dying. How involved persons cope with death.
Typically offered in Fall & Spring.

HEA 109. Health Issues of Women. 3 Credits.
The needs and concerns of women as consumers in our present health care system. Various biological, psychological, and social topics will be discussed.
Gen Ed Attribute: Diversity Requirement.

HEA 110. Transcultural Health: Principles and Practice. 3 Credits.
This course examines the health beliefs and practices of a variety of subcultural groups in the United States. Emphasis is placed on the application of multicultural health beliefs and practices. It utilizes the cross-cultural approach in meeting the health needs of clients and families. It is open to all University students, regardless of major.
Gen Ed Attribute: Diversity Requirement.
Typically offered in Fall, Spring & Summer.

HEA 206. Human Development. 3 Credits.
A lifespan approach to the study of human development in the physical, cognitive, and psychosocial domains.
Distance education offering may be available.
Typically offered in Fall, Spring & Summer.

HEA 208. Leadership/Lifeskills for Student Athletes. 3 Credits.
This course will enable students to have a better understanding of skills necessary for effective leadership. It is also designed to provide opportunities for first year student athletes to receive instruction in goal-setting, decision-making, academic planning, and exploration to promote a healthy lifestyle.
Typically offered in Fall & Spring.
HEA 210. Introduction to Allied Health. 3 Credits.
Study of Allied Health and the role Allied Health professionals play in the health care system. This course is open to non-Respiratory Care majors. Typically offered in Fall & Spring.

HEA 220. Field Experience in Health. 1 Credit.
Opportunities for observation and field experience in health science settings. Typically offered in Fall & Spring.

HEA 230. Health Issues of School-Aged Youth. 3 Credits.
This course investigates current health issues relevant to students K-12 such as drug, alcohol and tobacco use, diseases and mental emotional health. Typically offered in Fall & Spring.

HEA 240. Foundations of Health Education. 3 Credits.
Introductory course for undergraduate students in health promotion/education. Primary emphasis on the philosophical, historical, and theoretical foundations of the profession. Distance education offering may be available. Typically offered in Fall & Spring.

HEA 242. Introduction to Public and Community Health. 3 Credits.
This course is intended to provide the student with an overview of public and community health concepts in the United States. Distance education offering may be available. Typically offered in Fall & Spring.

HEA 300. Profession/Ethics & Health Professions. 3 Credits.
This course examines ethical issues relevant to the professional roles of health professionals. Students will examine ethical principles and apply a model of ethical decision making to case studies. Other areas addressed include professional codes of ethics, ethical concerns in health behavior change, health communications, and health education research. Typically offered in Fall & Spring.

HEA 301. Health for the Elementary Grades. 3 Credits.
Provides basic health content and instructional methodology for preservice elementary teachers. Pre / Co requisites: HEA 301 requires formal admission into teacher education.

HEA 302. Health and Young Children. 3 Credits.
The purpose of this course is to investigate current health issues relevant to children in preschool environments and primary grades and identity educational strategies to increase health knowledge, foster positive health attitudes and promote healthy behaviors such as nutrition and physical activity.

HEA 304. Family Life and Sex Education. 3 Credits.
The purpose of this course is to prepare the health professional to develop and teach appropriate K-12 family life education curricula. Typically offered in Fall.

HEA 306. Curriculum and Instruction. 3 Credits.
This course provides the knowledge and skills for the development, implementation, and evaluation of K-12 comprehensive school health curricula. Pre / Co requisites: HEA 306 requires a prerequisite of HEA 101. Gen Ed Attribute: Writing Emphasis. Typically offered in Fall & Spring.

HEA 310. Love and Marriage. 3 Credits.
Defines love and marriage for the student and teaches the skills essential to fulfilling those needs. Gen Ed Attribute: Writing Emphasis. Typically offered in Fall & Spring.

HEA 315. Mind, Body, and Health. 3 Credits.

HEA 316. ATOD Prevention Education. 3 Credits.
This course is designed to provide health education students with the knowledge, attitudes, and skills for the development, implementation and evaluation of K-12 Alcohol, Tobacco, and Other Drug (ATOD) prevention education instruction and curricula. Pre / Co requisites: HEA 316 requires a prerequisite of HEA 101. For Health and Physical Education Majors only. Typically offered in Fall.

HEA 320. Positive Aspects of Aging. 3 Credits.
Describes past, present, and projected information concerning the aging process in normal human development. Typically offered in Fall.

HEA 325. Stress Management. 3 Credits.
Comprehensive survey of stress concepts, theories, and management techniques. Emphasis is placed on personal application. Typically offered in Fall & Spring.

HEA 330. Health Behavior. 3 Credits.
Individual and group health behavior of children and adults at different levels of wellness and in various settings. Past and current theories of health behavior with methods of application by health professionals will be included. Typically offered in Fall & Spring.

HEA 333. Alternative and Complementary Medicine. 3 Credits.
Exploration of alternative, complementary, and/or integrative medical systems and healing practices, such as homeopathy, Chinese medicine, herbal medicine, therapeutic touch, from a consumer and personal viewpoint. Typically offered in Fall & Spring.

HEA 335. Botanical Medicines and Functional Foods. 3 Credits.
A comprehensive, evidence-based assessment of botanical medicines in health promotion, disease prevention and symptom management.

HEA 341. Chronic and Communicable Diseases. 3 Credits.
A study of the disease process, including causes, effects, and control of selected diseases with an emphasis on disease prevention and health promotion. Typically offered in Fall & Spring.

HEA 342. Program Planning and Evaluation. 3 Credits.
Provides an in-depth study of the program planing process and evaluation methods. Needed skills are developed and experience given in writing programs from assessment through evaluation with both hypothetical and real populations. Pre / Co requisites: HEA 342 requires prerequisites of HEA 240, HEA 242, HEA 341 and formal admission into teacher education. Gen Ed Attribute: Writing Emphasis. Typically offered in Spring.

HEA 348. Population Health: Analysis, Surveillance, and Intervention. 3 Credits.
This course will introduce students to the concepts of population health, and the basic processes, approaches, and interventions that identify and address the major health-related needs and concerns of populations. Emphasis will be placed on the role of data in surveillance and analysis of health problems of populations, as well as in developing and implementing population-level interventions. Pre / Co requisites: HEA 348 requires a prerequisite of HEA 242. Typically offered in Fall & Spring.

HEA 370. Medical Terminology. 1 Credit.
An introduction to medical terminology using a programmed instruction, self-learning technique. Includes chart format, word parts, pulmonary terminology abbreviations, and an overview of respiratory anatomy. This course is open to non-Respiratory Care majors. Distance education offering may be available. Typically offered in Fall, Spring & Summer.

HEA 371. Aspects of Respiratory Therapy I. 2 Credits.
A discussion of topics essential to the provision of comprehensive respiratory therapy. Topics include patient care, CPR, and psychosocial issues. Typically offered in Fall.

HEA 372. Respiratory Anatomy and Physiology. 3 Credits.
An in-depth study of breathing mechanics, pulmonary circulation, ventilation/perfusion ratios, regulation of ventilation, and gas transport. Typically offered in Fall.

HEA 373. Bronchopulmonary Hygiene. 3 Credits.
An in-depth study of respiratory care modalities utilized in the maintenance of bronchopulmonary hygiene, including humidity and aerosol therapy, sustained maximal inspiration, IPPB therapy, chest physical therapy, and airway maintenance. Typically offered in Fall.
HEA 374. Oxygen Therapy. 2 Credits.
An overview of basic science relevant to respiratory therapy is followed by the study of the manufacture, storage, and transport of medical gases, regulators, and metering devices, oxygen therapy, and oxygen analysis. Typically offered in Fall.

HEA 375. Cardiopulmonary Disease. 3 Credits.
A comprehensive study of cardiopulmonary diseases and treatment. Includes pulmonary diagnostic procedures. Typically offered in Spring.

HEA 376. Aspects of Respiratory Therapy II. 2 Credits.
A continuation of HEA 253. Topics include rehabilitation, home care, administration and organization, respiratory pharmacology, and infection-control techniques. Typically offered in Spring.

HEA 377. Pharmacology. 2 Credits.
An in-depth study of various drug categories including drug-dose response and principles of absorption, distribution, metabolism, and excretion. Typically offered in Spring.

HEA 378. Respiratory Technology. 3 Credits.
Study of the equipment utilized in the delivery of respiratory care. Typically offered in Spring.

HEA 379. Hemodynamics I. 3 Credits.
An in-depth study of monitoring and evaluation, techniques including modules on cardiopulmonary physiology, electrocardiographic monitoring, and hemodynamic monitoring. Interpretation and application data is emphasized. Appropriate lab experience is included. Typically offered in Spring.

HEA 380. Clinical Practice I. 6 Credits.
An introduction to clinical respiratory care consisting of rotations through patient care areas followed by discussion of experiences and correlation to didactic work. Typically offered in Summer.

HEA 410. Mental Health. 3 Credits.
Designed to aid persons in improving their understanding of themselves and others. Emphasis on ways to recognize mental health problems.

HEA 418. Preparation for Internship and for Professional Practice Seminar. 3 Credits.
The purpose of this course is to prepare students for the public health internship experience and implementation of major project at the practice site. This preparation will include a comprehensive and integrated application of the BS-PH/HP curriculum in the development of the major project plan that will be completed during the HEA 421 Public Health Internship. Typically offered in Fall.

HEA 419. Research Methods in Health. 3 Credits.
This course will give students an introduction to research issues in the health professions. Students will gain an understanding of the reasons for research, designing research studies, research techniques, principles of instrumentation, data interpretation, and data presentation. Typically offered in Spring.

HEA 420. Health Marketing and Communications. 3 Credits.
The purpose of this course is to prepare students for work experiences as a health educator. Major emphasis will be placed on marketing and health communication strategies. Pre / Co requisites: HEA 420 requires prerequisites of HEA 342 and HEA 306. Gen Ed Attribute: Writing Emphasis. Typically offered in Fall.

HEA 421. Public Health Internship. 3-12 Credits.
A practical, full-time work experience in a hospital, public health agency, or company, jointly supervised by an on-site supervisor and a public health faculty member. Pre / Co requisites: HEA 421 requires prerequisites of HEA 420 and HEA 343 and HEA 419. Typically offered in Spring & Summer. Repeatable for Credit.

HEA 425. Independent Study. 1-3 Credits.
Contact department for more information about this course. Repeatable for Credit.

HEA 433. Preparation For Internship. 1 Credit.
Contact department for more information about this course.
HEA 476. Respiratory Care Clinical II. 2 Credits.
An introduction to critical and specialized respiratory care areas followed by discussions and correlation to didactic work.
Typically offered in Fall.

HEA 477. Hemodynamics II. 3 Credits.
An advanced continuation of HEA 379 Hemodynamics I.
Typically offered in Fall.

HEA 478. Respiratory Therapy Seminar I. 3 Credits.
Includes critical, written analysis, and discussion of pertinent respiratory care literature as well as elements of research relevant to the respiratory care profession. The students culminate their study of respiratory care by designing and implementing a miniresearch project.
Gen Ed Attribute: Writing Emphasis.
Typically offered in Spring.

HEA 479. Respiratory Care Clinical Practice III. 8 Credits.
An intensive exposure to critical care and specialized areas of respiratory care. Performance evaluation of therapies and procedures to include mechanical ventilator set-up, and arterial line set-up, evaluation of therapies and procedures to include mechanical ventilator set-up, and arterial line blood withdrawal.
Typically offered in Spring.

B.S. IN ENVIRONMENTAL HEALTH

College of Health Sciences

Curriculum

General Education Requirements (http://catalog.wcupa.edu/undergraduate/general-education-requirements)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 110</td>
<td>General Biology I</td>
<td>3</td>
</tr>
<tr>
<td>BIO 204</td>
<td>Introductory Microbiology</td>
<td>4</td>
</tr>
<tr>
<td>BIO 270</td>
<td>Ecology</td>
<td>3</td>
</tr>
<tr>
<td>BIO 484</td>
<td>Epidemiology</td>
<td>3</td>
</tr>
<tr>
<td>CHE 103</td>
<td>General Chemistry I</td>
<td>3</td>
</tr>
<tr>
<td>CRL 103</td>
<td>Experimental General Chemistry I (LAB)</td>
<td>1</td>
</tr>
<tr>
<td>CHE 104</td>
<td>General Chemistry II</td>
<td>3</td>
</tr>
<tr>
<td>CRL 104</td>
<td>Experimental General Chemistry II (LAB)</td>
<td>1</td>
</tr>
<tr>
<td>CHE 230</td>
<td>Introduction to Organic and Biological Chemistry</td>
<td>3</td>
</tr>
<tr>
<td>CRL 230</td>
<td>Introduction to Organic and Biological Chemistry</td>
<td>1</td>
</tr>
<tr>
<td>ECO 111</td>
<td>Principles of Economics (Macro)</td>
<td>3</td>
</tr>
<tr>
<td>ESS 101</td>
<td>Introduction to Geology</td>
<td>3</td>
</tr>
<tr>
<td>MAT 131</td>
<td>Pre calculus</td>
<td>3</td>
</tr>
<tr>
<td>MAT 121</td>
<td>Introduction to Statistics I</td>
<td>3</td>
</tr>
<tr>
<td>PHY 130</td>
<td>General Physics I</td>
<td>4</td>
</tr>
</tbody>
</table>

Major Requirements

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENV 102</td>
<td>Humans and the Environment I</td>
<td>3</td>
</tr>
<tr>
<td>ENV 230</td>
<td>Hazardous Waste Operations and Emergency Response</td>
<td>3</td>
</tr>
<tr>
<td>ENV 445</td>
<td>Risk Assessment</td>
<td>3</td>
</tr>
<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>ENV 452</td>
<td>Industrial Hygiene I</td>
<td>3</td>
</tr>
<tr>
<td>ENV 455</td>
<td>Environmental Health Seminar</td>
<td>3</td>
</tr>
<tr>
<td>ENV 456</td>
<td>Environmental Health Internship</td>
<td>3-12</td>
</tr>
<tr>
<td>ENV 460</td>
<td>Industrial Hygiene II</td>
<td>3</td>
</tr>
<tr>
<td>ENV 462</td>
<td>Water Quality and Health</td>
<td>3</td>
</tr>
<tr>
<td>HEA 110</td>
<td>Transcultural Health: Principles and Practice</td>
<td>3</td>
</tr>
</tbody>
</table>

Elective Requirements

Select 8 semester hours under advisement

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENV 435</td>
<td>Environmental Health Workshop</td>
<td>3</td>
</tr>
<tr>
<td>ENV 450</td>
<td>Hazardous and Solid Waste</td>
<td>3</td>
</tr>
<tr>
<td>ENV 453</td>
<td>Occupational Safety</td>
<td>3</td>
</tr>
<tr>
<td>ENV 470</td>
<td>Emergency Preparedness</td>
<td>3</td>
</tr>
<tr>
<td>ENV 475</td>
<td>Bioterrorism, Bio-Crises, &amp; Public Health</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Minimum Credits Required: 120

Sample Course Plan

To track their individual degree progress, students are advised to access their Degree Progress Report (DPR) via myWCU regularly. For more information, visit wcupa.edu/DegreeProgressReport.

B.S. IN HEALTH SCIENCE: GENERAL

College of Health Sciences

Curriculum

Students must satisfactorily complete an allied health certificate, license, diploma, or A.S. degree program.

General Education Requirements (http://catalog.wcupa.edu/undergraduate/general-education-requirements)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 110</td>
<td>General Biology I</td>
<td>3</td>
</tr>
<tr>
<td>BIO 204</td>
<td>Introductory Microbiology</td>
<td>4</td>
</tr>
<tr>
<td>BIO 270</td>
<td>Ecology</td>
<td>3</td>
</tr>
<tr>
<td>BIO 484</td>
<td>Epidemiology</td>
<td>3</td>
</tr>
<tr>
<td>CHE 103</td>
<td>General Chemistry I</td>
<td>3</td>
</tr>
<tr>
<td>CRL 103</td>
<td>Experimental General Chemistry I (LAB)</td>
<td>1</td>
</tr>
<tr>
<td>CHE 104</td>
<td>General Chemistry II</td>
<td>3</td>
</tr>
<tr>
<td>CRL 104</td>
<td>Experimental General Chemistry II (LAB)</td>
<td>1</td>
</tr>
<tr>
<td>CHE 230</td>
<td>Introduction to Organic and Biological Chemistry</td>
<td>3</td>
</tr>
<tr>
<td>CRL 230</td>
<td>Introduction to Organic and Biological Chemistry</td>
<td>1</td>
</tr>
<tr>
<td>ECO 111</td>
<td>Principles of Economics (Macro)</td>
<td>3</td>
</tr>
<tr>
<td>ESS 101</td>
<td>Introduction to Geology</td>
<td>3</td>
</tr>
<tr>
<td>MAT 131</td>
<td>Pre calculus</td>
<td>3</td>
</tr>
<tr>
<td>MAT 121</td>
<td>Introduction to Statistics I</td>
<td>3</td>
</tr>
<tr>
<td>PHY 130</td>
<td>General Physics I</td>
<td>4</td>
</tr>
</tbody>
</table>

Major Requirements

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HEA 242</td>
<td>Introduction to Public and Community Health</td>
<td>3</td>
</tr>
<tr>
<td>HEA 341</td>
<td>Chronic and Communicable Diseases</td>
<td>3</td>
</tr>
<tr>
<td>HEA 419</td>
<td>Research Methods in Health</td>
<td>3</td>
</tr>
<tr>
<td>Select 15 semester hours as approved by an advisor</td>
<td>15</td>
<td></td>
</tr>
</tbody>
</table>

Total Minimum Credits Required: 120

Sample Course Plan

To track their individual degree progress, students are advised to access their Degree Progress Report (DPR) via myWCU regularly. For more information, visit wcupa.edu/DegreeProgressReport.

B.S. IN HEALTH SCIENCE: GENERAL - SPORTS MEDICINE STUDIES

CONCENTRATION

College of Health Sciences
## Curriculum

### General Education Requirements

- English Composition requirements: 6
- Mathematics requirement: 3
- Public Speaking requirement: 3
- Science requirements: 6
- Behavioral & Social Science requirements: 6
- Humanities requirements: 6
- Arts requirement: 3
- Diverse Communities requirement: 3
- Interdisciplinary requirement: 3
- Student Electives: 9
- Writing Emphasis requirements: 9

### Major/Concentration Requirements

#### Progression into the M.S. in Athletic Training Program

An application and notification of intent to progress into the M.S. in Athletic Training program must be completed by the announced deadline in the spring semester of the sophomore year.

A student must achieve a grade of C or better in all undergraduate major and related required courses. Students must have a 3.0 cumulative GPA to progress into the M.S. in Athletic Training program. (If applicable, transfer course grades will be calculated in to determine GPA.)

An interview with department faculty may be required. Please see the S (http://www.wcupa.edu/healthsciences/sportsmed) Sports Medicine Department (http://www.wcupa.edu/healthsciences/sportsmed) for technical standards for the M.S. in Athletic Training.

### Sample Course Plan

To track their individual degree progress, students are advised to access their Degree Progress Report (DPR) via myWCU regularly. For more information, visit wcupa.edu/DegreeProgressReport.

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.

### Accelerated B.S. in Health Science: General - Sports Medicine Studies Concentration and M.S. in Athletic Training Program

#### Course Year One

<table>
<thead>
<tr>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall&lt;br&gt;HEA 210 Introduction to Allied Health</td>
<td>3</td>
</tr>
<tr>
<td>BIO 110 General Biology</td>
<td>3</td>
</tr>
<tr>
<td>WRT 120 Effective Writing I</td>
<td>3</td>
</tr>
<tr>
<td>PSY 100 Introduction to Psychology(Gen Ed BSS1)</td>
<td>3</td>
</tr>
<tr>
<td>SPK 208 Public Speaking</td>
<td>3</td>
</tr>
<tr>
<td>Credits</td>
<td>15</td>
</tr>
<tr>
<td>Spring&lt;br&gt;WRT 200 Critical Writing and Research(or WRT 208 or WRT 220)</td>
<td>3</td>
</tr>
<tr>
<td>BIO 259 Human Anatomy and Physiology I</td>
<td>4</td>
</tr>
<tr>
<td>SMD 204 First Aid for Health Professionals</td>
<td>3</td>
</tr>
<tr>
<td>HEA 110 Transcultural Health: Principles and Practice(&quot;W&quot;, &quot;I&quot;)</td>
<td>3</td>
</tr>
<tr>
<td>Gen Ed Behavioral Social Science</td>
<td>3</td>
</tr>
<tr>
<td>Credits</td>
<td>16</td>
</tr>
<tr>
<td>Summer&lt;br&gt;CHE 107 General Chemistry for Allied Health Sciences</td>
<td>4</td>
</tr>
<tr>
<td>CRL 107 General Chemistry Lab for Allied Health Services</td>
<td>1</td>
</tr>
<tr>
<td>Credits</td>
<td>5</td>
</tr>
</tbody>
</table>

#### Year Two

<table>
<thead>
<tr>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall&lt;br&gt;BIO 269 Human Anatomy and Physiology II</td>
<td>4</td>
</tr>
<tr>
<td>SMD 210 Psychosocial Perspectives of Sports/Recreational Injuries(&quot;W&quot;, &quot;I&quot;)</td>
<td>3</td>
</tr>
<tr>
<td>MAT 121 Introduction to Statistics I</td>
<td>3</td>
</tr>
<tr>
<td>HEA 242 Introduction to Public and Community Health</td>
<td>3</td>
</tr>
<tr>
<td>PHY 100 Elements of Physical Science</td>
<td>3</td>
</tr>
<tr>
<td>Credits</td>
<td>16</td>
</tr>
</tbody>
</table>
B.S. IN HEALTH SCIENCE: RESPIRATORY CARE

College of Health Sciences

Curriculum

Complete a minimum of 120 credits including the following required courses (all courses require a C or better):

General Education Requirements (http://catalog.wcupa.edu/undergraduate/general-education-requirements)
- English Composition requirement
- Mathematics requirement
- Public Speaking requirement
- Science requirements
- Behavioral & Social Science requirements
- Humanities requirements
- Arts requirements

Diverse Communities requirement
- Interdisciplinary requirement
- Student Electives
- Writing Emphasis requirements

Related/Cognate Requirements
- BIO 100 Basic Biological Science
- BIO 204 Introductory Microbiology
- BIO 259 Human Anatomy and Physiology I
- BIO 269 Human Anatomy and Physiology II
- CHE 100 Concepts of Chemistry
- MAT 113 Algebra and Functions
- PSY 100 Introduction to Psychology
- PHI 180 Introduction to Ethics

Year One

Fall
- BIO 100 Basic Biological Science 3
- MAT 113 Algebra and Functions 3
- PSY 100 Introduction to Psychology 3
- WRT 120 Effective Writing I 3
- Communications Course 3
- Electives 3
- Total Credits 15

Summer Session I
- SMD 500 Human Cadaver Anatomy 2
- SMD 501 Human Cadaver Dissection 4
- Total Credits 6

Spring
- NTD 422 Nutrition for Health, Fitness & Sport 3
- HEA 419 Research Methods in Health 3
- SMD 430 Sports Medicine 2 3
- SMD 450 Capstone in Sports Medicine 3
- EXS 102 Fundamentals of Resistance Training Techniques 2
- Gen Ed Humanities 2 3
- Total Credits 17

Summer Session II
- SMD 502 Prevention & Care of Injury and Illness 3
- SMD 505 Evidence Based Practice in Sports Medicine 3
- Total Credits 6

Total Minimum Credits Required 120

Sample Course Plan

To track their individual degree progress, students are advised to access their Degree Progress Report (DPR) via myWCU regularly. For more information, visit wcupa.edu/DegreeProgressReport.

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.

Course Title Credits
Year One
Semester One
- BIO 100 Basic Biological Science 3
- MAT 113 Algebra and Functions 3
- PSY 100 Introduction to Psychology 3
- WRT 120 Effective Writing I 3
- Communications Course 3
- Total Credits 15

Semester Two
- BIO 259 Human Anatomy and Physiology I 4
- WRT ___ Eng Requirement 3
B.S. IN PUBLIC HEALTH

West Chester University

PHI 180  Introduction to Ethics  3
Diverse Communities Course  3
Interdisciplinary Course  3

Credits  16

Year Two
Semester Three
CHE 100  Concepts of Chemistry  3
BIO 269  Human Anatomy and Physiology II  4
Humanities Course  3
Free Electives  6

Credits  16

Semester Four
BIO 204  Introductory Microbiology  4
HEA 210  Introduction to Allied Health  3
Social/Behavioral Course  3
Art Requirement  3
Free Elective  3

Credits  16

Year Three
Semester Five
HEA 370  Medical Terminology  1
HEA 371  Aspects of Respiratory Therapy I  2
HEA 372  Respiratory Anatomy and Physiology  3
HEA 373  Bronchopulmonary Hygiene  3
HEA 374  Oxygen Therapy  2
Free Electives  6

Credits  17

Semester Six
HEA 375  Cardiopulmonary Disease  3
HEA 376  Aspects of Respiratory Therapy II  2
HEA 377  Pharmacology  2
HEA 378  Respiratory Technology  3
HEA 379  Hemodynamics I  3
Elective  3

Credits  16

Summer
HEA 380  Clinical Practice I (9 weeks)  6

Credits  6

Year Four
Semester Eight
HEA 472  Mechanical Ventilation  3
HEA 473  Life Support Systems  3
HEA 474  Pulmonary Function Evaluation  2
HEA 475  Pediatric/Neonatal Respiratory Care  2
HEA 476  Respiratory Care Clinical II  2
HEA 477  Hemodynamics II  3

Credits  15

Semester Nine
HEA 478  Respiratory Therapy Seminar I  3
HEA 479  Respiratory Care Clinical Practice III  8
HEA 435  Health Workshop  1
Elective  3

Credits  15

Total Credits  132

1 Courses open to non-major students with permission of program director

- All core curriculum courses require a grade of “C” or better.
- An overall GPA of 2.7 is required prior to the continuation to HEA 380.
- HEA 370 through HEA 479 must be taken in sequence and combinations as listed above.
- Prerequisites: BIO 269 (Prereq: BIO 204) and BIO 204 (Prereq: BIO 100)
- (3) writing emphasis courses are needed to meet General Education Requirements.
- Courses open to non-major students with permission of Program Director.

Sciences: BIO; CHE; CSC; ESS; PHY

Behavioral and Social Sciences: ANT; ECO; GEO; PSC; PSY; SOC

Humanities: HIS; LIT; PHI

Free Electives: 9 credits

B.S. IN PUBLIC HEALTH

College of Health Sciences

Curriculum

General Education Requirements (http://catalog.wcupa.edu/undergraduate/general-education-requirements)

English Composition requirements  3-9
Mathematics requirement  3
MAT 121  Introduction to Statistics I
Public Speaking requirement  3
SPK 208  Public Speaking or SPK 230  Business and Professional Speech Communication
Science requirements  6
1 BIO and 1 CHE Gen Ed course
Behavioral & Social Science requirements  6
Humanities requirements  6
PHI 150  Critical Thinking and Problem Solving or PHI 180  Introduction to Ethics
Arts requirement  3
Diverse Communities requirement  3
HEA 110  Transcultural Health: Principles and Practice
Interdisciplinary requirement  3
ENV 102  Humans and the Environment
Writing Emphasis requirements  9
Writing emphasis credits will be earned in required HEA courses.
Electives  21

Courses outside of public health selected under advisement. Students are encouraged to select minors or clusters of courses to complement their career or graduate school goals.

Major Requirements

HEA 100  Dimensions of Wellness  3
HEA 242  Introduction to Public and Community Health  3
HEA 330  Health Behavior  3
HEA 341  Chronic and Communicable Diseases  3
HEA 342  Program Planning and Evaluation  3
HEA 348  Population Health: Analysis, Surveillance, and Intervention
HEA 419  Research Methods in Health  3
HEA 436  Health Care Delivery - Trends; Challenges  3
HEA 420  Health Marketing and Communications  3
HEA 434  Health Law, Economics, Ethics, and Policy  3
HEA 418 Preparation for Internship and for Professional Practice Seminar 3
HEA 421 Public Health Internship 3-12

Public Health Electives 21
- Seven approved health electives selected under advisement with no more than six credits at the HEA 100 level and no more than six credits of HEA 435

Grade Requirements
- A cumulative GPA of 2.5 is needed before the start of the internship, HEA 421. Public health core, public health elective classes, and MAT 121 require a minimum grade of C.

Total Minimum Credits Required 120
1 These required courses also satisfy general education requirements.

Sample Course Plan
To track their individual degree progress, students are advised to access their Degree Progress Report (DPR) via myWCU regularly. For more information, visit wcupa.edu/DegreeProgressReport.

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>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Year One</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Semester One</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>HEA 100</td>
<td>Dimensions of Wellness</td>
<td>3</td>
</tr>
<tr>
<td>BIO 100</td>
<td>Basic Biological Science</td>
<td>3</td>
</tr>
<tr>
<td>or CHE 100</td>
<td>Concepts of Chemistry</td>
<td></td>
</tr>
<tr>
<td>HEA 242</td>
<td>Introduction to Public and Community Health</td>
<td>3</td>
</tr>
<tr>
<td>MAT 103</td>
<td>Introduction to Mathematics (or higher)</td>
<td>3</td>
</tr>
<tr>
<td>Select one of the following:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ANT 102</td>
<td>Introduction to Anthropology: Cultural</td>
<td>3</td>
</tr>
<tr>
<td>PSY 100</td>
<td>Introduction to Psychology</td>
<td></td>
</tr>
<tr>
<td>SOC 200</td>
<td>Introduction to Sociology</td>
<td></td>
</tr>
<tr>
<td>Credits</td>
<td></td>
<td>15</td>
</tr>
<tr>
<td><strong>Semester Two</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>HEA 240</td>
<td>Foundations of Health Education</td>
<td>3</td>
</tr>
<tr>
<td>BIO 100</td>
<td>Basic Biological Science ( whichever not taken in previous semester)</td>
<td>3</td>
</tr>
<tr>
<td>or CHE 100</td>
<td>Concepts of Chemistry</td>
<td></td>
</tr>
<tr>
<td>SPK 208</td>
<td>Public Speaking</td>
<td>3</td>
</tr>
<tr>
<td>WRT 120</td>
<td>Effective Writing I</td>
<td>3</td>
</tr>
<tr>
<td>Select one of the following (whichever not taken in previous semester):</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ANT 102</td>
<td>Introduction to Anthropology: Cultural</td>
<td>3</td>
</tr>
<tr>
<td>PSY 100</td>
<td>Introduction to Psychology</td>
<td></td>
</tr>
<tr>
<td>SOC 200</td>
<td>Introduction to Sociology</td>
<td></td>
</tr>
<tr>
<td>Credits</td>
<td></td>
<td>15</td>
</tr>
<tr>
<td><strong>Year Two</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Semester Three</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>HEA 110</td>
<td>Transcultural Health: Principles and Practice 2</td>
<td>3</td>
</tr>
<tr>
<td>or ENV 102</td>
<td>Humans and the Environment</td>
<td></td>
</tr>
<tr>
<td>WRT 200</td>
<td>Critical Writing and Research</td>
<td>3</td>
</tr>
<tr>
<td>or WRT 208</td>
<td>Critical Writing: Entering Public Sphere</td>
<td></td>
</tr>
<tr>
<td>Gen Ed Humanities Course</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Gen Ed Arts Course</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Free elective</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Credits</td>
<td></td>
<td>15</td>
</tr>
<tr>
<td><strong>Semester Four</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>HEA 110</td>
<td>Transcultural Health: Principles and Practice ( whichever not taken in previous semester)</td>
<td>3</td>
</tr>
<tr>
<td>or ENV 102</td>
<td>Humans and the Environment</td>
<td></td>
</tr>
<tr>
<td>HEA 306</td>
<td>Curriculum and Instruction</td>
<td>3</td>
</tr>
<tr>
<td>or HEA 341</td>
<td>Chronic and Communicable Diseases</td>
<td></td>
</tr>
<tr>
<td>Gen Ed Humanities Course</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Free elective</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Free elective</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Credits</td>
<td></td>
<td>15</td>
</tr>
<tr>
<td><strong>Year Three</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Semester Five</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>HEA 330</td>
<td>Health Behavior</td>
<td>3</td>
</tr>
<tr>
<td>HEA 306</td>
<td>Curriculum and Instruction ( whichever not taken in previous semester)</td>
<td>3</td>
</tr>
<tr>
<td>or HEA 341</td>
<td>Chronic and Communicable Diseases</td>
<td></td>
</tr>
<tr>
<td>HEA elective</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Free elective</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Credits</td>
<td></td>
<td>15</td>
</tr>
<tr>
<td><strong>Semester Six</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>HEA 342</td>
<td>Program Planning and Evaluation</td>
<td>3</td>
</tr>
<tr>
<td>HEA 419</td>
<td>Research Methods in Health</td>
<td>3</td>
</tr>
<tr>
<td>HEA 436</td>
<td>Health Care Delivery - Trends; Challenges</td>
<td>3</td>
</tr>
<tr>
<td>HEA elective</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Free elective</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Credits</td>
<td></td>
<td>15</td>
</tr>
<tr>
<td><strong>Year Four</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Semester Seven</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>HEA 420</td>
<td>Health Marketing and Communications</td>
<td>3</td>
</tr>
<tr>
<td>HEA 418</td>
<td>Preparation for Internship and for Professional Practice Seminar</td>
<td>3</td>
</tr>
<tr>
<td>HEA elective</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>HEA elective</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Free elective</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Credits</td>
<td></td>
<td>18</td>
</tr>
<tr>
<td><strong>Semester Eight</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>HEA 421</td>
<td>Public Health Internship 3</td>
<td>12</td>
</tr>
<tr>
<td>Credits</td>
<td></td>
<td>12</td>
</tr>
<tr>
<td><strong>Total Credits</strong></td>
<td></td>
<td>120</td>
</tr>
</tbody>
</table>
1 MAT 121 recommended for students considering graduate work in public health.
2 HEA 110 is Gen Ed Diversity, ENV 102 is Gen Ed Interdisciplinary.
3 All other courses must be taken prior to HEA 421.

MINOR IN CONTEMPLATIVE STUDIES
College of Health Sciences

Required Courses
- HEA 315 Mind, Body, and Health 3
- HEA 325 Stress Management 3

2017-2018 UNDERGRADUATE CATALOG
**MINOR IN ENVIRONMENTAL HEALTH**

**College of Health Sciences**

<table>
<thead>
<tr>
<th>Required Courses</th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENV 102</td>
<td>Humans and the Environment</td>
</tr>
<tr>
<td>ENV 447</td>
<td>Environmental Regulations</td>
</tr>
<tr>
<td>ENV 451</td>
<td>Environmental Toxicology</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Electives</th>
<th>9</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENV 230</td>
<td>Hazardous Waste Operations and Emergency Response</td>
</tr>
<tr>
<td>ENV 435</td>
<td>Environmental Health Workshop</td>
</tr>
<tr>
<td>ENV 445</td>
<td>Risk Assessment</td>
</tr>
<tr>
<td>ENV 450</td>
<td>Hazardous and Solid Waste</td>
</tr>
<tr>
<td>ENV 452</td>
<td>Industrial Hygiene I</td>
</tr>
<tr>
<td>ENV 460</td>
<td>Industrial Hygiene II</td>
</tr>
<tr>
<td>ENV 462</td>
<td>Water Quality and Health</td>
</tr>
<tr>
<td>ENV 470</td>
<td>Emergency Preparedness</td>
</tr>
<tr>
<td>ENV 475</td>
<td>Bioterrorism, Bio-Crisis, &amp; Public Health</td>
</tr>
</tbody>
</table>

Other courses selected with approval of advisor

Total Credits 18

1 A grade of C- or better is required in each course.

**MINOR IN HEALTH SCIENCES**

**College of Health Sciences**

<table>
<thead>
<tr>
<th>Required Courses</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>HEA 100</td>
<td>Dimensions of Wellness</td>
</tr>
</tbody>
</table>

Select 15 semester hours of other health courses under advisement. 9 semester hours must be at the 300 and 400 level

Total Credits 18

A grade of C- or better is required in each course.

**DEPARTMENT OF HISTORY**

**College of Arts and Humanities**

404 Wayne Hall
610-436-2201

Department of History (http://www.wcupa.edu/history)

Robert Kodosky (rkodosky@wcupa.edu), Chairperson

<table>
<thead>
<tr>
<th>Required Contemplative Tradition Courses</th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Option 1: India</td>
<td></td>
</tr>
<tr>
<td>PEA 142</td>
<td>Yoga</td>
</tr>
<tr>
<td>PHI 204</td>
<td>Philosophies and Religions of India</td>
</tr>
</tbody>
</table>

| Option 2: Far East                     | |
| PEA 144                                 | T’ai Chi Ch’uan |
| PHI 205                                 | Philosophies and Religions of the Far East |

Elective Courses

Student must select two elective courses, offered as two-course modules: 6

Choose India (if not taken as the required option)

PEA 142  Yoga

Or choose the Far East (if not taken as the required option)

PEA 144  T’ai Chi Ch’uan

PHI 205  Philosophies and Religions of the Far East

Or choose an overview of Therapeutic Interventions

HEA 333  Alternative and Complementary Medicine

PSY 200  Positive Psychology: The Science of Happiness and Well Being

Total Credits 18

Eric Fournier (efournier@wcupa.edu), Assistant Chairperson

The student of history seeks to re-create the past (or, more precisely, as much of it as possible) in a rational manner, not only to explain and understand the past for its own sake, but also to identify our age with earlier times. The student is concerned with the origins, development, and relationships between past people and events and, from the multiplicity of credible and sometimes conflicting evidence, renders judgments on causation and consequences. He or she seeks to achieve a sense of the past. Among the careers open to history majors are the law, government service, teaching, research, journalism, and business. Indeed, a strong preparation in history can lead to possibilities in virtually every field of endeavor.

**Programs**

**Majors in History**

- B.A. in History (p. 302)
- B.A. in History - American Studies Concentration (p. 304)

**Minor in History**

- History (p. 305)

**Certificate in History**

- Elective Social Studies Teacher Certification (p. 305)

**Graduate Opportunities**

See the graduate catalog for more information on the History program. (http://catalog.wcupa.edu/graduate/arts-humanities/history)

**Policies**

- See undergraduate admissions information. (p. 11)
- See academic policies. (http://catalog.wcupa.edu/undergraduate/academic-policies-procedures)

All undergraduate students are held to the academic policies and procedures outlined in the undergraduate 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 programs may be listed below.

**Faculty**

**Professors**

Jonathan Friedman (jfriedman@wcupa.edu) (2002)
Director, Holocaust and Genocide Studies
Graduate Coordinator, Holocaust and Genocide Studies
B.A., Kent State University; M.A., Ph.D., University of Maryland - College Park

Karin E. Gedge (kgedge@wcupa.edu) (1997)
B.A., Lake Forest College; M.A., State University of New York at Brockport; Ph.D., Yale University

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

Charles A. Hardy (chardy@wcupa.edu) (1990)
B.A., M.A., Ph.D., Temple University

Lisa A. Kirschenbaum (lkirschenbaum@wcupa.edu) (1996)
A.B., Brown University; M.A., Ph.D., University of California, Berkeley

**Associate Professors**

Cecilia Lee-Fang Chien (cchien@wcupa.edu) (2005)
B.A., Central Michigan University; M.A., Ph.D., Harvard University
Typically offered in Fall & Spring.

HIS 100. Global History since 1900. 3 Credits.
The 20th century background to today's world is examined through a variety of themes and concepts.
Gen Ed Attribute: Humanities Distributive Requirement.
Typically offered in Fall & Spring.

HIS 101. History of Civilization I. 3 Credits.
Cultural elements and social institutions in the West and the East from earliest times through the Renaissance.
Gen Ed Attribute: Humanities Distributive Requirement.
Typically offered in Fall & Spring.

HIS 102. History of Civilization II. 3 Credits.
Developments in civilizations from 1500 to the present, with emphasis on Western civilization and its interrelationships with the non-Western world.
Gen Ed Attribute: Humanities Distributive Requirement.
Typically offered in Fall & Spring.

HIS 103. The American Experience. 3 Credits.
The history of the United States, with emphasis on major themes, ideas, and developments: nationalism, sectionalism, imperialism, industrialism, and others.
Gen Ed Attribute: Humanities Distributive Requirement.
Typically offered in Fall & Spring.

HIS 150. The American Experience. 3 Credits.
The history of the United States, with emphasis on major themes, ideas, and developments: nationalism, sectionalism, imperialism, industrialism, and others.
Gen Ed Attribute: Humanities Distributive Requirement.
Typically offered in Fall & Spring.

HIS 151. History of the United States I. 3 Credits.
The social, economic, political, and intellectual development of the United States from the beginning of the Colonial period through Reconstruction.
Gen Ed Attribute: Humanities Distributive Requirement.
Typically offered in Fall & Spring.

HIS 152. History of the United States II. 3 Credits.
The social, economic, political, and intellectual development of the United States from the Colonial period through Reconstruction.
Gen Ed Attribute: Humanities Distributive Requirement.
Typically offered in Fall & Spring.

HIS 199. History Transfer Credits. 1-10 Credits.
History Transfer Credits. Repeatable for Credit.

HIS 299. History Transfer Credits. 1-10 Credits.
History Transfer Credits. Repeatable for Credit.

HIS 300. Varieties of History. 3 Credits.
Historical research techniques. Methodology, historiography, and varieties of history.
Pre / Co requisites: HIS 300 requires prerequisite of 6 credits of 100-level History courses.
Gen Ed Attribute: Writing Emphasis.
Typically offered in Fall & Spring.

HIS 302. Modern India. 3 Credits.
Social, religious, and cultural underpinnings of modern India against a backdrop of the subcontinent's chronological development. Hindu and Muslim traditions discussed in terms of their own social, religious, and historical dynamics and as examples of complexities of national integration.
Gen Ed Attribute: Interdisciplinary Requirement.

HIS 305. Modern China. 3 Credits.
Survey of the historical and cultural background of China. Emphasis is given to the significance of China's modern period and its impact on world affairs.
Gen Ed Attribute: Interdisciplinary Requirement.
Typically offered in Spring.

HIS 306. Chinese Civilization. 3 Credits.
Study of dominant cultural, philosophical, and historical patterns that have influenced the development of China as it is today and the traditional way in which Chinese approach their own history.
Gen Ed Attribute: Interdisciplinary Requirement.
Typically offered in Spring.

HIS 308. Introduction to the Islamic World. 3 Credits.
Study of the religio-cultural heritage of the Islamic world against a historical background. Selected areas of Middle, South, and Southeast Asia will be utilized to illustrate the flowering of Islamic arts, architecture, and poetry. Includes geography component.
Gen Ed Attribute: Interdisciplinary Requirement.
Typically offered in Fall.

HIS 311. History of Africa to 1875. 3 Credits.
A survey of African history to 1875, focusing on major themes, ideas, and developments: nationalism, sectionalism, imperialism, industrialism, and others.
Gen Ed Attribute: Humanities Distributive Requirement.
Typically offered in Fall.

HIS 312. History of Africa since 1875. 3 Credits.
A survey of African history from 1875, focusing on European imperialism, African resistance, and contemporary developments.
Typically offered in Spring.

HIS 314. Latin American Women's History. 3 Credits.
Examines Latin American women 1500 - present. Focuses on intersections of class, race, and gender; relations between private and public spheres; changing women's experiences over time.
HIS 315. Colonial Latin America. 3 Credits.
Pre-Columbian period, colonial Latin America, and movements for independence; Indian, European, and African backgrounds; government, economy, society, religion, culture, and enlightenment. Interaction of diverse cultures in the New World.
Gen Ed Attribute: Foreign Language Culture Cluster, Spanish Culture Cluster.
Typically offered in Fall, Spring & Summer.

HIS 316. Modern Latin America. 3 Credits.
Latin America in the 19th and 20th centuries; liberalism, conservatism, dictatorship, revolution, socialism, industrialization, agrarian reform, cultural-intellectual achievements, and international relations. Topical approach, using individual countries as case history illustrations.
Gen Ed Attribute: Foreign Language Culture Cluster, Spanish Culture Cluster.
Typically offered in Fall, Spring & Summer.

HIS 317. History of Mexico. 3 Credits.
Mexico from Pre-Columbian period to present, including civilizations of Mayas and Aztecs, Spanish conquest, Colonial period, movement for independence era of Santa Ana, La Reforma, Diaz dictatorship, Mexican Revolution, cultural-intellectual achievements, international relations, and modernization of Mexico since the Revolution.
Gen Ed Attribute: Foreign Language Culture Cluster, Spanish Culture Cluster.

HIS 318. The Ancient World. 3 Credits.
Classical Greece and Rome with consideration of economic, social, intellectual, and political history. Selected writings of the ancients.
Gen Ed Attribute: Classical Civilizations Culture Cluster, Foreign Language Culture Cluster.

HIS 319. Medieval Europe. 3 Credits.
Western Europe from the fall of Rome to approximately 1300. Economic, social, political, and intellectual developments in the major kingdoms of the West; the history of the Universal Church.
Gen Ed Attribute: Classical Civilizations Culture Cluster, Foreign Language Culture Cluster.

HIS 320. Renaissance and Reformation. 3 Credits.
Political, economic, social, and cultural forces that emerged in Europe from 1300 to 1650. The evolution of modern states and the rise of the middle class.

HIS 321. Everyday Life in Early Modern Europe. 3 Credits.
An examination of the daily lives of Europeans of various social backgrounds from the 15th to 18th centuries. Topics will include dress, diet, recreation, labor, and medicine.

HIS 323. Austrian Civilization. 3 Credits.
An interdisciplinary study of Austrian civilization, 1848-1938. Emphasis is placed on fin-de-siecle Vienna, not only as its pivotal role in Austrian culture but also as a testing ground for modernism in the West.
Gen Ed Attribute: Foreign Language Culture Cluster, German Culture Cluster, Interdisciplinary Requirement.

HIS 324. Imperial Russia. 3 Credits.
Russian history from Peter the Great to the February revolution of 1917. Emphasis on issues of modernity and ethnic identity.
Gen Ed Attribute: Foreign Language Culture Cluster, Russia & Eastern Europe Culture Cluster.
Typically offered in Fall.

HIS 328. The French Revolution and Napoleon. 3 Credits.
A study of key social, political, and cultural themes of the French Revolution from its origins during the ancient regime to the fall of Napoleon Bonaparte.
Gen Ed Attribute: Foreign Language Culture Cluster, France & Francophone Area Culture Cluster.

HIS 329. Gender and Peace. 3 Credits.
Examination of the ways in which social and historical constructions of gender intersect with perceptions and experience of war and peace.
Gen Ed Attribute: Interdisciplinary Requirement.
Typically offered in Spring.

HIS 331. 20TH Century Europe. 3 Credits.
European fascism and communism; totalitarianism confronts liberalization; interaction between domestic politics and foreign policy; polarization of European politics; disintegration of the political institutions of the traditional state.

HIS 332. The Holocaust. 3 Credits.
Focuses on ethnic, nationalistic, economic, and religious causes of the Holocaust, including 20th-century Nazism, racism, and anti-semitism; study of the Nuremberg trials.
Typically offered in Fall & Spring.

HIS 343. Colonial America. 3 Credits.
Examination of the colonial experience of Europeans in the parts of America that became the United States, from Columbus’s voyage in 1492 to the eve of the Revolutionary War.

HIS 344. History of Pennsylvania. 3 Credits.
The founding and development of Pennsylvania from its Colonial beginnings to the present with emphasis on the relation of the past to the present. Typically offered in Fall & Spring.

HIS 349. The Jew in History. 3 Credits.
The course covers the vast expanse of Jewish history going back to 2000 B.C., tracing the story of a people who belong to one of civilization’s major monotheistic religions.
Gen Ed Attribute: Diversity Requirement.
Typically offered in Fall.

HIS 352. Modern American Military History. 3 Credits.
The role of the American military in shaping the course of the nation in the 20th century. Offered in fall semester.
Typically offered in Spring.

HIS 356. U.S. Environmental History. 3 Credits.
An examination of the transformation of the American landscape, the history of American environmental policy, and the development of today’s environmental crisis.
Typically offered in Spring.

HIS 357. Diplomatic History of the United States. 3 Credits.
The theory and practice of American diplomacy from Colonial times to the present with emphasis on the 20th century.
Typically offered in Fall.

HIS 358. Economic History of the United States. 3 Credits.
The economic development of the American nation as it evolved from a frontier, agricultural country into an urban, industrial power.
Typically offered in Fall & Spring.

HIS 360. Technology and American Life. 3 Credits.
Promises and practices of American life in response to the interaction of American forms, values, and scientific-technological change from the Colonial period to the present.

HIS 361. Constitutional History of the United States. 3 Credits.
The development of the Constitution of the United States from the Philadelphia convention to the present with emphasis on major Supreme Court decisions.

HIS 362. Violence in America. 3 Credits.
A study of violence in American society as an instrument of change and a method of social control.
Gen Ed Attribute: Diversity Requirement.

HIS 364. U.S. Urban History. 3 Credits.
A survey of the rise of the American city from early Philadelphia to the modern metropolis. The recurring themes of growth, immigration, social mobility, city politics, city planning, urbanism, and suburbanism.

HIS 365. American Popular Culture in the 20th Century. 3 Credits.
An examination of the rise of American mass consumer culture, commercialization of leisure, development of the mass media, and redefinition of normal and deviant behaviors.
Typically offered in Fall & Spring.

HIS 366. The Turbulent Sixties. 3 Credits.
Examination of the stress and conflict in American politics, arts, literature, and society of the 1960’s.
Gen Ed Attribute: Writing Emphasis.
Typically offered in Spring.

HIS 367. American Material Culture. 3 Credits.
An interdisciplinary study of American civilization through the examination of its built environment and crafted and manufactured artifacts from the colonial period to the mid-twentieth century.
Cross listed courses AMS 367, HIS 367.

HIS 368. Gay America. 3 Credits.
Encompasses four hundred years of gay and lesbian history, culture, and politics, from colonial settlers and Native American cultures to the present with emphasis on the 20th century.

HIS 369. American West. 3 Credits.
Exploration of the historical and mythical American West, from pre-Columbian America to the present.
HIS 370. American Indians. 3 Credits.
A survey of Indian civilization on the continent of North America and the confrontation of this civilization with white culture.
Typically offered in Fall & Spring.

HIS 371. Manhood in America. 3 Credits.
Examines American manhood from 1600 - present. Focuses on intersections of class, race, and gender; relations between private and public spheres; changing men's experiences over time.
Typically offered in Fall & Spring.

HIS 373. African-American History. 3 Credits.
A survey of African-American history from 15th century West Africa to the present that focuses on the evolution of African-American culture and identity, and the struggle for freedom and racial equality.
Gen Ed Attribute: Diversity Requirement.

HIS 375. A History of the Arab-Israeli Conflict. 3 Credits.
This course will examine the history of the Arab-Israeli conflict and the factors that both encourage and impede resolution. Consideration will also be given to the history of the U.S. involvement in the conflict.

HIS 376. American History at the Movies. 3 Credits.
This course examines the relationship between academic scholarship and the presentation of American History in film.

HIS 378. Revolutionary America. 3 Credits.
This is a cultural, military, and social history of the Revolutionary Era. It covers a period of time from the mid-eighteenth century through the formation and ratification of the federal constitution and the adoption of the Bill of Rights.

HIS 380. History of U.S. Involvement in the Middle East. 3 Credits.
Examines U.S. involvement in the Middle East in the 19th and 20th centuries. Consideration will be given to religious, economic, and diplomatic activities as well as involvement in the Arab-Israeli conflict.
Typically offered in Fall & Spring.

HIS 390. History on the Web. 3 Credits.
This course helps students develop skills to critically engage with, evaluate, and synthesize historical resources on the Internet by teaching digital literacy through instruction in searching and discovering information, evaluating material critically, and collecting and curating information. Beyond the mere collection of information, though, this course will develop students' ability to gain the transferable skill of moving from information to knowledge.

HIS 397. Topics in World History. 3 Credits.
Topics may vary each semester. Emphasis on student research and discussions.
Typically offered in Fall & Spring. Repeatable for Credit.

HIS 398. Topics in European History. 3 Credits.
Topics may vary each semester. Emphasis on student research and discussions.
Typically offered in Fall & Spring. Repeatable for Credit.

HIS 399. Topics in U.S. History. 3 Credits.
Topics may vary each semester. Emphasis on student research and discussions.
Typically offered in Fall & Spring. Repeatable for Credit.

HIS 400. Seminar in History. 3 Credits.
In-depth research, study, and discussion of a selected historical topic. Topics will vary. Recommended for seniors.
Pre / Co requisites: HIS 400 requires prerequisite of HIS 300.
Gen Ed Attribute: Writing Emphasis.
Typically offered in Fall & Spring. Repeatable for Credit.

HIS 407. History of Brazil. 3 Credits.
A general survey of Brazil from 1500 to the present. Emphasis will be placed on economic and political issues, slavery and race relations, literature, and current ecological problems relative to the Amazon Basin.

HIS 410. Independent Study in History. 1-3 Credits.
Research projects, reports, and readings in history.
Consent: Permission of the Department required to add.
Repeatable for Credit.

HIS 411. Middle East to 1700. 3 Credits.
The historical evolution of the Middle East from just before the time of Muhammad until 1700. The course seeks to promote an understanding of the nature and rise of the religion of Islam, the spread of Islamic civilization, and the evolution of the Arab and Ottoman empires.
Gen Ed Attribute: Arabic Culture Cluster, Foreign Language Culture Cluster.
Typically offered in Fall.

HIS 412. Middle East Since 1600. 3 Credits.
The historical evolution of the Middle East from 1600 to the present. The course seeks to promote a historically sound understanding of the conflicts and differences between Western and Middle Eastern societies, as well as the continuing interplay of secular and religious forces in the history of the region.
Gen Ed Attribute: Arabic Culture Cluster, Foreign Language Culture Cluster.
Typically offered in Spring.

HIS 413. Atomic America. 3 Credits.
This course examines the scientific, technological, social, political, and military circumstances surrounding the invention of atomic weapons, the consequences of their use against Japan, and the ongoing ways in which their presence shapes American culture, religion, politics, foreign affairs, and scientific research. It places particular emphasis on the social conditions that explain America's decision and ability to create and use the bomb, and subsequent efforts to make sense of the unfathomable power of these weapons through film, music, television, and religion. The course pays particular attention to how scientists, artists, and lay persons envisioned nuclear power as both the ultimate source of liberation and of doom.
Typically offered in Spring.

HIS 414. History of Health and Medicine. 3 Credits.
This course examines the history of how people have understood and experienced health and sickness, and how people have practiced medicine and had medicine practiced upon them, from ancient times to the present. It places particular emphasis on the historical relationship between expert and lay medical knowledge, and in understanding how cultural values and priorities have informed the diverse ways that different societies have practiced medicine. The course similarly explores how medical knowledge and practice have become a potent form of cultural authority open to both great accomplishments and great abuse.
Typically offered in Fall.

HIS 415. History of Science. 3 Credits.
This course examines the history of science from ancient Greek theories of nature, through the Scientific Revolution, Darwinian Revolution, and the Atomic Age to the Human Genome Project. In particular it looks at the historical changes in what is considered "nature" and the "scientific" study of nature, changes in who and what is recognized as legitimate sources of knowledge about nature, and the significance of social factors, especially race, class, gender, and religious and political beliefs, upon the construction and reception of scientific ideas.
Typically offered in Fall & Spring.

HIS 416. Crime & Punishment In Europe: 1450-1789. 3 Credits.
Contact department for more information about this course.
Typically offered in Fall & Spring.

HIS 417. Outcasts in Early Modern Europe. 3 Credits.
This course focuses on the lives of Jews, Gypsies, Gays, and Slaves in Europe during the 1450-1750 period.
Typically offered in Fall & Spring.

HIS 421. History Of England To 1688. 3 Credits.
The British people and their mores, institutions, and achievements from the earliest times to the Glorious Revolution.

HIS 422. History Of England Since 1688. 3 Credits.
England as a world leader during the Commercial and Industrial revolutions, the evolution of the democratic process, and the emergency of liberalism followed by the democratic welfare state.

HIS 423. Modern 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, and divided Germany.
Gen Ed Attribute: Foreign Language Culture Cluster, Germany Culture Cluster.
Typically offered in Fall.
HIS 424. World of Communism. 3 Credits.
This course examines the history of communism. It traces the origins and development of
Marxist theories of inequality as well as sometimes tragic efforts to put Marxist theory into
practice in, among other places, Russia, China, and Cuba. Particular attention is paid to
choices and commitments of individual communists. What vision of a new world motivated
communists? What solutions to class, gender, and racial inequalities did they propose? Why
was their idealism so often twisted into carnage?
Gen Ed Attribute: Diversity Requirement.
Typically offered in Fall.

HIS 425. Twentieth-Century Russia. 3 Credits.
Its rise and fall in light of traditional Russian patterns and the communist experiment.
Gen Ed Attribute: Russia & Eastern Europe Culture Cluster.
Typically offered in Spring.

HIS 427. Modern France: 1789 To Present. 3 Credits.
A survey of modern France from the Revolutionary era through the turbulent 19th century
to the post-World War II recovery. Major themes include the social cultural political, and
economic aspects of modern and contemporary France.
Gen Ed Attribute: Foreign Language Culture Cluster, France & Francophone Area Culture Cluster.

HIS 428. History Of Spain. 3 Credits.
Contact department for more information about this course.

HIS 434. 19th Century Europe. 3 Credits.
This course will explore the major issues pertaining to developments in Europe in the "long
19th century", roughly from 1789 to 1918. Topics include the impact of the French Revolution
and the Napoleonic wars on European life, the industrial and political revolutions of the
century, and the advent of liberalism, socialism, nationalism, feminism, and imperialism.

HIS 435. European Intellectual History Since 1800. 3 Credits.
A cultural history of ideas in 19th- and early 20th-century Europe.
Gen Ed Attribute: Foreign Language Culture Cluster, France & Francophone Area Culture Cluster, Germany Culture Cluster.

HIS 440. American Jewish History. 3 Credits.
This course traces the history of the Jews in the United States from the earliest communities
of the 17th century to the present. Topics will include Jews in the American colonies, Jewish
immigration in the 19th century, anti-Semitism, Zionism, Jewish labor movements, the
growth of Reform, Conservative, and Orthodox Judaism, and the impact of the Holocaust and
Israel.

HIS 444. History of American Education. 3 Credits.
This course offers an historical examination of the complex historical, political, social,
and economic influences that have contributed to the current state of education in America.
Gen Ed Attribute: Humanities Distribution Requirement.

HIS 450. Internship In History. 1-3 Credits.
Contact department for more information about this course.
Repeatable for Credit.

HIS 451. Women In History. 3 Credits.
American women’s daily routines, social roles, and search for rights and identity since Colonial
days. Recent goals, values, and conflicts.
Gen Ed Attribute: Diversity Requirement, Writing Emphasis.
Typically offered in Fall.

HIS 458. History Of The Cold War. 3 Credits.
Contact department for more information about this course.

HIS 460. Field Studies In History. 3 Credits.
A fully supervised learning experience designed to expose students to the culture, artifacts,
and research facilities of a given country or area.

HIS 474. American Religions. 3 Credits.
The changes in American religion from the Pilgrims of New England to the cults of California.
Typically offered in Fall.

HIS 480. Digital History. 3 Credits.
Introduction to digital tools and technologies for conducting and disseminating historical
research, with an emphasis on putting digital approaches into practice through course blog
and production of a class website.
<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIS 400</td>
<td>Seminar in History</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total Credits:** 24

### European History Primary Field of Study

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIS 329</td>
<td>Gender and Peace</td>
<td>3</td>
</tr>
<tr>
<td>HIS 343</td>
<td>Colonial America</td>
<td>3</td>
</tr>
<tr>
<td>HIS 344</td>
<td>History of Pennsylvania</td>
<td>3</td>
</tr>
<tr>
<td>HIS 352</td>
<td>Modern American Military History</td>
<td>3</td>
</tr>
<tr>
<td>HIS 356</td>
<td>U.S. Environmental History</td>
<td>3</td>
</tr>
<tr>
<td>HIS 357</td>
<td>Diplomatic History of the United States</td>
<td>3</td>
</tr>
<tr>
<td>HIS 358</td>
<td>Economic History of the United States</td>
<td>3</td>
</tr>
<tr>
<td>HIS 360</td>
<td>Technology and American Life</td>
<td>3</td>
</tr>
<tr>
<td>HIS 361</td>
<td>Constitutional History of the United States</td>
<td>3</td>
</tr>
<tr>
<td>HIS 362</td>
<td>Violence in America</td>
<td>3</td>
</tr>
<tr>
<td>HIS 364</td>
<td>U.S. Urban History</td>
<td>3</td>
</tr>
<tr>
<td>HIS 365</td>
<td>American Popular Culture in the 20th Century</td>
<td>3</td>
</tr>
<tr>
<td>HIS 366</td>
<td>The Turbulent Sixties</td>
<td>3</td>
</tr>
<tr>
<td>HIS 367</td>
<td>American Material Culture</td>
<td>3</td>
</tr>
<tr>
<td>HIS 368</td>
<td>Gay America</td>
<td>3</td>
</tr>
<tr>
<td>HIS 369</td>
<td>American West</td>
<td>3</td>
</tr>
<tr>
<td>HIS 370</td>
<td>American Indians</td>
<td>3</td>
</tr>
<tr>
<td>HIS 371</td>
<td>Manhood in America</td>
<td>3</td>
</tr>
<tr>
<td>HIS 373</td>
<td>African-American History</td>
<td>3</td>
</tr>
<tr>
<td>HIS 376</td>
<td>American History at the Movies</td>
<td>3</td>
</tr>
<tr>
<td>HIS 378</td>
<td>Revolutionary America</td>
<td>3</td>
</tr>
<tr>
<td>HIS 380</td>
<td>History of U.S. Involvement in the Middle East</td>
<td>3</td>
</tr>
<tr>
<td>HIS 390</td>
<td>History on the Web</td>
<td>3</td>
</tr>
<tr>
<td>HIS 399</td>
<td>Topics in U.S. History</td>
<td>3</td>
</tr>
<tr>
<td>HIS 410</td>
<td>Independent Study in History</td>
<td>1-3</td>
</tr>
<tr>
<td>HIS 413</td>
<td>Atomic America</td>
<td>3</td>
</tr>
<tr>
<td>HIS 414</td>
<td>History of Health and Medicine</td>
<td>3</td>
</tr>
<tr>
<td>HIS 415</td>
<td>History of Science</td>
<td>3</td>
</tr>
<tr>
<td>HIS 440</td>
<td>American Jewish History</td>
<td>3</td>
</tr>
<tr>
<td>HIS 444</td>
<td>History of American Education</td>
<td>3</td>
</tr>
<tr>
<td>HIS 450</td>
<td>Internship In History</td>
<td>1-3</td>
</tr>
<tr>
<td>HIS 451</td>
<td>Women In History</td>
<td>3</td>
</tr>
<tr>
<td>HIS 458</td>
<td>History Of The Cold War</td>
<td>3</td>
</tr>
<tr>
<td>HIS 460</td>
<td>Field Studies In History</td>
<td>3</td>
</tr>
<tr>
<td>HIS 474</td>
<td>American Religions</td>
<td>3</td>
</tr>
<tr>
<td>HIS 480</td>
<td>Digital History</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total Credits:** 24

### United States History Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIS 329</td>
<td>Gender and Peace</td>
<td>3</td>
</tr>
<tr>
<td>HIS 343</td>
<td>Colonial America</td>
<td>3</td>
</tr>
<tr>
<td>HIS 344</td>
<td>History of Pennsylvania</td>
<td>3</td>
</tr>
<tr>
<td>HIS 352</td>
<td>Modern American Military History</td>
<td>3</td>
</tr>
<tr>
<td>HIS 356</td>
<td>U.S. Environmental History</td>
<td>3</td>
</tr>
<tr>
<td>HIS 357</td>
<td>Diplomatic History of the United States</td>
<td>3</td>
</tr>
<tr>
<td>HIS 358</td>
<td>Economic History of the United States</td>
<td>3</td>
</tr>
<tr>
<td>HIS 360</td>
<td>Technology and American Life</td>
<td>3</td>
</tr>
<tr>
<td>HIS 361</td>
<td>Constitutional History of the United States</td>
<td>3</td>
</tr>
<tr>
<td>HIS 362</td>
<td>Violence in America</td>
<td>3</td>
</tr>
<tr>
<td>HIS 364</td>
<td>U.S. Urban History</td>
<td>3</td>
</tr>
<tr>
<td>HIS 365</td>
<td>American Popular Culture in the 20th Century</td>
<td>3</td>
</tr>
<tr>
<td>HIS 366</td>
<td>The Turbulent Sixties</td>
<td>3</td>
</tr>
<tr>
<td>HIS 367</td>
<td>American Material Culture</td>
<td>3</td>
</tr>
<tr>
<td>HIS 368</td>
<td>Gay America</td>
<td>3</td>
</tr>
<tr>
<td>HIS 369</td>
<td>American West</td>
<td>3</td>
</tr>
<tr>
<td>HIS 370</td>
<td>American Indians</td>
<td>3</td>
</tr>
<tr>
<td>HIS 371</td>
<td>Manhood in America</td>
<td>3</td>
</tr>
<tr>
<td>HIS 373</td>
<td>African-American History</td>
<td>3</td>
</tr>
<tr>
<td>HIS 376</td>
<td>American History at the Movies</td>
<td>3</td>
</tr>
<tr>
<td>HIS 378</td>
<td>Revolutionary America</td>
<td>3</td>
</tr>
<tr>
<td>HIS 380</td>
<td>History of U.S. Involvement in the Middle East</td>
<td>3</td>
</tr>
<tr>
<td>HIS 390</td>
<td>History on the Web</td>
<td>3</td>
</tr>
<tr>
<td>HIS 399</td>
<td>Topics in U.S. History</td>
<td>3</td>
</tr>
<tr>
<td>HIS 410</td>
<td>Independent Study in History</td>
<td>1-3</td>
</tr>
<tr>
<td>HIS 413</td>
<td>Atomic America</td>
<td>3</td>
</tr>
<tr>
<td>HIS 414</td>
<td>History of Health and Medicine</td>
<td>3</td>
</tr>
<tr>
<td>HIS 415</td>
<td>History of Science</td>
<td>3</td>
</tr>
<tr>
<td>HIS 440</td>
<td>American Jewish History</td>
<td>3</td>
</tr>
<tr>
<td>HIS 444</td>
<td>History of American Education</td>
<td>3</td>
</tr>
<tr>
<td>HIS 450</td>
<td>Internship In History</td>
<td>1-3</td>
</tr>
<tr>
<td>HIS 458</td>
<td>History Of The Cold War</td>
<td>3</td>
</tr>
<tr>
<td>HIS 460</td>
<td>Field Studies In History</td>
<td>3</td>
</tr>
<tr>
<td>HIS 474</td>
<td>American Religions</td>
<td>3</td>
</tr>
<tr>
<td>HIS 480</td>
<td>Digital History</td>
<td>3</td>
</tr>
</tbody>
</table>
Sample Course Plan
To track their individual degree progress, students are advised to access their Degree Progress Report (DPR) via myWCU regularly. For more information, visit wcupa.edu/DegreeProgressReport.

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>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Year One</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Semester One</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>WRT 120</td>
<td>Effective Writing I</td>
<td>3</td>
</tr>
<tr>
<td>HIS 152</td>
<td>History of the United States II</td>
<td>3</td>
</tr>
<tr>
<td>Social Science General Education Course</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Arts General Education Course</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Language 101</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td><strong>Credits</strong></td>
<td>15</td>
<td></td>
</tr>
<tr>
<td><strong>Semester Two</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>WRT Course</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>HIS 101</td>
<td>History of Civilization I</td>
<td>3</td>
</tr>
<tr>
<td>HIS 151</td>
<td>History of the United States I</td>
<td>3</td>
</tr>
<tr>
<td>MAT 103</td>
<td>Introduction to Mathematics (or higher)</td>
<td>3</td>
</tr>
<tr>
<td>Language 102</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td><strong>Credits</strong></td>
<td>15</td>
<td></td>
</tr>
<tr>
<td><strong>Year Two</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Semester Three</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>HIS 300</td>
<td>Varieties of History</td>
<td>3</td>
</tr>
<tr>
<td>HIS 102</td>
<td>History of Civilization II</td>
<td>3</td>
</tr>
<tr>
<td>Literature or Philosophy Course</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Free Elective (optional minor)</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Language 201</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td><strong>Credits</strong></td>
<td>15</td>
<td></td>
</tr>
<tr>
<td><strong>Semester Four</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>HIS 300/400 level</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Science General Education Course</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>SPK 208</td>
<td>Public Speaking (or other)</td>
<td>3</td>
</tr>
<tr>
<td>Free Elective (optional minor)</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Language 202</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td><strong>Credits</strong></td>
<td>15</td>
<td></td>
</tr>
<tr>
<td><strong>Year Three</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Semester Five</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>HIS 300/400 level</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>HIS 300/400 level</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Cognate Course</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Science General Education Course</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Diverse Communities Course</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td><strong>Credits</strong></td>
<td>15</td>
<td></td>
</tr>
<tr>
<td><strong>Semester Six</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>HIS 300/400 level</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>HIS 300/400 level</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Cognate Course</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Science General Education Course</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Free Elective (optional minor)</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td><strong>Credits</strong></td>
<td>15</td>
<td></td>
</tr>
<tr>
<td><strong>Year Four</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Semester Seven</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>HIS 300/400 level</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>HIS 300/400 level</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Cognate Course</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Science General Education Course</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Free Elective (optional minor)</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td><strong>Credits</strong></td>
<td>15</td>
<td></td>
</tr>
</tbody>
</table>

**B.A. IN HISTORY - AMERICAN STUDIES CONCENTRATION**

**Curriculum**

**General Education Requirements** [http://catalog.wcupa.edu/undergraduate/general-education-requirements](http://catalog.wcupa.edu/undergraduate/general-education-requirements)

- English Composition requirements: 6
- Mathematics requirement: 3
- Public Speaking requirement: 3
- Science requirements: 6
- Behavioral & Social Science requirements: 6
- Humanities requirements: 6
- Arts requirement: 3
- Diverse Communities requirement: 3
- Interdisciplinary requirement: 3
- Student Electives: 9
- Writing Emphasis requirements: 9

**Language Requirement**

Demonstrating language proficiency through the intermediate level (202). 3-12

**Major Requirements**

- HIS 101 | History of Civilization I | 3
- HIS 102 | History of Civilization II | 3
- HIS 151 | History of the United States I | 3
- HIS 152 | History of the United States II | 3
- HIS 300 | Varieties of History | 3

**Upper-division History Electives**

- AMS/HIS 367 | American Material Culture | 3
- Two U.S. history courses: 6
- One European history elective: 3
- One world/regional history elective: 3
- Capstone course requirement satisfied with a senior project, internship, or independent study in American studies. 3

**Other American Studies Requirements**

- AMS 200 | American Civilization | 3
- LIT 201 | American Literature II | 3
- Three 300-400-level American-themed courses from at least two of the following disciplines: anthropology, art history, economics, geography, literature, music history, philosophy, political science, psychology, sociology, and women’s and gender studies. 9

Note: These courses are in addition to those taken to fulfill general education requirements.

**Free Electives**
As many free electives as needed to complete the 120 credits required for graduation. Free electives may also be used to complete a minor.

Note: Students with an American studies concentration are ineligible for a minor in American studies.

**Total Minimum Credit Requirement** 120

### Sample Course Plan

To track their individual degree progress, students are advised to access their Degree Progress Report (DPR) via myWCU regularly. For more information, visit wcupa.edu/DegreeProgressReport.

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.

#### Course Title Credits

**Year One**

**Semester One**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>WRT 120</td>
<td>Effective Writing I</td>
<td>3</td>
</tr>
<tr>
<td>HIS 151</td>
<td>History of the United States I</td>
<td>3</td>
</tr>
<tr>
<td>Social Science General Education Course</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Arts General Education Course</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Language 101</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td><strong>Credits</strong></td>
<td>15</td>
<td></td>
</tr>
</tbody>
</table>

**Semester Two**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>WRT ___</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>HIS 152</td>
<td>History of the United States II</td>
<td>3</td>
</tr>
<tr>
<td>AMS 200</td>
<td>American Civilization</td>
<td>3</td>
</tr>
<tr>
<td>MAT 103</td>
<td>Introduction to Mathematics (or higher)</td>
<td>3</td>
</tr>
<tr>
<td>Language 102</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td><strong>Credits</strong></td>
<td>15</td>
<td></td>
</tr>
</tbody>
</table>

**Year Two**

**Semester Three**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>LIT 200</td>
<td>American Literature I</td>
<td>3</td>
</tr>
<tr>
<td>HIS 101</td>
<td>History of Civilization I</td>
<td>3</td>
</tr>
<tr>
<td>Philosophy Course</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Free Elective (optional minor)</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Language 201</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td><strong>Credits</strong></td>
<td>15</td>
<td></td>
</tr>
</tbody>
</table>

**Semester Four**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIS 102</td>
<td>History of Civilization II</td>
<td>3</td>
</tr>
<tr>
<td>SPK 208</td>
<td>Public Speaking (or other)</td>
<td>3</td>
</tr>
<tr>
<td>LIT 201</td>
<td>American Literature II</td>
<td>3</td>
</tr>
<tr>
<td>HIS 300</td>
<td>Varieties of History</td>
<td>3</td>
</tr>
<tr>
<td>Language 202</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td><strong>Credits</strong></td>
<td>15</td>
<td></td>
</tr>
</tbody>
</table>

**Year Three**

**Semester Five**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>AMS 367</td>
<td>American Material Culture</td>
<td>3</td>
</tr>
<tr>
<td>or HIS 367</td>
<td>American Material Culture</td>
<td>3</td>
</tr>
<tr>
<td>European History Elective</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Science General Education Course</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Social and Behavioral Science General Education Course</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Diverse Communities Course</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td><strong>Credits</strong></td>
<td>15</td>
<td></td>
</tr>
</tbody>
</table>

**Semester Six**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>US History/American Studies Elective</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>American Studies Cognate Course</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td><strong>Credits</strong></td>
<td>15</td>
<td></td>
</tr>
</tbody>
</table>

**Science General Education Course** 3

**Free Elective (optional minor)** 3

**Free Elective (optional minor)** 3

**Credits** 15

### Year Four

**Semester Seven**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>US History/American Studies Elective</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>American Studies Cognate Course</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>World History Elective</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Free Elective (optional minor)</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Free Elective (optional minor)</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td><strong>Credits</strong></td>
<td>15</td>
<td></td>
</tr>
</tbody>
</table>

**Semester Eight**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Studies Cognate Course</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Free Elective (optional minor)</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Free Elective (optional minor)</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Free Elective (optional minor)</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Select one of the following:</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>AMS 401</td>
<td>Independent Study</td>
<td>1-3</td>
</tr>
<tr>
<td>AMS 415</td>
<td>American Studies Internship</td>
<td>1-15</td>
</tr>
<tr>
<td><strong>Credits</strong></td>
<td>15</td>
<td></td>
</tr>
</tbody>
</table>

**Total Credits** 120

### MINOR IN HISTORY

**College of Arts and Humanities**

Students may obtain minor recognition on their transcript so that their concentrated choice of free electives will be recognized.

### Required Courses

Select one of the following: 3

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIS 100</td>
<td>Global History since 1900</td>
<td>3</td>
</tr>
<tr>
<td>HIS 101</td>
<td>History of Civilization I</td>
<td>3</td>
</tr>
<tr>
<td>HIS 102</td>
<td>History of Civilization II</td>
<td>3</td>
</tr>
</tbody>
</table>

Select one of the following: 3

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIS 150</td>
<td>The American Experience</td>
<td>3</td>
</tr>
<tr>
<td>HIS 151</td>
<td>History of the United States I</td>
<td>3</td>
</tr>
<tr>
<td>HIS 152</td>
<td>History of the United States II</td>
<td>3</td>
</tr>
</tbody>
</table>

### Electives

Choose under advisement four 300- and/or 400-level courses from three groups: United States, European, World/Regional History (six semester hours in one group; three semester hours in each of the others) 12

**Total Credits** 18

This minor may be taken as one of the minors in the bachelor of arts or bachelor of science in liberal studies general degree program.

### ELECTIVE SOCIAL STUDIES TEACHER CERTIFICATION

**College of Arts and Humanities**

The program of study is designed to assure that prospective social studies teachers possess the knowledge, capabilities, and dispositions associated with the concepts, tools of inquiry, and structures of the disciplines that make up social studies education, and that they are able to create learning experiences which make these aspects of the subject matter meaningful for learners. The course of study emphasizes ten thematic strands:

- Culture and cultural diversity
- Time, continuity, and change
- People, places, and environment
• Individuals, groups, and institutions
• Power, authority, and government
• Production, distribution, and consumption
• Science, technology, and society
• Global connections
• Civic ideals and practices
• Individual development and identity

Program of Study
Students interested in teaching social studies education in secondary schools may pursue a bachelor of arts in history while earning state certification in social studies education. West Chester University’s program, which requires up to 132 credits, is accredited by the Pennsylvania Department of Education, the National Council for the Social Studies, and the National Council for Accreditation of Teacher Education.

Required Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDA 103</td>
<td>Foundations of Special Education</td>
<td>3</td>
</tr>
<tr>
<td>EDA 304</td>
<td>Special Ed Processes/Procedures for Secondary Educators</td>
<td>3</td>
</tr>
<tr>
<td>SSC 331</td>
<td>Methods of Teaching Secondary Social Studies</td>
<td>3</td>
</tr>
<tr>
<td>HIS 444</td>
<td>History of American Education</td>
<td>3</td>
</tr>
<tr>
<td>EDM 349</td>
<td>Technology Tools to Transform Teaching and Learning</td>
<td>1</td>
</tr>
<tr>
<td>EDP 250</td>
<td>Educational Psychology</td>
<td>3</td>
</tr>
<tr>
<td>EDP 355</td>
<td>Assessment For Learning 7-12</td>
<td>3</td>
</tr>
<tr>
<td>EDR 347</td>
<td>Literacy Development and Secondary Students with Disabilities in Inclusive Classrooms</td>
<td>3</td>
</tr>
<tr>
<td>EDS 306</td>
<td>Teaching Principles and Field Experience in Secondary Schools</td>
<td>3</td>
</tr>
<tr>
<td>EDS 411</td>
<td>Student Teaching Sec - 1st Half</td>
<td>6</td>
</tr>
<tr>
<td>EDS 412</td>
<td>Student Teaching Sec - 2nd Half</td>
<td>6</td>
</tr>
<tr>
<td>LAN/ENG 382</td>
<td>Teaching English Language Learners PK-12</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Minimum Credits Required: 40

HOLOCAUST AND GENOCIDE STUDIES PROGRAM

College of Arts and Humanities

Overview

409 Main Hall
West Chester University
West Chester, PA 19383
610-436-2789
Department of Holocaust and Genocide Studies (http://www.wcupa.edu/holocaustStudies)
Jonathan Friedman (jfriedman@wcupa.edu), Director

Programs

Minor in Holocaust and Genocide Studies

• Holocaust Studies (p. 307)

Graduate Opportunities

See the graduate catalog for more information on the Holocaust and Genocide Studies program. (http://catalog.wcupa.edu/graduate/arts-humanities/holocaust-genocide-studies)

Policies

• See undergraduate admissions information. (p. 11)

• See academic policies. (http://catalog.wcupa.edu/undergraduate/academic-policies-procedures)

All undergraduate students are held to the academic policies and procedures outlined in the undergraduate 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 programs may be listed below.

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 Tahmaseb-McConatha (jmconatha@wcupa.edu) (1990)
B.A., University of Utah; M.S., Jacksonville State University; Ph.D., University of Georgia

Associate Professors

Brian F. O’neill (boneill@wcupa.edu) (1998)
B.A., University of Pittsburgh; M.S.W., Marywood College; Ph.D., City University of New York

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
MINOR IN HOLOCAUST STUDIES

College of Arts and Humanities

Curriculum

The program in holocaust studies deals not only with historical aspects of the holocaust, but also with moral and political issues involved in the prevention of future holocausts.

This minor may be taken as one of the minors in the bachelor of arts or bachelor of science in liberal studies general degree program. For advising in holocaust studies, contact Dr. Jonathan Friedman, 610-436-2972.

Required Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIS 332</td>
<td>The Holocaust</td>
<td>3</td>
</tr>
<tr>
<td>HIS 349</td>
<td>The Jew in History</td>
<td>3</td>
</tr>
<tr>
<td>PHI 180</td>
<td>Introduction to Ethics</td>
<td>3</td>
</tr>
</tbody>
</table>

Elective Courses

Select three of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANT 220</td>
<td>Cultures of Ethnic Groups in America</td>
<td></td>
</tr>
<tr>
<td>HIS 423</td>
<td>Modern Germany</td>
<td></td>
</tr>
<tr>
<td>LIT 304</td>
<td>American Jewish Novel</td>
<td></td>
</tr>
<tr>
<td>PSC 352</td>
<td>Constitutional Law II: Civil Liberties and Civil Rights</td>
<td></td>
</tr>
<tr>
<td>PSC 322</td>
<td>Public Opinion, Media and Politics</td>
<td></td>
</tr>
<tr>
<td>PSY 254</td>
<td>Social Psychology</td>
<td></td>
</tr>
<tr>
<td>SOC 335</td>
<td>Racial and Cultural Minorities</td>
<td></td>
</tr>
<tr>
<td>SWO 225</td>
<td>Race Relations</td>
<td></td>
</tr>
</tbody>
</table>

Total Credits 18

HONORS COLLEGE

School of Interdisciplinary and Graduate Studies

703 S. High Street
610-436-2996
610-436-2620 (fax)

Honors College (http://www.wcupa.edu/honorsCollege)

Honors@wcupa.edu (e-mail)

Kevin W. Dean (kdean@wcupa.edu), Director
Matthew Pierlott (mpierlott@wcupa.edu), Assistant Director
Michelle Wills (mwills@wcupa.edu), Administrative Assistant

HONORS COUNCIL

Gerardina Martin, Executive Secretary, Learning Assistance and Resource Center
Mark Hickman, President, Communication Studies
Victoria "Tori" Jackson, Alumni Representative, HC X
Charles Hardy, History
Peter Loedel, Center for International Programs
Meg Niiler, Languages and Cultures
Denise Polk, Vice President, Communication Studies
Ruth Porritt, Philosophy
Harvey Rovine, Theatre and Dance
Steven Savage, Alumni Representative, HC VIII
Leigh Shaffer, Sociology (Emeritus)
Sharon Taylor, Student Representative, Accounting and Finance
Victoria Tischio, English
Donna Usher, Art (Honorary)
Michael Moriarty, Student Representative, Communication Studies
Shannon Shiring, Student Representative, Languages and Cultures
Charlie Warner, Student Affairs
Matthew Whittall, Alumni Representative, HC X

Honors College Mission

Modeling a commitment to liberal arts and cross-disciplinary education, the Honors College celebrates outstanding students and encourages them to strive for a high level of academic excellence. The college prepares students to become forces for positive change in the life of the campus and the broader community through scholarship, co-curricular activities, service, teamwork, and leadership. The college motivates students to examine and refine character, become active citizens, and value life-long learning. With the motto, "To Be Honorable Is to Serve," honors is about the business of preparing leaders for the 21st century.

The University provides students with outstanding achievements in scholarship, community service, the arts, and/or leadership the opportunity to participate in a challenging honors curriculum and to receive appropriate recognition when they complete the requirements. The Honors College aims to provide an inviting environment for academically gifted and highly motivated students to interact and form a learning community of peers, faculty, administrators, and staff that will challenge and enrich the students’ college experience.

The Honors College seeks cross-disciplinary connections, in the liberal arts tradition, which develop students' natural intellectual abilities, and to challenge them to use these skills on behalf of the larger community. Qualified students may participate in Honors through one of two tracks: entering freshmen in the honors living – learning program and upper-class students and external transfer students through the honors seminar program. Membership is highly competitive and based on attainment and maintenance of a cumulative 3.25 grade point average, regular enrollment in honors courses, and service to the campus community.

All entering first year students in the Honors College reside on the 7th floor of Allegheny Hall. Students in good standing may retain space in honors housing throughout their undergraduate experience. Suite-style, air-conditioned rooms with bathroom facilities house two students. The 7th floor of Allegheny also hosts a designated lounge with projection system, free laundry facilities and ice machine, a music practice room with a baby grand piano and technology center equipped with video editing capabilities for Honors student use. Students also have membership in the Honors Student Association.

An Honors Council, which includes both faculty and students, sets the policies of the college. A committee of the council, working with the director, determines the admission and retention of students. Students completing the full honors program receive designation on their University transcript and the right to wear a medallion of achievement at commencement. Recognition at commencement is based on the student’s academic record as of the completed semester prior to commencement.

Program Design

The Honors College aims to provide an inviting environment for academically gifted and highly motivated students to interact and form a learning community of peers, faculty, administrators, and staff that will challenge and enrich the students’ college experience. Grounded in the liberal arts tradition, the Honors College seeks cross-disciplinary connections in order to develop students' natural intellectual abilities and to challenge them to employ these skills on behalf of the larger community. For this reason, the West Chester University Honors College considers "honors" to be more than a matter of strong grades; it implies a decision to use knowledge as an active problem solver in both the campus community and in the world. To that end, the Honors College seeks to build character and foster a commitment to life-long learning that prepares leaders for the 21st Century.

Honors College membership comprises students with outstanding achievements in scholarship, community service, the arts, and/or leadership. Membership in honors is highly competitive with a maximum of 40 seats open to entering freshmen each fall. Current
Membership includes students from 61 different academic majors. Incoming freshmen are invited to apply to the college if they have a minimum 1200 SAT (combined math and verbal score) and a combination of the following:

1. Minimum high school GPA of 3.5
2. Top 20 percent of their graduating class
3. A record of achievement in high school honors/AP courses

Candidates are reviewed and selected on the basis of commitment to service, leadership potential, and fit with the college’s philosophy.

Membership in the Honors College enables students to enhance their strengths through a specially designed 27-hour core of cross-disciplinary courses that, with one additional course in both mathematics and science, meet general education requirements for honors students. Cross-disciplinary means that all courses in the core contain information drawn from a minimum of two academic disciplines. The honors core incorporates 100-, 200-, and 300-level courses. Students complete three courses at the 100/200 level, during their first year in the college, focusing on personal development, including physical and psychological well-being, communication, and ethics and morality in a technological age. Courses at the 300 level, completed by the middle of the student’s third year, build upon the learner’s knowledge of self and address broader perspectives of community and social change. Learners study significant historical and contemporary figures, literary works, and the context in which they helped model society. Students become aware of the economic realities that impact change and discover how educational and political structure, science, and the fine arts influence society. Honors certification is awarded upon completion of the core 27 hours; one course in mathematics (we strongly recommend statistics for those majors without a specific mathematics requirement); one course in general education approved science; two upper-level, cross-disciplinary honors seminars; and a capstone project. Students completing the full honors curriculum receive designation on their University transcript and the right to wear a medallion of achievement at commencement. Recognition at commencement is based on the student’s academic record as of the completed semester prior to commencement.

In order to be in good standing with the Honors College, students must maintain a 3.25 cumulative GPA, be active in a minimum of one campus co-curricular activity, and regularly register for the sequence of honors core courses and seminars. Failure to maintain these requirements will cause the student to be placed on probation from honors and may lead to his or her dismissal from the College.

College probation and dismissal follow these procedures: Once a student in the Honors College has earned 31 credit hours, his or her cumulative GPA will be reviewed. If the student’s average is below a 3.0, the student will be dropped from the Honors College. If a student’s average is below a 3.25 but not below a 3.0, the student will be placed on Honors College probation for two semesters, during which time the student is expected to raise his or her cumulative GPA to a 3.25. If at the end of the two semesters the cumulative GPA is not a 3.25 or higher, the student will be dismissed from the college.

Students also may be placed on probation if they are not actively participating in a minimum of one campus co-curricular activity or if they are not regularly registering for and completing the sequence of honors core courses and seminars. No student will be eligible for honors transcript recognition without maintaining a 3.25 cumulative GPA upon completion of the Honors College’s required elements. A minimum grade of C+ must be earned in all honors course work that is counted towards graduation.

Students dismissed from the Honors College may seek reinstatement by contacting the College’s director. Students may appeal the dismissal or probationary action for extraordinary circumstances by contacting the Honors Director who will take the appeal before the Honors Council for a final decision. Any student who is dismissed from Honors or voluntarily chooses to leave the College may not seek admission to the seminar program.

Specially designated honors housing exists in Allegheny Hall. The living-learning community comprises a critical component of the WCU honors experience. All first year students live in the honors designated residency and are afforded the opportunity to retain space throughout their undergraduate program of study.

The Honors College actively promotes faculty mentored undergraduate student research which may lead to poster or paper presentations at local, state, regional, national and international contexts or to publication. Students engage in grant writing skill development and gain clearance certification in human subject research. Honors hosts a campus wide Graduate School Fair and a professional development seminar, providing students encouragement in seeking opportunities for post baccalaureate professional and/or graduate study leading towards advanced degrees.

An intentional focus on leadership in a global community is evident by a continuing partnership in South Africa. A seminar-based research/service course, incorporating international travel, ideally occurs in spring of even-numbered years. A leadership theories course, offered each fall, draws lessons from the South Africa transformations from apartheid to democracy. Aid to South Africa has become the signature philanthropic program of the Honors College. The annual event offers educational exhibits and raises funds in support of HIV-AIDS afflicted children in South Africa.

Fulfillment of the Honors College’s mission to service comes primarily through a vibrant Honors Student Association (H.S.A.), the co-curricular arm of the honors experience. The H.S.A. provides students a myriad of opportunities to put leadership theory into practice for the service of others. Students witness their abilities to enact change through their efforts in civic engagement. Students who document a minimum 30 hours of service in a minimum of seven semesters or who achieve a minimum of 250 documented hours qualify as Donna M. Carney Service Scholars.

Programs
Program in Honors College
- Honors College Program (p. 311)
Minor in Honors College
- Civic and Professional Leadership (p. 311)
Certificate in Honors College
- Honors Seminar (p. 313)

Policies
- See undergraduate admissions information. (p. 11)
- See academic policies. (http://catalog.wcupa.edu/undergraduate/academic-policies-procedures)

All undergraduate students are held to the academic policies and procedures outlined in the undergraduate 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 programs may be listed below.

Admissions Policies
Minor in Civic and Professional Leadership
Students must complete either HON 110 or CPL 120 before applying to the minor.

Honors Seminar Certificate
Current and transfer students, who have earned a minimum of 30 credits and a minimum 3.25 cumulative GPA, may apply for this certificate program.
Program Requirement Completion Policies
Minor in Civic and Professional Leadership
Students may obtain minor recognition on their transcript through completion of 18 credits of coursework and 3 credits of pass/fail for completion of 6 co-curricular competencies. Students must have:
1. An overall 2.5 GPA in the minor at the completion of coursework,
2. Earned a grade of C or higher in all courses counted towards the minor, and
3. Have verification of completion of a minimum of six co-curricular competencies, as documented in the student’s co-curricular portfolio.

Other Policies
Minor in Civic and Professional Leadership
Students must earn a C or higher in all courses counted towards the minor.

Honors Seminar Certificate
Aside from the required coursework, students must also demonstrate active contributions and service to co-curricular elements of the campus community.

Faculty

Professors
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
John G. Helion (jhelion@wcupa.edu) (1990)
Peter H. Loedel (ploedel@wcupa.edu) (1996)
B.A., B.A., M.A., Ph.D., University of California, Santa Barbara
Lisa E. Marano (lmarano@wcupa.edu) (2002)
Mathematics
B.A., Rider University; M.S., Ph.D., Lehigh University
Denise M. Polk (dpolk@wcupa.edu) (2005)
Chairperson, Communication Studies
B.A., Baldwin-Wallace College; M.A., Miami University; Ph.D., Kent State University
Ruth Porritt (rporritt@wcupa.edu) (1991)
B.A., John Carroll University; Ph.D., Purdue University
Harvey Rovine (hrovine@wcupa.edu) (1992)
Chairperson, Theatre and Dance
B.S., Towson University; M.A., University of Central Florida; Ph.D., University of Illinois
Victoria Tischio (vtischio@wcupa.edu) (1998)
B.S., M.A., Southern Connecticut State University; Ph.D., State University of New York at Albany

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

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

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

Courses

CPL

CPL 120. Leadership Theories for Today’s Society. 3 Credits.
Introduction to the study of leadership theory and practice as it relates to the students’ civic and professional development. The course content places special emphasis on leadership practices and the relationship between leaders and followers inspired by social inequities surrounding issues of race, ethnicity, class, gender and inclusion.
Gen Ed Attribute: Diversity Requirement.
Typically offered in Spring.

CPL 301. Contemporary Challenges in Business Leadership. 3 Credits.
One of six junior-senior level seminars students may select from to fulfill the CPL minor. Students reflect on their personal leadership development to date. CPL 301 gives specific focus to the range of contemporary leadership challenges and opportunities within the multi-faceted fields of business.

CPL 302. Contemporary Challenges in Political Leadership. 3 Credits.
One of six junior-senior level seminars students may select from to fulfill the CPL minor. Students reflect on their personal leadership development to date. CPL 302 gives specific focus to the range of contemporary leadership challenges and opportunities within the multi-faceted fields of community development and politics.
Pre / Co requisites: CPL 302 requires prerequisites of CPL minor, Junior/Senior status, and completion of one of the following: CRJ 110, HIS 150, HON 310, MAT 161, PSC 100, SOC 200, SWO 225, or corequisites of CHE 371, COM 340, PHI 355.

CPL 303. Contemporary Challenges in Educational Leadership. 3 Credits.
One of six junior-senior level seminars students may select from to fulfill the CPL minor. Students reflect on their personal leadership development to date. CPL 303 gives specific focus to the range of contemporary leadership challenges and opportunities within the multi-faceted fields of the Arts and Art Administration.

CPL 304. Contemporary Challenges in Arts Leadership. 3 Credits.
One of six junior-senior level seminars students may select from to fulfill the CPL minor. Students reflect on their personal leadership development to date. CPL 304 gives specific focus to the range of contemporary leadership challenges and opportunities within the multi-faceted fields of the Arts and Art Administration.

CPL 305. Contemporary Challenges in Public Health Leadership. 3 Credits.
One of six junior-senior level seminars students may select from to fulfill the CPL minor. Students reflect on their personal leadership development to date. CPL 305 gives specific focus to the range of contemporary leadership challenges and opportunities within the multi-faceted fields of public health.

CPL 306. Contemporary Challenges in Science, Technology, Engineering and Mathematics (STEM) Leadership. 3 Credits.
One of six junior-senior level seminars students may select from to fulfill the CPL minor. Students reflect on their personal leadership development to date. CPL 306 gives specific focus to the range of contemporary leadership challenges and opportunities within the multi-faceted fields of science, technology, engineering and mathematics; the STEM programs.
Pre / Co requisites: CPL 306 open to CPL minors only, 60+ earned credits, and one of the following: BIO 230, CHE 101, CHE 103, CHE 107, COM 201, CSC 110, CSC 115, CSC 141, HON 314, MAT 121, MAT 162, MAT 301, PHI 125, PHY 125, PHY 100, PHY 130, PHY 170.
Typically offered in Fall.

CPL 399. Leadership Theory to Practice. 3 Credits.
Students will identify and document six leadership competencies in a co-curricular portfolio in collaboration with the Division of Student Affairs. Competencies will be assessed in the semester in which they are submitted. In the CPL minor must have documented a minimum of three competencies by the end of their junior year and all six competencies by the fifth week of their final semester. Students may enroll in pass/fail in the semester in which they intend to submit documentation of their final competency for assessment.
Consent: Permission of the Department required to add.
HON 100. Self-Awareness and Development. 3 Credits.
Focus on methods individuals use to develop skills in the physical, cognitive, emotional, and social aspect of life. A holistic approach to both physical and mental aspects will be addressed. Methods for enhancement and maintenance of strengths will be discussed as well as approaches to risk taking.
Typically offered in Fall.

HON 110. Civic Engagement and Theories of Leadership. 3 Credits.
Introduction to the interdisciplinary study of leadership theory and civic engagement through the use of films as case studies. The course content places special emphasis on leadership practices and the relationships between leaders and followers inspired by social inequities surrounding issues of race, ethnicity, class, gender and inclusion.
Gen Ed Attribute: Interdisciplinary Requirement.
Typically offered in Fall.

HON 211. Decision Making and Public Discourse. 3 Credits.
Examination of the role of ethical dialogue and debate in public policy making of rotating topics such as the environment or health care. Emphasis on logic and critical thinking as key roles in identifying problems, devising solutions, and evaluating proposed policies. Consistent with the emphasis on the public forum, students will develop public speaking and critical listening skills.
Typically offered in Spring.

HON 212. Ethics and Moral Choice in Tech Age. 3 Credits.
Approaches to ethical recommendation and moral decision-making processes. Engagement of the scientific approach by using case studies from genetics, ecology, physics, chemistry, and computer science to allow students to confront ways traditional views of ethics and moral decision-making apply to a contemporary world.
Typically offered in Spring.

HON 310. Theories and Strategies of Community Change. 3 Credits.
Spectrum of approaches to social change and significant figures who make these changes possible. Works of historical and sociological literature, including biographies and autobiographies of key figures, will be identified as a basis for observation of how thinkers of the past identified key issues and articulated solutions to those problems.
Typically offered in Spring.

HON 311. Stewardship and Civic Engagement. 3 Credits.
Foundations of market and nonmarket economies as they relate to good stewardship and civic responsibility. Fusing literature and economics, the values and limitations of market capitalism and command socialism will be addressed.
Typically offered in Fall.

HON 312. Educational Systems and Social Influence. 3 Credits.
An introduction to philosophy, history, and sociology of American education. The evolution of the school as an institution in a democratic society; its relationships to issues dealing with race, class, gender and ethnicity; the geographical implications the school has for the community and vice versa; the degree to which school should and/or can serve as agents for social change.
Gen Ed Attribute: Diversity Requirement.
Typically offered in Fall.

HON 313. American Government, Democracy and Public Opinion. 3 Credits.
Influence of the role of public opinion in a democracy by examination of how individuals form their opinions and how those opinions influence government and public policy making. Such areas as government structure, political thought, and sociologic and geographic influences will be covered.
Typically offered in Fall.

HON 314. Science, Technology and Environmental Systems. 3 Credits.
LEC (3), LAB (0)
Impact of technology and the environment as forces of influence on communities. The lab course will combine a historical overview with a contemporary focus on ways the science community is developing and regulating ideas for the future. Laboratory field experiences will involve data collection and observation in a variety of environmental contexts.
Typically offered in Spring.

HON 315. Community and the Arts. 3 Credits.
Investigation of the arts as agents of social change and influence. Significant historical and contemporary works from art, dance, music, and theatre will be identified for case analysis.
Typically offered in Fall.

HON 320. Honors Seminar: Global Issues. 3 Credits.
Special topics involving study at an international location. Subject matter rotates and is determined by the honors director and the Honors Council through competitive submission from University faculty.
Gen Ed Attribute: Interdisciplinary Requirement.
Typically offered in Spring.
Repeatable for Credit.

HON 322. Developing Leadership with ELLs in the Classroom & Community. 3 Credits.
The study of issues, leadership challenges and strategies for the effective teaching of English Language Learners (ELLs) in Pre K-12 classrooms and for effective communicating with ELLs in the community.
Gen Ed Attribute: Diversity Requirement.
Typically offered in Fall.

HON 340. Pathways to Professional Leadership. 0.5-1 Credits.
Research, creative projects, reports and readings in preparation for post-undergraduate experiences such as graduate or professional schools fellowships and assistantships. Junior standing. May not be used towards seminar requirements for Honors. Honors College members or permission of the Director of Honors Program.
Typically offered in Fall & Spring.
Repeatable for Credit.

HON 341. Civic Engagement. 1 Credit.
Group processing, reflection and assessment of service learning projects related to Bonner Leader Program and/or approved civic engagement project. Sophomore standing. May be taken four semesters. May not be used towards seminar requirements for Honors. Permission of the Director of Honors.
Consent: Permission of the Department required to add.
Typically offered in Fall & Spring.
Repeatable for Credit.

HON 351. Honors Seminar. 3 Credits.
First of two special topics offered fall semester. Subject matter rotates and is determined by the Honors director and the Honors Council through competitive submission from University faculty. Seminars are designed to be cross-disciplinary and to have a writing emphasis.
Typically offered in Fall.
Repeatable for Credit.

HON 352. Honors Seminar. 3 Credits.
First of two special topics offered spring semester. Subject matter rotates and is determined by the Honors director and the Honors Council through competitive submission from University faculty. Seminars are designed to be cross-disciplinary and to have a writing emphasis.
Typically offered in Fall.
Repeatable for Credit.

HON 353. A Nobel Idea: The Norway Experience for Promoting Peace and Developing Leaders. 3 Credits.
Exploration of strategies leaders employ as they seek the establishment of peace. Case studies are drawn from Nobel Peace Laureates.
Typically offered in Summer.

HON 355. Environmental Stewardship. 3 Credits.
Exploration of climate change in the northern hemisphere over the past thousand years, focusing on Norway, the United States, and the North Atlantic world and the challenges leaders face in environmental stewardship.
Typically offered in Summer.

HON 381. Symposium in the Arts and Humanities. 3 Credits.
Investigation of leadership issues as they are found within special topics in the arts and humanities.
Repeatable for Credit.

HON 382. Symposium in Social and Behavioral Science. 3 Credits.
Investigation of leadership issues as they are found within special topics in the social and behavioral sciences.
Repeatable for Credit.
**HON 383. Symposium in the Sciences. 3 Credits.**
Investigation of leadership issues as they are found within special topics in the sciences.
Gen Ed Attribute: Writing Emphasis.
Repeatable for Credit.

**HON 399. Directed Studies. 1-3 Credits.**
Research, creative projects, reports and readings in relationship to leadership development and civic engagement, sophomore standing.

**HON 451. Honors Seminar. 3 Credits.**
Second of two special topics offered fall semester. Subject matter rotates and is determined by the Honors director and the Honors Council through competitive submission from University faculty. Seminars are designed to be cross-disciplinary and to have a writing emphasis.
Typically offered in Spring.
Repeatable for Credit.

**HON 452. Honors Seminar. 3 Credits.**
Second of two special topics offered spring semester. Subject matter rotates and is determined by the Honors director and the Honors Council through competitive submission from University faculty. Seminars are designed to be cross-disciplinary and to have a writing emphasis.
Typically offered in Fall.
Repeatable for Credit.

**HON 480. Senior Project. 3 Credits.**
Students identify and/or investigate a topic for in-depth study that involves a cross disciplinary inquiry approach.

**HON 490. Senior Project. 3-6 Credits.**
Students will identify and investigate a problem in a community business, nonprofit agency, or research laboratory, and then work to solve the problem. Students will seek interaction with the CEO, senior officer(s), and/or senior investigators of the business, agency, or laboratory, who will serve as leader models for the student. While projects are generally completed in the senior year, students may register for this course upon completion of the 27-hour core or by special permission of the Honors College director.
Typically offered in Fall & Spring.
Repeatable for Credit.

**HONORS COLLEGE PROGRAM**
School of Interdisciplinary and Graduate Studies

**Curriculum**

**General Education Requirements**
- Students must complete the full honors core in order to have WRT 120 and WRT 200 requirements waived. If a student completes only part of the core, that student will be responsible for completing both WRT 120 and WRT 200 in order to complete WCU General Education Requirements.

**Mathematics Requirement**
- MAT course

**Public Speaking Requirement**
- HON 211 Decision Making and Public Discourse

**Diverse Communities Requirement**
- HON 311 Educational Systems and Social Influence (Education majors take HON 322)
- or HON 322 Developing Leadership with ELLs in the Classroom & Community

**Interdisciplinary Requirement**
- HON 110 Civic Engagement and Theories of Leadership
  - or HON 320 Honors Seminar: Global Issues
  - or HON 351 Honors Seminar
  - or HON 352 Honors Seminar
  - or HON 381 Symposium in the Arts and Humanities

**Honors Core**
- HON 314 Science, Technology and Environmental Systems (and one approved science distributive)
- HON 312 Educational Systems and Social Influence
- HON 313 American Government, Democracy and Public Opinion

**Humanities Requirement**
- HON 212 Ethics and Moral Choice in Tech Age
- HON 311 Stewardship and Civic Engagement

**Language & Culture Requirement**
- If your major includes a foreign language requirement, you must complete the requirements as outlined by your major.

**Sample Course Plan**
To track their individual degree progress, students are advised to access their Degree Progress Report (DPR) via myWCU regularly. For more information, visit wcupa.edu/DegreeProgressReport.

**MINOR IN CIVIC AND PROFESSIONAL LEADERSHIP**
School of Interdisciplinary and Graduate Studies

**Curriculum**

**Foundations of Leadership**
- HON 110 Civic Engagement and Theories of Leadership
  - or CPL 120 Leadership Theories for Today’s Society

**Required Leadership Classes**
- Select 9 credits from the following:
  - CPL 120 Leadership Theories for Today’s Society
  - HON 311 Stewardship and Civic Engagement
  - CPL 399 Leadership Theory to Practice
  - HON 313 American Government, Democracy and Public Opinion
  - HON 320 Honors Seminar: Global Issues
  - HON 351 Honors Seminar
  - HON 352 Honors Seminar
  - HON 381 Symposium in the Arts and Humanities
  - HON 382 Symposium in Social and Behavioral Science
  - HON 383 Symposium in the Sciences

**Discipline Pairings**
- Choose 6 credits from one of 6 tracks:
  - **Business Leadership Track**
    - CPL 301 Contemporary Challenges in Business Leadership
    - and one of these prerequisite courses:
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>BLA 201</td>
<td>Legal Environment of Business</td>
</tr>
<tr>
<td>MAT 161</td>
<td>Calculus I</td>
</tr>
<tr>
<td>MGT 100</td>
<td>Introduction to Business</td>
</tr>
<tr>
<td>ECO 111</td>
<td>Principles of Economics (Macro)</td>
</tr>
<tr>
<td>ECO 112</td>
<td>Principles of Economics (Micro)</td>
</tr>
<tr>
<td>PSY 265</td>
<td>Industrial/Organizational Psychology</td>
</tr>
<tr>
<td>COM 304</td>
<td>Organizational Communication</td>
</tr>
<tr>
<td>ENG 368</td>
<td>Business and Organizational Writing</td>
</tr>
</tbody>
</table>

**Community and Political Leadership Track**

- CPL 302: Contemporary Challenges in Political Leadership
- and one of these prerequisite courses:
  - MAT 121: Introduction to Statistics I
  - PSC 100: U.S. Government and Politics
  - SOC 200: Introduction to Sociology
  - SWO 225: Race Relations
  - HON 310: Theories and Strategies of Community Change
  - CHE 371: Forensic Chemistry II
  - COM 340: Political Communication
  - PHI 355: Political Philosophy
  - HIS 150: The American Experience
  - CRJ 110: Introduction to Criminal Justice

**Academic and Educational Leadership Track**

- CPL 303: Contemporary Challenges in Educational Leadership
- and one of these prerequisite courses:
  - EDA 103: Foundations of Special Education
  - EGP 209: Child Development: Prebirth - 5 Years
  - EGP 210: Middle Childhood & Adolescent Development
  - EDP 200: Middle Grades Cognition
  - EDP 201: Young Adolescent/Adolescent Development and Learning Theories
  - EDF 300: Democracy and Education
  - HIS 444: History of American Education
  - HON 312: Educational Systems and Social Influence
  - HON 322: Developing Leadership with ELLs in the Classroom & Community

**Arts and Arts Administration Leadership Track**

- CPL 304: Contemporary Challenges in Arts Leadership
- and one of these prerequisite courses:
  - ARH 101: Art Appreciation
  - ARH 103: Art History I: Paleolithic-Middle Ages
  - ART 106: Drawing I
  - DAN 130: Movement for Performance
  - MHL 121: Music in Culture and History
  - MHL 201: Form and Style in the Arts
  - MHL 210: Music History I
  - THA 101: Introduction to Theatre
  - THA 103: Acting I
  - HON 315: Community and the Arts

**Public Health Leadership Track**

- CPL 305: Contemporary Challenges in Public Health Leadership
- and one of these prerequisite courses:
  - BIO 100: Basic Biological Science
  - BIO 110: General Biology
  - BIO 270: Ecology
  - CHE 103: General Chemistry I
  - CHE 107: General Chemistry for Allied Health Sciences
  - ENV 102: Humans and the Environment
  - ESS 102: Humans and the Environment
  - EKS 180: Lifetime Fitness Concepts
  - GEO 103: Human Geography
  - HEA 100: Dimensions of Wellness
  - HEA 110: Transcultural Health: Principles and Practice
  - KIN 103: Introduction to Teaching Physical Education
  - NTD 200: Nutrition and Culture
  - CED 101: Introduction to Communicative Disorders
  - HON 314: Science, Technology and Environmental Systems
  - COM 450: Health Communication

**Science, Technology, Engineering, and Mathematics (STEM) Leadership Track**

- CPL 306: Contemporary Challenges in Science, Technology, Engineering and Mathematics (STEM) Leadership
- and one of these prerequisite courses:
  - BIO 230: Genetics
  - CHE 101: Fundamentals of Chemistry
  - CHE 103: General Chemistry I
  - CHE 107: General Chemistry for Allied Health Sciences
  - COM 201: Fundamentals of Communication Technology
  - COM 219: Communication Theory
  - CSC 110: Fundamentals in Computer Science
  - CSC 115: Introduction to Computer Programming
  - CSC 141: Computer Science I
  - HON 212: Ethics and Moral Choice in Tech Age
  - MAT 121: Introduction to Statistics I
  - MAT 162: Calculus II
  - PHI 125: Theology & Science: Enemies or Partners?
  - PHY 125: Theology and Science: Enemies or Partners
  - PHY 100: Elements of Physical Science
  - PHY 130: General Physics I
  - PHY 170: Physics I
  - HON 314: Science, Technology and Environmental Systems
  - MAT 301: The Scientific Revolution

**Co-Curricular Component**

**Total Minimum Credits Required**: 18

1. HON 110 is only offered to first semester freshmen and transfer students. CPL 120 may be taken, if the student has completed HON 110.
2. CPL 120 may also count in this category, if students have completed HON 120.
3. Junior standing is required to enroll in 300-level CPL courses.
4. Course may be taken concurrently.
Leadership Competency Experiences documented through a Co-Curricular Portfolio - the Minor in Civic and Professional Leadership requires a Leadership Competency Experience in at least 6 different areas outlined below. Credits will be awarded pass/fail. Evidence for completion of this requirement is achieved through creation and maintenance of a co-curricular portfolio. The listing below is representative of the competencies the CPL Advisory Board recommends and is not intended to be exhaustive. This list may be amended as the CPL Advisory Board recommends additional competencies that are in accordance with the student learning outcomes of the CPL Minor: public speaking, strategic planning/implementation, budget development/management, resource procurement/development, project/program/curriculum development, project/program/curriculum management, problem-solving, staff management, valuing diversity and difference, building organizational coalitions, increasing efficiencies, motivational leadership, global initiatives, entrepreneurship, and community development.

HONORS SEMINAR CERTIFICATE

School of Interdisciplinary and Graduate Studies

Curriculum

The Honors Seminar Certificate program affords all benefits of full Honors College membership.

Required Courses

Complete a minimum of 12 credits of Honors coursework at the 320-level or above (excluding HON 490). Choose from:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HON 320</td>
<td>Honors Seminar: Global Issues</td>
<td>3</td>
</tr>
<tr>
<td>HON 322</td>
<td>Developing Leadership with ELLs in the Classroom &amp; Community</td>
<td>3</td>
</tr>
<tr>
<td>HON 340</td>
<td>Pathways to Professional Leadership</td>
<td>0.5-1</td>
</tr>
<tr>
<td>HON 341</td>
<td>Civic Engagement</td>
<td>1</td>
</tr>
<tr>
<td>HON 351</td>
<td>Honors Seminar</td>
<td>3</td>
</tr>
<tr>
<td>HON 352</td>
<td>Honors Seminar</td>
<td>3</td>
</tr>
<tr>
<td>HON 353</td>
<td>A Nobel Idea: The Norway Experience for Promoting Peace and Developing Leaders</td>
<td>3</td>
</tr>
<tr>
<td>HON 355</td>
<td>Environmental Stewardship</td>
<td>3</td>
</tr>
<tr>
<td>HON 381</td>
<td>Symposium in the Arts and Humanities</td>
<td>3</td>
</tr>
<tr>
<td>HON 382</td>
<td>Symposium in Social and Behavioral Science</td>
<td>3</td>
</tr>
<tr>
<td>HON 383</td>
<td>Symposium in the Sciences</td>
<td>3</td>
</tr>
<tr>
<td>HON 451</td>
<td>Honors Seminar</td>
<td>3</td>
</tr>
<tr>
<td>HON 452</td>
<td>Honors Seminar</td>
<td>3</td>
</tr>
<tr>
<td>HON 480</td>
<td>Senior Project</td>
<td>3</td>
</tr>
</tbody>
</table>

A minimum grade of C+ must be earned in all Honors coursework.

DEPARTMENT OF KINESIOLOGY

College of Health Sciences

206 Sturzebecker Health Sciences Center
610-436-2260

Department of Kinesiology (http://www.wcupa.edu/kinesiology)
Craig Stevens (cstevens@wcupa.edu), Interim Chairperson
Fran Cleland (fcleland@wcupa.edu), Assistant Chairperson
Melissa Whidden (mwhidden@wcupa.edu), Assistant Chairperson

The Department of Kinesiology offers two programs leading to the Bachelor of Science Degree.

- The B.S. in Health and Physical Education - Teacher Certification. This program prepares students to teach K-12 health and physical education.
- The B.S. in Exercise Science. The purpose of the exercise science (ES) program is to prepare students for positions in the growing and multifaceted field of health and fitness or to gain admission into various professional and graduate programs. In addition, students will be prepared for success in appropriate certification examinations. The primary focus of the ES program is for each student to develop abilities and master knowledge and skills necessary to provide leadership in the health and fitness fields, as well as be a successful member of society. Concentrations offered within the curriculum include Exercise Specialist, Pre-Physical Therapy, Pre-Occupational Therapy, and Pre-Chiropractic Therapy. The Bachelor of Science is nationally accredited by the Committee on Accreditation for the Exercise Sciences (CoAES).

Facilities

The department is housed on West Chester University’s South Campus in the Russell L. Sturzebecker Health Sciences Center. The SHSC features the following indoor facilities: five full-size, multipurpose gymnasiatrium; one fully equipped gymnastics gym; dance studio; strength training facility; human performance laboratory; 17 classrooms; aquatics center featuring two pools and a 14.5-foot diving well. Outdoor facilities include multipurpose playing fields, tennis courts, softball fields/baseball fields, quarter-mile track, three outdoor adventure education facilities, and a climbing wall.

Programs

Majors in Kinesiology

- B.S. in Health and Physical Education - Teacher Certification (p. 323)
- B.S. in Exercise Science (p. 319)
- B.S. in Exercise Science - Pre-Chiropractic Concentration (p. 320)
- B.S. in Exercise Science - Pre-Occupational Therapy Concentration (p. 321)
- B.S. in Exercise Science - Pre-Physical Therapy Concentration (p. 322)

Minors in Kinesiology

- Coaching (p. 324)
- Exercise Science (p. 325)
- Physical Education for Individuals with Disabilities (p. 325)
- Deaf Studies Minor (p. 325)

Graduate Opportunities

See the graduate catalog for more information on the Kinesiology program. (http://catalog.wcupa.edu/graduate/health-sciences/kinesiology)

Policies

- See undergraduate admissions information. (p. 11)
- See academic policies. (http://catalog.wcupa.edu/undergraduate/academic-policies-procedures)

All undergraduate students are held to the academic policies and procedures outlined in the undergraduate 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 programs may be listed below.

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
Typically offered in Fall & Spring.

EXL 380. Exercise Physiology Lab. 1 Credit.
This one credit laboratory course will enable the student to learn from both "hands-on" and computer simulated experiences. In both cases, reinforcing and illuminating concepts and physiological principles introduced in the EXS 380 lecture class.
Pre / Co requisites: EXL 380 requires prerequisite of PHY 100 or PHY 130 and BIO 259.
Corequisite: EXS 262.
Typically offered in Fall & Spring.

EXS

EXS 101. Group Exercise Leadership. 2 Credits.
The major goals of this course are to provide students with professional instruction on how to teach a variety of group exercise classes by applied learning techniques, to be able to lead exercise classes for all levels of fitness and for a wide variety of participants, including children, the elderly, and other special populations, and to modify moves to accommodate them. This course is designed to prepare the student to pass a nationally accredited certification exam for group exercise leadership.
Typically offered in Fall & Spring.

EXS 102. Fundamentals of Resistance Training Techniques. 2 Credits.
Resistance training, also called weight training or strength training, is structured exercise in which muscles of the body are forced to contract under tension using weights, body weight, or other devices in order to stimulate growth, strength, power and endurance. This course provides the beginner student with hands-on experience using these various methods along with instruction on proper exercise technique and safety precautions.
Typically offered in Fall & Spring.

EXS 180. Lifetime Fitness Concepts. 3 Credits.
Designed to provide an interdisciplinary understanding of the relationship between lifestyle, physical fitness, and health and well-being.
Typically offered in Fall & Spring.

EXS 222. Introduction to Medical Terminology and Drug Classifications. 2 Credits.
This course offers an introduction to common clinical abbreviations and medical terms through an analysis of their construction including prefix, suffix, root, connecting and combining forms. The student acquires an understanding of medical meanings applicable to structure, function and diseases of the human body. Students will also learn how drugs are classified and for what major conditions they are used and learn how to use the Physicians Desk Reference.
Distance education offering may be available.
Typically offered in Fall & Spring.
EXS 223. Kinetic Anatomy. 2 Credits.
The purpose of this course is to lay the foundation for students to learn how anatomy affects movement of the human body. The course will build upon, reinforce, and challenge the student's basic knowledge of structural anatomy with the intention of acquiring a mastery of basic concepts in this discipline. Presentation of concepts will begin with whole body orientation by region, and then work additively and systematically from skeletal anatomy identifications and joint structure / alignment analysis, through muscular and neurovascular investigation to provide a comprehensive study of clinically applied structural anatomy. Typically offered in Fall & Spring.

This course introduces basic anatomical and physiological concepts critical to understanding human movement, exercise, physical education and how the human body functions. The class examines the anatomy, physiology and exercise physiology of the skeletal and muscular systems. Throughout the course, special attention will be paid to the impact of development (growth and maturation) on the systems covered. Students will be required to apply these anatomical and physiological principles to physical education, exercise and sport. Typically offered in Fall & Spring.

EXS 262. Biomechanics. 3 Credits.
Students will develop a fundamental understanding of selected mechanical and anatomical laws of motion, actions caused by forces and their application to the study of mechanical structure and analysis of motion. Students will be able to use and apply these principles to various forms of movement. Pre / Co requisites: EXS 262 requires prerequisite PHY 100 or PHY 130 and BIO 259 and COREQ: EXL 262. Typically offered in Fall & Spring.

EXS 361. Body Systems and Applied Anatomy II. 3 Credits.
This course introduces basic anatomical and physiological concepts critical to understanding human movement, exercise, physical education and how the human body functions. The class examines the anatomy, physiology and exercise physiology of the following systems: nervous, endocrine, cardiovascular, respiratory, digestive, and renal systems. Metabolism and the generation of energy will also be discussed. Throughout the course, special attention will be paid to the impact of development (growth and maturation) on the systems covered. Students will be required to apply these anatomical and physiological principles to physical education, exercise and sport. Pre / Co requisites: EXS 361 requires prerequisite of EXS 241. Typically offered in Fall & Spring.

EXS 364. Introduction to Exercise Physiology. 3 Credits.
Builds on the physiological concepts introduced in EXS 241. Students will be required to apply these physiological principles to physical education, exercise and sport. Pre / Co requisites: EXS 364 requires a prerequisite of EXS 241. Typically offered in Fall & Spring.

EXS 370. Motor Learning. 3 Credits.
An undergraduate course that examines the behavioral, physiological, and psychological principles underlying motor control and motor learning. Specific topics include classifications and measurement of motor performance; the role and function of sensory processes, perception, memory, and attention; and the delivery of feedback and structure of practice. Pre / Co requisites: EXS 370 requires a prerequisite of BIO 259. Distance education offering may be available. Typically offered in Fall, Spring & Summer.

EXS 375. Introduction to Sport Exercise & Performance Psychology. 3 Credits.
An undergraduate course aimed at covering exercise behavior adoption and its maintenance. This course will introduce students with both the theories and practices inherent in the field of exercise psychology. Additional emphasis of this course will include intervention strategies to promote exercise behaviors and long-term adherence to a physically active lifestyle as well as recent research findings on the effectiveness of these approaches. Pre / Co requisites: EXS 375 requires prerequisites of EXS 370 and PSY 100. Distance education offering may be available. Typically offered in Fall, Spring & Summer.

EXS 380. Exercise Physiology. 3 Credits.
This three credit course investigates the physiological principles which explain how the human body responds and adapts to physical activity, exercise and work. Pre / Co requisites: EXS 380 requires prerequisite BIO 269 and EXS 180; co-requisite of EXL 380. Typically offered in Fall & Spring.

EXS 381. Fitness Assessment - Exercise Prescription. 4 Credits.
Designed to prepare students to assess the physical fitness levels of healthy but sedentary adults and prescribe individualized exercise programs. Pre / Co requisites: EXS 381 requires prerequisite of EXS 375, EXS 380, EXL 380 and current CPR certification. Typically offered in Fall & Spring.

EXS 482. Exercise Techniques and Physical Condition. 4 Credits.
Analysis of various exercise techniques, and devices and systems emphasizing their use and safety. Clinical experience in strength and range of motion (ROM) testing and prescription. Pre / Co requisites: EXS 482 requires prerequisites of EXS 262, EXS 380, and EXL 380. Typically offered in Fall & Spring.

EXS 484. Organization and Management of Adult Fitness Programs. Sem. 3 Credits.
Designed to provide students with practical experience in organizing and managing physical fitness programs for adults. Pre / Co requisites: EXS 484 requires prerequisite of EXS 380 and EXL 380 or instructor permission. Typically offered in Fall & Spring.

EXS 486. Exercise Prescription - Special Population. 3 Credits.
Designed to provide students with practical experience in organizing and managing physical fitness programs for adults. Pre / Co requisites: EXS 486 requires prerequisite of EXS 381. Distance education offering may be available. Typically offered in Fall & Spring.

EXS 487. Physical Activity and the Environment. 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), baropathology (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. Pre / Co requisites: EXS 487 requires prerequisite of EXS 380 or BIO 468 or BIO 469.

EXS 489. Clinical Exercise Testing and Prescription. 4 Credits.
Designed to teach students how to administer graded exercise tests, take blood pressure and heart rate measurements during exercise, administer and interpret standard resting and exercise 12-lead electrocardiograms at a fundamental level, and how to properly prescribe exercise based on test results and using metabolic calculations. Understanding the athletic heart is a major focus. The course is offered in an online format with a portion of hands-on laboratory experience. Pre / Co requisites: EXS 489 requires prerequisite of EXS 381 and current CPR certification. Distance education offering may be available. Typically offered in Fall, Spring & Summer.

EXS 490. Internship I. 3 Credits.
A capstone experience meant to tie together previous course work into a "hands-on" application in a job setting. A minimum of 160 hours of actual work site experience may be in any vocational avenue available including cardiac rehabilitation, strength and conditioning coaching, commercial fitness, corporate fitness, and personal training. Specific concentrations require supervision by a licensed professional (e.g., Chiropractor, Physical Therapist, Occupational Therapist). Pre / Co requisites: EXS 490 requires prerequisites of EXS 381, EXS 482, and EXS 484. Consent: Permission of the Department required to add. Typically offered in Fall & Spring.

EXS 491. Internship II. 3-6 Credits.
A supplemental experience to EXS 490 which will enable students to explore other internship or work settings including cardiac rehabilitation, strength and conditioning coaching, commercial fitness, corporate fitness and personal training. The experience can be at the same site as EXS 490. Hours required range between 125 (for three credits) to 250 hours (for six credits). Pre / Co requisites: EXS 491 requires Co-requisite of EXS 489. Consent: Permission of the Department required to add. Typically offered in Fall & Spring. Repeatable for credit.
KIN 101. Intro to Adventure Based Educ. 3 Credits.
A course designed for the student to understand the adventure approach to experiential education in various environments. The students will have the opportunity to experience an adventure curriculum including initiatives, problem-solving activities, and low and high ropes course elements. Typically offered in Fall & Spring.

KIN 102. Adventure and Contemporary Activities. 2 Credits.
Provides future physical educators with the knowledge and skills necessary to instruct, demonstrate, and assess a variety of adventure and contemporary activities. Students will be able to setup, facilitate and process various ground initiatives as well as low and high ropes course elements. Students will also become proficient performing various contemporary or “alternative” activities such as mountain biking, orienteering and trekking along others. Typically offered in Spring.

KIN 103. Introduction to Teaching Physical Education. 3 Credits.
Students will gain an introduction to the field and basic foundational knowledge that will be used in succeeding coursework. The majority of the course will focus on best practices in physical education instruction and quality physical education programs. Students will have multiple opportunities to develop lesson plans and teach those plans at a local elementary school. Topics also include advising, clearances, ethics, health education, sub-disciplines of kinesiology and the history of physical education. Clearances must be presented during the first week of classes to remain enrolled, see the College of Education.

KIN 104. Fitness and Wellness I. 2 Credits.
Fitness and Wellness I is designed to provide Physical Education Teacher Education (PETE) students the foundational knowledge needed for teaching a comprehensive K-12 fitness and wellness curriculum. PETE students will gain the knowledge and skills they need to make meaningful and lasting behavior changes needed for living a healthy lifestyle. They will examine contemporary literature and research on fitness and wellness and participate in, design, implement, and assess numerous pedagogical activities. Typically offered in Fall.

KIN 105. Fitness and Wellness II. 2 Credits.
This course (FW2) builds upon the information and concepts established in Fitness and Wellness I (FW1). While FW1’s foci were on scholastic curriculum and pedagogy, FW2 examines individual subjects commonly taught in public school physical education. In this course students will a) examine best instructional practices, b) study developmentally appropriate content, and c) apply pedagogical content knowledge by planning, teaching, and assessing fitness and wellness content. The goal of this course is to provide Physical Education Teacher Certification students with contemporary content and methods necessary to teach meaningful and effective classes. Pre / Co requisites: KIN 105 requires a prerequisite of KIN 104. Typically offered in Spring.

KIN 110. American Sign Language I. 3 Credits.
This is the first in a sequence of 4 American Sign Language courses. Students in this course will develop a fundamental vocabulary and understanding of American Sign Language. You will recognize, comprehend, apply and demonstrate culturally appropriate linguistic behaviors (vocabulary selection, grammar usage, turn-taking skills, feedback signals, eye-gaze, etc.) in order to communicate with other students and signers. In addition, information will be provided about deaf culture, general impact, barriers and opportunities related to hearing loss and Deaf Gain. Typically offered in Fall & Spring. Cross listed courses CSD 110, KIN 110.

KIN 111. American Sign Language II. 3 Credits.
This is the second of 4 courses in the ASL foreign language option. In this course students will increase communication skills; develop conversational skills in ASL. The students in this course will also continue to expand their knowledge of deaf culture by being provided with a better understanding of cultural values and behavioral roles of the Deaf community on the U.S. This course includes receptive and expressive activities, sign vocabulary, grammatical structure, receptive and expressive finger spelling, and facial expressions and body language. Pre / Co requisites: KIN 111 requires a prerequisite of KIN 110 or CSD 110. Typically offered in Fall & Spring. Cross listed courses CSD 111, KIN 111.
KIN 205. Curriculum and Instruction: Inclusion in Health & Physical Education. 3 Credits.

To provide Health and Physical Education majors with the skills, knowledge and attitudes: 1) to provide individuals with disabilities appropriate physical education/activity in inclusive settings. 2) to prepare participants with disabilities for lifetime physical activity and fitness pursuits in the school and community settings. 3) to advocate for appropriate physical activities for individuals with disabilities; 4) to modify the environment for participation of individuals with disabilities to the maximal extent possible in the general physical education class/community based settings; 5) to assess students with disabilities and make recommendations for goals, objectives, specially designed instruction, placement, and modifications to curriculum, equipment, and other support services; 6) to work as a team player on the multidisciplinary team.

Pre / Co requisites: KIN 205 requires prerequisites of KIN 103 and KIN 186. KIN 205 requires a co-requisite of KIN 206. Field clearances required.

Typically offered in Spring.

KIN 206. Adapted PE & Health for Students with Disabilities. 3 Credits.

Through classroom and hands-on teaching experiences this course will provide health and physical education teacher certification majors with the skills, knowledge and attitudes to meet the needs of students with disabilities in inclusive and segregated health and physical education classes and to meet the NASPE beginning teacher standards and the PA chapter 49.13 special education standards.

Pre / Co requisites: KIN 206 requires prerequisites of KIN 103, KIN 186, and field clearances. KIN 206 requires a co-requisite of KIN 205.

Typically offered in Spring.

KIN 210. Intermediate American Sign Language I. 3 Credits.

This course is the third in a sequence of 4 ASL courses. In this class you will build on what was learned in KIN/CSD 110 11, continuing to emphasize the development of proper ASL grammar, syntax and vocabulary with emphasis on conversation and narration/storytelling. Vocabulary-building and mastery of grammar will be through rigorous receptive and expressive language activities. Topics discussed in ASL include the location and description of items in rooms and buildings, complaints, making suggestions, and making requests. Exposure to and knowledge of Deaf culture is an integral part of the course.

Pre / Co requisites: KIN 210 requires a prerequisite of KIN 111 or CSD 111.

Typically offered in Fall.

Cross listed courses KIN 210, CSD 210.

KIN 211. Intermediate American Sign Language II. 3 Credits.

This is the final course in the WCU American Sign Language program and provides students with opportunities to expand their sign production and comprehension skills in ASL. Students continue to expand their awareness of ASL conventions, grammar and vocabulary, including an extensive review of topical signs and idioms. Students develop a greater competency in their receptive understanding of connected ASL discourse and in their expression of extended ideas, concepts, and stories in ASL. Their expressive competency in discussion of ideas includes an expression of their understanding of Deaf culture. Students continue the growth of their technical awareness of Deaf culture and ASL linguistics.

Pre / Co requisites: KIN 211 requires a prerequisite of KIN 210 or CSD 210.

Typically offered in Spring.

Cross listed courses CSD 211, KIN 211.

KIN 246. Sport, Culture and Society. 3 Credits.

Current theories and research in the area of sport and society will be introduced. Focus of the course is interdisciplinary, incorporating sociological, psychological, historical, anthropological, philosophical, and economic perspectives. Topics include moral, ethical, racial, and gender issues in sport in relation to the North American culture.

Gen Ed Attribute: Diversity Requirement, Interdisciplinary Requirement.

KIN 253. Adapted Aquatics, Lifetime Sport and Fitness. 3 Credits.

Course designed to increase knowledge and skills in providing appropriate and safe adapted aquatics, sports, and fitness activities to individuals with disabilities. Outside hours required.

Typically offered in Fall.

KIN 254. Disability Studies: An Interdisciplinary Introduction. 3 Credits.

A study of the psychological and social implications of physical disabilities.


Distance education offering may be available.

Typically offered in Fall & Spring.

KIN 255. Introduction to Deaf Studies. 3 Credits.

This course introduces students to topics central to the Deaf and Deaf community, including etiology and prevalence, diagnosis, service delivery systems, medical advances, communication, education, literature, history and media. Utilizing readings, lectures, and group discussion, students will learn about the anatomy and causes of deafness, medical, therapeutic and vocational interventions, early intervention and education of deaf children, communication strategies and their effectiveness, Deaf/Hearing relationships, and Deaf literature and media. Upon course completion, students will understand deaf individuals and their community in a holistic perspective and apply this knowledge toward their future studies into Deaf culture and ASL.

Pre / Co requisites: KIN 255 requires prerequisite KIN/CSD 110/111 or permission of instructor.

Typically offered in Fall.

KIN 275. Lifeguarding. 2 Credits.

Theory and techniques relative to preventive lifeguarding, emergencies in and around water, water rescues, search and recovery operations, types and uses of equipment, records and reports, health and sanitation, and supervision of waterfront areas. Possibility of American Red Cross certification.

KIN 300. Curriculum and Instruction Elementary PE. 3 Credits.

Students in this course will examine the design, implementation and assessment of an elementary physical education program. Pre / Co requisites: KIN 300 requires prerequisites of KIN 201 and KIN 205.

Typically offered in Fall.

KIN 302. Curriculum and Instruction Mid-Sec PE. 3 Credits.

This third course in pedagogy will relate all topics to the middle and secondary physical education setting. Intended to give students a comprehensive overview of topics that relate to the planning, execution and reflection of lessons presented in the physical education setting. Pre / Co requisites: KIN 302 requires prerequisites of KIN 205 and KIN 206 and Formal Admission to Teacher Education.

Typically offered in Spring.

KIN 310. Fingerspelling and Numbers in ASL. 3 Credits.

Development of expressive and receptive skills in fingerspelling and numbers. Receptive skills focus on whole word phase recognition and fingerspelling/number comprehension in text. Expressive skills focus on the development of speech clarity and fluency. Students will learn how to sign cardinal numbers, ordinal numbers, time, money, dates, addresses, and telephone numbers. Fingerspelling will be developed with an emphasis on real world situations.

Pre / Co requisites: CSD 111 requires prerequisite of CSD 110.

KIN 331. Water Safety Instruction. 2 Credits.

This course is designed to prepare individuals to become swim instructors. Testing during the first week includes a 500-yard swim, basic rescue procedures, and a written community water safety test. Opportunity exists to become an American Red Cross water safety instructor. Typically offered in Fall & Spring.

KIN 347. Software Applications and Assessment HPE. 3 Credits.

Students apply word processing and graphics software to produce knowledge tests, worksheets, skill checklists, certificates of merit, and public relations handouts. Spreadsheet software will be applied to budget and inventory projects. Grading, crossword puzzle, computer-assisted instruction, and physical fitness assessment software also will be applied. Students also will learn e-mail.

Typically offered in Spring.

KIN 355. Dear History. 3 Credits.

The deaf experience is similar in many ways to the experience of many oppressed populations. Unique to the deaf experience is the mode of communication and the desire of hearing people to “fix problems” associated with deafness. This course will provide an in-depth investigation into the deaf experience. Specifically, this course will focus on historical aspects of deaf people and apply that knowledge to understanding the attitudes and expectations of deaf people today.

KIN 360. Path for Adapted Phys Act Specialists. 3 Credits.

Study of common disabling conditions with regard to anatomical and physiological changes. Typically offered in Spring.

KIN 362 Assessment and Programming Adapt Phy Act. 3 Credits.

For students who want to specialize in adapted physical education. To improve students’ understanding of evaluation and programming in the psychomotor domain for special populations. Principles of therapeutic exercise, and guidelines for exercise programs for those disabilities commonly seen in schools and fitness centers. Typically offered in Spring.
KIN 400. Professional Seminar - Adapted Physical Activity. 3 Credits.
Issues and current events in the professional development of adapted physical activity specialists.

KIN 402. Physical Education Practicum. 3 Credits.
Field-based teaching experience in K-12 health and physical education. Pre / Co requisites: KIN 402 requires prerequisites of KIN 102, KIN 104, KIN 201, KIN 202, KIN 203, KIN 300, KIN 302, and KIN 140 or KIN 275; field clearances; FATE (formal admission to teacher education required). Typically offered in Fall.

KIN 410. Linguistics of ASL. 3 Credits.
The linguistic structure of sign languages. How sign languages around the world differ, and what properties they share. Accents and dialects in sign languages. How sign languages are similar and different from spoken languages. How and why sign languages have emerged. Pre / Co requisites: KIN 410 requires a prerequisite of KIN 210 or CSD 210.

KIN 448. Research Lab Techniques In Prevent Medicine. 3 Credits.
Research laboratory techniques in preventive medicine. Pre / Co requisites: KIN 448 requires prerequisite of BIO 209.

KIN 452. Principles Of Coaching. 3 Credits.
Principles and methods of coaching sports in the school program. Typically offered in Fall & Spring.

KIN 457. ASL Literature. 3 Credits.
Introduction to American Sign Language literature analyzes genres in their social and cultural contexts as expressions of Deaf identity and the Deaf experience, as well as how historical and current issues in Deaf culture are represented in literary form. Focus will be on art, traditional folklore, storytelling, poetry, drama, oratory, jokes, and nonfiction narrative.

KIN 458. Physical Disabilities Of Childhood. 2 Credits.
A course designed for students in special education. Common orthopedic and neurological disabilities of childhood, especially chronic deviations. Emphasis is on understanding the medical aspects and problems of rehabilitation.

KIN 465. Mechanical Analysis Of Motor Skill. 3 Credits.
A problem-solving approach to skill analysis using quantitative and qualitative video and cinematographic analysis as well as elementary force-time and accelerometry techniques. Useful for teachers, trainers, coaches, and exercise professionals.

KIN 473. Independent Study and Special Projects. 1-3 Credits.
Provide an opportunity for selected students to pursue areas of special interest and talent or to take advantage of special conferences or seminars. Consent: Permission of the Department required to add.

KIN 475. Mental Training In Sport. 3 Credits.
Techniques of mental training for sport and physical activity, including relaxation training, concentration skills, breathing regulation, positive imagery, autogenic training, and meditation. Typically offered in Spring.

KIN 489. Student Teaching. 6 Credits.
Health and physical education teaching situations in elementary, junior, and senior high schools under qualified cooperating teachers and college supervisors. Pre / Co requisites: KIN 489 requires prerequisites of KIN 402, HEA 304, HEA 306, HEA 440 with a grade of C or better and formal admission into teacher education. All field clearances required and successful completion of Praxis II test. Typically offered in Spring.

KIN 490. Student Teaching. 6 Credits.
Observation and participation in health and physical education teaching situations in elementary, junior, and senior high schools under qualified cooperating teachers and college supervisors. Pre / Co requisites: KIN 490 requires prerequisites of KIN 402, HEA 304, HEA 306, HEA 440 and formal admission into teacher education. All field clearances needed and successful completion of Praxis II test. Typically offered in Spring. Repeatable for Credit.

KIN 498. Physical Education Workshop. 1-3 Credits.
Contact department for more information about this course. Repeatable for Credit.

PEA 100. Basic Swimming (Non Swimmers). 2 Credits.
Contact department for more information about this course.

PEA 115. Physical Conditioning. 2 Credits.
Contact department for more information about this course. Repeatable for Credit.

PEA 116. Personal Defense. 2 Credits.
Contact department for more information about this course. Typically offered in Fall & Spring.

PEA 120. Badminton. 2 Credits.
Contact department for more information about this course. Typically offered in Fall & Spring.

PEA 123. Golf. 2 Credits.
Contact department for more information about this course. Typically offered in Fall & Spring.

PEA 125. Women's Gymnastics. 2 Credits.
Contact department for more information about this course.

PEA 128. Tennis. 2 Credits.
Contact department for more information about this course. Typically offered in Fall & Spring.

PEA 129. Fitness Through Basketball. 2 Credits.
Contact department for more information about this course.

PEA 137. Strength Training. 2 Credits.
Contact department for more information about this course. Typically offered in Fall & Spring.

PEA 140. Aerobic Fitness. 2 Credits.
Contact department for more information about this course. Typically offered in Fall & Spring.

PEA 141. Water Fitness. 2 Credits.
Contact department for more information about this course.

PEA 142. Yoga. 3 Credits.
Contact department for more information about this course. Typically offered in Fall & Spring.

PEA 143. Yoga II. 3 Credits.
The purpose of this course is to provide each student with the opportunity to develop his or her yoga practice in order to realize the potential for self awareness and appreciation for healthy living that can be achieved through the continued practice of yoga. Pre / Co requisites: PEA 143 requires prerequisite of PEA 142. Typically offered in Fall & Spring.

PEA 144. T'ai Chi Ch'uan. 3 Credits.
This course will be the study of a martial art that combines movement with chi. T'ai Chi Ch'uan uses the principals of Yin-Yang and the Five Element theories and is compatible with Chinese medicine, acupuncture, and Chinese herb treatment. The name refers to the Chinese concept of the Grand Ultimate, or of Yin and Yang. T'ai Chi Ch'uan is performed slowly and with smooth continuous motion, unlike most other martial arts that are performed with speed and power. T'ai Chi Ch'uan builds power internally and does not rely on body strength alone and can be practiced from childhood into old age with no risk to the practitioner. The study of movement, skeletal structure and T'ai Chi as a Meditative Art will be included in the courses. Typically offered in Fall & Spring.

PEA 146. Pilates. 3 Credits.
This course is designed to provide each student with the skill and knowledge to perform the 6 basic principles that are the core of the Pilates method - Centering, Concentration, Control, Precision, Breathing, and Flowing Movement. Exercises and activities are developed to assist students in strengthening musculature, in spinal alignment and in gaining effective breathing. Typically offered in Fall & Spring.

PEA 236. Developing Personal Fitness Programs. 2 Credits.
This course, designed for nontraditional students and students with disabilities, provides an understanding of the scientific basis of physical fitness. The course is intended to help each student develop a personal fitness profile and subsequent program of physical activity that will result in healthful living. The course will make use of practical experience and actual participation in fitness activities. Individual programs will be emphasized.
PEA 242. Yoga III. 3 Credits.
This course is the third in the Yoga sequence and will provide further development of Yoga skills for the participant. Individual interested in teaching Yoga will explore teaching methodology and will address the individual requirements established by the Yoga Alliance. Pre / Co requisites: PEA 242 PREREQ: PEA 142 and PEA 143 or permission of instructor. Typically offered in Spring.

PEA 244. T’ai Chi Ch’uan II. 3 Credits.
The goal of this course is to provide students with an advanced knowledge and skill sets required to practice the art of T’ai Chi Ch’uan and Push Hands. Longevity and rejuvenation are the primary goals of T’ai Chi, a system of slow, gentle, non-strenuous movements ideal for persons of any age who want to stay flexible, increase their energy and reduce stress. T’ai Chi promotes health, balance, coordination and tranquility. It leads to more graceful effortless movement in everyday life. This is an ideal opportunity to try out this wonderful, low stress form of exercise. Typically offered in Spring.

B.S. IN EXERCISE SCIENCE
College of Health Sciences

Curriculum

General Education Requirements (http://catalog.wcupa.edu/undergraduate/general-education-requirements)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PEA 242</td>
<td>Yoga III</td>
<td>3</td>
</tr>
<tr>
<td>PEA 244</td>
<td>T’ai Chi Ch’uan II</td>
<td>3</td>
</tr>
</tbody>
</table>

Sample Course Plan

To track their individual degree progress, students are advised to access their Degree Progress Report (DPR) via myWCU regularly. 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.

Course Title Credits
BIO 259 Human Anatomy and Physiology I 4
MAT 121 Introduction to Statistics I 3
PHY 100 Elements of Physical Science 3
or PHY 130
EXS 101 Group Exercise Leadership 2
EXS 102 Fundamentals of Resistance Training Techniques 2
EXS 180 Lifetime Fitness Concepts 3
EXS 223 Kinetic Anatomy 2
Electives 11

Credits 30

Year Two

BIO 269 Human Anatomy and Physiology II 4
SMD 271 First Aid and Athletic Training 2
NTD 303 Introductory Principles Human Nutrition 3
EXS 262 Biomechanics 3
or EXL 262
EXS 370 Motor Learning 3
EXS 380 Exercise Physiology 3
or EXL 380
Electives 12

Credits 30

Year Three

EXS 375 Introduction to Sport Exercise & Performance Psychology 3
EXS 381 Fitness Assessment - Exercise Prescription 4
EXS 482 Exercise Techniques and Physical Condition 4
EXS 484 Organization and Management of Adult Fitness Progs Clin/Sem 3

Select one of the following: 4-5

CHE 103 General Chemistry I
& CRL 103 General Chemistry I (LAB)

CHE 107 General Chemistry for Allied Health
& CRL 103 Sciences
and General Chemistry Lab for Allied Health Services

319
## B.S. in Exercise Science - Pre-Chiropractic Concentration

### Curriculum

The concentration is designed to prepare students for entrance into a school of chiropractic and to earn a doctor of chiropractic (D.C.) degree. To be accepted into a school of chiropractic, students must meet specific educational standards and requirements. This concentration is a rigorous, science-based curriculum intended to meet these specific requirements. The pre-chiropractic concentration requires students to complete 120 credits, as outlined below.

**General Education Requirements** [http://catalog.wcupa.edu/undergraduate/general-education-requirements](http://catalog.wcupa.edu/undergraduate/general-education-requirements)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CRL 101</td>
<td>General Biology</td>
<td>3</td>
</tr>
<tr>
<td>CRL 259</td>
<td>Human Anatomy and Physiology I</td>
<td>4</td>
</tr>
<tr>
<td>MAT 121</td>
<td>Introduction to Statistics I</td>
<td>3</td>
</tr>
<tr>
<td>PHY 130</td>
<td>General Physics I</td>
<td>4</td>
</tr>
<tr>
<td>PHY 140</td>
<td>General Physics II</td>
<td>4</td>
</tr>
<tr>
<td>Electives</td>
<td></td>
<td>1</td>
</tr>
</tbody>
</table>

### Year One

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 110</td>
<td>General Biology</td>
<td>3</td>
</tr>
<tr>
<td>BIO 259</td>
<td>Human Anatomy and Physiology I</td>
<td>4</td>
</tr>
<tr>
<td>CHE 103</td>
<td>General Chemistry I</td>
<td>3</td>
</tr>
<tr>
<td>or</td>
<td>or Experimental General Chemistry I</td>
<td></td>
</tr>
<tr>
<td>CRL 101</td>
<td>I (LAB) or Experimental General Chemistry II (LAB)</td>
<td></td>
</tr>
<tr>
<td>or</td>
<td>and</td>
<td></td>
</tr>
<tr>
<td>CRL 104</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>PHY 130</td>
<td>General Physics I</td>
<td>4</td>
</tr>
<tr>
<td>Electives</td>
<td></td>
<td>1</td>
</tr>
</tbody>
</table>

### Year Two

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 269</td>
<td>Human Anatomy and Physiology II</td>
<td>4</td>
</tr>
<tr>
<td>CHE 231</td>
<td>Organic Chemistry I</td>
<td>4</td>
</tr>
<tr>
<td>or</td>
<td>or Experimental Organic Chemistry</td>
<td></td>
</tr>
<tr>
<td>CRL 231</td>
<td>I Lab or Experimental Organic Chemistry</td>
<td></td>
</tr>
<tr>
<td>and</td>
<td>and</td>
<td></td>
</tr>
<tr>
<td>CRL 232</td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>PHY 140</td>
<td>General Physics II</td>
<td>4</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Electives</td>
<td></td>
<td>4</td>
</tr>
</tbody>
</table>

### Year Three

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHE 231</td>
<td>Organic Chemistry I</td>
<td>4</td>
</tr>
<tr>
<td>or</td>
<td>or Experimental Organic Chemistry</td>
<td></td>
</tr>
<tr>
<td>CRL 231</td>
<td>I Lab or Experimental Organic Chemistry</td>
<td></td>
</tr>
<tr>
<td>and</td>
<td>and</td>
<td></td>
</tr>
<tr>
<td>CRL 232</td>
<td></td>
<td>4</td>
</tr>
</tbody>
</table>

### Sample Course Plan

To track their individual degree progress, students are advised to access their Degree Progress Report (DPR) via myWCU regularly. For more information, visit wcupa.edu/DegreeProgressReport.

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.

### Course Title Credits

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHE 103</td>
<td>General Chemistry I</td>
<td>3</td>
</tr>
<tr>
<td>CRL 103</td>
<td>Experimental General Chemistry I (LAB)</td>
<td>1</td>
</tr>
<tr>
<td>CHE 104</td>
<td>General Chemistry II</td>
<td>3</td>
</tr>
<tr>
<td>CRL 104</td>
<td>Experimental General Chemistry II (LAB)</td>
<td>1</td>
</tr>
<tr>
<td>EXS 222</td>
<td>Introduction to Medical Terminology and Drug Classifications</td>
<td>2</td>
</tr>
<tr>
<td>NTD 303</td>
<td>Introductory Principles Human Nutrition</td>
<td>3</td>
</tr>
<tr>
<td>PHY 130</td>
<td>General Physics I</td>
<td>4</td>
</tr>
<tr>
<td>PHY 140</td>
<td>General Physics II</td>
<td>4</td>
</tr>
<tr>
<td>Electives</td>
<td>Free electives to be approved by academic adviser.</td>
<td>1</td>
</tr>
</tbody>
</table>

### Total Minimum Credits Required

120

Footnote:

1 Must be passed with a C- or better.
B.S. IN EXERCISE SCIENCE - PRE-OCCUPATIONAL THERAPY CONCENTRATION

College of Health Sciences

Curriculum

The concentration is designed to prepare students for entrance into a professional graduate-level school of occupational therapy. Occupational therapists and occupational therapy assistants work with a variety of individuals who have difficulty accessing or performing meaningful occupations. Most commonly, these therapists and assistants work with people with disabilities to maximize their skills and abilities. Services typically include:

1. Customized intervention programs to improve one’s ability to perform daily activities
2. Comprehensive home and job site evaluations with adaptation recommendations
3. Performance skills assessments and treatments
4. Adaptive equipment recommendations and usage training
5. Guidance to family members and caregivers

Students should preview potential graduate school websites. Graduate programs will list required undergraduate prerequisite courses. If the above list of courses does not include required prerequisites, then those courses may be taken at WCU as electives in the program.

Sample Course Plan

To track their individual degree progress, students are advised to access their Degree Progress Report (DPR) via myWCU regularly. For more information, visit wcupa.edu/DegreeProgressReport. 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>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EXS 101</td>
<td>Group Exercise Leadership</td>
<td>2</td>
</tr>
<tr>
<td>EXS 180</td>
<td>Lifetime Fitness Concepts</td>
<td>3</td>
</tr>
<tr>
<td>EXS 223</td>
<td>Kinetic Anatomy</td>
<td>2</td>
</tr>
<tr>
<td>EXS 262</td>
<td>Biomechanics</td>
<td>3</td>
</tr>
<tr>
<td>EXL 262</td>
<td>Biomechanics Lab</td>
<td>1</td>
</tr>
<tr>
<td>EXS 370</td>
<td>Motor Learning</td>
<td>3</td>
</tr>
<tr>
<td>EXS 375</td>
<td>Introduction to Sport Exercise &amp; Performance Psychology</td>
<td>3</td>
</tr>
<tr>
<td>EXS 380</td>
<td>Exercise Physiology</td>
<td>3</td>
</tr>
<tr>
<td>EXL 380</td>
<td>Exercise Physiology Lab</td>
<td>1</td>
</tr>
<tr>
<td>EXS 381</td>
<td>Fitness Assessment - Exercise Prescription</td>
<td>4</td>
</tr>
<tr>
<td>EXS 482</td>
<td>Exercise Techniques and Physical Condition</td>
<td>4</td>
</tr>
<tr>
<td>EXS 484</td>
<td>Organization and Management of Adult Fitness Programs Clin/Sem</td>
<td>3</td>
</tr>
<tr>
<td>EXS 486</td>
<td>Exercise Prescription - Special Population</td>
<td>3</td>
</tr>
<tr>
<td>EXS 489</td>
<td>Clinical Exercise Testing and Prescription</td>
<td>4</td>
</tr>
<tr>
<td>EXS 490</td>
<td>Internship I (internship under the direction of a licensed OT)</td>
<td>3</td>
</tr>
<tr>
<td>BIO 259</td>
<td>Human Anatomy and Physiology I</td>
<td>4</td>
</tr>
<tr>
<td>BIO 269</td>
<td>Human Anatomy and Physiology II</td>
<td>4</td>
</tr>
<tr>
<td>CHE 107</td>
<td>General Chemistry for Allied Health Sciences</td>
<td>4</td>
</tr>
<tr>
<td>CRL 107</td>
<td>General Chemistry Lab for Allied Health Services</td>
<td>1</td>
</tr>
<tr>
<td>EXS 222</td>
<td>Introduction to Medical Terminology and Drug Classifications</td>
<td>2</td>
</tr>
<tr>
<td>NTD 303</td>
<td>Introductory Principles Human Nutrition</td>
<td>3</td>
</tr>
<tr>
<td>PHY 100</td>
<td>Elements of Physical Science</td>
<td>3</td>
</tr>
<tr>
<td>PSY 210</td>
<td>Developmental Psychology: Lifespan</td>
<td>3</td>
</tr>
<tr>
<td>PSY 375</td>
<td>Abnormal Psychology</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Minimum Credits Required: 120

Related/Cognate Requirements

- BIO 100: Elements of Life Science
- CHE 101: General Chemistry I
- CRL 107: General Chemistry Lab for Allied Health Services
- EXS 102: Fundamentals of Resistence Training Techniques
- EXS 180: Lifetime Fitness Concepts
- EXL 262: Biomechanics Lab
- NTD 303: Introductory Principles Human Nutrition
- PHY 100: Elements of Physical Science
- PSY 210: Developmental Psychology: Lifespan
- PSY 375: Abnormal Psychology

Total Credits: 117

Credits

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EXS 370</td>
<td>Motor Learning</td>
<td>3</td>
</tr>
<tr>
<td>EXS 375</td>
<td>Introduction to Sport Exercise &amp; Performance Psychology</td>
<td>3</td>
</tr>
<tr>
<td>EXS 380</td>
<td>Exercise Physiology</td>
<td>3</td>
</tr>
<tr>
<td>EXL 380</td>
<td>Exercise Physiology Lab</td>
<td>1</td>
</tr>
<tr>
<td>EXS 381</td>
<td>Fitness Assessment - Exercise Prescription</td>
<td>4</td>
</tr>
<tr>
<td>EXS 482</td>
<td>Exercise Techniques and Physical Condition</td>
<td>4</td>
</tr>
<tr>
<td>EXS 484</td>
<td>Organization and Management of Adult Fitness Programs Clin/Sem</td>
<td>3</td>
</tr>
<tr>
<td>EXS 486</td>
<td>Exercise Prescription - Special Population</td>
<td>3</td>
</tr>
<tr>
<td>EXS 489</td>
<td>Clinical Exercise Testing and Prescription</td>
<td>4</td>
</tr>
<tr>
<td>EXS 490</td>
<td>Internship I (internship under the direction of a licensed OT)</td>
<td>3</td>
</tr>
<tr>
<td>BIO 259</td>
<td>Human Anatomy and Physiology I</td>
<td>4</td>
</tr>
<tr>
<td>BIO 269</td>
<td>Human Anatomy and Physiology II</td>
<td>4</td>
</tr>
<tr>
<td>CHE 107</td>
<td>General Chemistry for Allied Health Sciences</td>
<td>4</td>
</tr>
<tr>
<td>CRL 107</td>
<td>General Chemistry Lab for Allied Health Services</td>
<td>1</td>
</tr>
<tr>
<td>EXS 222</td>
<td>Introduction to Medical Terminology and Drug Classifications</td>
<td>2</td>
</tr>
<tr>
<td>NTD 303</td>
<td>Introductory Principles Human Nutrition</td>
<td>3</td>
</tr>
<tr>
<td>PHY 100</td>
<td>Elements of Physical Science</td>
<td>3</td>
</tr>
<tr>
<td>PSY 210</td>
<td>Developmental Psychology: Lifespan</td>
<td>3</td>
</tr>
<tr>
<td>PSY 375</td>
<td>Abnormal Psychology</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Minimum Credits Required: 120
## EXS 380 Exercise Physiology
 & EXL 380 Exercise Physiology Lab

**Course:** Introduction to Medical Terminology and Drug Classifications

**Credits:** 2

**Total Credits:** 4

Select one of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHE 107 &amp; CRL 10</td>
<td>General Chemistry for Allied Health Sciences</td>
<td>4-5</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CRL 103 or CRL 104</td>
<td>Experimental General Chemistry I (LAB) or Experimental General Chemistry II (LAB)</td>
<td>6</td>
</tr>
</tbody>
</table>

**Electives**

**Credits:** 5

**Year Three**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY 210</td>
<td>Developmental Psychology: Lifespan</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total Credits:** 29-30

**Year Four**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY 375</td>
<td>Abnormal Psychology</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total Credits:** 30

**Total Minimum Credits Required:** 119-120

Students should preview potential graduate school websites. Graduate programs will list required undergraduate prerequisite courses. If the above list of courses does not include required prerequisites, then those courses may be taken at WCU as electives in the program.

## B.S. IN EXERCISE SCIENCE - PRE-PHYSICAL THERAPY CONCENTRATION

### Curriculum

The Pre-Physical Therapy concentration in Exercise Science is designed to prepare students for entrance into a school of physical therapy. Physical therapy programs accept a limited number of students and are highly competitive. Students are encouraged to maintain a GPA of 3.0 or better in this concentration.

### General Education Requirements

- **English Composition requirements:** 6
- **Mathematics requirement:** 3
- **Public Speaking requirement:** 3
- **Science requirements:** 6
- **Behavioral & Social Science requirements:** 6
- **Humanities requirements:** 6
- **Arts requirement:** 3
- **Diverse Communities requirement:** 3

### Related/Cognate Requirements

- **BIO 110** General Biology 3
- **BIO 259** Human Anatomy and Physiology I 4
- **BIO 269** Human Anatomy and Physiology II 4
- **CHE 103** General Chemistry I 3
- **CRL 103** Experimental General Chemistry I (LAB) 1
- **CHE 104** General Chemistry II 3
- **CRL 104** Experimental General Chemistry II (LAB) 1

### Electives

- **Select 3 credits**

**Total Minimum Credits Required:** 120

*Some courses also may count toward general education, so credits may vary.*

### Sample Course Plan

To track their individual degree progress, students are advised to access their Degree Progress Report (DPR) via myWCU regularly. For more information, visit wcupa.edu/DegreeProgressReport.

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>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 110</td>
<td>General Biology</td>
<td>3</td>
</tr>
<tr>
<td>BIO 259</td>
<td>Human Anatomy and Physiology I</td>
<td>4</td>
</tr>
<tr>
<td>MAT 121</td>
<td>Introduction to Statistics I</td>
<td>3</td>
</tr>
<tr>
<td>PHY 130</td>
<td>General Physics I</td>
<td>4</td>
</tr>
<tr>
<td>EXS 101</td>
<td>Group Exercise Leadership</td>
<td>2</td>
</tr>
<tr>
<td>EXS 102</td>
<td>Fundamentals of Resistance Training Techniques</td>
<td>2</td>
</tr>
</tbody>
</table>
EXS 180  Lifetime Fitness Concepts 3  
EXS 223  Kinetic Anatomy 2  
Electives 7  
Credits 30  

**Year Two**  
BIO 269  Human Anatomy and Physiology II 4  
PHY 140  General Physics II 4  
NTD 303  Introductory Principles Human Nutrition 3  
EXS 262 & EXL 262  Biomechanics and Biomechanics Lab 4  
EXS 370  Motor Learning 3  
EXS 380 & EXL 380  Exercise Physiology and Exercise Physiology Lab 4  
EXS 222  Introduction to Medical Terminology and Drug Classifications 2  
Electives 6  
Credits 30  

**Year Three**  
CHE 103 & CRL 103  General Chemistry I and Experimental General Chemistry I (LAB) 4  
EXS 375  Introduction to Sport Exercise & Performance Psychology 3  
EXS 381  Fitness Assessment - Exercise Prescription 4  
EXS 482  Exercise Techniques and Physical Condition 4  
EXS 484  Organization and Management of Adult Fitness Progs Clin/Sem 3  
Electives 12  
Credits 30  

**Year Four**  
CHE 104 & CRL 104  General Chemistry II and Experimental General Chemistry II (LAB) 4  
EXS 486  Exercise Prescription - Special Population 3  
EXS 489  Clinical Exercise Testing and Prescription 4  
EXS 490  Internship I 3  
Electives 16  
Credits 30  
Total Credits 120  

Students should preview potential graduate school websites. Graduate programs will list required undergraduate prerequisite courses. If the above list of courses does not include required prerequisites, then those courses may be taken at WCU as electives in the program.

**B.S. IN HEALTH AND PHYSICAL EDUCATION - TEACHER CERTIFICATION**

**College of Health Sciences**

**Curriculum**

- **General Education Requirements** (http://catalog.wcupa.edu/undergraduate/general-education-requirements)  
  - English Composition requirements 6  
  - Mathematics requirement 3  
  - Public Speaking requirement 3  
  - Science requirements 6  
  - Behavioral & Social Science requirements 6  

  Humanities requirements 6  
  - Arts requirement 3  
  - Diverse Communities requirement 3  
  - Interdisciplinary requirement 3  
  - Student Electives 9  
  - Writing Emphasis requirements 9  

  Students should consult their adviser for specific general education and Pennsylvania Department of Education (PDE) requirements. Required courses that fulfill general education requirements: EDF 300 (interdisciplinary), EDP 250 (student electives), HEA 306 and HEA 440 (writing emphasis), KIN 254 (diverse communities), and MAT (student electives).

- **Extra PDE and Teacher Education Requirements**  
  - LAN/ENG 382  Teaching English Language Learners PK-12 3  

**Major Requirements**

**Physical Education Pedagogy**

- KIN 103  Introduction to Teaching Physical Education 1 3  
- KIN 186  Motor Development and Motor Learning 1 3  
- KIN 205  Curriculum and Instruction: Inclusion in Health & Physical Education 1 3  
- KIN 206  Adapted PE & Health for Students with Disabilities 1 3  
- KIN 300  Curriculum and Instruction Elementary PE 1 3  
- KIN 302  Curriculum and Instruction Mid-Sec PE 1,2 3  
- KIN 347  Software Applications and Assessment HPE 3  
- KIN 402  Physical Education Practicum 1,2 3  

**Applied Sciences**

- EXS 241  Body Systems and Applied Anatomy I 3  
- EXS 361  Body Systems and Applied Anatomy II 3  

**Activity Modules**

- KIN 102  Adventure and Contemporary Activities 2  
- KIN 104  Fitness and Wellness I 2  
- KIN 105  Fitness and Wellness II 2  
- KIN 201  Developmental Gymnastics and Dance 2  
- KIN 202  Invasion Games 2  
- KIN 203  Net and Wall Games 2  

  Select one of the following:  
  - KIN 140  Aquatic Fundamentals/ Emergency Water Safety 2  
  - KIN 275  Lifeguarding 1  
  - KIN 331  Water Safety Instruction 1  

**Health Education Pedagogy**

- HEA 101  Principles of Health Education 1 3  
- NTD 300  Nutrition Pedagogy 3  
- HEA 304  Family Life and Sex Education 3  
- HEA 306  Curriculum and Instruction 1 3  
- HEA 316  ATOD Prevention Education 3  
- HEA 440  School Health Programs 3  
- HEA 445  Health Education Practicum 1,2 3  

**Student Teaching**

- KIN 489  Student Teaching 1,2 6  
- KIN 490  Student Teaching 1,2 6  

**Total Minimum Credits Required**

120  

**Other Degree Completion Requirements**

Student Teaching Prerequisites: Formal Admission to Teacher Education (F.A.T.E.), documentation of Praxis II trial, completion of required major coursework with “C” or better and completion of Pre-Professional Experiences (PPEs)

Graduation Requirement: Cumulative GPA of 3.0.

1 Clearances required (Child Abuse, Police Check, FBI Fingerprinting, TB Test)
2 Requires Formal Admission to Teacher Education (FATE)

GPA Requirement: Students must maintain the required GPA in accordance with the criteria for formal admission to the teacher education program. Students must attain a C or better in all required KIN major coursework. Please see the Educator Preparation Programs (p. 262) section in the catalog.

Note: Students also must have the following:
• Documentation of Praxis II trial.
• Field clearances required (child abuse, criminal record check, FBI fingerprinting, and TB test).

Sample Course Plan
To track their individual degree progress, students are advised to access their Degree Progress Report (DPR) via myWCU regularly. For more information, visit wcupa.edu/DegreeProgressReport.

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>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year One</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fall</td>
<td></td>
<td></td>
</tr>
<tr>
<td>KIN 103</td>
<td>Introduction to Teaching Physical Education</td>
<td>3</td>
</tr>
<tr>
<td>KIN 104</td>
<td>Fitness and Wellness I</td>
<td>2</td>
</tr>
<tr>
<td>KIN 140 or KIN 275 or KIN 331</td>
<td>Aquatic Fundamentals/ Emergency Water Safety or Lifeguarding or Water Safety Instruction</td>
<td>2</td>
</tr>
<tr>
<td>KIN 186</td>
<td>Motor Development and Motor Learning</td>
<td>3</td>
</tr>
<tr>
<td>WRT 120</td>
<td>Effective Writing I</td>
<td>3</td>
</tr>
<tr>
<td>Gen Ed</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Credits</td>
<td></td>
<td>16</td>
</tr>
<tr>
<td>Spring</td>
<td></td>
<td></td>
</tr>
<tr>
<td>HEA 101</td>
<td>Principles of Health Education</td>
<td>3</td>
</tr>
<tr>
<td>KIN 105</td>
<td>Fitness and Wellness II</td>
<td>2</td>
</tr>
<tr>
<td>KIN 254</td>
<td>Disability Studies: An Interdisciplinary Introduction</td>
<td>3</td>
</tr>
<tr>
<td>WRT 200</td>
<td>Critical Writing and Research</td>
<td>3</td>
</tr>
<tr>
<td>Mathematics Gen Ed</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>SPK 208</td>
<td>Public Speaking</td>
<td>3</td>
</tr>
<tr>
<td>Credits</td>
<td></td>
<td>17</td>
</tr>
<tr>
<td>Year Two</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fall</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EXS 241</td>
<td>Body Systems and Applied Anatomy I</td>
<td>3</td>
</tr>
<tr>
<td>LIT 165 or CLS 165</td>
<td>Topics in Literature or Introduction to World Literature</td>
<td>3</td>
</tr>
<tr>
<td>HEA 304</td>
<td>Family Life and Sex Education</td>
<td>3</td>
</tr>
<tr>
<td>EDP 250</td>
<td>Educational Psychology</td>
<td>3</td>
</tr>
<tr>
<td>2nd Mathematics Gen Ed</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Gen Ed</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Credits</td>
<td></td>
<td>18</td>
</tr>
<tr>
<td>Spring</td>
<td></td>
<td></td>
</tr>
<tr>
<td>KIN 201</td>
<td>Developmental Gymnastics and Dance</td>
<td>2</td>
</tr>
<tr>
<td>KIN 203</td>
<td>Net and Wall Games</td>
<td>2</td>
</tr>
<tr>
<td>KIN 205</td>
<td>Curriculum and Instruction: Inclusion in Health &amp; Physical Education</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>KIN 206</td>
<td>Adapted PE &amp; Health for Students with Disabilities</td>
</tr>
<tr>
<td></td>
<td>HEA 316</td>
<td>ATOD Prevention Education</td>
</tr>
<tr>
<td></td>
<td>NTD 300</td>
<td>Nutrition Pedagogy</td>
</tr>
<tr>
<td></td>
<td>Credits</td>
<td></td>
</tr>
<tr>
<td>Year Three</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fall</td>
<td></td>
<td></td>
</tr>
<tr>
<td>HEA 306</td>
<td>Curriculum and Instruction (only enroll in section for HPE majors)</td>
<td>3</td>
</tr>
<tr>
<td>HEA 440</td>
<td>School Health Programs</td>
<td>3</td>
</tr>
<tr>
<td>KIN 202</td>
<td>Invasion Games</td>
<td>2</td>
</tr>
<tr>
<td>KIN 300</td>
<td>Curriculum and Instruction Elementary PE</td>
<td>3</td>
</tr>
<tr>
<td>EXS 361</td>
<td>Body Systems and Applied Anatomy II</td>
<td>3</td>
</tr>
<tr>
<td>Gen Ed</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Credits</td>
<td></td>
<td>17</td>
</tr>
<tr>
<td>Spring</td>
<td></td>
<td></td>
</tr>
<tr>
<td>HEA 445</td>
<td>Health Education Practicum</td>
<td>3</td>
</tr>
<tr>
<td>KIN 102</td>
<td>Adventure and Contemporary Activities</td>
<td>2</td>
</tr>
<tr>
<td>KIN 302</td>
<td>Curriculum and Instruction Mid-Sec PE</td>
<td>3</td>
</tr>
<tr>
<td>KIN 347</td>
<td>Software Applications and Assessment HPE</td>
<td>3</td>
</tr>
<tr>
<td>ENG 382</td>
<td>Teaching English Language Learners PK-12</td>
<td>3</td>
</tr>
<tr>
<td>Gen Ed</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Credits</td>
<td></td>
<td>15</td>
</tr>
<tr>
<td>Year Four</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fall</td>
<td></td>
<td></td>
</tr>
<tr>
<td>KIN 402</td>
<td>Physical Education Practicum</td>
<td>3</td>
</tr>
<tr>
<td>EDF 300</td>
<td>Democracy and Education</td>
<td>3</td>
</tr>
<tr>
<td>KIN Elective</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Gen Ed</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Gen Ed</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Credits</td>
<td></td>
<td>12</td>
</tr>
<tr>
<td>Total Credits</td>
<td></td>
<td>128</td>
</tr>
</tbody>
</table>

* Student Electives: KIN 475, KIN 452, KIN 253/KIN 360, KIN 101.

MINOR IN COACHING

College of Health Sciences

Students successfully completing the minor in coaching earn transcript recognition attesting to school administrators that recipients have attained basic preparation for coaching. Skill acquisition, management techniques, and behavioral competencies are included in the program. The program is open to students from any major. Students should apply through the minor program adviser, Dr. John Helion. Course work is divided into six groupings in order to meet National Association for Sport and Physical Education (NASPE) guidelines.

| Group I | | |
| SMD 271 | First Aid and Athletic Training | 2 |
| Group II | | |
| KIN 452 | Principles Of Coaching | 3 |
| Group III | | |
| Select one of the following: | | |

324 2017-2018 UNDERGRADUATE CATALOG
MINOR IN DEAF STUDIES

College of Health Sciences

Curriculum

The minor in Deaf Studies is designed to enable students to understand and have greater awareness of, understanding of, and expertise in the Deaf community, their culture and language. Practical application of language use, cultural appreciation and understanding of deafness from a diversity viewpoint are stressed through three unique minor tracks, each with their own focus related to an integral aspect of the Deaf community. The minor prepares students from various majors to more greatly understand the population in which they provide services and have greater awareness of, understanding of, and expertise in the Deaf community, their culture and language. Practical application and have greater awareness of, understanding of, and expertise in the Deaf community, their culture and language. Practical application is stressed in this minor; students will participate in approximately 200 hours of hands-on work. The minor prepares those in HPE-teacher certification to be eligible for the APENS (Adapted Physical Education National Standards) exam but is open to any WCU students who meet prerequisites related to individual courses apply.

Required Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>KIN/CSD 210</td>
<td>Intermediate American Sign Language I</td>
<td>3</td>
</tr>
<tr>
<td>DST 357</td>
<td>Deaf Culture Perspectives</td>
<td>3</td>
</tr>
<tr>
<td>KIN/CSD 211</td>
<td>Language Track</td>
<td>3</td>
</tr>
<tr>
<td>KIN/CSD 211</td>
<td>Intermediate American Sign Language II</td>
<td>3</td>
</tr>
<tr>
<td>KIN 310</td>
<td>Fingerspelling and Numbers in ASL</td>
<td>3</td>
</tr>
<tr>
<td>KIN 410</td>
<td>Linguistics of ASL</td>
<td>3</td>
</tr>
<tr>
<td>KIN 255</td>
<td>Introduction to Deaf Studies</td>
<td>3</td>
</tr>
<tr>
<td>KIN 355</td>
<td>Deaf History</td>
<td>3</td>
</tr>
</tbody>
</table>

Electives

Select two of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>KIN/CSD 210</td>
<td>Intermediate American Sign Language I</td>
<td>3</td>
</tr>
<tr>
<td>DST 357</td>
<td>Deaf Culture Perspectives</td>
<td>3</td>
</tr>
<tr>
<td>KIN 457</td>
<td>ASL Literature</td>
<td>3</td>
</tr>
<tr>
<td>KIN/CSD 211</td>
<td>Intermediate American Sign Language I</td>
<td>3</td>
</tr>
<tr>
<td>KIN/CSD 211</td>
<td>Intermediate American Sign Language II</td>
<td>3</td>
</tr>
<tr>
<td>CSD 203</td>
<td>Speech and Hearing Science</td>
<td>3</td>
</tr>
<tr>
<td>CSD 204</td>
<td>Speech and Language Development</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credits: 16-17

MINOR IN PHYSICAL EDUCATION FOR INDIVIDUALS WITH DISABILITIES

College of Health Sciences

The minor in Physical Education for Individuals with Disabilities is designed to enable students to plan, implement, and advocate for developmentally appropriate physical activities for people with a variety of physical and cognitive disabilities in schools, fitness centers, recreation centers, and residential facilities. Practical application is stressed in this minor; students will participate in approximately 200 hours of hands-on work. The minor prepares those in HPE-teacher certification to be eligible for the APENS (Adapted Physical Education National Standards) exam but is open to any WCU students who meet the prerequisites. Other certifications are offered within various courses.

Required Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>KIN 205</td>
<td>Curriculum and Instruction: Inclusion in Health &amp; Physical Education</td>
<td>3</td>
</tr>
<tr>
<td>KIN 206</td>
<td>Adapted PE &amp; Health for Students with Disabilities</td>
<td>3</td>
</tr>
<tr>
<td>KIN 253</td>
<td>Adapted Aquatics, Lifetime Sport and Fitness</td>
<td>3</td>
</tr>
<tr>
<td>KIN 254</td>
<td>Disability Studies: An Interdisciplinary Introduction</td>
<td>3</td>
</tr>
<tr>
<td>KIN 256</td>
<td>Path for Adapted Phys Act Specialists</td>
<td>3</td>
</tr>
<tr>
<td>KIN 262</td>
<td>Assessment and Programming Adapt Phy Act</td>
<td>3</td>
</tr>
<tr>
<td>KIN 400</td>
<td>Professional Seminar - Adapted Physical Activity</td>
<td>3</td>
</tr>
</tbody>
</table>

Prerequisites

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HEA 206</td>
<td>Human Development</td>
<td>3</td>
</tr>
<tr>
<td>or KIN 186</td>
<td>Motor Development and Motor Learning</td>
<td>3</td>
</tr>
<tr>
<td>or EXS 370</td>
<td>Motor Learning</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credits: 24
DEPARTMENT OF LANGUAGES AND CULTURES

College of Arts and Humanities

224 Mitchell Hall
610-436-2700
Department of Languages and Cultures (http://www.wcupa.edu/languagescultures)
Mahmoud Amer (mamer@wcupa.edu), Chairperson
Cristobal Cardemil-Krause (CCardemil-Krause@wcupa.edu), Assistant Chairperson

Programs Offered

Effective Fall 2014, the Department of Languages and Cultures offers a degree program that leads to the Bachelor of Arts in Languages and Cultures, with concentrations in French, German, Russian, and Spanish. The degree can be taken with or without K-12 Pennsylvania teaching certification. The degree-granting program includes a common core of 6 credits in English for all students, a required Immersion Experience, and 30 credits of course work in the target language. Additionally, students will be able to double major and choose from one or more minors in French, German, Italian, Latin, Russian, and/or Spanish. (Effective Fall 2010, no new students will be admitted into the Latin major.)

- Bachelor of Arts in Languages and Cultures (BALC), with a concentration in: French, German, Russian, or Spanish
- Bachelor of Arts in Languages and Cultures with Elective Certification with a concentration in: French, German, Russian, or Spanish

The Instructional I Certificate in a language qualifies the holder to teach his or her major language in the public schools (kindergarten through 12th grade) of Pennsylvania.

Minors: French, German, Italian, Latin, Russian, Spanish, Latin American and Latino Studies, and Linguistics.

The Study Abroad Program and Immersion Experiences

Majors and minors in languages are strongly encouraged to study abroad for immersion experiences. If study abroad for an entire year is not feasible, students should plan to study for a semester or, at least, one summer. The department advises students in cooperation with the Center for International Programs and cooperates with other PASSHE schools in affording students study abroad venues. (In the event that a language major is unable to complete the immersion experience, the Department will make other options available.)

Students in the department can choose from a broad range of study abroad options in all of the languages covered by the department (whether at the major or the minor level), in either WCU faculty-led programs and collaborations with study abroad organizations from all over the world. Please contact the Center for International Programs for approved programs of study. The department's webpage contains information and updates on our study abroad programs.

Programs

Majors in Languages and Cultures

- B.A. in Languages and Cultures - French Concentration (p. 337)
- B.A. in Languages and Cultures - German Concentration (p. 338)
- B.A. in Languages and Cultures - Russian Concentration (p. 340)
- B.A. in Languages and Cultures - Spanish Concentration (p. 341)
- B.A. in Languages and Cultures with Elective Certification - French Concentration (p. 342)
- B.A. in Languages and Cultures with Elective Certification - German Concentration (p. 343)
- B.A. in Languages and Cultures with Elective Certification - Russian Concentration (p. 345)
- B.A. in Languages and Cultures with Elective Certification - Spanish Concentration (p. 346)

Minors in Languages and Cultures

- French (p. 348)
- German (p. 348)
- Italian (p. 348)
- Latin (p. 348)
- Russian (p. 348)
- Spanish (p. 348)
- Latin American and Latino Studies (p. 349)
- Linguistics (p. 278)
- Arabic (p. 347)

Graduate Opportunities

See the graduate catalog for more information on the Languages and Cultures program. (http://catalog.wcupa.edu/graduate/arts-humanities/languages-cultures)

Policies

- See undergraduate admissions information. (p. 11)
- See academic policies. (http://catalog.wcupa.edu/undergraduate/academic-policies-procedures)

All undergraduate students are held to the academic policies and procedures outlined in the undergraduate 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 programs may be listed below.

Language Placement

Second Language Placement Examination

All students who are pursuing a Bachelor of Arts (BA) degree or who enter WCU as a Pre-Major (Undeclared) student are required to complete the Second Language Placement section. Depending on your answers on this section, you will be placed by means of an online test (if there is an online test available for your language), or you will be contacted by the Department of Languages and Cultures to be placed (if there is no online test available for your language). The online test is available for these languages: Chinese, French, German, Russian, Spanish. For the following languages, you will be contacted by the Department of Languages and Cultures: American Sign Language, Arabic, Biblical Hebrew, Classical Greek, Italian, Japanese, Latin, Portuguese. Your score on the online test will be used by the Department of Languages and Cultures as one of several variables to determine your language placement. Based on other factors (years of language study in high school, at-home use of the language, time since the language was last taken, etc.), your final placement may be different from the equivalence indicated by your online test score. Instructions on taking the online Second Language Placement Examination can be found in the WCU Placement Portal on myWCU.

If students have questions about the Second Language Placement they can email the Languages and Cultures Department at rmipersch@wcupa.edu.
Faculty

Professors
Margarette 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 (mamere@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 (mcampillo@wcupa.edu) (2009)
Director, Latin American and Latino/a Studies Program
B.A., Universidad de Murcia (Spain); M.A., Ph.D., University of Illinois at Urbana-Champaign
Anne-Marie L. Moscatelli (amoscatelli@wcupa.edu) (1991)
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
Chui Kian Smidt (csmidt6@wcupa.edu) (2011)
Director, Teaching English as a Second Language
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)
B.A., Gettysburg College; M.A., Ph.D., University of Maryland, College Park
Cristobal Cardemil-Krause (ckrause@wcupa.edu) (2013)
Assistant Chairperson, Languages and Cultures
Licenciado en Letras, Pontificia Universidad; M.A., Ph.D., Rutgers University
Jelena Covic-Markovic (jcovic@wcupa.edu) (2013)
B.A., University of Belgrade; M.A., Brigham Young University; Ph.D., University of Utah
Megan L. Corbin (mcorbin@wcupa.edu) (2014)
B.A., M.A., Ph.D., University of Minnesota

William Keith 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 Maite Hernandez (ghernandez@wcupa.edu) (2011)
B.A., Instituto Superior de Arte (Cuba); Ph.D., Emory University
Daniela Salvo Johannes (djohnes@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
Innhwa Park (ipark@wcupa.edu) (2013)
B.A. Seoul National University; M.A., University of California; Ph.D., University of California, Los Angeles
Megan Saltzman (msaltzman@wcupa.edu) (2012)
B.A., M.A., Ph.D., University of Michigan
Dominik Wolf (dwolf@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
John P. Rosso (jrosso@wcupa.edu) (1998)
B.A., Haverford College; M.A., University of Pennsylvania
Ana C. Sanchez (asanchez@wcupa.edu) (2016)
B.A. National University of Costa Rica; M.A. National University of Costa Rica; M.A. West Chester University

Courses

ARB

ARB 101. Modern Arabic I Elementary. 3 Credits.
Introduction to basic written and spoken Arabic language and culture; fundamentals of grammar and oral practice.
Distance education offering may be available.
Typically offered in Fall & Spring.

ARB 102. Modern Arabic II. 3 Credits.
This course is the continuation of spoken and written Arabic for students who have completed the equivalent of ARB 101.
Pre / Co requisites: ARB 102 requires a prerequisite of ARB 101.
Typically offered in Spring.

ARB 103. Intensive Elementary Arabic. 6 Credits.
This course is an intensive introduction to modern standard Arabic, with emphasis on speaking, writing, and reading. Equivalent to Arabic 101 and 102 combined.

ARB 201. Modern Arabic III. 3 Credits.
This course is a continuation of ARB 102 to further develop the four language skills and comprehend key aspects of the Arabic speaking world.
Pre / Co requisites: ARB 201 requires a prerequisite of ARB 102.
Typically offered in Fall.

ARB 202. Modern Arabic IV. 3 Credits.
This course is a continuation of practice in comprehending and written Arabic for practical application.
Pre / Co requisites: ARB 202 requires a prerequisite of ARB 201.
Typically offered in Spring.
ARB 205. Intensive Intermediate Arabic. 6 Credits.
This course is to enhance students' ability to read, discuss, and write on various contemporary topics. This course is equivalent to the competency level achieved in ARB 201 and 202. Pre / Co requisites: ARB 205 requires a prerequisite of ARB 102. Typically offered in Summer.

ARB 301. Advanced Modern Standard Arabic I. 3 Credits.
An advanced course in Arabic language. It emphasizes a skill-building approach that covers the essentials of listening, speaking, reading, writing, structure, and understanding, and analyzes cultural patterns reflected in language use of speakers of Arabic. Pre / Co requisites: ARB 301 requires prerequisite ARB 202. Typically offered in Fall.

ARB 302. Advanced Modern Standard Arabic II. 3 Credits.
This course builds on ARB 301 in that it emphasizes reading and writing skills. It also focuses on helping students acquire content to express critical thinking skills using Arabic. Pre / Co requisites: ARB 302 requires prerequisite ARB 301. Typically offered in Spring.

CHI

CHI 101. Elementary Chinese I. 3 Credits.
Introduction to elementary Mandarin Chinese with focuses on hearing, speaking, reading and writing to develop basic competence. Emphasis is on integration of all language skills. Typically offered in Fall.

CHI 102. Elementary Chinese II. 3 Credits.
Continuation of basic language skills in speaking, reading and writing of modern Chinese with an emphasis on solid training at the beginning level. The course focuses on providing students with the basic vocabulary needed for daily conversation. Elementary reading and limited writing introduced. Pre / Co requisites: CHI 102 requires a prerequisite of CHI 101. Typically offered in Spring.

CHI 199. Transfer Credits. 1-9 Credits.
Transfer Credits.

CHI 201. Intermediate Chinese I. 3 Credits.
Third level of Mandarin Chinese, stressing advanced pronunciation with emphasis on intensive conversation and writing. Further development of audio-lingual proficiency, with increased reading and writing skills. Pre / Co requisites: CHI 201 requires a prerequisite of CHI 102. Typically offered in Fall.

CHI 202. Intermediate Chinese II. 3 Credits.
Continuation of Mandarin Chinese communicative skills through study and review of grammatical structures. Composition and conversation, with focuses on spoken and written communicative competence. Reading assignments and practices executed in Chinese characters. Pre / Co requisites: CHI 202 requires a prerequisite of CHI 201. Typically offered in Spring.

CHI 301. Advanced Chinese I. 3 Credits.
Third year Mandarin Chinese studies to continue focus on four aspects of language skills: listening, speaking, reading, writing. The course helps to expand the students' understanding of important linguistic structures. Students will be exposed intensively to both traditional and simplified Chinese characters, and gradually introduced to the formal written style expressions, in addition to expressions of spoken style. Pre / Co requisites: CHI 301 requires a prerequisite of CHI 202.

CHI 302. Advanced Chinese II. 3 Credits.
Second half of Mandarin Chinese studies to continue focus on four aspects of language skills: listening, speaking, reading, writing to introduce topics of interest to college students and adult learners. The course helps to expand the students' understanding of important linguistic structures. Students will be exposed intensively to the formal written style expressions, in addition to expressions of spoken style. Pre / Co requisites: CHI 302 requires a prerequisite of CHI 301.

EAR

EAR 309. Modern Arabic Culture I. 3 Credits.
This course will provide students with an introduction to Arabic culture and foundations in order to help students understand diverse aspects of the culture and civilization, including Arab culture in the context of its development since the pre-Islam era to present day. Emphasis will be given to modern Arab Culture.

ECH

ECH 199. Chinese Culture Cluster Transfer Credits. 3 Credits.
Chinese Culture Cluster Transfer Credits.

ECH 304. Contemporary Chinese Cinema and Society. 3 Credits.
This course provides an introduction to contemporary Chinese cinema and society, with focus on 1978 to the present in terms of cinema language, style, movement, institutional transformation, censorship, youth culture, and social concerns as well as the government's policy on language and its effect on language used in cinema. Also studied are how the various forces, such as politics, economy, and globalization shape present Chinese cinema and society. Hollywood and European art cinema will also be discussed because of their interaction with Chinese cinema.

ECH 380. Chinese Business Culture. 3 Credits.

EFR

EFR 199. Transfer Credits. 1-9 Credits.
Transfer Credits. Repeatable for Credit.

EFR 320. French Civilization (In English). 3 Credits.
(In English) A study of France's political and educational systems and economic and religious institutions with emphasis on contemporary aspects. Gen Ed Attribute: Foreign Language Culture Cluster, France & Francophone Area Culture Cluster, Interdisciplinary Requirement.

EFR 330. Francophone Cultures West Africa-Caribbean. 3 Credits.
A multidisciplinary approach to the cultures and civilizations of Francophone countries in West Africa and the Caribbean, including historical and geographical factors, religious and sociological structures, and literary and artistic production. Gen Ed Attribute: Foreign Language Culture Cluster, France & Francophone Area Culture Cluster.

EFR 350. French Civilization on Film. 3 Credits.

EFR 401. French Business Culture. 3 Credits.
This course offers an insight into the operation of modern business in France and the European Union by addressing economic systems, Management styles, customs and manners in an international context. Gen Ed Attribute: Foreign Language Culture Cluster, France & Francophone Area Culture Cluster.

EGE

EGE 199. Transfer Credits. 1-9 Credits.
Transfer Credits.

EGE 323. Austrian Civilization. 3 Credits.
An interdisciplinary study of Austrian civilization, focusing on Vienna 1848–1938. The relationship of selected cultural and intellectual developments to their political and social contexts. This course employs the perspective of many disciplines but is specifically concerned with the humanities and visual arts. Gen Ed Attribute: Foreign Language Culture Cluster, Germany Culture Cluster, Interdisciplinary Requirement.
EGE 403. 20th C Masterpieces: Kafka, Mann, Hesse. 3 Credits.
An in-depth analysis of the prose works of three major 20th-century German writers. In our close reading of these works, we shall consider such narrative techniques as point-of-view, ambiguity, and irony as well as such German intellectual and artistic contributions as Expressionism, psychoanalysis, and the Bildungsroman. No knowledge of German required. Gen Ed Attribute: Foreign Language Culture Cluster, Germany Culture Cluster.

EGE 404. Artists as Conscience: Postwar Lit/Film. 3 Credits.
An examination of the political and social issues of contemporary Germany through an analysis of literary and cinematic texts. Discussion topics include the Holocaust, Nazism, the Second World War, the Economic Miracle, the Cold War, terrorism, the feminist and peace movements, atomic warfare, and German reunification and its aftermath. No knowledge of German required. Gen Ed Attribute: Foreign Language Culture Cluster, Germany Culture Cluster.

EGE 405. German Film: Expressionism to the New German Cinema. 3 Credits.
An analysis of German films from Expressionism to the present. We shall examine the films in terms of their political and social context and as works of art. Directors include Fritz Lang, Murnau, Wiene, Fassbinder, Herzog, Schlondorff, von Trottta, and Wenders. No knowledge of German required. Gen Ed Attribute: Arts Distributive Requirement, Foreign Language Culture Cluster, Germany Culture Cluster, Writing Emphasis.

EGE 408. Masterpieces of German Theatre. 3 Credits.
A study of the various trends of 20th-century German drama in the Federal Republic, the former GDR, Switzerland, and Austria, with a focus on expressionism, epic theater, and documentary theater. Taught in English. No knowledge of German required. Gen Ed Attribute: Foreign Language Culture Cluster, Germany Culture Cluster.

EGE 409. Impact of Holocaust on Lit and Film. 3 Credits.
This course studies the causes and effects of the Holocaust through literary, philosophical, and cinematic works of post-war Europe and America. No knowledge of German required. Gen Ed Attribute: Foreign Language Culture Cluster, Germany Culture Cluster.

EIT

EIT 321. Images of Italy. 3 Credits.
(In English) An overview of Italian geography, history, and regional cultures, along with its literary, philosophical, scientific, and artistic manifestations and contributions to the world. Gen Ed Attribute: Foreign Language Culture Cluster, Italy (Italian) Culture Cluster. Typically offered in Fall & Spring.

EIT 360. Italy on Film. 3 Credits.
A study of Italian history and culture as seen through a selection of feature films. Gen Ed Attribute: Foreign Language Culture Cluster, Italy (Italian) Culture Cluster.

ERU

ERU 199. Transfer Credits. 1-9 Credits.
Transfer Credits. Repeatable for Credit.

ERU 309. Russian Culture. 3 Credits.
(In English) An interdisciplinary course designed to acquaint students with Russian culture and life in Russia today. No knowledge of Russian required. Gen Ed Attribute: Foreign Language Culture Cluster, Interdisciplinary Requirement, Russia & Eastern Europe Culture Cluster, Writing Emphasis. Typically offered in Fall & Spring.

ERU 310. The Literature of Russia. 3 Credits.
Survey of Russian literature from its origin to the present. All works read in English. No knowledge of Russian required. Gen Ed Attribute: Foreign Language Culture Cluster, Russia & Eastern Europe Culture Cluster.

ERU 363. Russian & Soviet Film and Literature. 3 Credits.
A comparative approach to selected 20th-century Soviet and Russian works of fiction, poetry, drama, and film. No knowledge of Russian is required. Typically offered in Fall & Spring.

ESP

ESP 199. Transfer Credits. 1-9 Credits.
Transfer Credits. Typically offered in Fall, Spring & Summer. Repeatable for Credit.

ESP 300. Latin-American Culture and Civilization (In English). 3 Credits.

ESP 305. Spanish Cinema. 3 Credits.
This course will investigate the ways in which films participate in and create debates about the relationship between national identification, class, and gender. No knowledge of Spanish is required; taught in English. Culture Cluster. Gen Ed Attribute: Arts Distributive Requirement, Foreign Language Culture Cluster, Spanish Culture Cluster. Typically offered in Fall & Spring.

ESP 306. Representations of the Spanish Civil War. 3 Credits.

ESP 307. Spanish Women (1931 to Present). 3 Credits.
An examination of contributions of Spanish women to cultural movements that have shaped Spain’s national identity and history. Selections from novels, short stories, and poems. Gen Ed Attribute: Foreign Language Culture Cluster, Spanish Culture Cluster.

ESP 309. Latin America on Film. 3 Credits.
The course consists of the screening and analysis of several films dealing with Latin America. It addresses critical issues (the representation of history, the socio-economic construct, the political puzzle, ethnic diversity, racial and gender discrimination, criticism of institutions) of several Latin American countries. The films stand in strong contrast to the traditional and often stereotypical image of Latin America and Hispanics fabricated by Hollywood. Gen Ed Attribute: Arts Distributive Requirement, Diversity Requirement, Foreign Language Culture Cluster, Spanish Culture Cluster. Typically offered in Fall & Spring.

ESP 310. Latin American Narrative from the European Conquest to 1930s. 3 Credits.
This course is an overview of the literature of Latin America from the arrival of European conquerors through the early 20th century. Throughout the semester, we will focus on narratives of encounter and conquest, life in the Colonial period, early republican literatures in Spanish American Countries and life in Imperial Brazil, as well as texts from the first half of the 20th century. We will reflect on geographic ideological perspectives on “America” and “Latin America,” cultural and religious mixes (hybridism, syncretism), indigenism, and the concept of identity in regional, national, ethnic, and gender matters. Gen Ed Attribute: Foreign Language Culture Cluster, Spanish Culture Cluster. Typically offered in Fall.

ESP 311. Contemporary Latin American Narrative. 3 Credits.
An examination of Latin American narrative (short story, novella, novel, and testimonial literature). Spanish- and Portuguese-language writers from South and Central America, Mexico, and the Caribbean will be studied, from the period of magical realism (1950s and 1960s) through the present. They may include Isabel Allende, Jorge Amado, Miguel Angel Asturias, Jorge Luis Borges, Gabriel Garcia Marquez, Clarice Lispector, Elena Poniatowska, and Luis Rafael Sanchez. Gen Ed Attribute: Foreign Language Culture Cluster, Spanish Culture Cluster. Distance education offering may be available. Typically offered in Fall & Spring.

ESP 316. Latin American Avant-Gardes and Mass Media. 3 Credits.
An exploration of the groundbreaking avant-garde artistic practices and the technological innovations of mass media from the early 1900s to today in Latin America. Course studies the historical origins and transformation of concepts such as “originality,” “individuality,” and “the new” to understand how they acquired political, economic, social, and cultural value in modern Latin America. No knowledge of Spanish is required. Gen Ed Attribute: Foreign Language Culture Cluster, Interdisciplinary Requirement, Spanish Culture Cluster.
ESP 318. Speaking Spanish in the United States. 3 Credits.
A course on the different historical, social and cultural issues related to the use of Spanish in the United States alongside other languages, mainly English, including the centuries-long presence of the language, and phenomena such as bilingualism, code-switching, language shift and language death. This course is taught entirely in English.
Gen Ed Attribute: Foreign Language Culture Cluster, Spanish Culture Cluster.
Distance education offering may be available.
Typically offered in Fall & Spring.

ESP 319. Cultural Realities of Spain. 3 Credits.
A study of the origins and evolution of Spanish character, tradition, and thought as a result of its multi-cultural past and present. The interrelationship of its history and arts. The scope of its contribution to Western culture. No knowledge of Spanish is required.
Typically offered in Fall & Spring.

ESP 324. Latinos in the U.S.. 3 Credits.
An interdisciplinary examination of Latinas/Latinos in the U.S. Course examines the changing cultural, historical, political, and economic situations of several Hispanic groups, including Central Americans, Cubans, Mexicans, and Puerto Ricans.
Typically offered in Fall & Spring.

ESP 333. Latina Writing. 3 Credits.
An examination of the literary works produced by Latinas in the 20th century. The study of this literature will include a cross-cultural approach that will elucidate sociopolitical themes emerging from the texts. No knowledge of Spanish is required.
Typically offered in Fall & Spring.

ESP 334. Politics & Economics Lit Of Modern Amer. 3 Credits.
(also CLS 334) A comparative historical and literary examination of political and economic issues reflected in 20th century U.S. and Latin American literature. The study of representative texts of various genres will also elucidate issues of race, class and gender. No knowledge of Spanish is required.
Gen Ed Attribute: Foreign Language Culture Cluster, Spanish Culture Cluster.
Typically offered in Fall.

ESP 335. Latino Literatures in the US. 3 Credits.
This course examines the history of Latino groups (e.g., Mexicans, Cubans, and South Americans) in the U.S. through literary texts written by Latinos, and studies the cultural, economic, and political experiences leading to their acculturation or alienation in mainstream America.
Typically offered in Spring.
Cross listed courses CLS 335, ESP 335.

ESP 336. New World: America. 3 Credits.
The impact the discovery, conquest, and colonization of the New World had on Europe is seen through diverse sources in literature, history, the arts, and related disciplines. Topics include the trans-Atlantic exchange of ideas and cultures, indigenous religions, ethic of conquest, evangelization, cartography, colonial science, changing views of humanity, and nature. Course includes a field trip and guest lecturers.

FLG
FLG 199. Transfer Credits. 1-10 Credits.
Transfer Credits.
Repeatable for Credit.

FLG 401. Special Topics in Foreign Language. 3-6 Credits.
Topics course designed to allow for in-depth study of selected themes. Typically offered in Fall & Spring.

FRE
FRE 101. Elementary French I (Traditional). 3 Credits.
Fundamentals of French grammar, syntax, and pronunciation. All four skills (listening, speaking, reading, and writing) are taught concomitantly. Taught in French. Language laboratory work required.
Typically offered in Fall, Spring & Summer.

FRE 102. Elementary French II (Traditional). 3 Credits.
Continuation of the fundamentals of French grammar, syntax, and pronunciation. All four skills (listening, speaking, reading, and writing) are taught concomitantly. Taught in French. Language laboratory work required.
Typically offered in Fall, Spring & Summer.

FRE 201. Intermediate French I (Traditional). 3 Credits.
Development of intermediate level skills in the language, using dialogues, compositions, samples of language structure, readings, and other cultural source materials, including film, media, and the Internet. Language laboratory work is required. Taught in French. Must satisfy specified PREREQ or pass language placement exam.
Pre / Co requisites: FRE 201 requires a prerequisite of FRE 102 or language placement.
Typically offered in Fall, Spring & Summer.

FRE 202. Intermediate French II (Traditional). 3 Credits.
Continuation of the development of intermediate level skills in the language, using dialogues, compositions, samples of language structure, readings, and other cultural source materials, including film, media, and the Internet. Language laboratory work is required. Taught in French. Must satisfy specified PREREQ or pass language placement exam.
Pre / Co requisites: FRE 202 requires a prerequisite of FRE 201.
Typically offered in Fall, Spring & Summer.

FRE 302. Phonetics and Advance Oral French. 3 Credits.
Intensive practice in spoken French to develop skills in pronunciation and in listening comprehension. Introduction to French phonetics.
Typically offered in Fall.

FRE 303. Francophone Civilization. 3 Credits.
An overview of the history and culture of France and a selection of French-speaking countries around the world, including study of art, society, economic and political structures and issues. Distance education offering may be available.
Typically offered in Spring.

FRE 304. Readings in Francophone Literature. 3 Credits.
A study of French literature and culture in context through the ages, as well as an exploration of French language culture in other countries around the world.
Typically offered in Fall.

FRE 305. Advanced Grammar and Stylistics. 3 Credits.
Study of the more complex grammatical and syntactical structures of the language, with particular attention to stylistics. Practice in writing compositions on an advanced level with emphasis on correct usage. Writing emphasis course.
Gen Ed Attribute: Writing Emphasis.
Typically offered in Spring.

FRE 315. French for Oral Proficiency. 3 Credits.
Total immersion course intended for students with a functional knowledge of French. Emphasis on oral and aural communication using real-life situation to develop fluency.
Typically offered in Summer.

FRE 350. French Cinema. 3 Credits.
A study of French films as they reflect culture, language, and ideology, as well as film as art. Distance education offering may be available.
Typically offered in Fall.

FRE 401. Commercial French. 3 Credits.
A study of the French economic and business systems, and extensive practice in using forms and expressions frequently used in French business correspondence.
Typically offered in Spring.

FRE 410. French Theater to 1900. 3 Credits.
A study of the French theater from its beginnings to the 19th century in the contexts of their times. Reading and analysis of representative plays from the various periods.
Typically offered in Spring.
FRE 412. Narrative Prose. 3 Credits.
An examination of the evolution of French prose in the nouvelle, the conte, the recit and the novel from their earliest beginnings to the present.
Typically offered in Fall.

FRE 413. French Poetry. 3 Credits.
A history of French poetry and a study of its versification. Practice in the recitation of French poems and close textual analysis, and discussion of selected works.
Typically offered in Spring.

FRE 415. Modern French Literature In Context. 3 Credits.
A study of the evolution of modern literary genres, beginning with the revolts of the generation of 1900, through Dada and Surrealism and the writers of the absurd to the present.

FRE 420. Topics in French Literature. 3 Credits.
Each topics course provides an in-depth study of a significant aspect of French culture, art, or literature, its history and influences, and/or its principal exponents, creative artists, and advocates. Topics will be announced annually by the French faculty.
Typically offered in Fall & Spring.
Repeatable for Credit.

FRE 421. Topics in French Literature. 3 Credits.
Each topics course provides an in-depth study of a significant aspect of French culture, art, or literature, its history and influences, and/or its principal exponents, creative artists, and advocates. Topics will be announced annually by the French faculty.
Typically offered in Fall & Spring.
Repeatable for Credit.

FRE 422. Topics in French Literature. 3 Credits.
Each topics course provides an in-depth study of a significant aspect of French culture, art, or literature, its history and influences, and/or its principal exponents, creative artists, and advocates. Topics will be announced annually by the French faculty.
Typically offered in Fall & Spring.
Repeatable for Credit.

FRE 440. 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.

GER

GER 101. Elementary German I. 3 Credits.
Fundamentals of German grammar, syntax, and pronunciation. Introduction to German culture through easy-reading texts.
Typically offered in Fall, Spring & Summer.

GER 102. Elementary German II. 3 Credits.
Continuation of the fundamentals of German grammar, syntax, and pronunciation. Introduction to German culture through easy-reading texts. Must satisfy specified PREREQ or pass language placement exam.
Typically offered in Fall, Spring & Summer.

GER 200. Intermediate Research. 1 Credit.
Self-instructional program in one of the seldom-taught languages. The student works with an integrated text and tape program, and a tutor. Consent: Permission of the Department required to add.

GER 201. Intermediate German I. 3 Credits.
Review of grammar and syntax, and development of intermediate proficiency skills in the language. Readings in German literature as a basis for class discussion in German and practice in composition. Must satisfy specified PREREQ or pass language placement exam.
Pre / Co requires: GER 201 requires a prerequisite of GER 102.
Typically offered in Fall, Spring & Summer.

GER 202. Intermediate German II. 3 Credits.
Continuation of the review of grammar and syntax, and development of intermediate proficiency skills in the language. Readings in German literature as a basis for class discussion in German and practice in composition. Must satisfy specified PREREQ or pass language placement exam.
Pre / Co requires: GER 202 requires a prerequisite of GER 201.
Typically offered in Fall, Spring & Summer.

GER 303. Advanced German Grammar and Composition I. 3 Credits.
The more complex grammatical and syntactical structures of the language with particular attention to stylistics. Practice in writing compositions on a more advanced level with emphasis on correct usage.
Pre / Co requires: GER 303 requires prerequisite of GER 202.
Typically offered in Fall.

GER 307. Advanced Oral German. 3 Credits.
Intensive drill in the oral use of the language and phonetics to develop proficiency in listening comprehension and speaking.
Typically offered in Spring.

GER 310. Business German. 3 Credits.
For students with an interest in a business career, the course introduces trends and policies that influence German business practices, with an overview of the economy. No prior knowledge of business or economics required.
Pre / Co requires: GER 310 requires prerequisites of GER 303 or GER 307.
Typically offered in Fall.

GER 315. Developing Oral Proficiency. 3 Credits.
Specific discursive strategies will be learned and practiced, with special emphasis placed on narration and description, two essential required components of oral proficiency testing.
Pre / Co requires: GER 315 requires a prerequisite of GER 303 or GER 307.
Typically offered in Spring.

GER 322. Austrian Civilization. 3 Credits.
The study of Austrian civilization, focusing on Vienna 1848-1938. The relationship of selected cultural and intellectual developments to their political and social contexts. This course employs the perspective of many disciplines but is specifically concerned with the humanities and visual arts.
Pre / Co requires: GER 322 requires prerequisite GER 303 or GER 307.
Typically offered in Fall.

GER 325. Introduction to German Linguistics. 3 Credits.
An introduction 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, Bavarian, and Yiddish; use of the German language in an international context, in literature and in contemporary media; and, an introduction to German phonetics.
Pre / Co requires: GER 325 requires a prerequisite of GER 303 or GER 307.
Typically offered in Spring.

GER 350. German Culture: Middle Ages to 1871. 3 Credits.
A cultural history of Germany, with a focus on philosophy, literature, and the arts; middle ages to 1871.
Pre / Co requires: GER 350 requires a prerequisite of GER 303 or GER 307.

GER 351. German Culture: 20th Century German. 3 Credits.
A continuation of the cultural history of Germany with a focus on philosophy, literature, and the arts: 20th century.
Pre / Co requires: GER 351 requires prerequisite of GER 303 or GER 307.

GER 403. 20th Century Masterpieces: Kafka, Mann, Hesse. 3 Credits.
An in-depth analysis of the prose works of three major 20th-century German writers. In our close reading of these works, we shall consider such narrative techniques as point-of-view, ambiguity, and irony as well as such German intellectual and artistic contributions as Expressionism, psychoanalysis, and the Bildungsroman. Taught in conjunction with EGE 403.

GER 404. German Artists as Social Conscience. 3 Credits.
An examination of the political and social issues of contemporary Germany through an analysis of literary and cinematic texts. Discussion topics include the Holocaust, Nazism, the Second World War, the Economic Miracle, the Cold War, terrorism, the feminist and peace movements, atomic warfare, and German reunification and its aftermath. Taught in conjunction with EGE 404.
GER 405. A Survey of German Film. 3 Credits.
An analysis of German films from Expressionism to the present. We shall examine the films in terms of their political and social context and as works of art. Directors include Fritz Lang, Munau, Wiene, Fassbinder, Herzog, Schindlerf, von Trotta, and Wenders. Taught in conjunction with EGE 405.
Pre / Co requisites: GER405 requires prerequisite of any 300 level German course.
Distance education offering may be available.

GER 408. Masterpieces of German Theatre. 3 Credits.
A study of the various trends of 20th-century German drama in the Federal Republic, the former GDR, Switzerland, and Austria, with a focus on expressionism, epic theater, and documentary theater.

GER 410. Independent Studies in Language and Literature. 3 Credits.
Special topics for advanced students only. This course may be taken again for credit.
Consent: Permission of the Department required to add.
Repeatable for Credit.

GER 411. Seminar in German. 3 Credits.
Independent study and research for upper-division students. Topics announced annually by the German faculty.
Consent: Permission of the Department required to add.
Repeatable for Credit.

GER 412. Seminar in German. 3 Credits.
Independent study and research for upper-division students. Topic announced annually by the German faculty.
Consent: Permission of the Department required to add.
Repeatable for Credit.

GER 413. Impact Of Holocaust On Lit And Film. 3 Credits.
Contact department for more information about this course.

GER 420. German for Reading. 3 Credits.
Designed to help students develop the skills needed to read German scholarly writing in fields such as philosophy, history, the sciences and the arts. It is also suitable for students preparing to take a German reading test or doing archival research.
Pre / Co requisites: GER 420 requires prerequisite of GER 201 or equivalent.

HBW
HBW 101. Elementary Biblical Hebrew I. 3 Credits.
Forms, grammar, and idioms of Biblical Hebrew. Selected readings.

HBW 102. Elementary Biblical Hebrew II. 3 Credits.
Continuation of the forms, grammar, and idioms of Biblical Hebrew. Selected readings.
Pre / Co requisites: HBW 102 requires a prerequisite of HBW 101.

HBW 191. Hebrew I. 3 Credits.
Self-instructional program in one of the seldom-taught languages. The student works with an integrated text and tape program, and a tutor.
Consent: Permission of the Department required to add.

HBW 192. Hebrew II. 3 Credits.
Self-instructional program in one of the seldom-taught languages. The student works with an integrated text and tape program, and a tutor.
Consent: Permission of the Department required to add.

HBW 193. Hebrew III. 3 Credits.
Self-instructional program in one of the seldom-taught languages. The student works with an integrated text and tape program, and a tutor.
Consent: Permission of the Department required to add.

HBW 199. Transfer Credits. 1-9 Credits.
Transfer Credits.
Repeatable for Credit.

HBW 201. Intermediate Biblical Hebrew I. 3 Credits.
Readings in the prose and poetic documents of the Bible Hebraica.
Pre / Co requisites: HBW 201 requires a prerequisite of HBW 102.

HBW 202. Intermediate Biblical Hebrew II. 3 Credits.
Continuation of readings in the prose and poetic documents of the Bible Hebraica.
Pre / Co requisites: HBW 202 requires a prerequisite of HBW 201.

ITA
ITA 101. Elementary Italian I. 3 Credits.
Introduction to the structure and use of Italian, in class, homework and lab, including oral dialogues and study of culture and written texts, to develop elementary novice-level proficiency skills in the language.
Typically offered in Fall & Spring.

ITA 102. Elementary Italian II. 3 Credits.
Continuation of the introduction to the structure and use of Italian, in class, homework and lab, including oral dialogues and study of culture and written texts, to develop elementary novice-level proficiency skills in the language. Must satisfy specified PREREQ or pass language placement exam.
Pre / Co requisites: ITA 102 requires a prerequisite of ITA 101.
Typically offered in Fall & Spring.

ITA 201. Intermediate Italian I. 3 Credits.
Interactive study of Italian grammar and syntax, through oral dialogues, compositions and readings, in class, homework assignments and language labs, to develop intermediate-level proficiency skills in the language. Must satisfy specified PREREQ or pass language placement exam.
Pre / Co requisites: ITA 201 requires a prerequisite of ITA 102.
Typically offered in Fall & Spring.

ITA 202. Intermediate Italian II. 3 Credits.
Continuation of the interactive study of Italian grammar and syntax, through oral dialogues, compositions and readings, in class, homework assignments and language labs, to develop intermediate-level proficiency skills in the language. Must satisfy specified PREREQ or pass language placement exam.
Pre / Co requisites: ITA 202 requires a prerequisite of ITA 201.
Typically offered in Fall & Spring.
JYA 300. Junior Year Abroad: Billing Credits. 12 Credits.
Contact department for more information about this course.

JYA 350. Junior Year Abroad: Zero Billing. 12 Credits.
Contact department for more information about this course.

JYA 400. Senior Year Abroad (Fall Semester). 12 Credits.

JYA 450. Senior Year Abroad (Spring Semester). 12 Credits.

KOR

KOR 192. Korean II. 3 Credits.
Self-instructional program in one of the seldom-taught languages. The student works with an integrated text and tape program, and a tutor.
Consent: Permission of the Department required to add.

LAN

LAN 312. What is Empathy? Scientific and Cultural Understandings. 3 Credits.
In this interdisciplinary course we shall examine answers to this question in various eras, disciplines, and cultures. A secondary question will be: Can empathy be learned? The course will conclude with an analysis of literary and cinematic texts that deal with the role of artistic works in eliciting empathy.
Gen Ed Attribute: Interdisciplinary Requirement.

LAN 327. Introduction to Linguistics for Language. 3 Credits.
An introduction to applied linguistics structured to meet the needs of language majors and future world language teachers. Examples are drawn from the language(s) expertise of the students.
Typically offered in Spring.

LAN 382. Teaching English Language Learners PK-12. 3 Credits.
A 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, TESOL through the content areas, 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.
Gen Ed Attribute: Diversity Requirement.
Typically offered in Fall & Spring.
Cross listed courses LAN 382, ENG 382.

LAN 390. How Are Languages Learned?. 3 Credits.
This course covers the basic principles of second language acquisition (SLA), an important area of study within the larger field of applied linguistics. Students will explore current theories of how people learn a second or foreign language, critically evaluate the theories and incorporate their own experiences with second language learning. Students will be expected to read, analyze, and respond to research that presents current views on second language acquisition. The field of SLA is inherently interdisciplinary and draws on research shaped by the prominent academic disciplines of psychology, sociology, education, and linguistics. Thus, a variety of views of SLA will be discussed in the class.
Typically offered in Fall, Spring & Summer.

LAN 401. Teaching of Modern Languages: K - 12. 3 Credits.
Problems, methods, and materials of teaching second languages at all levels. Observation and participation in second-language classrooms.
Pre / Co requisites: LAN 401 requires prerequisites of LIN/ENG 230 or LAN 327 and EDS 306; completion of language courses through the advanced level.
Typically offered in Fall & Spring.

JPN

JPN 101. Elementary Japanese I. 3 Credits.
Students will study idiomatic expressions and the fundamentals of grammar. Vocabulary acquisition, writing system (hiragana and katakana) and some kanji. The relationship between language and culture will be introduced and emphasized.
Typically offered in Fall.

JPN 102. Elementary Japanese II. 3 Credits.
Develops further the understanding, speaking, reading, and writing of Japanese, and emphasizes the structure of the language. Lectures, language laboratory, oral practice, and small group work.
Typically offered in Spring.

JPN 199. Transfer Credits. 1-9 Credits.
Transfer Credits.
Repeatable for Credit.

JPN 201. Intermediate Japanese I. 3 Credits.
Course is designed to reinforce the fundamentals of the Japanese language skills introduced in the elementary level. It also aims at developing the functional ability to communicate in Japanese beyond the survival level.
Pre / Co requisites: JPN 201 requires a prerequisite of JPN 102.
Typically offered in Fall.

JPN 202. Intermediate Japanese II. 3 Credits.
Acquisition of oral skills, with the class conducted entirely in Japanese. To develop the ability to behave appropriately and effectively in Japanese culture and society. Expansion of conversational skills. The course will also help develop cultural sensitivity, which is crucial in conducting intercultural communication.
Pre / Co requisites: JPN 202 requires a prerequisite of JPN 201.
Typically offered in Spring.

JPN 301. Conversational Japanese I. 3 Credits.
A continuation of Japanese 202. Students develop increased communication skills and greater understanding of Japanese grammar. This course will assist students in improving reading, writing and understanding the Japanese language, as well as refining pronunciation and other communication skills.
Pre / Co requisites: JPN 301 requires a prerequisite of JPN 202.

JPN 302. Conversational Japanese II. 3 Credits.
Improvement of Japanese language proficiency with focus on conversation for students who have completed the first 5 semesters (or equivalent) of Japanese. A review of kanji and fundamental reading strategies in order to enhance students’ verbal skills, with conversation centered around authentic materials, including newspaper articles on relevant social or political issues, short essays, and short articles from academic texts.

ITP

ITP 301. Advanced Grammar/Composition/Conversation I. 3 Credits.
Review and mastery of Italian grammar, with special emphasis on syntactic structure and stylistics, along with intensive oral drills to develop proficiency in listening comprehension and speaking ability.
Pre / Co requisites: ITP 301 requires prerequisite of ITP 202.
Typically offered in Fall.

ITP 302. Advanced Grammar/Composition/Conversation II. 3 Credits.
Continuation of the review and mastery of Italian grammar, with special emphasis on syntactic structure and stylistics, along with intensive oral drills to develop proficiency in listening comprehension and speaking ability.
Must satisfy specified PREREQ or pass language placement exam.
Typically offered in Spring.

ITA

ITA 321. Italian Culture and Civilization. 3 Credits.
An overview of Italian geography, history, and regional cultures, along with its literary, philosophical, scientific, and artistic manifestations and contributions to the world. Must satisfy specified PREREQ or pass language placement exam.
Typically offered in Fall.

ITA 360. Italian Film. 3 Credits.
A history of Italian cinema, as seen through representative works of each period/movement. Must satisfy specified PREREQ or pass language placement exam.
Pre / Co requisites: ITA 360 requires prerequisite of ITA 202.
Typically offered in Spring.

ITA 412. Seminar II. 3 Credits.
Independent study and research for upper-division students. Topics announced annually by the Italian faculty. This course may be taken for credit. Must satisfy specified PREREQ or pass language placement exam.
Pre / Co requisites: ITA 412 requires prerequisite of ITA 301 or ITA 302.
Consent: Permission of the Department required to add.
Typically offered in Fall & Spring.
Repeatable for Credit.

LAN

LAN 301. Advanced Grammar/Composition/Conversation I. 3 Credits.
Typically offered in Fall.

LAN 302. Advanced Grammar/Composition/Conversation II. 3 Credits.
Pre / Co requisites: LAN 302 requires prerequisite of LAN 301.
Typically offered in Spring.

LAN 312. What is Empathy? Scientific and Cultural Understandings. 3 Credits.
In this interdisciplinary course we shall examine answers to this question in various eras, disciplines, and cultures. A secondary question will be: Can empathy be learned? The course will conclude with an analysis of literary and cinematic texts that deal with the role of artistic works in eliciting empathy.
Gen Ed Attribute: Interdisciplinary Requirement.

LAN 327. Introduction to Linguistics for Language. 3 Credits.
In this interdisciplinary course we shall examine answers to this question in various eras, disciplines, and cultures. A secondary question will be: Can empathy be learned? The course will conclude with an analysis of literary and cinematic texts that deal with the role of artistic works in eliciting empathy.
Gen Ed Attribute: Interdisciplinary Requirement.

LAN 382. Teaching English Language Learners PK-12. 3 Credits.
A 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, TESOL through the content areas, 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.
Gen Ed Attribute: Diversity Requirement.
Typically offered in Fall & Spring.
Cross listed courses LAN 382, ENG 382.

LAN 390. How Are Languages Learned?. 3 Credits.
This course covers the basic principles of second language acquisition (SLA), an important area of study within the larger field of applied linguistics. Students will explore current theories of how people learn a second or foreign language, critically evaluate the theories and incorporate their own experiences with second language learning. Students will be expected to read, analyze, and respond to research that presents current views on second language acquisition. The field of SLA is inherently interdisciplinary and draws on research shaped by the prominent academic disciplines of psychology, sociology, education, and linguistics. Thus, a variety of views of SLA will be discussed in the class.
Typically offered in Fall, Spring & Summer.

LAN 401. Teaching of Modern Languages: K - 12. 3 Credits.
Problems, methods, and materials of teaching second languages at all levels. Observation and participation in second-language classrooms.
Pre / Co requisites: LAN 401 requires prerequisites of LIN/ENG 230 or LAN 327 and EDS 306; completion of language courses through the advanced level.
Typically offered in Fall & Spring.

JYA

JYA 300. Junior Year Abroad: Billing Credits. 12 Credits.
Contact department for more information about this course.

JYA 350. Junior Year Abroad: Zero Billing. 12 Credits.
Contact department for more information about this course.

JYA 400. Senior Year Abroad (Fall Semester). 12 Credits.

JYA 450. Senior Year Abroad (Spring Semester). 12 Credits.

KOR

KOR 192. Korean II. 3 Credits.
Self-instructional program in one of the seldom-taught languages. The student works with an integrated text and tape program, and a tutor.
Consent: Permission of the Department required to add.
LAN 403. Second Languages in the Elementary School. 3 Credits.
Techniques and materials used in teaching second languages in the elementary school.
Practice in the application of these techniques and observation of language classes.

LAN 411. Topical Seminar. 3 Credits.
Specialized studies in language and the teaching of foreign languages.
Repeatable for Credit.

LAN 425. Internship in Foreign Languages. 3-18 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.
Repeatable for Credit.

LAT

LAT 101. Elementary Latin I. 3 Credits.
Forms, syntax, and idioms of classical Latin. Selected readings.
Typically offered in Fall & Spring.

LAT 102. Elementary Latin II. 3 Credits.
Forms, syntax, and idioms of classical Latin. Selected readings.
Pre / Co requisites: LAT 102 requires a prerequisite of LAT 101.
Typically offered in Fall & Spring.

LAT 201. Cicero. 3 Credits.
Selections from the orations, letters, and essays.
Pre / Co requisites: LAT 201 requires a prerequisite of LAT 101 and LAT 102.
Typically offered in Spring.

LAT 202. Vergil. 3 Credits.
Reading and analysis of celebrated portions of the Aeneid. The nature of Latin epic poetry.
Pre / Co requisites: LAT 202 requires a prerequisite of LAT 201.
Typically offered in Fall.

LAT 301. Teaching of Latin. 3 Credits.
Introduction to the problems, methods, and materials in the teaching of Latin.
Pre / Co requisites: LAT 301 requires prerequisite of LAT 202.

LAT 302. The Latin Lyric Poets. 3 Credits.
Latin lyric poetry through readings in Catullus, Carmina, Horace’s Odes and Epodes. Practice in
the composition of lyric poetry.

LAT 303. Advanced Latin Prose Composition. 3 Credits.
Required of Latin majors; open to other students accepted by the instructor. The complex
syntactical structures of Latin of classical style. Translations of English into classical Latin.

LAT 304. The Latin Elegiac Poets. 3 Credits.
Latin elegiac poetry through readings in Ovid, Tibullus, Lygdamus, Sulpicia, and Propertius.
Practice in the composition of elegiac poetry.
Pre / Co requisites: LAT 304 requires a prerequisite of LAT 202.

LAT 305. Reading Course in Latin. 3 Credits.
Open to Latin majors only. Area and content to be determined by the student’s needs.
Pre / Co requisites: LAT 305 requires prerequisite of LAT 202.
Repeatable for Credit.

LAT 306. Roman Historians. 3 Credits.
Introduction to Roman historiography. Readings in Livy, Sallust, and Tacitus.

LAT 401. Roman Drama. 3 Credits.
Origins and development of Roman drama. Selected plays of Plautus, Terence, and Seneca.

LAT 402. Roman Philosophy. 3 Credits.
Introduction to Greek and Roman philosophy. Readings in Cicero, Tusculan Disputations, and
Lucretius, De Rerum Natura.
Typically offered in Fall & Spring.

LAT 403. Roman Satire. 3 Credits.
Origins and development of Roman satire. Readings in Horace, Persius, and Juvenal.
Pre / Co requisites: LAT 403 requires prerequisite of LAT 202.

LAT 404. The Latin Novel. 3 Credits.
Readings in Petronius, Satyricon, and Apuleius, The Golden Ass. Lectures and discussions of the
emergence of the novel as a literary form.

LAT 405. Medieval Latin. 3 Credits.
Prose and poetry from the fourth to the 17th centuries.

LAT 406. Latin Tutorial Course. 3 Credits.
Required of majors in Latin or Classics; open to other students accepted by the instructor.
Introduction to the history of the alphabet; principles of historical and comparative linguistics,
especially as applied to Greek and Latin; and history of the Latin language as seen in ancient
authors and inscriptions.

LAT 410. Independent Studies in Language and Literature. 3 Credits.
Special topics for advanced students only.
Pre / Co requisites: LAT 410 requires a prerequisite of LAT 202.
Consent: Permission of the Department required to add.
Repeatable for Credit.

LNC

LNC 368. Comparative Cultural Studies. 3 Credits.
This course examines the dynamic processes by which our direct interaction with local and
non-local cultural products (language modality, textual interpretation, performative modes
and other representational systems) influences how we as participants see and understand
diversity and our role in it. Taught in English.
Typically offered in Fall.

PLP

PLP 191. Tagalog I. 3 Credits.
Self-instructional program in one of the seldom-taught languages. The student works with an
integrated text and tape program, and a tutor.
Consent: Permission of the Department required to add.

POL

POL 199. Transfer Credits. 1-9 Credits.
Transfer Credits.
Repeatable for Credit.

POR

POR 101. Elementary Portuguese I. 3 Credits.
Fundamentals of Portuguese grammar, syntax, and pronunciation. Introduction to Brazilian
heritage and culture through graded reading selections.
Typically offered in Fall.

POR 102. Elementary Portuguese II. 3 Credits.
Fundamentals of Portuguese grammar, syntax, and pronunciation. Introduction to Brazilian
heritage and culture through graded reading selections.
Pre / Co requisites: POR 102 requires a prerequisite of POR 101.
Typically offered in Spring.

POR 199. Transfer Credits. 1-9 Credits.
Transfer Credits.
Repeatable for Credit.

POR 201. Intermediate Portuguese I. 3 Credits.
Review and continuation of basic Portuguese with emphasis on vocabulary expansion and
and cultural insights through increased reading. Introduction to selected Portuguese and Brazilian
authors.
Pre / Co requisites: POR 201 requires a prerequisite of POR 102.
Typically offered in Fall.

RUS

RUS 101. Elementary Russian I. 3 Credits.
Fundamentals of Russian language. Intensive practice in speaking, listening, reading, and
writing to develop novice-level communication skills. Introduction to Russian culture through
film and multimedia. No previous knowledge of Russian is required.
Typically offered in Fall & Spring.
RUS 102. Elementary Russian II. 3 Credits.
Continuation of the fundamentals of Russian language. Intensive practice in speaking, listening, reading, and writing to develop novice-level communication skills. Introduction to Russian culture through film and multimedia. Must satisfy specified PREREQ or pass language placement exam.
Pre / Co requisites: RUS 102 requires a prerequisite of RUS 101.
Typically offered in Fall & Spring.

RUS 103. Intensive Elementary Russian I-II. 6 Credits.
Fundamentals of Russian language. Intensive practice in speaking, listening, reading, and writing to develop basic communication skills. This accelerated course meets five days per week and completes the 101-102 elementary sequence in a single semester. Introduction to Russian culture through film and multimedia. No previous knowledge of Russian is required. Typically offered in Fall & Spring.

RUS 201. Intermediate Russian I. 3 Credits.
Review and refinement of communicative skills through the continuing study of grammatical structures and vocabulary expansion to develop intermediate-level proficiency skills. Composition and conversation based on writings of intermediate difficulty and film sources. Continuing study of Russian culture through film and multimedia. Must satisfy specified PREREQ or pass language placement exam.
Pre / Co requisites: RUS 201 requires a prerequisite of RUS 102 or RUS 103.
Typically offered in Fall.

RUS 202. Intermediate Russian II. 3 Credits.
Continuation of the review and refinement of communicative skills through the continuing study of grammatical structures and vocabulary expansion to develop intermediate-level proficiency skills. Composition and conversation based on writings of intermediate difficulty and film sources. Continuing study of Russian culture through film and multimedia. Must satisfy specified PREREQ or pass language placement exam.
Pre / Co requisites: RUS 203 requires prerequisites of RUS 102 or RUS 103.

RUS 301. Advanced Grammar and Composition I. 3 Credits.
The more complex grammatical and syntactical structures of the language, with particular attention to stylistics. Practice in writing compositions on a more advanced level, with emphasis on current usage. Russian culture through readings in the original. Must satisfy specified PREREQ or pass language placement exam.
Pre / Co requisites: RUS 301 requires prerequisites of RUS 202 or RUS 203.
Typically offered in Fall.

RUS 302. Advanced Grammar and Composition II. 3 Credits.
Further development of the more complex grammatical and syntactical structures of the language, with particular attention to stylistics. Practice in writing compositions on a more advanced level, with emphasis on current usage. Russian culture through readings in the original. Must satisfy specified PREREQ or pass language placement exam.
Pre / Co requisites: RUS 302 requires a prerequisite of RUS 202 or RUS 203.
Typically offered in Spring.

RUS 303. Advanced Readings in Russian Literature. 3 Credits.
Russian literature in the original is read and analyzed. Russian culture through authentic readings.
Pre / Co requisites: RUS 303 requires a prerequisite of RUS 202 or RUS 203.
Typically offered in Fall.

RUS 305. Russian Civilization I. 3 Credits.
(In Russian) A study of the cultural, philosophical, religious, political, and artistic contributions of Russia.
Pre / Co requisites: RUS 305 requires a prerequisite of RUS 202 or RUS 203.

RUS 401. The Russian Novel. 3 Credits.
The Russian novel and literary trends of the 19th and 20th centuries.
Pre / Co requisites: RUS 401 requires a prerequisite of RUS 301 or RUS 302.
Typically offered in Fall.

RUS 402. The Russian Drama. 3 Credits.
Work with theatrical texts in the original to build oral proficiency. Works of the major dramatists of the 19th and 20th centuries.
Pre / Co requisites: RUS 402 requires a prerequisite of RUS 301 or RUS 302.
Typically offered in Spring.

RUS 403. Russian Poetry of the 20th Century. 3 Credits.
A study of the principal Russian poets of the 20th century. Use of poetry reading to refine pronunciation.
Pre / Co requisites: RUS 403 requires a prerequisite of RUS 301 or RUS 302.

RUS 407. Advanced Oral Russian I. 3 Credits.
Active work in the oral use of language and phonetics to develop proficiency in listening comprehension and speaking in real life situations. Work with contemporary Russian film and music resources.
Pre / Co requisites: RUS 407 requires a prerequisite of RUS 301 or RUS 302.
Typically offered in Fall.

RUS 408. Advanced Oral Russian II. 3 Credits.
Active work in the oral use of language and phonetics to develop proficiency in listening comprehension and speaking in real life situations. Work with contemporary Russian film and music resources.
Pre / Co requisites: RUS 408 requires a prerequisite of RUS 301 or RUS 302.
Typically offered in Spring.

RUS 410. Independent Studies in Russian Language. 3 Credits.
Special topics for advanced students only.
Consent: Permission of the Department required to add.
Repeatable for Credit.

RUS 411. Seminar in Russian. 3 Credits.
Independent study and research for upper-division students. Topics announced annually by the Russian faculty.
Consent: Permission of the Department required to add.
Repeatable for Credit.

RUS 412. Seminar in Russian. 3 Credits.
Independent study and research for upper-division students. Topics announced annually by the Russian faculty.
Consent: Permission of the Department required to add.
Repeatable for Credit.

SPA 101. Elementary Spanish I. 3 Credits.
Fundamentals of Spanish geared to facilitate the development of functional proficiency at the novice level in listening, speaking, reading, and writing skills. Introduction to Spanish and Latin American culture through readings and discussion.
Typically offered in Fall, Spring & Summer.

SPA 102. Elementary Spanish II. 3 Credits.
Continuation of the fundamentals of Spanish geared to facilitate the development of functional proficiency at the novice level in listening, speaking, reading, and writing skills. Introduction to Spanish and Latin American culture through readings and discussion.
Must satisfy specified PREREQ or pass language placement exam.
Pre / Co requisites: SPA 102 requires a prerequisite of SPA 101.
Typically offered in Fall, Spring & Summer.

SPA 118. Spanish for Professional Development. 3 Credits.
Lower-level topics course with the content varying in response to the instructional focus, which ranges from "Doing Business in Latin America" to "Spanish for Hospital Nurses," among other topics. The specific instruction covered in the course is designed to address and meet the language and cultural needs and provide continuing education venues for area professionals.

SPA 201. Intermediate Spanish I. 3 Credits.
Spanish with an emphasis on proficiency development at the intermediate level. Elements of grammar and pronunciation are introduced in class and via laboratory work. Literary and journalistic readings are utilized as a basis for writing assignments and class discussions in Spanish. Must satisfy specified PREREQ or pass language placement exam.
Pre / Co requisites: SPA 201 requires prerequisite of SPA 102.
Typically offered in Fall, Spring & Summer.
SPA 202. Intermediate Spanish II. 3 Credits.
Continuation of Spanish with an emphasis on proficiency development at the intermediate level. Elements of grammar and pronunciation are introduced in class and via laboratory work. Literary and journalistic readings are utilized as a basis for writing assignments and class discussions in Spanish. Must satisfy specified PREREQ or pass language placement exam. Pre / Co requisites: SPA 202 requires a prerequisite of SPA 201. Typically offered in Fall, Spring & Summer.

SPA 301. Advanced Spanish Grammar and Conversation I. 3 Credits.
Review and mastery of Spanish grammar, with special emphasis on sentence structures and stylistics, along with intensive interaction to develop proficiency in listening comprehension and speaking ability. SPA 301 can be taken simultaneously with SPA 302. Must satisfy specified PREREQ or pass language placement exam. Pre / Co requisites: SPA 301 requires a prerequisite of SPA 202 or SPA 250. Distance education offering may be available. Typically offered in Fall, Spring & Summer.

SPA 302. Advanced Spanish Grammar and Conversation II. 3 Credits.
Additional review and mastery of Spanish grammar, with special emphasis on sentence structures and stylistics, along with intensive interaction to develop proficiency in listening comprehension and speaking ability. SPA 302 can be taken simultaneously with SPA 301. Must satisfy specified PREREQ or pass language placement exam. Pre / Co requisites: SPA 302 requires prerequisites of SPA 202 or SPA 250. Typically offered in Fall, Spring & Summer.

SPA 304. Spanish Language Topics in the Community. 3 Credits.
Spanish for the professional in fields such as social work, immigration, criminal justice, law, and medicine. Emphasis on oral communication in specific, real-life situations. Some interpretation, translation, and writing or professional documents. Pre / Co requisites: SPA 304 requires prerequisites of SPA 301 and SPA 302.

SPA 310. Business Topics in Spanish. 3 Credits.

SPA 313. Latin America on Film. 3 Credits.
This course consists of the analysis of several films about Latin America that address critical issues (history, politics, economy, religion, ethnic diversity, racial and gender discrimination) necessary to understand and appreciate Latin American culture. Pre / Co requisites: SPA 313 requires prerequisites of SPA 301 and SPA 302. Gen Ed Attribute: Arts Distributive Requirement, Diversity Requirement. Typically offered in Fall & Spring.

SPA 315. Advanced Readings in Spanish. 3 Credits.
Introductory readings of Spanish and Spanish-American works from a variety of sources, including literary texts. Special attention to improvement of grammar, and oral and written expression. Pre / Co requisites: SPA 315 requires prerequisites of SPA 301 and SPA 302. Typically offered in Fall & Spring.

SPA 320. Cultures of Spain. 3 Credits.

SPA 321. Cultures of Spanish America. 3 Credits.

SPA 329. Exiles, Land, Language and Love in Medieval and Early Modern Spain. 3 Credits.
This course covers literary works from the ninth to the seventeenth century by focusing on the concept of exile in Spain, and introduces students to the multi-cultural artistic production of the Iberian Peninsula within the context of major historical and cultural events. Pre / Co requisites: SPA 329 requires prerequisite SPA 330 or SPA 331.

SPA 330. Spanish Narrative. 3 Credits.
Representative selections of Spanish literature from its medieval beginning to the present. Focus will be on a variety of genres that highlight the interplay of language and context to understand dominant themes and concerns of a global era. Pre / Co requisites: SPA 330 requires prerequisite of SPA 315. Typically offered in Fall.

SPA 331. Spanish-American Narrative. 3 Credits.
Representative selections of Spanish-American literature from 1492 to the present. Focus will be on the interplay of culture, society, colonial and post-colonial politics on Spanish-American literary expression. Pre / Co requisites: SPA 331 requires prerequisite of SPA 315. Typically offered in Spring.

SPA 340. Study of Bilingualism: An Introduction. 3 Credits.
The course focuses on the bilingual situation in the U.S., in Latin America, and in Spain. Topics include the linguistic development of bilingual speakers, linguistic aspects such as the case of pidgin and Creole languages, the definition “Spanglish,” and the sociopolitical aspects such as linguistic loyalty, linguistic politics and planning, and attitudes toward bilingualism. Taught in Spanish. Pre / Co requisites: SPA 340 requires prerequisite LIN 230 or LAN 327 and SPA 302.

SPA 353. Introduction to the Study of Language: Spanish. 3 Credits.
A study of different aspects of languages, the structure of their sounds, how words are organized, their meanings, how languages are acquired, and how they are used in society. This course is conducted entirely in Spanish, although examples from other languages and their speakers will also be addressed. Pre / Co requisites: SPA 353 requires prerequisite: LIN 230 or LAN 327 and SPA 302.

SPA 365. Spanish Phonetics. 3 Credits.

SPA 370. History of the Spanish Language. 3 Credits.
Introduction to the history of the Spanish language to study its evolution and fundamental basics of research in the history of a language using primary sources to understand the mechanics involved in language change and the social and cultural evolution of the communities that use the language. Pre / Co requisites: SPA 370 requires prerequisites of LIN 230 or LAN 327 and SPA 302.

SPA 375. Spanish for Heritage Speakers. 3 Credits.
This course is for students who learned Spanish in a non academic setting. The goal of this course is to develop, challenge, and broaden the command of the four linguistic skills (listening, speaking, reading and writing) to make students aware of cultural differences in the Spanish speaking world. Upon the successful completion of this course, students will have enhanced their receptive (listening and reading) and productive (writing and speaking) performance. Pre / Co requisites: SPA 375 requires prerequisite SPA 302.

SPA 401. Spanish Literature of the Golden Age. 3 Credits.

SPA 402. Spanish Comedia of the Golden Age. 3 Credits.

SPA 404. Cervantes. 3 Credits.
Study of Don Quijote and Cervantes’ contributions to world literature. Pre / Co requisites: SPA 404 requires prerequisite of SPA 330.

SPA 405. Modern Hispanic Literature (18-19th C.). 3 Credits.
Spanish and Spanish-American thought, literature, and culture as revealed in outstanding works from the neo-Classical period to the end of the 19th century. Pre / Co requisites: SPA 405 requires prerequisite of SPA 330 or SPA 331.

SPA 407. Contemporary Spain. 3 Credits.
Contemporary Spain studied in a European context. Film, literature, and electronic media used to elucidate cultural, political, and social connections. Pre / Co requisites: SPA 407 requires prerequisite of SPA 320 and 330. Distance education offering may be available.
### B.A. IN LANGUAGES AND CULTURES - FRENCH CONCENTRATION

#### Curriculum

<table>
<thead>
<tr>
<th>General Education Requirements</th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Composition</td>
<td>6</td>
</tr>
<tr>
<td>Mathematics requirement</td>
<td>3</td>
</tr>
<tr>
<td>Public Speaking requirement</td>
<td>3</td>
</tr>
<tr>
<td>Science requirements</td>
<td>6</td>
</tr>
<tr>
<td>Behavioral &amp; Social Science requirements</td>
<td>6</td>
</tr>
<tr>
<td>Humanities requirements</td>
<td>6</td>
</tr>
</tbody>
</table>

#### Sample Course Plan

To track their individual degree progress, students are advised to access their Degree Progress Report (DPR) via myWCU regularly. For more information, visit wcupa.edu/DegreeProgressReport.
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>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Year One</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Semester One</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>WRT 120</td>
<td>Effective Writing I</td>
<td>3</td>
</tr>
<tr>
<td>Ged Ed Distributive</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Ged Ed Distributive</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>FRE 102</td>
<td>Elementary French II (Traditional)</td>
<td>3</td>
</tr>
<tr>
<td>MAT ____</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td><strong>Credits</strong></td>
<td></td>
<td><strong>15</strong></td>
</tr>
<tr>
<td><strong>Semester Two</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>WRT 2 ____</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Ged Ed Distributive</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>SPK ____</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Diversity</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>FRE 201</td>
<td>Intermediate French I (Traditional)</td>
<td>3</td>
</tr>
<tr>
<td><strong>Credits</strong></td>
<td></td>
<td><strong>15</strong></td>
</tr>
<tr>
<td><strong>Year Two</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Semester Three</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ged Ed Distributive</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Ged Ed Distributive</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Interdisciplinary</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>FRE 202</td>
<td>Intermediate French II (Traditional)</td>
<td>3</td>
</tr>
<tr>
<td>Second Language 101</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td><strong>Credits</strong></td>
<td></td>
<td><strong>15</strong></td>
</tr>
<tr>
<td><strong>Semester Four</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ged Ed Distributive</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>LAN 327</td>
<td>Introduction to Linguistics for Language</td>
<td>3</td>
</tr>
<tr>
<td>FRE 302</td>
<td>Phonetics and Advance Oral French</td>
<td>3</td>
</tr>
<tr>
<td>or FRE 315</td>
<td>or French for Oral Proficiency</td>
<td></td>
</tr>
<tr>
<td>Second Language 102</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Writing Emphasis</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td><strong>Credits</strong></td>
<td></td>
<td><strong>15</strong></td>
</tr>
<tr>
<td><strong>Year Three</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Semester Five</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ged Ed Distributive</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>LNC 368</td>
<td>Comparative Cultural Studies</td>
<td>3</td>
</tr>
<tr>
<td>FRE 305</td>
<td>Advanced Grammar and Stylistics</td>
<td>3</td>
</tr>
<tr>
<td>Second Language 201</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Writing Emphasis</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td><strong>Credits</strong></td>
<td></td>
<td><strong>15</strong></td>
</tr>
<tr>
<td><strong>Semester Six</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>FRE 304</td>
<td>Readings in Francophone Literature</td>
<td>3</td>
</tr>
<tr>
<td>Second Language 202</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Writing Emphasis</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Elective</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Elective</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td><strong>Credits</strong></td>
<td></td>
<td><strong>15</strong></td>
</tr>
<tr>
<td><strong>Year Four</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Semester Seven</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>FRE 303</td>
<td>Francophone Civilization</td>
<td>3</td>
</tr>
<tr>
<td>or FRE 350</td>
<td>or French Cinema</td>
<td></td>
</tr>
<tr>
<td>FRE 422</td>
<td>Topics in French Literature</td>
<td>3</td>
</tr>
</tbody>
</table>

Elective | 3
Elective | 3
Elective | 3
**Credits** | **15**

**Semester Eight**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>FRE 401</td>
<td>Commercial French</td>
<td>3</td>
</tr>
<tr>
<td>Elective</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Elective</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Elective</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td><strong>Credits</strong></td>
<td></td>
<td><strong>15</strong></td>
</tr>
</tbody>
</table>

**Total Credits** | **120**

---

**B.A. IN LANGUAGES AND CULTURES - GERMAN CONCENTRATION**

**College of Arts and Humanities**

**Curriculum**

**General Education Requirements** ([http://catalog.wcupa.edu/undergraduate/general-education-requirements](http://catalog.wcupa.edu/undergraduate/general-education-requirements))

- English Composition requirements | 6
- Mathematics requirement | 3
- Public Speaking requirement | 3
- Science requirements | 6
- Behavioral & Social Science requirements | 6
- Humanities requirements | 6
- Arts requirement | 3
- Diverse Communities requirement | 3
- Interdisciplinary requirement | 3
- Student Electives | 9
- Writing Emphasis requirements | 9

**Major Language Courses**

**Tier 1: Language Skills**

- GER 102 | Elementary German II | 3
- GER 201 | Intermediate German I | 3
- GER 202 | Intermediate German II | 3

**Tier 2: Proficiency**

- GER 303 | Advanced German Grammar and Composition I | 3
- GER 307 | Advanced Oral German | 3
- or GER 315 | Developing Oral Proficiency | |

**Tier 3: Competency Content**

Select one course from each of the following groups:

<table>
<thead>
<tr>
<th>Literary Analysis</th>
<th></th>
<th>9</th>
</tr>
</thead>
<tbody>
<tr>
<td>GER 322</td>
<td>Austrian Civilization</td>
<td></td>
</tr>
<tr>
<td>GER 350</td>
<td>German Culture: Middle Ages to 1871</td>
<td></td>
</tr>
<tr>
<td>GER 351</td>
<td>German Culture: 20th Century German</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Cultural Analysis</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>GER 322</td>
<td>Austrian Civilization</td>
<td></td>
</tr>
<tr>
<td>GER 350</td>
<td>German Culture: Middle Ages to 1871</td>
<td></td>
</tr>
<tr>
<td>GER 351</td>
<td>German Culture: 20th Century German</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Language and Linguistics</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>GER 310</td>
<td>Business German</td>
<td></td>
</tr>
<tr>
<td>GER 411</td>
<td>Seminar in German</td>
<td></td>
</tr>
</tbody>
</table>

**Tier 4**

Select two courses in cultural, film, or literary studies:

- GER 403 | 20th Century Masterpieces: Kafka, Mann, Hesse | |
- GER 404 | German Artists as Social Conscience | |
GER 405  A Survey of German Film
GER 408  Masterpieces of German Theatre
GER 410  Independent Studies in Language and Literature
GER 412  Seminar in German
GER 413  Impact Of Holocaust On Lit And Film

Second Language
Demonstration of proficiency in a second language through the Intermediate II level, by placement testing or coursework through 202 (credit by examination and/or CLEP permitted).

Connections: Common to all languages
LAN 327  Introduction to Linguistics for Language 1 3
LNC 368  Comparative Cultural Studies 3

Immersion Experience 2
Immersion study and/or internship work experience is an essential component of the B.A.L.C. curriculum. Languages and cultures are inextricably entwined. The goal of the immersion experience, which is a requirement of graduation, is to enable students to apply linguistic and cultural knowledge in an authentic social context, and for them to experience the challenges and the gratification of living in another culture.

Electives
The number of hours available depends on the student’s level of second language proficiency. The student may choose to apply some of these to additional advanced courses in the major area or to continue second or third language study.

Total Minimum Credits Required 120

1  For French, German, and Spanish majors; FRE 101, GER 101, and SPA 101 - SPA 201 may only fulfill general education student elective requirements, and/or overall graduation credits. These courses will not fulfill their respective major requirements.

2  Minimum grade of C required in all courses.

3  LIN 230/ENG 230 may substitute.

4  See the department chairperson and student handbook for options.

Sample Course Plan
To track their individual degree progress, students are advised to access their Degree Progress Report (DPR) via myWCU regularly. For more information, visit wcupa.edu/DegreeProgressReport.

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>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year One</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Semester One</td>
<td></td>
<td></td>
</tr>
<tr>
<td>WRT 120</td>
<td>Effective Writing I</td>
<td>3</td>
</tr>
<tr>
<td>Ged Ed Distributive</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Ged Ed Distributive</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>GER 102</td>
<td>Elementary German II</td>
<td>3</td>
</tr>
<tr>
<td>MAT ____</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td><strong>Credits</strong></td>
<td></td>
<td><strong>15</strong></td>
</tr>
<tr>
<td>Semester Two</td>
<td></td>
<td></td>
</tr>
<tr>
<td>WRT ____</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Ged Ed Distributive</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>SPK ____</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Diversity</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>GER 201</td>
<td>Intermediate German I</td>
<td>3</td>
</tr>
<tr>
<td><strong>Credits</strong></td>
<td></td>
<td><strong>15</strong></td>
</tr>
</tbody>
</table>

Year Two

| Semester Three | | |
| Ged Ed Distributive | | 3 |
| Ged Ed Distributive | | 3 |
| Interdisciplinary Course | | 3 |
| GER 202 | Intermediate German II | 3 |
| **Second Language 101** | | **3** |
| **Credits** | | **15** |

| Semester Four | | |
| Ged Ed Distributive | | 3 |
| LAN 327 | Introduction to Linguistics for Language | 3 |
| GER 303 | Advanced German Grammar and Composition I | 3 |
| **Second Language 102** | | **3** |
| Writing Emphasis Course | | 3 |
| **Credits** | | **15** |

Year Three

| Semester Five | | |
| Ged Ed Distributive | | 3 |
| LNC 368 | Comparative Cultural Studies | 3 |
| GER 307 | Advanced Oral German | 3 |
| or | Developing Oral Proficiency | 3 |
| GER 315 | | |
| **Second Language 201** | | **3** |
| Writing Emphasis Course | | 3 |
| **Credits** | | **15** |

| Semester Six | | |
| GER 322 | Austrian Civilization | 3 |
| or | German Culture: Middle Ages to 1871 | 3 |
| GER 350 | German Culture: 20th Century | 3 |
| GER 351 | German | 3 |
| **Second Language 202** | | **3** |
| Writing Emphasis Course | | 3 |
| Elective | | 3 |
| Elective | | 3 |
| Elective | | 3 |
| **Credits** | | **15** |

Year Four

| Semester Seven | | |
| GER 322 | Austrian Civilization | 3 |
| or | German Culture: Middle Ages to 1871 | 3 |
| GER 350 | German Culture: 20th Century | 3 |
| GER 351 | German | 3 |
| GER 310 | Business German | 3 |
| or | Introduction to German Linguistics | 3 |
| GER 325 | Seminar in German | 3 |
| GER 411 | | |
| Elective | | 3 |
| Elective | | 3 |
| Elective | | 3 |
| **Credits** | | **15** |

| Semester Eight | | |
| GER ____ | | 3 |
| GER ____ | | 3 |
| Elective | | 3 |
| Elective | | 3 |
| Elective | | 3 |
B.A. IN LANGUAGES AND CULTURES - RUSSIAN CONCENTRATION

Curriculum

General Education Requirements (http://catalog.wcupa.edu/undergraduate/general-education-requirements)

<table>
<thead>
<tr>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Composition requirements</td>
<td>6</td>
</tr>
<tr>
<td>Mathematics requirement</td>
<td>3</td>
</tr>
<tr>
<td>Public Speaking requirement</td>
<td>3</td>
</tr>
<tr>
<td>Science requirements</td>
<td>6</td>
</tr>
<tr>
<td>Behavioral &amp; Social Science requirements</td>
<td>6</td>
</tr>
<tr>
<td>Humanities requirements</td>
<td>6</td>
</tr>
<tr>
<td>Arts requirement</td>
<td>3</td>
</tr>
<tr>
<td>Diverse Communities requirement</td>
<td>3</td>
</tr>
<tr>
<td>Interdisciplinary requirement</td>
<td>3</td>
</tr>
<tr>
<td>Student Electives</td>
<td>9</td>
</tr>
<tr>
<td>Writing Emphasis requirements</td>
<td>9</td>
</tr>
</tbody>
</table>

Major Language Courses

Tier 1: Language Skills

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>RUS 101</td>
<td>Elementary Russian I</td>
<td>3</td>
</tr>
<tr>
<td>RUS 102</td>
<td>Elementary Russian II</td>
<td>3</td>
</tr>
<tr>
<td>RUS 201</td>
<td>Intermediate Russian I</td>
<td>3</td>
</tr>
<tr>
<td>RUS 202</td>
<td>Intermediate Russian II</td>
<td>3</td>
</tr>
</tbody>
</table>

Tier 2: Proficiency

Select one of the following options: 6

<table>
<thead>
<tr>
<th>Option</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Option 1</td>
<td>RUS 301 Advanced Grammar and Composition I</td>
<td></td>
</tr>
<tr>
<td></td>
<td>RUS 407 Advanced Oral Russian I</td>
<td></td>
</tr>
<tr>
<td>Option 2</td>
<td>RUS 302 Advanced Grammar and Composition II</td>
<td></td>
</tr>
<tr>
<td></td>
<td>RUS 408 Advanced Oral Russian II</td>
<td></td>
</tr>
</tbody>
</table>

Tier 3: Competency Content

Select one course from each of the following groups: 9

<table>
<thead>
<tr>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Literary Analysis</td>
<td></td>
</tr>
<tr>
<td>RUS 303 Advanced Readings in Russian Literature</td>
<td></td>
</tr>
<tr>
<td>Cultural Analysis</td>
<td></td>
</tr>
<tr>
<td>RUS 305 Russian Civilization I</td>
<td></td>
</tr>
<tr>
<td>Language and Linguistics</td>
<td></td>
</tr>
<tr>
<td>RUS 412 Seminar in Russian</td>
<td></td>
</tr>
</tbody>
</table>

Tier 4

Select one course in cultural, film, or literary studies: 3

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>RUS 401</td>
<td>The Russian Novel</td>
<td></td>
</tr>
<tr>
<td>RUS 402</td>
<td>The Russian Drama</td>
<td></td>
</tr>
<tr>
<td>RUS 403</td>
<td>Russian Poetry of the 20th Century</td>
<td></td>
</tr>
<tr>
<td>RUS 410</td>
<td>Independent Studies in Russian Language</td>
<td></td>
</tr>
<tr>
<td>RUS 411</td>
<td>Seminar in Russian</td>
<td></td>
</tr>
</tbody>
</table>

Second Language Requirement

Demonstration of proficiency in a second language through the Intermediate II level, by placement testing or course work through 202 (credit by examination and/or CLEP permitted).

Connections: common to all languages

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>LAN 327</td>
<td>Introduction to Linguistics for Language</td>
<td>3</td>
</tr>
</tbody>
</table>
Second Language 102  
Writing Emphasis  

Credits 12

**Year Three**

**Semester Five**

Ged Ed Distributive 3

LNC 368 Comparative Cultural Studies 3

RUS 301 Advanced Grammar and Composition I 3  
or RUS 407

Second Language 201 3

Writing Emphasis 3

Credits 15

**Semester Six**

RUS 302 Advanced Grammar and Composition II 3  
(or Advanced Oral Russian II)

Second Language 202 3

Writing Emphasis 3

Elective 3

Elective 3

Credits 15

**Year Four**

**Semester Seven**

RUS 303 Advanced Readings in Russian Literature 3

RUS 305 Russian Civilization I 3

Elective 3

Elective 3

Elective 3

Credits 15

**Semester Eight**

RUS 412 Seminar in Russian 3

RUS 408 3

Elective 3

Elective 3

Elective 3

Credits 15

**Total Credits** 117

### B.A. IN LANGUAGES AND CULTURES - SPANISH CONCENTRATION

**College of Arts and Humanities**

#### Curriculum

**General Education Requirements** ([link](http://catalog.wcupa.edu/undergraduate/general-education-requirements))

- English Composition requirements 6
- Mathematics requirement 3
- Public Speaking requirement 3
- Science requirements 6
- Behavioral & Social Science requirements 6
- Humanities requirements 6
- Arts requirement 3
- Diverse Communities requirement 3
- Interdisciplinary requirement 3
- Student Electives 9
- Writing Emphasis requirements 9

#### Major Language Courses

**Tier 1: Language Skills**

- SPA 202 Intermediate Spanish II 3
- SPA 301 Advanced Spanish Grammar and Conversation I 3
- SPA 302 Advanced Spanish Grammar and Conversation II 3

**Tier 2: Proficiency**

- SPA 315 Advanced Readings in Spanish 3
- SPA 353 Introduction to the Study of Language: Spanish 3  
or SPA 365 Spanish Phonetics

**Tier 3: Competency Content**

Select one course from each of the following groups: 9

- Literary Analysis
  - SPA 330 Spanish Narrative
  - SPA 331 Spanish-American Narrative

- Cultural Analysis
  - SPA 313 Latin America on Film
  - SPA 320 Cultures of Spain
  - SPA 321 Cultures of Spanish America

- Language and Linguistics
  - SPA 340 Study of Bilingualism: An Introduction
  - SPA 370 History of the Spanish Language
  - SPA 375 Spanish for Heritage Speakers

**Tier 4**

- SPA 444 Advanced Spanish Proficiency Development 3

Select one 400-level course in cultural, film, or literary studies 3

**Second Language**

Demonstration of proficiency in a second language through the Intermediate II level, by placement testing or course work through 202 (credit by examination and/or CLEP permitted).

**Connections: common to all languages**

- LAN 327 Introduction to Linguistics for Language 3
- LNC 368 Comparative Cultural Studies 3

**Immersion Experience** 3-12

Immersion study and/or internship work experience is an essential component of the B.A.L.C. curriculum. Languages and cultures are inextricably entwined. The goal of the immersion experience, which is a requirement for graduation, is to enable students to apply linguistic and cultural knowledge in an authentic social context, and for them to experience the challenges and the gratification of living in another culture.

**Electives**

The number of hours available depends on the student’s level of second language proficiency. The student may choose to apply some of these to additional advanced courses in the major area or to continue second or third language study.

**Total Minimum Required Credits** 120

1. For French, German, and Spanish majors; FRE 101, GER 101, and SPA 101–SPA 201 may only fulfill general education student elective requirements, and/or overall graduation credits. These courses will not fulfill their respective major requirements.
2. Minimum grade of C required in all courses.
3. LIN 230/ENG 230 may substitute.
4. See the department chairperson and student handbook for option

#### Sample Course Plan

To track their individual degree progress, students are advised to access their Degree Progress Report (DPR) via myWCU regularly. For more information, visit wcupa.edu/DegreeProgressReport.
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>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Year One</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Semester One</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>WRT 120</td>
<td>Effective Writing I</td>
<td>3</td>
</tr>
<tr>
<td>Ged Ed Distributive</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Ged Ed Distributive</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>SPA 202</td>
<td>Intermediate Spanish II</td>
<td>3</td>
</tr>
<tr>
<td>MAT ___</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td><strong>Credits</strong></td>
<td></td>
<td><strong>15</strong></td>
</tr>
<tr>
<td><strong>Semester Two</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>WRT 2 ___</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Ged Ed Distributive</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>SPK ___</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Diversity</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>SPA 301</td>
<td>Advanced Spanish Grammar and Conversation I</td>
<td>3</td>
</tr>
<tr>
<td><strong>Credits</strong></td>
<td></td>
<td><strong>15</strong></td>
</tr>
<tr>
<td><strong>Year Two</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Semester Three</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ged Ed Distributive</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Ged Ed Distributive</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Interdisciplinary</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>SPA 302</td>
<td>Advanced Spanish Grammar and Conversation II</td>
<td>3</td>
</tr>
<tr>
<td><strong>Credits</strong></td>
<td></td>
<td><strong>15</strong></td>
</tr>
<tr>
<td><strong>Semester Four</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ged Ed Distributive</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>LAN 327</td>
<td>Introduction to Linguistics for Language</td>
<td>3</td>
</tr>
<tr>
<td>SPA 315</td>
<td>Advanced Readings in Spanish</td>
<td>3</td>
</tr>
<tr>
<td>Second Language 101</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Writing Emphasis</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td><strong>Credits</strong></td>
<td></td>
<td><strong>15</strong></td>
</tr>
<tr>
<td><strong>Year Three</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Semester Five</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ged Ed Distributive</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>LNC 368</td>
<td>Comparative Cultural Studies</td>
<td>3</td>
</tr>
<tr>
<td>SPA 353</td>
<td>Introduction to the Study of Language: Spanish</td>
<td>3</td>
</tr>
<tr>
<td>SPA 365</td>
<td>or Spanish Phonetics</td>
<td></td>
</tr>
<tr>
<td>Second Language 201</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Writing Emphasis</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td><strong>Credits</strong></td>
<td></td>
<td><strong>15</strong></td>
</tr>
<tr>
<td><strong>Semester Six</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SPA 330</td>
<td>Spanish Narrative</td>
<td>3</td>
</tr>
<tr>
<td>SPA 331</td>
<td>or Spanish-American Narrative</td>
<td></td>
</tr>
<tr>
<td>Second Language 202</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Writing Emphasis</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Elective</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Elective</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td><strong>Credits</strong></td>
<td></td>
<td><strong>15</strong></td>
</tr>
<tr>
<td><strong>Year Four</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Semester Seven</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SPA 313</td>
<td>Latin America on Film (or Cultures of Spain)</td>
<td>3</td>
</tr>
<tr>
<td>SPA 320</td>
<td>or Cultures of Spanish America</td>
<td></td>
</tr>
<tr>
<td>SPA 321</td>
<td>or Cultures of Spanish America</td>
<td></td>
</tr>
<tr>
<td>SPA 340</td>
<td>Study of Bilingualism: An Introduction or History of the Spanish Language or Spanish for Heritage Speakers</td>
<td>3</td>
</tr>
<tr>
<td>SPA 370</td>
<td>or</td>
<td></td>
</tr>
<tr>
<td>SPA 375</td>
<td>or</td>
<td></td>
</tr>
<tr>
<td>Elective</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Elective</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Elective</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td><strong>Credits</strong></td>
<td></td>
<td><strong>15</strong></td>
</tr>
<tr>
<td><strong>Semester Eight</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SPA 444</td>
<td>Advanced Spanish Proficiency Development</td>
<td>3</td>
</tr>
<tr>
<td>SPA 4 ___</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Elective</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Elective</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Elective</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td><strong>Credits</strong></td>
<td></td>
<td><strong>15</strong></td>
</tr>
<tr>
<td><strong>Total Credits</strong></td>
<td></td>
<td><strong>120</strong></td>
</tr>
</tbody>
</table>

B.A. IN LANGUAGES AND CULTURES WITH ELECTIVE CERTIFICATION - FRENCH CONCENTRATION

College of Arts and Humanities

Curriculum

General Education Requirements [http://catalog.wcupa.edu/undergraduate/general-education-requirements](http://catalog.wcupa.edu/undergraduate/general-education-requirements)

- English Composition requirements: 6
- Mathematics requirement: 3
- Public Speaking requirement: 3
- Science requirements: 6
- Behavioral & Social Science requirements: 6
- **ANT 102** Introduction to Anthropology: Cultural
- **PSY 100** Introduction to Psychology
- Humanities requirements: 6
- Arts requirement: 3
- Diverse Communities requirement: 3
- Interdisciplinary requirement: 3
- Student Electives: 9
- Writing Emphasis requirements: 9

Major Language Courses

**Tier 1: Language Skills**

- **FRE 102** Elementary French II (Traditional) 3
- **FRE 201** Intermediate French I (Traditional) 3
- **FRE 202** Intermediate French II (Traditional) 3

**Tier 2: Proficiency**

- **FRE 302** Phonetics and Advance Oral French
- **FRE 305** Advanced Grammar and Stylistics
- **FRE 315** French for Oral Proficiency
- **FRE 305** Advanced Grammar and Stylistics

**Tier 3: Competency Content**

Select one course from each of the following groups: 9
### B.A. IN LANGUAGES AND CULTURES WITH ELECTIVE CERTIFICATION - GERMAN CONCENTRATION

#### College of Arts and Humanities

<table>
<thead>
<tr>
<th>Tier 4</th>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>FRE 401</td>
<td>Commercial French</td>
<td>3</td>
</tr>
<tr>
<td>Select one 400-level course in cultural, film, or literary studies</td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>

#### Immersion Experience 5

Immersion study and/or internship work is an essential component of the B.A.L.C. curriculum. Languages and cultures are inextricably entwined. The goal of the immersion experience, which is a requirement for graduation, is to enable students to apply linguistic and cultural knowledge in an authentic social context, and for them to experience the challenges and the gratification of living in another culture.

### Pennsylvania certification in languages K–12 5

Effective August 2013 students must complete professional education sequence of the following:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDA 103</td>
<td>Foundations of Special Education</td>
</tr>
<tr>
<td>EDM 349</td>
<td>Technology Tools to Transform Teaching and Learning</td>
</tr>
<tr>
<td>EDP 250</td>
<td>Educational Psychology</td>
</tr>
<tr>
<td>EDP 355</td>
<td>Assessment For Learning 7-12</td>
</tr>
<tr>
<td>EDP 349</td>
<td>Adolescent Development</td>
</tr>
<tr>
<td>or PSY 382</td>
<td>Infant, Child and Adolescent Development</td>
</tr>
<tr>
<td>EDR 347</td>
<td>Literacy Development and Secondary Students with Disabilities in Inclusive Classrooms</td>
</tr>
</tbody>
</table>

#### Following formal admission

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDA 304</td>
<td>Special Ed Processes/Procedures for Secondary Educators</td>
</tr>
<tr>
<td>EDS 306</td>
<td>Teaching Principles and Field Experience in Secondary Schools</td>
</tr>
<tr>
<td>LAN 401</td>
<td>Teaching of Modern Languages: K - 12 (LAT 301 FOR Latin majors)</td>
</tr>
<tr>
<td>EDS 411</td>
<td>Student Teaching Sec - 1st Half</td>
</tr>
<tr>
<td>EDS 412</td>
<td>Student Teaching Sec - 2nd Half</td>
</tr>
</tbody>
</table>

#### PDE Prerequisites and Requirement for Program

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>LAN 327</td>
<td>Introduction to Linguistics for Language</td>
</tr>
<tr>
<td>or LIN 230</td>
<td>Introduction to Linguistics</td>
</tr>
<tr>
<td>LNC 368</td>
<td>Comparative Cultural Studies (Language area cognate)</td>
</tr>
</tbody>
</table>

#### Second Math Course

3

#### Total Minimum Credits Required

123

---

1. For French majors: FRE 101 may only fulfill general education student elective requirements, and/or overall graduation credits. This course will not fulfill their respective major requirements.
2. Minimum grade of C required in all courses.
3. Students may substitute 400-level courses in Tier 3.
4. See the department chairperson and student handbook for options.
5. PAPA: Undergraduate foreign language students seeking initial certification must take the PAPA series of basic skills tests unless they have met SAT/ACT passing criteria set by the PA Department of Education. For more information about this option or registering for the PAPA tests, click here (http://www.wcupa.edu/_academics/coe/basicSkills.aspx).
6. Basic skills
   - 8001- PAPA Module 1: Reading
   - 8002- PAPA Module 2: Mathematics
   - 8003- PAPA Module 3: Writing
7. Formal admission into teacher education (FATE): In addition to passing scores on PAPA (formerly PPST) exams, certification candidates seeking PAPA must have
   - a cumulative GPA of 2.8 or higher,
   - 48 completed college-level credits on their transcripts,
   - three earned credits in English literature, and
d six earned credits in college-level mathematics.
8. Praxis II Exams. There are two Praxis II exams:
   - Praxis II Fundamental Subjects: Content Knowledge (#0511/5511)
     The Fundamental Subjects (#0511/5511) Praxis II is a PDE requirement for all K-12 certification students in the state and, therefore, must be taken and passed in order to be recommended for certification. This exam is to be taken by world languages certification students prior to enrollment in EDS 411/EDS 412.
   - Praxis II World Languages tests are no longer a requirement for program completion. Effective Spring 2013, language certification majors will need to take the ACTFL/LTI (American Council on the Teaching of Foreign Languages/Language Testing International) Oral Proficiency Interview (OPI) and the Writing Proficiency Test (WPT). Students failing to achieve either IH or AL will be permitted to complete the BA without certification in their language of specialization.
   - For certification-track students in French, German, Russian, and Spanish, the Department of Languages and Cultures will delete the requirement of AL on the OPI and WPT exams as a prerequisite for entrance into EDS 411/EDS 412.

For national recognition, the Department of Languages and Cultures, along with ACTFL and CAEP (formerly NCATE), requires OPI and WPT testing with the expected achievement of Advanced Low (AL). The Pennsylvania Department of Education (PDE) requires teacher candidates score Intermediate High (IH) on the ACTFL OPI and WPT; consequently, those student who reach IH or AL on the OPI and WPT are recommended in PDE's Teacher Information Management System (TIMS) for K-12 certification by the College of Education. Students enhance their career options and competitiveness in the job market by achieving AL. The Department of Languages and Cultures recognizes that school districts are looking for candidates who meet the ACTFL requirement of AL on the WPT and OPI. Therefore, for those teacher candidates who do not reach AL on the OPI or the WPT, we create remedial plans informed by a candidate's OPI or WPT diagnostic feedback acquired from ACTFL/LTI.

See the Teacher Certification Programs (p. 262) section of this catalog for an explanation of related requirements.

### Sample Course Plan

To track their individual degree progress, students are advised to access their Degree Progress Report (DPR) via myWCU regularly. For more information, visit wcupa.edu/DegreeProgressReport.
Curriculum

**General Education Requirements**

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Composition</td>
<td>6</td>
</tr>
<tr>
<td>Mathematics requirement</td>
<td>3</td>
</tr>
<tr>
<td>Public Speaking requirement</td>
<td>3</td>
</tr>
<tr>
<td>Science requirements</td>
<td>6</td>
</tr>
<tr>
<td>Behavioral &amp; Social Science requirements</td>
<td>6</td>
</tr>
<tr>
<td>ANT 102 Introduction to Anthropology: Cultural</td>
<td></td>
</tr>
<tr>
<td>PSY 100 Introduction to Psychology</td>
<td></td>
</tr>
<tr>
<td>Humanities requirements</td>
<td>6</td>
</tr>
<tr>
<td>Arts requirement</td>
<td>3</td>
</tr>
<tr>
<td>Diverse Communities requirement</td>
<td>3</td>
</tr>
<tr>
<td>Interdisciplinary requirement</td>
<td>3</td>
</tr>
<tr>
<td>Student Electives</td>
<td>9</td>
</tr>
<tr>
<td>Writing Emphasis requirements</td>
<td>9</td>
</tr>
</tbody>
</table>

**Major Requirements**

**Tier 1: Language Skills**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>GER 102 Elementary German II</td>
<td>3</td>
</tr>
<tr>
<td>GER 201 Intermediate German I</td>
<td>3</td>
</tr>
<tr>
<td>GER 202 Intermediate German II</td>
<td>3</td>
</tr>
</tbody>
</table>

**Tier 2: Proficiency**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>GER 303 Advanced German Grammar and Composition I</td>
<td>6</td>
</tr>
<tr>
<td>GER 307 Advanced Oral German or GER 315 Developing Oral Proficiency</td>
<td></td>
</tr>
</tbody>
</table>

**Tier 3: Competency Content**

Select one course from each of the following groups: 9

**Literary Analysis**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>GER 322 Austrian Civilization</td>
<td></td>
</tr>
<tr>
<td>GER 350 German Culture: Middle Ages to 1871</td>
<td></td>
</tr>
<tr>
<td>GER 351 German Culture: 20th Century German</td>
<td></td>
</tr>
</tbody>
</table>

**Cultural Analysis**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>GER 322 Austrian Civilization</td>
<td></td>
</tr>
<tr>
<td>GER 350 German Culture: Middle Ages to 1871</td>
<td></td>
</tr>
<tr>
<td>GER 351 German Culture: 20th Century German</td>
<td></td>
</tr>
</tbody>
</table>

**Language and Linguistics**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>GER 310 Business German</td>
<td></td>
</tr>
<tr>
<td>GER 411 Seminar in German</td>
<td></td>
</tr>
</tbody>
</table>

**Tier 4**

Select two courses in cultural, film, or literary studies 6

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>GER 403 20th Century Masterpieces: Kafka, Mann, Hesse</td>
<td>3</td>
</tr>
<tr>
<td>GER 404 German Artists as Social Conscience</td>
<td></td>
</tr>
<tr>
<td>GER 405 A Survey of German Film</td>
<td></td>
</tr>
<tr>
<td>GER 408 Masterpieces of German Theatre</td>
<td></td>
</tr>
<tr>
<td>GER 410 Independent Studies in Language and Literature</td>
<td></td>
</tr>
<tr>
<td>GER 412 Seminar in German</td>
<td></td>
</tr>
<tr>
<td>GER 413 Impact Of Holocaust On Lit And Film</td>
<td>3-12</td>
</tr>
</tbody>
</table>

**Immersion Experience**

Immersion study and/or internship work is an essential component of the B.A.L.C. curriculum. Languages and cultures are inextricably entwined. The goal of the immersion experience, which is a requirement for graduation, is to enable students to apply linguistic and cultural knowledge in an authentic social context, and for them to experience the challenges and the gratification of living in another culture.

**Pennsylvania certification in languages K–12**

Effective August 2013 students must complete professional education sequence of the following:

**EDA 103 Foundations of Special Education** 3

**EDM 349 Technology Tools to Transform Teaching and Learning** 1

**EDP 250 Educational Psychology** 3

**EDP 355 Assessment For Learning 7-12** 3

**EDP 349 Adolescent Development** 3

**or PSY 382 Infant, Child and Adolescent Development**

**EGR 347 Literacy Development and Secondary Students with Disabilities in Inclusive Classrooms** 3

**Following formal admission**

**EDA 304 Special Ed Processes/Procedures for Secondary Educators** 3

**EDS 306 Teaching Principles and Field Experience in Secondary Schools** 3

**LAN 401 Teaching of Modern Languages: K - 12 (LAT 301 FOR Latin majors)** 3

**EDS 411 Student Teaching Sec - 1st Half**

**& EDS 412 and Student Teaching Sec - 2nd Half** 12

**PDE Prerequisites and Requirement for Program**

**LAN 327 Introduction to Linguistics for Language (or substitute)** 3

**LAN 379 Introduction to Linguistics**

**or LIN 230**

**LNC 368 Comparative Cultural Studies (Language area cognate)** 3

**Second Math Course** 3

**Total Minimum Required Credits** 123

1. For German majors: GER 101 may only fulfill general education student elective requirements, and/or overall graduation credits. This course will not fulfill their respective major requirements.
2. Minimum grade of C required in all courses.
3. Students may substitute 400-level courses in Tier 3.
4. See the department chairperson and student handbook for options.
• PAPA: Undergraduate foreign language students seeking initial certification must take the PAPA series of basic skills tests unless they have met SAT/ACT passing criteria set by the PA Department of Education. For more information about this option or registering for the PAPA tests, click here (http://www.wcupa.edu/academics/coe/basicSkills.aspx).
  + Basic skills
  8001- PAPA Module 1: Reading
  8002- PAPA Module 2: Mathematics
  8003- PAPA Module 3: Writing
• Formal admission into teacher education (FATE): In addition to passing scores on PAPA (formerly PPST) exams, certification candidates seeking FATE must have
  • a cumulative GPA of 2.8 or higher,
  • 48 completed college-level credits on their transcripts,
  • three earned credits in English literature, and
  • six earned credits in college-level mathematics
• Praxis II Exams. There are two Praxis II exams:
  • Praxis II Fundamental Subjects: Content Knowledge (#0511/5511)
    The Fundamental Subjects (#0511/5511) Praxis II is a PDE requirement for all K-12 certification students in the state and, therefore, must be taken and passed in order to be recommended for certification. This exam is to be taken by world languages certification students prior to enrollment in EDS 411/EDS 412.
  • Praxis II World Languages tests are no longer a requirement for program completion. Effective Spring 2013, language certification majors will need to take the ACTFL/LTI (American Council on the Teaching of Foreign Languages/Language Testing International) Oral Proficiency Interview (OPI) and the Writing Proficiency Test (WPT).
  Students failing to achieve either IH or AL will be permitted to complete the BA without certification in their language of specialization.
  • For certification-track students in French, German, Russian, and Spanish, the Department of Languages and Cultures will delete the requirement for AL (advanced low) on ACTFL OPI and WPT exams as a prerequisite for entrance into EDS 411/EDS 412.

For national recognition, the Department of Languages and Cultures, along with ACTFL and CAEP (formerly NCATE), requires OPI and WPT testing with the expected achievement of Advanced Low (AL). The Pennsylvania Department of Education (PDE) requires teacher candidates score Intermediate High (IH) on the ACTFL OPI and WPT; consequently, those student who reach IH or AL on the OPI and WPT are recommended in PDE’s Teacher Information Management System (TIMS) for K-12 certification by the College of Education and Social Work. Students enhance their career options and competitiveness in the job market by achieving AL. The Department of Languages and Cultures recognizes that school districts are looking for candidates who meet the ACTFL requirement of AL on the WPT and OPI. Therefore, for those teacher candidates who do not reach AL on the OPI or the WPT, we create remedial plans informed by a candidate's OPI or WPT diagnostic feedback acquired from ACTFL/LTI.

See the Teacher Certification Programs (p. 262) section of this catalog for an explanation of related requirements.

Sample Course Plan
To track their individual degree progress, students are advised to access their Degree Progress Report (DPR) via myWCU regularly. For more information, visit wcupa.edu/degreeprogressreport.

B.A. IN LANGUAGES AND CULTURES WITH ELECTIVE CERTIFICATION - RUSSIAN CONCENTRATION

College of Arts and Humanities

Curriculum

General Education Requirements (http://catalog.wcupa.edu/undergraduate/general-education-requirements)
English Composition requirements
  6
Mathematics requirement
  3
Public Speaking requirement
  3
Science requirements
  6
Behavioral & Social Science requirements
  6
Humanities requirements
  6
Arts requirement
  3
Diverse Communities requirement
  3
Interdisciplinary requirement
  3
Student Electives
  9
Writing Emphasis requirements
  9

Major Language Courses

Tier 1: Language Skills
RUS 101 Elementary Russian I
  3
RUS 102 Elementary Russian II
  3
RUS 201 Intermediate Russian I
  3
RUS 202 Intermediate Russian II
  3

Tier 2: Proficiency
Select one 6-credit course sequence:
  RUS 301 Advanced Grammar and Composition I & RUS 407 Advanced Oral Russian I
  6
  RUS 302 Advanced Grammar and Composition II & RUS 408 Advanced Oral Russian II

Tier 3: Competency Content
Select one course from each of the following groups:
  9
Literary Analysis
RUS 303 Advanced Readings in Russian Literature
Cultural Analysis
RUS 305 Russian Civilization
Language and Linguistics
RUS 412 Seminar in Russian

Tier 4
Select one course in cultural, film, or literary studies:
  3
RUS 401 The Russian Novel
RUS 402 The Russian Drama
RUS 403 Russian Poetry of the 20th Century
RUS 410 Independent Studies in Russian Language
RUS 411 Seminar in Russian

Immersion Experience
 Immersion study and/or internship work is an essential component of the B.A.L.C. curriculum. Languages and cultures are inextricably entwined. The goal of the immersion experience, which is a requirement for graduation, is to enable students to apply linguistic and cultural knowledge in an authentic social context, and for them to experience the challenges and the gratification of living in another culture.

Pennsylvania certification in languages K-12

Effective August 2013 students must complete professional education sequence of the following:
EDA 103 Foundations of Special Education
  3
EDM 349 Technology Tools to Transform Teaching and Learning
  1
EDP 250 Educational Psychology
  3
EDP 355 Assessment For Learning 7-12
  3
EDP 349 Adolescent Development
  3
or PSY 382 Infant, Child and Adolescent Development

WEST CHESTER UNIVERSITY
B.A. IN LANGUAGES AND CULTURES WITH ELECTIVE CERTIFICATION - RUSSIAN CONCENTRATION
For national recognition, the Department of Languages and Cultures, along with ACTFL and CAEP (formerly NCATE), requires OPI and WPT testing with the expected achievement of Advanced Low (AL). The Pennsylvania Department of Education (PDE) requires teacher candidates score Intermediate High (IH) on the ACTFL OPI and WPT; consequently, those student who reach IH or AL on the OPI and WPT are recommended in PDE’s Teacher Information Management System (TIMS) for K-12 certification by the College of Education. Students enhance their career options and competitiveness in the job market by achieving AL. The Department of Languages and Cultures recognizes that school districts are looking for candidates who meet the ACTFL requirement of AL on the WPT and OPI. Therefore, for those teacher candidates who do not reach AL on the OPI or the WPT, we create remedial plans informed by a candidate’s OPI or WPT diagnostic feedback acquired from ACTFL/LTI.

See the Teacher Certification Programs (p. 262) section of this catalog for an explanation of related requirements.

Sample Course Plan

To track their individual degree progress, students are advised to access their Degree Progress Report (DPR) via myWCU regularly. For more information, visit wcupa.edu/DegreeProgressReport.

B.A. IN LANGUAGES AND CULTURES WITH ELECTIVE CERTIFICATION - SPANISH CONCENTRATION

College of Arts and Humanities

Curriculum

General Education Requirements (http://catalog.wcupa.edu/undergraduate/general-education-requirements)

English Composition requirements 6
Mathematics requirement 3
Public Speaking requirement 3
Science requirements 6
Behavioral & Social Science requirements 6
ANT 101 Introduction to Anthropology: Cultural
PSY 100 Introduction to Psychology

Humanities requirements 6
Arts requirement 3
Diverse Communities requirement 3
Interdisciplinary requirement 3
Student Electives 9
Writing Emphasis requirements 9

Major Language Courses

Tier 1: Language Skills
SPA 202 Intermediate Spanish II 3
SPA 301 Advanced Spanish Grammar and Conversation I 3
SPA 302 Advanced Spanish Grammar and Conversation II 3

Tier 2: Proficiency
SPA 315 Advanced Readings in Spanish 3
SPA 353 Introduction to the Study of Language: Spanish or SPA 365 Spanish Phonetics 3

Tier 3: Competency Content
Select one course from each of the following groups: 9

Literary Analysis
SPA 330 Spanish Narrative 3
SPA 331 Spanish-American Narrative 3

Cultural Analysis
SPA 313 Latin America on Film 3
SPA 320 Cultures of Spain 3
SPA 321 Cultures of Spanish America 3

Language and Linguistics
SPA 340 Study of Bilingualism: An Introduction 3
SPA 370 History of the Spanish Language 3
SPA 375 Spanish for Heritage Speakers 3

For more information about this option or registering for

Undergraduate foreign language students seeking initial
certification must take the PAPA series of basic skills tests unless they have met SAT/ACT passing criteria set by the PA Department of Education. For more information about this option or registering for the PAPA* tests, click here (http://www.wcupa.edu/academics/coe/basicSkills.aspx).

*Basic skills
8001- PAPA Module 1: Reading
8002- PAPA Module 2: Mathematics
8003- PAPA Module 3: Writing

For passing scores on PAPA (formerly PPST) exams, certification candidates seeking FATE must have:
- a cumulative GPA of 2.8 or higher,
- 48 completed college-level credits on their transcripts,
- three earned credits in English literature, and
- six earned credits in college-level mathematics

Praxis II Exams. There are two Praxis II exams:
- **Praxis II Fundamental Subjects: Content Knowledge (#5151/5511)**
  The Fundamental Subjects (#5151/5511) Praxis II is a PDE requirement for all K-12 certification students in the state and, therefore, must be taken and passed in order to be recommended for certification. This exam is to be taken by world languages certification students prior to enrollment in EDS 411/EDS 412.
- **Praxis II World Languages** tests are no longer a requirement for program completion. Effective Spring 2015, language certification majors will need to take the ACTFL/LTI (American Council on the Teaching of Foreign Languages/Language Testing International) Oral Proficiency Interview (OPI) and the Writing Proficiency Test (WPT).
  Students failing to achieve either IH or AL will be permitted to complete the BA without certification in their language of specialization.

For certification-track students in French, German, Russian, and Spanish, the Department of Languages and Cultures will delete the requirement of AL (advanced low) on ACTFL OPI and WPT exams as a prerequisite for entrance into EDS 411/EDS 412.
### Tier 4

- **SPA 444** Advanced Spanish Proficiency Development 3
- Select one 400-level course in cultural, film, or literary studies 3
- **LNC 368** 3-12

**Immersion Experience**

Immersion study and/or internship work is an essential component of the B.A.L.C. curriculum. Languages and cultures are inextricably entwined. The goal of the immersion experience, which is a requirement for graduation, is to enable students to apply linguistic and cultural knowledge in an authentic social context, and for them to experience the challenges and the gratification of living in another culture.

#### Pennsylvania certification in languages K–12

Effective August 2013 students must complete professional education sequence of the following:

- **EDA 103** Foundations of Special Education 3
- **EDM 349** Technology Tools to Transform Teaching and Learning 1
- **EDP 250** Educational Psychology 3
- **EDP 355** Assessment For Learning 7-12 3
- **EDP 349** Adolescent Development 3
  or **PSY 382** Infant, Child and Adolescent Development
- **EDR 347** Literacy Development and Secondary Students with Disabilities in Inclusive Classrooms 3

#### Following formal admission

- **EDA 304** Special Ed Processes/Procedures for Secondary Educators 3
- **EDS 306** Teaching Principles and Field Experience in Secondary Schools 3
- **LAN 401** Teaching of Modern Languages: K - 12 (LAT 301 FOR Latin majors) 3
- **EDS 411** Student Teaching Sec - 1st Half 12 & **EDS 412** and Student Teaching Sec - 2nd Half

#### PDE Prerequisites and Requirement for Program

- **LAN 327** Introduction to Linguistics for Language (or substitute) 3
  or **LNC 230** Introduction to Linguistics
- **LNC 368** Comparative Cultural Studies (Language area cognate) 3
- **Second Math Course** 3

**Total Minimum Credit Hours** 123

1. For Spanish majors: SPA 101 - SPA 201 may only fulfill general education student elective requirements, and/or overall graduation credits. These courses will not fulfill their respective major requirements.
2. Minimum grade of C required in all courses.
3. See the department chairperson and student handbook for options.

### Notes

- **PAPA**: Undergraduate foreign language students seeking initial certification must take the PAPA series of basic skills tests unless they have met SAT/ACT passing criteria set by the PA Department of Education. For more information about this option or registering for the PAPA tests, click here (http://www.wcupa.edu/_academics/coe/basicSkills.aspx).
  - *Basic skills*
    - 8001- PAPA Module 1: Reading
    - 8002- PAPA Module 2: Mathematics
    - 8003- PAPA Module 3: Writing
- **Formal admission into teacher education (FATE)**: In addition to passing scores on PAPA (formerly PPST) exams, certification candidates seeking FATE must have:
  - a cumulative GPA of 2.8 or higher,
  - 48 completed college-level credits on their transcripts,
  - three earned credits in English literature, and
  - six earned credits in college-level mathematics
- **Praxis II Exams**: There are two Praxis II exams:
  - **Praxis II Fundamental Subjects: Content Knowledge (#0511/5511)**
    - The Fundamental Subjects (#0511/5511) Praxis II is a PDE requirement for all K–12 certification students in the state and, therefore, must be taken and passed in order to be recommended for certification. This exam is to be taken by world languages certification students prior to enrollment in EDS 411/EDS 412.
  - **Praxis II World Languages** tests are no longer a requirement for program completion. Effective Spring 2013, language certification majors will need to take the ACTFL/LTI (American Council on the Teaching of Foreign Languages/Language Testing International) Oral Proficiency Interview (OPI) and the Writing Proficiency Test (WPT). Students failing to achieve either IH or AL will be permitted to complete the BA without certification in their language of specialization.
  - For certification-track students in French, German, Russian, and Spanish, the Department of Languages and Cultures will delete the requirement of AL (advanced low) on ACTFL OPI and WPT exams as a prerequisite for entrance into EDS 411/EDS 412.

For national recognition, the Department of Languages and Cultures, along with ACTFL and CAEP (formerly NCATE), requires OPI and WPT testing with the expected achievement of Advanced Low (AL). The Pennsylvania Department of Education (PDE) requires teacher candidates score Intermediate High (IH) on the ACTFL OPI and WPT; consequently, those student who reach IH or AL on the OPI and WPT are recommended in PDE’s Teacher Information Management System (TIMS) for K–12 certification by the College of Education and Social Work. Students enhance their career options and competitiveness in the job market by achieving AL. The Department of Languages and Cultures recognizes that school districts are looking for candidates who meet the ACTFL requirement of AL on the WPT and OPI. Therefore, for those teacher candidates who do not reach AL on the OPI or the WPT, we create remedial plans informed by a candidate’s OPI or WPT diagnostic feedback acquired from ACTFL/LTI.

See the Teacher Certification Programs (p. 262) section of this catalog for an explanation of related requirements.

### Sample Course Plan

To track their individual degree progress, students are advised to access their Degree Progress Report (DPR) via myWCU regularly. For more information, visit wcupa.edu/DegreeProgressReport.

#### MINOR IN ARABIC

**College of Arts and Humanities**

**Curriculum**

**First Year Arabic**

<table>
<thead>
<tr>
<th>Select 6 credits:</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARB 101 Modern Arabic I Elementary</td>
</tr>
</tbody>
</table>
### MINOR IN FRENCH

**College of Arts and Humanities**

<table>
<thead>
<tr>
<th>Required Courses</th>
<th>Department of Languages and Cultures</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>FRE 101</td>
<td>Elementary French I (Traditional)</td>
<td>3</td>
</tr>
<tr>
<td>FRE 102</td>
<td>Elementary French II (Traditional)</td>
<td>3</td>
</tr>
<tr>
<td>FRE 201</td>
<td>Intermediate French I (Traditional)</td>
<td>3</td>
</tr>
<tr>
<td>FRE 202</td>
<td>Intermediate French II (Traditional)</td>
<td>3</td>
</tr>
<tr>
<td>FRE courses at the 300- and 400-levels taken under advisement. (Courses in English at any level are not acceptable.)</td>
<td>6</td>
<td></td>
</tr>
</tbody>
</table>

**Total Minimum Credits Required**

- 18

*1 Students may substitute FRE 103 for FRE 101 and FRE 102.
*2 A minimum grade of B is required in both FRE 101 and FRE 102 in order to continue in the minor.

### MINOR IN GERMAN

**College of Arts and Humanities**

<table>
<thead>
<tr>
<th>Required Courses</th>
<th>Department of Languages and Cultures</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>GER 101</td>
<td>Elementary German I</td>
<td>3</td>
</tr>
<tr>
<td>GER 102</td>
<td>Elementary German II</td>
<td>3</td>
</tr>
<tr>
<td>GER 201</td>
<td>Intermediate German I</td>
<td>3</td>
</tr>
<tr>
<td>GER 202</td>
<td>Intermediate German II</td>
<td>3</td>
</tr>
<tr>
<td>GER courses at the 300- and 400-levels taken under advisement. (Courses in English at any level are not acceptable.)</td>
<td>6</td>
<td></td>
</tr>
</tbody>
</table>

**Total Minimum Credits Required**

- 18

*1 Students may substitute GER 103 for GER 101 and GER 102.
*2 A minimum grade of B is required in both GER 101 and GER 102 in order to continue in the minor.

### MINOR IN ITALIAN

**College of Arts and Humanities**

<table>
<thead>
<tr>
<th>Required Courses</th>
<th>Department of Languages and Cultures</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ITA 101</td>
<td>Elementary Italian I</td>
<td>3</td>
</tr>
<tr>
<td>ITA 102</td>
<td>Elementary Italian II</td>
<td>3</td>
</tr>
<tr>
<td>ITA 201</td>
<td>Intermediate Italian I</td>
<td>3</td>
</tr>
<tr>
<td>ITA 202</td>
<td>Intermediate Italian II</td>
<td>3</td>
</tr>
<tr>
<td>ITA courses at the 300- and 400-levels taken under advisement. (Courses in English at any level are not acceptable.)</td>
<td>6</td>
<td></td>
</tr>
</tbody>
</table>

**Total Minimum Credits Required**

- 18

*1 A minimum grade of B is required in both ITA 101 and ITA 102 in order to continue in the minor.

### MINOR IN LATIN

**College of Arts and Humanities**

<table>
<thead>
<tr>
<th>Required Courses</th>
<th>Department of Languages and Cultures</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>LAT 101</td>
<td>Elementary Latin I</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total Minimum Credits Required**

- 18

*1 A minimum grade of B is required in both LAT 101 and LAT 102 in order to continue in the minor.
Policies
• See undergraduate admissions information. (p. 11)
• See academic policies. (http://catalog.wcupa.edu/undergraduate/academic-policies-procedures)

All undergraduate students are held to the academic policies and procedures outlined in the undergraduate 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 programs may be listed below.

MINOR IN LATIN AMERICAN AND LATINO/A STUDIES

College of Arts and Humanities

Required: Track I or Track II

TRACK I: 18-24

Spanish or Portuguese Language 1
Choose one set of courses from the following:
SPA 201 Intermediate Spanish I
& SPA 202 and Intermediate Spanish II
SPA 118 Spanish for Professional Development
& SPA 200-level course

Latin American Culture and/or Literature 6
Choose two courses from the following:
ESP 300 Latin-American Culture and Civilization (In English)
or SPA 321 Cultures of Spanish America
ESP 309 Latin America on Film
or SPA 313 Latin America on Film
ESP 311 Contemporary Latin American Narrative
or SPA 331 Spanish-American Narrative
ESP 318 Speaking Spanish in the United States
ESP 324 Latinos in the U.S.
or CLS 333 Latina Writing
ESP 334 Politics & Economics Lit Of Modern Amer
or CLS 334 Politics and Economics Lit of Modern America
ESP 335 Latino Literatures in the US
ESP 362 New World: America

Electives 6

Choose two

DAN 380 Cuban Rumba: Cultural Identity
AES 153 Latin Jazz Ensemble

Track II: 18-24

Spanish or Portuguese Language 1
Courses to 102 level

Latin American History 12

Students may select no more than two (2) courses in any given area.

Anthropology/Sociology

ANT 224 Native People of South America
ANT 322 Ethnology of Central America
ANT 324 Native People of the Andes
ANT 362 Archaeology of Central America
ANT 400-level topical course or thesis 2
SOC 341 Social Stratification 2

1 If CLEP/CBE has been completed through 200-level coursework, students must complete at least one course at the 300-level in the same language.

2 Subject to approval from the LALS director.

Courses must be selected (under advisement) from Latin American and/or Latino/a-oriented courses offered by the departments of Anthropology and Sociology (p. 150), Geography and Planning (p. 288), Political Science (p. 426), Art (p. 179), Dance (p. 458) or others.

A student should maintain a 2.5 average in area-studies courses to be recommended for graduate work in the area-studies concentration. Additional information can be found on the LALS website (http://www.wcupa.edu/latinAmericanLatinoStudies).

For advising, see Dr. Marcos Campillo-Fenoll (mcampillo-fenoll@wcupa.edu) in the Department of Languages and Cultures (http://www.wcupa.edu/languagesCulture).

DEPARTMENT OF LIBERAL AND PROFESSIONAL STUDIES

School of Interdisciplinary and Graduate Studies

B.A. in Liberal Studies - Arts and Humanities
B.S. in Liberal Studies - Science and Mathematics

151 Main Hall
610-436-1096 or 610-436-2327
Department of Liberal Studies (http://www.wcupa.edu/liberalStudies)
Alice Speh (aspeh@wcupa.edu), Director

B.S. in Liberal Studies - Professional Studies

144 Main Hall
610-436-3548
Department of Liberal Studies (http://www.wcupa.edu/liberalStudies)
Bruce Norris (bnorris@wcupa.edu), Director
B.A. IN LIBERAL STUDIES - ARTS AND HUMANITIES TRACK

School of Interdisciplinary and Graduate Studies

Curriculum

General Education Requirements (http://catalog.wcupa.edu/undergraduate/general-education-requirements)
- English Composition requirement: 6
- Mathematics requirement: 3
- Public Speaking requirement: 3
- Science requirements: 6
- Behavioral & Social Science requirements: 6
- Humanities requirements: 6
- Arts requirement: 3
- Diverse Communities requirement: 3
- Interdisciplinary requirement: 3
- Student Electives: 9
- Writing Emphasis requirements: 9

Language Requirement
- Demonstrating language proficiency through the intermediate level (202): 3-12

Major Requirements
- Natural and computer sciences, behavioral and social sciences, humanities and communications, mathematics, and the arts: 24

Major Electives
- Of the student’s choice at the 300 and 400 level: 30

Minor
- Select at least one minor offered by the College of Arts and Humanities, College of the Sciences and Mathematics, or departments of Economics, Geography, or Political Science, as well as international business: 18-30

Electives
- Electives to total 120 semester hours: 120

Total Minimum Credits Required: 120

Students in the bachelor of arts track have the option of using up to six semester hours of their liberal electives as senior thesis (LST 490) credits. Interested students should consult with the program director well before earning 80 semester hours about procedures for pursuing the senior thesis.

Sample Course Plan

To track their individual degree progress, students are advised to access their Degree Progress Report (DPR) via myWCU regularly. For more information, visit wcupa.edu/DegreeProgressReport.

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.

B.S. IN LIBERAL STUDIES - PROFESSIONAL STUDIES TRACK

School of Interdisciplinary and Graduate Studies

Curriculum

General Education Requirements (http://catalog.wcupa.edu/undergraduate/general-education-requirements)
- English Composition requirement: 6
- Mathematics requirement: 3
- Public Speaking requirement: 3
- Science requirements: 6
- Behavioral & Social Science requirements: 6
- Humanities requirements: 6
- Arts requirement: 3
- Diverse Communities requirement: 3
- Interdisciplinary requirement: 3
- Student Electives: 9
- Writing Emphasis requirements: 9

Two Minors: 18

Minor A: 18
**B.S. IN LIBERAL STUDIES - SCIENCE AND MATHEMATICS TRACK**

**School of Interdisciplinary and Graduate Studies**

**Curriculum**

**General Education Requirements** ([link](http://catalog.wcupa.edu/undergraduate/general-education-requirements))

- English Composition requirements 6
- Mathematics requirement 3
  - MAT course above MAT 103
- Public Speaking requirement 3
- Science requirements 6
- Behavioral & Social Science requirements 6
- Humanities requirements 6
- Arts requirement 3
- Diverse Communities requirement 3
- Interdisciplinary requirement 3
- Student Electives 9
- Writing Emphasis requirements 9

**Major Requirements**

- Behavioral and social sciences, humanities and communications, and the arts 15

**Related/Cognate Requirements**

Select 7-9 semester hours in any four of the following areas 32

- BIO 110 General Biology (or above) 3
- CHE 103 General Chemistry I (or above) 3
- CRL 103 Experimental General Chemistry I (LAB) 1
- ESS 101 Introduction to Geology (or above) 3
- MAT 131 Precalculus (or above) 3
  - or CSC 110 Fundamentals in Computer Science 1
- PHY 130 General Physics I (or above) 4

**Liberal Studies Electives**

- Of the student’s choice at the 300 and 400 level 20

**Minor**

- Select at least one minor from the departments of Biology, Chemistry, Computer Science, Earth and Space Sciences, Mathematics, or Physics 17-24

**Electives**

- Electives to total 120 semester hours

---

**Total Minimum Credits Required**

Students in the math and science track have the option of using up to six semester hours of their liberal studies electives as senior thesis (LST 490) credits. Interested students should consult with the program director well before earning 80 semester hours about procedures for pursuing the senior thesis.

**Sample Course Plan**

To track their individual degree progress, students are advised to access their Degree Progress Report (DPR) via myWCU regularly. For more information, visit wcupa.edu/DegreeProgressReport.

**LIBRARY SERVICES**

School of Interdisciplinary and Graduate Studies

Francis Harvey Green Library
25 West Rosedale Avenue
610-436-2747

Presser Music Library
121 Swope Music Building
610-436-2430

Walter Cressler (wcressler@wcupa.edu), Chairperson

The Department of Library Services is comprised of faculty who have specific and specialized administrative, service, and instructional assignments in the University Libraries. These assignments include acquisitions; cataloging and metadata; archives, rare books, and manuscript librarianship; collection development and management; digital collections; e-learning and outreach; electronic resources; government documents and maps; information literacy instruction; instructional and media librarianship; music librarianship; reference; serials; and other work requiring professional qualifications as a librarian.

**Faculty**

**Professors**

- Walter L. Cressler (wcressler@wcupa.edu) (2001)
- Chairperson, Library Services
- B.A., Dartmouth College; M.S., Drexel University; M.Ed., Widener University; Ph.D., University of Pennsylvania

- Stephen Marvin (smarvin@wcupa.edu) (2000)
- B.A., State University of New York; M.L.S., Syracuse University

- Christina W. McCawley (cmccawley@wcupa.edu) (1971)
- B.A., Ohio Wesleyan University; M.S.L.S., Catholic University of America; Ph.D., Drexel University

**Associate Professors**

- Patricia Lenkowski (plenkowski@wcupa.edu) (1995)
- B.A., Glassboro State College; M.S., Drexel University; M.Ed., Widener University

- Rachel M. McMullin (rmcmullin@wcupa.edu) (2008)
- B.A., University of Iowa; M.A., Ph.D., University of Wisconsin-Madison; M.S.I.S., University at Albany, State University of New York

- Jean Piper-Burton (jburton@wcupa.edu) (1992)
- B.S. Valley City State University; M.L.S. Vanderbilt University; M.A. Widener University

- Mame Purce (mpurce@wcupa.edu) (2006)
- B.S., Nazareth College of Rochester; M.L.S., Long Island University

**Assistant Professors**

- Clayton Garthwait (cgarthwait@wcupa.edu) (2004)
- B.A., University of Delaware; M.S., Drexel University
LINGUISTICS PROGRAM

College of Arts and Humanities

126 Mitchell Hall
610-436-3584

Linguistics Program (http://www.wcupa.edu/linguistics)
Maria-Eirini Panagiotidou (mpanagioti@wcupa.edu), Director

The minor in linguistics is an interdisciplinary program offered by the departments of Communication Sciences and Disorders (p. 212), Communication Studies (p. 215), Computer Science (p. 225), English (p. 264), Languages and Cultures (p. 326), and Philosophy (p. 414). Its purpose is to provide the student with a foundation in the analysis of the various aspects of language. Students wishing to enter the program must consult the program coordinator.

To receive credit for the minor in linguistics, a student must complete 18 credits of course work. The program coordinator must approve all courses.

Programs

Minor in Linguistics

- Linguistics (p. 278)

Policies

- See undergraduate admissions information. (p. 11)
- See academic policies. (http://catalog.wcupa.edu/undergraduate/academic-policies-procedures)

All undergraduate students are held to the academic policies and procedures outlined in the undergraduate 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 programs may be listed below.

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

Elaine B. Jenks (ejenks@wcupa.edu) (1992)
B.A., University of Maryland; M.A., Gannon University; Ph.D., Pennsylvania State University

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

Sara Lamb Kister (slamb@wcupa.edu) (2004)
Assistant Chairperson, Early and Middle Grades Education
B.S., M.A., West Chester University; Ph.D., University of Delaware

Michel H. Sage (msage@wcupa.edu) (1994)
M.A., San Diego University; Ph.D., University of California, Berkeley

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 Jose Cabrera (mcabrera@wcupa.edu) (2007)
B.A., Universidad de Murcia (Spain); M.A., West Virginia University; Ph.D., Rutgers University

Sojung Kim (skim@wcupa.edu) (2011)
B.A., Sung Kyun Kwan University (South Korea); M.A., Ohio University; Ph.D., Arizona State University

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

Chui Kian Smitd (csmiitd@wcupa.edu) (2011)
Director, Teaching English as a Second Language
Graduate Coordinator, Teaching English as a Second Language
B.Ed., University of Exeter; M.A., Iowa State University; Ph.D., University of Minnesota

Patricia Swasey Washington (pswasey@wcupa.edu) (2009)
B.A., Rutgers University Douglass College; M.A., William Paterson University; Ph.D., Temple University

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 (wcobritt@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

Maria-Eirini Panagiotidou (mpanagioti@wcupa.edu) (2013)
Director, Linguistics Program
B.A., National and Kapodistrian University of Athens; M.A., Ph.D., The University of Nottingham

Innwa Park (ipark@wcupa.edu) (2013)
B.A. Seoul National University; M.A., University of California; Ph.D., University of California, Los Angeles

Joshua Raclaw (jraclaw@wcupa.edu) (2016)
B.A., Stockton University; M.A., Ph.D., University of Colorado, Boulder

Dominik Wolff (dwolff@wcupa.edu) (2015)
B.A., Gerhard Mercator University; M.A., Syracuse University; Ph.D., Michigan State University

MINOR IN LINGUISTICS

College of Arts and Humanities

Curriculum

Required Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG/LIN 230</td>
<td>Introduction to Linguistics</td>
<td>3</td>
</tr>
<tr>
<td>ENG 331</td>
<td>Structure of Modern English (or any other approved alternative to ENG 331)</td>
<td>3</td>
</tr>
</tbody>
</table>

Electives

Select four courses from the following: 12

- Alternative courses not shown in this list may be chosen, provided that they are approved by the program coordinator.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>COM 415</td>
<td>Language, Thought &amp; Behavior</td>
</tr>
<tr>
<td>COM 307</td>
<td>Nonverbal Communication</td>
</tr>
</tbody>
</table>
Graduate Opportunities
See the graduate catalog for information on the Literacy program. (http://catalog.wcupa.edu/graduate/education-social-work/literacy)

Policies
• See undergraduate admissions information. (p. 11)
• See academic policies. (http://catalog.wcupa.edu/undergraduate/academic-policies-procedures)

All undergraduate students are held to the academic policies and procedures outlined in the undergraduate 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 programs may be listed below.

Faculty
Professors
Dena G. Beeghly (dbeeghly@wcupa.edu) (1992)
B.S., Southern Connecticut State University; M.Ed., Ed.D., University of Georgia
Kevin Flanigan (kflanigan@wcupa.edu) (2003)
Graduate Coordinator, Literacy
B.A., Mary Washington College; M.Ed., James Madison University;
M.Ed., Ph.D., University of Virginia

Associate Professors
Susan F. Caroff (scaroff@wcupa.edu) (1995)
B.A., University of Pittsburgh; M.Ed., The Citadel; Ph.D., Purdue University
Sunita Mayor (smayor@wcupa.edu) (2000)
B.A., University of Calcutta; B.Ed., University of Rohtak; M.Ed., Xavier University; Ed.D., University of Cincinnati
Diane Santori (dsantori@wcupa.edu) (2008)
Chairperson, Literacy
B.S., Temple University; M.S., St. Joseph’s University; Ed.D., University of Pennsylvania
Heather Schugar (hschugar@wcupa.edu) (2008)
B.S., M.Ed., Ph.D., University of Maryland
Carol A. Smith (csmith3@wcupa.edu) (2008)
B.A., Rowan University of New Jersey; M.Ed., Ed.D., Widener University

Assistant Professors
Melissa E. Adams-Budde (madams@wcupa.edu) (2014)
B.A., University of Maryland, College Park; M.S., Johns Hopkins University; Ph.D., University of North Carolina
Kathleen Riley (kriley@wcupa.edu) (2013)
B.A., Colby College; M.A., American University; Ph.D., University of Pennsylvania
Tina Selvaggi (tselvaggi@wcupa.edu) (2012)
B.A., M.S., St. Joseph’s University; Ed.D., Widener University
Kathryn Solic (ksolic@wcupa.edu) (2013)
B.A., University of Notre Dame; M.Ed., University of Florida; Ph.D., University of Tennessee

Programs
Minor in Literacy
• Reading (p. 355)
**Courses**

**EDR**

**EDR Q20. Reader's Workshop: Connecting Readers and Text. 3 Credits.**
The intermediate level workshop will emphasize the development and improvement of college-level reading competencies. The course is designed to help the students improve their reading comprehension as well as effective study techniques and strategies. Additionally, vocabulary development, flexible reading rate, and critical reading will be taught in this course. Typically offered in Summer.

**EDR 100. College Reading and Study Skills. 3 Credits.**
An individualized course to develop reading and study skills such as comprehension, vocabulary, speed, remembering, concentration, taking notes, mastering a text assignment, and preparing for and taking examinations. Students who wish to review their study habits or who have special needs in the area of study skills should enroll in this course. Typically offered in Fall & Spring.

**EDR 110. Developing Learning Skills. 1 Credit.**
A course that reviews and develops specialized learning skills such as concentrating when studying, reading a textbook assignment, taking notes, and preparing for and taking examinations. Students who wish to review their study habits or who have special needs in the area of study skills should enroll in this course. Typically offered in Fall & Spring.

**EDR 302. Teaching the Language Arts. 3 Credits.**

**EDR 304. Teaching Language Arts Pre-K-4. 3 Credits.**
This course examines theories, issues, methods, materials and assessments for a developmental PK-4 language arts program. Integrating reading, writing, speaking, listening, viewing and visually representing as tools for communication, discovery, and learning across the curriculum will be emphasized. As a writing emphasis course, students will develop their writing abilities over the course of the semester. Pre / Co requisites: EDR 304 requires prerequisite of EDE 251. Gen Ed Attribute: Writing Emphasis. Typically offered in Fall & Spring.

**EDR 306. Teaching Language Arts 4-8. 3 Credits.**
This course is designed to study current trends for integrating language arts across curriculum in the middle school setting. Emphasis is placed on the connections between listening, speaking, writing and reading. Instructional strategies that link reading, writing, literature and language across the curriculum will be explored. Appropriate language arts curriculum, including pedagogy for early adolescents will be addressed. Pre / Co requisites: EDR 306 requires prerequisite EDP 201. Gen Ed Attribute: Writing Emphasis.

**EDR 307. Foundation in Reading PreK-4. 3 Credits.**
This course is designed to prepare students for teaching reading 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 acquire knowledge about how to meet the diverse needs of learners at all stages of literacy development. In addition, students will learn how to formally and informally assess students to monitor reading progress and plan appropriate reading instruction. Some sections include a service learning component that requires field clearances. Pre / Co requisites: EDR 307 requires prerequisite of EDE 251 or HEA 206. Distance education offering may be available. Typically offered in Fall.

**EDR 308. Foundations in Reading 4-8. 3 Credits.**
This course prepares candidates to teach reading in grades 4-8 using a balanced approach of 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; how to construct and manage a classroom environment that promotes optimal literacy learning; how to meet diverse needs of learners at all developmental stages; and how to assess students, monitor their progress, and plan appropriate instruction. Pre / Co requisites: EDR 308 requires prerequisite EDP 201.

**EDR 309. Introduction to the Language Arts. 3 Credits.**
The areas of listening, speaking, and writing are studied in depth. Knowledge, teaching, and evaluative techniques are addressed. Introduction to the reading process and the relationship of language to reading also will be studied. Typically offered in Fall & Spring.

**EDR 311. Introduction to Reading Instruction. 3 Credits.**
An exploratory course investigating the reading process, language and learning theories, and their relation to reading. Historical scope and various programs of reading are studied and evaluated. Pre / Co requisites: EDR 311 requires prerequisite of EDE 251 or HEA 206.

**EDR 312. Reading Instruction and Practicum. 6 Credits.**
Focus is on mastery of the teaching of developmental reading, early reading, and prereading experiences. The students learn how to plan, teach, and evaluate reading/thinking skills related to the instruction of reading in the elementary classroom. Students work in the public schools with small and large reading groups teaching various aspects of the reading lesson. Students also learn how to evaluate pupil performance and remediate minor reading problems. Pre / Co requisites: EDR 312 requires prerequisite of EDE 200.

**EDR 317. Reading Instruction and Practicum PreK-4. 6 Credits.**
The teaching of reading and its mastery is the focus of this course. Students apply knowledge of theories and practices in supervised field placements in schools with children 0-9 years of age. Tutoring of individual children and small groups is integrated with planning and evaluation of lessons and activities as well as remediation. Field clearances are required. Pre / Co requisites: EDR 317 requires prerequisite of EGP 210, EGP 220, EDR 304, EDR 307 and FATE.

**EDR 318. Reading Instruction and Practicum 4-8. 6 Credits.**
A field-based course designed for planning, teaching, and evaluating literacy practices in grades 4-8. Through observations, study, implementation, and reflections, candidates will explore strategies for improving children’s literacy skills while examining how language, learning, and culture impact instruction. Guided by PA Standards-based curriculum, students will construct and teach a variety of literacy lessons. Candidates will analyze the effects of various contexts and instructional practices on children’s learning. Field clearances are required. Pre / Co requisites: EDR 318 requires prerequisite of EDP 201, MGP 220, EDR 306 and EDR 308 and FATE.

**EDR 321. Assessment and Instructional Interventions in Reading and Language Arts. 3 Credits.**
This course examines current theories and practices for assessing literacy performance. Students learn to apply knowledge by designing and implementing literacy interventions tailored to specific needs and diverse educational environments. Pre / Co requisites: EDR 321 requires prerequisite of EDR 307 or EDR 308.

**EDR 325. Teaching Reading and Field Experience. 6 Credits.**
The teaching of reading and its mastery is the focus of this course. Students apply knowledge of theories and practices in supervised field placements in schools with children 5-8 years of age. Tutoring of individual children and small groups is integrated with planning and evaluation of lessons and activities as well as remediation. Pre / Co requisites: EDR 325 requires prerequisite EGP 309 or EDR 309 and formal admission into teacher education.

**EDR 341. Inclusion and Reading in Content Area. 3 Credits.**
This course is co-taught by special education and literacy faculty. It will help prepare secondary education and special education to teach all students effectively, including those with disabilities, in general-education, content-specific settings. Practical guidelines, content literacy strategies and adaptations will be emphasized to prepare pre-educators to meet the academic, social, and affective needs of all students in the inclusive secondary classroom. Pre / Co requisites: EDR 341 requires prerequisite of EDP 250 and EDP 100 or EDP 300. Honors students take EDR 312 in lieu of EDP 300. Gen Ed Attribute: Diversity Requirement. Cross listed courses EDA 341, EDR 341.
EDR 345. Literacy Development and Students in Inclusive Classrooms. 3 Credits.
This course is designed to help students understand literacy acquisition and development for students with disabilities as defined in I.D.E.A. The course will focus on the challenges that reading and writing pose for students with disabilities and resulting appropriate assessment and instructional techniques. Content area literacy for students with disabilities will be addressed.
Pre / Co requisites: EDR 345 requires prerequisites of (EDR 304 and EDR 307) or (EDR 306 and EDR 308) or (CSD 204 and MUE 201).

EDR 347. Literacy Development and Secondary Students with Disabilities in Inclusive Classrooms. 3 Credits.
This course is designed to help students understand literacy acquisition and development for students with disabilities as defined in I.D.E.A. (mental retardation, hearing impairments, speech or language impairments, visual impairments, serious emotional disturbance, orthopedic impairments, autism, traumatic brain injury, other health impairments, and specific learning disabilities).
Pre / Co requisites: EDR 347 requires a prerequisite of EDA 103 or MUE 201.

EDR 420. Reading in the Content Areas. 3 Credits.
This course examines content area literacy as an integrated knowledge base used for learning with text across the curriculum. Strategies and practices, including the use of technology, for enhancing reading and learning in the content areas will be explored. Considerations for environmental, linguistic, cultural, and cognitive diversity will be included.
Pre / Co requisites: EDR 420 requires prerequisite of EDR 307 or EDR 308.

EDR 422. Seminar in Reading. 3 Credits.
Intensive study of current and major trends in practices in literacy related to K-12 education.
Pre / Co requisites: EDR 422 requires prerequisite of EDR 307 or EDR 308.

EDR 425. Teaching Multimodal Literacies. 3 Credits.
Students will learn about expanding forms of print and electronic literacy that encompass three categories of new literacies, specifically, information literacy, critical literacy and literacy as global and social practice. They will explore theories, research and methodologies associated with these literacies and develop curricula that incorporate them.

MINOR IN READING
College of Education and Social Work

Students who wish to minor in reading must have the following: 48 credits earned at WCU with a cumulative GPA of 2.80. Transfer students must have 48 credits including a minimum of 12-18 credits earned at WCU with a cumulative GPA of 2.80. Students who fall below the minimum cumulative GPA required are permitted to re-take, in accordance with University policy, course work in the minor that contributed to their fall below the required minimum cumulative GPA. Such students will not be permitted to take additional course work in the minor until they achieve the required minimum cumulative GPA.

Required Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDR 307</td>
<td>Foundation in Reading PreK-4</td>
<td>3</td>
</tr>
<tr>
<td>or EDR 308</td>
<td>Foundations in Reading 4-8</td>
<td></td>
</tr>
<tr>
<td>EDR 317</td>
<td>Reading Instruction and Practicum PreK-4</td>
<td>6</td>
</tr>
<tr>
<td>or EDR 318</td>
<td>Reading Instruction and Practice 4-8</td>
<td></td>
</tr>
<tr>
<td>EDR 321</td>
<td>Assessment and Instructional Interventions in Reading and Language Arts</td>
<td>3</td>
</tr>
<tr>
<td>EDR 420</td>
<td>Reading in the Content Areas</td>
<td>3</td>
</tr>
<tr>
<td>EDR 422</td>
<td>Seminar in Reading</td>
<td>3</td>
</tr>
<tr>
<td>or EDR 425</td>
<td>Teaching Multimodal Literacies</td>
<td></td>
</tr>
</tbody>
</table>

Total Credits: 18

DEPARTMENT OF MANAGEMENT
College of Business and Public Management

404 Business and Public Management Center
50 Sharpless Street
West Chester, PA 19383
610-436-2304
Department of Management (http://www.wcupa.edu/management)
Evan Leach (ELeach@wcupa.edu), Chairperson
Lisa Calvano (lcalvano@wcupa.edu), Assistant Chairperson

The primary objective of the Department of Management is to provide students with the skills required to manage business and public organizations effectively.
To accomplish this objective, the faculty of the Department of Management will strive

1. To increase the student’s ability to reason analytically and critically and enhance information literacy;
2. To increase the student’s awareness of the concepts and terms used in current managerial practice;
3. To increase the student’s awareness of the international dimension of business;
4. To increase the student’s skills in written and verbal communication;
5. To increase the student’s ability to use quantitative methods and technology to analyze a business problem;
6. To give the student experience in working productively as part of a team; and
7. To increase the student’s ability to analyze ethical issues in business.

The Department of Management offers a B.S. in Business Management.

All freshmen and those transfer students who have not completed the required courses will be admitted to the pre-business program.

Programs

Majors in Management

- B.S. in Business Management (p. 358)
- B.S. in International Business (p. 359)

Minors in Management

- International Business (p. 359)
- Business Law (p. 359)

Graduate Opportunities

See the graduate catalog for more information on the Management (http://catalog.wcupa.edu/graduate/business-public-management/management) and Business Administration (http://catalog.wcupa.edu/graduate/business-public-management/business-administration) programs.

Policies

- See undergraduate admissions information. (p. 11)
- See academic policies. (http://catalog.wcupa.edu/undergraduate/academic-policies-procedures)

All undergraduate students are held to the academic policies and procedures outlined in the undergraduate 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 programs may be listed below.

Prerequisites for Entry into the Business Majors:
Accounting, Economics, Finance, Management and Marketing

To apply for their business major, students must:
1. Complete ECO 111, ECO 112, ECO 251, MGT 200, MGT 250 and ACC 201 with a C or better in each course
2. Pass and complete both MAT 113 and MAT 143 with a C or better required in at least one of them. If a student is placed directly into MAT 143 and receives a C or higher or has completed MAT 161 or MAT 162 with a C or better, then the
Management Major Graduation Policies

To graduate with an earned degree from the Department of Management’s major programs, students must have a 2.50 overall GPA.

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) (2013)
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

Courses

BLA

BLA 201. Legal Environment of Business. 3 Credits.
Exercises the framework of the American legal system and its impact on the environment in which business operates. Sources of law, including 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 are discussed. Distance education offering may be available.
Typically offered in Fall, Spring & Summer.

BLA 302. Business and Commercial Law. 3 Credits.
A study of the most widely examined commercial law subjects. It is meant to be a partial preparation for the uniform Certified Public Accountant (CPA) examination. The course also provides business students with knowledge of advanced business law topics, including the following: the Uniform Commercial Code; debtor-creditor relationships; business organizational structures; and, other relevant federal laws and regulations.
Pre / Co requisites: BLA 302 requires a prerequisite of BLA 201.
Distance education offering may be available.
Typically offered in Spring & Summer.

BLA 306. Employment Law. 3 Credits.
This course introduces students to the body of statutory and common law that affects employees and employers in the workplace, with a special emphasis on laws that prohibit discrimination, such as Title VII of the Civil Rights Act of 1964, the Americans with Disabilities Act and the Age Discrimination in Employment Act. Other laws examined in this course include laws affecting employee health, safety and welfare as well as statutes designed to protect employees' rights to engage in whistleblower and union activity. Employment Law is designed to help students examine the interaction of legal considerations in the management process. This class is delivered in an online format, and includes video lectures, readings and discussion boards.
Pre / Co requisites: BLA 306 requires a prerequisite of BLA 201.
Distance education offering may be available.
Typically offered in Fall & Spring.

BLA 307. Intellectual Property and the Online Environment. 3 Credits.
Coverage of the basics of patent, copyright, trademark, trade secrets, salient current issues in intellectual property law, and the challenges to copyright law posed by new technologies.
Pre / Co requisites: BLA 307 requires a prerequisite of BLA 201.
Distance education offering may be available.
Typically offered in Spring.

BLA 308. Entrepreneurial Law. 3 Credits.
In-depth coverage of the legal considerations affecting an entrepreneurial enterprise throughout the life cycle of an organization, including pre-startup phases, launch considerations, growth challenges, and exit options.
Pre / Co requisites: BLA 308 requires prerequisites of BLA 201 and ACC 201.
Typically offered in Spring.
BLA 309. Labor Law. 3 Credits.
This course examines and analyzes labor-management relationships, particularly with respect to federal laws and regulations, administration of labor contracts, mediation, and arbitration processes. It 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. This class is delivered in an online format, and includes video lectures, readings and discussion boards. Pre / Co requisites: BLA 309 requires a prerequisite of BLA 201. Distance education offering may be available. Typically offered in Spring.

BLA 310. Constitutional Law & Business. 3 Credits.
This course is designed to provide students with a more sophisticated understanding of the relationship between government and business. We will examine the sources of constitutional authority for government regulation of business and the constitutional rights afforded business. Students will be encouraged to develop critical thinking and analytical reasoning skills to enhance their decision-making ability. This class is delivered in an online format, and includes video lectures, readings and discussion boards. Pre / Co requisites: BLA 310 requires a prerequisite of BLA 201. Distance education offering may be available. Typically offered in Fall.

INB

INB 199. Transfer Credits. 1-10 Credits.
Transfer Credits. Repeatable for Credit.

INB 300. Introduction to International Business. 3 Credits.
Analysis of international business transactions in large and small businesses, multinational and domestic. Functional emphasis on multinational environment, managerial processes, and business strategies. Pre / Co requisites: INB 300 requires prerequisite of MGT 200 or MGT 300 and and. Distance education offering may be available.

INB 403. International Accounting. 3 Credits.
Deal with accounting problems which are peculiar to international or multinational businesses. The financial reporting requirements for foreign income and investments of the FASB and SEC will be analyzed as they affect depreciation, foreign exchange, and statements of income and expenses. Pre / Co requisites: INB 403 requires prerequisites of INB 300 and MGT 200 or MGT 300 and minimum 2.50 CUM GPA.

MGT

MGT 100. Introduction to Business. 3 Credits.
Survey of the structure and function of the American business system. Topics covered include forms of business organization, fundamentals of management, fundamentals of marketing, basic accounting principles and practices, elements of finance, money and banking, business and government, and careers in business. Open to nonbusiness majors.

MGT 200. Principles of Management. 3 Credits.
Introduction to the principles and functions of management. Examines the management process, organizational theory, planning, decision making, motivation, and leadership in supervisory contexts. Pre / Co requisites: MGT 200 requires prerequisite of ECO 111.

MGT 287. Operations and Supply Chain Management in China. 3 Credits.
The course objectives are to learn the latest approaches to Operations and supply chain management in China. A combination of coursework and company site visit in China will enable students to gain a firsthand understanding of Chinese business practices and culture.

MGT 313. Business and Society. 3 Credits.
An analysis of the social, political, legal, environmental, and ethical problems faced by business firms. Pre / Co requisites: MGT 313 requires prerequisite of MGT 200 (Majors only) and minimum 2.50 CUM GPA. Gen Ed Attribute: Writing Emphasis. Distance education offering may be available. Typically offered in Fall, Spring & Summer.

MGT 321. Organization Theory and Behavior. 3 Credits.
Study of the theoretical foundations of organization and management. The system of roles and functional relationships. Practical application of the theory through case analysis. Pre / Co requisites: MGT 321 requires prerequisite of MGT 200 or MGT 300 (Majors only) and minimum 2.50 CUM GPA. Distance education offering may be available. Typically offered in Fall, Spring & Summer.

MGT 341. Production and Operations Management. 3 Credits.
Methods analysis, work measurement, and wage incentives. Production process and system design. Plant location, layout, sales forecasting, inventory, production, and quality control, to include statistical aspects of tolerances, acceptance sampling, development of control charts, PERT, and cost factors. Pre / Co requisites: MGT 341 requires prerequisites of ECO 252 and MGT 200 or MGT 300 and minimum 2.50 CUM GPA of 2.50. Distance education offering may be available.

MGT 361. Principles of Project Management. 3 Credits.
This course aims to provide students the principles and concepts of project management and essential skills in project management. This course also helps students to prepare PMP (Project Management Institute) certifications exams, like CAPM Project Management certification. Topics include the core knowledge areas of project management: integration, scope, time, cost, quality, human resources, communication, risk procurement. Several basic tools/methods will be studied, such as Work Breakdown Structure, Gantt Chart, PERT/CPM method, and Crashing. This course will explore the challenges facing today’s project managers and will provide a broad understanding of the project management environment focused on multiple aspects of the project. Skill development is accomplished through lectures, discussion, and project. Pre / Co requisites: MGT 361 requires a prerequisite of MGT 200. Typically offered in Fall, Spring & Summer.

MGT 399. Transfer Elective Upper Level. 1-10 Credits.
Transfer Elective Upper Level. Repeatable for Credit.

MGT 431. Human Resource Management. 3 Credits.
Study of the effective management of an organization’s human resources. Topics include recruitment, selection, compensation, performance appraisal, labor relations, and enforcement of equal employment opportunity laws. Pre / Co requisites: MGT 431 requires prerequisite of MGT 200 or MGT 300 (Majors only) and 2.50 Minimum CUM GPA. Distance education offering may be available. Typically offered in Fall, Spring & Summer.

MGT 441. Introduction to Management Science. 3 Credits.
Business problems in production, inventory, finance, marketing, and transportation translated into application of scientific methods, techniques, and tools to provide those in control of the system with optimum solutions. Pre / Co requisites: MGT 441 requires prerequisite of MGT 341 (Majors only) and minimum 2.50 CUM GPA. Typically offered in Fall & Spring.

MGT 451. Systems Management. 3 Credits.
Application of systems theory and principles to the operation of contemporary organizations with emphasis on nonquantitative methods of analysis. Pre / Co requisites: MGT 451 requires prerequisite of MGT 321 and minimum 2.50 CUM GPA.

MGT 471. Entrepreneurship. 3 Credits.
Organization of a business venture with emphasis on risk, requirements, roles, and rewards. Students develop a simulated venture, with oral and written report. Pre / Co requisites: MGT 471 requires prerequisites of ACC 201 and ACC 202 and FIN 325 and MGT 200 or MGT 300, MKT 325 and minimum 2.50 CUM GPA.
MGT 483. Management Internship. 3 Credits.
The management internship is designed to enhance the student’s educational experience by providing a substantive work experience in the business world.
Pre / Co requisites: Minimum 2.50 CUM GPA.
Consent: Permission of the Department required to add.
Repeatable for Credit.

MGT 486. Management Internship. 6 Credits.
The management internship is designed to enhance the student’s educational experience by providing a substantive work experience in the business world.
Pre / Co requisites: Minimum 2.50 CUM GPA.
Consent: Permission of the Department required to add.
Repeatable for Credit.

MGT 487. Special Topics in Management. 3 Credits.
This course deals with current concepts in management not covered by existing courses. The course content is determined at the beginning of each semester.
Pre / Co requisites: MGT 487 requires prerequisite of MGT 200 or MGT 300 and minimum 2.50 CUM GPA.
Repeatable for Credit.

MGT 488. Independent Studies in Management. 1-3 Credits.
Special research projects, reports, and readings in management.
Pre / Co requisites: Minimum 2.50 CUM GPA.
Repeatable for Credit.

MGT 498. Seminar in Management. 3 Credits.
Students are engaged in reading and research on current developments in management.
Research project is required to help expand and deepen the horizons of the participants.
Pre / Co requisites: MGT 498 requires a minimum 2.50 CUM GPA and a minimum of 90 credits completed.
Gen Ed Attribute: Writing Emphasis.
Typically offered in Fall, Spring & Summer.

MGT 499. Business Policy and Strategy. 3 Credits.
This School of Business capstone course requires all business majors to integrate and apply multidisciplinary knowledge and skills in actively formulating improved business strategies and plans. Case method predominates, and written reports are required.
Pre / Co requisites: MGT 499 requires prerequisites of BLA 201, FIN 325, MGT 200, and MKT 250 (formerly MKT 325) and a minimum 2.50 cumulative GPA.
Gen Ed Attribute: Writing Emphasis.
Distance education offering may be available.
Typically offered in Fall & Spring.

MIS

MIS 199. Transfer Credit Electives. 1-15 Credits.
Transfer Credit.
Repeatable for Credit.

MIS 300. Introduction to Management Information Systems. 3 Credits.
A comprehensive introduction to the role of information systems in an organizational environment. This course focuses on transforming manual and automated data into useful information for managerial decision making.
Pre / Co requisites: MIS 300 requires prerequisite of MGT 200 or MGT 300 and minimum CUM GPA of 2.50.
Distance education offering may be available.

MIS 301. Introduction to Business’s Software. 3 Credits.
The goal of this course is to teach business majors the uses of standard business software for solving standard business problems. The focus is on spreadsheets and presentation software systems.
Pre / Co requisites: MIS 301 requires prerequisite of minimum 2.50 CUM GPA.
Typically offered in Fall & Spring.

MIS 453. Decision Support Systems. 3 Credits.
This course is an advanced presentation of the role of management information systems in the special support needs of managers for aiding decision making.
Pre / Co requisites: MIS 453 requires prerequisites of MGT 441 and MIS 300 and MIS 451.

B.S. IN BUSINESS MANAGEMENT

College of Business and Public Management
Sample Course Plan

To track their individual degree progress, students are advised to access their Degree Progress Report (DPR) via myWCU regularly. For more information, visit wcupa.edu/DegreeProgressReport.

B.S. IN INTERNATIONAL BUSINESS

Curriculum

General Education Requirements (http://catalog.wcupa.edu/undergraduate/general-education-requirements)

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Composition</td>
<td>6</td>
</tr>
<tr>
<td>Mathematics (Requirement fulfilled by major requirements. See below.)</td>
<td>3</td>
</tr>
<tr>
<td>Public Speaking</td>
<td>3</td>
</tr>
<tr>
<td>Science requirements</td>
<td>6</td>
</tr>
<tr>
<td>Behavioral and Social Science requirements</td>
<td>6</td>
</tr>
<tr>
<td>ECO 111 Principles of Economics (Macro)</td>
<td>3</td>
</tr>
<tr>
<td>PSC 213 International Relations</td>
<td>3</td>
</tr>
<tr>
<td>Humanities requirements</td>
<td>6</td>
</tr>
<tr>
<td>HIS 100 Global History since 1900</td>
<td>3</td>
</tr>
<tr>
<td>or HIS 101 History of Civilization I</td>
<td>3</td>
</tr>
<tr>
<td>PHI 180 Introduction to Ethics (Fulfills Diverse Communities Requirement)</td>
<td>3</td>
</tr>
<tr>
<td>Arts requirement</td>
<td>3</td>
</tr>
<tr>
<td>Diverse Communities requirement</td>
<td>3</td>
</tr>
<tr>
<td>Interdisciplinary requirement</td>
<td>3</td>
</tr>
</tbody>
</table>

Major Requirements

International Business Core

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACC 201 Financial Accounting</td>
<td>3</td>
</tr>
<tr>
<td>ACC 202 Managerial Accounting</td>
<td>3</td>
</tr>
<tr>
<td>BLA 201 Legal Environment of Business</td>
<td>3</td>
</tr>
<tr>
<td>ECO 251 Quantitative Business Analysis</td>
<td>3</td>
</tr>
<tr>
<td>or MAT 121 Introduction to Statistics I</td>
<td>3</td>
</tr>
<tr>
<td>ECO 252 Quantitative Business Analysis II</td>
<td>3</td>
</tr>
<tr>
<td>FIN 325 Corporate Finance</td>
<td>3</td>
</tr>
<tr>
<td>MGT 200 Principles of Management</td>
<td>3</td>
</tr>
<tr>
<td>MGT 341 Production and Operations Management</td>
<td>3</td>
</tr>
<tr>
<td>MGT 499 Business Policy and Strategy (Writing Emphasis)</td>
<td>3</td>
</tr>
<tr>
<td>MKT 250 Principles of Marketing</td>
<td>3</td>
</tr>
</tbody>
</table>

International Major Core

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECO 112 Principles of Economics (Micro)</td>
<td>3</td>
</tr>
<tr>
<td>FIN 372 International Finance</td>
<td>3</td>
</tr>
<tr>
<td>or ECO 338 International Economics</td>
<td>3</td>
</tr>
<tr>
<td>GEO 101 World Geography</td>
<td>3</td>
</tr>
<tr>
<td>INB 300 Introduction to International Business</td>
<td>3</td>
</tr>
<tr>
<td>INB 469 International Management Seminar</td>
<td>3</td>
</tr>
<tr>
<td>MGT 313 Business and Society (Writing Emphasis)</td>
<td>3</td>
</tr>
<tr>
<td>MGT 431 Human Resource Management</td>
<td>3</td>
</tr>
<tr>
<td>MKT 380 International Marketing</td>
<td>3</td>
</tr>
</tbody>
</table>

Other Requirements

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 368 Business and Organizational Writing (Writing Emphasis)</td>
<td>3</td>
</tr>
</tbody>
</table>

Business Electives

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAT 115 Algebra, Functions, and Trigonometry</td>
<td>6</td>
</tr>
<tr>
<td>or MAT 113 Algebra and Functions</td>
<td>6</td>
</tr>
</tbody>
</table>

Sample Course Plan

To track their individual degree progress, students are advised to access their Degree Progress Report (DPR) via myWCU regularly. For more information, visit wcupa.edu/DegreeProgressReport.

B.S. IN INTERNATIONAL BUSINESS

Curriculum

General Education Requirements (http://catalog.wcupa.edu/undergraduate/general-education-requirements)

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Math (Requirement fulfilled by major requirements. See below.)</td>
<td>4</td>
</tr>
<tr>
<td>English Composition</td>
<td>6</td>
</tr>
<tr>
<td>Public Speaking</td>
<td>3</td>
</tr>
<tr>
<td>Science requirements</td>
<td>6</td>
</tr>
<tr>
<td>Behavioral and Social Science requirements</td>
<td>6</td>
</tr>
<tr>
<td>ECO 111 Principles of Economics (Macro)</td>
<td>3</td>
</tr>
<tr>
<td>PSC 213 International Relations</td>
<td>3</td>
</tr>
<tr>
<td>Humanities requirements</td>
<td>6</td>
</tr>
<tr>
<td>HIS 100 Global History since 1900</td>
<td>3</td>
</tr>
<tr>
<td>or HIS 101 History of Civilization I</td>
<td>3</td>
</tr>
<tr>
<td>PHI 180 Introduction to Ethics (Fulfills Diverse Communities Requirement)</td>
<td>3</td>
</tr>
<tr>
<td>Arts requirement</td>
<td>3</td>
</tr>
<tr>
<td>Diverse Communities requirement</td>
<td>3</td>
</tr>
<tr>
<td>Interdisciplinary requirement</td>
<td>3</td>
</tr>
</tbody>
</table>

Major Requirements

International Business Core

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACC 201 Financial Accounting</td>
<td>3</td>
</tr>
<tr>
<td>ACC 202 Managerial Accounting</td>
<td>3</td>
</tr>
<tr>
<td>BLA 201 Legal Environment of Business</td>
<td>3</td>
</tr>
<tr>
<td>ECO 251 Quantitative Business Analysis</td>
<td>3</td>
</tr>
<tr>
<td>or MAT 121 Introduction to Statistics I</td>
<td>3</td>
</tr>
<tr>
<td>ECO 252 Quantitative Business Analysis II</td>
<td>3</td>
</tr>
<tr>
<td>FIN 325 Corporate Finance</td>
<td>3</td>
</tr>
<tr>
<td>MGT 200 Principles of Management</td>
<td>3</td>
</tr>
<tr>
<td>MGT 341 Production and Operations Management</td>
<td>3</td>
</tr>
<tr>
<td>MGT 499 Business Policy and Strategy (Writing Emphasis)</td>
<td>3</td>
</tr>
<tr>
<td>MKT 250 Principles of Marketing</td>
<td>3</td>
</tr>
</tbody>
</table>

International Major Core

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECO 112 Principles of Economics (Micro)</td>
<td>3</td>
</tr>
<tr>
<td>FIN 372 International Finance</td>
<td>3</td>
</tr>
<tr>
<td>or ECO 338 International Economics</td>
<td>3</td>
</tr>
<tr>
<td>GEO 101 World Geography</td>
<td>3</td>
</tr>
<tr>
<td>INB 300 Introduction to International Business</td>
<td>3</td>
</tr>
<tr>
<td>INB 469 International Management Seminar</td>
<td>3</td>
</tr>
<tr>
<td>MGT 313 Business and Society (Writing Emphasis)</td>
<td>3</td>
</tr>
<tr>
<td>MGT 431 Human Resource Management</td>
<td>3</td>
</tr>
<tr>
<td>MKT 380 International Marketing</td>
<td>3</td>
</tr>
</tbody>
</table>

Other Requirements

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 368 Business and Organizational Writing (Writing Emphasis)</td>
<td>3</td>
</tr>
</tbody>
</table>

Electives

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Business Electives</td>
<td>6</td>
</tr>
<tr>
<td>Mathematics</td>
<td>6</td>
</tr>
</tbody>
</table>

Sample Course Plan

To track their individual degree progress, students are advised to access their Degree Progress Report (DPR) via myWCU regularly. For more information, visit wcupa.edu/DegreeProgressReport.

MINOR IN BUSINESS LAW

Curriculum

Required Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BLA 201 Legal Environment of Business</td>
<td>3</td>
</tr>
<tr>
<td>BLA 306 Employment Law</td>
<td>3</td>
</tr>
<tr>
<td>ACC 201 Financial Accounting</td>
<td>3</td>
</tr>
</tbody>
</table>

Elective Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Choose three:</td>
<td>9</td>
</tr>
<tr>
<td>BLA 302 Business and Commercial Law</td>
<td>3</td>
</tr>
<tr>
<td>BLA 307 Intellectual Property and the Online Environment</td>
<td>3</td>
</tr>
<tr>
<td>BLA 308 Entrepreneurial Law</td>
<td>3</td>
</tr>
<tr>
<td>BLA 309 Labor Law</td>
<td>3</td>
</tr>
<tr>
<td>BLA 310 Constitutional Law &amp; Business</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Minimum Credits Required 18

MINOR IN INTERNATIONAL BUSINESS

Curriculum

Required Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>INB 300 Introduction to International Business</td>
<td>3</td>
</tr>
<tr>
<td>INB 469 International Management Seminar</td>
<td>3</td>
</tr>
</tbody>
</table>

Electives

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Choose three:</td>
<td>6</td>
</tr>
<tr>
<td>Students may choose three elective courses from the list approved by the Department of Management. See the minor advising guide and the minor adviser for the list of possible electives.</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credits 21
To apply for their business major, students must:

1. Course substitutions for MAT 113 are MAT 115 or MAT 131.
2. A minimum grade of C must be attained in these courses.

DEPARTMENT OF MARKETING

College of Business and Public Management

409 Business and Public Management Center
50 Sharpless Street
West Chester, PA 19383
610-436-2304
Department of Marketing (http://www.wcupa.edu/marketing)
Paul Arsenault (parsenault@wcupa.edu), Chairperson

The department strives to provide students with the ability to:

• Develop an understanding of the ethical concerns of marketing decisions
• Use appropriate business tools and process to develop, analyze, and communicate information
• Develop an awareness of the impact of global diversity on marketing decisions
• Effectively communicate information of a business nature through written presentations
• Effectively communicate information of a business nature and engage audiences (small and large) through oral presentations
• Effectively interact with others as part of a team
• Possess the requisite knowledge and tool sets of the marketing discipline
• Acquire and evaluate information to solve marketing problems

The following applies to students entering the marketing major:

• All freshmen and those external transfer students who have not completed all prerequisites to enter directly into the major will be admitted to the pre-business marketing program.

Programs

Major in Marketing

• B.S. in Marketing (p. 361)

Graduate Opportunities

See the graduate catalog for more information on the Business Administration program. (http://catalog.wcupa.edu/graduate/business-public-management/business-administration)

Policies

• See undergraduate admissions information. (p. 11)
• See academic policies. (http://catalog.wcupa.edu/undergraduate/academic-policies-procedures)

All undergraduate students are held to the academic policies and procedures outlined in the undergraduate 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 programs may be listed below.

Prerequisites for Entry into the Business Majors: Accounting, Economics, Finance, Management and Marketing

To apply for their business major, students must:

1. Complete ECO 111, ECO 112, ECO 251, MGT 200, MKT 250 and ACC 201 with a C or better in each course

2. Pass and complete both MAT 113 and MAT 143 with a C or better required in at least one of them. If a student is placed directly into MAT 143 and receives a C or higher or has completed MAT 161 or MAT 162 with a C or better, then the student does not have to take MAT 113 (replaced as a free elective).

3. Have a minimum overall GPA of 2.50
4. Pass an Excel basic skills exam with an 88% or better
5. Have at least 45 credit hours.

These requirements must be met to be eligible to register for 300 and 400 level business courses. The same rules apply to all transfer students—both internal (those from within the University) and external (those from a non-WCU institution).

Marketing Major Graduation Policies

To graduate with an earned degree from the Department of Marketing’s major program, students must have a 2.50 overall GPA.

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 Gaul (jgaul@wcupa.edu) (1991)
B.S., U.S. Naval Academy; M.B.A., University of Pennsylvania; Ph.D., Drexel University

Jason Phillips (jphillips@wcupa.edu) (1999)
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

MKT

MKT 200. Survey of Marketing. 3 Credits.
Examines the impact of marketing systems in producing a standard of living in local and global economies. Topics include the structure and functions of marketing within an organization, the role of customers, and the competitive, political/legal/regulatory, economic, social-cultural, and technological environments in which these systems operate. May not be taken for credit after completion of any other marketing course. Open to nonbusiness majors. Typically offered in Fall & Spring.

MKT 250. Principles of Marketing. 3 Credits.
MKT 250 Principles of Marketing (3) Course facilitates an understanding of key marketing strategy concepts and frameworks in order to engage effectively cross-functionally, globally, and in diverse environments, to keep markets and their unique needs top-of-mind in decision-making processes, and to drive successful business performance. You will learn to evaluate, develop, implement, and upgrade marketing plans, and to understand marketing’s connection to the other functions. Assorted career opportunities in industry are also discussed. Pre / Co requisites: MKT 250 requires prerequisites of C or higher in ECO 111 or ECO 112, and sophomore standing.
Distance education offering may be available. Typically offered in Fall, Spring & Summer.
MKT 330. Consumer Behavior. 3 Credits.
Pre / Co requisites: MKT 330 requires prerequisites of MKT 250 or MKT 200 with a minimum grade of C and minimum 2.50 CUM GPA. Typically offered in Fall & Spring.

MKT 340. Personal Selling. 3 Credits.
Analysis of the selling process applied to sales calls and sales strategies, communication, persuasion, motivation, ethics, interpersonal relationships, negotiations, and professionalism. Emphasis on case studies.
Pre / Co requisites: MKT 340 requires prerequisite of MKT 250 or MKT 200 with a grade of C. Minimum 2.50 CUM GPA. Majors only. Typically offered in Fall & Spring.

MKT 350. Advertising & Buyer Behavior. 3 Credits.
A study of advertising and sales promotion management with a major focus on organization, media, strategy, campaigns, legal control, consumer behavior, budgeting, and the coordination of these activities with overall marketing programs.
Pre / Co requisites: MKT 350 requires prerequisite of MKT 250 and minimum 2.50 CUM GPA. Typically offered in Fall & Spring.

MKT 360. Marketing Research. 3 Credits.
Systematic definition of marketing problems, strategies for data collection, model building, and interpretation of results to improve marketing decision making and control.
Pre / Co requisites: MKT 360 requires prerequisites of MKT 250 and minimum 2.50 CUM GPA. Typically offered in Fall & Spring.

MKT 380. International Marketing. 3 Credits.
Historical and theoretical background of foreign trade, world marketing environment and world market patterns, marketing organization in its international setting, and international marketing management.
Pre / Co requisites: MKT 380 requires prerequisite of MKT 250 and minimum 2.50 CUM GPA. Distance education offering may be available. Typically offered in Fall, Spring & Summer.

MKT 399. Transfer Elective Upper Level. 1-10 Credits.
Transfer Elective Upper Level.
Repeatable for Credit.

MKT 406. Managing Sales. 3 Credits.
Source, technique, and theories applied to problems encountered in managing a sales force in the areas of administration, policy, organizational structure, personnel selection and evaluation, sales training, compensation, forecasting, establishing territories and quotas, and sales analysis. Emphasis on case studies.
Pre / Co requisites: MKT 406 requires prerequisite of MKT 340 and minimum 2.50 CUM GPA. Typically offered in Fall & Spring.

MKT 410. Independent Studies in Marketing. 1-3 Credits.
Special research projects, reports, and readings in marketing. Open to seniors only.
Pre / Co requisites: Minimum 2.50 CUM GPA. Consent: Permission of the Department required to add. Repeatable for Credit.

MKT 425. Marketing Strategy and Planning. 3 Credits.
Application of the skills required for effective managerial decision making and communication using a team approach. Emphasis on case studies, computer simulations, and the development of a marketing plan; oral and written presentation of results.
Pre / Co requisites: MKT 425 requires prerequisites of MKT 250 and MKT 360 and minimum 2.50 CUM GPA, and is open to seniors only. Typically offered in Fall & Spring.

MKT 440. Senior Seminar in Marketing. 3 Credits.
Team research projects that require an in-depth investigation of a current topic in marketing, and the preparation and presentation of an oral and written professional report.
Pre / Co requisites: MKT 440 requires prerequisites of MKT 250 and MKT 360 and minimum 2.50 CUM GPA, and open to seniors only. Typically offered in Fall & Spring.

MKT 460. Marketing Internship. 3 Credits.
The marketing internship is designed to enhance the student’s educational experience by providing a substantive work experience in the business world. Students taking this course in the fall or spring semester are limited to a total of 15 semester hours.
Pre / Co requisites: Minimum 2.50 CUM GPA. Consent: Permission of the Department required to add. Typically offered in Fall, Spring & Summer. Repeatable for Credit.

MKT 461. Marketing Internship. 6 Credits.
The marketing internship is designed to enhance the student’s educational experience by providing a substantive work experience in the business world. A minimum of 360 hours of work in the internship is required. Students scheduling this course in the fall or spring semester are limited to a total of 12 semester hours.
Pre / Co requisites: Minimum 2.50 CUM GPA. Consent: Permission of the Department required to add. Typically offered in Fall, Spring & Summer. Repeatable for Credit.

MKT 490. Special Topics in Marketing. 3 Credits.
Special topics in marketing not covered under existing, regularly offered courses.
Pre / Co requisites: MKT 490 requires prerequisite of MKT 250 and minimum 2.50 CUM GPA. Repeatable for Credit.
FIN 325  Corporate Finance 1  3
MGT 200  Principles of Management 1  3
MGT 313  Business and Society 1  3
MGT 341  Production and Operations Management 1  3
MGT 499  Business Policy and Strategy 1  3
MKT 250  Principles of Marketing 1  3

Related/Cognate Requirements
MAT 143  Brief Calculus  3
or MAT 161  Calculus I  3

If either of these MAT courses is completed with a grade of C or better to fulfill general requirements, then a free elective may be substituted.

Major Concentration Courses
MKT 330  Consumer Behavior 1  3
MKT 360  Marketing Research 1  3
MKT 425  Marketing Strategy and Planning 1  3

five (5) additional 300-level or 400-level MKT courses, of which only one course can be MKT 460 1  15

Free Electives
9
Total Minimum Credits Required 1  120

1 A minimum grade of C must be attained in each of these and all MKT courses.
2 Course substitutions for MAT 113 are MAT 115 or MAT 131.
3 Course substitutions for MAT 143 are MAT 161 or MAT 162.
4 A minimum of 15 credits in 300-400 level MKT courses and a minimum of 30 credits in business courses must be completed at West Chester University.

Sample Course Plan
To track their individual degree progress, students are advised to access their Degree Progress Report (DPR) via myWCU regularly. For more information, visit wcupa.edu/DegreeProgressReport.

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.

Course  Title  Credits

Year One
Semester One
ECO 111  Principles of Economics (Macro) 1  3
WRT 120  Effective Writing I  3
SCI Gen Ed Course  3
Select one of the following: 1
MAT 113  Algebra and Functions  3
MAT 115  Algebra, Functions, and Trigonometry  3
MAT 131  Precalculus  3

Select one of the following: 1
PHI 101  Introduction to Philosophy  3
PHI 150  Critical Thinking and Problem Solving  3
PHI 180  Introduction to Ethics  3

Credits  15

Semester Two
ECO 112  Principles of Economics (Micro) 1  3
HUM Gen Ed Course: HIS OR LIT  3
WRT 200 Level  3
MAT 143  Brief Calculus 1  3
or MAT 161  Calculus I  3
SOC SCI Gen Ed Course  3

Credits  15

Year Two
Semester Three
ACC 201  Financial Accounting 1  3
SPK 208  Public Speaking  3
or SPK 230  Communication  3
MKT 250  Principles of Marketing 1  3
ECO 251  Quantitative Business Analysis I 1  3
MGT 200  Principles of Management 1  3

Credits  15

Semester Four
ACC 202  Managerial Accounting  3
BLA 201  Legal Environment of Business  3
ECO 252  Quantitative Business Analysis II  3
SCI Gen Ed Course  3
Free Elective  3

Credits  15

Year Three
Semester Five
FIN 325  Corporate Finance  3
MGT 313  Business and Society (WE)  3
MKT 360  Marketing Research  3
MKT 340  Personal Selling  3
Diverse (J) Gen Ed Course  3

Credits  15

Semester Six
Free Elective  3
Interdisciplinary (I) Gen Ed Course  3
ART Gen Ed Course  3
MKT 350  Advertising & Buyer Behavior  3
MKT 341  Production and Operations Management  3

Credits  15

Year Four
Semester Seven
300-400 MKT Elective  3
MKT Business Elective  3
300-400 MKT Elective  3
MGT 499  Business Policy and Strategy (WE)  3
Free Elective  3

Credits  15

Semester Eight
MKT 425  Marketing Strategy and Planning  3
MKT 440  Senior Seminar in Marketing  3
Free Elective  3
Free Elective  3
Free Elective  3

Credits  15

Total Credits  120

1 Prereqs to apply for the major.

DEPARTMENT OF MATHEMATICS
College of the Sciences and Mathematics
25 University Avenue, Room 101
610-436-2440
Department of Mathematics (http://www.wcupa.edu/mathematics)
Peter L. Glidden (pglidden@wcupa.edu), Chairperson
Allison Kolpas (akolpas@wcupa.edu), Assistant Chairperson
Sally Malarney (smalarney@wcupa.edu), Administrative Assistant

The Department of Mathematics offers three different undergraduate programs: bachelor of arts degree in mathematics, bachelor of science degree in mathematics, and bachelor of science degree in education. All three programs require the same five core mathematics courses, and they share many upper-division courses, which gives students a great deal of flexibility in selecting their ultimate course of study.

- The B.A. in Mathematics is designed to prepare students for graduate study in mathematics. The B.A. degree has a language requirement (French, German, or Russian are recommended), which makes it particularly appropriate for students who want to enroll in doctoral programs that require a language.
- The B.S. in Mathematics provides students with a wide choice of career-oriented concentrations that prepare graduates for careers in the private and public sectors. Current concentrations include: actuarial science, applied and computational mathematics, mathematical finance, pure mathematics, and statistics.
- The B.S. in Education - Mathematics provides students with the mathematical content, pedagogical content knowledge, and professional education preparation required for certification to teach mathematics at the middle school, junior high school, or senior high school levels.

The Undergraduate Handbook for Mathematics Majors should be consulted for current degree program requirements.

Programs

Majors in Mathematics

- B.A. in Mathematics (p. 368)
  - B.A. in Mathematics to M.A. in Mathematics Accelerated Program (p. 368)
- B.S.Ed. in Mathematics (p. 377)
- B.S. in Mathematics - Actuarial Science Concentration (p. 369)
- B.S. in Mathematics - Applied and Computational Mathematics Concentration (p. 371)
  - B.S. in Mathematics - Applied and Computational Mathematics Concentration to M.S. in Applied and Computational Mathematics Accelerated Program (p. 371)
- B.S. in Mathematics - Computational Mathematics Concentration (p. 372) (no longer admitting new students)
  - B.S. in Mathematics - Computational Mathematics Concentration to M.S. in Applied and Computational Mathematics Accelerated Program (p. 372) (no longer admitting new students)
- B.S. in Mathematics - Mathematical Finance Concentration (p. 373)
- B.S. in Mathematics - Statistics Concentration (p. 376)
  - B.S in Mathematics - Statistics Concentration to M.S. in Applied Statistics Accelerated Program (p. 376)
- B.S. in Mathematics - Mathematics Concentration (p. 375)
  - B.S. in Mathematics - Mathematics Concentration to M.A. in Mathematics Accelerated Program (p. 375)

Minors in Mathematics

- Mathematics (p. 379)
- PK-8 Grades Mathematics (p. 379)
- Applied Statistics (p. 378)

Graduate Opportunities

See the graduate catalog for more information on the Mathematics program. (http://catalog.wcupa.edu/graduate/sciences-mathematics/mathematics)

Policies

- See undergraduate admissions information. (p. 11)
- See academic policies. (http://catalog.wcupa.edu/undergraduate/academic-policies-procedures)

All undergraduate students are held to the academic policies and procedures outlined in the undergraduate 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 programs may be listed below.

Advanced Placement Policy

Course credit for success on AP exams in mathematics is awarded as follows:

<table>
<thead>
<tr>
<th>AP Test</th>
<th>Score on AP Test 3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Calculus AB</td>
<td>MAT 143</td>
<td>MAT 161</td>
<td>MAT 161</td>
</tr>
<tr>
<td>Calculus BC</td>
<td>MAT 161</td>
<td>MAT 162</td>
<td>MAT 162</td>
</tr>
<tr>
<td>Statistics</td>
<td>MAT 121</td>
<td>MAT 121</td>
<td>MAT 121</td>
</tr>
</tbody>
</table>

Accelerated Program Policy

Refer to the Accelerated Programs page (p. 134) for more information.

Admission to the Accelerated B.S. in Mathematics - Statistics Concentration and M.S. in Applied Statistics Program

Students may conditionally enroll in the Accelerated Program at any point during their undergraduate career. If they are current West Chester students, or transfer students, they must have a minimum cumulative GPA of 3.0 in all MAT and STA courses for admission. While enrolled within the Accelerated Program, students must maintain this minimum cumulative GPA of 3.0 in their MAT and STA courses throughout their undergraduate career.

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

Lisa E. Marano (lmarano@wcupa.edu) (2002)
Mathematics
B.A., Rider University; M.S., Ph.D., Lehigh University

James McLaughlin (jmclaughlin2@wcupa.edu) (2005)
B.S., University of Ulster; M.S., Queen’s University Belfast; Ph.D., University of Illinois

Viorel Nitica (vnitica@wcupa.edu) (2001)
B.S., M.S., University of Bucharest; Ph.D., Pennsylvania State University

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

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

MAT

MAT Q20. Fundamental Skills in Arithmetic. 3 Credits.
This course is designed to strengthen basic arithmetic skills and to introduce the elements of algebra. Mathematics placement required. Credits earned in Q00-level courses do not count toward the 120 hours of credit needed for graduation.
Pre / Co requisites: MAT Q20 requires a prerequisite of an appropriate score on the Mathematics Placement Examination.
Typically offered in Fall, Spring & Summer.

MAT Q30. Fundamentals of Algebra. 3 Credits.
This course is designed to strengthen basic algebraic skills. Credits earned in Q00-level courses do not count toward the 120 hours of credit needed for graduation.
Pre / Co requisites: MAT Q30 requires a grade of C- or better in MAT Q20 or an appropriate score on the Mathematics Placement Examination.
Typically offered in Fall, Spring & Summer.

MAT 101. Mathematics for Teachers of Children I. 3 Credits.
Sets; functions; logic; development of whole numbers, integers, and rationals (including ratios, proportions, and percents); number theory; problem solving. For students seeking Certification in Grades PK-4 or 4-8 only.
Pre / Co requisites: MAT 101 requires a grade of C- or better in MAT Q30 or an appropriate score on the Mathematics Placement Examination.
Typically offered in Fall, Spring & Summer.

MAT 102. Mathematics for Teachers of Children II. 3 Credits.
Development of real numbers; geometry; measurement; probability and statistics; problem solving. For students seeking Certification in Grades PK-4 or 4-8 only.
Pre / Co requisites: MAT 102 requires prerequisite of MAT 101.
Typically offered in Fall, Spring & Summer.

MAT 103. Introduction to Mathematics. 3 Credits.
This course is a liberal arts introduction to the nature of mathematics. Topics are chosen from among logic, graph theory, number theory, symmetry (group theory), probability, statistics, infinite sets, geometry, game theory, and linear programming. These topics are independent of each other and have as prerequisite the ability to read, reason, and follow a logical argument.
Pre / Co requisites: MAT 103 requires prerequisites of a grade of C- or better in MAT Q30 or an appropriate score on the Mathematics Placement Examination. Distance education offering may be available.
Typically offered in Fall, Spring & Summer.

MAT 104. Introduction to Applied Mathematics. 3 Credits.
The course is designed to help prepare students to understand almost any quantitative issues they will encounter in contemporary society. Topics are selected from the following: principles of reasoning, problem-solving tools, financial management, exponential growth and decay, probability, putting statistics to work, mathematics and the arts, discrete mathematics in business and society and the power of numbers.
Pre / Co requisites: MAT 104 requires prerequisites of a grade of C- or better in MAT Q30 or an appropriate score on the Mathematics Placement Examination.
Typically offered in Fall, Spring & Summer.

MAT 113. Algebra and Functions. 3 Credits.
A review of basic algebra, followed by a thorough treatment of polynomial, rational, exponential, and logarithmic functions. Successful completion of this course prepares students for MAT 143.
Pre / Co requisites: MAT 113 requires a prerequisite of a grade of C- or better in MAT Q30 or an appropriate score on the Mathematics Placement Examination.
Typically offered in Fall, Spring & Summer.

MAT 115. Algebra, Functions, and Trigonometry. 3 Credits.
Topics include polynomial, rational, exponential, logarithmic, and trigonometric functions. An emphasis is placed on using technology to understand topics of importance in the life and earth sciences. Successful completion of this course prepares students for MAT 143 or MAT 145.
Pre / Co requisites: MAT 115 requires a grade of C- or better in MAT Q30 or an appropriate score on the Mathematics Placement Examination.
Typically offered in Fall, Spring & Summer.
MAT 121. Introduction to Statistics I. 3 Credits.
Basic concepts of statistics. Frequency distributions, measures of central tendency and variability, probability and theoretical distribution, significance of differences, and hypothesis testing.
Pre / Co requisites: MAT 121 requires a prerequisite of a grade of C- or better in MAT Q30 or an appropriate score on the Mathematics Placement Examination.
Distance education offering may be available.
Typically offered in Fall, Spring & Summer.

MAT 122. Introduction to Statistics II. 3 Credits.
Continuation of MAT 121. Inference about the means, standard deviations and proportions, goodness of fit, analysis of variance, regression analysis, correlation, and nonparametric tests.
Pre / Co requisites: MAT 122 requires a prerequisite of a grade of C- or better in MAT 121 or ECO 251.
Typically offered in Fall & Spring.

MAT 131. Precalculus. 3 Credits.
Topics include polynomial, rational, exponential, logarithmic, and trigonometric functions. An emphasis is placed on understanding function properties and graphs without the use of technology. Successful completion of this course prepares students for MAT 161.
Pre / Co requisites: MAT 131 requires a prerequisite of a grade of C- or better in MAT Q30 or an appropriate score on the Mathematics Placement Examination.
Typically offered in Fall, Spring & Summer.

MAT 143. Brief Calculus. 3 Credits.
An intuitive approach to calculus with emphasis on conceptual understanding and applications to business. Topics include differentiation, curve-sketching, optimization, integration, and partial derivatives.
Pre / Co requisites: MAT 143 requires a prerequisite of a grade of C- or better in MAT 113, MAT 115, or MAT 131; or an appropriate score on the Mathematics Placement Examination.
Typically offered in Fall, Spring & Summer.

MAT 145. Calculus for the Life Sciences. 3 Credits.
An overview of differential and integral calculus, motivated through biological problems. Topics include mathematical modeling with functions, limits, continuity, differentiation, optimization, and integration. Graphing calculators are used as an aid in the application of calculus concepts and methods to realistic biological problems.
Pre / Co requisites: MAT 145 requires a prerequisite of a grade of C or better in MAT 115 or MAT 131; or an appropriate score on the Mathematics Placement Examination.
Typically offered in Fall, Spring & Summer.

MAT 151. Introduction to Discrete Mathematics. 3 Credits.
Set theory, Boolean logic, elementary combinatorics, proofs, simple graph theory, and simple probability.
Pre / Co requisites: MAT 151 requires a prerequisite of a grade of C- or better in MAT Q30 or an appropriate score on the Mathematics Placement Examination.
Typically offered in Fall, Spring & Summer.

MAT 161. Calculus I. 4 Credits.
Differential and integral calculus of real-valued functions of a single real variable with applications.
Pre / Co requisites: MAT 161 requires prerequisites of a C or better in MAT 131 or an appropriate score on the Mathematics Placement Examination.
Typically offered in Fall, Spring & Summer.

MAT 162. Calculus II. 4 Credits.
Continuation of MAT 161 including the study of series, methods of integration, transcendental functions, and applications to the sciences.
Pre / Co requisites: MAT 162 requires prerequisite of C or better in MAT 161.
Typically offered in Fall, Spring & Summer.

MAT 190. Topics in Mathematics. 3 Credits.
Topics announced at time of offering.
Consent: Permission of the Department required to add.

MAT 200. The Nature of Mathematics. 3 Credits.
Topics include the role of mathematics in contemporary society, career opportunities, mathematical notation and argument, structure of proofs, basic facts about logic, mathematical proofs, problem-solving techniques, and introductions to mathematical software packages.
Pre / Co requisites: MAT 200 requires a prerequisite of C or better in MAT 161. Course should be taken by the end of sophomore year.
Typically offered in Fall, Spring & Summer.

MAT 201. Elementary Functions Essential Calculus I. 3 Credits.
Elementary functions from an advanced viewpoint with detailed discussion of formal manipulations. Special emphasis on applications and the use of technology. Open only to prospective Grade 4-8 certification students.
Pre / Co requisites: MAT 201 requires prerequisite MAT 102.

MAT 202. Elementary Functions Essential Calculus II. 3 Credits.
Elementary functions from an advanced viewpoint with detailed discussions of formal manipulations. Special emphasis on applications and the use of technology. Open only to prospective Grade 4-8 certification students.
Pre / Co requisites: MAT 202 requires prerequisite MAT 201.

MAT 203. Elementary Functions and Essential Calculus II. 3 Credits.
Continued discussion of elementary functions. Introduction to the intuitive ideas of derivative and integral with applications.
Pre / Co requisites: MAT 203 requires prerequisite of MAT 202.

MAT 261. Calculus III. 4 Credits.
The calculus of several variables. Topics include polar coordinates, vectors and three-dimensional analytic geometry, differentiation of functions of several variables, multiple integrals, and line and surface integrals.
Pre / Co requisites: MAT 261 requires a prerequisite of MAT 162 with a C or better.
Typically offered in Fall, Spring & Summer.

MAT 301. The Scientific Revolution. 3 Credits.
This course addresses how modern science began in the 17th century by examining its origins and including introductions to the heroes of science - Copernicus, Kepler, Galileo, and Newton. This course counts toward the writing emphasis requirement.
Typically offered in Fall & Spring.

MAT 302. Mathematics and Social Justice. 3 Credits.
In this course we will explore several social issues and we will discuss methods which can quantitatively illustrate that are taking place. By doing so, the hope is that each student will learn mathematical skills and techniques. This tool kit of basic mathematical skills is often referred to as Quantitative Literacy (QL). Moreover as attainment of QL is itself a social justice issue, we will explore ways to carry these skills to historically marginalized groups through service learning projects.

MAT 309. Topics in Math for Elementary Teachers. 3 Credits.
Introduction to programming in BASIC; computer uses for the classroom teacher; descriptive statistics with applications for teaching; and measurements of length, area, volume, and temperature that focus on the SI metric system with practice in the classroom. Additional topics in applied mathematics will be considered.
Pre / Co requisites: MAT 309 requires prerequisite of MAT 102.
Repeatable for Credit.

MAT 311. Linear Algebra. 3 Credits.
An introduction to linear algebra. Topics covered include matrices, systems of linear equations, vector spaces, linear transformation, determinants, eigenvalues, spectral theorem, and triangulation.
Pre / Co requisites: MAT 311 requires Concurrent or Prerequisite of MAT 162.
Typically offered in Fall, Spring & Summer.

MAT 312. Algebra for Teachers in Grades 4-8. 3 Credits.
Formal structure of groups, rings, and fields with examples from the elementary curriculum. Topics from linear algebra including matrices, determinants, and linear programming.
Pre / Co requisites: MAT 312 requires prerequisite of MAT 102.
Typically offered in Fall & Spring.

MAT 313. Geometry for Teachers in Grades 4-8. 3 Credits.
Modern informal approach to two- and three-dimensional geometric figures, measurement, similarity, congruence, coordinate geometry, and the postulational method.
Pre / Co requisites: MAT 313 requires prerequisite of MAT 102.
Typically offered in Fall & Spring.

MAT 319. Applied Statistics. 3 Credits.
This course will cover simple and multiple linear regression methods and linear time series analysis with an emphasis on fitting suitable models to data and testing and evaluating models against data.
Pre / Co requisites: MAT 319 requires a prerequisite of MAT 143 or MAT 145 or MAT 161.
Typically offered in Fall & Summer.
MAT 321. Combinatorics and Graph Theory. 3 Credits.
Introduction to set theory, graph theory, and combinatorial analysis. Includes relations, cardinality, elementary combinatorics, principles of inclusion and exclusion, recurrence relations, zero-one matrices, partitions, and Polya's Theorem.
Pre / Co requisites: MAT 321 requires prerequisites of C or better in MAT 162 and MAT 200. Typically offered in Fall.

MAT 325. Numerical Analysis I. 3 Credits.
A basic introduction to numerical analysis and scientific computing. Topics which will be studied include: Computer arithmetic, approximation and interpolation of functions, numerical quadratures, solutions of linear systems by direct methods, numerical solutions of nonlinear scalar equations, numerical differentiation, introduction to one step methods for the numerical solution of ordinary differential equations.
Pre / Co requisites: MAT 325 requires a prerequisite of MAT 162 with a "C" or better. Typically offered in Spring.

MAT 330. Using Technology Teaching Elementary School Mathematics. 3 Credits.
Using computer software, calculators, and the Internet as aids in teaching elementary school mathematics.
Pre / Co requisites: MAT 330 requires prerequisites of MAT 101 and MAT 102. Typically offered in Fall & Spring.

MAT 331. Foundations of Geometry. 3 Credits.
Geometric foundations from an advanced viewpoint. Topics are chosen from euclidean and noneuclidean geometrics.
Pre / Co requisites: MAT 331 requires prerequisite of C or better in MAT 162. Typically offered in Spring.

MAT 332. Differential Geometry. 3 Credits.
Classical differential geometry from a modern viewpoint. Curves and surfaces and shape operators. Introduction to Riemann geometry.
Pre / Co requisites: MAT 332 requires prerequisites of C or better in MAT 200, MAT 261 and MAT 331.

MAT 343. Differential Equations. 3 Credits.
The general theory of nth order, and linear differential equations including existence and uniqueness criteria and linearity of the solution space. General solution techniques for variable coefficient equations; series solutions for variable coefficient equations, and study of systems of linear equations.
Pre / Co requisites: MAT 343 requires a prerequisite of C or better in MAT 162. Typically offered in Fall, Spring & Summer.

MAT 350. Techniques of Teaching Middle School Mathematics. 3 Credits.
Techniques of Middle School Mathematics (3) Learning theory-based techniques for teaching children mathematical concepts in the middle school including: pedagogical content knowledge; techniques used to present specific mathematical concept; associated materials, including methods for exceptional students; levels of questioning; and motivational devices. Topics covered include number, measurement, algebra, geometry, and probability, and statistics.
Pre / Co requisites: MAT 350 requires prerequisites of MAT 261, EDA 304, Field Clearances, and Formal Admission to Teacher Education. MAT 350 requires a co-requisite of MAT 360. Gen Ed Attribute: Writing Emphasis. Typically offered in Fall.

MAT 351. Methods for Teaching Children Math. 3 Credits.
Concepts, learning aids, syllabi, texts, and methods in elementary school mathematics.
Pre / Co requisites: MAT 351 requires prerequisites of MAT 101 and MAT 102. Typically offered in Fall, Spring & Summer.

MAT 352. Methods for Teaching Children Mathematics II. 3 Credits.
Techniques for teaching children concepts such as geometry in two and three dimensions, number sentences, graphing, ratios and percentages, quantifiers, etc. Use of laboratory materials will be emphasized.
Pre / Co requisites: MAT 352 requires prerequisites of MAT 351, Field clearances and Formal Admission to Teacher Education. Typically offered in Spring.

MAT 353. Methods for Teaching Middle School Mathematics. 3 Credits.
Techniques for teaching children mathematical concepts in the middle school standards. Topics covered include number, algebra, geometry, and probability and statistics.
Pre / Co requisites: MAT 353 requires prerequisites of MAT 121, MAT 312, MAT 313, MAT 351, field clearances, and FATE. Typically offered in Fall & Spring.

MAT 354. Techniques of Teaching Secondary School Mathematics. 3 Credits.
Techniques used in the presentation of specific mathematical concepts, associated materials, including methods for exceptional students; levels of questioning, and motivational devices. Scope and sequence of secondary school mathematics topics. Criteria for test evaluation. Preview of student teaching.

MAT 357. Teaching Mathematics to Diverse Learners. 3 Credits.
Methods and materials associated with the presentation of mathematics to the handicapped. Emphasis on individualization and involving thinking skills at the concrete level. Evaluative and interpretive techniques are included.
Pre / Co requisites: MAT 357 requires prerequisites of MAT 101 and MAT 102 and formal admission into teacher education.

MAT 360. Field Experiences in Middle School Mathematics. 1 Credit.
The objective of this course is to apply the skills, techniques, and dispositions required to be an effective middle school mathematics teacher. This course will allow you to work in a classroom setting to examine how the curriculum is delivered in a middle and high school setting. You will work with students on an individual or group basis, work cooperatively with teachers, and participate in the lesson and assessment planning process. By the end of the course, you should teach at least one lesson in a classroom setting.
Pre / Co requisites: MAT 360 requires a prerequisite of Formal Admission to Teacher Education. MAT 360 requires a co-requisite of MAT 350. Typically offered in Fall.

MAT 362. Calculus IV. 3 Credits.
The calculus of vector-valued functions of a vector variable. Derivatives and properties of the derivative including the chain rule, fields and conservative fields, integration, and Green’s, Stokes’, and Gauss’ theorems.
Pre / Co requisites: MAT 362 requires prerequisite of C or better in MAT 261 and C or better in MAT 311.

MAT 364. Field Experiences in Secondary School Mathematics. 1 Credit.
The objective of this course is to apply the skills, techniques, and dispositions required to be an effective secondary school mathematics teacher. This course will allow you to work in a classroom setting to examine how the curriculum is delivered in a middle and high school setting. You will work with students on an individual or group basis, work cooperatively with teachers, and participate in the lesson and assessment planning process. By the end of the course, you should teach at least one lesson in a classroom setting.
Pre / Co requisites: MAT 364 requires prerequisites of MAT 360 and Formal Admission to Teacher Education. MAT 364 requires a co-requisite of MAT 354. Typically offered in Spring.

MAT 371. Mathematics of Finance. 3 Credits.
The purpose of this course is to introduce the mathematical theory behind the concepts of: measurement of interest, annuities, yield rates, amortization of loans, sinking funds, and yield rates. Understanding the fundamental concepts of financial mathematics, and how these concepts can be applied to calculate present and future values of various financial instruments, is the prevailing theme of the course.
Pre / Co requisites: MAT 371 requires prerequisite of MAT 162 with a "C" or better. Typically offered in Fall.

MAT 381. Discrete Mathematics. 4 Credits.
This course is designed to provide a foundation for the mathematics used in the theory and application of computer science. Topics include mathematical reasoning, the notion of proof, logic, sets, relations and functions, counting techniques, algorithmic analysis, modelling, cardinality, recursions and induction, graphs, and algebra.
Pre / Co requisites: MAT 381 requires prerequisite of C or better in MAT 162.

MAT 390. Seminar in Mathematics Education. 3 Credits.
This course is the capstone course for grades 4-8 certification students completing the 30-credit mathematics certification option. Topics selected from mathematics, statistics, the history of mathematics, and mathematics education for their significance and interest. Field experience may be required.
Pre / Co requisites: MAT 390 requires prerequisite of Formal Admission to Teacher Education. Repeatable for Credit.
MAT 400. History of Mathematics for Elementary Teachers. 3 Credits.
History and development of elementary mathematics from primitive times to the discovery of calculus. Problems of the period are considered.
Pre / Co requisites: MAT 400 requires prerequisites of MAT 312 and MAT 313.

MAT 401. History of Mathematics. 3 Credits.
Development of mathematics from the Babylonian era to the 18th Century. Some modern topics included.
Pre / Co requisites: MAT 401 requires prerequisite of C or better in MAT 261.
Gen Ed Attribute: Writing Emphasis.
Typically offered in Fall, Spring & Summer.

MAT 405. Special Topics in Mathematics. 3 Credits.
Topics announced at the time of offering.
Consent: Permission of the Department required to add.
Repeatable for Credit.

MAT 411. Algebra I. 3 Credits.
Abstract algebra. Algebraic systems, groups, rings, integral domains, and fields.
Pre / Co requisites: MAT 411 requires prerequisites of C or better MAT 200, MAT 261, and MAT 311.
Typically offered in Fall.

MAT 412. Algebra II. 3 Credits.
Abstract algebra. Algebraic systems, groups, rings, integral domains, and fields.
Pre / Co requisites: MAT 412 requires prerequisite of C or better in MAT 411.
Typically offered in Spring.

MAT 413. Computer Algebra. 3 Credits.
The focus of this course is to introduce students to computer algebra packages and review important topics in algebra, calculus and linear algebra.
Pre / Co requisites: MAT 413 requires prerequisites of MAT 162 and MAT 311 with a "C" or better.
Typically offered in Fall.

MAT 414. Theory of Numbers. 3 Credits.
Properties of integers; primes, factorization, congruences, and quadratic reciprocity.
Pre / Co requisites: MAT 414 requires prerequisites of C or better in MAT 200 and MAT 261.
Typically offered in Spring & Summer.

MAT 415. Introduction to Cryptography. 3 Credits.
An introduction to the mathematics behind various aspects of modern cryptography, including matrix cryptosystems, quadratic ciphers such as the Rabin cipher, exponential ciphers such as the Diffie-Hellman Key Exchange, the RSA algorithm and DES encryption.
Pre / Co requisites: MAT 415 requires prerequisites of MAT 161 and MAT 151 OR MAT 161 and MAT 200.
Typically offered in Spring & Summer.

MAT 421. Mathematical Statistics I. 3 Credits.
Probability theory, discrete and continuous random variables, distributions, and moment generating functions. Statistical sampling theory, joint and interval estimation, test of hypothesis, regression, and correlation.
Pre / Co requisites: MAT 421 requires a prerequisite of C or better in MAT 261.
Typically offered in Fall.

MAT 422. Mathematical Statistics II. 3 Credits.
Probability theory, discrete and continuous random variables, distributions, and moment generating functions. Statistical sampling theory, joint and interval estimation, test of hypothesis, regression, and correlation.
Pre / Co requisites: MAT 422 requires prerequisite of C or better in MAT 421.
Typically offered in Spring.

MAT 423. Applied Probability. 3 Credits.
Pre / Co requisites: MAT 423 requires prerequisites of MAT 261, MAT 311, and MAT 421 with a "C" or better.
Typically offered in Spring.

MAT 425. Numerical Analysis II. 3 Credits.
An examination of advanced topics in numerical analysis and scientific computing. Topics include: Approximation and interpolation of functions, numerical quadratures, matrix norms, iterative methods of numerical linear algebra, numerical solution of nonlinear systems of equations, and methods for the numerical solution of ordinary differential equations.
Pre / Co requisites: MAT 425 requires a prerequisite of C or better in MAT 325.
Typically offered in Fall.

MAT 427. Introduction to Optimization Techniques. 3 Credits.
Nature of optimization problems: deterministic and stochastic, and discrete and continuous. Computer methods of solution, systematic and random search, linear quadratic, dynamic programming, and others.
Pre / Co requisites: MAT 427 requires prerequisites of C or better in MAT 261 and C or better in MAT 311.

MAT 432. Topology. 3 Credits.
Elements of point set topology. Separation axioms. Connectedness, compactness, and metrizability.
Pre / Co requisites: MAT 432 requires prerequisites of C or better in MAT 200 and MAT 261.

MAT 441. Real Analysis I. 3 Credits.
Introduces the real line, limits of sequences, Cauchy sequences, limits of real functions, continuous functions, intermediate value theorem, the derivative, mean value theorems and Riemann integral.
Pre / Co requisites: MAT 441 requires prerequisites of C or better in MAT 200 and MAT 261.
Typically offered in Fall & Spring.

MAT 442. Real Analysis II. 3 Credits.
A continuation of MAT 441. Introduces infinite series, sequences and series of functions, Taylor's Theorem with applications and topics from integration theory.
Pre / Co requisites: MAT 442 requires prerequisite of C or better in MAT 441.
Typically offered in Fall.

MAT 443. Applied Analysis I. 3 Credits.
The techniques of analysis applied to problems in the physical sciences. Topics include partial differential equations, orthogonal functions, complex integration, and conformal mapping.
Pre / Co requisites: MAT 443 requires prerequisite of C or better MAT 261, MAT 311 and MAT 343.
Typically offered in Fall.

MAT 444. Applied Analysis II. 3 Credits.
The techniques of analysis applied to problems in the physical sciences. Topics include partial differential equations, orthogonal functions, complex integration, and conformal mapping.
Pre / Co requisites: MAT 444 requires prerequisite of C or better in MAT 443.

MAT 445. Complex Variables. 3 Credits.
Introduction to functions of a complex variable. Analytic functions, mappings, differentiation and integration, power series, and conformal mappings.
Pre / Co requisites: MAT 445 requires prerequisite of C or better in MAT 261.
Typically offered in Fall.

MAT 455. Industrial Mathematics Practicum. 3 Credits.
This is a case study, team problem-solving based course focused on solving real-world problems that can be modeled using discrete or continuous mathematics techniques and which emanate from industry. Ideally, the problems would be obtained from partnerships with local industry. Until these relationships develop, extant problems or problems arising in WCU faculty research (in math, physics, biology, geology, finance, etc.) will be used.
Pre / Co requisites: MAT 455 requires prerequisites of MAT 319, MAT 425, and MAT 413 and any one of MAT 493 or MAT 427.
Typically offered in Fall & Spring.
Repeatable for Credit.

MAT 478. Fundamentals of Actuarial Science. 3 Credits.
Students completing this course will have a better understanding of actuarial models of life contingencies, more specifically, students will understand that life insurance payments, life annuity payments, pension payments, etc. are determined by financial random variables dependent on human life.
Pre / Co requisites: MAT 478 requires prerequisite of MAT 371 and MAT 421 with a "C" or better.
Typically offered in Spring.
MAT 479. Financial Calculus. 3 Credits.
This course aims to provide the undergraduate mathematics major with an introduction to the mathematics behind derivative pricing and portfolio management. Pricing theory is first developed through the typical binomial model and then is extended to continuous time via the Black-Scholes model. In addition, the student will be exposed to how arbitrage can be used to aid in the pricing more complicated derivatives, such as call options on dividend-paying securities and exotic options.
Pre / Co requisites: MAT 479 requires prerequisite of MAT 371 and MAT 421 with a "C" or better.
Typically offered in Spring.

MAT 491. Internship in Applied Mathematics. 2-4 Credits.
In cooperation with regional businesses and industrial companies, student will perform an internship in applied mathematics.
Repeatable for Credit.

MAT 493. Mathematical Modeling. 3 Credits.
The idea of a mathematical model of a real situation. Techniques and rationales of model building. Examples from the life, physical, and social sciences.
Pre / Co requisites: MAT 493 requires prerequisites of C or better in MAT 261 and C or better in MAT 343.

MAT 499. Independent Study in Mathematics. 1-3 Credits.
Independent investigation of an area of mathematics not covered in the department's course offerings.
Consent: Permission of the Department required to add. Repeatable for Credit.

MTE

MTE 340. Using Technology Teaching Elementary Mathematics. 3 Credits.
Using computer software, calculators, and the Internet as aids in teaching elementary school mathematics.
Pre / Co requisites: MTE 340 requires prerequisites of MAT 101 and MAT 102.

STA

STA 311. Intro Statistical Computing and Data Management. 3 Credits.
Course will give students the ability to manage and manipulate data effectively, conduct basic statistical analysis, and generate reports and graphics primarily using the SAS Statistical Software Program.
Typically offered in Spring.

STA 320. Experimental Design. 3 Credits.
The purpose of this course is to guide students in learning how to design, conduct and analyze the results of scientific studies so that valid and objective inferences about the population are obtained. It will cover ANOVAs, block, factorial, and split plot designs, as well as response surface analysis.
Pre / Co requisites: STA 320 requires a prerequisite of C or better in STA 311.
Typically offered in Spring.

STA 321. Topics in Advanced Statistics. 3 Credits.
Course will cover select topics in categorical analysis, nonparametrics and time series analysis. Emphasis will be placed on statistical programming, particularly simulations.
Pre / Co requisites: STA 321 requires prerequisites of STA 311, STA 320, and MAT 421.
Typically offered in Spring.

STA 490. Capstone Course in Statistics. 3 Credits.
Course will synthesize lessons learned throughout the students career with the goal of preparing students for work as professional statisticians. Topics will include report writing, presentations, statistical consulting, sampling design, and resume writing.
Typically offered in Spring.

B.A. IN MATHEMATICS

Curriculum

General Education Requirements (http://catalog.wcupa.edu/undergraduate/general-education-requirements)
English Composition requirements 6
Mathematics requirement 3
Public Speaking requirement 3

Science requirements 6
Behavioral & Social Science requirements 6
Humanities requirements 6
Arts requirement 3
Diverse Communities requirement 3
Interdisciplinary requirement 3
Student Electives 9
Writing Emphasis requirements 9

Language Requirement
Demonstrating language proficiency through the intermediate level (202). 3-12

Major Requirements
MAT 161 Calculus I 4
MAT 162 Calculus II 4
MAT 200 The Nature of Mathematics 3
MAT 261 Calculus III 4
MAT 311 Linear Algebra 3
MAT 411 Algebra I 3
MAT 421 Mathematical Statistics I 3
MAT 441 Real Analysis I 3

Mathematics Electives
At least 5 upper-division (300 level or higher) mathematics courses, one in each of the areas below. In lieu of a minor, students may select 3 additional upper-division mathematics courses with approval of the advisor and department chair.

- Algebra elective
- Analysis elective
- Applied mathematics elective

Related/Cognate Requirements
CSC 141 Computer Science I 3
PHY 170 Physics I 4

Total Minimum Credits Required 120

1 Satisfies general education requirement.

Accelerated B.A. in Mathematics to M.A. in Mathematics Program
Students may substitute up to 5 graduate courses for B.A. course requirements, subject to the following guidelines:

Algebra Elective
May be replaced by one of the following:
- MAT 513 Linear Algebra
- MAT 514 Theory Of Numbers
- MAT 515 Algebra I
- MAT 516 Algebra II

Analysis Elective
May be replaced by one of the following:
- MAT 535 Topology
- MAT 543 Topics in Differential Equations
- MAT 545 Real Analysis I
- MAT 546 Real Analysis II

Applied Mathematics Elective
May be replaced by one of the following:
- STA 505 Mathematical Statistics I
- MAT 548 Industrial Mathematics - Continuous Models
- MAT 549 Industrial Mathematics - Discrete Models
- MAT 552 Operations Research
- MAT 553 Stochastic Modeling
- MAT 554 Scientific Computing
**MAT 555**  Industrial Practicum - Continuous Models

**MAT 570**  Math Models In Life, Phys & Soc Sciences

**Mathematics Electives**

May be replaced by any course from the three areas above or any of the following:

- MAT 521  Discrete Mathematics & Graph Theory
- MAT 532  Geometry I
- MAT 533  Geometry II
- MAT 595  Topics in Mathematics

**Student Electives**

May be replaced by any course from the four areas above or any other 500-level MAT, MTE, STA, or CSC course.

Or higher level STA course

**Requirement of a Minor**

Students in the B.A. degree program are required to complete either a minor or, with the approval of the student’s advisor and the Department of Mathematics chairperson, an additional nine credit hours of upper-division mathematics. The discipline chosen for the minor will reflect a student’s post-baccalaureate goals. The department recommends completing a minor in the natural sciences (astronomy (p. 250), biology (p. 205), chemistry (p. 212), earth sciences (p. 250), geology (p. 250), and physics (p. 426)), computer science (p. 229), economics (p. 258), or finance (p. 259), but other minors may be selected with the approval of the student’s advisor and the mathematics chairperson.

All mathematics major courses must be passed with a C- or better.

**Sample Course Plan**

To track their individual degree progress, students are advised to access their Degree Progress Report (DPR) via myWCU regularly. For more information, visit wcupa.edu/DegreeProgressReport.

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.

### Course | Title | Credits
--- | --- | ---
**Semester One**
MAT 161 | Calculus I | 4
CSC 141 | Computer Science I | 3
Language 101 | 3
Gen Ed Humanities Course | 3
Gen Ed Arts Course | 3

Total Credits | 16

**Semester Two**
MAT 162 | Calculus II | 4
MAT 200 | The Nature of Mathematics | 3
WRT 120 | Effective Writing I | 3
Language 102 | 3
PHY 170 | Physics I | 4

Total Credits | 17

**Year Two**
**Semester Three**
MAT 261 | Calculus III | 4
MAT 311 | Linear Algebra | 3
WRT 200 | Critical Writing and Research | 3
Language 201 | 3
Minor Elective | 3

Total Credits | 16

**Semester Four**
SPK 208 | Public Speaking | 3
or SPK 230 | Business and Professional Speech Communication | 3
Applied Mathematics Elective | 3
Language 202 | 3
Minor Elective | 3
Gen Ed Behavioral/Social Science Course | 3

Total Credits | 15

**Year Three**
**Semester Five**
MAT 411 | Algebra I | 3
MAT 421 | Mathematical Statistics I | 3
IW Course | 3
Minor Elective | 3
Gen Ed Elective | 3

Total Credits | 15

**Semester Six**
MAT 441 | Real Analysis I | 3
Algebra Elective | 3
Minor Elective | 3
Mathematics Elective | 3
JW Course | 3

Total Credits | 15

**Year Four**
**Semester Seven**
Analysis Elective | 3
Mathematics Elective | 3
Minor Elective | 3
Gen Ed Humanities Course | 3
Gen Ed Elective | 3

Total Credits | 15

**Semester Eight**
Mathematics Elective | 3
Minor Elective | 3
Gen Ed Behavioral/Social Science Course | 3
Gen Ed Elective | 3
Free Elective | 3

Total Credits | 15

**Total Credits** | 124

---

**B.S. IN MATHEMATICS - ACTUARIAL SCIENCE CONCENTRATION**

**College of the Sciences and Mathematics**

**Curriculum**

**General Education Requirements**

- English Composition requirements 6
- Mathematics requirement 3
- Public Speaking requirement 3
- Science requirement 6
- Behavioral & Social Science requirement 6
- Humanities requirements 6
- Arts requirement 3
- Diverse Communities requirement 3
- Interdisciplinary requirement 3

---

2017-2018 UNDERGRADUATE CATALOG 369
B.S. IN MATHEMATICS - ACTUARIAL SCIENCE CONCENTRATION

WEST CHESTER UNIVERSITY

Student Electives 9
Writing Emphasis requirements 9

Major Requirements
MAT 161 Calculus I 4
MAT 162 Calculus II 4
MAT 200 The Nature of Mathematics 3
MAT 261 Calculus III 4
MAT 311 Linear Algebra 3
MAT 319 Applied Statistics 3
MAT 343 Differential Equations 3
MAT 478 Fundamentals of Actuarial Science 3
MAT 411 Mathematics of Finance 3
MAT 421 Mathematical Statistics I 3
MAT 422 Mathematical Statistics II 3
MAT 423 Applied Probability 3
STA 311 Intro Statistical Computing and Data Management 3

Related/Cognate Requirements
Select one of the following: 3
ENG 368 Business and Organizational Writing
ENG 375 Strategies for Writing in the Workplace
ENG 371 Technical Writing
ACC 201 Financial Accounting 3

ECO 111 Principles of Economics (Macro) 3
ECO 112 Principles of Economics (Micro) 3
ECO 340 Intermediate Microeconomics 3
FIN 325 Corporate Finance 3
FIN 330 Principles of Insurance 3

Free Electives or Internship 15
Chosen under advisement

Total Minimum Credits Required 120

1 Indicates course satisfies a general education requirement.

All math major courses must be passed with a C or better.

Sample Course Plan

To track their individual degree progress, students are advised to access their Degree Progress Report (DPR) via myWCU regularly. For more information, visit wcupa.edu/DegreeProgressReport.

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.

Course Title Credits

Year One
Semester One
MAT 161 Calculus I 4
ACC 201 Financial Accounting 3
Gen Ed Arts 3
Gen Ed Humanities 3
Gen Ed Science 3

Credits 16

Semester Two
MAT 162 Calculus II 4
MAT 200 The Nature of Mathematics 3
WRT 120 Effective Writing I 3
SPK 230 Business and Professional Speech Communication 3
ECO 111 Principles of Economics (Macro) 3

Credits 16

Year Two

Semester Three
MAT 261 Calculus III 4
MAT 311 Linear Algebra 3
ECO 112 Principles of Economics (Micro) 3
WRT 200 Critical Writing and Research 3
Gen Ed Science 3

Credits 16

Semester Four
MAT 319 Applied Statistics 3
MAT 343 Differential Equations 3
FIN 325 Corporate Finance 3
Gen Ed Elective 3
Gen Ed Behavioral/Social Science 3

Credits 15

Year Three

Semester Five
MAT 421 Mathematical Statistics I 3
FIN 330 Principles of Insurance 3
IW Course 3
Free Elective 3
Gen Ed Elective 3

Credits 15

Semester Six
MAT 423 Applied Probability 3
MAT 422 Mathematical Statistics II 3
ECO 340 Intermediate Microeconomics 3
JW Course 3
Free Elective 3

Credits 15

Year Four

Semester Seven
MAT 371 Mathematics of Finance 3
ENG 368 Business and Organizational Writing (W) 3
Gen Ed Humanities 3
Gen Ed Elective 3
Elective 3

Credits 15

Semester Eight
MAT 478 Fundamentals of Actuarial Science 3
MAT 491 Internship in Applied Mathematics 3
STA 311 Intro Statistical Computing and Data Management 3
Free Elective 3

Credits 15-13

Total Credits 119-121

NOTES:

1. MAT 311, a three semester hour course, is used to fulfill three semester hours of the General Education Mathematics requirement.
2. ECO 111, a three semester hour course, is used to fulfill three semester hours of the General Education Social and Behavioral Science requirement.
3. Three writing-emphasis courses are required. At least one must be at the three hundred level or above. Transfer students entering with 40-70 semester hours must take two writing emphasis courses and those entering with more than 70 semester hours must take one.
B.S. IN MATHEMATICS - APPLIED AND COMPUTATIONAL MATHEMATICS CONCENTRATION

College of the Sciences and Mathematics

Curriculum

General Education Requirements (http://catalog.wcupa.edu/undergraduate/general-education-requirements)

English Composition requirements 6
Mathematics requirement 3
Public Speaking requirement 3
Science requirements 6
Behavioral & Social Science requirements 6
Humanities requirements 6
Arts requirement 3
Diverse Communities requirement 3
Interdisciplinary requirement 3
Student Electives 9
Writing Emphasis requirements 9

Major Requirements

MAT 161 Calculus I 4
MAT 162 Calculus II 4
MAT 200 The Nature of Mathematics 3
MAT 261 Calculus III 4
MAT 311 Linear Algebra 1 3
MAT 319 Applied Statistics 3
MAT 325 Numerical Analysis I 3
MAT 343 Differential Equations 3
MAT 413 Computer Algebra 3
MAT 425 Numerical Analysis II 3
MAT 427 Introduction to Optimization Techniques 3
or MAT 493 Mathematical Modeling 3
MAT 443 Applied Analysis I 3
MAT 445 Complex Variables 3
or MAT 441 Real Analysis I 3
or MAT 455 Industrial Mathematics Practicum 3

Related/Cognate Requirements

Select one of the following: 3
ENG 368 Business and Organizational Writing 3
ENG 371 Technical Writing 3
ENG 375 Strategies for Writing in the Workplace 3
CSC 141 Computer Science I 1 3
PHY 170 Physics I 1 3
or BIO 110 General Biology 3
or CHE 103 General Chemistry I 3
or ESS 101 Introduction to Geology 3

Select 12-13 credits of science cognates (PHY, BIO, CHE, CSC, or ESS) under the guidance of an advisor. At least two cognates must be at the 200-level or above.

Free Electives or Internship

Select 13-15 credits of electives chosen under advisement. 13-15
MAT 491 Internship in Applied Mathematics 2 2-4

Total Minimum Credits Required 120

Accelerated B.S. Mathematics - Applied and Computational Mathematics to M.S. Applied and Computational Mathematics Program

To be considered for the accelerated program, students must have attained (completed) 75 credits with a minimum of 24 mathematics credits. Students must have a minimum cumulative GPA of 3.00 including a minimum GPA of 3.00 for mathematics courses. Once admitted to the graduate program, graduate policies apply, including minimum GPA (3.00). See the Graduate Catalog for further details.

Students in the accelerated program can take up to 15 credits of graduate coursework to satisfy the B.S. program requirements. The course list below provides the approved graduate substitutions for undergraduate courses. The remaining graduate courses can be taken in place of free electives in the B.S. program.

Major Requirements 1

MAT 493 Mathematical Modeling 3
or MAT 548 or MAT 549

Free Electives or Internship

The remaining 9 credits of graduate courses may be taken in place of Free Electives.

1  MAT 500 (Fundamentals of Applied Mathematics) and one of the Industrial Mathematics Practicum courses (MAT 555 or 556) are waived for students in the accelerated program.
2  Choose one (but not both) of these substitutions since the B.S. program requires only one analysis class (real or complex).

All math major courses must be passed with a C or better.

Sample Course Plan

To track their individual degree progress, students are advised to access their Degree Progress Report (DPR) via myWCU regularly. For more information, visit wcupa.edu/DegreeProgressReport.

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>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year One</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Semester One</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MAT 161</td>
<td>Calculus I</td>
<td>4</td>
</tr>
<tr>
<td>CSC 141</td>
<td>Computer Science I 2</td>
<td>3</td>
</tr>
<tr>
<td>Gen Ed Arts</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Gen Ed Humanities</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Gen Ed Behavioral/Social Science</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Credits</td>
<td></td>
<td>16</td>
</tr>
<tr>
<td>Semester Two</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MAT 162</td>
<td>Calculus II</td>
<td>4</td>
</tr>
<tr>
<td>MAT 200</td>
<td>The Nature of Mathematics</td>
<td>3</td>
</tr>
<tr>
<td>PHY 170</td>
<td>Physics I 2</td>
<td>4</td>
</tr>
<tr>
<td>WRT 120</td>
<td>Effective Writing I</td>
<td>3</td>
</tr>
<tr>
<td>SPK 230</td>
<td>Business and Professional Speech Communication</td>
<td>3</td>
</tr>
<tr>
<td>Credits</td>
<td></td>
<td>17</td>
</tr>
<tr>
<td>Year Two</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Semester Three</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MAT 261</td>
<td>Calculus III</td>
<td>4</td>
</tr>
</tbody>
</table>

1 Indicates course satisfies a general education requirement.
2 MAT 491 is an elective and not a requirement. It may be taken for variable credit and repeated for credit.
<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAT 311</td>
<td>Linear Algebra</td>
<td>3</td>
</tr>
<tr>
<td>PHY 180</td>
<td>Physics II</td>
<td>4</td>
</tr>
<tr>
<td>WRT 200</td>
<td>Critical Writing and Research</td>
<td>3</td>
</tr>
<tr>
<td>Gen Ed Elective</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td><strong>Semester Four</strong></td>
<td></td>
<td><strong>17</strong></td>
</tr>
<tr>
<td>MAT 319</td>
<td>Applied Statistics</td>
<td>3</td>
</tr>
<tr>
<td>MAT 343</td>
<td>Differential Equations</td>
<td>3</td>
</tr>
<tr>
<td>PHY 240</td>
<td>Introduction to Modern Physics</td>
<td>3</td>
</tr>
<tr>
<td>Gen Ed Behavioral/Social Science</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Free Elective</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td><strong>Credits</strong></td>
<td></td>
<td><strong>17</strong></td>
</tr>
<tr>
<td><strong>Year Three</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Semester Five</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MAT 325</td>
<td>Numerical Analysis I</td>
<td>3</td>
</tr>
<tr>
<td>MAT 413</td>
<td>Computer Algebra</td>
<td>3</td>
</tr>
<tr>
<td>PHY 240</td>
<td>Introduction to Modern Physics</td>
<td>3</td>
</tr>
<tr>
<td>IW Course</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Gen Ed Elective</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td><strong>Credits</strong></td>
<td></td>
<td><strong>15</strong></td>
</tr>
<tr>
<td><strong>Semester Six</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MAT 443</td>
<td>Applied Analysis I</td>
<td>3</td>
</tr>
<tr>
<td>MAT 445</td>
<td>Complex Variables</td>
<td>3</td>
</tr>
<tr>
<td>PHY 300</td>
<td>Mechanics</td>
<td>3</td>
</tr>
<tr>
<td>JW Course</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Free Elective</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td><strong>Credits</strong></td>
<td></td>
<td><strong>15</strong></td>
</tr>
<tr>
<td><strong>Year Four</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Semester Seven</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ENG 368</td>
<td>Business and Organizational Writing</td>
<td>3</td>
</tr>
<tr>
<td>MAT 425</td>
<td>Numerical Analysis II</td>
<td>3</td>
</tr>
<tr>
<td>Gen Ed Humanities</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Gen Ed Elective</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Free Elective</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td><strong>Credits</strong></td>
<td></td>
<td><strong>15</strong></td>
</tr>
<tr>
<td><strong>Semester Eight</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MAT 493</td>
<td>Mathematical Modeling</td>
<td>3</td>
</tr>
<tr>
<td>MAT 491</td>
<td>Internship in Applied Mathematics</td>
<td>2-4</td>
</tr>
<tr>
<td>PHY 350</td>
<td>Heat and Thermodynamics</td>
<td>3</td>
</tr>
<tr>
<td>Free Elective</td>
<td></td>
<td>6</td>
</tr>
<tr>
<td><strong>Credits</strong></td>
<td></td>
<td><strong>14-16</strong></td>
</tr>
<tr>
<td><strong>Total Credits</strong></td>
<td></td>
<td><strong>120</strong></td>
</tr>
</tbody>
</table>

Three writing-emphasis courses are required. At least one must be at the three hundred level or above. Transfer students entering with 40-70 semester hours must take two writing emphasis courses and those entering with more than 70 semester hours must take one.

1. MAT 311, a three semester hour course, is used to fulfill three semester hours of the General Education Mathematics requirement.
2. PHY 170, a four semester hour course, and CSC 141, a three semester hour course, are used to fulfill six semester hours of the General Education Science requirement.
Accelerated B.S. in Mathematics - Computational Mathematics and M.S. in Applied and Computational Mathematics Program

Major Requirements

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAT 493</td>
<td>Mathematical Modeling</td>
<td>3</td>
</tr>
<tr>
<td>or MAT 548 or MAT 549</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Free Electives or Internship

Graduate courses may be taken in place of four of the Free Electives. 12

1 Indicates course satisfies a general education requirement.

All math major courses must be passed with a C or better.

Sample Course Plan

To track their individual degree progress, students are advised to access their Degree Progress Report (DPR) via myWCU regularly. For more information, visit wcupa.edu/DegreeProgressReport.

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>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year One</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Semester One</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MAT 151</td>
<td>Introduction to Discrete Mathematics</td>
<td>3</td>
</tr>
<tr>
<td>MAT 161</td>
<td>Calculus I</td>
<td>4</td>
</tr>
<tr>
<td>CSC 141</td>
<td>Computer Science I</td>
<td>3</td>
</tr>
<tr>
<td>Gen Ed Arts Course</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Gen Ed Humanities Course</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Credits</td>
<td></td>
<td>16</td>
</tr>
</tbody>
</table>

Semester Two

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAT 162</td>
<td>Calculus II</td>
<td>4</td>
</tr>
<tr>
<td>MAT 200</td>
<td>The Nature of Mathematics</td>
<td>3</td>
</tr>
<tr>
<td>CSC 142</td>
<td>Computer Science II</td>
<td>3</td>
</tr>
<tr>
<td>WRT 120</td>
<td>Effective Writing I</td>
<td>3</td>
</tr>
<tr>
<td>SPK 230</td>
<td>Business and Professional Speech Communication</td>
<td>3</td>
</tr>
<tr>
<td>Credits</td>
<td></td>
<td>16</td>
</tr>
</tbody>
</table>

Year Two

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Semester Three</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MAT 261</td>
<td>Calculus III</td>
<td>4</td>
</tr>
<tr>
<td>MAT 311</td>
<td>Linear Algebra</td>
<td>3</td>
</tr>
<tr>
<td>CSC 240</td>
<td>Computer Science III</td>
<td>3</td>
</tr>
<tr>
<td>WRT 200</td>
<td>Critical Writing and Research</td>
<td>3</td>
</tr>
<tr>
<td>Gen Ed Elective</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Credits</td>
<td></td>
<td>16</td>
</tr>
</tbody>
</table>

Semester Four

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAT 319</td>
<td>Applied Statistics</td>
<td>3</td>
</tr>
<tr>
<td>MAT 343</td>
<td>Differential Equations</td>
<td>3</td>
</tr>
<tr>
<td>CSC 241</td>
<td>Data Structures &amp; Algorithms</td>
<td>3</td>
</tr>
<tr>
<td>WRT 200</td>
<td>Behavioral/Social Science Course</td>
<td>3</td>
</tr>
<tr>
<td>Gen Ed Elective</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Credits</td>
<td></td>
<td>15</td>
</tr>
</tbody>
</table>

Year Three

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Semester Five</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MAT 325</td>
<td>Numerical Analysis I</td>
<td>3</td>
</tr>
<tr>
<td>MAT 413</td>
<td>Computer Algebra</td>
<td>3</td>
</tr>
<tr>
<td>IW Course</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Free Elective</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Credits</td>
<td></td>
<td>15</td>
</tr>
</tbody>
</table>

Gen Ed Elective | 3

Semester Six

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAT 443</td>
<td>Applied Analysis I</td>
<td>3</td>
</tr>
<tr>
<td>MAT 405</td>
<td>Special Topics in Mathematics</td>
<td>3</td>
</tr>
<tr>
<td>(Cryptography)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gen Ed Behavioral/Social Science Course</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>JW Course</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Free Elective</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Credits</td>
<td></td>
<td>15</td>
</tr>
</tbody>
</table>

Year Four

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Semester Seven</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MAT 425</td>
<td>Numerical Analysis II</td>
<td>3</td>
</tr>
<tr>
<td>ENG 368</td>
<td>Business and Organizational Writing (W)</td>
<td>3</td>
</tr>
<tr>
<td>Gen Ed Humanities Course</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Gen Ed Elective</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Free Elective</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Credits</td>
<td></td>
<td>15</td>
</tr>
</tbody>
</table>

Semester Eight

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAT 493</td>
<td>Mathematical Modeling</td>
<td>3</td>
</tr>
<tr>
<td>MAT 491</td>
<td>Internship in Applied Mathematics</td>
<td>2-4</td>
</tr>
<tr>
<td>Gen Ed Science Course</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Free Electives</td>
<td></td>
<td>6-9</td>
</tr>
<tr>
<td>Credits</td>
<td></td>
<td>14-19</td>
</tr>
</tbody>
</table>

Total Credits 122-127

Three writing-emphasis courses are required. At least one must be at the 300 level or above. Transfer students entering with 40-70 semester hours must take two writing emphasis courses and those entering with more than 70 semester hours must take one.

1 MAT 311, a three semester hour course, is used to fulfill three semester hours of the General Education Mathematics requirement.

2 CSC 141, a three semester hour course, is used to fulfill three semester hours of the General Education Science requirement.

B.S. IN MATHEMATICS - MATHEMATICAL FINANCE CONCENTRATION

Curriculum

General Education Requirements (http://catalog.wcupa.edu/undergraduate/general-education-requirements)

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Composition requirements</td>
<td>6</td>
</tr>
<tr>
<td>Mathematics requirement</td>
<td>3</td>
</tr>
<tr>
<td>Public Speaking requirement</td>
<td>3</td>
</tr>
<tr>
<td>Science requirements</td>
<td>6</td>
</tr>
<tr>
<td>Behavioral &amp; Social Science requirements</td>
<td></td>
</tr>
<tr>
<td>Humanities requirements</td>
<td>6</td>
</tr>
<tr>
<td>Arts requirement</td>
<td>3</td>
</tr>
<tr>
<td>Diverse Communities requirement</td>
<td>3</td>
</tr>
<tr>
<td>Interdisciplinary requirement</td>
<td>3</td>
</tr>
<tr>
<td>Student Electives</td>
<td>9</td>
</tr>
<tr>
<td>Writing Emphasis requirements</td>
<td>9</td>
</tr>
</tbody>
</table>

Major Requirements

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAT 161</td>
<td>Calculus I</td>
<td>4</td>
</tr>
<tr>
<td>MAT 162</td>
<td>Calculus II</td>
<td>4</td>
</tr>
</tbody>
</table>

2017-2018 UNDERGRADUATE CATALOG

373
<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAT 200</td>
<td>The Nature of Mathematics</td>
<td>3</td>
</tr>
<tr>
<td>MAT 261</td>
<td>Calculus III</td>
<td>4</td>
</tr>
<tr>
<td>MAT 311</td>
<td>Linear Algebra</td>
<td>3</td>
</tr>
<tr>
<td>MAT 319</td>
<td>Applied Statistics</td>
<td>3</td>
</tr>
<tr>
<td>MAT 343</td>
<td>Differential Equations</td>
<td>3</td>
</tr>
<tr>
<td>MAT 371</td>
<td>Mathematics of Finance</td>
<td>3</td>
</tr>
<tr>
<td>MAT 479</td>
<td>Mathematical Statistics I</td>
<td>3</td>
</tr>
<tr>
<td>MAT 421</td>
<td>Mathematical Statistics II</td>
<td>3</td>
</tr>
<tr>
<td>MAT 422</td>
<td>or Applied Probability</td>
<td></td>
</tr>
<tr>
<td>MAT 443</td>
<td>Applied Analysis I</td>
<td>3</td>
</tr>
<tr>
<td>ENG 368</td>
<td>Business and Organizational Writing</td>
<td>3</td>
</tr>
<tr>
<td>ENG 371</td>
<td>Technical Writing</td>
<td></td>
</tr>
<tr>
<td>ENG 375</td>
<td>Strategies for Writing in the Workplace</td>
<td>3</td>
</tr>
<tr>
<td>ACC 201</td>
<td>Financial Accounting</td>
<td>3</td>
</tr>
<tr>
<td>CSC 141</td>
<td>Computer Science I</td>
<td>3</td>
</tr>
<tr>
<td>ECO 111</td>
<td>Principles of Economics (Macro)</td>
<td>3</td>
</tr>
<tr>
<td>ECO 112</td>
<td>Principles of Economics (Micro)</td>
<td>3</td>
</tr>
<tr>
<td>FIN 325</td>
<td>Corporate Finance</td>
<td>3</td>
</tr>
<tr>
<td>FIN 337</td>
<td>Financial Markets and Institutions</td>
<td>3</td>
</tr>
<tr>
<td>PHY 170</td>
<td>Physics I</td>
<td>4</td>
</tr>
<tr>
<td>MAT 319</td>
<td>Applied Statistics</td>
<td>3</td>
</tr>
<tr>
<td>MAT 343</td>
<td>Differential Equations</td>
<td>3</td>
</tr>
<tr>
<td>ECO 112</td>
<td>Principles of Economics (Micro)</td>
<td>3</td>
</tr>
<tr>
<td>Gen Ed Elective</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Free Elective</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Total Minimum Required Credits</td>
<td></td>
<td>120</td>
</tr>
</tbody>
</table>

All math major courses must be passed with a C or better.

**Sample Course Plan**

To track their individual degree progress, students are advised to access their Degree Progress Report (DPR) via myWCU regularly. For more information, visit wcupa.edu/DegreeProgressReport.

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>
</tr>
</thead>
<tbody>
<tr>
<td>MAT 161</td>
</tr>
<tr>
<td>ACC 201</td>
</tr>
<tr>
<td>CSC 141</td>
</tr>
<tr>
<td>Gen Ed Humanities</td>
</tr>
<tr>
<td>Gen Ed Behavioral/Social Science</td>
</tr>
<tr>
<td><strong>Credits</strong></td>
</tr>
</tbody>
</table>

### Semester Two

| MAT 162  | Calculus II        | 4 |
| MAT 200  | The Nature of Mathematics | 3 |
| PHY 170  | Physics I          | 4 |
| WRT 120  | Effective Writing I | 3 |
| SPK 230  | Business and Professional Speech Communication | 3 |
| **Credits** | 17                |

### Year Two

<table>
<thead>
<tr>
<th>Semester Three</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAT 261</td>
</tr>
<tr>
<td>MAT 311</td>
</tr>
<tr>
<td>ECO 111</td>
</tr>
<tr>
<td>WRT 200</td>
</tr>
<tr>
<td>Free Elective</td>
</tr>
<tr>
<td><strong>Credits</strong></td>
</tr>
</tbody>
</table>

### Semester Four

| MAT 319 | Applied Statistics | 3 |
| MAT 343 | Differential Equations | 3 |
| ECO 112  | Principles of Economics (Micro) | 3 |
| Gen Ed Elective |            | 3 |
| Free Elective |                | 3 |
| **Credits** | 15            |

### Year Three

<table>
<thead>
<tr>
<th>Semester Five</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAT 421</td>
</tr>
<tr>
<td>FIN 325</td>
</tr>
<tr>
<td>Gen Ed Elective</td>
</tr>
<tr>
<td>Free Elective</td>
</tr>
<tr>
<td><strong>Credits</strong></td>
</tr>
</tbody>
</table>

### Semester Six

| MAT 422 | Mathematical Statistics II | 3 |
| or MAT 423 | Applied Probability | 3 |
| FIN 344  | Investments               | 3 |
| JW Course |                | 3 |
| Gen Ed Humanities | 3 |
| Free Elective |                | 3 |
| **Credits** | 15            |

### Year Four

<table>
<thead>
<tr>
<th>Semester Seven</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAT 371</td>
</tr>
<tr>
<td>MAT 443</td>
</tr>
<tr>
<td>ENG 368</td>
</tr>
<tr>
<td>Gen Ed Elective</td>
</tr>
<tr>
<td>Free Elective</td>
</tr>
<tr>
<td><strong>Credits</strong></td>
</tr>
</tbody>
</table>

### Semester Eight

| MAT 479 | Financial Calculus | 3 |
| MAT 491  | Internship in Applied Mathematics | 2-4 |
| Gen Ed Arts |            | 3 |
| Free Elective |                | 3 |
| **Credits** | 11-13         |

**Total Credits** 120-122

Notes:

1. MAT 311, a three semester hour course, is used to fulfill three semester hours of the General Education Mathematics requirement.
2. PHY 170, a four semester hour course, and CSC 141, a three semester hour course, are used to fulfill six semester hours of the General Education Science requirement.
3. ECO 111, a three semester hour course, is used to fulfill three semester hours of the General Education Social and Behavioral Science requirement.
4. Three writing-emphasis courses are required. At least one must be at the three hundred level or above. Transfer students entering with 40-70 semester hours must take two writing emphasis courses and those entering with more than 70 semester hours must take one.

**B.S. IN MATHEMATICS - MATHEMATICS CONCENTRATION**

**Curriculum**

**General Education Requirements** ([http://catalog.wcupa.edu/undergraduate/general-education-requirements](http://catalog.wcupa.edu/undergraduate/general-education-requirements))

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Composition requirement</td>
<td>6</td>
</tr>
<tr>
<td>Mathematics requirement</td>
<td>3</td>
</tr>
<tr>
<td>Public Speaking requirement</td>
<td>3</td>
</tr>
<tr>
<td>Science requirements</td>
<td>6</td>
</tr>
<tr>
<td>Behavioral &amp; Social Science requirements</td>
<td>6</td>
</tr>
<tr>
<td>Humanities requirements</td>
<td>6</td>
</tr>
<tr>
<td>Arts requirement</td>
<td>3</td>
</tr>
<tr>
<td>Diverse Communities requirement</td>
<td>3</td>
</tr>
<tr>
<td>Interdisciplinary requirement</td>
<td>3</td>
</tr>
<tr>
<td>Student Electives</td>
<td>9</td>
</tr>
<tr>
<td>Writing Emphasis requirements</td>
<td>9</td>
</tr>
</tbody>
</table>

**Major Requirements**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAT 161</td>
<td>Calculus I</td>
<td>4</td>
</tr>
<tr>
<td>MAT 162</td>
<td>Calculus II</td>
<td>4</td>
</tr>
<tr>
<td>MAT 200</td>
<td>The Nature of Mathematics</td>
<td>3</td>
</tr>
<tr>
<td>MAT 261</td>
<td>Calculus III</td>
<td>3</td>
</tr>
<tr>
<td>MAT 311</td>
<td>Linear Algebra ¹</td>
<td>3</td>
</tr>
<tr>
<td>MAT 343</td>
<td>Differential Equations</td>
<td>3</td>
</tr>
<tr>
<td>MAT 411</td>
<td>Algebra I</td>
<td>3</td>
</tr>
<tr>
<td>MAT 421</td>
<td>Mathematical Statistics I</td>
<td>3</td>
</tr>
<tr>
<td>MAT 441</td>
<td>Real Analysis I</td>
<td>3</td>
</tr>
<tr>
<td>MAT 445</td>
<td>Complex Variables</td>
<td>3</td>
</tr>
</tbody>
</table>

**Mathematics Electives**

Select 18 semester hours from upper-division (300-level or higher) mathematics courses; at least one course from each of the areas below.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>or MAT 575</td>
<td>Complex Analysis I</td>
<td>3</td>
</tr>
</tbody>
</table>

**Algebra Elective**

May be replaced by one of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAT 513</td>
<td>Linear Algebra</td>
</tr>
<tr>
<td>MAT 514</td>
<td>Theory Of Numbers</td>
</tr>
<tr>
<td>MAT 515</td>
<td>Algebra I</td>
</tr>
<tr>
<td>MAT 516</td>
<td>Algebra II</td>
</tr>
</tbody>
</table>

**Analysis Elective**

May be replaced by one of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAT 535</td>
<td>Topology</td>
</tr>
<tr>
<td>MAT 543</td>
<td>Topics in Differential Equations</td>
</tr>
<tr>
<td>MAT 545</td>
<td>Real Analysis I</td>
</tr>
<tr>
<td>MAT 546</td>
<td>Real Analysis II</td>
</tr>
</tbody>
</table>

**Applied Mathematics Elective**

May be replaced by one of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>STA 505</td>
<td>Mathematical Statistics I ²</td>
</tr>
<tr>
<td>MAT 548</td>
<td>Industrial Mathematics - Continuous Models</td>
</tr>
<tr>
<td>MAT 549</td>
<td>Industrial Mathematics - Discrete Models</td>
</tr>
<tr>
<td>MAT 552</td>
<td>Operations Research</td>
</tr>
<tr>
<td>MAT 553</td>
<td>Stochastic Modeling</td>
</tr>
<tr>
<td>MAT 554</td>
<td>Scientific Computing</td>
</tr>
<tr>
<td>MAT 555</td>
<td>Industrial Practicum - Continuous Models</td>
</tr>
<tr>
<td>MAT 570</td>
<td>Math Models In Life, Phys &amp; Soc Sciences</td>
</tr>
</tbody>
</table>

**Mathematics Electives**

Select 18 semester hours from upper-division (300-level or higher) mathematics courses; at least one course from each of the areas below.

**Algebra Elective**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAT 513</td>
<td>Linear Algebra</td>
</tr>
<tr>
<td>MAT 514</td>
<td>Theory Of Numbers</td>
</tr>
<tr>
<td>MAT 515</td>
<td>Algebra I</td>
</tr>
<tr>
<td>MAT 516</td>
<td>Algebra II</td>
</tr>
</tbody>
</table>

**Analysis Elective**

May be replaced by one of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAT 535</td>
<td>Topology</td>
</tr>
<tr>
<td>MAT 543</td>
<td>Topics in Differential Equations</td>
</tr>
<tr>
<td>MAT 545</td>
<td>Real Analysis I</td>
</tr>
<tr>
<td>MAT 546</td>
<td>Real Analysis II</td>
</tr>
</tbody>
</table>

**Applied Mathematics Elective**

May be replaced by one of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>STA 505</td>
<td>Mathematical Statistics I ²</td>
</tr>
<tr>
<td>MAT 548</td>
<td>Industrial Mathematics - Continuous Models</td>
</tr>
<tr>
<td>MAT 549</td>
<td>Industrial Mathematics - Discrete Models</td>
</tr>
<tr>
<td>MAT 552</td>
<td>Operations Research</td>
</tr>
<tr>
<td>MAT 553</td>
<td>Stochastic Modeling</td>
</tr>
<tr>
<td>MAT 554</td>
<td>Scientific Computing</td>
</tr>
<tr>
<td>MAT 555</td>
<td>Industrial Practicum - Continuous Models</td>
</tr>
<tr>
<td>MAT 570</td>
<td>Math Models In Life, Phys &amp; Soc Sciences</td>
</tr>
</tbody>
</table>

**Free Electives or Independent Study**

May be replaced by any course from the four areas above or any other 500-level MAT, MTE, STA, or CSC course.

1. Indicates course satisfies a general education requirement.
2. Or higher level STA course.

All math major courses must be passed with a C or better.

**Sample Course Plan**

To track their individual degree progress, students are advised to access their Degree Progress Report (DPR) via myWCU regularly. For more information, visit wcupa.edu/DegreeProgressReport.

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>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall</td>
<td>MAT 161 Calculus I</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>MAT 121 Introduction to Statistics I(recommended)</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>CSC 141 Computer Science I ¹</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>PHY 170 Physics I ¹</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>PHY 180 Physics II</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>SPK 230 Business and Professional Speech Communication ¹</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total Minimum Credits Required**

120

**Accelerated B.S. Mathematics to M.A. Mathematics Program**

Students may substitute up to 5 graduate courses for B.S. course requirements, subject to the following guidelines:

**Major Requirements**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAT 445</td>
<td>Complex Variables</td>
<td>3</td>
</tr>
<tr>
<td>or MAT 575</td>
<td>Complex Analysis I</td>
<td>3</td>
</tr>
</tbody>
</table>

**Algebra Elective**

May be replaced by one of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAT 513</td>
<td>Linear Algebra</td>
</tr>
<tr>
<td>MAT 514</td>
<td>Theory Of Numbers</td>
</tr>
<tr>
<td>MAT 515</td>
<td>Algebra I</td>
</tr>
<tr>
<td>MAT 516</td>
<td>Algebra II</td>
</tr>
</tbody>
</table>

**Analysis Elective**

May be replaced by one of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAT 535</td>
<td>Topology</td>
</tr>
<tr>
<td>MAT 543</td>
<td>Topics in Differential Equations</td>
</tr>
<tr>
<td>MAT 545</td>
<td>Real Analysis I</td>
</tr>
<tr>
<td>MAT 546</td>
<td>Real Analysis II</td>
</tr>
</tbody>
</table>

**Applied Mathematics Elective**

May be replaced by one of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>STA 505</td>
<td>Mathematical Statistics I ²</td>
</tr>
<tr>
<td>MAT 548</td>
<td>Industrial Mathematics - Continuous Models</td>
</tr>
<tr>
<td>MAT 549</td>
<td>Industrial Mathematics - Discrete Models</td>
</tr>
<tr>
<td>MAT 552</td>
<td>Operations Research</td>
</tr>
<tr>
<td>MAT 553</td>
<td>Stochastic Modeling</td>
</tr>
<tr>
<td>MAT 554</td>
<td>Scientific Computing</td>
</tr>
<tr>
<td>MAT 555</td>
<td>Industrial Practicum - Continuous Models</td>
</tr>
<tr>
<td>MAT 570</td>
<td>Math Models In Life, Phys &amp; Soc Sciences</td>
</tr>
</tbody>
</table>

**Mathematics Electives**

Select 18 semester hours from upper-division (300-level or higher) mathematics courses; at least one course from each of the areas below.

**Algebra Elective**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAT 513</td>
<td>Linear Algebra</td>
</tr>
<tr>
<td>MAT 514</td>
<td>Theory Of Numbers</td>
</tr>
<tr>
<td>MAT 515</td>
<td>Algebra I</td>
</tr>
<tr>
<td>MAT 516</td>
<td>Algebra II</td>
</tr>
</tbody>
</table>

**Analysis Elective**

May be replaced by one of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAT 535</td>
<td>Topology</td>
</tr>
<tr>
<td>MAT 543</td>
<td>Topics in Differential Equations</td>
</tr>
<tr>
<td>MAT 545</td>
<td>Real Analysis I</td>
</tr>
<tr>
<td>MAT 546</td>
<td>Real Analysis II</td>
</tr>
</tbody>
</table>

**Applied Mathematics Elective**

May be replaced by one of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>STA 505</td>
<td>Mathematical Statistics I ²</td>
</tr>
<tr>
<td>MAT 548</td>
<td>Industrial Mathematics - Continuous Models</td>
</tr>
<tr>
<td>MAT 549</td>
<td>Industrial Mathematics - Discrete Models</td>
</tr>
<tr>
<td>MAT 552</td>
<td>Operations Research</td>
</tr>
<tr>
<td>MAT 553</td>
<td>Stochastic Modeling</td>
</tr>
<tr>
<td>MAT 554</td>
<td>Scientific Computing</td>
</tr>
<tr>
<td>MAT 555</td>
<td>Industrial Practicum - Continuous Models</td>
</tr>
<tr>
<td>MAT 570</td>
<td>Math Models In Life, Phys &amp; Soc Sciences</td>
</tr>
</tbody>
</table>

**Free Electives or Independent Study**

May be replaced by any course from the four areas above or any other 500-level MAT, MTE, STA, or CSC course.

1. Indicates course satisfies a general education requirement.
2. Or higher level STA course.

All math major courses must be passed with a C or better.

**Sample Course Plan**

To track their individual degree progress, students are advised to access their Degree Progress Report (DPR) via myWCU regularly. For more information, visit wcupa.edu/DegreeProgressReport.

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>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall</td>
<td>MAT 161 Calculus I</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>MAT 121 Introduction to Statistics I(recommended)</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>CSC 141 Computer Science I ¹</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>PHY 170 Physics I ¹</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>PHY 180 Physics II</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>SPK 230 Business and Professional Speech Communication ¹</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Total Minimum Credits Required</td>
<td>120</td>
</tr>
</tbody>
</table>
B.S. IN MATHEMATICS - STATISTICS CONCENTRATION

Year Two

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPK 230 Business and Professional Speech</td>
<td>3</td>
</tr>
<tr>
<td>Communication</td>
<td></td>
</tr>
<tr>
<td><em>Year Two</em></td>
<td>17</td>
</tr>
<tr>
<td>SPK 230 Business and Professional Speech</td>
<td></td>
</tr>
<tr>
<td>Communication</td>
<td></td>
</tr>
<tr>
<td><strong>Fall</strong></td>
<td></td>
</tr>
<tr>
<td>MAT 261 Calculus III</td>
<td>4</td>
</tr>
<tr>
<td>MAT 311 Linear Algebra</td>
<td>3</td>
</tr>
<tr>
<td>PHY 180 Physics II</td>
<td>4</td>
</tr>
<tr>
<td>WRT 200 Critical Writing and Research</td>
<td>3</td>
</tr>
<tr>
<td>Behavioral/Social Science Gen Ed</td>
<td>3</td>
</tr>
<tr>
<td><strong>Credits</strong></td>
<td>17</td>
</tr>
<tr>
<td><strong>Spring</strong></td>
<td></td>
</tr>
<tr>
<td>MAT 343 Differential Equations</td>
<td>3</td>
</tr>
<tr>
<td>Mathematics Elective 1</td>
<td>3</td>
</tr>
<tr>
<td>MAT 401 History of Mathematics(W course; recommended)</td>
<td>3</td>
</tr>
<tr>
<td>Free Elective 3</td>
<td>3</td>
</tr>
<tr>
<td>Gen Ed Elective 3</td>
<td>3</td>
</tr>
<tr>
<td><strong>Credits</strong></td>
<td>15</td>
</tr>
</tbody>
</table>

Year Three

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAT 411 Algebra I</td>
<td>3</td>
</tr>
<tr>
<td>MAT 421 Mathematical Statistics I</td>
<td>3</td>
</tr>
<tr>
<td>Mathematics Elective 1</td>
<td>3</td>
</tr>
<tr>
<td>I course</td>
<td>3</td>
</tr>
<tr>
<td>W course</td>
<td>3</td>
</tr>
<tr>
<td><strong>Credits</strong></td>
<td>15</td>
</tr>
<tr>
<td><strong>Spring</strong></td>
<td></td>
</tr>
<tr>
<td>MAT 441 Real Analysis I</td>
<td>3</td>
</tr>
<tr>
<td>Algebra Elective</td>
<td>3</td>
</tr>
<tr>
<td>Mathematics Elective 1</td>
<td>3</td>
</tr>
<tr>
<td>J course</td>
<td>3</td>
</tr>
<tr>
<td>Free Elective 3</td>
<td>3</td>
</tr>
<tr>
<td><strong>Credits</strong></td>
<td>15</td>
</tr>
</tbody>
</table>

Year Four

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAT 445 Complex Variables</td>
<td>3</td>
</tr>
<tr>
<td>ENG 371 Technical Writing(W course)</td>
<td>3</td>
</tr>
<tr>
<td>Analysis Elective</td>
<td>3</td>
</tr>
<tr>
<td>Humanities Gen Ed</td>
<td>3</td>
</tr>
<tr>
<td>Gen Ed Elective (Foreign Language 201 recom.)</td>
<td>3</td>
</tr>
<tr>
<td><strong>Credits</strong></td>
<td>15</td>
</tr>
<tr>
<td><strong>Spring</strong></td>
<td></td>
</tr>
<tr>
<td>Free Elective (MAT 499 recommended)</td>
<td>3</td>
</tr>
<tr>
<td>Applied Elective</td>
<td>3</td>
</tr>
<tr>
<td>Free Elective 3</td>
<td>3</td>
</tr>
<tr>
<td>Behavioral/Social Science Gen Ed</td>
<td>3</td>
</tr>
<tr>
<td>Gen Ed Elective (Foreign Language 202 recom.)</td>
<td>3</td>
</tr>
<tr>
<td><strong>Credits</strong></td>
<td>15</td>
</tr>
<tr>
<td><strong>Total Credits</strong></td>
<td>125</td>
</tr>
</tbody>
</table>

1 Any courses in mathematics with course numbers above 311, with the exception of those courses with a primary focus on teacher training or those courses restricted to students majoring in elementary education.

2 MAT 499 may be taken for variable credit and repeated for credit.

3 Must be approved by adviser.
All math major courses must be passed with a C or better.

**Sample Course Plan**

To track their individual degree progress, students are advised to access their Degree Progress Report (DPR) via myWCU regularly. For more information, visit wcupa.edu/DegreeProgressReport.

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>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Year One</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Semester One</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MAT 121</td>
<td>Introduction to Statistics I</td>
<td>3</td>
</tr>
<tr>
<td>MAT 161</td>
<td>Calculus I</td>
<td>4</td>
</tr>
<tr>
<td>Gen Ed Arts Course</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Gen Ed Humanities Course</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Gen Ed Behavioral/Social Science Course</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td><strong>Credits</strong></td>
<td>16</td>
<td></td>
</tr>
<tr>
<td><strong>Semester Two</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gen Ed Elective (MAT 122 Recommended)</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>MAT 162</td>
<td>Calculus II</td>
<td>4</td>
</tr>
<tr>
<td>MAT 200</td>
<td>The Nature of Mathematics</td>
<td>3</td>
</tr>
<tr>
<td>WRT 120</td>
<td>Effective Writing I</td>
<td>3</td>
</tr>
<tr>
<td>SPK 230</td>
<td>Business and Professional Speech Communication</td>
<td>3</td>
</tr>
<tr>
<td><strong>Credits</strong></td>
<td>16</td>
<td></td>
</tr>
<tr>
<td><strong>Year Two</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Semester Three</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MAT 261</td>
<td>Calculus III</td>
<td>4</td>
</tr>
<tr>
<td>MAT 311</td>
<td>Linear Algebra</td>
<td>3</td>
</tr>
<tr>
<td>WRT 200</td>
<td>Critical Writing and Research</td>
<td>3</td>
</tr>
<tr>
<td>Supplemental Elective I</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Gen Ed Elective</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td><strong>Credits</strong></td>
<td>16</td>
<td></td>
</tr>
<tr>
<td><strong>Semester Four</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MAT 319</td>
<td>Applied Statistics</td>
<td>3</td>
</tr>
<tr>
<td>STA 311</td>
<td>Intro Statistical Computing and Data Analysis</td>
<td>3</td>
</tr>
<tr>
<td>Gen Ed Behavioral/Social Science Course</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Gen Ed Science Elective</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Supplemental Elective II</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td><strong>Credits</strong></td>
<td>15</td>
<td></td>
</tr>
<tr>
<td><strong>Year Three</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Semester Five</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MAT 421</td>
<td>Mathematical Statistics I</td>
<td>3</td>
</tr>
<tr>
<td>STA 320</td>
<td>Experimental Design</td>
<td>3</td>
</tr>
<tr>
<td>IW Course</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Gen Ed Elective</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Supplemental Elective III</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td><strong>Credits</strong></td>
<td>15</td>
<td></td>
</tr>
<tr>
<td><strong>Semester Six</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MAT 422</td>
<td>Mathematical Statistics II</td>
<td>3</td>
</tr>
<tr>
<td>MAT 423</td>
<td>Applied Probability</td>
<td>3</td>
</tr>
<tr>
<td>ENG 368</td>
<td>Business and Organizational Writing (W)</td>
<td>3</td>
</tr>
<tr>
<td>STA 321</td>
<td>Topics in Advanced Statistics</td>
<td>3</td>
</tr>
<tr>
<td>Supplemental Elective IV</td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>

**Elective**  3

**Year Four**

<table>
<thead>
<tr>
<th>Semester Seven</th>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAT 343</td>
<td>Differential Equations</td>
<td>3</td>
</tr>
<tr>
<td>JW Course</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>STA 490</td>
<td>Capstone Course in Statistics</td>
<td>3</td>
</tr>
<tr>
<td>Supplemental Elective V</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Supplemental Elective VI</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td><strong>Credits</strong></td>
<td>15</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Semester Eight</th>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAT 491</td>
<td>Internship in Applied Mathematics</td>
<td>2-4</td>
</tr>
<tr>
<td>Elective in MAT/STA Stats (300 lvl or higher)</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Gen Ed Humanities Course</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Gen Ed Science Elective</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Electives</td>
<td>6-9</td>
<td></td>
</tr>
<tr>
<td><strong>Credits</strong></td>
<td>15</td>
<td></td>
</tr>
</tbody>
</table>

**Total Credits**  125-130

---

**B.S.ED. IN MATHEMATICS**

College of the Sciences and Mathematics

**Curriculum**

**General Education Requirements** (http://catalog.wcupa.edu/undergraduate/general-education-requirements)

- English Composition requirement 6
- Mathematics requirement 3
- Public Speaking requirement 3
- Science requirements 6
- Behavioral & Social Science requirements 6
- Humanities requirements 6
- Arts requirement 3
- Diverse Communities requirement 3
- Interdisciplinary requirement 3
- Student Electives 9
- Writing Emphasis requirements 9

**Major Requirements**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAT 161</td>
<td>Calculus I</td>
<td>4</td>
</tr>
<tr>
<td>MAT 162</td>
<td>Calculus II</td>
<td>4</td>
</tr>
<tr>
<td>MAT 200</td>
<td>The Nature of Mathematics</td>
<td>3</td>
</tr>
<tr>
<td>MAT 261</td>
<td>Calculus III</td>
<td>4</td>
</tr>
<tr>
<td>MAT 311</td>
<td>Linear Algebra</td>
<td>3</td>
</tr>
<tr>
<td>MAT 331</td>
<td>Foundations of Geometry</td>
<td>3</td>
</tr>
<tr>
<td>MAT 350</td>
<td>Techniques of Teaching Middle School Mathematics (credited to professional education)</td>
<td>3</td>
</tr>
<tr>
<td>MAT 354</td>
<td>Techniques of Teaching Secondary School Mathematics</td>
<td>3</td>
</tr>
<tr>
<td>MAT 360</td>
<td>Field Experiences in Middle School Mathematics</td>
<td>1</td>
</tr>
<tr>
<td>MAT 364</td>
<td>Field Experiences in Secondary School Mathematics</td>
<td>1</td>
</tr>
<tr>
<td>MAT 401</td>
<td>History of Mathematics</td>
<td>3</td>
</tr>
<tr>
<td>MAT 411</td>
<td>Algebra I</td>
<td>3</td>
</tr>
<tr>
<td>MAT 414</td>
<td>Theory of Numbers</td>
<td>3</td>
</tr>
<tr>
<td>MAT 421</td>
<td>Mathematical Statistics I</td>
<td>3</td>
</tr>
<tr>
<td>MAT 441</td>
<td>Real Analysis I</td>
<td>3</td>
</tr>
</tbody>
</table>

**Education Requirements**

- EDA 103 | Foundations of Special Education | 3 |
- EDA 304 | Special Ed Processes/Procedures for Secondary Educators | 3 |
<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDR 347</td>
<td>Literacy Development and Secondary Students with Disabilities in Inclusive Classrooms</td>
<td>3</td>
</tr>
<tr>
<td>EDP 250</td>
<td>Educational Psychology</td>
<td>3</td>
</tr>
<tr>
<td>EDS 411</td>
<td>Student Teaching Sec - 1st Half</td>
<td>6</td>
</tr>
<tr>
<td>EDS 412</td>
<td>Student Teaching Sec - 2nd Half</td>
<td>6</td>
</tr>
<tr>
<td>HIS 444</td>
<td>History of American Education ¹</td>
<td>3</td>
</tr>
<tr>
<td>LAN/ENG 382</td>
<td>Teaching English Language Learners PK-12 ¹</td>
<td>3</td>
</tr>
</tbody>
</table>

Related/Cognate Requirements

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSC 141</td>
<td>Computer Science I ¹</td>
<td>3</td>
</tr>
<tr>
<td>PHY 170</td>
<td>Physics I ¹</td>
<td>4</td>
</tr>
<tr>
<td>PHY 180</td>
<td>Physics II</td>
<td>4</td>
</tr>
</tbody>
</table>

Electives in Mathematics

Selected from upper-division (300 level or higher) mathematics courses; at least one course in both applied mathematics and analysis.

Total Minimum Credits Required: 124

¹ Satisfies general education requirement.
² To be taken concurrently with MAT 350.
³ To be taken concurrently with MAT 354.

All math major courses must be passed with C or better.

All students seeking a B.S.Ed. must formally apply for admission to teacher education. (See Educator Preparation Programs (p. 262) in this catalog.) Only those students formally admitted to teacher education will be eligible to enroll in MAT 354.

Sample Course Plan

To track their individual degree progress, students are advised to access their Degree Progress Report (DPR) via myWCU regularly. For more information, visit wcupa.edu/DegreeProgressReport.

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>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAT 121</td>
<td>Introduction to Statistics I</td>
<td>3</td>
</tr>
<tr>
<td>MAT 161</td>
<td>Calculus I</td>
<td>4</td>
</tr>
<tr>
<td>WRT 120</td>
<td>Effective Writing I</td>
<td>3</td>
</tr>
<tr>
<td>SPK 208</td>
<td>Public Speaking or Business and Professional Speech Communication</td>
<td>3</td>
</tr>
<tr>
<td>SPK 230</td>
<td>or Business and Professional Speech Communication</td>
<td></td>
</tr>
<tr>
<td>Gen Ed Humanities LIT</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Credits</td>
<td>16</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAT 162</td>
<td>Calculus II</td>
<td>4</td>
</tr>
<tr>
<td>MAT 200</td>
<td>The Nature of Mathematics</td>
<td>3</td>
</tr>
<tr>
<td>WRT 200</td>
<td>Critical Writing and Research or Critical Writing: Approaches to Pop Culture or Critical Writing: Investigating Experience or Critical Writing: Multidisciplinary Imagination or Critical Writing: Entering Public Sphere or Critical Writing: Special Topics</td>
<td>3</td>
</tr>
<tr>
<td>CSC 141</td>
<td>Computer Science I</td>
<td>3</td>
</tr>
<tr>
<td>Gen Ed Behavioral/Social Science</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Credits</td>
<td>16</td>
</tr>
</tbody>
</table>

Year Two

Fall

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAT 261</td>
<td>Calculus III</td>
<td>4</td>
</tr>
<tr>
<td>MAT 311</td>
<td>Linear Algebra</td>
<td>3</td>
</tr>
<tr>
<td>PHY 170</td>
<td>Physics I</td>
<td>4</td>
</tr>
<tr>
<td>EDA 103</td>
<td>Foundations of Special Education</td>
<td>3</td>
</tr>
<tr>
<td>EDP 250</td>
<td>Educational Psychology</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Credits</td>
<td>17</td>
</tr>
</tbody>
</table>

Spring

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAT 441</td>
<td>Real Analysis I</td>
<td>3</td>
</tr>
<tr>
<td>MAT Analysis Elective (MAT 343 recommended)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PHY 180</td>
<td>Physics II</td>
<td>4</td>
</tr>
<tr>
<td>EDA 304</td>
<td>Special Ed Processes/Procedures for Secondary Educators</td>
<td>3</td>
</tr>
<tr>
<td>PSY 100</td>
<td>Introduction to Psychology</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Credits</td>
<td>16</td>
</tr>
</tbody>
</table>

Year Three

Fall

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAT 411</td>
<td>Algebra I</td>
<td>3</td>
</tr>
<tr>
<td>MAT 421</td>
<td>Mathematical Statistics I</td>
<td>3</td>
</tr>
<tr>
<td>MAT 350</td>
<td>Techniques of Teaching Middle School Mathematics (&quot;W&quot; Required)</td>
<td>3</td>
</tr>
<tr>
<td>MAT 360</td>
<td>Field Experiences in Middle School Mathematics (Required)</td>
<td>1</td>
</tr>
<tr>
<td>HIS 444</td>
<td>History of American Education</td>
<td>3</td>
</tr>
<tr>
<td>Gen Ed Elective</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Credits</td>
<td>13</td>
</tr>
</tbody>
</table>

Spring

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAT 331</td>
<td>Foundations of Geometry</td>
<td>3</td>
</tr>
<tr>
<td>MAT 414</td>
<td>Theory of Numbers</td>
<td>3</td>
</tr>
<tr>
<td>MAT 354</td>
<td>Techniques of Teaching Secondary School Mathematics (&quot;W&quot; Required)</td>
<td>3</td>
</tr>
<tr>
<td>MAT 364</td>
<td>Field Experiences in Secondary School Mathematics (Required)</td>
<td>1</td>
</tr>
<tr>
<td>LAN 382</td>
<td>Teaching English Language Learners PK-12 (&quot;J&quot;)</td>
<td>3</td>
</tr>
<tr>
<td>or ENG 382</td>
<td>or Teaching English Language Learners PK-12</td>
<td></td>
</tr>
<tr>
<td>or EDR 347</td>
<td>or Literacy Development and Secondary Students with Disabilities in Inclusive Classrooms</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Credits</td>
<td>16</td>
</tr>
</tbody>
</table>

Year Four

Fall

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDS 411</td>
<td>Student Teaching Sec - 1st Half</td>
<td>6</td>
</tr>
<tr>
<td>EDS 412</td>
<td>Student Teaching Sec - 2nd Half</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>Credits</td>
<td>12</td>
</tr>
</tbody>
</table>

Spring

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAT 401</td>
<td>History of Mathematics (&quot;W&quot;)</td>
<td>3</td>
</tr>
<tr>
<td>MAT Applied Mathematics Elective</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MAT Elective</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Gen Ed Interdisciplinary (&quot;I&quot;)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gen Ed Arts</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Credits</td>
<td>15</td>
</tr>
<tr>
<td></td>
<td>Total Credits</td>
<td>121</td>
</tr>
</tbody>
</table>

MINOR IN APPLIED STATISTICS

College of the Sciences and Mathematics
## MINOR IN MATHEMATICS

### Curriculum

**Required Courses**

**Core Component - Complete the following:**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAT 143</td>
<td>Brief Calculus</td>
<td>4</td>
</tr>
<tr>
<td>or MAT 145</td>
<td>Calculus for the Life Sciences</td>
<td></td>
</tr>
<tr>
<td>or MAT 161</td>
<td>Calculus I</td>
<td></td>
</tr>
<tr>
<td>MAT 121</td>
<td>Introduction to Statistics I</td>
<td>3</td>
</tr>
<tr>
<td>or ECO 251</td>
<td>Quantitative Business Analysis I</td>
<td></td>
</tr>
<tr>
<td>MAT 122</td>
<td>Introduction to Statistics II</td>
<td>3</td>
</tr>
</tbody>
</table>

**Complete at least one of the following:**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>STA 311</td>
<td>Intro Statistical Computing and Data Management</td>
<td>3-9</td>
</tr>
<tr>
<td>STA 320</td>
<td>Experimental Design</td>
<td>3</td>
</tr>
<tr>
<td>MAT 319</td>
<td>Applied Statistics</td>
<td>3</td>
</tr>
<tr>
<td>MAT 421</td>
<td>Mathematical Statistics I</td>
<td>3</td>
</tr>
</tbody>
</table>

**Select from the following courses to complete the required credits:**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MIS 300</td>
<td>Introduction to Management Information Systems</td>
<td>3-6</td>
</tr>
<tr>
<td>MKT 360</td>
<td>Marketing Research</td>
<td>3</td>
</tr>
<tr>
<td>ECO 252</td>
<td>Quantitative Business Analysis II</td>
<td>3</td>
</tr>
<tr>
<td>ECO 401</td>
<td>Introduction to Econometrics</td>
<td>3</td>
</tr>
<tr>
<td>CSC 321</td>
<td>Data Base Management Systems</td>
<td>3</td>
</tr>
<tr>
<td>PPD 481</td>
<td>Drug Design I</td>
<td>3</td>
</tr>
<tr>
<td>HEA 419</td>
<td>Research Methods in Health</td>
<td>3</td>
</tr>
<tr>
<td>PSY 245</td>
<td>Statistics for the Behavioral Sciences</td>
<td>3</td>
</tr>
<tr>
<td>PSY 246</td>
<td>Research Methods in Psychology</td>
<td>3</td>
</tr>
<tr>
<td>BIO 310</td>
<td>Biostatistical Applications</td>
<td>3</td>
</tr>
<tr>
<td>GEO 326</td>
<td>Geographical Analysis</td>
<td>3</td>
</tr>
<tr>
<td>STA 311</td>
<td>Intro Statistical Computing and Data Management</td>
<td>3</td>
</tr>
<tr>
<td>STA 320</td>
<td>Experimental Design</td>
<td>3</td>
</tr>
<tr>
<td>MAT 319</td>
<td>Applied Statistics</td>
<td>3</td>
</tr>
<tr>
<td>MAT 421</td>
<td>Mathematical Statistics I</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total Minimum Credits Required**

18

1. In this minor, a student must earn a minimum grade of C- in each course and have an average of at least 2.0 overall the courses taken in the minor.

### DEPARTMENT OF MUSIC EDUCATION

**Overview**

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**

**Major in Music Education**

- B.M. in Music Education (p. 380)

**Graduate Opportunities**

See the graduate catalog for more information on the Music Education program. (http://catalog.wcupa.edu/graduate/school-of-music/music-education)

**Policies**

- See undergraduate admissions information. (p. 11)
- See academic policies. (http://catalog.wcupa.edu/undergraduate/academic-policies-procedures)

All undergraduate students are held to the academic policies and procedures outlined in the undergraduate 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 programs may be listed below.

**PRAXIS II for Music Education Majors**

For required tests and scores, go to the following websites:

Music Ed program requirements:

http://catalog.wcupa.edu/undergraduate/arts-humanities/music-education/music-education-bm/

Educator Preparation Programs requirements:
http://catalog.wcupa.edu/undergraduate/education-social-work/educator-preparation-programs/

1. Candidates must take (but not necessarily pass) the required PRAXIS tests in order to enter the student teaching internship.
2. Candidates must provide scores of all PRAXIS tests (both passing and non-passing attempts) to the Chair of Music Education.
3. Candidates must take (but not necessarily pass) the required PRAXIS II test (Fundamental Subjects Content Knowledge) as a prerequisite for MUE 332.
4. Candidates must schedule and take (but not necessarily pass) the required PRAXIS II test (Music Content Knowledge) immediately upon completion of MHL 212 and as a prerequisite for MUE 431/MUE 432.
5. Music Education students must pass the Praxis II in order to obtain PA Teacher Certification.

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 (aguerrheiro@wcupa.edu) (2002)
B.S., M.Ed., M.M., West Chester University; M.A. Immaculata University; Ph.D., Drexel University

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

MDA

MDA 240. Integrating the Arts within the Elementary Classroom. 3 Credits.
This course is designed to prepare the elementary classroom teacher (PK-4) to teach academic subjects more meaningfully through the art disciplines of creative movement, music, and visual art. The emphasis of this course is to study how the integration of the arts into the curriculum can provide children with essential problem solving skills that use both creative and critical thinking.
Gen Ed Attribute: Arts Distributive Requirement.

MUE

MUE Q01. Prof Qualifying Remediation. 0 Credits.
Designed to present musicianship skills for students who have failed the Professional Qualifying Examination.
Repeatable for Credit.

MUE 101. Elementary Choir. 0.5 Credits.
The purpose of this course is to acquaint the student with the organization, administration, fundamental rehearsal techniques and resources for a successful beginning choral program in today's public schools. In this course future choral conductors continue their development of fundamental conducting skills learned in basic conducting, while incorporating those skills into a choral rehearsal setting.
Typically offered in Fall.

MUE 201. Music Education Seminar. 0.5 Credits.
A seminar introducing the philosophical foundations of music education and the structure of the school music program. Required for all music education majors prior to MUE 331.

MUE 220. Teaching Special Learners in the Music Classroom. 2 Credits.
This course provides undergraduate music education candidates with the skills, knowledge, understandings, and attitudes necessary to meet the needs of candidates with disabilities in an inclusive music education classroom. Field Clearances are required.

MUE 232. Music in Early Childhood. 3 Credits.
Designed to equip the teacher of early childhood to develop specific concepts utilizing singing, rhythmic, and melodic activities. Emphasis on listening and movement to music. Typically offered in Fall & Spring.

MUE 235. Teaching the Children’s Choir. 3 Credits.
This seminar will prepare the Music Education candidate to develop, administer, teach, and lead children's choirs. Candidates will gain hands on experience with management and rehearsal techniques. Class meets two times per week, 1 hour in class 2 hour lab.

MUE 331. Music Methods and Materials I. 3 Credits.
The study of music and the learning process at the elementary level to include Dalcroze, Kodaly, and Orff.
Pre / Co requisites: MUE 331 requires prerequisites of MUE 201 and VOC 311 or AIC 311 and formal admission into teacher education. Current Act 34, Act 114, ACT 151 clearances and TB test valid for semester.
Gen Ed Attribute: Diversity Requirement, Writing Emphasis.

MUE 332. Music Methods and Materials II. 3 Credits.
The study of music and the learning process at the secondary level to include technology, listening skills, multicultural diversity, general music programs, and administrative skills.
Pre / Co requisites: MUE 332 requires prerequisites of MUE 331 and formal admission into teacher education. Current Act 34, Act 114, Act 151 Clearances and TB test valid for semester.
Gen Ed Attribute: Diversity Requirement, Writing Emphasis.

MUE 333. Instrumental Methods and Materials. 2 Credits.
Fundamentals underlying the development of instrumental programs in the public schools. Emphasis on program organization and administration, teaching procedures, and materials.
Pre / Co requisites: MUE 333 requires prerequisites of VOC 311 or AIC 311 and formal admission into teacher education and co-requisite of MUE 331 or MUE 332.

MUE 335. Choral Methods and Materials. 2 Credits.
Designed to acquaint the student with a variety of choral music suitable for school use. Program planning and rehearsal techniques are demonstrated.
Pre / Co requisites: MUE 335 requires prerequisites of VOC 311 or AIC 311 and MUE 331 or MUE 332 and formal admission into teacher education.

MUE 337. Instrumental Techniques and Materials. 2 Credits.
For juniors and seniors who desire to specialize in instrumental music. Considers rehearsal procedures, effective materials, minor repairs of instruments, competitions and festivals, and marching band procedures.
Pre / Co requisites: MUE 337 requires prerequisite of MUE 333.
Typically offered in Spring.

MUE 340. Fundamentals of Music Therapy. 3 Credits.
This course serves as an introduction to the music therapy profession. Students will learn about basic music therapy literature, current practice, and clinical applications of music as therapy through experiential learning, research, and writing.
Pre / Co requisites: MUE 340 requires a prerequisite of Music Major.

MUE 430. Related Arts Pedagogy In Music Education. 3 Credits.
Principles of related-arts teaching applicable to musical elements, art, and creative movement, with appropriate teaching techniques at specified grade levels. Materials for school music programs; basal music series, other texts and literature, and resources in related arts. Demonstration lessons and unit planning.

MUE 431. Student Teaching I. 6 Credits.
Observation and participation in teaching vocal and instrumental music at the elementary level. Undertaken in conjunction with qualified cooperative teachers. Professional conferences and visits are an integral part of the experience.
Pre / Co requisites: MUE 431 requires prerequisite of formal admission into teacher education. Act 34, Act 114, Act 151 clearances and TB test valid for semester.
Consent: Permission of the Department required to add.

MUE 432. Student Teaching II. 6 Credits.
Observation and teaching general, vocal, and/or instrumental music at the secondary level. Professional conferences and visits are an integral part of the experience.
Pre / Co requisites: MUE 432 requires prerequisite of formal admission into teacher education. Act 34, Act 114 and Act 151 clearances. TB test valid for semester.
Consent: Permission of the Department required to add.

B.M. IN MUSIC EDUCATION

School of Music
## Curriculum

### General Education Requirements

- **English Composition Requirements**: 6
- **Mathematics Requirement**: 6
- **Public Speaking Requirement**: 3
- **Science requirements**: 6
- **Behavioral & Social Science requirements**: 6
- **Humanities requirements**: 6
- **Arts requirement**: 3
- **Diverse Communities requirement**: 3
- **Interdisciplinary requirement**: 3
- **Student Electives**: 9
- **Writing Emphasis requirements**: 9

### Theory Requirements

- **MTC 112**: Theory of Music I (3)
- **MTC 113**: Theory of Music II (3)
- **MTC 114**: Aural Activities I (2)
- **MTC 115**: Aural Activities II (2)
- **MTC 212**: Theory of Music III (3)
- **MTC 213**: Theory of Music IV (3)
- **MTC 214**: Aural Activities III (2)
- **MTC 215**: Aural Activities IV (2)

### Music History Requirements

- **MHL 210**: Music History I (3)
- **MHL 211**: Music History II (3)
- **MHL 212**: Music History III (3)

### Music Education Requirements

- **Professional qualifying test**
- **MUE 201**: Music Education Seminar (0.5)
- **MUE 220**: Teaching Special Learners in the Music Classroom (2)
- **MUE 331**: Music Methods and Materials I (3)
- **MUE 332**: Music Methods and Materials II (3)
- **MUE 333**: Instrumental Methods and Materials (2)
- **MUE 335**: Choral Methods and Materials (2)
- **MUE 431**: Student Teaching I (6)
- **MUE 432**: Student Teaching II (6)

### Other Music Requirements

- **Recital Attendance**: 35-38

### Education Courses

- **EDP 250**: Educational Psychology (3)
- **LAN/ENG 382**: Teaching English Language Learners PK-12 (3)
- **EDA 103**: Foundations of Special Education (3)
- **EDR 345**: Literacy Development and Students in Inclusive Classrooms (3)
  - **or EDR 347**: Literacy Development and Secondary Students with Disabilities in Inclusive Classrooms

### Total Minimum Credits Required

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Semester One</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MTC 112</td>
<td>Theory of Music I</td>
<td>3</td>
</tr>
<tr>
<td>MTC 114</td>
<td>Theory of Music II</td>
<td>3</td>
</tr>
<tr>
<td>MTC 114</td>
<td>Aural Activities I</td>
<td>2</td>
</tr>
<tr>
<td>MTC 115</td>
<td>Aural Activities II</td>
<td>2</td>
</tr>
<tr>
<td>MTC 212</td>
<td>Theory of Music III</td>
<td>3</td>
</tr>
<tr>
<td>MTC 213</td>
<td>Theory of Music IV</td>
<td>3</td>
</tr>
<tr>
<td>MTC 214</td>
<td>Aural Activities III</td>
<td>2</td>
</tr>
<tr>
<td>MTC 215</td>
<td>Aural Activities IV</td>
<td>2</td>
</tr>
</tbody>
</table>

### Sample Course Plan

To track their individual degree progress, students are advised to access their Degree Progress Report (DPR) via myWCU regularly. For more information, visit wcupa.edu/DegreeProgressReport.
CHO 211  Men’s Chorus or Women’s Chorus  0.5
CHO 212
PIA 292  Piano Class  1
Vocal Diction - VOC  1
Vocal Master Class - VOC  1.5
Instrument Class  0.5
MUE 220  Teaching Special Learners in the Music Classroom  2
Professional Qualifying Test
Recital Attendance

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MHL 211</td>
<td>Music History II</td>
<td>3</td>
</tr>
<tr>
<td>Counterpoint - MTC</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>VOI 242</td>
<td>Advanced Voice Major Private Lesson (B.M.)</td>
<td>3</td>
</tr>
<tr>
<td>Major Choir - CHO</td>
<td>0.5</td>
<td></td>
</tr>
<tr>
<td>Vocal Diction - VOC</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>PIA 223</td>
<td>Classroom Piano Skills-Inst/Vocal</td>
<td>0.5</td>
</tr>
<tr>
<td>Vocal Master Class - VOC</td>
<td>1.5</td>
<td></td>
</tr>
<tr>
<td>Instrument Class</td>
<td>0.5</td>
<td></td>
</tr>
<tr>
<td>EDP 250</td>
<td>Educational Psychology</td>
<td>3</td>
</tr>
<tr>
<td>VOC 311</td>
<td>Choral Conducting I</td>
<td>2</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Credits</th>
<th>17.5</th>
</tr>
</thead>
</table>

Year Three
Semester Five
MHL 211  Music History II  3
Counterpoint - MTC  3
VOI 242  Advanced Voice Major Private Lesson (B.M.)  3
Major Choir - CHO  0.5
Vocal Diction - VOC  1
PIA 223  Classroom Piano Skills-Inst/Vocal  0.5
Vocal Master Class - VOC  1.5
Instrument Class  0.5
EDP 250  Educational Psychology  3
VOC 311  Choral Conducting I  2
Recital Attendance

<table>
<thead>
<tr>
<th>Credits</th>
<th>18</th>
</tr>
</thead>
</table>

Semester Six
Complete Clearances
MHL 212  Music History III  3
VOI 341  Advanced Voice Major Private Lesson (B.M.)  3
Major Choir - CHO  0.5
Foreign Language  3
Vocal Diction - VOC  1
Vocal Master Class - VOC  1.5
Instrument Class  0.5
Instrument Class  0.5
ENG 382  Teaching English Language Learners PK-12  3
VOC 312  Choral Conducting II  2
Formal Admission to Teachers Education (FATE)
School of Music Education Application
Recital Attendance

<table>
<thead>
<tr>
<th>Credits</th>
<th>18</th>
</tr>
</thead>
</table>

Year Four
Semester Seven
VOI 342  Advanced Voice Major Private Lesson (B.M.)  3
Major Choir - CHO  0.5
PIA 334  Keyboard Accompanying  1
PIA 201  Piano Minor Private Lesson  1
VOC 491  Vocal Pedagogy  2
Instrument Class  0.5
MUE 331  Music Methods and Materials I  3
MUE 333  Instrumental Methods and Materials  2
AEB 101  Elementary Band  0.5
General Education Course  3

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>B.M. Music Education: Keyboard</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Prior to Semester 1: Complete clearances

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>WRT 120</td>
<td>Effective Writing I</td>
<td>3</td>
</tr>
<tr>
<td>General Education Course (Mathematics)</td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Credits</th>
<th>15.5</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MTC 112</td>
<td>Theory of Music I</td>
<td>3</td>
</tr>
<tr>
<td>MTC 114</td>
<td>Aural Activities I</td>
<td>2</td>
</tr>
<tr>
<td>PIA 111</td>
<td>Piano Private Lesson</td>
<td>1.5</td>
</tr>
<tr>
<td>PIA 235</td>
<td>Keyboard Repertoire</td>
<td>0.5</td>
</tr>
<tr>
<td>VOI 191</td>
<td>Voice Class (Minor)</td>
<td>0.5</td>
</tr>
<tr>
<td>Major Choir - CHO</td>
<td>0.5</td>
<td></td>
</tr>
<tr>
<td>Instrument Class</td>
<td>0.5</td>
<td></td>
</tr>
<tr>
<td>Instrument Class</td>
<td>0.5</td>
<td></td>
</tr>
<tr>
<td>MUE 201</td>
<td>Music Education Seminar</td>
<td>0.5</td>
</tr>
<tr>
<td>WRT 120</td>
<td>Effective Writing I</td>
<td>3</td>
</tr>
<tr>
<td>General Education Course (Mathematics)</td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Credits</th>
<th>16</th>
</tr>
</thead>
</table>

Total Credits 164
### Semester Two

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MTC 113</td>
<td>Theory of Music II</td>
<td>3</td>
</tr>
<tr>
<td>MTC 115</td>
<td>Aural Activities II</td>
<td>2</td>
</tr>
<tr>
<td>PIA 112</td>
<td>Piano Private Lesson</td>
<td>1.5</td>
</tr>
<tr>
<td>VOI 192</td>
<td>Voice Class (Minor)</td>
<td>0.5</td>
</tr>
<tr>
<td></td>
<td>Major Choir - CHO ___</td>
<td>0.5</td>
</tr>
<tr>
<td></td>
<td>Instrument Class</td>
<td>0.5</td>
</tr>
<tr>
<td></td>
<td>Instrument Class</td>
<td>0.5</td>
</tr>
<tr>
<td>EDA 103</td>
<td>Foundations of Special Education or Educational Psychology</td>
<td>3</td>
</tr>
<tr>
<td>or EDP 250</td>
<td></td>
<td></td>
</tr>
<tr>
<td>General Education Course (LIT, CLS, or WRT)</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>General Education Course (2nd Mathematics)</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>PAPA Exam</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Recital Attendance</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Credits:** 17.5

### Summer

Complete clearances.

**Credits:** 0

### Year Two

#### Semester Three

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MTC 212</td>
<td>Theory of Music III</td>
<td>3</td>
</tr>
<tr>
<td>MTC 214</td>
<td>Aural Activities III</td>
<td>2</td>
</tr>
<tr>
<td>MHL 210</td>
<td>Music History I</td>
<td>3</td>
</tr>
<tr>
<td>PIA 211</td>
<td>Piano Private Lesson</td>
<td>1.5</td>
</tr>
<tr>
<td>VOI 101</td>
<td>Voice Minor Private Lesson</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Major Choir - CHO ___</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Instrument Class</td>
<td>0.5</td>
</tr>
<tr>
<td></td>
<td>Instrument Class</td>
<td>0.5</td>
</tr>
<tr>
<td>MUE 220</td>
<td>Teaching Special Learners in the Music Classroom</td>
<td>2</td>
</tr>
<tr>
<td>General Education Course (LIT or WRT)</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Recital Attendance</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Credits:** 17.5

#### Semester Four

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MTC 213</td>
<td>Theory of Music IV</td>
<td>3</td>
</tr>
<tr>
<td>MTC 215</td>
<td>Aural Activities IV</td>
<td>2</td>
</tr>
<tr>
<td>MHL 211</td>
<td>Music History II</td>
<td>3</td>
</tr>
<tr>
<td>PIA 212</td>
<td>Piano Private Lesson</td>
<td>1.5</td>
</tr>
<tr>
<td>PIA 233</td>
<td>Classroom Piano Skills (spring only)</td>
<td>1</td>
</tr>
<tr>
<td>VOI 102</td>
<td>Voice Minor Private Lesson</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Major Choir - CHO ___</td>
<td>0.5</td>
</tr>
<tr>
<td>EDA 103</td>
<td>Foundations of Special Education or Educational Psychology</td>
<td>3</td>
</tr>
<tr>
<td>or EDP 250</td>
<td></td>
<td></td>
</tr>
<tr>
<td>AEB 101</td>
<td>Elementary Band</td>
<td>0.5</td>
</tr>
<tr>
<td>VOC 311</td>
<td>Choral Conducting I</td>
<td>2</td>
</tr>
<tr>
<td>Professional Qualifying Test</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Recital Attendance</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Credits:** 17.5

### Summer

Complete clearances.

**Credits:** 0

### Year Three

#### Semester Five

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MHL 212</td>
<td>Music History III</td>
<td>3</td>
</tr>
<tr>
<td>PIA 311</td>
<td>Piano Private Lesson</td>
<td>1.5</td>
</tr>
<tr>
<td>VOI 201</td>
<td>Voice Minor Private Lesson</td>
<td>1</td>
</tr>
<tr>
<td>Major Choir - CHO ___</td>
<td></td>
<td>0.5</td>
</tr>
<tr>
<td>Instrument Class</td>
<td></td>
<td>0.5</td>
</tr>
<tr>
<td>LAN 382</td>
<td>Teaching English Language Learners or PK-12</td>
<td>3</td>
</tr>
<tr>
<td>or ENG 382</td>
<td></td>
<td></td>
</tr>
<tr>
<td>or Teaching English Language Learners PK-12</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>VOC 312</td>
<td>Choral Conducting II</td>
<td>2</td>
</tr>
<tr>
<td>General Education Course</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>General Education Course</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Formal Admission to Teacher Education (FATE)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>School of Music Education Application</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Recital Attendance</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Credits:** 17.5

### Semester Six

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PIA 312</td>
<td>Piano Private Lesson</td>
<td>1.5</td>
</tr>
<tr>
<td>Instrument Class</td>
<td></td>
<td>0.5</td>
</tr>
<tr>
<td>Instrument Class</td>
<td></td>
<td>0.5</td>
</tr>
<tr>
<td>MUE 331</td>
<td>Music Methods and Materials I</td>
<td>3</td>
</tr>
<tr>
<td>MUE 333</td>
<td>Instrumental Methods and Materials</td>
<td>2</td>
</tr>
<tr>
<td>AEO 101</td>
<td>Elementary Orchestra</td>
<td>0.5</td>
</tr>
<tr>
<td>General Education Course</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>General Education Course</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Praxis II - Fundamental Subjects</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Recital Attendance</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Credits:** 14

### Summer

Complete clearances.

**Credits:** 0

### Year Four

#### Semester Seven

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PIA 411</td>
<td>Piano Private Lesson</td>
<td>1.5</td>
</tr>
<tr>
<td>PIA 235</td>
<td>Keyboard Repertoire</td>
<td>0.5</td>
</tr>
<tr>
<td>MUE 332</td>
<td>Music Methods and Materials II</td>
<td>3</td>
</tr>
<tr>
<td>MUE 333</td>
<td>Choral Methods and Materials</td>
<td>2</td>
</tr>
<tr>
<td>EDR 347</td>
<td>Literacy Development and Secondary Students with Disabilities in Inclusive Classrooms</td>
<td>3</td>
</tr>
<tr>
<td>General Education Course (Public Speaking)</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>General Education Course</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Praxis II - Music Content</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Credits:** 16

#### Semester Eight

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PIA 412</td>
<td>Piano Private Lesson</td>
<td>1.5</td>
</tr>
<tr>
<td>Student Teaching I</td>
<td></td>
<td>6</td>
</tr>
<tr>
<td>Student Teaching II</td>
<td></td>
<td>6</td>
</tr>
</tbody>
</table>

**Credits:** 13.5

**Total Credits:** 129

### B.M. Music Education: Voice

Prior to Semester 1: Complete clearances

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MTC 112</td>
<td>Theory of Music I</td>
<td>3</td>
</tr>
<tr>
<td>MTC 114</td>
<td>Aural Activities I</td>
<td>2</td>
</tr>
<tr>
<td>VOI 111</td>
<td>Voice Private Lesson</td>
<td>1.5</td>
</tr>
<tr>
<td>Course</td>
<td>Title</td>
<td>Credits</td>
</tr>
<tr>
<td>--------</td>
<td>-------</td>
<td>---------</td>
</tr>
<tr>
<td>VOC 135</td>
<td>International Phonetic Alphabet (IPA)</td>
<td>0.5</td>
</tr>
<tr>
<td>Major Choir - CHO ___</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PIA 191</td>
<td>Piano Class (Minor)</td>
<td>0.5</td>
</tr>
<tr>
<td>Instrument Class</td>
<td></td>
<td>0.5</td>
</tr>
<tr>
<td>Instrument Class</td>
<td></td>
<td>0.5</td>
</tr>
<tr>
<td>MUE 201</td>
<td>Music Education Seminar</td>
<td>0.5</td>
</tr>
<tr>
<td>General Education Course (Writing)</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>General Education Course (Mathematics)</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Recital Attendance</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Credits</strong></td>
<td><strong>Total</strong></td>
<td><strong>15.5</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Semester Two</th>
</tr>
</thead>
<tbody>
<tr>
<td>MTC 113</td>
</tr>
<tr>
<td>MTC 115</td>
</tr>
<tr>
<td>VOI 112</td>
</tr>
<tr>
<td>Major Choir - CHO ___</td>
</tr>
<tr>
<td>PIA 192</td>
</tr>
<tr>
<td>Instrument Class</td>
</tr>
<tr>
<td>EDA 103</td>
</tr>
<tr>
<td>or EDP 250</td>
</tr>
<tr>
<td>General Education Course (LIT, CLS, or WRT)</td>
</tr>
<tr>
<td>General Education Course (2nd Mathematics)</td>
</tr>
<tr>
<td>PAPA Exam</td>
</tr>
<tr>
<td>Recital Attendance</td>
</tr>
<tr>
<td><strong>Credits</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Summer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Complete clearances</td>
</tr>
<tr>
<td><strong>Credits</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year Two</th>
</tr>
</thead>
<tbody>
<tr>
<td>Semester Three</td>
</tr>
<tr>
<td>MTC 212</td>
</tr>
<tr>
<td>MTC 214</td>
</tr>
<tr>
<td>MHL 210</td>
</tr>
<tr>
<td>VOI 211</td>
</tr>
<tr>
<td>Major Choir - CHO ___</td>
</tr>
<tr>
<td>PIA 291</td>
</tr>
<tr>
<td>Instrument Class</td>
</tr>
<tr>
<td>Instrument Class</td>
</tr>
<tr>
<td>MUE 220</td>
</tr>
<tr>
<td>General Education Course (LIT or WRT)</td>
</tr>
<tr>
<td>Recital Attendance</td>
</tr>
<tr>
<td><strong>Credits</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Semester Four</th>
</tr>
</thead>
<tbody>
<tr>
<td>MTC 213</td>
</tr>
<tr>
<td>MTC 215</td>
</tr>
<tr>
<td>MHL 211</td>
</tr>
<tr>
<td>VOI 212</td>
</tr>
<tr>
<td>Major Choir - CHO ___</td>
</tr>
<tr>
<td>PIA 292</td>
</tr>
<tr>
<td>Instrument Class</td>
</tr>
<tr>
<td>EDA 103</td>
</tr>
<tr>
<td>or EDP 250</td>
</tr>
<tr>
<td>VOC 311</td>
</tr>
<tr>
<td>Professional Qualifying Test</td>
</tr>
<tr>
<td>Recital Attendance</td>
</tr>
<tr>
<td><strong>Credits</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year Three</th>
</tr>
</thead>
<tbody>
<tr>
<td>Semester Five</td>
</tr>
<tr>
<td>MHL 212</td>
</tr>
<tr>
<td>VOI 311</td>
</tr>
<tr>
<td>Major Choir - CHO ___</td>
</tr>
<tr>
<td>PIA 233</td>
</tr>
<tr>
<td>Instrument Class</td>
</tr>
<tr>
<td>Instrument Class</td>
</tr>
<tr>
<td>LAN 382</td>
</tr>
<tr>
<td>or ENG 382</td>
</tr>
<tr>
<td>AEB 101</td>
</tr>
<tr>
<td>VOI 312</td>
</tr>
<tr>
<td>General Education Course</td>
</tr>
<tr>
<td>Formal Admission to Teacher Education (FATE) School of Music Education Application</td>
</tr>
<tr>
<td>Recital Attendance</td>
</tr>
<tr>
<td><strong>Credits</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Summer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Complete Clearances</td>
</tr>
<tr>
<td><strong>Credits</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year Four</th>
</tr>
</thead>
<tbody>
<tr>
<td>Semester Seven</td>
</tr>
<tr>
<td>VOI 411</td>
</tr>
<tr>
<td>Major Choir - CHO ___</td>
</tr>
<tr>
<td>Instrument Class</td>
</tr>
<tr>
<td>MUE 332</td>
</tr>
<tr>
<td>MUE 333</td>
</tr>
<tr>
<td>EDR 345</td>
</tr>
<tr>
<td>or EDR 347</td>
</tr>
<tr>
<td>AEO 101</td>
</tr>
<tr>
<td>General Education Course</td>
</tr>
<tr>
<td>General Education Course</td>
</tr>
<tr>
<td>Praxis II - Fundamental Subjects</td>
</tr>
<tr>
<td>Recital Attendance</td>
</tr>
<tr>
<td><strong>Credits</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Summer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Complete Clearances</td>
</tr>
<tr>
<td><strong>Credits</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year Five</th>
</tr>
</thead>
<tbody>
<tr>
<td>Semester Eight</td>
</tr>
<tr>
<td>VOI 412</td>
</tr>
</tbody>
</table>
B.M. Music Education and Performance: Instrument

Prior to Semester 1: Complete clearances

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MTC 112</td>
<td>Theory of Music I</td>
<td>3</td>
</tr>
<tr>
<td>MTC 114</td>
<td>Aural Activities I</td>
<td>2</td>
</tr>
<tr>
<td>Major Lessons - ___ 111</td>
<td></td>
<td>1.5</td>
</tr>
<tr>
<td>Major Ensemble - AEB/AEO/AES ___</td>
<td></td>
<td>0.5-1</td>
</tr>
<tr>
<td>CHO 211</td>
<td>Men’s Chorus or Women’s Chorus</td>
<td>0.5</td>
</tr>
<tr>
<td>PIA 191</td>
<td>Piano Class (Minor)</td>
<td>0.5</td>
</tr>
<tr>
<td>VOI 191</td>
<td>Voice Class (Minor)</td>
<td>0.5</td>
</tr>
<tr>
<td>Instrument Class</td>
<td></td>
<td>0.5</td>
</tr>
<tr>
<td>Instrument Class</td>
<td></td>
<td>0.5</td>
</tr>
<tr>
<td>WRT 120</td>
<td>Effective Writing I (General Education Course)</td>
<td>3</td>
</tr>
<tr>
<td>General Education Course (Math)</td>
<td></td>
<td>3</td>
</tr>
</tbody>
</table>

Year One

<table>
<thead>
<tr>
<th>Semester One</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>15.5-16</td>
<td></td>
</tr>
</tbody>
</table>

Semester Two

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MTC 113</td>
<td>Theory of Music II</td>
<td>3</td>
</tr>
<tr>
<td>MTC 115</td>
<td>Aural Activities II</td>
<td>2</td>
</tr>
<tr>
<td>Major Lessons - ___ 141</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Major Ensemble - AEB/AEO/AES ___</td>
<td></td>
<td>0.5</td>
</tr>
<tr>
<td>CHO 211</td>
<td>Men’s Chorus or Women’s Chorus</td>
<td>0.5</td>
</tr>
<tr>
<td>PIA 192</td>
<td>Piano Class</td>
<td>0.5</td>
</tr>
<tr>
<td>VOI 192</td>
<td>Voice Class</td>
<td>0.5</td>
</tr>
<tr>
<td>Instrument Class</td>
<td></td>
<td>0.5</td>
</tr>
<tr>
<td>Instrument Class</td>
<td></td>
<td>0.5</td>
</tr>
<tr>
<td>General Education Course (LIT, CLS, or WRT)</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>General Education Course (2nd Math)</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>PAPA Exam</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Year Two

<table>
<thead>
<tr>
<th>Semester Three</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>17</td>
<td></td>
</tr>
</tbody>
</table>

Semester Four

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MTC 213</td>
<td>Theory of Music IV</td>
<td>3</td>
</tr>
<tr>
<td>MTC 215</td>
<td>Aural Activities IV</td>
<td>2</td>
</tr>
<tr>
<td>MHL 210</td>
<td>Music History I</td>
<td>3</td>
</tr>
<tr>
<td>Major Lessons - ___ 241</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Major Ensemble - AEB/AEO/AES ___</td>
<td></td>
<td>0.5-1</td>
</tr>
<tr>
<td>CHO 211</td>
<td>Men’s Chorus or Women’s Chorus</td>
<td>0.5</td>
</tr>
<tr>
<td>or CHO 212</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PIA 292</td>
<td>Piano Class</td>
<td>1</td>
</tr>
<tr>
<td>Instrument Class</td>
<td></td>
<td>0.5</td>
</tr>
<tr>
<td>MUE 220</td>
<td>Teaching Special Learners in the Music Classroom</td>
<td>2</td>
</tr>
</tbody>
</table>

Year Three

<table>
<thead>
<tr>
<th>Semester Five</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>17-17.5</td>
<td></td>
</tr>
</tbody>
</table>

Semester Six

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MHL 211</td>
<td>Music History II</td>
<td>3</td>
</tr>
<tr>
<td>Major Lessons - ___ 242</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Minor Lesson - ___ 101</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Small Ensemble - AES</td>
<td></td>
<td>0.5</td>
</tr>
<tr>
<td>Major Ensemble - AEB/AEO/AES ___</td>
<td></td>
<td>0.5-1</td>
</tr>
<tr>
<td>Instrument Class</td>
<td></td>
<td>0.5</td>
</tr>
<tr>
<td>EDP 250</td>
<td>Educational Psychology</td>
<td>3</td>
</tr>
<tr>
<td>AEB 101</td>
<td>Elementary Band</td>
<td>0.5</td>
</tr>
<tr>
<td>AIC 311</td>
<td>Instrumental Conducting I</td>
<td>2</td>
</tr>
<tr>
<td>MTC 341</td>
<td>Orchestration (fall only)</td>
<td>3</td>
</tr>
<tr>
<td>Professional Qualifying Test</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Year Four

<table>
<thead>
<tr>
<th>Semester Seven</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>17.5-18</td>
<td></td>
</tr>
</tbody>
</table>

Semester Eight

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Major Lesson - ___ 342</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Minor Lesson - 201</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Major Ensemble - AEB/AEO/AES ___</td>
<td></td>
<td>0.5</td>
</tr>
<tr>
<td>Small Ensemble - AES</td>
<td></td>
<td>0.5</td>
</tr>
<tr>
<td>Instrument Class</td>
<td></td>
<td>0.5</td>
</tr>
<tr>
<td>Instrument Class</td>
<td></td>
<td>0.5</td>
</tr>
<tr>
<td>MUE 331</td>
<td>Music Methods and Materials I</td>
<td>3</td>
</tr>
<tr>
<td>MUE 333</td>
<td>Instrumental Methods and Materials</td>
<td>2</td>
</tr>
</tbody>
</table>
B.M. Music Education and Performance: Keyboard

Prior to Semester 1: Complete clearances

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MTC 112</td>
<td>Theory of Music I</td>
<td>3</td>
</tr>
<tr>
<td>MTC 114</td>
<td>Aural Activities I</td>
<td>2</td>
</tr>
<tr>
<td>PIA 111</td>
<td>Piano Private Lesson</td>
<td>1.5</td>
</tr>
<tr>
<td>VOI 191</td>
<td>Voice Class (Minor)</td>
<td>0.5</td>
</tr>
<tr>
<td>Major Choir - CHO ___</td>
<td></td>
<td>0.5</td>
</tr>
<tr>
<td>Instrument Class</td>
<td></td>
<td>0.5</td>
</tr>
<tr>
<td>MUE 201</td>
<td>Music Education Seminar</td>
<td>0.5</td>
</tr>
<tr>
<td>WRT 120</td>
<td>Effective Writing I (General Education Course)</td>
<td>3</td>
</tr>
<tr>
<td>General Education Course (Math)</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>General Education Course</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Recital Attendance</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Credits</td>
<td></td>
<td>17.5</td>
</tr>
</tbody>
</table>

Year Three

<table>
<thead>
<tr>
<th>Semester Five</th>
</tr>
</thead>
<tbody>
<tr>
<td>Counterpoint - MTC ___</td>
</tr>
<tr>
<td>MHL 212</td>
</tr>
<tr>
<td>PIA 241</td>
</tr>
<tr>
<td>Minor Lessons - ___ 101</td>
</tr>
<tr>
<td>VOI 102</td>
</tr>
<tr>
<td>Major Choir</td>
</tr>
<tr>
<td>PI 233</td>
</tr>
<tr>
<td>Instrument Class</td>
</tr>
<tr>
<td>Instrument Class</td>
</tr>
<tr>
<td>VOC 311</td>
</tr>
</tbody>
</table>

Credits 17.5
<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MTC 112</td>
<td>Theory of Music I</td>
<td>3</td>
</tr>
<tr>
<td>MTC 114</td>
<td>Aural Activities I</td>
<td>2</td>
</tr>
<tr>
<td>VOI 111</td>
<td>Voice Private Lesson</td>
<td>1.5</td>
</tr>
<tr>
<td>Major Choir - CHO</td>
<td></td>
<td>0.5</td>
</tr>
<tr>
<td>PIA 191</td>
<td>Piano Class (Minor)</td>
<td>0.5</td>
</tr>
<tr>
<td>VOC 135</td>
<td>International Phonetic Alphabet (IPA)</td>
<td>0.5</td>
</tr>
<tr>
<td>Instrument Class</td>
<td></td>
<td>0.5</td>
</tr>
<tr>
<td>MUE 201</td>
<td>Music Education Seminar</td>
<td>0.5</td>
</tr>
<tr>
<td>WRT 120</td>
<td>Effective Writing I (General Education Course)</td>
<td>3</td>
</tr>
<tr>
<td>General Education Course (Math)</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Recital Attendance</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MTC 212</td>
<td>Theory of Music III</td>
<td>3</td>
</tr>
<tr>
<td>VOI 142</td>
<td>Advanced Voice Major Private Lesson (B.M.)</td>
<td>3</td>
</tr>
<tr>
<td>Major Choir - CHO</td>
<td></td>
<td>0.5</td>
</tr>
<tr>
<td>PIA 291</td>
<td>Piano class</td>
<td>1</td>
</tr>
<tr>
<td>Vocal Diction - VOC</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Vocal Master Class - VOC</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>EDA 103</td>
<td>Foundations of Special Education</td>
<td>3</td>
</tr>
<tr>
<td>General Education Course (LIT or WRT)</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Recital Attendance</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MTC 213</td>
<td>Theory of Music IV</td>
<td>3</td>
</tr>
<tr>
<td>MTC 215</td>
<td>Aural Activities IV</td>
<td>2</td>
</tr>
<tr>
<td>MHL 210</td>
<td>Music History I</td>
<td>3</td>
</tr>
</tbody>
</table>
DEPARTMENT OF MUSIC THEORY, HISTORY AND COMPOSITION

Year Three
Semester Five
MHL 211  Music History II  3
Counterpoint - MTC ___  3
VOI 242  Advanced Voice Major Private Lesson  (B.M.)  3
Major Choir - CHO ___  0.5
Vocal Diction - VOC ___  1
PIA 223  Classroom Piano Skills-Inst/Vocal  0.5
Vocal Master Class - VOC ___  1.5
Instrument Class  0.5
EDP 250  Educational Psychology  3
VOC 311  Choral Conducting I  2
Recital Attendance

Credits  17.5

Semester Six
Complete Clearances
MHL 212  Music History III  3
VOI 341  Advanced Voice Major Private Lesson  (B.M.)  3
Major Choir - CHO ___  0.5
Foreign Language  3
Vocal Diction - VOC ___  1
Vocal Master Class - VOC ___  1.5
Instrument Class  0.5
Instrument Class  0.5
ENG 382  Teaching English Language Learners PK-12  3
VOC 312  Choral Conducting II  2
Formal Admission to Teachers Education (FATE) School of Music Education Application
Recital Attendance

Credits  18

Year Four
Semester Seven
VOI 342  Advanced Voice Major Private Lesson  (B.M.)  3
Major Choir - CHO ___  0.5
PIA 334  Keyboard Accompanying  1
PIA 201  Piano Minor Private Lesson  1
VOC 491  Vocal Pedagogy  2
Instrument Class  0.5
MUE 331  Music Methods and Materials I  3
MUE 333  Instrumental Methods and Materials  2
AEB 101  Elementary Band  0.5
General Education Course  3
Praxis II - Fundamental Subjects

Credits  16.5

Semester Eight
Complete Clearances
VOI 441  Advanced Voice Maj Private Lesson  (B.M.)  3
Major Choir - CHO ___  0.5
VOC 424  Musico-Dramatic Production  1
Instrument Class  0.5
MUE 332  Music Methods and Materials II  3
MUE 335  Choral Methods and Materials  2
EDR 345  Literacy Development and Students in Inclusive Classrooms  3
EDR 347  or Literacy Development and Secondary Students with Disabilities in Inclusive Classrooms

AEO 101  Elementary Orchestra  0.5
General Education Course  3
Praxis II - Music Content

Credits  16.5

Year Five
Semester Nine
MUE 431  Student Teaching I  6
MUE 432  Student Teaching II  6
Elective  3

Credits  15

Semester Ten
Complete Clearances
VOI 442  Advanced Voice Maj Private Lesson  (B.M.)  3
VOC 424  Musico-Dramatic Production  1
General Education Course  3
General Education Course  3
General Education Course  3
General Education Course  3

Credits  16

Total Credits  164

DEPARTMENT OF MUSIC THEORY, HISTORY AND COMPOSITION

School of Music

Overview
330 Swope Music Building
610-436-2739
Department of Music Theory, History, and Composition (http://www.wcupa.edu/musicTheory)
Dr. Robert Maggio (rmaggio@wcupa.edu), Chairperson

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 lifelong 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

Majors in Music Theory, History and Composition

- Bachelor of Music with a Concentration in Composition (p. 393)
- Bachelor of Music with a Concentration in History (p. 394)
- Bachelor of Music with a Concentration in Theory (p. 396)
- Bachelor of Music with Elective Studies in an Outside Field (p. 396)

Minors in Music Theory, History and Composition

- Music (p. 397)
- Music History (p. 398)
- Music Production (p. 398)

Graduate Opportunities

See the graduate catalog for more information on the Music Theory, History and Composition program. (http://catalog.wcupa.edu/graduate/school-of-music/music-theory-history-composition)

Policies

- See undergraduate admissions information. (p. 11)
- See academic policies. (http://catalog.wcupa.edu/undergraduate/academic-policies-procedures)

All undergraduate students are held to the academic policies and procedures outlined in the undergraduate 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 programs may be listed below.

Faculty

Professors

Robert C. Maggio (rmaggio@wcupa.edu) (1991)
Chairperson, Music Theory, History, and Composition
B.A., Yale University; M.A., Ph.D., University of Pennsylvania
Julian Onderdonk (jonderdonk@wcupa.edu) (2001)
B.A., Bowdoin College; M.A., Ph.D., New York University
Mark T. Rimple (mrimple@wcupa.edu) (2000)
B.Mus., University of the Arts; M.Mus., D.M.A., Temple University
Alexander Rozin (arozin@wcupa.edu) (2002)
B.A., University of California, Berkeley; Ph.D., University of Pennsylvania

Associate Professors

Adam B. Silverman (asilverman@wcupa.edu) (2008)
B.M., University of Miami; M.M., M.M.A., D.M.A., Yale University
Van Stiefel (vstiefel@wcupa.edu) (2006)
B.A., 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 Heidi Lee (hlee2@wcupa.edu) (2013)
B.A., M.A., University of Washington; Ph.D., Stanford University
Thomas Winters (twinters@wcupa.edu) (1988)
B.A., Bucknell University; M.A., Ph.D., University of Pennsylvania

Courses

MHL

MHL 121. Music in Culture and History. 3 Credits.
A course in appreciating music as an informed listener. Includes an introduction to the basic elements of musical style necessary for understanding music in its cultural and historical context, examination of the great European composers and their masterworks, and topics in popular music, jazz, and/or world music. No Prerequisites. Ability to read music is NOT expected.
Gen Ed Attribute: Arts Distributive Requirement.
Distance education offering may be available. Typically offered in Fall & Spring.

MHL 125. Perspectives in Jazz. 3 Credits.
Guided listening to improve understanding and enjoyment of jazz with emphasis on jazz heritage, chronological development, and sociological considerations, culminating in an analysis of the eclectic styles of the 1960s and 1970s. Not open to music majors.
Gen Ed Attribute: Arts Distributive Requirement, Diversity Requirement.
Typically offered in Fall & Spring.

MHL 127. Sounds of Philadelphia and its Surroundings. 3 Credits.
This course examines the rich musico-cultural life of Philadelphia and its surroundings. Through a focus on music history, students will study music, culture, politics, history and migration of the Philadelphia area. The topics and genre covered in the course would be broad and diverse in genre and styles of music.
Distance education offering may be available. Typically offered in Fall & Spring. Repeateable for Credit.

MHL 179. Special Subjects Seminar. 3 Credits.
Significant topics in music history and literature presented by faculty members and/or visiting lecturers. Designed for the nonmusic major who has had little or no previous musical experience. Fulfills the general requirements. Not open to music majors.
Repeatable for Credit.

MHL 201. Form and Style in the Arts. 3 Credits.
Relationships between the arts (music, literature, fine arts, and dance) stressed through common principles of form and style. Concentration on the development of skills of critical perception through practical application with reference to various arts. Fulfills the interdisciplinary requirement.
Gen Ed Attribute: Interdisciplinary Requirement.
Typically offered in Fall & Spring.

MHL 210. Music History I. 3 Credits.
An introduction to musical style and listening techniques within a historical context: (1) an introduction to style periods, music listening skills, concepts of form, and style analysis in both Western and non-Western music; (2) historical survey of music beginning with the music of the early Church and continuing through the end of the 16th century.
Gen Ed Attribute: Arts Distributive Requirement.
Typically offered in Fall & Spring.

MHL 211. Music History II. 3 Credits.
A historical survey of music from 1600 to 1825. Analysis of appropriate genres, styles, forms, social contexts, aesthetic, and performance practices will be considered.
Pre / Co requisites: MHL 211 requires prerequisites of C- or better in MHL 210.
Typically offered in Fall & Spring.

MHL 212. Music History III. 3 Credits.
A historical survey of music from 1825 to the present. Analysis of appropriate genre, styles, forms, social contexts, aesthetic concepts, and performance practices will be considered.
Pre / Co requisites: MHL 212 requires prerequisites of MHL 211 with a C- or better.
Gen Ed Attribute: Interdisciplinary Requirement.
Typically offered in Fall & Spring.

MHL 301. Music and the Related Arts. 3 Credits.
Examines ways in which music parallels at least two other visual, performing, and/or verbal arts in Western and/or non-Western culture. Concentration on the development of skills of critical perception through practical application to music and other arts.
Pre / Co requisites: MHL 301 requires a prerequisite of MTC 212 and MHL 211 or permission of instructor.
Typically offered in Fall.
MHL 310. 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. Membership by audition. Typically offered in Fall & Spring. Repeatable for Credit.

MHL 312. Women in Music. 3 Credits.
A survey of the role that women played in the history of music from the Middle Ages to the present. Open to nonmusic majors and music majors without prerequisites. Gen Ed Attribute: Arts Distributive Requirement. Typically offered in Spring.

MHL 325. History of Rock. 3 Credits.
This course traces the development of 1950s rock and roll from its rhythm and blues and country and western sources through the world music influences of the 1970s and beyond. Gen Ed Attribute: Arts Distributive Requirement. Typically offered in Spring.

MHL 420. 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 422. History of Jazz. 3 Credits.
A survey of the history of jazz, including representative performers and their music. Pre / Co requisites: MHL 322 requires prerequisite of MHL 212. Typically offered in Fall.

MHL 440. Medieval Music. 3 Credits.
Development of plainsong and secular monody and beginnings of early history of polyphony through the 14th century. Consideration of trends in the visual arts, history and literature.

MHL 454. History of Opera. 3 Credits.
A basic course in the origin and development of opera and its dissemination throughout the Western world. Pre / Co requisites: MHL 454 requires prerequisite of MHL 212. Gen Ed Attribute: Writing Emphasis. Typically offered in Spring.

MHL 455. History of Orchestral Music. 3 Credits.
A study of representative orchestral works: symphonies, concerti, suites, overtures, and others, from the Baroque Period to the present. Pre / Co requisites: MHL 455 requires prerequisite of MHL 212. Gen Ed Attribute: Writing Emphasis.

MHL 459. Topics in American Music. 3 Credits.
Survey of the development of music and musical styles from 1620 to the present. Analysis of styles, forms, aesthetic concepts, and practices. Gen Ed Attribute: Writing Emphasis.

MHL 479. Topics in Music History I. 3 Credits.
Significant topics presented by faculty members and/or visiting lecturers. Designed to meet specific needs of undergraduate music majors. Repeatable for Credit.

MHL 480. Topics in Music History II. 3 Credits.
Significant topics presented by faculty members and/or visiting lecturers. Designed to meet specific needs of undergraduate music majors. Repeatable for Credit.

MHL 481. Independent Study. 1 Credit.
Contact department for more information about this course. Repeatable for Credit.

MHL 482. Independent Study. 2 Credits.
Contact department for more information about this course. Repeatable for Credit.

MHL 483. Independent Study. 3 Credits.
Contact department for more information about this course. Repeatable for Credit.

MHL 498. Senior Project I. 3 Credits.
Research and writing for Music History Senior Project. Consent: Permission of the Department required to add.

MHL 499. Senior Project II. 3 Credits.
Completion of research and writing for Music History Senior Project. Consent: Permission of the Department required to add.

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. 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 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 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 early 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.

MHW

MHW 405. Workshop in Music History. 1-3 Credits.
Participation-oriented workshops designed to meet specific needs in music history and to develop skills for practical application in teaching and professional settings. Repeatable for Credit.

MHW 406. Workshop in Music History. 1-3 Credits.
Participation-oriented workshops designed to meet specific needs in music history and to develop skills for practical application in teaching and professional settings. Repeatable for Credit.

MHW 407. Workshop in Music History. 1-3 Credits.
Participation-oriented workshops designed to meet specific needs in music history and to develop skills for practical application in teaching and professional settings. Repeatable for Credit.

MHW 408. Workshop in Music History. 1-3 Credits.
Participation-oriented workshops designed to meet specific needs in music history and to develop skills for practical application in teaching and professional settings. Repeatable for Credit.

MHW 409. Workshop in Music History. 1-3 Credits.
Participation-oriented workshops designed to meet specific needs in music history and to develop skills for practical application in teaching and professional settings. Repeatable for Credit.

MMU

MMU 699. Thesis. 3 Credits.
Thesis in Music History, Theory, or Composition.

MTC

MTC Q14. Basic Ear Training and Sight Singing. 2 Credits.
A preparatory course for music majors emphasizing basic aural perception and sight-singing skills needed for effective music study. A final grade of C or better is a prerequisite for taking MTC 114. Please note: This is a developmental course and the credits do not count towards degree completion.
Typically offered in Fall.

MTC 101. Music Matters. 3 Credits.
Why is music one of the few cross-cultural universals? Why don’t other species have music? This course considers why we invest so much time and money in creating and listening to music by exploring specific topics such as psychoacoustics, emotional responses to music, creativity, how music reflects and influences culture, music’s role in shaping personal identity, how music contributes to movies, and music’s potential as a therapeutic agent. We will listen to a diverse array of music ranging from Bach to the Beatles, to jazz, to music from India, Cuba, and other cultures around the world.
Gen Ed Attribute: Interdisciplinary Requirement.
Typically offered in Spring.

MTC 110. Making Music. 3 Credits.
A study of basic elements of music for those without previous musical experience. For nonmusic majors only.
Gen Ed Attribute: Arts Distributive Requirement.
Typically offered in Fall.

MTC 111. The Developing Musician. 3 Credits.
A continuation of MTC 110, this course further explores music fundamentals, focusing on refining listening skills, examining creative approaches, and investigating diverse musical forms.
Pre / Co requisites: MTC 111 requires prerequisite of MTC 110.
Typically offered in Spring.

MTC 112. Theory of Music I. 3 Credits.
Introduction to music theory, the materials of music. Analysis and creative activity.
Typically offered in Fall & Spring.

MTC 113. Theory of Music II. 3 Credits.
Form; motive; cadence; phrase; melody. Analysis and creative activity.
Typically offered in Fall & Spring.

MTC 114. Aural Activities I. 2 Credits.
Development of basic hearing skills, chiefly through sight singing and dictation activities based on the subject matter of MTC 112.
Pre / Co requisites: MTC 114 requires co-requisite of MTC 112.
Typically offered in Fall & Spring.

MTC 115. Aural Activities II. 2 Credits.
Continued development of basic hearing skills.
Pre / Co requisites: MTC 115 requires prerequisites of MTC 112 and MTC 114.
Typically offered in Fall & Spring.

MTC 171. Popular Music Songwriting. 3 Credits.
Analysis and composition of recent popular music.
Pre / Co requisites: MTC 171 requires a prerequisite of MTC 110 or MTC 112.
Typically offered in Fall & Spring.

MTC 212. Theory of Music III. 3 Credits.
Harmony and counterpoint; dissonance; voice motion; harmonic progression; modulation; texture. Analysis and creative activity. PREREQ: MTC 113, with a grade of C- or better.
Pre / Co requisites: MTC 212 requires a prerequisite of MTC 113.
Typically offered in Fall & Spring.

MTC 213. Theory of Music IV. 3 Credits.
In depth analysis of specific styles, genres, and forms; compositional style studies.
Pre / Co requisites: MTC 213 requires a prerequisite of MTC 212.
Typically offered in Fall & Spring.

MTC 214. Aural Activities III. 2 Credits.
Material of advanced difficulty involving chromatic alteration, foreign modulation, and intricate rhythms.
Pre / Co requisites: MTC 214 requires prerequisite of MTC 113 and MTC 115 or co-requisite of MTC 113 and MTC 115.
Typically offered in Fall & Spring.

MTC 215. Aural Activities IV. 2 Credits.
Continuation of MTC 214 and activities involving nontonal music.
Pre / Co requisites: MTC 215 requires prerequisites of MTC 212 and MTC 214.
Typically offered in Fall & Spring.

MTC 271. Scoring for Film and Media. 3 Credits.
Techniques used in composing, orchestrating, mixing, and recording music for the film, video and television industry. Use of sequencing software and sample libraries to write production-quality cues synchronized to film and video clips.
Pre / Co requisites: MTC 271 requires a prerequisite of MTC 110 or MTC 112.
Typically offered in Fall & Spring.

MTC 272. Studio Production. 3 Credits.
This class focuses on the techniques of music production in a studio setting. Students learn the basics of recording, editing, mixing, and mastering in a digital audio workstation.
Pre / Co requisites: MTC 272 requires a prerequisite of MTC 110 or MTC 112.
Typically offered in Fall.

MTC 273. Computer Music. 3 Credits.
Pre / Co requisites: MTC 273 requires a prerequisite of MTC 110 or MTC 112.
Typically offered in Spring.
MTC 312. Composition I. 3 Credits.
Creative writing in the forms, styles, and media best suited to the capabilities and needs of the student. 
Pre / Co requisites: MTC 312 requires a prerequisite of MTC 112. 
Typically offered in Fall & Spring.

MTC 313. Composition II. 3 Credits.
Further application of MTC 312, stressing contemporary techniques. 
Pre / Co requisites: MTC 313 requires prerequisite of MTC 312. 
Typically offered in Fall & Spring.

MTC 341. Orchestration. 3 Credits.
The orchestra; use of instruments individually and in combination. 
Pre / Co requisites: MTC 341 requires a prerequisite of MTC 212. 
Typically offered in Fall.

MTC 342. Music Analysis. 3 Credits.
An overview of major trends in music analysis applied to a variety of musical styles. Addresses how analysis informs composition, performance, scholarship and pedagogy. 
Pre / Co requisites: MTC 342 requires a prerequisite of MTC 212. 
Gen Ed Attribute: Writing Emphasis. 
Typically offered in Fall.

MTC 344. 16th Century Counterpoint. 3 Credits.
The contrapuntal techniques of tonal music. Chorale prelude and invention. 
Pre / Co requisites: MTC 344 requires prerequisite of MTC 212. 
Typically offered in Fall.

MTC 345. 18th Century Counterpoint. 3 Credits.
Advanced contrapuntal forms including canon and fugue. 
Pre / Co requisites: MTC 345 requires prerequisite of MTC 212. 
Typically offered in Spring.

MTC 361. Jazz Harmony and Arranging I. 3 Credits.
A basic course in jazz/popular harmony and arranging techniques, including contemporary chord symbols and terminology, and basic voicing for brass, reed, and rhythm sections. 
Typically offered in Fall.

MTC 362. Jazz Harmony and Arranging II. 3 Credits.
An intermediate course in jazz/popular harmony and arranging techniques, including more advanced harmonic techniques. Writing for strings, woodwinds, and electronic instruments is introduced. 
Typically offered in Spring.

MTC 364. Performance Practices in Contemporary Music. 3 Credits.
Technical problems of understanding new notation (e.g., graphic, proportional, multiphonics, microtones, metric modulation, asymmetrical rhythm groupings, prose scores, etc.) and facility in performing scores that include these techniques. 
Pre / Co requisites: MTC 364 requires prerequisite of MTC 213.

MTC 412. Composition III. 3 Credits.
Private composition instruction for composition majors. 
Pre / Co requisites: MTC 412 requires prerequisite of MTC 313. 
Typically offered in Fall & Spring.

MTC 413. Composition IV. 3 Credits.
Advanced composition involving major projects in a contemporary idiom. 
Pre / Co requisites: MTC 413 requires prerequisite of MTC 412. 
Typically offered in Fall & Spring.

MTC 418. Composition V. 3 Credits.
Advanced composition lessons for theory/composition majors. 
Pre / Co requisites: MTC 418 requires a prerequisite of MTC 413. 
Typically offered in Fall & Spring.

MTC 479. Music Theory/Composition Seminar. 1-3 Credits.
Special topics seminar designed to meet specific needs of undergraduate music majors. Repealtable for Credit.

MTC 481. Independent Study. 1 Credit.
Contact department for more information about this course. Repeatable for Credit.

MTC 485. Senior Thesis I. 3 Credits.
Private instruction and preparation of music theory senior thesis. 
Typically offered in Fall & Spring.

MTC 486. Senior Thesis II. 3 Credits.
Private instruction and further preparation of music theory senior thesis. 
Typically offered in Fall & Spring.

MTC 487. Senior Recital Preparation I. 3 Credits.
Private composition instruction and preparation for senior composition recital. 
Typically offered in Fall & Spring.

MTC 488. Senior Recital Preparation II. 3 Credits.
Private composition instruction and further preparation for senior composition recital. 
Typically offered in Fall & Spring.

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 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 514 requires prerequisite of MTC 513. 
Typically offered in Fall & Spring.

MTC 517. Advanced Computer Music. 3 Credits.
Typically offered in Fall.

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 class is a compositional and analytical style study of 18th century counterpoint. We will cover dissonance treatment, imitation, invertible counterpoint, figured bass, and several genres including chorale prelude, invention, canon, and fugue. We will also study rhetoric, contrapuntal schemata, and partimento. 
Typically offered in Spring.

MTC 561. Jazz Harmony and Arranging. 3 Credits.
Jazz/popular harmony and arranging techniques, including contemporary chord symbols and terminology, and basic voicing for brass, reed and rhythm sections. 
Typically offered in Fall.
MTC 579. **Music Theory and Composition Seminar.** 1-3 Credits.
Special topics seminar designed to meet specific needs of music majors in the area of theory research.

MTC 591. **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 697. **Thesis.** 3 Credits.
Repeatable for Credit.
Typically offered in Fall & Spring.
Distance education offering may be available.

MTC 698. **Research Report.** 1 Credit.
Individual research under the guidance of a faculty member.

MTC 699. **Musical Composition.** 3 Credits.
Private instruction, for graduate majors in composition only.

MUS

MUS 199. **Transfer Credits.** 1-10 Credits.
Transfer Credits.
Repeatable for Credit.

MWS

MWS 436. **Synthesizer Workshop: Contemp Applicats.** 3 Credits.
Contact department for more information about this course.

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.

**BACHELOR OF MUSIC WITH A CONCENTRATION IN COMPOSITION**

**School of Music**

**Curriculum**

The B.M. with a Concentration in Composition offers extensive training to develop analytical skills leading to the comprehension of the structure and form of music of all styles and periods, and to develop creative skills enabling the student to write in a contemporary idiom and to develop an individual style.

**General Education Requirements** [http://catalog.wcupa.edu/undergraduate/general-education-requirements](http://catalog.wcupa.edu/undergraduate/general-education-requirements)

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Composition Requirements</td>
<td>6</td>
</tr>
<tr>
<td>Mathematics Requirement</td>
<td>3</td>
</tr>
<tr>
<td>Public Speaking Requirement</td>
<td>3</td>
</tr>
<tr>
<td>Science requirements</td>
<td>6</td>
</tr>
<tr>
<td>Behavioral &amp; Social Science requirements</td>
<td>6</td>
</tr>
<tr>
<td>Humanities requirements</td>
<td>6</td>
</tr>
<tr>
<td>Arts requirement</td>
<td>3</td>
</tr>
</tbody>
</table>

| Minimum grade of C- required. |

**Sample Course Plan**

To track their individual degree progress, students are advised to access their Degree Progress Report (DPR) via myWCU regularly. For more information, visit wcupa.edu/DegreeProgressReport.

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.

**Course** | **Title** | **Credits**
--- | --- | ---
**Year One**
Semester One
MTC 112 | Theory of Music I | 3
MTC 114 | Aural Activities I | 2
Major Lessons - ____ 171 | 1.5
Major Ensemble | | 0.5

1 Minimum grade of C- required.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PIA 191</td>
<td>Piano Class (Minor)</td>
<td>0.5</td>
</tr>
<tr>
<td>WRT 120</td>
<td>Effective Writing I (General Education Course)</td>
<td>3</td>
</tr>
<tr>
<td>General Education Course</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>General Education Course</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Recital Attendance</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Credits</strong></td>
<td></td>
<td><strong>16.5</strong></td>
</tr>
</tbody>
</table>

### Semester Two

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MTC 113</td>
<td>Theory of Music II</td>
<td>3</td>
</tr>
<tr>
<td>MTC 115</td>
<td>Aural Activities II</td>
<td>2</td>
</tr>
<tr>
<td>MTC 312</td>
<td>Composition I</td>
<td>3</td>
</tr>
<tr>
<td>Major Lessons</td>
<td>____ 172</td>
<td>1.5</td>
</tr>
<tr>
<td>Major Ensemble</td>
<td></td>
<td>0.5</td>
</tr>
<tr>
<td>PIA 192</td>
<td>Piano Class (Minor)</td>
<td>0.5</td>
</tr>
<tr>
<td>General Education Course (2nd Writing)</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>General Education Course</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Recital Attendance</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Credits</strong></td>
<td></td>
<td><strong>16.5</strong></td>
</tr>
</tbody>
</table>

### Year Two

#### Semester Three

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MTC 212</td>
<td>Theory of Music III</td>
<td>3</td>
</tr>
<tr>
<td>MTC 214</td>
<td>Aural Activities III</td>
<td>2</td>
</tr>
<tr>
<td>MTC 313</td>
<td>Composition II</td>
<td>3</td>
</tr>
<tr>
<td>MHL 210</td>
<td>Music History I</td>
<td>3</td>
</tr>
<tr>
<td>Major Lessons</td>
<td>____ 271</td>
<td>1.5</td>
</tr>
<tr>
<td>Major Ensemble</td>
<td></td>
<td>0.5</td>
</tr>
<tr>
<td>PIA 291</td>
<td>Piano Class</td>
<td>1</td>
</tr>
<tr>
<td>General Education Course</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Recital Attendance</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Credits</strong></td>
<td></td>
<td><strong>17</strong></td>
</tr>
</tbody>
</table>

### Semester Four

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MTC 213</td>
<td>Theory of Music IV</td>
<td>3</td>
</tr>
<tr>
<td>MTC 215</td>
<td>Aural Activities IV</td>
<td>2</td>
</tr>
<tr>
<td>MTC 273</td>
<td>Computer Music</td>
<td>3</td>
</tr>
<tr>
<td>MTC 412</td>
<td>Composition III (suggested)</td>
<td>3</td>
</tr>
<tr>
<td>MHL 211</td>
<td>Music History II</td>
<td>3</td>
</tr>
<tr>
<td>Major Lessons</td>
<td>____ 272</td>
<td>1.5</td>
</tr>
<tr>
<td>Major Ensemble</td>
<td></td>
<td>0.5</td>
</tr>
<tr>
<td>PIA 292</td>
<td>Piano Class</td>
<td>1</td>
</tr>
<tr>
<td>Recital Attendance</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Credits</strong></td>
<td></td>
<td><strong>17</strong></td>
</tr>
</tbody>
</table>

### Year Three

#### Semester Five

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MTC 341</td>
<td>Orchestration (fall only)</td>
<td>3</td>
</tr>
<tr>
<td>MTC 413</td>
<td>Composition IV (suggested)</td>
<td>3</td>
</tr>
<tr>
<td>16th C. Counterpoint or Music Analysis - MTC</td>
<td>____</td>
<td>3</td>
</tr>
<tr>
<td>MHL 212</td>
<td>Music History III</td>
<td>3</td>
</tr>
<tr>
<td>Major Lessons</td>
<td>____ 371</td>
<td>1.5</td>
</tr>
<tr>
<td>Major Ensemble</td>
<td></td>
<td>0.5</td>
</tr>
<tr>
<td>Music Elective(s)</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Recital Attendance</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Credits</strong></td>
<td></td>
<td><strong>15</strong></td>
</tr>
</tbody>
</table>

#### Semester Six

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MTC 345</td>
<td>18th Century Counterpoint</td>
<td>3</td>
</tr>
<tr>
<td>MTC 418</td>
<td>Composition V (suggested)</td>
<td>3</td>
</tr>
<tr>
<td>Major Lessons</td>
<td>____ 372</td>
<td>1.5</td>
</tr>
</tbody>
</table>

### Year Four

#### Semester Seven

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>16th C. Counterpoint or Music Analysis - MTC</td>
<td>____</td>
<td>3</td>
</tr>
<tr>
<td>Major Lessons</td>
<td>____ 471</td>
<td>1.5</td>
</tr>
<tr>
<td>Major Ensemble</td>
<td></td>
<td>0.5</td>
</tr>
<tr>
<td>Thesis or Recital Prep I - MTC</td>
<td>____</td>
<td>3</td>
</tr>
<tr>
<td>General Education Course</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>General Education Course</td>
<td></td>
<td>6</td>
</tr>
<tr>
<td><strong>Credits</strong></td>
<td></td>
<td><strong>17</strong></td>
</tr>
</tbody>
</table>

#### Semester Eight

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Major Lessons</td>
<td>____ 472</td>
<td>1.5</td>
</tr>
<tr>
<td>Major Ensemble</td>
<td></td>
<td>0.5</td>
</tr>
<tr>
<td>Thesis or Recital Prep I - MTC</td>
<td>____</td>
<td>3</td>
</tr>
<tr>
<td>Thesis or Recital Prep II - MTC</td>
<td>____</td>
<td>3</td>
</tr>
<tr>
<td>General Education Course</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>General Education Course</td>
<td></td>
<td>6</td>
</tr>
<tr>
<td><strong>Credits</strong></td>
<td></td>
<td><strong>17</strong></td>
</tr>
</tbody>
</table>

**Total Credits**: **132**

1 Grade of C- or higher required.
2 Course availability varies; may be interchanged with another course.
3 Music Analysis is a prereq for Senior Thesis I.

### BACHELOR OF MUSIC WITH A CONCENTRATION IN HISTORY

**School of Music**

The B.M. with a Concentration in History offers intensive training in the materials and methods of music history, including the literature, genres, forms, styles, and technical vocabulary of Western art music, the development of musical style within a broader humanistic and cultural context, aural and written analysis of musical form and style, and advanced research tools of music history, leading to completion of a significant project of independent research.

**General Education Requirements** ([http://catalog.wcupa.edu/undergraduate/general-education-requirements](http://catalog.wcupa.edu/undergraduate/general-education-requirements))

- English Composition Requirements: 6
- Mathematics Requirement: 3
- Public Speaking Requirement: 3
- Science requirements: 6
- Behavioral & Social Science requirements: 6
- Humanities requirements: 6
- Arts requirement: 3
- Diverse Communities requirement: 3
- Interdisciplinary requirement: 3
- Student Electives: 9
- Writing Emphasis requirements: 9

**Required Music History Courses**

- MHL 210 Music History I: 3
- MHL 211 Music History II: 3

---

**PIA 191** Piano Class (Minor) 0.5
WRT 120 Effective Writing I (General Education Course) 3
General Education Course 3
General Education Course 3
Recital Attendance 16.5

**Year Two**

**Semester Three**

MTC 212 Theory of Music III 3
MTC 214 Aural Activities III 2
MTC 313 Composition II 3
MHL 210 Music History I 3
Major Lessons ____ 271 1.5
Major Ensemble 0.5
PIA 291 Piano class 1
General Education Course 3
Recital Attendance 16.5

**Year Three**

**Semester Five**

MTC 341 Orchestration (fall only) 3
MTC 413 Composition IV (suggested) 3
16th C. Counterpoint or Music Analysis - MTC ____ 3
MHL 212 Music History III 3
Major Lessons ____ 371 1.5
Major Ensemble 0.5
Music Elective(s) 1
Recital Attendance 15

**Semester Six**

MTC 345 18th Century Counterpoint 3
MTC 418 Composition V (suggested) 3
Major Lessons ____ 372 1.5

**Major Ensemble** 0.5
Conducting I ____ 311 2
General Education Course 3
General Education Course 3
Recital Attendance 16

**Year Four**

**Semester Seven**

16th C. Counterpoint or Music Analysis - MTC ____ 3
Major Lessons ____ 471 1.5
Major Ensemble 0.5
Thesis or Recital Prep I - MTC ____ 3
General Education Course 3
General Education Course 6

**Semester Eight**

Major Lessons ____ 472 1.5
Major Ensemble 0.5
Thesis or Recital Prep I - MTC ____ 3
Thesis or Recital Prep II - MTC ____ 3
General Education Course 3
General Education Course 6

**Total Credits**: **132**

---

1 Grade of C- or higher required.
2 Course availability varies; may be interchanged with another course.
3 Music Analysis is a prereq for Senior Thesis I.
**WEST CHESTER UNIVERSITY**

**BACHELOR OF MUSIC WITH A CONCENTRATION IN HISTORY**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MHL 212</td>
<td>Music History III</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Upper-level music history electives, Senior Project I and II</td>
<td>24</td>
</tr>
</tbody>
</table>

**Required Theory/Composition Courses**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MTC 112</td>
<td>Theory of Music I</td>
<td>3</td>
</tr>
<tr>
<td>MTC 113</td>
<td>Theory of Music II</td>
<td>3</td>
</tr>
<tr>
<td>MTC 114</td>
<td>Aural Activities I</td>
<td>2</td>
</tr>
<tr>
<td>MTC 115</td>
<td>Aural Activities II</td>
<td>2</td>
</tr>
<tr>
<td>MTC 212</td>
<td>Theory of Music III</td>
<td>3</td>
</tr>
<tr>
<td>MTC 213</td>
<td>Theory of Music IV</td>
<td>3</td>
</tr>
<tr>
<td>MTC 214</td>
<td>Aural Activities III</td>
<td>2</td>
</tr>
<tr>
<td>MTC 215</td>
<td>Aural Activities IV</td>
<td>2</td>
</tr>
<tr>
<td>MTC 342</td>
<td>Music Analysis</td>
<td>3</td>
</tr>
</tbody>
</table>

**Recital Attendance**

- Performance area, music organizations, music electives, piano competency | 22 Credits

**Total Minimum Credits Required**

<table>
<thead>
<tr>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>120</td>
</tr>
</tbody>
</table>

1 Minimum grade of C- required.

**Sample Course Plan**

To track their individual degree progress, students are advised to access their Degree Progress Report (DPR) via myWCU regularly. For more information, visit wcupa.edu/DegreeProgressReport.

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>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Year One</td>
<td></td>
</tr>
<tr>
<td>MTC 112</td>
<td>Theory of Music I</td>
<td>3</td>
</tr>
<tr>
<td>MTC 114</td>
<td>Aural Activities I</td>
<td>2</td>
</tr>
<tr>
<td>MHL 310</td>
<td>Collegium Musicum</td>
<td>1</td>
</tr>
<tr>
<td>PIA 191</td>
<td>Piano Class (Minor)</td>
<td>0.5</td>
</tr>
<tr>
<td>WRT 120</td>
<td>Effective Writing I (General Education Course)</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>General Education Course (Math)</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>General Education Course</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Recital Attendance</td>
<td>17 Credits</td>
</tr>
</tbody>
</table>

|          | Year Two                      |         |
| MTC 113  | Theory of Music II            | 3       |
| MTC 115  | Aural Activities II           | 2       |
| MHL 210  | Music History I               | 3       |
| MHL 310  | Collegium Musicum             | 1       |
| PIA 192  | Piano Class (Minor)           | 0.5     |
|          | General Education Course (2nd Writing) | 3 |
|          | General Education Course      | 3       |
|          | Recital Attendance            | 17 Credits |

|          | Year Three                    |         |
| MTC 342  | Music Analysis                | 3       |
|          | Music History Course - MHL 3/4 | 3       |
|          | Music History Course - MHL 3/4 | 3       |
|          | Major Lesson - ___ 272        | 1.5     |
|          | Major Ensemble                | 0.5     |
| PIA 292  | Piano Class                   | 1       |
| Student Electives | 3 |
| General Education Course | 3 |
| Recital Attendance | 17 Credits |

|          | Year Four                     |         |
| MTC 213  | Theory of Music IV            | 3       |
| MTC 215  | Aural Activities IV           | 2       |
| MHL 212  | Music History III             | 3       |
| MHL 498  | Senior Project I              | 3       |
| Major Lesson - ___ 471 | 1.5 |
| Major Ensemble | 0.5 |
| General Education Course (Public Speaking) | 3 |
| Music Electives | 6 |
| Music Electives | 2 |
| Recital Attendance | 17 Credits |

|          | Year Five                     |         |
| MHL 499  | Senior Project II             | 3       |
| Major Lesson - ___ 472 | 1.5 |
| Student Electives | 6 |
| General Education Course | 3 |
| Recital Attendance | 17 Credits |

*Grade of C- or higher required.

2 Course availability varies; may be interchanged with another.
BACHELOR OF MUSIC WITH A CONCENTRATION IN THEORY

School of Music

Curriculum

General Education Requirements (http://catalog.wcupa.edu/undergraduate/general-education-requirements)

- English Composition Requirements 6
- Mathematics Requirement 3
- Public Speaking Requirement 3
- Science Requirements 6
- Behavioral & Social Science Requirement 6
- Humanities Requirements 6
- Arts Requirement 3
- Diverse Communities Requirement 3
- Interdisciplinary Requirement 3
- Student Electives 9
- Writing Emphasis Requirements 9

Required Theory/Composition Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MTC 112</td>
<td>Theory of Music I</td>
<td>3</td>
</tr>
<tr>
<td>MTC 114</td>
<td>Aural Activities I</td>
<td>2</td>
</tr>
<tr>
<td>MTC 113</td>
<td>Theory of Music II</td>
<td>3</td>
</tr>
<tr>
<td>MTC 115</td>
<td>Aural Activities II</td>
<td>2</td>
</tr>
<tr>
<td>MTC 212</td>
<td>Theory of Music III</td>
<td>3</td>
</tr>
<tr>
<td>MTC 214</td>
<td>Aural Activities III</td>
<td>2</td>
</tr>
<tr>
<td>MTC 213</td>
<td>Theory of Music IV</td>
<td>3</td>
</tr>
<tr>
<td>MTC 215</td>
<td>Aural Activities IV</td>
<td>2</td>
</tr>
<tr>
<td>MTC 342</td>
<td>Music Analysis</td>
<td>3</td>
</tr>
<tr>
<td>MTC 479</td>
<td>Music Theory/Composition Seminar</td>
<td>1-3</td>
</tr>
</tbody>
</table>

Upper-Level Music Theory Electives 6

Choose 6 credits from the following courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MTC 344</td>
<td>16th Century Counterpoint</td>
<td>3</td>
</tr>
<tr>
<td>MTC 345</td>
<td>18th Century Counterpoint</td>
<td>3</td>
</tr>
<tr>
<td>MTC 479</td>
<td>Music Theory/Composition Seminar</td>
<td>1-3</td>
</tr>
</tbody>
</table>

Senior Project

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MTC 485</td>
<td>Senior Thesis I</td>
<td>3</td>
</tr>
<tr>
<td>MTC 486</td>
<td>Senior Thesis II</td>
<td>3</td>
</tr>
</tbody>
</table>

Required Music History Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MHL 210</td>
<td>Music History I</td>
<td>3</td>
</tr>
<tr>
<td>MHL 211</td>
<td>Music History II</td>
<td>3</td>
</tr>
<tr>
<td>MHL 212</td>
<td>Music History III</td>
<td>3</td>
</tr>
</tbody>
</table>

Upper-level music history electives, 9 credits at 300/400/600 level 9

Major Lessons 12

Major Ensembles 3-6

Piano 3

Music Electives 6

Recital Attendance

Total Minimum Credits Required 120

1 Minimum grade of C- required

Sample Course Plan

To track their individual degree progress, students are advised to access their Degree Progress Report (DPR) via myWCU regularly. For more information, visit wcupa.edu/DegreeProgressReport.

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.

BACHELOR OF MUSIC WITH ELECTIVE STUDIES IN AN OUTSIDE FIELD

School of Music

Curriculum

The B.M. in Music - Elective Studies in an Outside Field is designed for those students who desire a general music program while at the same time pursuing a secondary interest outside of the School of Music. The Handbook for Students in Music - Undergraduate Division should be consulted for the current general and music requirements.

General Education Requirements (http://catalog.wcupa.edu/undergraduate/general-education-requirements)

- English Composition requirements 6
- Mathematics requirement 3
- Public Speaking requirement 3
- Science requirements 6
- Behavioral & Social Science requirements 6
- Humanities requirements 6
- Arts requirement 3
- Diverse Communities requirement 3
- Interdisciplinary requirement 3
- Student Electives 9
- Writing Emphasis requirements 9

Music History Requirements

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MHL 210</td>
<td>Music History I</td>
<td>3</td>
</tr>
<tr>
<td>MHL 211</td>
<td>Music History II</td>
<td>3</td>
</tr>
<tr>
<td>MHL 212</td>
<td>Music History III</td>
<td>3</td>
</tr>
</tbody>
</table>

Theory Requirements

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MTC 112</td>
<td>Theory of Music I</td>
<td>3</td>
</tr>
<tr>
<td>MTC 113</td>
<td>Theory of Music II</td>
<td>3</td>
</tr>
<tr>
<td>MTC 114</td>
<td>Aural Activities I</td>
<td>2</td>
</tr>
<tr>
<td>MTC 115</td>
<td>Aural Activities II</td>
<td>2</td>
</tr>
<tr>
<td>MTC 212</td>
<td>Theory of Music III</td>
<td>3</td>
</tr>
<tr>
<td>MTC 213</td>
<td>Theory of Music IV</td>
<td>3</td>
</tr>
<tr>
<td>MTC 214</td>
<td>Aural Activities III</td>
<td>2</td>
</tr>
<tr>
<td>MTC 215</td>
<td>Aural Activities IV</td>
<td>2</td>
</tr>
</tbody>
</table>

Recital Attendance

Required Music Courses

Applied lessons, conducting, ensemble, music electives 34

The Outside Field

These courses are taken under advisement of the outside field department chairperson. (In most cases, the curriculum for a minor will be used to determine the course work for the outside field.) 18

Total Minimum Credits Required 120

Sample Course Plan

To track their individual degree progress, students are advised to access their Degree Progress Report (DPR) via myWCU regularly. For more information, visit wcupa.edu/DegreeProgressReport.

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.
### Course Title Credits

#### Year One

<table>
<thead>
<tr>
<th>Semester One</th>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>MTC 112</td>
<td>Theory of Music I</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>MTC 114</td>
<td>Aural Activities I</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Major Lessons - ___ 171</td>
<td></td>
<td>1.5</td>
</tr>
<tr>
<td></td>
<td>Major Ensemble</td>
<td></td>
<td>0.5</td>
</tr>
<tr>
<td></td>
<td>PIA 191</td>
<td>Piano Class (Minor)</td>
<td>0.5</td>
</tr>
<tr>
<td></td>
<td>General Education Course (Writing)</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td></td>
<td>General Education Course</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td></td>
<td>General Education Course</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Recital Attendance</td>
<td></td>
<td>15.5</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Semester Two</th>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>MTC 113</td>
<td>Theory of Music II</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>MTC 115</td>
<td>Aural Activities II</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Major Lessons - ___ 172</td>
<td></td>
<td>1.5</td>
</tr>
<tr>
<td></td>
<td>Major Ensemble</td>
<td></td>
<td>0.5</td>
</tr>
<tr>
<td></td>
<td>PIA 192</td>
<td>Piano Class (Minor)</td>
<td>0.5</td>
</tr>
<tr>
<td></td>
<td>General Education Course (2nd Writing)</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td></td>
<td>General Education Course</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td></td>
<td>General Education Course</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Recital Attendance</td>
<td></td>
<td>16.5</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year Two</th>
<th>Semester Three</th>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>MTC 212</td>
<td>Theory of Music III</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>MTC 214</td>
<td>Aural Activities III</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>MHL 210</td>
<td>Music History I</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Major Lessons - ___ 271</td>
<td></td>
<td>1.5</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Major Ensemble</td>
<td></td>
<td>0.5</td>
</tr>
<tr>
<td></td>
<td></td>
<td>PIA 291</td>
<td>Piano class</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>General Education Course</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Music Elective</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Recital Attendance</td>
<td></td>
<td>15</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Semester Four</th>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>MTC 213</td>
<td>Theory of Music IV</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>MTC 215</td>
<td>Aural Activities IV</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>MHL 211</td>
<td>Music History II</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Major Lessons - ___ 272</td>
<td></td>
<td>1.5</td>
</tr>
<tr>
<td></td>
<td>Major Ensemble</td>
<td></td>
<td>0.5</td>
</tr>
<tr>
<td></td>
<td>PIA 292</td>
<td>Piano Class</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Outside Field</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>General Education Course</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Recital Attendance</td>
<td></td>
<td>17</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year Three</th>
<th>Semester Five</th>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>MHL 212</td>
<td>Music History III</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Major Lessons - ___ 371</td>
<td></td>
<td>1.5</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Major Ensemble</td>
<td></td>
<td>0.5</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Conducting I - ___ 311</td>
<td></td>
<td>2</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Music Elective</td>
<td></td>
<td>3</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Outside Field</td>
<td></td>
<td>3</td>
<td></td>
</tr>
<tr>
<td></td>
<td>General Education Course</td>
<td>3</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Recital Attendance**

<table>
<thead>
<tr>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>16</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Semester Six</th>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Major Lessons - ___ 372</td>
<td></td>
<td>1.5</td>
</tr>
<tr>
<td></td>
<td>Major Ensemble</td>
<td></td>
<td>0.5</td>
</tr>
<tr>
<td></td>
<td>Music Elective</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Outside Field</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>General Education Course</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td></td>
<td>General Education Courses</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Recital Attendance</td>
<td></td>
<td>17</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year Four</th>
<th>Semester Seven</th>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Major Lessons - ___ 471</td>
<td></td>
<td>1.5</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Major Ensemble</td>
<td></td>
<td>0.5</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Music Elective</td>
<td></td>
<td>3</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Outside Field</td>
<td></td>
<td>3</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Outside Field</td>
<td></td>
<td>3</td>
<td></td>
</tr>
<tr>
<td></td>
<td>General Education Courses</td>
<td>6</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>17</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Semester Eight</th>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Major Lessons - ___ 472</td>
<td></td>
<td>1.5</td>
</tr>
<tr>
<td></td>
<td>Major Ensemble</td>
<td></td>
<td>0.5</td>
</tr>
<tr>
<td></td>
<td>Music Elective</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Outside Field</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Outside Field</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>General Education Courses</td>
<td>6</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>17</td>
</tr>
</tbody>
</table>

**Total Credits**: 131

---

1 Grade of C- or higher required.

2 Course availability varies; may be interchanged with another course.

---

### MINOR IN MUSIC

**School of Music**

**Curriculum**

This program is geared toward liberal arts students with an interest in music. To be enrolled, students must be approved by audition and have the permission of both their major adviser and the School of Music undergraduate coordinator.

#### Required Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MTC 110</td>
<td>Making Music</td>
<td>3</td>
</tr>
<tr>
<td>MTC 111</td>
<td>The Developing Musician</td>
<td>3</td>
</tr>
</tbody>
</table>

Select one of the following with permission of the minor adviser or department chair:

- MHL 121 Music in Culture and History
- MHL 125 Perspectives in Jazz
- MHL 210 Music History I
- MHL 312 Women in Music
- MHL 325 History of Rock

**Chorus, orchestra, or band**

- ASC 196 Guitar Class 1 0.5
- or PIA 181 Class Piano for Non-Music Majors

**Music Electives**

---

2017-2018 UNDERGRADUATE CATALOG 397
Any music course, selected under advisement, for which the student meets the prerequisite, including up to four semesters of vocal, keyboard, and/or instrumental studio instruction, by permission of the applied chair. If the student takes the maximum number of private lessons allowable, at least one of the course numbers must be above the beginning level.

Recommended courses:
- MHL 125 Perspectives in Jazz
- MHL 210 Music History I
- MHL 211 Music History II
- MHL 212 Music History III
- MHL 310 Collegium Musicum
- MHL 312 Women in Music
- MHL 325 History of Rock
- MTC 171 Popular Music Songwriting

Total Minimum Credits Required 18

1  Students who demonstrate the needed facility may be excused from ASC 196 or PIA 181 and must use the credits in the elective category.

MINOR IN MUSIC HISTORY

School of Music

Curriculum

This program is designed primarily for students currently enrolled in a music degree program. Students in other degree programs will be admitted if they qualify. Students must have the permission of both their major adviser and the chairperson of the Department of Music Theory, History, and Composition.

- MHL 210 Music History I 3
- MHL 211 Music History II 3
- MHL 212 Music History III 3
- Select 9 semester hours of MHL courses at the 300 or 400 level 9

Total Credits 18

MINOR IN MUSIC PRODUCTION

School of Music

Curriculum

Required Courses

This program is geared toward music majors as well as liberal arts students with an interest in music. To be enrolled, students must have the permission of both their major adviser and the School of Music.

- MTC 110 Making Music 3
- or MTC 112 Theory of Music I
- MTC 271 Scoring for Film and Media 3
- or MTC 171 Popular Music Songwriting
- MTC 272 Studio Production 3

Electives

Any music course, selected under advisement, for which the student meets the prerequisite. It is recommended that students take both MTC 271 and MTC 272, using one as a required course and one as an elective. Other recommended electives may include History of Rock, other music history courses, and up to four semesters of vocal, keyboard, or instrumental lessons by permission of the Chair of Applied Music (Dr. Chris Hanning). If a student takes the maximum number of private lessons allowed at least one of the course numbers must be above the beginning level. It is recommended that students enroll in one additional 3-credit theory, history, or composition courses to satisfy this requirement. Recommended electives include:

- MTC 171 Popular Music Songwriting 3
- or MTC 271 Scoring for Film and Media

MTC 273 Computer Music 3
MTC 312 Composition I 3
MHL 325 History of Rock 3
PIA 191 Piano Class (Minor) 0.5
ASC 196 Guitar Class 0.5
AME 101 Ensembles for Music Minor 1

Total Minimum Credits Required 18

DEPARTMENT OF NURSING

College of Health Sciences

930 E. Lincoln Hwy, Suite 100
Exton, PA 19341
610-738-0544

Department of Nursing (http://www.wcupa.edu/nursing)
Cheryl Monturo (cmonturo@wcupa.edu), Chairperson
Julie Nair (jnair@wcupa.edu), Assistant Chairperson

The Department of Nursing is accredited by the Commission on Collegiate Nursing Education (One Dupont Circle, NW, Suite 530, Washington, D.C. 20036) and approved by the State Board of Nursing of the Commonwealth of Pennsylvania.

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 advanced professional degrees or post-doctoral studies. (1/2016)

**Bachelor of Science in Nursing**

The Bachelor of Science in Nursing program is offered by the Department of Nursing, which is an integral part of the College of Health Sciences. The family-centered program is based on the concept that the person is a biopsychosocial being with basic health needs.

The Department of Nursing believes that high-quality health care is a basic right of all people and that health care needs can be met through the practice of the professional nurse who has completed a systematic program of courses in the social and natural sciences, humanities, and the nursing major.

Characteristics of the graduate include the following:

1. Evidences a concerned awareness and a sense of responsibility for contemporary health and social issues as these affect diverse populations
2. Provides leadership through professional and civic activities to advocate for the improvement of health care within society
3. Demonstrates accountability and competency in using the nursing process to assist clients at various levels of health in a variety of settings
4. Uses nursing theory and research to support nursing practice
5. Collaborates, coordinates, and consults as a colleague within the interdisciplinary health team in managing client care
6. Characterizes learning as a life-long process

**Philadelphia Campus**

The RN-to-BSN program 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**

**Major in Nursing**

- B.S. in Nursing (p. 404)
- B.S. in Nursing: Advance-2-BSN (p. 404)
- B.S. in Nursing: RN-to-BSN (p. 404)

**Graduate Opportunities**

See the graduate catalog for more information on the Nursing program. (http://catalog.wcupa.edu/graduate/health-sciences/nursing)

**Policies**

- See undergraduate admissions information. (p. 11)
- See academic policies. (http://catalog.wcupa.edu/undergraduate/academic-policies-procedures)

All undergraduate students are held to the academic policies and procedures outlined in the undergraduate 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 programs may be listed below.

**Degree Program for Registered Nurses**

The department offers an innovative and flexible program for registered nurses who wish to earn a baccalaureate degree in nursing. The program, which varies in length depending on the number of credits a student transfers in, features one night per week of nursing courses and individualized clinical arrangements, as well as distance education classes. Students receive credit for nursing and other courses as well as an option of a portfolio assessment for clinical experience.

Detailed information about this program may be obtained from the department website, www.wcupa.edu/nursing.

**Advance-2-BSN**

The department offers an accelerated second degree program. This 17-month intensive program builds upon a student’s previous education and enables an individual already with a baccalaureate degree to earn a baccalaureate degree in nursing. Upon successful completion of this program, the student will be eligible to take the National Council Licensure Examination (NCLEX). Detailed information about this program may be obtained from the department website.

**Licensing Eligibility in Pennsylvania**

In order to be employed in professional nursing in the Commonwealth of Pennsylvania, students must apply for a temporary practice permit through the State Board of Nursing.

Students must meet all program requirements to be eligible for the National Council Licensure Examination (NCLEX) upon graduation. Passing this examination designates Registered Nurse (RN) status. In accordance with the Professional Nurse Law, felonious acts prohibit licensure in Pennsylvania as indicated by the following:

“The Board shall not issue a license or certificate to an applicant who has been convicted of a felonious act prohibited by the act of April 14, 1972 (P.L. 233, No. 64), known as ‘The Controlled Substance, Drug, Device and Cosmetic Act,’ or convicted of a felony relating to a controlled substance in a court of law of the United States or any other state, territory, or country unless:

1. At least ten (10) years have elapsed from the date of the conviction
2. The applicant satisfactorily demonstrates to the board that he has made significant progress in personal rehabilitation since the conviction such that licensure of the applicant should not be expected to create a substantial risk of harm to the health and safety of patients or the public or a substantial risk of further criminal violations
3. The applicant otherwise satisfies the qualifications contained in or authorized by this act

As used in the subsection, the term ‘convicted’ shall include a judgment, an admission of guilt or a plea of nolo contendere. An applicant’s statement on the application declaring the absence of a conviction shall be deemed satisfactory evidence of the absence of a conviction, unless
Admission Criteria for the B.S. in Nursing

Applicants for nursing must have completed work equal to a standard high school course, including a minimum of 16 units: four units of English, three units of social studies, two units of mathematics (one of which must be algebra), and two units of science with a related laboratory course or the equivalent. A combined score of 1000 is expected on the SAT.

Admission Requirements for the RN-to-BSN Program

The RN-to-BSN program is a post-licensure, degree completion program for Registered Nurses seeking a baccalaureate degree. The successful applicant must:

• Have an active Registered Nurse license in at least one state,
• Be a graduate of an NLN or ACEN-accredited associate degree or diploma-granting professional nursing program, and
• Have a cumulative GPA of 2.75 in all college-level coursework.

Students in their final semester of an associate’s or diploma program may apply and be offered provisional admission prior to becoming licensed, however students may not start classes in the RN-to-BSN program without an active RN license.

Prerequisite Courses for Admission to the RN-to-BSN Program

Applicants are encouraged to utilize tools provided by the Office of the Registrar at WCU to evaluate their current credits’ eligibility for transfer to West Chester University. These tools can be found on the Registrar’s Office page of the WCU website.

Students must complete the four prerequisite courses prior to enrolling in the first RN-to-BSN course. Students who have not completed the four prerequisite courses may be admitted to the “Pre-BSN” major and will be assigned an academic support counselor to assist the student in selecting course to meet the prerequisite requirements.

All prerequisites are 3-credit courses.

Prerequisite Requirements

• WRT 120
• WRT 200, WRT 204, WRT 205, WRT 206, WRT 208, or WRT 220
• MAT 121
• SPK 208 or SPK 230 or applicable transfer equivalency

After the successful completion of the prerequisites, the student may complete a change of major request through myWCU and will be converted to the RN-to-BSN major and assigned a Nursing Faculty Advisor.

Nursing credits will be evaluated and awarded transfer credit by the WCU Nursing Department Chair on an individual basis or based on any existing articulation agreement between WCU and the pre-licensure nursing program (if applicable).

Academic Promotion Policy

Failures, D Grades, or NG (No Grade)

All nursing students who have a grade of D, F, or NG (no grade) in required courses during the freshman and sophomore years must repeat/complete these courses and achieve a satisfactory grade (C or above) before entering the junior-level nursing major courses with the exception of BIO 100 (or 110), BIO 259, BIO 269, and CHE 107/CRL 107, which require the cumulative 2.75 GPA.

A student must achieve a grade of C or better in the nursing major in the junior year for promotion to the senior year and achieve at least a C in the senior year for graduation. Students also must achieve at least a C- in BIO 307 and MAT 121.

If a student must repeat a nursing course, a grade of C or better in both the theory and laboratory (clinical practicum) components must be achieved. The theory and clinical portions of a nursing course must be taken concurrently.

Other policies are explained in detail in the current issue of the department handbook.

Criminal and Pennsylvania Child Abuse History Clearance

In accordance with Pennsylvania Nursing Law and Child Protective Services Law as an effort to protect client safety and property, students will be required to complete a criminal background check beginning their first-year classes in the fall and again before progressing to NSG 212/NSL 212, NSG 311/NSL 311/NSG 312/NSG 312, and NSG 411/NSL 411/NSG 411/NSL 412. In addition, students will be required to complete Delaware Child and Elder Abuse History Clearance prior to NSG 311/NSL 311/NSG 312/NSL 312.

Transfer Policy

Transfer students may be accepted into the nursing major each semester. The number accepted each semester is based on the number that the department can accommodate in a sound educational experience.

Students currently enrolled at West Chester University who wish to transfer into the Department of Nursing must attend a transfer information session to begin the process and subsequently submit an application packet to the department. All application procedures must be completed in order for the candidate to be considered for entrance into the nursing major.

All students who wish to transfer into the Department of Nursing must

1. Show evidence of satisfactory completion (70 percent or better) in BIO 100, BIO 110, or BIO 259, CHE 103 and CRL 103, or CHE 107 and CRL 107, PSY 100 or SOC 200, and WRT 120;
2. Complete the application form (available from the Department of Nursing);
3. Complete the required essay;
4. Submit one letter of reference from a West Chester University faculty member; and
5. Complete an interview with the assistant department chairperson.

Students must have a minimum composite 2.75 GPA in the following courses: BIO 100 or BIO 110, BIO 259, BIO 269; CHE 107; CRL 107 or CHE 103; CRL 103.

Department Standards

Special Requirements

1. Traditional nursing candidates are admitted once a year, in September.
2. Internal transfer students are admitted once a year, in November.
3. Nursing students are required to supply their own transportation to clinical facilities, as well as to class and lab located in the Exton location.

Insurance

Students are required to carry liability insurance coverage in the amount of $1,000,000/$3,000,000 during the junior and senior year at a yearly cost of approximately $30. Students also are required to carry health insurance.
Uniforms

Students are required to wear eggplant uniforms to some of the clinical experiences during the junior and senior years. For community clinical settings, students will be required to purchase a nursing polo shirt to be worn with black or khaki slacks. Uniform policies are presented in detail in the current issue of the department handbook.

CPR Certification

Students enrolled in nursing courses with 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 children and infants.

Calculations exam

Competency in calculation of dosages is a prerequisite to NSG/NSL 311/312. The student is required to have attained 100 percent proficiency in calculating dosages as measured by a paper and pencil test. The nursing laboratory coordinator administers the calculations exam in the spring semester immediately prior to enrolling in the clinical courses.

RN Exit Exam

All senior students must complete the RN Exit Exam prior to graduation. Cost is assumed by the student. The student who does not score 70 on the exit exam and provide documentation of successful completion of a review course will not be approved by the department chair to take the NCLEX/RN exam.

Health Requirements

Nursing candidates must meet the general health requirements of all students at West Chester University for the freshman and sophomore years. Candidates must meet the following health requirements during the summer prior to the junior year: inoculations against diphtheria, tetanus, measles, mumps, Rubella and Rubeola, poliomyelitis (a series of four), Hepatitis B, varicella, and flu; a complete physical examination, two-step tuberculin skin test (TST) and meningococcal eye examination, and any other diagnostic tests deemed necessary. Prior to the senior year, students must repeat the TST.

Substance Testing

Students must have urine drug screening performed at a designated laboratory during the stated testing period before progressing to each of the following courses: NSG/NSL 311/312 and NSG/NSL 411/412 (a total of two tests). Students are responsible for the costs associated with these tests. Students with a positive result will be dismissed from the nursing major. Refusal to be tested will result in dismissal from the nursing major.

Nursing Laboratory

The Nursing Laboratory in the Sturzebecker Health Sciences Center is available as a resource to help the nursing student in the learning process. There are three sections of the laboratory. One area contains hospital beds, examination tables, and other equipment found in clinical care settings. This area is used for the teaching and learning of nursing skills. The second area is a separate computer laboratory for students to study and review nursing theoretical and clinical skills, and to complete required computer software programs. The third section is the area designated for clinical simulation.

Every student is required to use the learning laboratory at specified times. In addition, students are expected to spend time using this resource for independent learning based on their individual needs. The laboratory is staffed by a full-time nursing laboratory coordinator who is a registered nurse.

Faculty

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

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

Christine Moriconi (cmoriconi@wcupa.edu) (2007)
B.S., Boston College; M.A., LaSalle University; M.S.N., Gwynedd-Mercy College; Psy.D., La Salle University

Brent Wesley Thompson (bthompson@wcupa.edu) (2001)
B.S.N., M.S., University of Delaware; Ph.D., Widener University

Marcia Welsh (mwelsh@wcupa.edu) (2010)
B.S., B.S.N., West Chester University; M.S.N., University of Pennsylvania; M.J., D.L., Widener University School of Law

Assistant Professors
Nancy Barker (nbarker@wcupa.edu) (2016)
B.S.N., Widener University; M.S.N., Drexel University; Ed.D., Immaculata University

Rachel A. Joseph (rjoseph@wcupa.edu) (2013)
B.S., College of Nursing, Trivandrum; M.S., Wilmington University; Ph.D., Duquesne University

Michelle Kensey (mkensey@wcupa.edu) (2016)
B.S.N., Marquette University; M.S.N., University of Pennsylvania

Julie McCulloh Nair (jnair@wcupa.edu) (2013)
Assistant Chairperson, Undergraduate Nursing
A.A., Community College of Baltimore County; B.S., M.S.N., West Chester University; Ph.D., Medical University of South Carolina

Carolyn Meehan (cmeehan@wcupa.edu) (2013)
B.S.N., Bloomsburg University; M.S.N., C.R.N.P., University of Pennsylvania; Ph.D., Widener University

Norine Pulliam (npulliam@wcupa.edu) (2016)
B.A.N., M.S.N., West Chester University

John T. Taylor (jteylor@wcupa.edu) (2014)
B.S.N., West Virginia University; M.S.N., D.N.P., Chatham University

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

Instructor
Donna Bohs (dbohs@wcupa.edu) (2000)
B.S.N., M.Ed., Villanova University

Courses

NSG

NSG 109. Health Issues of Women. 3 Credits.
This course encompasses the needs and concerns of women as consumers in our present health care system. It examines various biological, psychological, and social topics related to women’s health care, including medical abuses, sexuality, sex roles, and women’s health in the workplace. This course is an enrichment to liberal education, encouraging inquiry into previously neglected areas of women and health. It is offered in the Women’s Studies Program and is open to all University students, regardless of major, as an elective.
Gen Ed Attribute: Diversity Requirement.
Distance education offering may be available.

NSG 212. Nursing Theories and Concepts. 3 Credits.
Nursing theories and concepts, conceptual frameworks, theories from other disciplines that may apply to nursing, and the nursing process are studied in this course.
Pre / Co requisites: Nursing Majors - Undergraduate.
Gen Ed Attribute: Writing Emphasis.
NSG 216. Healthy Aging in the New Millenium. 3 Credits.
The student will have the opportunity to form a relationship with a healthy, elderly individual. Students will utilize communication skills through interaction on a one-to-one basis with senior citizens in a private home setting. Students will become acquainted with the problems of day-to-day living and the crises that face this population along with the adaptive strengths and resources that are an essential part of the healthy older person's personality.

NSG 217. Loss and Grieving. 3 Credits.
Loss, grief, and/or depression are universal experiences. Concrete measures to help oneself and peers better cope with these experiences are presented. Barriers that make providing comfort and support to others difficult or uncomfortable are identified and discussed. Effective measures for talking with and helping those who are grieving, depressed, or suicidal are presented, and each student is assisted to develop his or her own style in comfortably using selected approaches. Classes will be participatory with minimal lecture.
Pre / Co requisites: NSG 217 prerequisite - Nursing majors only.

NSG 218. Concepts in Caring. 3 Credits.
The emphasis of this course is that caring is a universal concept that can be viewed from many disciplines. Nurses, professionals in the caring business, serve as the guides in a creative journey connecting human caring and the various disciplines.
Pre / Co requisites: NSG 218 prerequisite - Nursing majors only.

NSG 221. Skills for Professional Success. 1 Credit.
This one-credit elective for level III and IV nursing majors is designed to help students foster clinical judgment skills by focusing on study skills, critical thinking, and test-taking. Emphasis is placed on preparing students with skills that are essential for success on the National Council Licensure Examination for Registered Nurses (NCLER-RN).
Pre / Co requisites: Nursing Majors - Undergraduate.
Repeatable for Credit.

NSG 222. Issues Transcultural Health Care Del. 3 Credits.
This is a systems approach to health care delivery. Surveys health needs of diverse U.S. populations using a multidisciplinary approach. Introduces the origin and evolution of sociological health beliefs as origins and evolution of sociocultural health beliefs as they impact health behaviors and outcomes of culturally and ethnically diverse individual populations. All concepts will be approached from a business/economics, health and political science perspectives. Promote collaboration among disciplines, to improve health care services for diverse populations.
Gen Ed Attribute: Interdisciplinary Requirement.

NSG 223. Crime Victim Advocacy. 3 Credits.
This course provides introductory training for anyone wishing to work with victims and survivors of sexual assault and other forms of victimization. The course is an excellent basis for those seeking to volunteer or intern with community based agencies specializing in this field.

NSG 224. Domestic Violence Advocacy. 3 Credits.
This course provides introductory training for anyone wishing to work with victims and survivors of family violence. The course is an excellent basis for those seeking to volunteer or intern with community based agencies specializing in this field.

NSG 225. Health and Heredity in Human Caring. 3 Credits.
This course will examine the foundations of Genetics that makes a person unique, why one presents, and each student is assisted to develop his or her own style in comfortably using selected approaches. Classes will be participatory with minimal lecture.
Pre / Co requisites: NSG 225 prerequisite - Nursing majors only.

NSG 230. Care of the Inner Self. 3 Credits.
This course focuses on care of the inner self or spirit. The purpose of the course is to prepare one to understand the inner self and to know how to utilize the power within the self to maintain wellness and prevent illness.

NSG 234. Current Trends in LGBTQA Health. 3 Credits.
This course will expose students to historical, current, and emerging health issues experienced by the lesbian, gay, bisexual, transgender, queer/questioning, and asexual (LGBTQA) communities. This course is rooted in the minority stress approach to health promotion problems amongst the sexual minorities. Introduction to health promotion activities, advocacy, prevention, and community health resources are emphasized. This course is open to all majors.
Gen Ed Attribute: Diversity Requirement.
Typically offered in Spring.

NSG 236. Coping With Cancer. 3 Credits.
The emphasis of this course is on coping with clients who have cancer. Various physiological and psychosocial effects this disease has on clients and their families will be examined. The course will allow students to explore their own feelings related to cancer and assist them in their contacts with cancer clients. Topics that will be discussed include dealing with loss, pain, pain management, hospice care, and communication with the cancer client. This course is open to all students.

NSG 237. Women's Sex and Sexuality. 3 Credits.
Women, Sex and Sexuality is a writing intensive course examining women's experience with sex and sexuality from a biopsychosocial perspective. The approach is inclusive of multiple foci including age, race, ethnicity, sexual orientation, (dis)ability and other aspects of human difference. Special attention is paid to women's sexuality within the context of gender analysis.
Gen Ed Attribute: Writing Emphasis.
Typically offered in Fall & Spring.

NSG 310. Human Response to Disease. 3 Credits.
Examination of care concepts of alterations of human responses to disease processes at the cellular and systemic level. This course focuses on illness as it affects major body systems. Students will identify and analyze prototypical clinical situations, which will provide a foundation for their nursing practice. This course will link clinical situations to their underlying mechanism of disorder and provide a sound knowledge for the practice of professional nursing.
Pre / Co requisites: Nursing Majors - Undergraduate.

NSG 311. Care of Childbearing Family & Community Based Care. 4 Credits.
The emphasis of this course is the childbearing family and individuals in various community settings. Content will focus on prevention of illness and promotion of health by assessment of the health status, appropriate intervention, and evaluation of the health promotion plan. Chronic states as well as acute health conditions will be addressed as well. Content is organized around the concepts of wellness, chronicity and acuity. The nursing process provides the framework for the care to be given in a variety of settings with clients.
Pre / Co requisites: NSG 311 requires prerequisites of BIO 307 and co-requisite of NSL 311. Nursing majors only.
Gen Ed Attribute: Writing Emphasis.
Distance education offering may be available.

NSG 312. Care of Older Adult & Care of Child. 5 Credits.
The emphasis of this course is on the assessment and maintenance and promotion of health of the older adult and child. Clients with chronic health problems in both these populations are addressed. Content is organized around the concepts of wellness, chronicity and acuity. The nursing process is used to assist these clients to grow and or adapt through supportive, therapeutic, palliative, and preventive measures.
Pre / Co requisites: NSG 312 requires prerequisites of NSG 212 and NSL 212 and a corequisite of NSL 312. Nursing majors only.

NSG 313. Applied Nursing Research. 3 Credits.
This course is designed to provide students with a thorough understanding of the mechanism by which evidence is developed including the research process, clinical judgment, interprofessional perspectives and patient preference as applied to practice. This course is also a foundation for more complex research applications at the graduate level. Opportunities include development of a literature review, critique of a qualitative and quantitative nursing research study and participating in the conduct of nursing research with a faculty member.
Pre / Co requisites: NSG 313 requires prerequisites of NSG 212, NSL 212, and MAT 121.
Distance education offering may be available.
Typically offered in Fall & Spring.

NSG 315. Research Study and Practice. 3 Credits.
This course is designed to provide students with a thorough understanding of the mechanism by which evidence is developed including the research process, clinical judgment, interprofessional perspectives and patient preference as applied to practice. This course is also a foundation for more complex research applications at the graduate level. Opportunities include development of a literature review, critique of a qualitative and quantitative nursing research study and participating in the conduct of nursing research with a faculty member.
Pre / Co requisites: NSG 315 requires prerequisite of NSL 312. Nursing majors only.
Gen Ed Attribute: Writing Emphasis.
Typically offered in Fall & Spring.

NSG 316. Research Study and Practice. 3 Credits.
This course is designed to provide students with a thorough understanding of the mechanism by which evidence is developed including the research process, clinical judgment, interprofessional perspectives and patient preference as applied to practice. This course is also a foundation for more complex research applications at the graduate level. Opportunities include development of a literature review, critique of a qualitative and quantitative nursing research study and participating in the conduct of nursing research with a faculty member.
Pre / Co requisites: NSG 316 requires prerequisite of NSG 212, NSL 212, and MAT 121.
Distance education offering may be available.
Typically offered in Fall & Spring.

NSG 317. Research Study and Practice. 3 Credits.
This course is designed to provide students with a thorough understanding of the mechanism by which evidence is developed including the research process, clinical judgment, interprofessional perspectives and patient preference as applied to practice. This course is also a foundation for more complex research applications at the graduate level. Opportunities include development of a literature review, critique of a qualitative and quantitative nursing research study and participating in the conduct of nursing research with a faculty member.
Pre / Co requisites: NSG 317 requires prerequisite of NSG 212, NSL 212, and MAT 121.
Distance education offering may be available.
Typically offered in Fall & Spring.
NSG 323. Suggestive Therapeutics for the Healthcare Professional. 3 Credits.
This course will provide a practical framework for the healthcare professional to structure suggestions and pattern communication with patients. 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 325. Health Teaching & Promotion for the RN. 1 Credit.
This course designed for the RN-BSN student will assist the student to develop educational objectives; apply learning theories for healthcare teaching; identify developmental theories/stages of the learner; explore the use of technology to meet learning objectives; identify methods to determine healthcare literacy; and evaluate teaching methodology/strategy utilized.
Pre / Co requisites: NSG 325 requires COREQ: NSG/NSL 311. Distance education offering may be available.

NSG 350. Basic Arrhythmia Interpretation. 1 Credit.
This course presents methods for identification of normal and abnormal cardiac rhythms and rationale for basic treatment of cardiac arrhythmias.

NSG 352. Interpretation of Laboratory Values. 1 Credit.
This course will provide an in-depth study of frequently encountered laboratory findings with an emphasis on the critical analysis of these laboratory results and appropriate follow up. The course will help students to identify and prioritize nursing interventions for the client undergoing laboratory testing to assure quality specimen collection.

NSG 367. Nursing Implications of Drug Interaction. 3 Credits.
The student will be introduced to essential pharmacological principles and concepts. The nursing process will provide the framework by which students will apply theoretical knowledge in BIO 367 to situations in a variety of health care settings.
Pre / Co requisites: NSG 367 requires prerequisite of BIO 269.

NSG 380. Clinical Simulation in Nursing. 3 Credits.
Students will role play a variety of roles during patient care scenarios using SIM-MAN technology. During scenarios students will assess patient condition, critically think through patient care problems, implement nursing interventions, and evaluate patient outcomes. Student will evaluate performance of self and peers during debriefing sessions for continued improvement in problem solving and patient outcomes.

NSG 382. Global Topics in Health Care Delivery: Women, Infants, and Children in South Africa. 3 Credits.
Students will explore core concepts of global health that affect accessing health care in resource-limited settings. The course will evaluate health concerns of South Africa’s women and children throughout maternity, delivery and newborn care systems. The course will include seminar and service-learning components. Seminars will focus on the global health concerns in South African women and children such as expansion of maternity care through Central and State government, the nursing professional role as care attendants and midwives, HIV/AIDS detection and prevention as well as the availability of anti-retrovirus medications to prevent HIV in infants and children. Students will assess the health care needs of a high risk population, develop a plan of action that is concurrent with the strategic plan of the South African government and World Health Organization (WHO), and provide care or an educational program that will address that need. Through this course the students will gain the knowledge, skills and understanding of South African culture that are necessary to make significant contributions to improve the global health of women and their families through nursing.
Pre / Co requisites: NSG 382 requires prerequisites of NSG 212 and NSL 212. Typically offered in Spring.

NSG 401. Issues in Nursing Science. 3 Credits.
This course will explore a variety of approaches to nursing science including grand and middle range theories and their application to nursing practice. Current issues that affect nursing practice will be addressed.
Pre / Co requisites: Nursing Majors - Undergraduate.

NSG 407. Critical Care Practicum. 2 Credits.
The purpose of this course is to provide students who have successfully completed NSG/NSL 312 nursing courses, an opportunity to enhance their knowledge and skills in acute, critical care nursing. This is an off campus course which will allow the student opportunities to demonstrate critical thinking skills in nursing. The students will gain exposure to electrocardiogram interpretation and respiratory ventilator nursing care. The course will also provide an opportunity to learn medications utilized in critical care areas, and to observe the critical care nurse and their responsibilities. This is a clinical elective course and will be limited to 10 students.

NSG 408. Clinical Immersion. 3 Credits.
This course provides student immersion into the profession of nursing. It provides clinically based learning opportunities to deepen the integration of West Chester University’s Department of Nursing program objectives.
Pre / Co requisites: NSG 408 requires prerequisites of (NSG 311 and NSL 311), (NSG 312 and NSL 312), and either (NSG 411 and NSL 411) or (NSG 412 and NSL 412) with at least a B in all of these courses.

NSG 410. Independent Study. 3 Credits.
The student produces an independent, research-oriented project under close faculty advisement on a nursing topic of special interest to the student. Participation in a selected field experience is optional.
Pre / Co requisites: Nursing Majors - Undergraduate.
Consent: Permission of the Department required to add. Repeatable for Credit.

NSG 411. Care of Individual in Acute Care & Behavioral Health Setting. 5 Credits.
The emphasis of this course is on the care of persons with acute medical surgical and acute behavioral health crises. Concepts of holistic care are highlighted throughout classroom and clinical experiences. The content will focus on the use of the nursing process to assist clients in crisis. The framework for the care to be given will reflect concepts including application of research, theory, ethical, legal and educational principles to assist clients in crisis.
Pre / Co requisites: NSG 411 PREREQ: NSG 311, NSL 311 and NSG 312 and COREQ NSL 411. Nursing majors only.

NSG 412. Care of Communities & Individuals in Acute Care from a System’s Perspective. 5 Credits.
Must be taken during senior year, spring semester. NSG 412 is a continuation of NSG 411 with the emphasis on the subconcepts of decision making and advocacy. The nursing process is utilized interdependently in approaching multilevel health care problems of clients. Special attention is given to inquiry as the student correlates nursing theories and concepts with identifiable research problems in varied environments. Opportunity is provided in this semester to develop organization and management skills.
Pre / Co requisites: NSG 412 requires PREREQ NSG 311, NSL 311, NSG 312, NSL 312 and COREQ: NSL 412. Nursing majors only.
Gen Ed Attribute: Writing Emphasis.
Distance education offering may be available.

NSG 414. Breastfeeding and Human Lactation. 3 Credits.
For students seeking in-depth knowledge about breast-feeding and human lactation. Emphasis is on understanding the physiology of human lactation and the health impact on infants and their mothers. The normal process of breast-feeding will be addressed with exploration of the barriers to breast-feeding as well as the supports available for breast-feeding.

NSG 420. Physical Health Assessment. 3 Credits.
The course combines comprehensive theoretical laboratory experience to enable the nursing student to perform a complete holistic health assessment physical examination of the adult, adolescent, pediatric client. Opportunity is provided to enhance the participant’s ability to collect relevant data via use of appropriate interviewing methods, developmental physical assessment techniques. Emphasis is placed on effective communication techniques essential assessment skills. Typically offered in Fall & Spring.

NSG 480. Advanced Clinical Simulation in Nursing. 3 Credits.
In this class students will role play a variety of roles during advanced patient care scenarios using SIM-MAN technology. During scenarios students will assess patient condition, critically think through patient care problems, implement nursing interventions, and evaluate patient outcomes in crisis situations. Students will evaluate performance of self and peers during debriefing sessions for continued improvement in problem solving complex patient care situations and evaluate outcomes.

NSL

NSL 212. Health Assessment. 3 Credits.
This course provides the nursing student with skills in physical and psychosocial assessment of adult clients. The course also assists in the development and demonstration of selected skills in vital sign measurement, infection control, basic hygiene and comfort measures and body mechanics.
Pre / Co requisites: NSL 212 requires prerequisites of BIO 100, BIO 259, BIO 269, CHE 107 and CRL 107, and corequisite of NSG 212. Must have composite GPA of 2.75 in these prerequisite courses.
Gen Ed Attribute: Writing Emphasis.
NSL 311. Laboratory. 5 Credits.
Clinical experiences are provided in agencies where relatively well populations have been identified, such as schools, day care centers, senior citizen’s programs and childbirth settings. Pre / Co requisites: NSL 311 requires prerequisites of BIO 204 and BIO 269 and NSG 311 and BIO 204 and co-requisite of NSG 311.
Gen Ed Attribute: Writing Emphasis.
Distance education offering may be available.

NSL 312. Laboratory. 5 Credits.
Clinical experience is provided in rehabilitation centers, nursing homes, and acute care settings. These environments provide flexibility for students to implement changes for clients and acquire skills which will be utilized in other nursing courses. Pre / Co requisites: NSL 312 requires prerequisites of BIO 100, BIO 204, BIO 259, BIO 269, NSG 212, NSL 212, NTD 303, PSY 100, SOO 200; (CHE 103/CRL 103) and (CHE 104/CRL 104) OR (CHE 107/CRL 107); HEA 206 or PSY 210; one of these: WRT 200, WRT 204, WRT 205, WRT 206, WRT 208, WRT 220.
Gen Ed Attribute: Writing Emphasis.

NSL 411. Laboratory. 5 Credits.
Clinical experiences are provided in acute care psychiatric in-patient and in medical surgical settings. Pre / Co requisites: NSG 411 requires prerequisites NSG 311, NSG 312, and co-requisite of NSG 411.

NSL 412. Laboratory. 5 Credits.
The clinical experience is provided in acute care medical surgical settings and in Community/Public Health settings. The student will have the opportunity to use leadership and systems level skills and to develop interdependency in their nursing practice. Pre / Co requisites: NSL 412 requires prerequisites of NSG 311, NSL 311, NSG 312 and NSL 312 and co-requisite of NSG 412.
Distance education offering may be available.

B.S. IN NURSING

College of Health Sciences

Curriculum

General Education Requirements (http://catalog.wcupa.edu/undergraduate/general-education-requirements)

English Composition requirements 6
Mathematics requirement 3
MAT 121 Introduction to Statistics I 3
Public Speaking requirement 3
Science requirements 6
BIO 100 Basic Biological Science 4
CHE 107 General Chemistry for Allied Health Sciences 4
CRL 107 General Chemistry Lab for Allied Health Services 4
Behavioral & Social Science requirements 6
PSY 100 Introduction to Psychology 3
SOC 200 Introduction to Sociology 3
Humanities requirements 6
Arts requirement 3
Diverse Communities requirement 3
Interdisciplinary requirement 3
Student Electives 9
Writing Emphasis requirements 9

Major Requirements
NSG 212 Nursing Theories and Concepts 3
NSG 311 Care of Childbearing Family & Community Based Care 3
NSG 312 Care of Older Adult & Care of Child 3
NSG 313 Applied Nursing Research 3
NSG 367 Nursing Implications of Drug Interaction 3
NSG 411 Care of Individual in Acute Care & Behavioral Health Setting 3

NSG 412 Care of Communities & Individuals in Acute Care from a System’s Perspective 5
NSL 212 Health Assessment 1, 2 3
NSL 311 Laboratory 1 5
NSL 312 Laboratory 1 5
NSL 411 Laboratory 1 5
NSL 412 Laboratory 1 5

Select two nursing electives

Related/Cognate Requirements
BIO 204 Introductory Microbiology 4
BIO 259 Human Anatomy and Physiology I 4
BIO 269 Human Anatomy and Physiology II 4
HEA 206 Human Development 3
or PSY 210 Developmental Psychology: Lifespan 3
NSG 310 Human Response to Disease 3
NTD 303 Introductory Principles Human Nutrition 3

Nursing Electives
Students must take enough nursing electives to reach the 120 semester hours required for graduation.

Total Minimum Credits Required 120

1 To continue progression in the program, a minimum grade of C or better in all nursing core courses is required.
2 To enroll in NSG 212 and NSL 212, students will be required to have a minimum cumulative GPA of 2.75 in the following courses: BIO 100, BIO 259, BIO 269, and CHE 107/CRL 107.
3 Some of these courses may be used to satisfy General Education requirements.

Advance-2-BSN (Accelerated Second-Degree Nursing Program)

The Advance-2-BSN program is for the student with a previously earned baccalaureate degree who wants to earn a Bachelor of Science in Nursing (BSN). Upon successful completion of the program graduates are then be eligible to take the NCLEX-RN exam (National Council on Licensure Examination for the RN) for licensure as a Registered Nurse. This intensive 18-month program builds upon the student’s previous education. It follows the same curriculum as the traditional BSN program but at an accelerated pace.

Major Requirements
NSG 212 Nursing Theories and Concepts 1, 2 3
NSG 311 Care of Childbearing Family & Community Based Care 3
NSG 312 Care of Older Adult & Care of Child 3
NSG 313 Applied Nursing Research 3
NSG 367 Nursing Implications of Drug Interaction 3
NSG 411 Care of Individual in Acute Care & Behavioral Health Setting 1 3
NSG 412 Care of Communities & Individuals in Acute Care from a System’s Perspective 1 5
NSL 212 Health Assessment 1, 2 3
NSL 311 Laboratory 1 5
NSL 312 Laboratory 1 5
NSL 411 Laboratory 1 5
NSL 412 Laboratory 1 5

Select two nursing electives 6-10

Related Cognate Requirements
BIO 204 Introductory Microbiology 4
BIO 259 Human Anatomy and Physiology I 4
BIO 269 Human Anatomy and Physiology II 4
HEA 206 Human Development 3
or PSY 210  Developmental Psychology: Lifespan

NSG 310  Human Response to Disease  3
NTD 303  Introductory Principles Human Nutrition  3

1 To continue progression in the program, a minimum grade of C or better in all nursing core courses is required.
2 To enroll in NSG 212 and NSL 212, students will be required to have a minimum cumulative GPA of 2.75 in the following courses: BIO 100, BIO 259, BIO 269, and CHE 107/CRL 107.
3 Some of these courses may be used to satisfy General Education requirements.

RN-to-BSN (B.S.N for Currently Registered Nurses)
The RN-to-BSN curriculum is specially designed for licensed Registered Nurses to earn a Bachelor of Science in Nursing degree. An interested student must currently be a licensed Registered Nurse (or near graduation from an ADN program) to enroll in this program.

General Education Requirements (http://catalog.wcupa.edu/undergraduate/general-education-requirements)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Composition requirements</td>
<td></td>
<td>6</td>
</tr>
<tr>
<td>Mathematics</td>
<td>Requirement</td>
<td>3</td>
</tr>
<tr>
<td>MAT 121</td>
<td>Introduction to Statistics I</td>
<td></td>
</tr>
<tr>
<td>Public speaking</td>
<td>Requirement</td>
<td>3</td>
</tr>
<tr>
<td>Science requirements</td>
<td></td>
<td>6</td>
</tr>
<tr>
<td>BIO 100</td>
<td>Basic Biological Science</td>
<td></td>
</tr>
<tr>
<td>CHE 107</td>
<td>General Chemistry for Allied Health Sciences</td>
<td></td>
</tr>
<tr>
<td>CRL 107</td>
<td>General Chemistry Lab for Allied Health Services</td>
<td></td>
</tr>
<tr>
<td>Behavioral &amp; Social Science requirements</td>
<td></td>
<td>6</td>
</tr>
<tr>
<td>PSY 100</td>
<td>Introduction to Psychology</td>
<td></td>
</tr>
<tr>
<td>SOC 200</td>
<td>Introduction to Sociology</td>
<td></td>
</tr>
<tr>
<td>Humanities</td>
<td>Requirement</td>
<td>6</td>
</tr>
<tr>
<td>Arts</td>
<td>Requirement</td>
<td>3</td>
</tr>
<tr>
<td>Diverse Communities</td>
<td>Requirement</td>
<td>3</td>
</tr>
<tr>
<td>Interdisciplinary</td>
<td>Requirement</td>
<td>3</td>
</tr>
<tr>
<td>Student electives</td>
<td>Requirement</td>
<td>9</td>
</tr>
<tr>
<td>Writing Emphasis</td>
<td>Requirement</td>
<td>9</td>
</tr>
<tr>
<td>Major Requirements</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Nursing Electives
Students must take enough nursing electives to reach the 120 credits required for graduation.

Total Minimum Credits Required  120

1 To continue progression in the program, a minimum grade of C or better in all nursing core courses is required.
2 To enroll in NSG 212 and NSL 212, students will be required to have a minimum cumulative GPA of 2.75 in the following courses: BIO 100, BIO 259, BIO 269, and CHE 107/CRL 107.
3 Some of these courses may be used to satisfy General Education requirements.

Sample Course Plan
To track their individual degree progress, students are advised to access their Degree Progress Report (DPR) via myWCU regularly. For more information, visit wcupa.edu/DegreeProgressReport.

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.

Nursing Sequence for Honors Students

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year One</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Semester One</td>
<td></td>
<td></td>
</tr>
<tr>
<td>HON 100</td>
<td>Self-Awareness and Development</td>
<td>3</td>
</tr>
<tr>
<td>HON 352</td>
<td>Honors Seminar</td>
<td>3</td>
</tr>
<tr>
<td>BIO 100</td>
<td>Basic Biological Science</td>
<td>3</td>
</tr>
<tr>
<td>PSY 100</td>
<td>Introduction to Psychology</td>
<td>3</td>
</tr>
<tr>
<td>SOC 200</td>
<td>Introduction to Sociology</td>
<td>3</td>
</tr>
<tr>
<td>Minor Elect</td>
<td></td>
<td>3</td>
</tr>
</tbody>
</table>

Credits  18

Semester Two

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HON 211</td>
<td>Decision Making and Public Discourse</td>
<td>3</td>
</tr>
<tr>
<td>HON 212</td>
<td>Ethics and Moral Choice in Tech</td>
<td>3</td>
</tr>
<tr>
<td>BIO 259</td>
<td>Human Anatomy and Physiology I</td>
<td>4</td>
</tr>
<tr>
<td>CHE 107</td>
<td>General Chemistry for Allied Health</td>
<td>5</td>
</tr>
<tr>
<td>&amp; CRL 107</td>
<td>Sciences and General Chemistry Lab for Allied Health Services</td>
<td></td>
</tr>
<tr>
<td>Minor Elect</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>HON 314</td>
<td>Science, Technology and Environmental</td>
<td>3</td>
</tr>
<tr>
<td>Systems ^2</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Credits  21

Year Two

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Semester Three</td>
<td></td>
<td></td>
</tr>
<tr>
<td>HON 311</td>
<td>Stewardship and Civic Engagement</td>
<td>3</td>
</tr>
<tr>
<td>HON 312</td>
<td>Educational Systems and Social Influence</td>
<td>3</td>
</tr>
<tr>
<td>BIO 269</td>
<td>Human Anatomy and Physiology II</td>
<td>4</td>
</tr>
<tr>
<td>NTD 303</td>
<td>Introductory Principles Human Nutrition</td>
<td>3</td>
</tr>
<tr>
<td>(formally HEA)^1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>NSG elective ^3</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Minor Elect</td>
<td></td>
<td>3</td>
</tr>
</tbody>
</table>

Credits  19

Semester Four

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Semester Four</td>
<td></td>
<td></td>
</tr>
<tr>
<td>HON 310</td>
<td>Theories and Strategies of Community Change</td>
<td>3</td>
</tr>
<tr>
<td>BIO 204</td>
<td>Introductory Microbiology (could do in fall)</td>
<td>4</td>
</tr>
</tbody>
</table>

There are 211 total required credits.
Bachelor of Science in Nutrition and Dietetics

The Bachelor of Science in Nutrition and Dietetics prepares students for careers in dietetics, which include community nutrition, food service management, and clinical nutrition. The program is accredited by the Accreditation Council for Education in Nutrition and Dietetics (ACEND). Students who complete the program meet the didactic requirements of ACEND but must complete an ACEND-accredited supervised practice following graduation to be eligible to take the registration examination for dietitians. Those who complete the registered dietitian (R.D.) examination successfully are recognized as registered dietitians. Faculty advisors assist students in applying for supervised practices and pursuing other postgraduate avenues.

Programs

Major in Nutrition

- B.S. in Nutrition and Dietetics (p. 408)
- B.S. in Nutrition and Dietetics to M.S. in Community Nutrition Accelerated Program (p. 408)

Minor in Nutrition

- Nutrition (p. 410)

Graduate Opportunities

See the graduate catalog for more information on the Nutrition program (http://catalog.wcupa.edu/graduate/health-sciences/nutrition).

Policies

- See undergraduate admissions information. (p. 11)
- See academic policies. (http://catalog.wcupa.edu/undergraduate/academic-policies-procedures)

All undergraduate students are held to the academic policies and procedures outlined in the undergraduate 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 programs may be listed below.

Accelerated Program Policy

Refer to the Accelerated Programs page (p. 134) for more information.

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

1 CHE 107/CRL 107 cannot happen in freshman fall due to HON 100. Options are CHE 103/CRL 103 in fall and CHE 104/CRL 104 in spring or CHE 107/CRL 107 in the spring.

2 NOTE: this would normally be spring of the sophomore year but moving this lab class to the spring freshman term avoids later NSG field requirements.

3 Can be taken at any time beyond freshman year.

4 Can be taken at any time.

5 Can be taken either fall or spring.
Joanne Christaldi (jchristald@wcupa.edu) (2013)
B.S., College of Saint Elizabeth; M.S., University of Delaware; Ph.D., University of Georgia
Patricia G. Davidson (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 199. Transfer Credit Electives. 1-15 Credits.
Transfer Electives.
Typically offered in Fall, Spring & Summer.
Repeatable for Credit.

NTD 200. Nutrition and Culture. 3 Credits.
Students will increase awareness of the connection between health outcomes, diet and nutrition, and socio-cultural influences. Course studies will lay a foundation for understanding why people eat the foods that they do. A bio-cultural framework is applied to examine how individual dietary habits, choices, and nutritional health outcomes are influenced by social structure, historic patterns and events, and cultural beliefs and ideology. Students explore food ways, food scripts, health beliefs and practices, demographic characteristics, and population health across diverse communities within the United States. The course also employs a critical analysis of macro-structural inequalities, societal stresses, and cultural norms that alter access and availability to healthy foods and disparately undermine the nutritional health of some populations.
Gen Ed Attribute: Diversity Requirement.
Distance education offering may be available.
Typically offered in Fall & Spring.

NTD 203. The Dietetic Profession. 1 Credit.
This is an introductory course for nutrition and dietetics majors to orient them to the profession of dietetics and the nutrition and dietetics curriculum. Topics such as West Chester University academic policies, the dietetics curriculum, careers in dietetics, post-secondary options, professional ethics, designing a professional portfolio, career mentoring, and volunteer and paid experiences relevant to the profession will be covered.
Typically offered in Fall & Spring.

NTD 205. Principles of Food Selection and Preparation. 3 Credits.
A nutritionally based study of the basic principles of food selection and preparation with an emphasis on food safety. Course includes a comparative study and integration of convenience food and traditionally prepared food, enhanced by an experiential lab component.
Typically offered in Fall, Spring & Summer.

NTD 300. Nutrition Pedagogy. 3 Credits.
This course provides the knowledge and skills necessary to develop and teach K-12 nutrition education lessons and curricula.
Typically offered in Spring.

NTD 301. Consumer Nutrition. 3 Credits.
Consumer approach to the roles foods and nutrition play in improving the quality of our lives, socially, physically, mentally, and emotionally.
Typically offered in Fall, Spring & Summer.

NTD 303. Introductory Principles Human Nutrition. 3 Credits.
This course introduces students to the biochemical, physiological, and microbiological basics of human nutrition. Topics include dietary guidelines; digestion, absorption, metabolism, and use of carbohydrates, lipids, and proteins; food sources and functions of vitamins and minerals; and the relationship between nutrition and health. Distance education offering may be available.
Typically offered in Fall, Spring & Summer.

NTD 304. Global Nutrition. 3 Credits.
This course is designed to examine the nature and scope of major nutritional issues and problems throughout the world, with an emphasis on developing countries. It includes consideration of specific nutrient deficiencies, as well as nutrition-related aspects of infectious and chronic disease. The role of food availability, food supply distribution and world food production in relation to nutrition and health will be discussed in the context of socioeconomic development and current economic policies and realities.
Typically offered in Fall & Spring.

NTD 305. Vegetarian Nutrition. 3 Credits.
This course will apply basic human nutrition principles to plant-based dietary approaches, addressing both the health-promoting aspects of vegetarianism and concerns about nutritional adequacy at all stages of the life cycle. A variety of vegetarian food preparation methods will be demonstrated and students will participate in meal planning as well as taste testing recipes.
Pre / Co requisites: NTD 305 requires a prerequisite of NTD 303.
Typically offered in Spring.

NTD 309. Nutrition Throughout the Lifecycle. 3 Credits.
A study of nutritional needs and dietary concerns of people from conception to old age.
Pre / Co requisites: NTD 309 requires prerequisite of NTD 303.
Typically offered in Fall & Spring.

NTD 310. Nutrition Research. 3 Credits.
This course focuses on the process of research and statistical analysis and interpretation as it relates to nutrition and dietetics. Topics such as the foundation and ethics of research, research questions and hypotheses, research designs, statistical analysis and interpretation, evidence analysis, systematic reviews, and evidence based practice will be addressed. Practical projects will be assigned, such as article analysis, a small research project, and data analysis using SPSS. Competence in reading, understanding, and analyzing research articles is the main goal of the course.
Pre / Co requisites: NTD 310 requires prerequisite of MAT 121 with a grade of C or better; and NTD 303 with a C or better.
Typically offered in Fall & Spring.

NTD 311. Current Topics in Dietetics. 2 Credits.
This course addresses timely and current topics in dietetics in an evidence-based way. Different topics are covered as they have current relevancy.
Pre / Co requisites: NTD 311 requires a prerequisite of NTD 309.
Repeatable for Credit.

NTD 315. Food - Mind - Spirit. 3 Credits.
A study of the role of food and nutritional status in mental health, mood and memory, and overall well-being throughout the life cycle. Additional topics include nutrients and neurotransmission, appetite regulation and disordered eating, the gut-brain axis, and herbal supplements. Mindful eating, traditional food belief systems, and dietary practices of major religions are also reviewed.
Pre / Co requisites: NTD315 requires prerequisite of PSY100 and NTD303.
Typically offered in Fall & Spring.

NTD 320. Strategies in Dietetics Education. 3 Credits.
Practical study of theories of teaching and learning, health behavior change, program planning, and educational strategies as they relate to the field of dietetics. Presentation preparation and delivery will also be covered.
Pre / Co requisites: NTD 320 requires prerequisite of NTD 309.
Distance education offering may be available.
Typically offered in Fall & Spring.
NDT 400. Clinical Nutrition Assessment. 3 Credits.
The goal of this class is for the student to understand the profession and practice of nutrition and dietetics, nutrition and physical assessment and the nutrition care process. Classroom and simulated experiences in clinical issues, nutritional assessment, planning, implementing nutritional care, and documenting in medical records will be completed. Students will also be introduced to medical terminology and abbreviations. Nutritional assessment methods will be applied to evaluating nutritional status in the individual.
Pre / Co requisites: NTD 400 requires prerequisites of NTD 309, BIO 269, and CHE 310.
Typically offered in Fall & Spring.

NDT 408. Food Science. 3 Credits.
A study of the chemical, physical, and biological characteristics of food and the effects of processing, storage, and preservation on the structure, composition, palatability, and nutritive value of food. Sensory evaluation techniques and application of the scientific method are integral to this course.
Pre / Co requisites: NTD 408 requires prerequisites of C or better in CHE 310 and NTD 205 and NTD 303.
Typically offered in Spring.

NDT 409. Professional Skills in Dietetics. 3 Credits.
A focus on the development of nutrition counseling and communication/media technology skills. An appreciation of multiculturalism will be promoted. A familiarization with dietetics-related professional organizations, graduate school opportunities, and dietetic internships will be provided. Assistance with the dietetic internship and graduate school application process will be given.
Pre / Co requisites: NTD 409 requires prerequisite NTD 309.
Gen Ed Attribute: Writing Emphasis.
Typically offered in Fall.

NDT 410. Quantity Food Production. 3 Credits.
A basic course in quantity food production. Emphasis is placed on the essentials of operating a foodservice facility - menu planning, purchasing, storage, issuing, food production, service, distribution, quality control, and food safety.
Pre / Co requisites: NTD 410 requires a prerequisite of NTD 205.
Distance education offering may be available.
Typically offered in Fall.

NDT 411. Advanced Human Nutrition I. 3 Credits.
In-depth examination of the digestion, transport, and metabolism of carbohydrates, lipids, and proteins. Special emphasis is placed on metabolic interrelationships and hormonal control of the three processes mentioned above.
Pre / Co requisites: NTD 411 requires prerequisites of a C or better in BIO 100, BIO 259 and BIO 269; and a C or better in CHE 230, CHE 310, and NTD 309.
Typically offered in Fall & Spring.

NDT 412. Advanced Human Nutrition II. 3 Credits.
In-depth examination of the digestion, transport, and metabolism of vitamins, minerals, and water. Special emphasis is placed on digestive and metabolic interrelationships and hormonal control.
Pre / Co requisites: NTD 412 requires a prerequisite or co-requisite of NTD 411.
Distance education offering may be available.
Typically offered in Fall & Spring.

NDT 413. Medical Nutrition Therapy I. 3 Credits.
The goal of NTD 413, Medical Nutrition Therapy I, is for the student to understand the nutrition care process as it applies to disease management, develop a variety of disease specific case studies, and the process for determining the appropriate disease or health condition specific nutrition intervention. Students are expected to integrate nutritional assessment information, drug-nutrient interaction data, disease pathophysiology, and Medical Nutrition Therapy principles to design nutrition care plans and applying disease specific medical terminology and abbreviations.
Pre / Co requisites: NTD 413 requires prerequisites of NTD 400 and NTD 412.
Typically offered in Fall.

NDT 414. Medical Nutrition Therapy II. 3 Credits.
The goal of NTD 414 Medical Nutrition Therapy II, is for the student to apply the nutrition care process and MNT principles to critical and acute disease management including fluid/electrolyte/acid-base balance, nutrition support, nutritional therapy in critical care, oncology, pulmonary diseases and muscular skeletal, immunological diseases. The student will develop a variety of disease specific case studies and nutrition interventions. Students are expected to integrate nutritional assessment information; drug-nutrient interaction data, disease pathophysiology, and Medical Nutrition Therapy principles to design nutrition care plan and apply medical terminology and abbreviations.
Pre / Co requisites: NTD 414 requires a prerequisite of NTD 413.
Typically offered in Spring.

NDT 415. Community Nutrition. 3 Credits.
A study of the community nutrition programs and services at all levels of development. Course covers nutrition program planning, implementation, and evaluation; socioeconomic and cultural context of programs and services; an examination of the political and legislative process as it relates to nutrition legislation; and the role of the community nutritionist.
Pre / Co requisites: NTD 415 requires prerequisite NTD 320.
Typically offered in Fall & Spring.

NDT 416. Food Service and Nutrition Systems Management I. 3 Credits.
A study of the organization and administration of foodservice systems and the functions and responsibilities specific to management: decision making, planning, organizing, and staffing. Management of human resources, food, materials, capital, facilities, and markets as related to various hospitality management systems will be examined.
Pre / Co requisites: NTD 416 requires prerequisite of NTD 410.
Distance education offering may be available.
Typically offered in Fall.

NDT 417. Food Service and Nutrition Systems Management II. 3 Credits.
A study of the organization and administration of foodservice and nutrition systems as well as the functions and responsibilities specific to management; leading, controlling operations, budgeting, and marketing. Management of human resources, food, materials, capital, facilities, and markets as related to various hospitality systems will be examined.
Pre / Co requisites: NTD 417 requires a prerequisite of NTD 410.
Distance education offering may be available.
Typically offered in Spring.

NDT 420. Perspectives on Obesity. 3 Credits.
This course explores the prevalence, origins, assessment, treatments, policy issues, and preventive strategies relative to obesity. The issue disordered eating is introduced, with a special emphasis on Binge Eating Disorder.
Pre / Co requisites: NTD 420 requires prerequisite of NTD 303.
Typically offered in Fall, Spring & Summer.

NDT 422. Nutrition for Health, Fitness & Sport. 3 Credits.
Study of nutrition and its effects on health, development, and performance; sound nutrition guidelines for optimal health and physical performance; energy and energy pathways as keys to physical activity; nutrients related to health and physical performance; dining away from home; substances proposed to enhance performance; body composition and weight control.
Pre / Co requisites: NTD 422 requires prerequisite of NTD 303.
Typically offered in Fall, Spring & Summer.

NDT 435. Nutrition Workshops. 3 Credits.
Special workshops on contemporary nutrition and food service related problems and issues. Topics announced at times of offering.
Typically offered in Fall, Spring & Summer. Repeatable for Credit.

NDT 455. Nutrition Assessment, Education and Service in Honduras. 3 Credits.
This course offers an interprofessional service-learning approach to clinical screenings and assessments, client/community education, and health related service in communities in underdeveloped or developing countries. Students gain exposure to the cultures of communities in underdeveloped or developing countries, thus enhancing the students’ cultural competence.
Pre / Co requisites: NTD 455 requires a prerequisite of NTD 303.
Consent: Permission of the Department required to add.
Typically offered in Fall & Spring.

B.S. IN NUTRITION AND DIETETICS

College of Health Sciences
## Curriculum

**General Education Requirements** ([http://catalog.wcupa.edu/undergraduate/general-education-requirements](http://catalog.wcupa.edu/undergraduate/general-education-requirements))

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Composition requirements</td>
<td>6</td>
</tr>
<tr>
<td>Mathematics requirement</td>
<td>3</td>
</tr>
<tr>
<td>Public Speaking requirement</td>
<td>3</td>
</tr>
<tr>
<td>Science requirements</td>
<td>6</td>
</tr>
<tr>
<td>Behavioral &amp; Social Science requirements</td>
<td>6</td>
</tr>
<tr>
<td>Humanities requirements</td>
<td>6</td>
</tr>
<tr>
<td>Arts requirement</td>
<td>3</td>
</tr>
<tr>
<td>Diverse Communities requirement</td>
<td>3</td>
</tr>
<tr>
<td>Interdisciplinary requirement</td>
<td>3</td>
</tr>
<tr>
<td>Student Electives</td>
<td>9</td>
</tr>
<tr>
<td>Writing Emphasis requirements</td>
<td>9</td>
</tr>
</tbody>
</table>

Courses selected under advisement. Note that many of the general education courses will be fulfilled by the required cognates. Students are encouraged to schedule courses that fulfill both the interdisciplinary and writing emphasis requirements simultaneously or to schedule arts and/or humanities courses that simultaneously fulfill their writing emphasis requirement.

### Major Requirements

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NTD 200</td>
<td>Nutrition and Culture</td>
<td>3</td>
</tr>
<tr>
<td>NTD 203</td>
<td>The Dietetic Profession</td>
<td>1</td>
</tr>
<tr>
<td>NTD 205</td>
<td>Principles of Food Selection and Preparation</td>
<td>3</td>
</tr>
<tr>
<td>NTD 303</td>
<td>Introductory Principles Human Nutrition</td>
<td>3</td>
</tr>
<tr>
<td>NTD 309</td>
<td>Nutrition Throughout the Lifecycle</td>
<td>3</td>
</tr>
<tr>
<td>NTD 310</td>
<td>Nutrition Research</td>
<td>3</td>
</tr>
<tr>
<td>NTD 312</td>
<td>Strategies in Dietetics Education</td>
<td>3</td>
</tr>
<tr>
<td>NTD 400</td>
<td>Clinical Nutrition Assessment</td>
<td>3</td>
</tr>
<tr>
<td>NTD 408</td>
<td>Food Science</td>
<td>3</td>
</tr>
<tr>
<td>NTD 409</td>
<td>Professional Skills in Dietetics</td>
<td>3</td>
</tr>
<tr>
<td>NTD 410</td>
<td>Quantity Food Production</td>
<td>3</td>
</tr>
<tr>
<td>NTD 411</td>
<td>Advanced Human Nutrition I</td>
<td>3</td>
</tr>
<tr>
<td>NTD 412</td>
<td>Advanced Human Nutrition II</td>
<td>3</td>
</tr>
<tr>
<td>NTD 413</td>
<td>Medical Nutrition Therapy I</td>
<td>3</td>
</tr>
<tr>
<td>NTD 414</td>
<td>Medical Nutrition Therapy II</td>
<td>3</td>
</tr>
<tr>
<td>NTD 415</td>
<td>Community Nutrition</td>
<td>3</td>
</tr>
<tr>
<td>NTD 416</td>
<td>Food Service and Nutrition Systems Management</td>
<td>3</td>
</tr>
<tr>
<td>NTD 417</td>
<td>Food Service and Nutrition Systems Management II</td>
<td>3</td>
</tr>
</tbody>
</table>

### Related/Cognate Requirements

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 100</td>
<td>Basic Biological Science</td>
</tr>
<tr>
<td>BIO 204</td>
<td>Introductory Microbiology</td>
</tr>
<tr>
<td>BIO 259</td>
<td>Human Anatomy and Physiology I</td>
</tr>
<tr>
<td>BIO 269</td>
<td>Human Anatomy and Physiology II</td>
</tr>
<tr>
<td>CHE 107</td>
<td>General Chemistry for Allied Health Sciences</td>
</tr>
<tr>
<td>CHE 230</td>
<td>Introduction to Organic and Biological Chemistry</td>
</tr>
<tr>
<td>CHE 310</td>
<td>Introductory Biochemistry</td>
</tr>
<tr>
<td>CRL 107</td>
<td>General Chemistry Lab for Allied Health Services</td>
</tr>
<tr>
<td>MAT 121</td>
<td>Introduction to Statistics</td>
</tr>
<tr>
<td>PSY 100</td>
<td>Introduction to Psychology</td>
</tr>
<tr>
<td>SOC 200</td>
<td>Introduction to Sociology</td>
</tr>
</tbody>
</table>

### Electives

<table>
<thead>
<tr>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>12</td>
</tr>
</tbody>
</table>

**Total Minimum Credits Required** 120

### Other Degree Completion Requirements

Students must complete all required NTD courses with a minimum grade of C to graduate from the nutrition and dietetics program. Students must complete BIO 100, BIO 204, BIO 259, BIO 269; CHE 107/CRL 107; CHE 230 and CHE 310; and MAT 121 with a minimum grade of C to graduate.

### Accelerated B.S. in Nutrition and Dietetics to M.S. in Community Nutrition Program

**Electives**

<table>
<thead>
<tr>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NTD 503</td>
<td></td>
</tr>
<tr>
<td>NTD 515</td>
<td></td>
</tr>
<tr>
<td>NTD 600</td>
<td></td>
</tr>
<tr>
<td>NTD 612</td>
<td></td>
</tr>
</tbody>
</table>

Admission to the Accelerated B.S. in Nutrition & Dietetics and M.S. in Community Nutrition: students must 1) be at least at the junior level, 2) meet the minimum eligibility requirements for admission to the graduate program as specified by the graduate catalog, 3) complete the graduate application, 4) have a minimum cumulative GPA of 3.0 and 5) complete a departmental approval form that includes a recommendation from student’s academic adviser.

1. If any core or cognate courses have prerequisites, the minimum grade requirements for those prerequisites must be met before the core or cognate course can be taken. For example, the prerequisites for NTD 410 are BIO 100 and NTD 205. To take NTD 410, students must have completed these prerequisites and earned a minimum of C in BIO 100 and NTD 205.
2. **These required courses also satisfy general education requirements**
3. **These 12 elective graduate credits are to be taken during the senior year. Students will take these 12 credits at the graduate level and they will satisfy the requirements of the B.S. degree.** These 12 credits are required courses in the 33 credit M.S. in Community Nutrition.

### Sample Course Plan

To track their individual degree progress, students are advised to access their Degree Progress Report (DPR) via myWCU regularly. For more information, visit wcupa.edu/DegreeProgressReport.

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.

### B.S. Degree in Nutrition and Dietetics - Course Curriculum

120 Semester Hours - excluding examination time, there are 14 weeks in a semester. 1 Credit = 1 didactic hour/week or 2 - 3 laboratory hours/week.

<table>
<thead>
<tr>
<th>Course Year One</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Semester One</td>
<td>BIO 100 Basic Biological Science</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>NTD 203 The Dietetic Profession</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Student Elective</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>NTD 303 Introductory Principles Human Nutrition</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>SOC 200 Introduction to Sociology</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>WRT 120 Effective Writing I</td>
<td>3</td>
</tr>
</tbody>
</table>

**Credits** 16

<table>
<thead>
<tr>
<th>Course Year Two</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Semester Two</td>
<td>CHE 107 General Chemistry for Allied Health Sciences</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>CRL 107 General Chemistry Lab for Allied Health Services</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>MAT 121 Introduction to Statistics I</td>
<td>3</td>
</tr>
</tbody>
</table>

Credits 3
### MINOR IN NUTRITION

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NTD 200</td>
<td>Nutrition and Culture</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Select one of the following:</td>
<td></td>
</tr>
<tr>
<td>WRT 200</td>
<td>Critical Writing and Research</td>
<td>3</td>
</tr>
<tr>
<td>WRT 204</td>
<td>Critical Writing: Approaches to Pop Culture</td>
<td></td>
</tr>
<tr>
<td>WRT 205</td>
<td>Critical Writing: Investigating Experience</td>
<td></td>
</tr>
<tr>
<td>WRT 206</td>
<td>Critical Writing: Multidisciplinary Imagination</td>
<td></td>
</tr>
<tr>
<td>WRT 208</td>
<td>Critical Writing: Entering Public Sphere</td>
<td></td>
</tr>
<tr>
<td>WRT 220</td>
<td>Critical Writing: Special Topics</td>
<td></td>
</tr>
</tbody>
</table>

#### Year Two

<table>
<thead>
<tr>
<th>Semester Three</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 259</td>
</tr>
<tr>
<td>CHE 230</td>
</tr>
<tr>
<td>Interdisciplinary &quot;I&quot; Course</td>
</tr>
<tr>
<td>NTD 205</td>
</tr>
</tbody>
</table>

| Credits        | 14       |

#### Semester Four

| BIO 269        | Human Anatomy and Physiology II                   | 4       |
| CHE 310        | Introductory Biochemistry                          | 3       |
| LIT/CLS, HIS, or PHI |                                             | 3       |
| NTD 309        | Nutrition Throughout the Lifecycle                | 3       |
| PSY 100        | Introduction to Psychology                         | 3       |

| Credits        | 13       |

#### Year Three

<table>
<thead>
<tr>
<th>Semester Five</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 204</td>
</tr>
<tr>
<td>LIT/CLS, HIS, or PHI (cannot be an “I” course)</td>
</tr>
<tr>
<td>Student Elective</td>
</tr>
<tr>
<td>NTD 310</td>
</tr>
<tr>
<td>NTD 320</td>
</tr>
</tbody>
</table>

| Credits        | 16       |

#### Semester Six

| ART (art, film, dance, music, theater; no “I” course) | 3       |
| NTD 400     | Clinical Nutrition Assessment                      | 3       |
| NTD 408     | Food Science                                       | 3       |
| NTD 415     | Community Nutrition                                | 3       |
| Select one of the following:                          |         |
| SPK 199     | Transfer Credits                                  |         |
| SPK 208     | Public Speaking                                   |         |
| SPK 230     | Business and Professional Speech                   |         |

| Credits        | 15       |

#### Year Four

<table>
<thead>
<tr>
<th>Semester Seven</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Elective</td>
</tr>
<tr>
<td>NTD 409</td>
</tr>
<tr>
<td>NTD 410</td>
</tr>
<tr>
<td>NTD 411</td>
</tr>
<tr>
<td>NTD 412</td>
</tr>
</tbody>
</table>

| Credits        | 15       |

#### Semester Eight

| NTD 413        | Medical Nutrition Therapy I                      | 3       |
| NTD 414        | Medical Nutrition Therapy II                     | 3       |
| NTD 416        | Food Service and Nutrition Systems Management I  | 3       |
| NTD 417        | Food Service and Nutrition Systems Management II | 3       |

| Credits        | 15       |

| Total Credits | 119      |

1. Students having a deficient science background or lacking confidence in their math skills should take CHE 101 before CHE 107/CRL 107.
2. Select from approved Gen Ed Humanities courses.
3. Select from approved Gen Ed Arts courses.

Apply for graduation one semester before your projected graduation date (e.g. apply by December 30th if you plan on graduating in May the following semester).

This curriculum guide should be used in consultation with an Academic Advisor.

### MINOR IN NUTRITION

#### College of Health Sciences

<table>
<thead>
<tr>
<th>Required Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>NTD 303</td>
</tr>
<tr>
<td>NTD 309</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Elective Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>NTD 200</td>
</tr>
<tr>
<td>NTD 301</td>
</tr>
<tr>
<td>NTD 304</td>
</tr>
<tr>
<td>NTD 305</td>
</tr>
<tr>
<td>NTD 315</td>
</tr>
<tr>
<td>NTD 420</td>
</tr>
<tr>
<td>NTD 422</td>
</tr>
<tr>
<td>NTD 435</td>
</tr>
</tbody>
</table>

Total Credits Minimum Credits Required: 18

1. A grade of C or better is required in each course.
2. Other NTD elective courses that can be taken in consultation with the Nutrition Minor advisor.

### PEACE AND CONFLICT STUDIES PROGRAM

#### College of Arts and Humanities

332A Anderson Hall
610-436-2754
Peace and Conflict Studies (http://www.wcupa.edu/peaceConflictStudies)
Dean Johnson (djohnson4@wcupa.edu), Coordinator

Peace and Conflict Studies examines social conflict, conflict resolution, and cooperation at the group, national, and international levels. This process involves understanding factors that contribute to peace with justice, various functions of conflict, and processes by which conflict may be managed. The minor fosters skills for both study and action. Though primarily an enrichment to liberal education, this minor is relevant to a variety of careers, both traditional and emerging. The former include law, communications, education, and government. However, there are also many career opportunities with a wide range of public interest and advocacy organizations.

The Peace and Conflict Studies Minor consists of 18 credits, some of which also may be used to fulfill other degree requirements. This minor may be taken as one of the minors in the Bachelor of Arts or Bachelor of Science in Liberal Studies general degree program.
**MINOR IN PEACE AND CONFLICT STUDIES**

**Programs**

**Minor in Peace and Conflict Studies**

- Peace and Conflict Studies (p. 411)

**Policies**

- See undergraduate admissions information. (p. 11)
- See academic policies. ([http://catalog.wcupa.edu/undergraduate/academic-policies-procedures](http://catalog.wcupa.edu/undergraduate/academic-policies-procedures))

All undergraduate students are held to the academic policies and procedures outlined in the undergraduate 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 programs may be listed below.

**Courses**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PAX 200</td>
<td>Introduction to Peace and Conflict Studies</td>
<td>3</td>
</tr>
<tr>
<td>PAX 201</td>
<td>Global Perspectives</td>
<td>3</td>
</tr>
<tr>
<td>PAX 370</td>
<td>Israel, Palestine, Power and Peace</td>
<td>3</td>
</tr>
<tr>
<td>PAX 400</td>
<td>Peace &amp; Conflict Studies Seminar</td>
<td>3</td>
</tr>
</tbody>
</table>

**PAX 200. Introduction to Peace and Conflict Studies. 3 Credits.**

An interdisciplinary inquiry into the nature and causes of social conflict. The aim throughout is to find ways of avoiding destructive conflict, whether through negotiation or other means. The issue of justice as a factor in conflict receives special attention.

Gen Ed Attribute: Interdisciplinary Requirement.

Typically offered in Fall & Spring.

**PAX 201. Global Perspectives. 3 Credits.**

This course is intended to help students develop the competencies needed for the understanding of, and meaningful participation in, the world issues of the 1990s.

Gen Ed Attribute: Interdisciplinary Requirement.

Typically offered in Fall.

**PAX 370. Israel, Palestine, Power and Peace. 3 Credits.**

Hands-on learning about conflict strategy, negotiation, and non-violent resistance, in the context of in-depth study of the history, dynamics and prospects for the Israeli-Palestinian conflict. In an intensive workshop format, students conduct negotiations with each other, and strategize alternatives to negotiation, such as settlement-building, protests, blockade-running and war. Course includes significant readings, exercises using blogs and Twitter, a final paper-style resolution proposal. Includes a field trip to Washington, D.C. for briefings by experts on the contemporary course of the conflict.

Pre / Co requisites: PAX 370 requires prerequisite: PAX 200.

**PAX 400. Peace & Conflict Studies Seminar. 3 Credits.**

This course is a capstone experience for Peace and Conflict Studies students to solidify and integrate their study of social justice, activism, international relations and negotiation and conflict theory with real world experience. Students will examine and review the various theoretical insights of the discipline, get hands on experience with conflict resolution in the real world, and integrate the insights gleaned from both practical and classroom learning into an overarching model of conflict management to be developed over the course of the semester.

Typically offered in Spring.

**MINOR IN PEACE AND CONFLICT STUDIES**

**College of Arts and Humanities**

**Required Courses**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PAX 200</td>
<td>Introduction to Peace and Conflict Studies</td>
<td>3</td>
</tr>
<tr>
<td>PAX 400</td>
<td>Peace &amp; Conflict Studies Seminar</td>
<td>3</td>
</tr>
</tbody>
</table>

Select one course from each of the following four categories: 12

**Political Thought/International Relations**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CRJ 304</td>
<td>Introduction to Comparative Justice Systems</td>
<td></td>
</tr>
<tr>
<td>GEO 352</td>
<td>Geopolitics</td>
<td></td>
</tr>
<tr>
<td>HIS/WOS 329</td>
<td>Gender and Peace</td>
<td></td>
</tr>
<tr>
<td>PHI 411</td>
<td>The Problem of War</td>
<td></td>
</tr>
<tr>
<td>PHI 481</td>
<td>Philosophy of Human Rights</td>
<td></td>
</tr>
<tr>
<td>PHI 482</td>
<td>Social Philosophy</td>
<td></td>
</tr>
<tr>
<td>PSC 317</td>
<td>Contemporary International Relations</td>
<td></td>
</tr>
</tbody>
</table>

or PSC 320 U.S. Foreign Policy

**Dynamics of Activism and Advocacy**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>WRH 315</td>
<td>Propaganda, Power, and Politics</td>
<td></td>
</tr>
<tr>
<td>or WRH 335</td>
<td>Activism and Advocacy Writing</td>
<td></td>
</tr>
<tr>
<td>PHI 207</td>
<td>Philosophies of Non-violence</td>
<td></td>
</tr>
</tbody>
</table>

**Communication/Negotiation Skills**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>COM 204</td>
<td>Interpersonal Communication</td>
<td></td>
</tr>
<tr>
<td>or COM 216</td>
<td>Small Group Communication</td>
<td></td>
</tr>
<tr>
<td>or COM 410</td>
<td>Conflict Resolutions</td>
<td></td>
</tr>
<tr>
<td>CRJ 470</td>
<td>Interpersonal Relations</td>
<td></td>
</tr>
</tbody>
</table>

**Power and Politics/Social Justice**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>GEO 230</td>
<td>Environmental Conservation and Sustainability</td>
<td></td>
</tr>
<tr>
<td>or GEO 332</td>
<td>Environmental Crises</td>
<td></td>
</tr>
<tr>
<td>HIS 332</td>
<td>The Holocaust</td>
<td></td>
</tr>
<tr>
<td>HIS 362</td>
<td>Violence in America</td>
<td></td>
</tr>
<tr>
<td>HIS 375</td>
<td>A History of the Arab-Israeli Conflict</td>
<td></td>
</tr>
<tr>
<td>LIT 309</td>
<td>Thoughts/Writings of Martin Luther King</td>
<td></td>
</tr>
<tr>
<td>PSC 323</td>
<td>Racial/Ethnic Politics</td>
<td></td>
</tr>
<tr>
<td>or PSC 340</td>
<td>Latin American Culture and Politics</td>
<td></td>
</tr>
<tr>
<td>SOC 335</td>
<td>Racial and Cultural Minorities</td>
<td></td>
</tr>
<tr>
<td>or SOC 341</td>
<td>Social Stratification</td>
<td></td>
</tr>
<tr>
<td>SWO 225</td>
<td>Race Relations</td>
<td></td>
</tr>
<tr>
<td>WOS 315</td>
<td>Women of the Global South</td>
<td></td>
</tr>
</tbody>
</table>

Total Credits: 18

Students are expected to attend six peace-and-conflict-related campus events. Those events that qualify will be announced on the peace and conflict studies website and tracked by the program coordinator.

**PHARMACEUTICAL PRODUCT DEVELOPMENT PROGRAM**

**College of the Sciences and Mathematics**

117A Schmucker Science Center South
610-436-2939
Pharmaceutical Product Development Program ([http://www.wcupa.edu/pharm](http://www.wcupa.edu/pharm))
e-mail: ppd@wcupa.edu
Stephen J. Zimmiski (szimmiski@wcupa.edu), Director

The Bachelor of Science in Pharmaceutical Product Development prepares students for careers in the pharmaceutical industry. The curriculum was developed through extensive dialog with representatives of the pharmaceutical and biotechnology industries and was designed to meet the unique needs of students seeking careers in this dynamic area. The curriculum for the degree is interdisciplinary in nature; students acquire a solid foundation in the physical and pharmaceutical sciences, as well as experience in technical writing, oral communication, statistics, economics, and biomedical ethics. All of the drug design courses for the PPD major are taught by individuals employed at pharmaceutical companies, so that students can gain up-to-date knowledge about the industry. This innovative curriculum is coupled with up to two summers of paid internships following the sophomore and junior years. These assignments are provided within the pharmaceutical industry and give students experience and a level of understanding that is practical, invaluable complement to the classroom. Graduates of this program are poised to enter industry with a breadth of understanding that otherwise takes several years of industrial experience to acquire. Furthermore, this diverse curriculum prepares students for both graduate and professional schools including medicine, dentistry, optometry, and pharmacy.
Contact the Pharmaceutical Product Development Office for further information on admission standards for undergraduate and transfer students.

**Programs**

**Major in Pharmaceutical Product Development**
- B.S. in Pharmaceutical Product Development (p. 412)

**Policies**
- See undergraduate admissions information. (p. 11)
- See academic policies. (http://catalog.wcupa.edu/undergraduate/academic-policies-procedures)

All undergraduate students are held to the academic policies and procedures outlined in the undergraduate 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 programs 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 (trieger@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
- B.S., North Dakota State University; M.A., The New School for Social Research; Ph.D., University of Oregon
- Stephen J. Zimmiski (szimmiski@wcupa.edu) (2006)
  Director, Pre-Medical Program
  Director
- B.S., University of Maine-Orono; M.A., University of Missouri; Ph.D., Boston University

**Courses**

**PPD**

**PPD 481. Drug Design I. 3 Credits.**
The first course in a three-semester sequence provides an overview of the pharmaceutical industry and the drug development process, followed by an in-depth study of the clinical trials portion of the process. Statistical design used in trials for demonstrating drug safety and efficacy are discussed. The role if IBBS, informed consent, and other medical legal issues are explored.
Pre / Co requisites: PPD 481 requires CD REQ STA 311 or permission of instructor.
Typically offered in Spring.

**PPD 482. Drug Design II. 3 Credits.**
A course emphasizing pharmacokinetic and toxicokinetic aspects of drugs. Sites and mechanisms of drug reaction and drug metabolism are discussed. Drug toxicology is also explored in depth. Laboratory therapeutic drug monitoring as a measure of improving drug efficacy is considered.
Pre / Co requisites: PPD 482 requires prerequisites of PPD 481 and BIO 367.
Typically offered in Fall.

**PPD 483. Drug Design III. 3 Credits.**
This course emphasizes the discovery portion of drug development and illustrates the major concepts in medicinal chemistry. The scientific tools used such as high throughput screening, genomics and computational chemistry, are considered. Criteria for making a compound workable as a drug are discussed, and the selection of the administration route is reviewed.
Pre / Co requisites: PPD 483 requires prerequisites of PPD 482, BIO 367, and BIO 467.
Typically offered in Spring.

**PPD 484. Pharmaceutical Internship I. 1 Credit.**
A summer, paid internship experience with a pharmaceutical or biotechnology company. These internships are designed to provide experiences in key aspects of the pharmaceutical industry. Students will be supervised jointly by an on-site professional scientist and a member of the Pharmaceutical Product Development Program Committee.
Pre / Co requisites: PPD 484 requires a cumulative GPA of 2.75 or higher and departmental consent.
Consent: Permission of the Department required to add.
Typically offered in Summer.

**PPD 485. Pharmaceutical Internship II. 1 Credit.**
A second summer paid internship experience with a pharmaceutical or biotechnology company. These internships are designed to provide experiences in key aspects of the pharmaceutical industry. This experience will be designed to complement the experience gained from PPD 484.
Typically offered in Fall, Spring & Summer.
Repeatable for Credit.

**PPD 490. 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. Invited speakers will be industry experts presenting the most up-to-date information about their areas of expertise.
Pre / Co requisites: PPD 490 requires a prerequisite of PPD 481 and a corequisite of PPD 483.
Typically offered in Fall & Spring.
Repeatable for Credit.

**B.S. IN PHARMACEUTICAL PRODUCT DEVELOPMENT**

**Curriculum**

**General Education Requirements**
(http://catalog.wcupa.edu/undergraduate/general-education-requirements)

<table>
<thead>
<tr>
<th>Category</th>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Composition requirements</td>
<td></td>
<td>6</td>
</tr>
<tr>
<td>Mathematics requirement</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>MAT 121</td>
<td>Introduction to Statistics I (will be required and will fulfill the basic skills mathematics requirement)</td>
<td>3</td>
</tr>
<tr>
<td>Public Speaking requirement</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Science requirements</td>
<td></td>
<td>6</td>
</tr>
<tr>
<td>Behavioral &amp; Social Science</td>
<td></td>
<td>6</td>
</tr>
<tr>
<td>Science requirements</td>
<td></td>
<td>6</td>
</tr>
<tr>
<td>Humanities requirements</td>
<td></td>
<td>6</td>
</tr>
<tr>
<td>Arts requirement</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Diverse Communities requirement</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Interdisciplinary requirement</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>PHI 371</td>
<td>Medical Ethics (will be required and will fulfill the interdisciplinary requirement)</td>
<td>3</td>
</tr>
</tbody>
</table>

**Student Electives**

<table>
<thead>
<tr>
<th>Course</th>
<th>Requirements</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>9</td>
</tr>
<tr>
<td>Writing Emphasis requirements</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Although these courses may be used to fulfill distributive requirements, they are required courses in the degree program.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Chemistry Requirements**

<table>
<thead>
<tr>
<th>Course</th>
<th>Requirement</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHE 103</td>
<td>General Chemistry I</td>
<td>3</td>
</tr>
<tr>
<td>CHE 104</td>
<td>General Chemistry II</td>
<td>3</td>
</tr>
<tr>
<td>CHE 231</td>
<td>Organic Chemistry I</td>
<td>4</td>
</tr>
</tbody>
</table>
### CHE 232 Organic Chemistry II 3
### CHE 476 Biochemistry I 3
### CRL 103 Experimental General Chemistry I (LAB) 1
### CRL 104 Experimental General Chemistry II (LAB) 1
### CRL 231 Experimental Organic Chemistry I Lab 2
### CRL 232 Experimental Organic Chemistry II Lab 2

#### Biology Requirements

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 110</td>
<td>General Biology</td>
<td>3</td>
</tr>
<tr>
<td>BIO 214</td>
<td>General Microbiology</td>
<td>4</td>
</tr>
<tr>
<td>BIO 220</td>
<td>Cell Physiology</td>
<td>3</td>
</tr>
<tr>
<td>BIO 230</td>
<td>Genetics</td>
<td>3</td>
</tr>
<tr>
<td>BIO 367</td>
<td>Physiology of Drug Interactions</td>
<td>3</td>
</tr>
<tr>
<td>BIO 469</td>
<td>Human Physiology</td>
<td>4</td>
</tr>
<tr>
<td>BIO 333</td>
<td>Molecular Biology Techniques</td>
<td>2</td>
</tr>
</tbody>
</table>

#### Major Requirements

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PPD 481</td>
<td>Drug Design I</td>
<td>3</td>
</tr>
<tr>
<td>PPD 482</td>
<td>Drug Design II</td>
<td>3</td>
</tr>
<tr>
<td>PPD 483</td>
<td>Drug Design III</td>
<td>3</td>
</tr>
<tr>
<td>PPD 484</td>
<td>Pharmaceutical Internship I</td>
<td>1</td>
</tr>
</tbody>
</table>

#### Related/Cognate Requirements

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 371/375</td>
<td>Technical Writing</td>
<td>3</td>
</tr>
<tr>
<td>MAT 143/161</td>
<td>Brief Calculus</td>
<td>3</td>
</tr>
<tr>
<td>PHY 130</td>
<td>General Physics</td>
<td>4</td>
</tr>
<tr>
<td>PHY 140</td>
<td>General Physics II</td>
<td>4</td>
</tr>
<tr>
<td>SPK 230</td>
<td>Business and Professional Speech Communication</td>
<td>3</td>
</tr>
<tr>
<td>STA 311</td>
<td>Intro Statistical Computing and Data Management</td>
<td>3</td>
</tr>
</tbody>
</table>

#### Major Electives

Courses are to be chosen from the following list in consultation with an adviser.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 217</td>
<td>General Zoology</td>
<td></td>
</tr>
<tr>
<td>BIO 307</td>
<td>Pathophysiology</td>
<td></td>
</tr>
<tr>
<td>BIO 314</td>
<td>Pathogenic Microbiology</td>
<td></td>
</tr>
<tr>
<td>BIO 334</td>
<td>Microbial Genetics</td>
<td></td>
</tr>
<tr>
<td>BIO 357</td>
<td>Comparative Vertebrate Anatomy</td>
<td></td>
</tr>
<tr>
<td>BIO 421</td>
<td>Cellular and Molecular Biology</td>
<td></td>
</tr>
<tr>
<td>BIO 428</td>
<td>Animal Histology</td>
<td></td>
</tr>
<tr>
<td>BIO 431</td>
<td>Molecular Genetics</td>
<td></td>
</tr>
<tr>
<td>BIO 454</td>
<td>Mycology</td>
<td></td>
</tr>
<tr>
<td>BIO 456</td>
<td>Virology</td>
<td></td>
</tr>
<tr>
<td>BIO 464</td>
<td>Microbial Physiology</td>
<td></td>
</tr>
<tr>
<td>BIO 465</td>
<td>Immunology</td>
<td></td>
</tr>
<tr>
<td>BIO 467</td>
<td>Endocrinology</td>
<td></td>
</tr>
<tr>
<td>BIO 484</td>
<td>Epidemiology</td>
<td></td>
</tr>
<tr>
<td>BLA 201</td>
<td>Legal Environment of Business</td>
<td></td>
</tr>
<tr>
<td>CHE 321</td>
<td>Analytical Chemistry I</td>
<td></td>
</tr>
<tr>
<td>CHE 333</td>
<td>Advanced Organic Chemistry</td>
<td></td>
</tr>
<tr>
<td>CHE 403</td>
<td>Chemistry of the Environment</td>
<td></td>
</tr>
<tr>
<td>CHE 424</td>
<td>Advanced Analytical Chemistry</td>
<td></td>
</tr>
<tr>
<td>CHE 436</td>
<td>Polymer Chemistry</td>
<td></td>
</tr>
<tr>
<td>CHE 477</td>
<td>Biochemistry II</td>
<td></td>
</tr>
<tr>
<td>CHE 479</td>
<td>Chemical Toxicology</td>
<td></td>
</tr>
<tr>
<td>CRL 321</td>
<td>Analytical Chemistry I Lab</td>
<td></td>
</tr>
<tr>
<td>CRL 424</td>
<td>Analytical Chemistry II Lab</td>
<td></td>
</tr>
<tr>
<td>CRL 436</td>
<td>Polymer Chemistry Lab</td>
<td></td>
</tr>
<tr>
<td>CRL 476</td>
<td>Experimental Biochemistry I Lab</td>
<td></td>
</tr>
<tr>
<td>CRL 477</td>
<td>Experimental Biochemistry II Lab</td>
<td></td>
</tr>
<tr>
<td>MAT 122</td>
<td>Introduction to Statistics II</td>
<td></td>
</tr>
<tr>
<td>MAT 162</td>
<td>Calculus II</td>
<td></td>
</tr>
</tbody>
</table>

### Sample Course Plan

To track their individual degree progress, students are advised to access their Degree Progress Report (DPR) via myWCU regularly. For more information, visit wcupa.edu/DegreeProgressReport.

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>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall</td>
<td>BIO 110</td>
<td>General Biology</td>
</tr>
<tr>
<td></td>
<td>CHE 103</td>
<td>General Chemistry</td>
</tr>
<tr>
<td></td>
<td>CRL 103</td>
<td>Experimental General Chemistry I (LAB)</td>
</tr>
<tr>
<td></td>
<td>MAT 121</td>
<td>Introduction to Statistics</td>
</tr>
<tr>
<td></td>
<td>WRT 120</td>
<td>Effective Writing</td>
</tr>
<tr>
<td></td>
<td>Credits</td>
<td>13</td>
</tr>
<tr>
<td>Spring</td>
<td>BIO 214</td>
<td>General Microbiology</td>
</tr>
<tr>
<td></td>
<td>CHE 231</td>
<td>Organic Chemistry I</td>
</tr>
<tr>
<td></td>
<td>CRL 231</td>
<td>Experimental Organic Chemistry I Lab</td>
</tr>
<tr>
<td></td>
<td>ENG 371</td>
<td>Technical Writing</td>
</tr>
<tr>
<td></td>
<td>or Strategies for Writing in the Workplace</td>
<td></td>
</tr>
<tr>
<td></td>
<td>STA 375</td>
<td>Intro Statistical Computing and Data Management</td>
</tr>
<tr>
<td></td>
<td>Credits</td>
<td>16</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year Two</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall</td>
<td>BIO 214</td>
<td>General Microbiology</td>
</tr>
<tr>
<td></td>
<td>CHE 231</td>
<td>Organic Chemistry I</td>
</tr>
<tr>
<td></td>
<td>CRL 231</td>
<td>Experimental Organic Chemistry I Lab</td>
</tr>
<tr>
<td></td>
<td>ENG 371</td>
<td>Technical Writing</td>
</tr>
<tr>
<td></td>
<td>or Strategies for Writing in the Workplace</td>
<td></td>
</tr>
<tr>
<td></td>
<td>STA 375</td>
<td>Intro Statistical Computing and Data Management</td>
</tr>
<tr>
<td></td>
<td>Credits</td>
<td>16</td>
</tr>
</tbody>
</table>

| Spring   | BIO 333 | Molecular Biology Techniques | 2 |
|          | BIO 220 | Cell Physiology | 3 |
|          | CHE 232 | Organic Chemistry II | 3 |
|          | CRL 232 | Experimental Organic Chemistry II Lab | 2 |
|          | PPD 481 | Drug Design I | 3 |
|          | STA 311 | Intro Statistical Computing and Data Management | 3 |
|          | Credits | 16 |

<table>
<thead>
<tr>
<th>Summer Session</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>PPD 484</td>
<td>Pharmaceutical Internship I</td>
</tr>
<tr>
<td></td>
<td>Credits</td>
<td>1</td>
</tr>
</tbody>
</table>

---

This course also satisfies the general education requirement.
Year Three

Fall
BIO 469 Human Physiology 4
MAT 161 Calculus I 4
or MAT 143 or Brief Calculus
PHY 130 General Physics I 4
PPD 482 Drug Design II 3
Credits 15

Spring
BIO 367 Physiology of Drug Interactions 3
PHY 140 General Physics II 4
PPD 483 Drug Design III 3
Social Science Gen Ed 3
Credits 13

Summer
PPD 485 Pharmaceutical Internship II 1
Credits 1

Year Four

Fall
CHE 476 Biochemistry I 3
PHI 371 Medical Ethics 3
ECO 112 Principles of Economics (Micro) 3
PPD 490 Special Topics in Drug Development 1 1
Humanities Gen Ed 3
Free Elective 3
Credits 16

Spring
SPK 230 Business and Professional Speech Communication 3
Diversity Gen Ed 3
PPD Elective 3
PPD Elective 3
Free Elective 3
Credits 15
Total Credits 122

1 This course is optional.

Minor Programs
Students may minor in either philosophy or religious studies. A minimum of 18 credits is required. Elective courses are selected in consultation with the student’s minor advisor. Either of these minors may be taken as a concentration in the bachelor of arts in liberal studies general degree program.

Programs

Majors in Philosophy
- B.A. in Philosophy (p. 417)
  - B.A. in Philosophy to M.A. in Philosophy Accelerated Program (p. 417)
  - B.A. in Religious Studies (p. 418)

Minors in Philosophy
- Applied Ethics (p. 419)
- Philosophy (p. 419)
- Religious Studies (p. 419)

Graduate Opportunities
See the graduate catalog for more information on the Philosophy program. (http://catalog.wcupa.edu/graduate/arts-humanities/philosophy)

Policies
- See undergraduate admissions information. (p. 11)
- See academic policies. (http://catalog.wcupa.edu/undergraduate/academic-policies-procedures)

All undergraduate students are held to the academic policies and procedures outlined in the undergraduate 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 programs may be listed below.

Accelerated Program Policy
Refer to the Accelerated Programs Policy on page 134 for more information.

Faculty

Professor
Ruth Porritt (rporritt@wcupa.edu) (1991)
B.A., John Carroll University; Ph.D., Purdue University

Associate Professors
Matthew Pierlott (mpierlott@wcupa.edu), Chairperson
Assistant Director, Honors College
Chairperson, Philosophy

B.A., University of Scranton; Ph.D., Marquette University

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

Cassie Ann Striblen (csstriplen@wcupa.edu) (2010)
Graduate Coordinator, Philosophy
B.A., Ohio University; M.A., Ph.D., University of Cincinnati

Joan Woolfrey (jwoolfrey@wcupa.edu) (2000)
B.A., John Carroll University; Ph.D., University of Georgia

Assistant Professors
Daniel Forbes (dforbes@wcupa.edu) (2007)
B.A., Dickinson College; Ph.D., University of Georgia
Courses

PHI

PHI 100. Creating Meaning. 3 Credits.
This course is an introduction to existentialism, one of the most influential intellectual currents of the 20th century. Through film, literature, and the primary philosophical texts of existential philosophers, such as Friedrich Nietzsche, Jean-Paul Sartre, Albert Camus, and Simone de Beauvoir, we will explore basic existential themes such as the formation of values, “dread” and “alienation.” Existentialism focuses less on what to think and more on how to live stark raving sane in the face of radical freedom and responsibility. Gen Ed Attribute: Humanities Distributive Requirement. Typically offered in Fall, Spring & Summer.

PHI 101. Introduction to Philosophy. 3 Credits.
The chief problems and methods of philosophic thought, with a survey of some typical solutions. The place and influence of philosophy in life today. Gen Ed Attribute: Humanities Distributive Requirement. Typically offered in Fall, Spring & Summer.

PHI 102. Introduction to Religious Studies. 3 Credits.
The role of religion in human life. Illustrations drawn from various traditions, rituals, and belief patterns, both ancient and modern. Gen Ed Attribute: Interdisciplinary Requirement, Writing Emphasis. Distance education offering may be available. Typically offered in Fall, Spring & Summer.

PHI 125. Theology & Science: Enemies or Partners?. 3 Credits.
An inquiry into the relationship of theology to the natural sciences. Team taught by both a physicist and a philosopher, the course investigates how ideas of God have been affected by advances in physics and biology. Gen Ed Attribute: Humanities Distributive Requirement, Science Distributive Requirement. Typically offered in Spring. Cross listed courses PHI 125, PHY 125.

PHI 130. Religion in the United States. 3 Credits.
This course will explore the rich diversity of religions in the United States and the impact of religion on our culture. Gen Ed Attribute: Diversity Requirement. Typically offered in Fall & Spring.

PHI 150. Critical Thinking and Problem Solving. 3 Credits.
Introduction of the principles needed for effective thinking and evaluation of arguments in practical situations. Topics include procedures and guidelines for identifying and evaluating arguments, recognizing fallacies, and writing/criticizing argumentative essays. Gen Ed Attribute: Humanities Distributive Requirement. Typically offered in Fall & Spring.

PHI 174. Principles of the Arts. 3 Credits.
A critical examination of traditional and contemporary aesthetic theories from diverse cultural perspectives to extend students’ thinking about the “concept” as well as the “experience” of art. Visual and literary arts are emphasized, as well as how to live a more artful life. Gen Ed Attribute: Interdisciplinary Requirement. Typically offered in Fall.

PHI 180. Introduction to Ethics. 3 Credits.
Introduction to major theories and contemporary work in moral philosophy. Offers tools for ethical decision making in our daily lives with emphasis on the influence of culture, power, privilege, diverse communities course. Gen Ed Attribute: Diversity Requirement, Humanities Distributive Requirement. Typically offered in Fall, Spring & Summer.

PHI 190. Logic. 3 Credits.
Introduction to deductive and inductive logic, with emphasis on classical syllogistic and symbolic logic. Topics include arguments, categorical propositions and classes, immediate inferences, Venn diagrams, rules of syllogism propositional functions, truth tables and predicate logic. Typically offered in Fall & Spring.

PHI 201. Contemporary Issues. 3 Credits.
Discussion and analysis of contemporary philosophical issues. The topic varies from semester to semester. Gen Ed Attribute: Humanities Distributive Requirement. Typically offered in Fall & Spring. Repeatable for Credit.

PHI 204. Philosophies and Religions of India. 3 Credits.
The religious and philosophical heritage of India, from the pre-Vedic times to the present. Examination of major classics, such as Rig Veda, Upanishads, Bhagavad-Gita, and Yoga-sutras; recent writers such as Tagore, Gandhi, and Radhakrishnan. Typically offered in Fall.

PHI 205. Philosophies and Religions of the Far East. 3 Credits.
A survey of Far Eastern philosophy, religion, and scientific thought. Confucianism, Taoism, and the various schools of Mahayana Buddhism, including Zen, are given primary emphasis. Typically offered in Spring.

PHI 206. Religions of the West. 3 Credits.
An introduction to the three major traditions of the West: Judaism, Christianity and Islam. Exploring their earliest heritage including founders, scriptures, early institutions and practices, it will then address how these traditions were preserved, re-invented, and sometimes transformed in response to social change and political upheaval. Gen Ed Attribute: Humanities Distributive Requirement. Typically offered in Fall.

PHI 207. Philosophies of Non-violence. 3 Credits.
An examination of the concepts of violence and nonviolence, especially as seen by recent thinkers. The course attempts to link theory with practice by considering the contributions of Tolstoy, Gandhi, Thoreau, and other philosophers, religious thinkers, and activists. Gen Ed Attribute: Humanities Distributive Requirement. Typically offered in Spring.

PHI 220. Introduction to Islam. 3 Credits.
A general introduction to Islam which will focus on the sources for Muslim belief and practices, the diversity within the Muslim community, and modern movements within Islam and the Muslim community in America. Gen Ed Attribute: Arabic Culture Cluster, Foreign Language Culture Cluster, Humanities Distributive Requirement. Typically offered in Spring.

PHI 270. History of Ancient Philosophy. 3 Credits.
The history of philosophy from the early Church fathers to the late Middle Ages, St. Augustine, St. Thomas, mysticism, Jewish and Islamic influences, humanism, and the rise of science. Gen Ed Attribute: Classical Civilizations Culture Cluster, Foreign Language Culture Cluster. Typically offered in Fall & Spring.

PHI 271. History of Medieval Philosophy. 3 Credits.
The history of philosophy from the early Church fathers to the late Middle Ages, St. Augustine, St. Thomas, mysticism, Jewish and Islamic influences, humanism, and the rise of science. Gen Ed Attribute: Classical Civilizations Culture Cluster, Foreign Language Culture Cluster. Typically offered in Spring.
PHI 272. History of Modern Philosophy. 3 Credits.
From Descartes to Hegel. The social, political, and scientific impact of the philosophers. Gen Ed Attribute: Foreign Language Culture Cluster, Germany Culture Cluster. Typically offered in Spring.

PHI 273. 19th Century Philosophy. 3 Credits.

PHI 280. Philosophy and Film. 3 Credits.
This course helps students understand and discuss philosophy, film, and how the two disciplines intersect. Students' critical thinking skills will improve as they use film theory and terminology to decipher key philosophical texts, and vice versa. Gen Ed Attribute: Diversity Requirement, Humanities Distributive Requirement. Typically offered in Spring.

PHI 282. Animal Ethics. 3 Credits.
An exploration of the religious, philosophical, and scientific perspectives on animals, animal treatment and animal use, including arguments for vegetarian/veganism and of activist groups. Gen Ed Attribute: Humanities Distributive Requirement. Typically offered in Fall.

PHI 284. American Philosophies. 3 Credits.
Leaders in science, literature, religion, and government who have shaped American thought. Philosophers of Puritanism, the Revolution, Transcendentalism, and native schools of Realism, Idealism, and Pragmatism. Typically offered in Spring.

PHI 301. Intercollegiate Ethics Bowl. 3 Credits.
This class surveys some major ethical theories and applies them to 15 cases published by the Intercollegiate Ethics Bowl, in preparation for competing in the Northeastern Regional in November. Ethics Bowl cases are drawn from recent news stories and typically involve a wide spectrum of ethical concerns including environmental and sustainability issues, animal rights, economic justice, civil rights, and reproductive rights. Consent: Permission of the Department required to add. Typically offered in Fall. Repeatable for Credit.

PHI 310. New Religious Movements. 3 Credits.
An examination of New Religious Movements, alternative spiritualities and "cults." This course will explore their main beliefs and practices as well as theoretical perspectives for understanding them. Gen Ed Attribute: Writing Emphasis. Typically offered in Spring.

PHI 330. Introduction to Meaning. 3 Credits.

PHI 340. Contemporary Moral Issues. 3 Credits.
Philosophical examination of major social debates (e.g. abortion, human cloning, war, and violence) and their relation to race, class, gender, etc. Gen Ed Attribute: Writing Emphasis. Typically offered in Spring.

PHI 349. Ideas of the Bible. 3 Credits.
This course will explore major themes in the Bible and their impact on Western Culture, including on constructions of gender. Particular attention will be paid to their influence on Western literature, religion and philosophy. Typically offered in Fall.

PHI 350. Philosophical Topics: 20th Century and Beyond. 3 Credits.
A course in recent and current philosophies and philosophers from various traditions. Gen Ed Attribute: Humanities Distributive Requirement. Typically offered in Spring. Repeatable for Credit.

PHI 355. Political Philosophy. 3 Credits.
What is the legitimate role of the state? How do we preserve liberty, equality, and produce a distribution of burdens and benefits in society? To begin to answer these sorts of questions, this course examines philosophical texts on politics from thinkers such as Machiavelli, Hobbes, Locke, Rousseau, Jefferson, Thoreau, Mill and Marx. Typically offered in Fall.

PHI 371. Medical Ethics. 3 Credits.
A case based approach to the study of philosophical concepts and ethical criteria as applied to health care practice and clinical research. Pre / Co requisites: PHI 371 requires prerequisite of junior or senior standing or department consent. Gen Ed Attribute: Interdisciplinary Requirement. Typically offered in Fall & Spring.

PHI 372. Business Ethics. 3 Credits.
The study of philosophical concepts and ethical criteria as applied to business practices. Through case studies and scholarly contributions, the course will cover issues such as the ethical nature of the free market system, foreign outsourcing, issues around environmental impact of business, consumer rights, worker rights and job discrimination, and more. Gen Ed Attribute: Diversity Requirement. Typically offered in Fall.

PHI 390. Women and Religion. 3 Credits.
An exploration of how the beliefs and practices of major world religions have both hampered and enhanced women's lives. Particular attention will be paid to the often marginalized voices of women from within these traditions. Gen Ed Attribute: Diversity Requirement. Typically offered in Spring.

PHI 401. Internship in Philosophy. 3 Credits.
This course provides a structured and supervised work experience in philosophy for upper-level students. Students must apply to the department Internship Director and receive approval to be admitted. Consent: Permission of the Department required to add.

PHI 405. Feminist Theory. 3 Credits.
Designed to introduce and discuss basic questions in contemporary feminist theory, the course will explore different philosophies of feminism and include such issues as motherhood, intersections with other theories of oppression, and body politics. Pre / Co requisites: PHI 405 requires a prerequisite of WOS 225. Consent: Permission of the Department required to add. Typically offered in Spring.

PHI 410. Independent Study. 1-3 Credits.
Topic to be approved by supervising faculty member. Requires approval of Department Chair. Consent: Permission of the Department required to add. Repeatable for Credit.

PHI 411. The Problem of War. 3 Credits.
An examination of war and the "war systems" including terrorism. Alternatives to war are considered. Typically offered in Fall.

PHI 412. Ethical Theories. 3 Credits.
An inquiry into the meaning, interpretations and function of ethical theory in our lives. The course will explore some combination of classic, modern and contemporary ethical theories. Pre / Co requisites: PHI 412 requires prerequisites of PHI 101 or PHI 180 and an overall GPA of at least 2.00. Typically offered in Fall.

PHI 414. Philosophy of Religion. 3 Credits.
Religion and religious experience as viewed by major western thinkers. Concepts of God, immorality, religious knowledge, evil, miracles, and science and religion. Typically offered in Fall.

PHI 415. Existentialism. 3 Credits.
PHI 421. Philosophy of Law. 3 Credits.
Consideration of the philosophical foundations of law. Topics may include the nature of law and its relation to rights, liberties, duties, liability, and responsibility, and privacy: the nature of judicial reasoning: concepts of responsibility and liability; theories of punishment; causation in the law; discrimination and equality; the relation of law and morality: civil disobedience. Pre / Co requisites: PHI 421 requires prerequisite of 3 hours of Philosophy or permission of instructor. Typically offered in Fall.

PHI 422. Philosophy of Science. 3 Credits.
The nature of scientific method and scientific theory, with reference to presuppositions, inference, explanation, prediction, applications, and verification. Pre / Co requisites: PHI 422 requires prerequisites of one 200 level PHI course and one other PHI course. Typically offered in Fall.

PHI 436. Symbolic Logic. 3 Credits.

PHI 451. 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 451 requires prerequisite of one PHI course. Distance education offering may be available. Typically offered in Fall.

PHI 480. Environmental Ethics. 3 Credits.
Study of arguments and principles surrounding moral questions about the environment. Who and what dissolves moral consideration? What if our obligations to the environment and human beings conflict? Do animals have rights?. Pre / Co requisites: PHI 480 requires prerequisite of 3 PHI credits or permission of instructor. Typically offered in Spring.

PHI 481. 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 their nature or basis, and what arguments can be brought to bear upon these questions. Pre / Co requisites: PHI 481 requires prerequisite of 6 credits of Philosophy. Typically offered in Spring.

PHI 482. Social Philosophy. 3 Credits.
The relationship between the individual and the social/political order. The good society and the just state as seen by modern and recent Western thinkers, such as Locke, Rousseau, Marx, Nozick, and Rawls. Cutting-edge issues of the present day are also explored. Course is conducted in seminar format. Typically offered in Spring.

PHI 499. Philosophical Concepts and Systems. 3 Credits.
An intensive study of the major works of one philosophical system, emphasizing comparison with other views. Required of all philosophy majors. Pre / Co requisites: PHI 499 requires prerequisites of six hours of philosophy, senior standing, and an overall minimum GPA of 2.00. Typically offered in Fall & Spring.

B.A. IN PHILOSOPHY

College of Arts and Humanities

Curriculum

General Education Requirements [http://catalog.wcupa.edu/undergraduate/general-education-requirements]

English Composition requirements 6
Mathematics requirement 3
Public Speaking requirement 3
Science requirements 6
Behavioral & Social Science requirements 6
Humanities requirements 6
Arts requirement 3
Diverse Communities requirement 3
Interdisciplinary requirement 3
Student Electives 9
Writing Emphasis requirements 9

Language and Culture Requirement
Demonstrating language proficiency through the intermediate level (202) or demonstrating language proficiency through the elementary II (102) level of a language and further acquiring a cultural foundation.

Majors Requirements 1
PHI 190 Logic 1 3
PHI 270 History of Ancient Philosophy 1 3
PHI 272 History of Modern Philosophy 1 3
PHI 355 Political Philosophy 3
PHI 412 Ethical Theories 3
PHI 499 Philosophical Concepts and Systems 3
Choose one of the following philosophy courses: 3
PHI 204 Philosophies and Religions of India
PHI 205 Philosophies and Religions of the Far East
PHI 405 Feminist Theory

Philosophy Electives 2 9
Select 3 PHI elective courses.

Electives
Select 18-33 credits in electives to reach the required 120 credits for the B.A. 18-33

Total Minimum Credits Required 120

1 100- and 200-level courses must be passed with a grade of C or better.
2 Cannot use the following Religious Studies courses to fulfill these electives: PHI 102, PHI 130, PHI 206, PHI 220, PHI 310, or PHI 390.

Accelerated B.A. in Philosophy to M.A. in Philosophy Program

B.A. in Philosophy students are required to take 30 credits of major requirements and philosophy electives. To be considered for the accelerated program, students must have completed 75 credits with a minimum of 18 philosophy credits. Students must have earned at least a B in all philosophy courses, and must provide one letter of recommendation from a WCU philosophy faculty member. Students in the accelerated BA/MA program will fulfill the 30 credits of the undergraduate major with up to 12 graduate credits. Options are indicated below.

Major Requirements

| PHI 190 | Logic | 3 |
| PHI 536 | Symbolic Logic | 3 |
| PHI 412 | Ethical Theories | 3 |
| PHI 512 | Ethical Theories | 3 |
| PHI 499 | Philosophical Concepts and Systems | 3 |
| PHI 599 | Philosophical Concepts and Systems | 3 |
| PHI 501 | Graduate Proseminar (Required. Offered only in the fall. This course must be taken in the first fall term in the accelerated program.) | 3 |
You may choose the following course for the non-Western canon B.A. requirement (not to be confused with Gen Ed Diverse Communities course) if you have not taken PHI 204, PHI 205 or PHI 405:

PHI 531  Asian Philosophy

Electives (not to exceed 12 graduate level credits, including above): 9

- PHI 513  Aesthetic Theories
- PHI 514  Philosophy of Religion
- PHI 515  Existentialism
- PHI 520  Philosophy of Mind
- PHI 521  Philosophy of Law
- PHI 522  Philosophy of Science
- PHI 525  Epistemology
- PHI 536  Symbolic Logic (unless used above)
- PHI 551  Religion and Ecology
- PHI 581  Philosophy of Human Rights
- PHI 582  Social Philosophy

Sample Course Plan

To track their individual degree progress, students are advised to access their Degree Progress Report (DPR) via myWCU regularly. For more information, visit wcupa.edu/DegreeProgressReport.

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>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Year One</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Semester One</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>WRT 120</td>
<td>Effective Writing I</td>
<td>3</td>
</tr>
<tr>
<td>PHI 190</td>
<td>Logic</td>
<td>3</td>
</tr>
<tr>
<td>PHI 270</td>
<td>History of Ancient Philosophy</td>
<td>3</td>
</tr>
<tr>
<td>MAT 1XX</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Gen Ed Distributive</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Credits</td>
<td></td>
<td>15</td>
</tr>
<tr>
<td><strong>Semester Two</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>WRT 2___</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>PHI 272</td>
<td>History of Modern Philosophy</td>
<td>3</td>
</tr>
<tr>
<td>Major Elective #1</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Gen Ed Distributive</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Gen Ed Distributive</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Credits</td>
<td></td>
<td>15</td>
</tr>
<tr>
<td><strong>Year Two</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Semester Three</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Major Elective #2</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Gen Ed Distributive</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Gen Ed Distributive</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Gen Ed Distributive</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Free Elective/Second Major/Minor</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Credits</td>
<td></td>
<td>15</td>
</tr>
<tr>
<td><strong>Semester Four</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Major Elective #3</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Gen Ed Distributive or Free Elective</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Gen Ed Distributive or Free Elective</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Gen Ed Distributive or Free Elective</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Gen Ed Distributive or Free Elective</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Credits</td>
<td></td>
<td>15</td>
</tr>
<tr>
<td><strong>Year Three</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Semester Five</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PHI 355</td>
<td>Political Philosophy</td>
<td>3</td>
</tr>
<tr>
<td>Diversity (J) Course</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Gen Ed Distributive or Free Elective</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Gen Ed Distributive or Free Elective</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Gen Ed Distributive or Free Elective</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Credits</td>
<td></td>
<td>15</td>
</tr>
<tr>
<td><strong>Semester Six</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Major Elective – Diversity (choose from one of the following courses)</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>PHI 204</td>
<td>Philosophies and Religions of India</td>
<td>3</td>
</tr>
<tr>
<td>PHI 205</td>
<td>Philosophies and Religions of the Far East</td>
<td>3</td>
</tr>
<tr>
<td>PHI 405</td>
<td>Feminist Theory</td>
<td>3</td>
</tr>
<tr>
<td>Interdisciplinary (I) Course</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Gen Ed Distributive or Free Elective</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Gen Ed Distributive or Free Elective</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Gen Ed Distributive or Free Elective</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Credits</td>
<td></td>
<td>15</td>
</tr>
<tr>
<td><strong>Year Four</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Semester Seven</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PHI 412</td>
<td>Ethical Theories</td>
<td>3</td>
</tr>
<tr>
<td>Gen Ed Distributive or Free Elective</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Gen Ed Distributive or Free Elective</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Gen Ed Distributive or Free Elective</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Gen Ed Distributive or Free Elective</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Credits</td>
<td></td>
<td>15</td>
</tr>
<tr>
<td><strong>Semester Eight</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PHI 499</td>
<td>Philosophical Concepts and Systems</td>
<td>3</td>
</tr>
<tr>
<td>Gen Ed Distributive or Free Elective</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Gen Ed Distributive or Free Elective</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Gen Ed Distributive or Free Elective</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Gen Ed Distributive or Free Elective</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Credits</td>
<td></td>
<td>15</td>
</tr>
<tr>
<td><strong>Total Credits</strong></td>
<td></td>
<td>120</td>
</tr>
</tbody>
</table>

B.A. IN RELIGIOUS STUDIES

College of Arts and Humanities

Curriculum

**General Education Requirements**

- English Composition requirements | 6
- Mathematics requirement | 3
- Public Speaking requirement | 3
- Science requirements | 6
- Behavioral & Social Science requirements | 6
- Humanities requirements | 6
- Arts requirement | 3
- Diverse Communities requirement | 3
- Interdisciplinary requirement | 3
- Student Electives | 9
- Writing Emphasis requirements | 9

**Language and Culture Requirement**

Demonstrating language proficiency through the intermediate level (202) or demonstrating language proficiency through the elementary II (102) level of a language and further acquiring a cultural foundation. | 3-15
MINOR IN APPLIED ETHICS

College of Arts and Humanities

Required Courses

PHI 180  Introduction to Ethics  3
PHI 150  Critical Thinking and Problem Solving  3
or PHI 190  Logic  3
PHI 412  Ethical Theories  3

Electives

Select two of the following:  6

PHI 207  Philosophies of Non-violence  
PHI 282  Animal Ethics  
PHI 340  Contemporary Moral Issues  
PHI 371  Medical Ethics  
PHI 373  Business Ethics  
PHI 411  The Problem of War  
PHI 421  Philosophy of Law  
PHI 480  Environmental Ethics  
PHI 481  Philosophy of Human Rights  
PHI 482  Social Philosophy  

Philosophy or Related Elective

Must be at the 300-level or above. Related course must be approved by the department chair.  3

Total Credits  18

DEPARTMENT OF PHYSICS AND ENGINEERING

College of the Sciences and Mathematics

127 Merion Science Center
610-436-2497
Department of Physics and Engineering (http://www.wcupa.edu/physics)
Anthony J. Nicastro (anicastro@wcupa.edu), Chairperson
Anil K. Kandalam (akandalam@wcupa.edu), Assistant Chairperson

The Department of Physics and Engineering offers three undergraduate degree programs:

- The B.S. in Physics is designed as preparation for graduate school or careers in government or industry. The curriculum includes a strong foundation in mathematics and the humanities. A wide choice of electives in the program provides the flexibility to develop a minor in a related area of interest.
• The B.S. in Education in Physics provides a solid background in physics, mathematics, and related sciences for a teaching career at the secondary level and leads to certification to teach physics in the public schools of Pennsylvania.

• The B.S. in Physics/B.S. in Engineering is a cooperative, dual-degree, five-year engineering program with The Pennsylvania State University at University Park, Philadelphia University, Columbia University, and Case Western Reserve University.

For admission to the physics program, most students should have completed, in addition to the general University requirements, one year each of high school chemistry and physics, and a minimum of three years of mathematics, including algebra and trigonometry, and be prepared to start calculus. Any student with a deficiency must complete WRT 120 and MAT 161 with grades of C- or better to be admitted to the program.

Scholarships/Awards

The Robert M. Brown Endowed Scholarship for Physics was established in 1997 by Mr. Robert M. Brown. Partial tuition scholarships are awarded annually on a competitive basis to students in the physics program.

In addition, the Dr. Michael F. Martens Award, established by the West Chester Lions Club, is given annually to students who have shown outstanding achievement in physics. Awards are determined by the department’s faculty. Other awards include the Benjamin Faber Award in physics and mathematics, and the Diane and Roger Casagrande Scholarship for students in pre-engineering or communication studies. In addition to these, the Physics/Philosophy Prize is awarded to a student who has made a notable contribution on a topic related to the interface of science and theology. These awards are granted annually at an induction ceremony for new members of the West Chester University Chapter of Sigma Pi Sigma, the national physics honor society.

The physics programs can also be found on the Internet: http://www.wcupa.edu/physics.

Cooperative Physics/Engineering Programs

The Department of Physics and Engineering, in cooperation with The Pennsylvania State University (http://www.psu.edu) at University Park, offers degree programs in physics and engineering requiring three years at West Chester University plus two years at Columbia University. At the end of this period, the student receives two baccalaureate degrees: a B.S. in Physics from West Chester and a B.S. in Engineering from Columbia University. Areas of study in engineering at Columbia University are Applied Mathematics, Applied Physics, Biomedical Engineering, Chemical Engineering, Civil Engineering, Computer Engineering, Computer Science, Earth and Environmental Engineering, Electrical Engineering, Engineering Mechanics, Engineering and Management Systems, Industrial Engineering, Material Science and Engineering, Mechanical Engineering, and Operations Research.

The Department of Physics and Engineering, in cooperation with the Case Western Reserve University (http://engineering.case.edu/delp/dualdegree), offers degree programs in physics and engineering requiring three years at West Chester University plus two years at Case Western University. At the end of this period, the student receives two baccalaureate degrees: a B.S. in Physics from West Chester and a B.S. in Engineering from Case Western University. Areas of study in engineering at Case Western University are Biomedical Engineering, Chemical Engineering, Civil Engineering, Computer Engineering, Electrical Engineering, Macromolecular Science, Materials Science, Mechanical and Aerospace Engineering, and Systems & Control Engineering.

Matriculation to the engineering intuitions is contingent upon a recommendation from the Department of Physics and Engineering, completion of curriculum requirements, and maintenance of an overall grade point average that is dependent upon specific engineering majors and engineering institutions.

Programs

Majors in Physics and Engineering

• B.S. in Physics (p. 422)
• B.S.Ed. in Physics (p. 425)
• B.S. in Physics/B.S. in Engineering (p. 423)

Minor in Physics and Engineering

• Physics (p. 426)

Policies

• See undergraduate admissions information. (p. 11)
• See academic policies. (http://catalog.wcupa.edu/undergraduate/academic-policies-procedures)

All undergraduate students are held to the academic policies and procedures outlined in the undergraduate 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 programs may be listed below.

Transfer students must take a minimum of six credits at West Chester at the 250 level or above. A 2.0 GPA or better must be maintained for all physics courses.

<table>
<thead>
<tr>
<th>AP Test</th>
<th>Score on AP Test</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physics B</td>
<td>PHY 130</td>
<td>PHY 130</td>
</tr>
<tr>
<td>Physics C Mechanics</td>
<td>PHY 170</td>
<td>PHY 170</td>
</tr>
<tr>
<td>Physics C Electricity and Magnetism</td>
<td>PHY 180</td>
<td>PHY 180</td>
</tr>
</tbody>
</table>

Faculty

Professors

Kevin B. Aptowicz (kaptowicz@wcupa.edu) (2005)
B.S., Columbia University; M.S., University of Colorado; Ph.D., Yale University
## Courses

### PHY

**PHY 100. Elements of Physical Science. 3 Credits.**
A study of motion, energy, light, and some aspects of modern physics.
Gen Ed Attribute: Science Distributive Requirement.
Typically offered in Fall & Spring.

**PHY 105. Structure of the Universe. 3 Credits.**
A survey of phenomena and objects in the universe from the very smallest distance scales to the grandest in the cosmos. Includes a historical consideration of the developments of modern theories of the physical world.
Gen Ed Attribute: Science Distributive Requirement.
Typically offered in Fall & Spring.

**PHY 115. Engineering Graphics I. 1 Credit.**
Use and preparation of engineering drawings. Topics include the use of instruments, linework, geometric construction, lettering, four types of projections, dimensioning, and sections.
Typically offered in Fall.

**PHY 116. Engineering Graphics II. 1 Credit.**
The continuation of PHY 115, to include topics such as layout, detail, and assembly drawings, developments, auxiliary drawings, various types of drafting, machine tool processes, and computer drafting.
Pre / Co requisites: PHY 116 requires prerequisite of PHY 115.
Typically offered in Spring.

**PHY 123. Food, Fire, and Physics: The Science of Cooking. 3 Credits.**
An exploration of food and cooking from a physical science perspective. Principles of soft matter physics (e.g. phase diagram, intermolecular forces, rheology, diffusion, self-assembly, polymer physics) are discussed and used to gain insight into food and cooking.
Gen Ed Attribute: Science Distributive Requirement.
Typically offered in Spring.

**PHY 125. Theology and Science: Enemies or Partners. 3 Credits.**
An inquiry into the relationship of theology to the natural sciences. Team taught by both a physicist and a philosopher, the course investigates how ideas of God have been affected by advances in physics and biology.
Typically offered in Spring.

**PHY 130. General Physics I. 4 Credits.**
LEC (3), LAB (2), DIS (1)
Pre / Co requisites: PHY 140 requires prerequisite of PHY 130.
Gen Ed Attribute: Science Distributive Requirement.
Typically offered in Fall, Spring & Summer.

**PHY 140. General Physics II. 4 Credits.**
LEC (3), LAB (2), DIS (1)
Pre / Co requisites: PHY 140 requires prerequisite of PHY 130.
Gen Ed Attribute: Science Distributive Requirement.
Typically offered in Fall, Spring & Summer.

**PHY 170. Physics I. 4 Credits.**
LEC (3), LAB (2), DIS (1)
Pre / Co requisites: PHY 170 requires prerequisite of PHY 170 and co-requisite of MAT 162.
Gen Ed Attribute: Science Distributive Requirement.
Typically offered in Fall & Spring.

**PHY 180. Physics II. 4 Credits.**
LEC (3), LAB (2), DIS (1)
Pre / Co requisites: PHY 170 requires prerequisite of PHY 170 and co-requisite of MAT 162.
Gen Ed Attribute: Science Distributive Requirement.
Typically offered in Fall & Spring.

**PHY 204. Introduction to Modern Physics. 3 Credits.**
Pre / Co requisites: PHY 240 requires prerequisite of PHY 170 or PHY 180 and MAT 162.
Typically offered in Spring & Summer.

**PHY 260. Engineering Statics. 3 Credits.**
Composition and resolution of forces, equivalent force systems, equilibrium of particles and rigid bodies, centroids and center of gravity, analysis of simple structures, internal forces in beams, friction, moments and products in inertia, and methods of virtual work.
Pre / Co requisites: PHY 260 requires prerequisite of PHY 130 or PHY 170 and MAT 162.
Typically offered in Spring.

**PHY 300. Mechanics. 3 Credits.**
Pre / Co requisites: PHY 300 requires prerequisite of PHY 140 or PHY 180 and MAT 162.
Typically offered in Fall.
PHY 310. Intermediate Physics Lab I. 3 Credits.
LEC (1), LAB (2)
A lecture and laboratory course designed to familiarize students with modern physics laboratory equipment and techniques through a series of experiments. Students write three research papers and give one research talk describing the experiments and their results in a style consistent with scientific conventions.
Pre / Co requisites: PHY 310 requires a prerequisite of PHY 240.
Gen Ed Attribute: Writing Emphasis.
Typically offered in Fall & Spring.

PHY 320. Intermediate Physics Lab II. 3 Credits.
LEC (1), LAB (2)
This course is a continuation of PHY 310, a lecture and laboratory course designed to familiarize students with modern physics laboratory equipment and techniques through a series of experiments. Students write three research papers and give one research talk describing the experiments and their results in a style consistent with scientific conventions.
Pre / Co requisites: PHY 320 requires a prerequisite of PHY 310.
Gen Ed Attribute: Writing Emphasis.
Typically offered in Fall & Spring.

PHY 330. Electronics I. 3 Credits.
Emphasis is divided between theory and experiment. The course begins with a brief review of resistive and RC voltage dividers. Electronic circuits studied include basic operational amplifiers, timers, instrumentation amplifiers, logic circuits, flip flops, counters, and timers.
Pre / Co requisites: PHY 330 requires prerequisites of MAT 161 and PHY 140 or PHY 180.
Typically offered in Fall.

PHY 350. Heat and Thermodynamics. 3 Credits.
Equations of state, first and second laws of thermodynamics, ideal and real gases, entropy, and statistical mechanics.
Pre / Co requisites: PHY 350 requires prerequisite of PHY 240 or co-requisite of MAT 262.
Typically offered in Fall.

PHY 370. Mathematical Physics. 3 Credits.
Selected topics in mathematics applied to problems in physics, ordinary differential equations, vector calculus, Fourier analysis, matrix algebra, and eigenvalue problems.
Pre / Co requisites: PHY 370 requires prerequisites of MAT 261 and PHY 140 or PHY 180.
Typically offered in Fall & Spring.

PHY 390. Fundamentals of Astrophysics. 3 Credits.
An advanced physics course that deals with a broad range of topics in modern astrophysics. Topics include, but are not limited to, astronomical measurements, celestial mechanics, radiative transfer theory, stellar structure, and both newtonian and relativistic cosmology.
Pre / Co requisites: PHY 390 requires prerequisites of PHY 240.
Typically offered in Spring.

PHY 400. Analytical Dynamics. 3 Credits.
Wave propagation, Lagrange's equations and Hamilton's principle, rigid body motion, and special relativity.
Pre / Co requisites: PHY 400 requires prerequisites of PHY 300 and MAT 343.
Typically offered in Spring.

PHY 410. Optics. 3 Credits.
Geometrical and physical optics. Reflection and refraction at surfaces, lenses, interference and diffraction, and polarization.
Pre / Co requisites: PHY 410 requires prerequisites of PHY 140 or PHY 180 and co-requisite of MAT 262.
Typically offered in Fall.

PHY 420. Quantum Mechanics I. 3 Credits.
This course is an introductory quantum mechanics course. The following fundamental topics will be covered: the Schrodinger equation, solutions to systems with stationary states (potential step, potential well, potential barrier, and harmonic oscillator), an abstract view of quantum mechanics (Dirac notation, Operator methods), the hydrogen atom, Angular momentum, and Spin.
Pre / Co requisites: PHY 420 requires prerequisites of PHY 240 and PHY 300 and MAT 343 or PHY 370.
Typically offered in Fall.

PHY 425. Quantum Mechanics II. 3 Credits.
This course is the second-semester quantum mechanics course. The following fundamental topics will be covered: Time-independent Perturbation Theory, the Variational Principle, the WKB approximation, time-dependent Perturbation Theory, and advanced topics.
Pre / Co requisites: PHY 425 requires a prerequisite of PHY 420.
Typically offered in Spring.

PHY 430. Electricity and Magnetism I. 3 Credits.
Electrostatics of point charges and extended charge distributions, fields in dielectrics, and magnetic fields due to steady currents. Ampere's Law and induced emfs. Topics in electromagnetic waves as time permits.
Pre / Co requisites: PHY 430 requires prerequisites of PHY 300 and MAT 343 or PHY 370.
Typically offered in Fall.

PHY 440. Microcomputer Electronics. 3 Credits.
Laboratory study of special circuits, integrated circuits, microcomputers, and microcomputer interface applications.
Pre / Co requisites: PHY 440 requires prerequisites of PHY 330 and MAT 343 or PHY 370.
Typically offered in Spring.

PHY 450. Advanced Physics Lab I. 1 Credit.
A course to familiarize students with contemporary laboratory equipment and methods. Typically offered in Fall.

PHY 460. Advanced Physics Lab II. 1 Credit.
A continuation of PHY 450.
Typically offered in Spring.

PHY 470. Seminar in Physics. 1 Credit.
Oral and written reports on approved topics. Variation in topics from year to year, depending on the interest and needs of students.
Typically offered in Spring.
Repeatable for Credit.

PHY 480. Special Topics in Physics. 1-3 Credits.
Topics of special interest to be presented once or twice. Enrollment requirements to be specified by the instructor. Course may be repeated by student for credit any number of times when different topics are presented.
Typically offered in Spring.
Repeatable for Credit.

PHY 490. Introduction to Research. 1-9 Credits.
Specific problems in consultation with the faculty advisor. Typically offered in Fall. Repeatable for Credit.

B.S. IN PHYSICS
College of the Sciences and Mathematics
Curriculum
General Education Requirements (http://catalog.wcupa.edu/undergraduate/general-education-requirements)

English Composition requirements 6
Mathematics requirement 3
Public Speaking requirement 3
Science requirements 6
Behavioral & Social Science requirements 6
Humanities requirements 6
Arts requirement 3
Diverse Communities requirement 3
Interdisciplinary requirement 3
Student Electives 9
Writing Emphasis requirements 9

Major Requirements

PHY 170 Physics I 4
PHY 180 Physics II 4
PHY 240 Introduction to Modern Physics 3
PHY 300 Mechanics 3
West Chester University

B.S. in Physics/B.S. in Engineering

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHY 310</td>
<td>Intermediate Physics Lab I</td>
<td>3</td>
</tr>
<tr>
<td>PHY 320</td>
<td>Intermediate Physics Lab II</td>
<td>3</td>
</tr>
<tr>
<td>PHY 330</td>
<td>Electronics</td>
<td>3</td>
</tr>
<tr>
<td>PHY 350</td>
<td>Heat and Thermodynamics</td>
<td>3</td>
</tr>
<tr>
<td>PHY 370</td>
<td>Mathematical Physics</td>
<td>3</td>
</tr>
<tr>
<td>PHY 420</td>
<td>Quantum Mechanics</td>
<td>3</td>
</tr>
<tr>
<td>PHY 430</td>
<td>Electricity and Magnetism</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Select an additional 6 credits in physics from available electives at or above the 250 level</td>
<td>6</td>
</tr>
</tbody>
</table>

**Related/Cognate Requirements**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSC 141</td>
<td>Computer Science I</td>
<td>3</td>
</tr>
<tr>
<td>MAT 161</td>
<td>Calculus I</td>
<td>4</td>
</tr>
<tr>
<td>MAT 162</td>
<td>Calculus II</td>
<td>4</td>
</tr>
<tr>
<td>MAT 261</td>
<td>Calculus III</td>
<td>4</td>
</tr>
<tr>
<td>MAT 343</td>
<td>Differential Equations</td>
<td>3</td>
</tr>
<tr>
<td>CHE 103</td>
<td>General Chemistry I</td>
<td>3</td>
</tr>
<tr>
<td>CHE 104</td>
<td>General Chemistry II</td>
<td>3</td>
</tr>
<tr>
<td>CRL 103</td>
<td>Experimental General Chemistry I (LAB)</td>
<td>1</td>
</tr>
<tr>
<td>CRL 104</td>
<td>Experimental General Chemistry II (LAB)</td>
<td>1</td>
</tr>
</tbody>
</table>

**Free Electives**

Select 17 semester hours

**Total Minimum Credits Required**

120

1 Physics courses at the 300-level or higher must be completed with a grade of C or better.

2 Some of these courses may also fulfill general education requirements.

Students must maintain a GPA of 2.0 or greater in their physics courses. Transfer students must take 15 or more physics credits at West Chester at the 300 level and above for graduation.

**Sample Course Plan**

To track their individual degree progress, students are advised to access their Degree Progress Report (DPR) via myWCU regularly. For more information, visit wcupa.edu/DegreeProgressReport.

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>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>WRT 120</td>
<td>Effective Writing I</td>
<td>3</td>
</tr>
<tr>
<td>MAT 161</td>
<td>Calculus I</td>
<td>4</td>
</tr>
<tr>
<td>MAT 162</td>
<td>Calculus II</td>
<td>4</td>
</tr>
<tr>
<td>MAT 261</td>
<td>Calculus III</td>
<td>4</td>
</tr>
<tr>
<td>MAT 343</td>
<td>Differential Equations</td>
<td>3</td>
</tr>
<tr>
<td>CHE 103</td>
<td>General Chemistry I</td>
<td>3</td>
</tr>
<tr>
<td>CHE 104</td>
<td>General Chemistry II</td>
<td>3</td>
</tr>
<tr>
<td>CRL 103</td>
<td>Experimental General Chemistry I (LAB)</td>
<td>1</td>
</tr>
<tr>
<td>CRL 104</td>
<td>Experimental General Chemistry II (LAB)</td>
<td>1</td>
</tr>
</tbody>
</table>

**Year One**

**Semester One**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>WRT 120</td>
<td>Effective Writing I</td>
<td>3</td>
</tr>
<tr>
<td>MAT 161</td>
<td>Calculus I</td>
<td>4</td>
</tr>
<tr>
<td>Behavioral &amp; Social Sci Elective</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Gen. Ed. Free Elective</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>CSC 141</td>
<td>Computer Science I</td>
<td>3</td>
</tr>
</tbody>
</table>

**Semester Two**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>WRT 2XX</td>
<td>Effective Writing II</td>
<td>3</td>
</tr>
<tr>
<td>MAT 162</td>
<td>Calculus II</td>
<td>4</td>
</tr>
<tr>
<td>PHY 170</td>
<td>Physics I</td>
<td>4</td>
</tr>
<tr>
<td>Humanities Gen. Ed. Electives</td>
<td>6</td>
<td></td>
</tr>
</tbody>
</table>

**Year Two**

**Semester Three**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHE 103</td>
<td>General Chemistry I</td>
<td>3</td>
</tr>
<tr>
<td>CRL 103</td>
<td>Experimental General Chemistry I (LAB)</td>
<td>1</td>
</tr>
<tr>
<td>MAT 261</td>
<td>Calculus III</td>
<td>4</td>
</tr>
</tbody>
</table>

**Semester Four**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHE 104</td>
<td>General Chemistry II</td>
<td>3</td>
</tr>
<tr>
<td>CRL 104</td>
<td>Experimental General Chemistry II (LAB)</td>
<td>1</td>
</tr>
<tr>
<td>MAT 343</td>
<td>Differential Equations</td>
<td>3</td>
</tr>
<tr>
<td>PHY 240</td>
<td>Introduction to Modern Physics</td>
<td>3</td>
</tr>
<tr>
<td>Interdisciplinary Elective</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Free Elective</td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>

**Year Three**

**Semester Five**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHY 300</td>
<td>Mechanics</td>
<td>3</td>
</tr>
<tr>
<td>PHY 310</td>
<td>Intermediate Physics Lab I</td>
<td>3</td>
</tr>
<tr>
<td>PHY 330</td>
<td>Electronics I</td>
<td>3</td>
</tr>
<tr>
<td>Behavioral &amp; Social Sci Elective</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Free Electives</td>
<td>6</td>
<td></td>
</tr>
</tbody>
</table>

**Semester Six**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHY 370</td>
<td>Mathematical Physics</td>
<td>3</td>
</tr>
<tr>
<td>PHY 320</td>
<td>Intermediate Physics Lab II</td>
<td>3</td>
</tr>
<tr>
<td>PHY 430</td>
<td>Electricity and Magnetism</td>
<td>3</td>
</tr>
<tr>
<td>PHY Physics Elective</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>SPK Communicat. Gen. Ed. Elective</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Elective</td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>

**Year Four**

**Semester Seven**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHY 350</td>
<td>Heat and Thermodynamics</td>
<td>3</td>
</tr>
<tr>
<td>PHY Physics Elective</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Arts Gen. Ed. Elective</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Humanities Gen. Ed. Elective</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Gen. Ed. Free Elective</td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>

**Semester Eight**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHY 420</td>
<td>Quantum Mechanics I</td>
<td>3</td>
</tr>
<tr>
<td>Diverse Comm. Elective</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Gen. Ed. Free Elective</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Free Elective</td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>

**Year Five**

**Semester Nine**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHY Physics Elective</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Gen. Ed. Free Elective</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Free Elective</td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>

**Total Credits**

132

1 Course fulfills the University’s General Education requirement. For a list of approved courses, consult the Undergraduate Catalog.

2 SCB 210 recommended, but not required.

1. Majors shall not be permitted more than one repeat of a Physics course.

2. Upper level courses (numbered 300 or above) must be completed with a grade of C or higher.

3. All Physics electives must be at the 300 level or above.

**B.S. in Physics/B.S. in Engineering**

College of the Sciences and Mathematics
## Curriculum

### General Education Requirements (http://catalog.wcupa.edu/undergraduate/general-education-requirements)

<table>
<thead>
<tr>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Composition requirements</td>
<td>6</td>
</tr>
<tr>
<td>Mathematics requirement</td>
<td>3</td>
</tr>
<tr>
<td>Public Speaking requirement</td>
<td>3</td>
</tr>
<tr>
<td>Science requirements</td>
<td>6</td>
</tr>
<tr>
<td>Behavioral &amp; Social Science requirements</td>
<td>6</td>
</tr>
<tr>
<td>Humanities requirements</td>
<td>6</td>
</tr>
<tr>
<td>Arts requirement</td>
<td>3</td>
</tr>
<tr>
<td>Diverse Communities requirement</td>
<td>3</td>
</tr>
<tr>
<td>Interdisciplinary requirement</td>
<td>3</td>
</tr>
<tr>
<td>Student Electives</td>
<td>9</td>
</tr>
<tr>
<td>Writing Emphasis requirements</td>
<td>9</td>
</tr>
</tbody>
</table>

### Major Requirements

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHY 115</td>
<td>Engineering Graphics I</td>
<td>1</td>
</tr>
<tr>
<td>PHY 116</td>
<td>Engineering Graphics II</td>
<td>1</td>
</tr>
<tr>
<td>PHY 170</td>
<td>Physics I</td>
<td>4</td>
</tr>
<tr>
<td>PHY 180</td>
<td>Physics II</td>
<td>4</td>
</tr>
<tr>
<td>PHY 240</td>
<td>Introduction to Modern Physics</td>
<td>3</td>
</tr>
<tr>
<td>PHY 260</td>
<td>Engineering Statics</td>
<td>3</td>
</tr>
<tr>
<td>PHY 300</td>
<td>Mechanics</td>
<td>3</td>
</tr>
<tr>
<td>PHY 310</td>
<td>Intermediate Physics Lab I</td>
<td>3</td>
</tr>
<tr>
<td>PHY 320</td>
<td>Intermediate Physics Lab II</td>
<td>3</td>
</tr>
</tbody>
</table>

Select an additional nine credits in physics at or above the 300 level must be chosen, depending on the engineering area selected.

### Related/Cognate Requirements

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSC 141</td>
<td>Computer Science I</td>
<td>3</td>
</tr>
<tr>
<td>MAT 161</td>
<td>Calculus I</td>
<td>4</td>
</tr>
<tr>
<td>MAT 162</td>
<td>Calculus II</td>
<td>4</td>
</tr>
<tr>
<td>MAT 261</td>
<td>Calculus III</td>
<td>4</td>
</tr>
<tr>
<td>MAT 343</td>
<td>Differential Equations</td>
<td>3</td>
</tr>
<tr>
<td>CHE 103</td>
<td>General Chemistry I</td>
<td>3</td>
</tr>
<tr>
<td>CHE 104</td>
<td>General Chemistry II</td>
<td>3</td>
</tr>
<tr>
<td>CRL 103</td>
<td>Experimental General Chemistry I (LAB)</td>
<td>1</td>
</tr>
<tr>
<td>CRL 104</td>
<td>Experimental General Chemistry II (LAB)</td>
<td>1</td>
</tr>
</tbody>
</table>

### Total Minimum Credits Required

120

---

1. Physics courses at the 300-level or higher must be completed with a grade of C or better.
2. Some of these courses may meet general education requirements.

In addition, students intending to enroll in mining engineering must have ESS 101 and ESS 201; and in petroleum and natural gas engineering, ESS 101 and ESS 201. Students intending to enroll in electrical or nuclear engineering should take PHY 370 and PHY 420.

## Sample Course Plan

To track their individual degree progress, students are advised to access their Degree Progress Report (DPR) via myWCU regularly. For more information, visit wcupa.edu/DegreeProgressReport.

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.

### Cooperative Physics-Engineering Dual-Degree Programs

B.S. in Physics, West Chester University and B.S. in Engineering from Case Western Reserve University, Columbia University, Pennsylvania State University, or Philadelphia University

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAT 161</td>
<td>Calculus I</td>
<td>1</td>
</tr>
<tr>
<td>PHY 115</td>
<td>Engineering Graphics I</td>
<td>1</td>
</tr>
<tr>
<td>WRT 120</td>
<td>Effective Writing I</td>
<td>3</td>
</tr>
<tr>
<td>ECO 111</td>
<td>Principles of Economics (Macro)</td>
<td>3</td>
</tr>
<tr>
<td>or ECO 112</td>
<td>Principles of Economics (Micro)</td>
<td>3</td>
</tr>
<tr>
<td>CSC 141</td>
<td>Computer Science I</td>
<td>3</td>
</tr>
<tr>
<td>Arts Gen. Ed. Elective 2</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Credits</td>
<td></td>
<td>17</td>
</tr>
</tbody>
</table>

### Year Two

#### Semester Three

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAT 261</td>
<td>Calculus III</td>
<td>4</td>
</tr>
<tr>
<td>MAT 311</td>
<td>Linear Algebra</td>
<td>3</td>
</tr>
<tr>
<td>PHY 180</td>
<td>Physics II</td>
<td>4</td>
</tr>
<tr>
<td>CHE 103</td>
<td>General Chemistry I</td>
<td>3</td>
</tr>
<tr>
<td>CRL 103</td>
<td>Experimental General Chemistry I (LAB)</td>
<td>1</td>
</tr>
<tr>
<td>Behav. &amp; Soc. Gen. Ed. Elective 2</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Credits</td>
<td></td>
<td>18</td>
</tr>
</tbody>
</table>

### Semester Four

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAT 343</td>
<td>Differential Equations</td>
<td>3</td>
</tr>
<tr>
<td>PHY 240</td>
<td>Introduction to Modern Physics</td>
<td>3</td>
</tr>
<tr>
<td>PHY 260</td>
<td>Engineering Statics</td>
<td>3</td>
</tr>
<tr>
<td>CHE 104</td>
<td>General Chemistry II</td>
<td>3</td>
</tr>
<tr>
<td>CRL 104</td>
<td>Experimental General Chemistry II (LAB)</td>
<td>1</td>
</tr>
<tr>
<td>PHI 180</td>
<td>Introduction to Ethics</td>
<td>3</td>
</tr>
<tr>
<td>Credits</td>
<td></td>
<td>16</td>
</tr>
</tbody>
</table>

### Year Three

#### Semester Five

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHY 300</td>
<td>Mechanics</td>
<td>3</td>
</tr>
<tr>
<td>PHY 310</td>
<td>Intermediate Physics Lab I</td>
<td>3</td>
</tr>
<tr>
<td>PHY Physics Elective 4</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>T' Course 2,5</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>3-2 Elective Course 2,6</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Credits</td>
<td></td>
<td>15</td>
</tr>
</tbody>
</table>

### Semester Six

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHY 320</td>
<td>Intermediate Physics Lab II</td>
<td>3</td>
</tr>
<tr>
<td>PHY Physics Elective 4</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>PHY Physics Elective 4</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>3-2 Elective Course 2,6</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>3-2 Elective Course 2,6</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Credits</td>
<td></td>
<td>15</td>
</tr>
</tbody>
</table>

### Total Credits

99

---

1. See prerequisites in Undergraduate Catalog.
Curriculum

General Education Requirements (http://catalog.wcupa.edu/undergraduate/general-education-requirements)

<table>
<thead>
<tr>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Composition requirements</td>
<td>6</td>
</tr>
<tr>
<td>Mathematics requirement</td>
<td>3</td>
</tr>
<tr>
<td>Public Speaking requirement</td>
<td>3</td>
</tr>
<tr>
<td>Science requirements</td>
<td>6</td>
</tr>
<tr>
<td>Behavioral &amp; Social Science requirements</td>
<td>6</td>
</tr>
<tr>
<td>Humanities requirements</td>
<td>6</td>
</tr>
<tr>
<td>Arts requirement</td>
<td>3</td>
</tr>
<tr>
<td>Diverse Communities requirement</td>
<td>3</td>
</tr>
<tr>
<td>Interdisciplinary requirement</td>
<td>3</td>
</tr>
<tr>
<td>Student Electives</td>
<td>9</td>
</tr>
<tr>
<td>Writing Emphasis requirements</td>
<td>9</td>
</tr>
</tbody>
</table>

Major Requirements

<table>
<thead>
<tr>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHY 170</td>
<td>4</td>
</tr>
<tr>
<td>PHY 180</td>
<td>4</td>
</tr>
<tr>
<td>PHY 240</td>
<td>3</td>
</tr>
<tr>
<td>PHY 300</td>
<td>3</td>
</tr>
<tr>
<td>PHY 310</td>
<td>3</td>
</tr>
<tr>
<td>PHY 320</td>
<td>3</td>
</tr>
<tr>
<td>PHY 330</td>
<td>3</td>
</tr>
<tr>
<td>PHY 410</td>
<td>3</td>
</tr>
<tr>
<td>PHY 430</td>
<td>3</td>
</tr>
</tbody>
</table>

Related/Cognate Requirements

<table>
<thead>
<tr>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAT 161</td>
<td>4</td>
</tr>
<tr>
<td>MAT 162</td>
<td>4</td>
</tr>
<tr>
<td>MAT 261</td>
<td>4</td>
</tr>
<tr>
<td>MAT 343</td>
<td>3</td>
</tr>
<tr>
<td>or PHY 370</td>
<td>3</td>
</tr>
<tr>
<td>CHE 103</td>
<td>3</td>
</tr>
<tr>
<td>CHE 104</td>
<td>3</td>
</tr>
<tr>
<td>CRL 103</td>
<td>1</td>
</tr>
<tr>
<td>CRL 104</td>
<td>1</td>
</tr>
<tr>
<td>CSC 141</td>
<td>3</td>
</tr>
<tr>
<td>or PH 105</td>
<td>3</td>
</tr>
<tr>
<td>or ESS 111</td>
<td>3</td>
</tr>
<tr>
<td>Select one elective</td>
<td></td>
</tr>
</tbody>
</table>

Total Minimum Credits Required 125

1 Physics courses at the 300-level or higher must be completed with a grade of C or better.

2 Some of these courses may meet general education requirements.

Students must maintain a GPA of 2.0 or greater in their physics courses. Transfer students must take nine or more physics credits at West Chester at the 250 level and above for graduation. See the Educator Preparation Programs (p. 262) section of this catalog for an explanation of related requirements.

Sample Course Plan

To track their individual degree progress, students are advised to access their Degree Progress Report (DPR) via myWCU regularly. For more information, visit wcupa.edu/DegreeProgressReport.

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>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year One</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Semester One</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MAT 161</td>
<td>Calculus I</td>
<td>4</td>
</tr>
<tr>
<td>CSC 141</td>
<td>Computer Science I</td>
<td>3</td>
</tr>
<tr>
<td>WRT 120</td>
<td>Effective Writing I</td>
<td>3</td>
</tr>
<tr>
<td>SPK 208</td>
<td>Public Speaking I</td>
<td>3</td>
</tr>
<tr>
<td>or SPK 230</td>
<td>or Business and Professional Speech</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Communication</td>
<td></td>
</tr>
</tbody>
</table>

2017-2018 UNDERGRADUATE CATALOG
<table>
<thead>
<tr>
<th>Semester</th>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Two</td>
<td>MAT 162</td>
<td>Calculus II</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>PHY 170</td>
<td>Physics I</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>WRT 200</td>
<td>Critical Writing and Research</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>LIT - Humanities Course</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Arts Course</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Credits</strong></td>
<td><strong>16</strong></td>
<td></td>
</tr>
<tr>
<td>Three</td>
<td>MAT 261</td>
<td>Calculus III</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>PHY 180</td>
<td>Physics II</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>CHE 103</td>
<td>General Chemistry I</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>CRL 103</td>
<td>Experimental General Chemistry I (LAB)</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>PHY 105</td>
<td>Structure of the Universe</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>EDP 250</td>
<td>Educational Psychology</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td><strong>Credits</strong></td>
<td><strong>17</strong></td>
<td></td>
</tr>
<tr>
<td>Four</td>
<td>MAT 343</td>
<td>Differential Equations or Mathematical Physics</td>
<td>3</td>
</tr>
<tr>
<td>or PHY 370</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>PHY 240</td>
<td>Introduction to Modern Physics</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>CHE 104</td>
<td>General Chemistry II</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>CRL 104</td>
<td>Experimental General Chemistry II (LAB)</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>EDA 103</td>
<td>Foundations of Special Education</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>EDP 300</td>
<td>Democracy and Education</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Submit application for Formal Admission to Teachers Education (FATE) at the end of Semester 4</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Credits</strong></td>
<td><strong>18</strong></td>
<td></td>
</tr>
<tr>
<td>Five</td>
<td>PHY 300</td>
<td>Mechanics</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>PHY 310</td>
<td>Intermediate Physics Lab I</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>EDA 304</td>
<td>Special Ed Processes/Procedures for Secondary Educators</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>EDR 347</td>
<td>Literacy Development and Secondary Students with Disabilities in Inclusive Classrooms</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Free Electives</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Credits</strong></td>
<td><strong>16</strong></td>
<td></td>
</tr>
<tr>
<td>Six</td>
<td>PHY 320</td>
<td>Intermediate Physics Lab II</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>LAN 382</td>
<td>Teaching English Language Learners PK-12</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>EDS 306</td>
<td>Teaching Principles and Field Experience in Secondary Schools</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>HIS or PHI - Humanities Elective</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td></td>
<td>BIO - Biology Elective</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Free Elective</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Credits</strong></td>
<td><strong>18</strong></td>
<td></td>
</tr>
<tr>
<td>Seven</td>
<td>PHY 330</td>
<td>Electronics I</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>PHY 410</td>
<td>Optics</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>SCB 350</td>
<td>Science Education in Secondary School</td>
<td>3</td>
</tr>
<tr>
<td>or SCE 350</td>
<td>Science Education in the Secondary School</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Credits</strong></td>
<td><strong>15</strong></td>
<td></td>
</tr>
<tr>
<td>Eight</td>
<td>EDS 411</td>
<td>Student Teaching Sec - 1st Half</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>EDS 412</td>
<td>Student Teaching Sec - 2nd Half</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>Elective</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Credits</strong></td>
<td><strong>15</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Total Credits</strong></td>
<td><strong>133</strong></td>
<td></td>
</tr>
</tbody>
</table>

1. Course fulfills the University’s General Education requirement. For a list of approved General Education courses, consult the Undergraduate Catalog.
2. Includes 20 hours of Stage 1 field experience (requires clearances).
3. Course fulfills the University’s General Education Interdisciplinary course requirement. For a list of approved General Education courses, consult the Undergraduate Catalog.
4. Includes 20 hours of Stage 2 field experience (requires clearances).
5. Course fulfills the University’s General Education Diverse Communities course requirement. For a list of approved General Education courses, consult the Undergraduate Catalog.
6. Includes Stage 3 field experience (requires clearances).

Requirements for Formal Admission to Teachers Education (FATE)
Check the College of Education and Social Work for current FATE requirements (http://www.wcupa.edu/education-socialWork/fate.aspx).

MINOR IN PHYSICS

**College of the Sciences and Mathematics**

The program can be used as technical preparation to complement work in other scientific or nonscientific areas, e.g., Business majors interested in careers in technologically oriented industries, majors interested in technical or scientific sales, English majors interested in technical writing, or Social Science majors interested in the area of energy and the environment.

**Required Courses**

Select one of the following sequences:

<table>
<thead>
<tr>
<th>Sequence</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHY 130 &amp; PHY 140</td>
<td>8</td>
</tr>
<tr>
<td>PHY 170 &amp; PHY 180</td>
<td>6</td>
</tr>
<tr>
<td>PHY 240</td>
<td>3</td>
</tr>
</tbody>
</table>

Select 8 credits in physics courses at the 250 level or above under advisement with the Department of Physics and Engineering.

**Total Credits** 19

DEPARTMENT OF POLITICAL SCIENCE

**College of the Sciences and Mathematics**

205 Ruby Jones Hall
610-436-2743
Department of Political Science (http://www.wcupa.edu/politicalScience)
Linda Stevenson (lstevenson@wcupa.edu), Interim Chairperson

The department offers a Bachelor of Arts in Political Science with four concentrations. The objective is to provide programs tailored to each
student’s career goals and still to allow a wide range of options after graduation. All four B.A. programs are intended for students with an interest in government and public service, journalism, business, education, and the law.

The department offers qualified students the opportunity to do an internship and earn academic credits for it. The main goal is for students to complement their classroom learning with experiential learning through their work in an organizational setting. To start the process, students should speak with the department chair.

Programs of Study

- **B.A. in Political Science: Government and Politics** is a liberal arts program exposing students to specific areas of political science, which include the study of "institutions" (government) and "behaviors" (politics).
- **B.A. in Political Science: Applied Public Policy** is for students who are interested in the practical application of political science in a variety of professional settings.
- **B.A. in Political Science: International Relations** is for students with a primary interest in international affairs and includes relevant cognates in several disciplines.
- **B.A. in Political Science: Elective Social Studies Teacher Certification** is designed for students with an interest in earning a political science degree and becoming certified to teach at the secondary education level.

The department also sponsors Pre-Law advising, the Law Society, and the Political Science Club.

Mission Statement

**Department Mission**

The mission of the Department of Political Science is to promote scholarship and civic engagement among students at West Chester University. The department provides a comprehensive curriculum that exposes students to the principle subfields and knowledge of the discipline and encourages critical analysis, information literacy, and communication skills. As globalization increases the interdependence of nations, the department also envisions part of its mission as educating students to view politics from diverse global perspectives. The department prepares students for careers in government/public service, law, teaching, business and international affairs, and admission to various advanced-degree programs. Through internship programs, service learning, simulations, and other curricular and co-curricular activities, the department offers students experience in politics, government, and the law. Actively involved in research, teaching, and applied scholarship, the political science faculty serve as mentors to students seeking academic challenge and civic involvement in an environment that values diversity. Overall, the department provides students with an excellent foundation for a broad range of career and professional goals.

**Learning Goals and Outcomes**

The Department of Political Science strives to provide students with the following:

1. **Knowledge**: Students will demonstrate knowledge of the discipline of political science and its subfields in terms of content, purpose, and methods and will be able to transfer and apply this knowledge in applied settings inside and outside the classroom.
2. **Information literacy**: Students will develop the knowledge and skills necessary to identify the information needed for a task, critically evaluate the sources and content of information, and use that information efficiently and effectively within appropriate ethical and legal limits.
3. **Critical and analytical thinking**: Students will develop and master critical thinking and analytical reasoning skills. This includes the ability to apply major methodological tools in political science to effectively describe, explain, and predict political phenomena.
4. **Oral and written communication skills**: Majors will demonstrate the necessary oral and written skills to convey their knowledge about political science to others.
5. **Global perspectives**: Students will develop the ability to view politics from diverse global perspectives and will understand the interconnectedness of political processes, cultures, and institutions.

**Programs**

**Majors in Political Science**

- **B.A. in Political Science - Government and Politics Concentration** (p. 431)
- **B.A. in Political Science - Applied Public Policy Concentration** (p. 430)
- **B.A. in Political Science - International Relations Concentration** (p. 431)

**Minors in Political Science**

- **Political Science** (p. 433)
- **Law, Politics and Society** (p. 433)

**Certificate in Political Science**

- **Elective Social Studies Teacher Certification** (p. 432)

**Graduate Opportunities**

See the graduate catalog for more information on the Political Science program offered through the Department of Public Policy (http://catalog.wcupa.edu/graduate/business-public-management/public-policy-administration).

**Policies**

- See undergraduate admissions information. (p. 11)
- See academic policies. (http://catalog.wcupa.edu/undergraduate/academic-policies-procedures)

All undergraduate students are held to the academic policies and procedures outlined in the undergraduate 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 programs may be listed below.

**Rules Applying to All B.A. Students in Political Science**

1. Students must complete the last 15 hours of their political science program at West Chester University, including PSC 401. Exceptions may only be granted by the chair of the department for compelling personal reasons. (Examples: A student’s family has moved a great distance, and he or she needs to complete only one or two courses; the student and/or the student’s spouse has been relocated to another state by his/her employer.)
2. Students must have a C average or better in all political science courses, and no more than two grades below C in political science courses. A grade of C- is considered a grade below C.
3. Internal transfers must have an overall cumulative average of 2.0 to enter any political science programs.

**Additional Requirements for Student Teaching and Certification**

To apply for formal admission to the Department of Educational Foundations and Policy Studies (p. 259) and to register for the last three semesters of education methods and student teaching courses, students must
DEPARTMENT OF POLITICAL SCIENCE

WEST CHESTER UNIVERSITY

1. complete at least 48 credits, including the academic foundation requirements of writing, literature, and two math courses;
2. attain an overall GPA of 2.80 or better;
3. successfully pass the reading, math, and writing sections on the Pre-Service Academic Performance Assessments (PAPA).

To receive the social studies teaching certificate, students must
1. complete all of the required education courses listed above with a "C" or better;
2. complete the required courses for the political science major;
3. attain an overall GPA of 3.0 or better;
4. successfully pass the Praxis II social studies major content exam.

See the Educator Preparation Programs (p. 262) section of this catalog for an explanation of related requirements.

Faculty

Professors

Peter H. Loedel (ploedel@wcupa.edu) (1996)
B.A., B.A., M.A., Ph.D., University of California, Santa Barbara
Yury Polsky (ypolsky@wcupa.edu) (1989)
B.A., M.A., University of Moscow; Ph.D., University of Michigan
Frauke I. Schnell (fischnell@wcupa.edu) (1992)
B.A., University of Tuebingen (Germany); M.A., Ph.D., State University of New York at Stony Brook
Linda S. Stevenson (lstevenson@wcupa.edu) (2002)
Chairperson, Political Science
B.A., College of Wooster; M.A., Ph.D., University of Pittsburgh

Associate Professors

Ashlie B. Delshad (adelshad@wcupa.edu) (2011)
B.A., Austin College; M.A., Ph.D., Purdue University
John J. Kennedy (j.kennedy@wcupa.edu) (2001)
B.S., M.P.A., Kutztown University; Ph.D., Temple University
Duane D. Milne (dmilhe@wcupa.edu) (1999)
B.A., College of William and Mary; Ph.D., University of Delaware
Chris Stangl (cstangl@wcupa.edu) (2006)
B.S., Drake University; M.A., Ph.D., University of Wisconsin-Madison

Assistant Professor

Jenna Becker Kane (jbecker@wcupa.edu) (2016)
B.S., Arizona State University; M.A., East Stroudsburg University of Pennsylvania; Ph.D., Temple University

Courses

HBI

HBI 400. Harrisburg Internship Seminar (THIS). 9 Credits.
A full-semester internship in Pennsylvania state government. Student intern is placed in cabinet-level or legislative office. Placement (9 cr.); Policy Research Project (E CR.); Policy Seminar (3 cr.). The internship is open to any junior or senior student, regardless of major, who has a minimum GPA of 3.5. Stipend involved.

HBI 401. Intern Project (THIS). 3 Credits.
A full-semester internship in Pennsylvania state government. Student intern is placed in cabinet-level or legislative office. Placement (9 cr.); Policy Research Project (E CR.); Policy Seminar (3 cr.). The internship is open to any junior or senior student, regardless of major, who has a minimum GPA of 3.5. Stipend involved.

HBI 402. Intern Seminar (THIS). 3 Credits.
A full-semester internship in Pennsylvania state government. Student intern is placed in cabinet-level or legislative office. Placement (9 cr.); Policy Research Project (E CR.); Policy Seminar (3 cr.). The internship is open to any junior or senior student, regardless of major, who has a minimum GPA of 3.5. Stipend involved.

PSC

PSC 100. U.S. Government and Politics. 3 Credits.
Devoted to understanding how the system works: political action, elections, interest groups, civil liberties, Congress, the presidency, and the courts are among the topics considered. Seeks to provide a framework in which process and current issues become meaningful.
Gen Ed Attribute: Behavioral and Social Science Distributive.
Typically offered in Fall, Spring & Summer.

PSC 101. Politics of Diversity in the U.S.. 3 Credits.
Uses the issues of our time as vehicles to an understanding of the political process. Emphasis is on American politics but in a world-wide perspective. Topics considered may include economic, race, gender, and civil liberty issues among others.
Gen Ed Attribute: Behavioral and Social Science Distributive, Diversity Requirement.
Distance education offering may be available.
Typically offered in Fall, Spring & Summer.

PSC 200. Political Analysis. 3 Credits.
Incorporates techniques for analyzing political questions logically and systematically, and introduces basic research design and methodological and library usage skills appropriate to the political science discipline.
Pre / Co requisites: PSC 200 requires prerequisite of PSC 100.
Gen Ed Attribute: Writing Emphasis.
Typically offered in Fall, Spring & Summer.

PSC 202. Elements of Public Administration. 3 Credits.
Considers public administration in the United States as a process of implementing public policy. Uses case studies and projects with texts focusing on organizational theory, human behavior and motivation, budgeting, personnel, and administrative responsibility.
Typically offered in Fall & Spring.

PSC 213. International Relations. 3 Credits.
Politics among nations, including politics carried on through international organizations. Examines power politics, techniques of diplomacy, and methods of current international organizations. Special attention to U.S. interests and policies. Offered each semester.
Gen Ed Attribute: Behavioral and Social Science Distributive.

PSC 230. Introduction to Political Thought. 3 Credits.
Examination of key ideas that animated the great thinkers of Western thought. Special emphasis will be placed both on specific historical context and possibility of continuing relevance of considered ideas. Class will conclude with in-depth “case study” of contemporary dilemma that forces student to examine to what extent past ideas can aid our understanding of our present political landscape.
Gen Ed Attribute: Writing Emphasis.
Distance education offering may be available.
Typically offered in Fall, Spring & Summer.

PSC 240. Introduction to Comparative Politics. 3 Credits.
An introduction to the comparative study of political systems at various stages of cultural, social, economic, and political development.
Typically offered in Fall, Spring & Summer.

PSC 250. The Politics of the Judicial Process. 3 Credits.
The courts are the least democratic of the major American political institutions. Yet, the role of the courts is also essential to maintaining not only the rule of law, but the basic rights necessary to maintain a functioning democratic republic. In this course, we will critically analyze the American legal system in terms of its democratic nature and its essential functions for society. Topics explored include, the role of law in society, the structure and functioning of judicial institutions, the selection and behavior of judges, the function and role of lawyers and interest groups in the legal process, and the role of judges in the policy making process. We will examine both state and federal courts and both trial and appellate courts, including the United State Supreme Court. Our focus in this course will be on legal actors and institutions rather than legal doctrine or specific court decisions.
Typically offered in Fall.

PSC 301. Women and Politics. 3 Credits.
The role of women in politics is surveyed. Considerations include the relationship between the sexes as it impacts politics.
Gen Ed Attribute: Diversity Requirement.
PSC 304. Urban Politics. 3 Credits.
This course examines the politics of governing American urban areas. In doing so, a number of social science perspectives are explored. Particular attention is paid to theories of urban power and democracy and the politics of urban development.
Gen Ed Attribute: Interdisciplinary Requirement.

PSC 310. The United States and Latin America. 3 Credits.
This course examines U.S. relations with the nations of Latin America. Emphasis is on understanding the goals of U.S. policies and the real impact of those policies. U.S. views of Latin America, both contemporary and historical, are explored as are Latin American attitudes and views toward the United States. The extent to which the United States has been motivated in its dealing by great power hegemonic concerns, economic self interests (dollar diplomacy), cultural imperialism, human rights, and desire to champion democratic governance are all examined. Contemporary concerns with promoting market economics, narcotic trafficking, and immigration are also considered.

PSC 311. Russian Foreign Policy. 3 Credits.
Emphasis on Soviet-American relations since 1945 and a comparison of the two societies. Topics treated include the influence of Marxism, Great Russian nationalism, and historical experience on Soviet foreign relations.

PSC 315. The European Union. 3 Credits.
This course examines the politics, policies, and institutional processes of the European Union. Theoretical and analytical approaches will be employed to understand the historical and institutional development of the EU as well as current EU-US relations. Experiential learning via a simulation will be part of the course.
Typically offered in Fall.

PSC 317. Contemporary International Relations. 3 Credits.
Recent issues and problems with special emphasis on superpower behavior around the world. Also, third world revolutions, international terrorism, human rights, international law and the United Nations, and the changing international economic order.

PSC 318. International Political Economy. 3 Credits.
The focus is the politics of international economic relations. Alternative analytical and theoretical perspectives will be examined for their value in helping to understand and evaluate the historical developments and current operation of the global economy. Special attention is given to system governance (international regimes such as the World Trade Organization and the International Monetary Fund) and the ability of the nations of the world to provide stability to the international political economy. The primary objective of this course is to develop analytical and theoretical skills in the application of various international political economy perspectives (liberalism, mercantilism, Marxism/structuralism) which examine the interrelationship between states and markets.
Gen Ed Attribute: Interdisciplinary Requirement.

PSC 319. Middle Eastern Politics. 3 Credits.
Topics include the Arab-Israeli conflict, the politics of the Persian Gulf, the role of OPEC, and the superpower conflict in the region.

PSC 320. U.S. Foreign Policy. 3 Credits.
Principles of U.S. Foreign policy; processes of policy formulation; roles and influences of the President, Congress, the State Department (and other government agencies), media, and interest groups. Topics include national security and intelligence analysis, terrorism, Cold War, economics/trade, and international organizations.
Gen Ed Attribute: Writing Emphasis.
Typically offered in Fall, Spring & Summer.

PSC 322. Public Opinion, Media and Politics. 3 Credits.
This course examines the dynamics of public opinion and public policy. It also closely examines the nature of public opinion measurement and the vital role the national and international media are playing in forming and changing public opinion. Various theories about media effects are analyzed.

PSC 323. Racial/Ethnic Politics. 3 Credits.
This course examines the relationship between racial and ethnic groups' political behavior and the American political system's response to them in terms of its public policies.
Gen Ed Attribute: Diversity Requirement.

PSC 324. U.S. Political Parties. 3 Credits.
Patterns, functions, and history of the American political party system at national, state, and local levels. Theoretical and empirical studies of political interest groups, public opinion, and voting behavior.

PSC 325. Campaigns and Elections. 3 Credits.
This course analyzes American elections and voting behavior, with an emphasis on recent presidential elections. Course objectives include understanding American voting patterns in elections.

PSC 329. Courts, Law and Policy. 3 Credits.
This course examines the judicial branch as an actor in law-making and policy-setting, not merely interpreting legal texts. It examines the advisability of the courts playing such a role and their potential effectiveness in doing so. Typically, this will include a focused case study on a policy area of contemporary relevance.
Pre / Co requisites: PSC 329 requires a prerequisite of PSC 250.
Typically offered in Spring.

PSC 330. Politics of the Holocaust and Genocide. 3 Credits.
This course examines the political causes of the Holocaust and genocide both in a historical and current context. Case studies include the Jews in Europe as well as the Americans and Cambodians.

PSC 333. U.S. Political Thought. 3 Credits.
Examination of analyzing ideas behind most influential dilemmas that affected the political development of the United States. Emphasis on historical context and continuing relevance.

PSC 339. Contemporary Political Thought. 3 Credits.
Consideration of the most influential political thinkers over roughly the last one hundred years. While emphasis will be placed on particular thinkers, course will be organized around key topics such as: What is justice and how much should the government do to ensure it? To what extent are human- and by extension, collections of humans that wield political power - capable of rational behavior? In what ways can competing values clash and how do we decide which ones to promote forcefully?

PSC 340. Latin American Culture and Politics. 3 Credits.
Comparative analysis of contemporary Latin-American systems. Political cultures, decision making, ideologies, and political processes. Emphasis is on Mexico and Central America.
Typically offered in Fall, Spring & Summer.

PSC 342. European Politics. 3 Credits.
Comparative analysis of political cultures, parties, and decision-making processes in principal European political systems. Strong focus on major European nation states: France, Germany, UK and Italy. Additional attention given to the European Union.
Gen Ed Attribute: Foreign Language Culture Cluster, France & Francophone Area Culture Cluster, Germany Culture Cluster, Italy (Italian) Culture Cluster.

PSC 343. Culture and Politics of Asia. 3 Credits.
Study of cultural, philosophical, and political systems of modern Asia with special emphasis on China, Japan, and India.
Gen Ed Attribute: Writing Emphasis.

PSC 346. Russian Government and Politics. 3 Credits.
Marxism-Leninism, the functioning of the political system, and its domination of all areas of Soviet life. Some brief attention to the conduct of Soviet foreign policy.
Gen Ed Attribute: Foreign Language Culture Cluster, Russia & Eastern Europe Culture Cluster.

PSC 348. African Politics and Society. 3 Credits.
The course explores African politics, economics, and society through the critical lens of structuralist analysis. A strong focus on the historical and colonial framework's impact on current African developments will be emphasized. Case studies, political analysis, and current events will be used to illustrate the common misperceptions of Africa today.
Gen Ed Attribute: Diversity Requirement.

PSC 350. Constitutional Law I: Government Institutions: Power and Constraints. 3 Credits.
Survey of power relationships among branches of government (checks and balances) and between levels of government (federalism). Course will be guided by focus on important constitutional provisions and historically critical Supreme Court decisions, but with time reserved for specific focus on areas of high contemporary interest (detainee treatment and the war on terror, globalization and the U.S. economy, takings of private property).

PSC 351. Energy and the Political Process. 3 Credits.
Stresses the process of policy making and implementation in the field of energy. Emphasis also is given to foreign policy and natural security implications.
PSC 352. Constitutional Law II: Civil Liberties and Civil Rights. 3 Credits.
Examination of relationship between government and its citizens, both in terms of restrictions on government interference with the individual freedom (civil liberties) and obligations on government to prevent discrimination and ensure equality (civil rights). Heaviest focus will be on the constituent clauses of both the First (free speech, free press, free assembly, and the religion clauses) and the Fourteenth Amendments (equal protection and due process).

PSC 353. Latino Politics. 3 Credits.
This is a "hands on" course for upper-level social science students as research methods are explored and put into practice in coordination with local organizations working with Latinos. Service learning projects with Latinos in the region are required. Content material included demographics of Hispanics in the United States, critical theories from Latino perspectives, interdisciplinary immigration studies, and Hispanic perspectives in relation to social welfare, education, employment, crimes and justice, and politics. Consent: Permission of the Department required to add.

PSC 354. Environmental Politics and Policy. 3 Credits.
This course explores the politics of governing the environment both nationally and globally. During the semester students will investigate the policymaking process as it relates to current environmental challenges.

PSC 355. Congressional Politics. 3 Credits.
Deals with the internal and external factors that influence Congressional behavior, including the roles of constituents, pressure groups, parties, the committee system, rules, and the leadership. Their relationships to the president and court structure and their impact on electoral politics also are considered. Comparisons with state legislatures.

PSC 356. US Public Policy. 3 Credits.
Policy formation and execution. Policy areas considered vary from semester to semester. May include role-playing.

PSC 357. Advanced Political Analysis. 3 Credits.
Discussion and application of research design, conceptualization, measurement, operationalization, research models, sampling, and data analysis for political science.

PSC 358. Applied Public Policy Analysis. 3 Credits.
An examination of public policy issues of state or national concern. Both analysis of current policy and research resulting in new policy recommendations will be included.

PSC 359. Presidential Politics. 3 Credits.
In-depth analysis of the nature and significance of the American presidency, including constitutional development, presidential roles and customs, the recruitment process, the executive branch, and the politics of the presidency.

PSC 370. Pennsylvania Government & Politics. 3 Credits.
This class will explore Pennsylvania's political system from both a historical and contemporary perspective. It will include analysis and evaluation of the legislative, executive and the judicial branches of the state's government. The political history of Pennsylvania, particularly in regards to elections in the Commonwealth will be focused upon in detail as will contemporary events and policy. Typically offered in Spring.

PSC 371. State and Local Government. 3 Credits.
Examination of the organization, functions, and politics of state and local government, including analysis of politics in states, counties, cities, and towns in urban, suburban, and rural areas. Intergovernmental relations in education, transportation, and welfare policy are examined.

PSC 372. Organization and Management. 3 Credits.
Introduction to public and nonprofit organization management. Broad coverage of key elements of organizational functions and structure for potential managers. Uses both macro sociological and micro psychological levels of analysis. Case studies integrated into conceptual frameworks.

PSC 373. Intergovernmental Relations. 3 Credits.
Designed to familiarize students with the complex network of conflict, cooperation, and interdependence among national, state, and local government units. Topic areas, among others, include an analysis of the continuing evolution of American federalism, an examination of this relationship from state to city government perspectives and a description of specific intergovernmental fiscal programs and policies.

PSC 398. PSC Upper Level Transfer Credit. 3 Credits.
Transfer credit. Repeatable for Credit.

PSC 399. Political Science Special Topics. 3 Credits.
This course will examine topics of temporal or special interest which are not normally part of the regular ongoing political science curriculum. Students will be provided an opportunity to pursue specialized research, study, or application of knowledge and skills in an applied setting. Repeatable for Credit.

PSC 400. SENIOR SEMINAR IN POLITICAL SCIENCE. 3 Credits.
Research in political science: Methodology, bibliography, and presentation, both oral and written. The research paper for the seminar must be acceptable as a required departmental senior research paper.

PSC 401. Senior Project in Political Science. 3 Credits.
Execution of the research design constructed in PSC 399. Involves completion of a major senior paper under supervision of a staff member. Extensive independent effort.

PSC 412. Internship In Political Science. 3-15 Credits.
Research projects, reports, and readings in political science. Open to seniors only. Consent: Permission of the Department required to add.

PSC 414. Internship In Political Science. 3-15 Credits.
Pursue specialized research, study, or application of knowledge and skills in an applied setting. Repeatable for Credit.

B.A. IN POLITICAL SCIENCE - APPLIED PUBLIC POLICY CONCENTRATION

College of the Sciences and Mathematics
Curriculum

General Education Requirements (http://catalog.wcupa.edu/undergraduate/general-education-requirements)
- English Composition requirements: 6
- Mathematics requirement: 3
- Public Speaking requirement: 3
- Science requirements: 6
- Behavioral and Social Science requirements: 6
- Humanities requirements: 6
- Arts requirement: 3
- Diverse Communities requirement: 3
- Interdisciplinary requirement: 3
- Student Electives: 9
- Writing Emphasis requirements: 9

Language & Culture Requirement
Demonstrating language proficiency through the intermediate level (202) or demonstrating language proficiency through the elementary II (102) level of a language and further acquiring a cultural foundation. 3-15

Major Core Requirements
Other than the Capstone Seminar, the core courses should be taken during the first and second year
- PSC 100 U.S. Government and Politics: 3
- PSC 200 Political Analysis: 3
- PSC 202 Elements of Public Administration: 3
- PSC 213 International Relations: 3
- PSC 230 Introduction to Political Thought: 3
- PSC 240 Introduction to Comparative Politics: 3
- PSC 401 Senior Project in Political Science: 3

Other Major Requirements
- PSC 322 Public Opinion, Media and Politics: 3
- PSC 356 US Public Policy: 3
- PSC 357 Advanced Political Analysis: 3
- PSC 358 Applied Public Policy Analysis: 3
- Select two additional PSC courses from the following: 6
  - PSC 301 Women and Politics
PSC 304  Urban Politics
PSC 350  Constitutional Law I: Government Institutions: Power and Constraints
PSC 351  Energy and the Political Process
PSC 352  Constitutional Law II: Civil Liberties and Civil Rights
PSC 353  Latino Politics
PSC 354  Environmental Politics and Policy
PSC 355  Congressional Politics
PSC 359  Presidential Politics
PSC 371  State and Local Government

Select one ECO course chosen under advisement 3
Select one GEO course chosen under advisement 3
Select one SOC course chosen under advisement 3

Electives
Select electives to complete the 120 degree requirements

Total Minimum Credits Required 120

Sample Course Plan
To track their individual degree progress, students are advised to access their Degree Progress Report (DPR) via myWCU regularly. For more information, visit wcupa.edu/DegreeProgressReport.

B.A. IN POLITICAL SCIENCE - GOVERNMENT AND POLITICS CONCENTRATION

College of the Sciences and Mathematics

Curriculum

General Education Requirements (http://catalog.wcupa.edu/undergraduate/general-education-requirements)

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Composition requirements</td>
<td>6</td>
</tr>
<tr>
<td>Mathematics requirement</td>
<td>3</td>
</tr>
<tr>
<td>Public Speaking requirement</td>
<td>3</td>
</tr>
<tr>
<td>Science requirements</td>
<td>6</td>
</tr>
<tr>
<td>Behavioral and Social Science requirements</td>
<td>6</td>
</tr>
<tr>
<td>Humanities requirements</td>
<td>6</td>
</tr>
<tr>
<td>Arts requirement</td>
<td>3</td>
</tr>
<tr>
<td>Diverse Communities requirement</td>
<td>3</td>
</tr>
<tr>
<td>Interdisciplinary requirement</td>
<td>3</td>
</tr>
<tr>
<td>Student Electives</td>
<td>9</td>
</tr>
<tr>
<td>Writing Emphasis requirements</td>
<td>9</td>
</tr>
</tbody>
</table>

Language & Culture Requirement

Demonstrating language proficiency through the intermediate level (202) or demonstrating language proficiency through the elementary II (102) level of a language and further acquiring a cultural foundation. 3-15

Major Core Requirements

Other than the Capstone Seminar, the core courses should be taken during the first and second year

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSC 100</td>
<td>U.S. Government and Politics</td>
<td>3</td>
</tr>
<tr>
<td>PSC 200</td>
<td>Political Analysis</td>
<td>3</td>
</tr>
<tr>
<td>PSC 202</td>
<td>Elements of Public Administration</td>
<td>3</td>
</tr>
<tr>
<td>PSC 213</td>
<td>International Relations</td>
<td>3</td>
</tr>
<tr>
<td>PSC 230</td>
<td>Introduction to Political Thought</td>
<td>3</td>
</tr>
<tr>
<td>PSC 240</td>
<td>Introduction to Comparative Politics</td>
<td>3</td>
</tr>
<tr>
<td>PSC 401</td>
<td>Senior Project in Political Science</td>
<td>3</td>
</tr>
</tbody>
</table>

Other Major Requirements

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>GEO 101</td>
<td>World Geography</td>
<td>3</td>
</tr>
<tr>
<td>or GEO 103</td>
<td>Human Geography</td>
<td></td>
</tr>
</tbody>
</table>

SOC 200  Introduction to Sociology 3
Select two courses in the institutional area: 6

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSC 350</td>
<td>Constitutional Law I: Government Institutions: Power and Constraints</td>
<td>3</td>
</tr>
<tr>
<td>PSC 352</td>
<td>Constitutional Law II: Civil Liberties and Civil Rights</td>
<td>3</td>
</tr>
<tr>
<td>PSC 355</td>
<td>Congressional Politics</td>
<td>3</td>
</tr>
<tr>
<td>PSC 359</td>
<td>Presidential Politics</td>
<td>3</td>
</tr>
</tbody>
</table>

Select two courses in the behavioral area: 6

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSC 301</td>
<td>Women and Politics</td>
<td>3</td>
</tr>
<tr>
<td>PSC 322</td>
<td>Public Opinion, Media and Politics</td>
<td>3</td>
</tr>
<tr>
<td>PSC 323</td>
<td>Racial/Ethnic Politics</td>
<td>3</td>
</tr>
<tr>
<td>PSC 325</td>
<td>Campaigns and Elections</td>
<td>3</td>
</tr>
<tr>
<td>PSC 329</td>
<td>Courts, Law and Policy</td>
<td>3</td>
</tr>
</tbody>
</table>

Select two additional PSC courses at the 300 level, including any not taken above. Three credits of internship (PSC 412) can be used in this area

Select one of the following: 3

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIS 150</td>
<td>The American Experience</td>
<td>3</td>
</tr>
<tr>
<td>HIS 151</td>
<td>History of the United States I</td>
<td>3</td>
</tr>
<tr>
<td>HIS 152</td>
<td>History of the United States II</td>
<td>3</td>
</tr>
</tbody>
</table>

Select one ECO course chosen under advisement 3

Electives
Select 6 semester hours of electives 6

Total Minimum Credits Required 120

Sample Course Plan
To track their individual degree progress, students are advised to access their Degree Progress Report (DPR) via myWCU regularly. For more information, visit wcupa.edu/DegreeProgressReport.

B.A. IN POLITICAL SCIENCE - INTERNATIONAL RELATIONS CONCENTRATION

College of the Sciences and Mathematics

Curriculum

General Education Requirements (http://catalog.wcupa.edu/undergraduate/general-education-requirements)

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Composition requirements</td>
<td>6</td>
</tr>
<tr>
<td>Mathematics requirement</td>
<td>3</td>
</tr>
<tr>
<td>Public Speaking requirement</td>
<td>3</td>
</tr>
<tr>
<td>Science requirements</td>
<td>6</td>
</tr>
<tr>
<td>Behavioral and Social Science requirements</td>
<td>6</td>
</tr>
<tr>
<td>Humanities requirements</td>
<td>6</td>
</tr>
<tr>
<td>Arts requirement</td>
<td>3</td>
</tr>
<tr>
<td>Diverse Communities requirement</td>
<td>3</td>
</tr>
<tr>
<td>Interdisciplinary requirement</td>
<td>3</td>
</tr>
<tr>
<td>Student Electives</td>
<td>9</td>
</tr>
<tr>
<td>Writing Emphasis requirements</td>
<td>9</td>
</tr>
</tbody>
</table>

Language Requirement

Demonstrating language proficiency through the intermediate level (202). 3-12

Major Core Requirements

Other than the Capstone Seminar, the core courses should be taken during the first and second year

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSC 100</td>
<td>U.S. Government and Politics</td>
<td>3</td>
</tr>
<tr>
<td>PSC 200</td>
<td>Political Analysis</td>
<td>3</td>
</tr>
<tr>
<td>PSC 202</td>
<td>Elements of Public Administration</td>
<td>3</td>
</tr>
<tr>
<td>PSC 213</td>
<td>International Relations</td>
<td>3</td>
</tr>
<tr>
<td>PSC 230</td>
<td>Introduction to Political Thought</td>
<td>3</td>
</tr>
<tr>
<td>PSC 240</td>
<td>Introduction to Comparative Politics</td>
<td>3</td>
</tr>
<tr>
<td>PSC 401</td>
<td>Senior Project in Political Science</td>
<td>3</td>
</tr>
</tbody>
</table>

Other Major Requirements

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIS 150</td>
<td>History of the United States I</td>
<td>3</td>
</tr>
<tr>
<td>HIS 151</td>
<td>History of the United States II</td>
<td>3</td>
</tr>
<tr>
<td>HIS 152</td>
<td>History of the United States II</td>
<td>3</td>
</tr>
<tr>
<td>HIS 153</td>
<td>American History</td>
<td>3</td>
</tr>
</tbody>
</table>

Electives
Select 6 semester hours of electives 6

Total Minimum Credits Required 120

Sample Course Plan
To track their individual degree progress, students are advised to access their Degree Progress Report (DPR) via myWCU regularly. For more information, visit wcupa.edu/DegreeProgressReport.
## B.A. IN POLITICAL SCIENCE WITH ELECTIVE SOCIAL STUDIES TEACHER CERTIFICATION

### College of the Sciences and Mathematics

#### General Education Requirements

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIS 101</td>
<td>History of Civilization I</td>
<td>3</td>
</tr>
<tr>
<td>or GEO 103</td>
<td>Human Geography</td>
<td>3</td>
</tr>
<tr>
<td>HIS 102</td>
<td>History of Civilization II</td>
<td>3</td>
</tr>
</tbody>
</table>

#### Additional Major Requirements

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSC 240</td>
<td>Introduction to Comparative Politics</td>
<td>3</td>
</tr>
<tr>
<td>PSC 401</td>
<td>Senior Project in Political Science</td>
<td>3</td>
</tr>
</tbody>
</table>

#### Other Major Requirements

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>GEO 101</td>
<td>World Geography</td>
<td>3</td>
</tr>
<tr>
<td>or GEO 103</td>
<td>Human Geography</td>
<td>3</td>
</tr>
</tbody>
</table>

#### Comparative Group

Select two of the following:

- PSC 340 Latin American Culture and Politics
- PSC 342 European Politics
- PSC 343 Culture and Politics of Asia
- PSC 346 Russian Government and Politics
- PSC 348 African Politics and Society

#### International Group

Select two of the following:

- PSC 310 The United States and Latin America
- PSC 311 Russian Foreign Policy
- PSC 317 Contemporary International Relations
- PSC 318 International Political Economy
- PSC 319 Middle Eastern Politics
- PSC 330 Politics of the Holocaust and Genocide

#### Electives

Select 6 semester hours of electives

#### Total Minimum Credits Required

120

1. PSC 213 and PSC 240 should be completed prior to taking PSC 317 or PSC 320.
2. Courses with an international focus, with adviser approval, can overlap with related courses for culture cultures or a related minor (e.g., business, ethnic studies, finance, geography, history, languages and cultures, Latin American and Latino studies, marketing, peace and conflict studies, and women's and gender studies).

### Sample Course Plan

To track their individual degree progress, students are advised to access their Degree Progress Report (DPR) via myWCU regularly. For more information, visit wcupa.edu/DegreeProgressReport.

#### B.A. IN POLITICAL SCIENCE WITH ELECTIVE SOCIAL STUDIES TEACHER CERTIFICATION

### Science Requirements

- Behavioral and Social Science requirements
- PSY 100 Introduction to Psychology
- SOC 200 Introduction to Sociology

### Humanities Requirements

- HIS 101 History of Civilization I
- Select one LIT course

### Arts Requirements

- Diverse communities requirement: May simultaneously fulfill another degree requirement, so PSC diversity courses recommended, such as:
  - PSC 301 Women and Politics
  - PSC 323 Racial/Ethnic Politics
  - PSC 340 Latin American Culture and Politics
  - PSC 343 Culture and Politics of Asia

- Interdisciplinary requirement: An interdisciplinary requirement may not be used to fulfill a general education, distributive, diverse communities, or language culture cluster course requirement. Recommended PSC interdisciplinary courses:
  - PSC 304 Urban Politics
  - PSC 318 International Political Economy

### Additional Baccalaureate Requirements

- Writing Emphasis requirement

### Language & Culture Requirement

Demonstrating language proficiency through the intermediate level (202) or demonstrating language proficiency through the elementary II (102) level of a language and further acquiring a cultural foundation.

### Major Requirements

- PSC 100 U.S. Government and Politics
- PSC 200 Political Analysis
- PSC 202 Elements of Public Administration
- PSC 213 International Relations
- PSC 230 Introduction to Political Thought
- PSC 401 Senior Project in Political Science

Select one of the following:

- PSC 301 Women and Politics
- PSC 324 U.S. Political Parties
- PSC 322 Public Opinion, Media and Politics
- or PSC 323 Racial/Ethnic Politics
- PSC 325 Campaigns and Elections
- PSC 329 Courts, Law and Policy

Select one of the following:

- PSC 340 Latin American Culture and Politics
- PSC 343 Culture and Politics of Asia (recommended)
- PSC 240 Introduction to Comparative Politics
- PSC 342 European Politics
- PSC 346 Russian Government and Politics
- PSC 348 African Politics and Society

### Electives

Select any two additional political science courses at the 200 level or above

### Related/Cognate Requirements

Select one of the following:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECO 111</td>
<td>Principles of Economics (Macro)</td>
<td>3-6</td>
</tr>
<tr>
<td>&amp; ECO 112</td>
<td>and Principles of Economics (Micro)</td>
<td></td>
</tr>
<tr>
<td>GEO 101</td>
<td>World Geography</td>
<td>3</td>
</tr>
<tr>
<td>or GEO 103</td>
<td>Human Geography</td>
<td></td>
</tr>
<tr>
<td>HIS 151</td>
<td>History of the United States I</td>
<td>3</td>
</tr>
</tbody>
</table>

---

**Sample Course Plan**

To track their individual degree progress, students are advised to access their Degree Progress Report (DPR) via myWCU regularly. For more information, visit wcupa.edu/DegreeProgressReport.

**B.A. IN POLITICAL SCIENCE WITH ELECTIVE SOCIAL STUDIES TEACHER CERTIFICATION**

**College of the Sciences and Mathematics**

**General Education Requirements**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIS 101</td>
<td>History of Civilization I</td>
<td>3</td>
</tr>
<tr>
<td>or GEO 103</td>
<td>Human Geography</td>
<td>3</td>
</tr>
<tr>
<td>HIS 102</td>
<td>History of Civilization II</td>
<td>3</td>
</tr>
</tbody>
</table>

**Other Major Requirements**

- PSC 240 Introduction to Comparative Politics
- PSC 401 Senior Project in Political Science

**Additional Major Requirements**

- GEO 101 World Geography
- or GEO 103 Human Geography
- HIS 151 History of the United States I
MINOR IN LAW, POLITICS AND SOCIETY

College of the Sciences and Mathematics

Curriculum

Required Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BLA 201</td>
<td>Legal Environment of Business</td>
<td>3</td>
</tr>
<tr>
<td>PSC 250</td>
<td>The Politics of the Judicial Process</td>
<td>3</td>
</tr>
<tr>
<td>PSC 350</td>
<td>Constitutional Law I: Government Institutions: Power and Constraints</td>
<td>3</td>
</tr>
<tr>
<td>PSC 352</td>
<td>Constitutional Law II: Civil Liberties and Civil Rights</td>
<td>3</td>
</tr>
</tbody>
</table>

Elective Courses 1

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BLA 302</td>
<td>Business and Commercial Law</td>
<td></td>
</tr>
<tr>
<td>CRI 300</td>
<td>Criminal Law</td>
<td></td>
</tr>
<tr>
<td>CRI 304</td>
<td>Introduction to Comparative Justice Systems</td>
<td></td>
</tr>
<tr>
<td>CRI 400</td>
<td>Criminal Procedure</td>
<td></td>
</tr>
<tr>
<td>CRI 472</td>
<td>Justice Studies</td>
<td></td>
</tr>
<tr>
<td>CRI 482</td>
<td>Contemporary Legal Issues</td>
<td></td>
</tr>
<tr>
<td>PHI 190</td>
<td>Logic</td>
<td></td>
</tr>
<tr>
<td>PHI 421</td>
<td>Philosophy of Law</td>
<td></td>
</tr>
</tbody>
</table>

PSC 29  Courts, Law and Policy
PSC 350 Constitutional Law I: Government Institutions: Power and Constraints
PSC 352 Constitutional Law II: Civil Liberties and Civil Rights

Total Minimum Credits Required 21

1. Research paper must focus on educational issue.
2. Electives should be chosen to reflect the themes from the social studies education standards. It is recommended that these courses simultaneously fulfill another degree requirement, such as the diverse communities or writing emphasis requirements.
3. Contact the Department of Political Science for additional information on course prerequisites and required sequences, timing of Praxis I and II exams, and any other updates in the certificate program.

See the Political Science Policies tab (p. 427) for additional requirements for student teaching and certification.

Sample Course Plan

To track their individual degree progress, students are advised to access their Degree Progress Report (DPR) via myWCU regularly. For more information, visit wcupa.edu/DegreeProgressReport.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSC 301</td>
<td>Women and Politics</td>
</tr>
<tr>
<td>PSC 304</td>
<td>Urban Politics</td>
</tr>
<tr>
<td>PSC 322</td>
<td>Public Opinion, Media and Politics</td>
</tr>
<tr>
<td>PSC 351</td>
<td>Energy and the Political Process</td>
</tr>
<tr>
<td>PSC 353</td>
<td>Latino Politics</td>
</tr>
<tr>
<td>PSC 354</td>
<td>Environmental Politics and Policy</td>
</tr>
<tr>
<td>PSC 356</td>
<td>US Public Policy</td>
</tr>
<tr>
<td>PSC 357</td>
<td>Advanced Political Analysis</td>
</tr>
<tr>
<td>PSC 371</td>
<td>State and Local Government</td>
</tr>
<tr>
<td>PSC 373</td>
<td>Intergovernmental Relations</td>
</tr>
</tbody>
</table>

**Total Minimum Credits Required**: 18

1. Students in this area should take PSC 230 as part of their core and complete it prior to taking 300-level PSC courses.
2. Students in this area should take PSC 213 and PSC 240 as part of their core and complete these courses prior to taking 300-level courses.
3. Students in this area should take PSC 200 and PSC 202 as part of their core and complete these courses prior to taking 300-level courses.

Students must complete their political science courses for the minor with an overall GPA of 2.0 in order to complete the program. Internship credits in political science (PSC 412) may not be used as credits toward the political science minor.

**PRE-MAJOR ACADEMIC ADVISING**

**School of Interdisciplinary and Graduate Studies**

**Overview**

Pre-Major Academic Advising  
222 Lawrence Center  
610-436-3505  
610-436-2600 (fax)  
email: advising@wcupa.edu  
Pre-Major Academic Advising website (http://www.wcupa.edu/viceProvost/usss/pmaac)  
Dr. Ann Colgan (acolgan@wcupa.edu), Interim Director  
Dr. Jack Kinslow (jkinslow@wcupa.edu), Advisor  
Prof. Courtney Lloyd (clloyd@wcupa.edu), Advisor  
Mrs. Linda Missanelli (lmissanelli@wcupa.edu), Clerical Support

The faculty advisors in Pre-Major Academic Advising (PMAA) help undecided WCU students explore majors and also guide students regarding course selection and grade requirements for those majors. We recognize that choosing a major and career direction is an important step in life, and making this decision is a complex process. In addition, we stress the importance of transferable skills, which are obtainable in every WCU major and which can be applied to almost every career, regardless of major.

At WCU, academic advising is an educational partnership between an advisor and a student whose goal is the student’s academic, personal, and professional success. Advisors and advisees collaborate to help students achieve their aims. The advising relationship thus mirrors other teaching relationships at West Chester University. Advisors explain policies, identify resources, and give advice; however, students are ultimately responsible for making the decisions that will keep them on track to successfully graduate in a timely way.

**Students accepted into PMAA might fit one of four broad categories:**

1. Students who have applied to other majors but have not yet been accepted into that major.
   a. These students work with their PMAA advisors to meet the entrance requirements for their desired majors and are able to change their majors to their originally intended major when they have taken the necessary courses and have the minimum required GPAs.

2. Students who have two or three possible major interests and need to narrow down their choices before entering their chosen major.
   a. These students work with their PMAA advisors, the Career Development Center, and other resources to reflect on their strengths and interests.
   b. Students also schedule and take courses which might work for several of their major interests to aid in their decision-making process.
   c. It is possible to create such flexible schedules for up to two semesters; after that, students must have determined a major direction.

3. Students who may have no idea what they want to major in, in part because they have limited knowledge about what the options are.
   a. These students work with their PMAA advisors, the Career Development Center, and other resources to reflect on their strengths and interests.
   b. These students attend special workshops and programs offered by PMAA in collaboration with the Career Development Center and various academic departments.
   c. PMAA advisors remind students that they will not make a mistake in choosing a major since all majors can lead to many careers because of the flexible skills that college degree programs impart.
   d. Students deliberately schedule courses to engage in major and career exploration.
   e. It is possible to create such flexible schedules for up to two semesters; after that, students must have determined a major direction.

4. Students who have been accepted into other WCU majors but want to change their minds and transfer to PMAA to begin the process of deciding upon and earning entrance to their desired new major.

**Programs**

Orientation (http://www.wcupa.edu/_services/Stu.nsp/default.aspx)  
Parent Information Session (https://www.wcupa.edu/_services/stu.nsp/parentHandbook)  
Advising Part 2: Navigating myWCU (http://www.wcupa.edu/viceProvost/usss/pmaac/studentResources.aspx)  
Probation Workshop (http://www.wcupa.edu/_academics/advising/goodAdvising.aspx)  
Collaborations with Career Development (http://www.wcupa.edu/_services/stu.car)  
Fall Ice Cream Social  
Majors Fair

**Policies**

- See undergraduate admissions information. (p. 11)
- See academic policies. (http://catalog.wcupa.edu/undergraduate/academic-policies-procedures)

All undergraduate students are held to the academic policies and procedures outlined in the undergraduate 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 programs may be listed below.

**Undeclared Major Declaration Policy**

**Policy Requirements**

First year students who entered West Chester University as undeclared/pre-major must declare a major at the completion of 45 West Chester
University earned credits. This is most often equivalent to three semesters of full-time study at the University. Transfer students (Internal and External) who are undeclared must declare a major after two semesters of full-time study as an undeclared student. Students must be in good academic standing and must meet all admission requirements specified by the program s/he plans to transfer into. Exception to this policy may be granted to students who are planning to declare a major with highly restrictive admission requirements and may need additional semesters to complete those requirements. Any undeclared student who does not declare a major within the stipulated period of time will be required to develop an action plan addressing his/her academic area(s) of interest before the advisor hold will be lifted to enable the student schedule for the next semester.

Request to Postpone/Defer Declaring a Major
An undeclared/pre-major student may submit a request to defer declaring a major if the student is postponing major declaration because s/he has not yet to complete the prerequisites for the anticipated major. The process of postponing a major declaration requires an established plan of action by the student, which must be approved by the student's academic advisor, the chairperson of the department of Educational Development Services (EDS), and the dean/designee of Undergraduate Studies and Student Support Services (USSSS).

Faculty
Professor
John A. Kinslow (jkinslow@wcupa.edu) (1998)
Chairperson, Educational Development Advisor, Pre-Major Advising
B.A., Antioch University; M.Ed., Ph.D., Temple University
Assistant Professor
Ann Lieberman-Colgan (acolgan@wcupa.edu) (2014)
Director, Pre-Major Advising
B.A., West Chester University of Pennsylvania; M.Ed., River College; Ed.D., Gratz College

PRE-MEDICAL PROGRAM

College of the Sciences and Mathematics
117A Schmucker Science Center South
610-436-2978
Pre-Medical Program (http://wwwwcupa.edu/preMedical)
e-mail: pmmed@wcupa.edu
Stephen J. Ziminski (ziminski@wcupa.edu), Director

Committee Members
Dr. Stephen J. Ziminski, Program Director (Chair)
Dr. Mahrukh Azam, Chemistry
Dr. Melissa Betz Cichowicz, Chemistry [departmental chair]
Dr. Frank E. Fish, Biology
Dr. Jessica Sullivan-Brown, Biology
Dr. Felix E. Goodson, Chemistry
Dr. Jennifer Maresh, Biology
Dr. Susan Johnston (P.A.), Anthropology and Sociology [departmental chair]
Dr. Anthony Nicastro, Physics [departmental chair]
Dr. Joan Woolfrey, Philosophy

The Pre-Medical Program prepares undergraduate and post-baccalaureate students for application to the health professional schools of medicine, osteopathic medicine, dentistry, veterinary medicine, and physician assistant programs. The program also prepares students for careers in optometry, podiatry, chiropractic, and biomedical research. The program consists of an individualized selection of course work, personal counseling, and academic support. Optional internships in biomedical research at medical schools or research institutes are available to qualified students.

All of the primary majors in the Pre-Medical Program offer internship opportunities; however, only the B.S. Chemistry-Biology major allows a substitution of up to 12 credits for specific courses, enabling students to replace a full semester with a research internship. Internship opportunities are available on a part-time basis for varied academic credit. In all cases, the internships must be approved by academic advisors, department chairs, and internship coordinators.

For highly select undergraduates, medical school early assurance programs are available in affiliation with Penn State University College of Medicine (http://www.hmc.psu.edu/college) (undergraduate), Philadelphia College of Osteopathic Medicine (http://www.pcom.edu) (undergraduate), Lake Erie College of Osteopathic Medicine (http://www.lecom.edu) (undergraduate), Temple University School of Dentistry (http://www.temple.edu/dentistry) (undergraduate), Arcadia University's (http://www.arcadia.edu) M.S. in Physician's Assistant Studies (undergraduate), and University of Guelph, Ontario Veterinary College (http://www.ovc.uoguelph.ca) (undergraduate).

The B.S. in Chemistry-Biology major was specifically designed to meet the academic need of the pre-professional student. However, if a student has a particular interest in a healthcare field, other majors to consider include the B.S. in Biology (p. 198); B.S. in Biology: Cell and Molecular (p. 195); B.S. in Chemistry (p. 210); B.S. in Forensic and Toxicological Chemistry (p. 211), B.S. in Pharmaceutical Product Development (p. 412); B.S. in Physics (p. 422); or B.A. in Psychology (p. 440). Students in the Pre-Medical Program may have two advisors - one from their major field and one from the Pre-Medical Committee. The advisor from the major field serves as their academic advisor, while the one from the committee offers advice about professional schools and their requirements, as well as their professional development, including volunteering and shadowing opportunities.

Because of the intense competition for health professional school admission, only academically talented and highly motivated students should apply to the Pre-Medical Program. Applicants are selected on the basis of their potential for achievement in the program. Students in the program are expected to maintain a minimum 3.20 grade point average and the high standards of performance necessary for health professional school admission.

It is essential for incoming students contemplating a medical career to apply to the Pre-Medical Program immediately upon matriculation at the University. Similarly, it is essential for students who, at some later time, develop an interest in a medical career to apply to the Pre-Medical Program. Students who fail to consult with the Pre-Medical Office prior to taking the Medical College Admissions Test (MCAT) or who fail to report the results of any MCAT exam to the Pre-Medical Office are not eligible to receive a Pre-Medical Committee letter of evaluation when they apply to medical school.

All West Chester students who wish to apply to a health professional school should ask their professors to forward letters of evaluation to the Pre-Medical Program. Applicants are selected on the basis of their potential for achievement in the program. Students in the program are expected to maintain a minimum 3.20 grade point average and the high standards of performance necessary for health professional school admission.

Programs

Majors in the Pre-Medical Program

The B.S. in Chemistry-Biology and the B.S. in Biology - Cell and Molecular Concentration are the preferred majors for the Pre-Medical Program.

- B.S. in Chemistry-Biology (Pre-Medical) (p. 436)
B.S. IN CHEMISTRY-BIOLOGY (PRE-MEDICAL)

Policies

- See undergraduate admissions information. (p. 11)
- See academic policies. (http://catalog.wcupa.edu/undergraduate/academic-policies-procedures)

All undergraduate students are held to the academic policies and procedures outlined in the undergraduate 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 programs may be listed below.

Faculty

Professors

Frank E. Fish (ffish@wcupa.edu) (1980)
B.A., State University of New York at Oswego; M.S., Ph.D., Michigan State University

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

Susan L. Johnston (sjohnston@wcupa.edu) (2001)
B.A., University of Pennsylvania; B.S., Hahnemann University; Ph.D., University of Pennsylvania

Anthony J. Nicastro (anicastro@wcupa.edu) (1990)
Chairperson, Physics and Pre-Engineering Program
B.S., B.S., M.S., Ph.D., University of Delaware

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

Melissa Betz Cichowicz (mcichowicz@wcupa.edu) (1986)
Chairperson, Chemistry
B.S., St. Joseph’s College; Ph.D., University of Maryland

Joan Wollfrey (jwollfrey@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

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

Assistant Professors

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

Jessica Sullivan-Brown (jsullivan@wcupa.edu) (2014)
B.S., James Madison University; Ph.D., Princeton University

B.S. IN CHEMISTRY-BIOLOGY (PRE-MEDICAL)

College of the Sciences and Mathematics

Curriculum

General Education Requirements (http://catalog.wcupa.edu/undergraduate/general-education-requirements)

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Composition requirements</td>
<td>6</td>
</tr>
<tr>
<td>Mathematics requirement</td>
<td>3</td>
</tr>
<tr>
<td>Public Speaking requirement</td>
<td>3</td>
</tr>
</tbody>
</table>

Science requirements

Behavioral & Social Science requirements

Humanities requirements

Arts requirement

Diverse Communities requirement

Interdisciplinary requirement

PHI 371 Medical Ethics

Student Electives

Writing Emphasis requirements

Chemistry Requirements

CHE 103 General Chemistry I
CHE 104 General Chemistry II
CHE 231 Organic Chemistry I
CHE 232 Organic Chemistry II
CHE 321 Analytical Chemistry I
CHE 341 Physical Chemistry I
CHE 418 Chemical Information
CHE 476 Biochemistry I
CHE 491 Seminar in Chemistry
CRL 103 Experimental General Chemistry I (LAB)
CRL 104 Experimental General Chemistry II (LAB)
CRL 231 Experimental Organic Chemistry I Lab
CRL 321 Analytical Chemistry I Lab
CRL 476 Experimental Biochemistry I Lab

Biology Requirements

BIO 110 General Biology
BIO 217 General Zoology
BIO 220 Cell Physiology
BIO 230 Genetics
BIO 357 Comparative Vertebrate Anatomy
BIO 448 Animal Development
BIO 468 Comparative Vertebrate Physiology
or BIO 469 Human Physiology

Related/Cognate Requirements

Select one of the following physics sequences:

PHY 130 General Physics I
& PHY 140 and General Physics II

PHY 170 Physics I
& PHY 180 and Physics II

MAT 121 Introduction to Statistics I
MAT 161 Calculus I

Concentration Electives

Selected from upper-division chemistry and biology courses

Total Minimum Credits Required

1 Students may, with the permission of the department chair and the coordinator of the Pre-Medical Program, substitute an approved 6–12 credit internship for selected requirements and concentration electives. The courses with asterisks would be replaced by the internship (12 credits).

See also the Department of Chemistry (p. 206).

Sample Course Plan

To track their individual degree progress, students are advised to access their Degree Progress Report (DPR) via myWCU regularly. For more information, visit wcupa.edu/DegreeProgressReport.

DEPARTMENT OF PSYCHOLOGY

College of the Sciences and Mathematics

436
The B.A. in Psychology prepares students to understand variables such as heredity, learning, and the environment, which shape and change behavior. Careers are possible in clinics, guidance centers, industry, hospitals, schools, and government. The department prepares those students who wish to work immediately after they graduate from its undergraduate program by training them in the use of computers for statistical analysis, supervising their work in clinical and research settings that can later be translated to many business pursuits, and working with them as they learn to express themselves clearly in writing and in speech. The department also prepares students for specific careers within psychology, many of which require graduate study beyond the baccalaureate. These careers include teaching, research, and the delivery of clinical services.

Programs

Major in Psychology
- B.A. in Psychology (p. 440)

Minor in Psychology
- Psychology (p. 441)

Graduate Opportunities
See the graduate catalog for more information on the Psychology program. (http://catalog.wcupa.edu/undergraduate/academics-mathematics/psychology)

Policies
- See undergraduate admissions information. (p. 11)
- See academic policies. (http://catalog.wcupa.edu/undergraduate/academic-policies-procedures)

All undergraduate students are held to the academic policies and procedures outlined in the undergraduate 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 programs may be listed below.

Minimum Grade Requirement
All psychology majors and minors must earn a grade of C- or better in PSY 100 and all other PSY courses that fulfill departmental requirements. PSY courses used as general education free electives are exempt from this policy.

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

Graduate Coordinator, Psychology
Stefani Yorges (syorges@wcupa.edu) (1996)

Assistant Chairperson, Psychology
Vanessa Johnson (vjohnson@wcupa.edu) (1999)

Graduate Coordinator, Psychology
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

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

Farzin Irani (rirani@wcupa.edu) (2013)
B.S., University of Toronto; M.S., Villanova University; Ph.D., Drexel University

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)
B.A., Laurentian University; M.A., Carleton University; Ph.D., Auckland University of Technology

Karen J. Mitchell (kmitchell@wcupa.edu) (2014)
B.A., the Pennsylvania State University; M.A., Ph.D., Kent State University

Vahe Permpzadian (vpermpzadian@wcupa.edu) (2016)
B.A., Queens College, City University of New York; M.A., Brooklyn College, City University of New York

Ekeoma U. Ezugara (euzugara@wcupa.edu) (2016)
B.A., Boston University; M.A., M.P.H., Ph.D., University of Michigan
Courses

PSY

**PSY 100. Introduction to Psychology. 3 Credits.**
Introduction to the scientific study of behavior. The multiple bases of human behavior with emphasis on the learning process. Basic concepts, principles, and methodology. Students may be required to become familiar with an ongoing research study in psychology as an out-of-class assignment.
Gen Ed Attribute: Behavioral and Social Science Distributive.
Distance education offering may be available.

**PSY 120. Multicultural Psychology. 3 Credits.**
A survey course that will examine how psychological theory and research can contribute to our understanding of structural inequalities associated with ethnicity, race, income, class, age, gender, sexual orientation, ability, and religion.
Gen Ed Attribute: Diversity Requirement.
Typically offered in Fall & Spring.

**PSY 200. Positive Psychology: The Science of Happiness and Well Being. 3 Credits.**
Introduction to psychological perspectives that place an emphasis on positive emotional states including: happiness, joy, resilience, compassion, and forgiveness. We will examine a variety of topics and their relationship to subjective well-being including: positive coping, optimism, interpersonal relationships, spirituality, creativity and achievement.
Typically offered in Fall & Spring.

**PSY 210. Developmental Psychology: Lifespan. 3 Credits.**
A survey of research findings and theoretical issues related to developmental processes from the prenatal phase to senescence. Majors are advised to take PSY 382 and/or PSY 384 rather than PSY 210.
Pre / Co requisites: PSY 210 requires prerequisite of PSY 100.
Typically offered in Fall & Spring.

**PSY 230. Introduction to Primatology. 3 Credits.**
The purpose of this course is to familiarize students with the taxonomy, distribution, morphology, and behavior of human beings’ closest living relatives, the nonhuman primates. In lectures, students will 1) become acquainted with the Order Primates as it is currently taxonomically understood and 2) learn the basic principles of behavioral ecology in general and how they relate to nonhuman primates in particular.
Pre / Co requisites: PSY 230 requires prerequisite of PSY 100 or ANT 101 or BIO 100 or BIO 110 or permission from instructor.
Cross listed courses ANT 230, PSY 230.

**PSY 245. Statistics for the Behavioral Sciences. 3 Credits.**
Descriptive and inferential statistical concepts and techniques and their application to the collection, analysis, and interpretation of behavioral data. Computer-assisted computation procedures will be employed.
Pre / Co requisites: PSY 245 requires prerequisite of MAT 103 or higher.
Typically offered in Fall & Spring.

**PSY 246. Research Methods in Psychology. 3 Credits.**
Critical examination of research methods in psychology, including experimental and quasi-experimental designs, correlational methods, and survey methods. Students will receive practical experience in the design, implementation, analysis, and interpretation of data, and in preparation of written reports for research projects.
Pre / Co requisites: PSY 246 requires prerequisite of PSY 245.
Gen Ed Attribute: Writing Emphasis.
Distance education offering may be available.
Typically offered in Fall & Spring.

**PSY 254. Social Psychology. 3 Credits.**
The study of the ways in which the individual is affected by the actual, imagined, or implied presence of others. Topics include social influence, self and social group identity, interpersonal and intergroup relations, diversity, group behavior, violence, and prosocial behavior.
Pre / Co requisites: PSY 254 requires prerequisite of PSY 100.
Typically offered in Fall & Spring.

**PSY 255. Introduction to Biological Psychology. 3 Credits.**
Basic concepts concerning the reciprocal relationship between behavior and biology will be introduced.
Pre / Co requisites: PSY 255 requires prerequisite of PSY 100.
Typically offered in Fall & Spring.

**PSY 257. Theories of Personality. 3 Credits.**
A course in personality that examines the theories and writings of Freud, Jung, Adler, Fromm, Erikson, Rogers, and other major personality theorists.
Pre / Co requisites: PSY 257 requires prerequisite of PSY 100.
Typically offered in Fall & Spring.

**PSY 265. Industrial/Organizational Psychology. 3 Credits.**
A basic course for psychology and business majors interested in the application of psychology to the workplace. The course includes a survey of the theory, research, and applications of the major topical areas of Industrial/Organizational Psychology. Topics may include work motivation, job satisfaction, performance appraisal, leadership, personnel selection, training and development, communication, psychological testing, and organization development.
Pre / Co requisites: PSY 265 requires prerequisite of PSY 100.
Distance education offering may be available.
Typically offered in Fall & Spring.

**PSY 266. Biological Psychology Laboratory. 3 Credits.**
Laboratory exercises and experiments in basic biological psychology.
Pre / Co requisites: PSY 266 requires prerequisites of PSY 100 and PSY 245 and PSY 246 and PSY 255.
Typically offered in Fall.

**PSY 268. Drugs, Behavior and the Brain. 3 Credits.**
A survey of how drugs affect the brain and behavior. Drugs that are used to treat psychological disorders and those used recreationally will be studied.
Pre / Co requisites: PSY 268 requires a prerequisite of PSY 100.

**PSY 280. Health Psychology. 3 Credits.**
A study of the behavioral, biological, psychological and social factors involved in physical health and illness. Disease prevention, health behaviors, and psychosocial adjustment to illness will be explored.
Pre / Co requisites: PSY 280 requires prerequisite of PSY 100.

**PSY 327. Applied Behavior Analysis. 3 Credits.**
A survey of the principles and practices employed in inducing behavioral changes in clinic, institution, agency, and school settings.
Pre / Co requisites: PSY 327 requires prerequisite of PSY 100.
Typically offered in Fall & Spring.

**PSY 333. Animal Behavior. 3 Credits.**
The evolution and adaptiveness of behavior. Emphasis on physiological, genetic, and learning processes underlying animal behavior.
Pre / Co requisites: PSY 333 requires prerequisites of PSY 100 or BIO 110 or BIO 110.
Typically offered in Fall & Spring.

**PSY 336. Animal Behavior Laboratory. 3 Credits.**
Laboratory exercises and experiments in the principles of animal behavior and comparative psychology.
Pre / Co requisites: PSY 336 requires prerequisites of PSY 100 and PSY 245 and PSY 246 and co-requisite of PSY 335.
Typically offered in Fall.

**PSY 350. Biopsychology of Emotion. 3 Credits.**
This course will introduce students to the basic biological and sociocultural factors that contribute to the generation and regulation of emotion across the life span.
Pre / Co requisites: PSY 350 requires prerequisite of PSY 100.
Typically offered in Fall & Spring.

**PSY 362. 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. PHI 101 recommended.
Pre / Co requisites: PSY 362 requires a prerequisite of PSY 100.
Typically offered in Fall & Spring.

**PSY 363. Psychology of Learning. 3 Credits.**
Basic laws and theories of learning.
Pre / Co requisites: PSY 363 requires prerequisite of PSY 100.
Typically offered in Fall & Spring.
PSY 365. Psychology of Women. 3 Credits.
A study of the behavior and experience of women. Biological, cultural, interpersonal, and intrapersonal determinants of women's actions, thoughts, and feelings will be explored.
Pre/Co requisites: PSY 365 requires prerequisite of PSY 100.
Gen Ed Attribute: Writing Emphasis.
Typically offered in Fall & Spring.

PSY 366. Learning Laboratory. 3 Credits.
Laboratory exercises and experiments in the principles of Pavlovian and instrumental conditioning.
Pre/Co requisites: PSY 366 requires prerequisites of PSY 100 and PSY 245 and PSY 246 and corequisite of PSY 363.
Typically offered in Spring.

PSY 375. Abnormal Psychology. 3 Credits.
A study of the description, etiology, and treatment of the spectrum of psychological disorders among different populations.
Pre/Co requisites: PSY 375 requires prerequisite of PSY 100.
Distance education offering may be available.
Typically offered in Fall & Spring.

PSY 376. Social Psychology Laboratory. 3 Credits.
Electronic and/or laboratory exercises in social psychology.
Pre/Co requisites: PSY 276 requires prerequisites of PSY 100 and PSY 254.
Gen Ed Attribute: Writing Emphasis.
Typically offered in Fall & Spring.

PSY 380. Body Image. 3 Credits.
This interactive workshop explores the development of body image, the effects of negative body image on mental health and well-being, the assessment of body image, and the treatment and prevention of body image disturbance. Special attention is given to gender, cultural, and racial differences in body image, the role of obesity, and body image disorders such as Eating Disorders and Body Dysmorphic Disorder.
Typically offered in Fall & Spring.

PSY 382. Infant, Child and Adolescent Development. 3 Credits.
Study of the normal child from conception to puberty. Emphasis on current theoretical issues involved in the effects of early experience and environment.
Pre/Co requisites: PSY 382 requires prerequisite of PSY 100.
Typically offered in Spring.

PSY 384. Adult Development. 3 Credits.
Study of psychological development during the mature years up to and including death and dying.
Pre/Co requisites: PSY 384 requires prerequisite of PSY 100.
Gen Ed Attribute: Writing Emphasis.
Typically offered in Fall & Spring.

PSY 390. Principles of Counseling and Psychotherapy. 3 Credits.
A review of theoretical assumptions underpinning various approaches to counseling and psychotherapy with particular reference to comparative outcome data.
Pre/Co requisites: PSY 390 requires prerequisites of PSY 257 or PSY 375.
Typically offered in Fall & Spring.

PSY 400. Senior Seminar in Psychology. 3 Credits.
In-depth study of advanced topics in psychology. Students will prepare and present written and oral presentations describing and analyzing current issues in psychology.
Pre/Co requisites: PSY 400 requires prerequisites of PSY 245 and PSY 246.
Distance education offering may be available.
Typically offered in Fall & Spring.

PSY 410. Research in Psychology. 1-3 Credits.
Special research projects, reports, and readings in psychology.
Pre/Co requisites: PSY 410 requires prerequisite of PSY 100.
Consent: Permission of the Department required to add.
Typically offered in Fall & Spring.
Repeatable for Credit.

PSY 413. Group Intervention 1. 3 Credits.
This class is designed as an introductory course, integrating theory and practice of psychodrama as a psychotherapeutic modality. Emphasis is placed on understanding the basic psychodramatic and sociometric techniques from a theoretical perspective with emphasis placed on how to use these basic techniques in applied situations.
Pre/Co requisites: PSY 413 requires prerequisite of PSY 100.
Consent: Permission of the Department required to add.
Typically offered in Spring.

PSY 421. 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 play activities.
Pre/Co requisites: PSY 421 requires prerequisite of PSY 100; PSY 327 strongly recommended.
Typically offered in Spring.

PSY 430. Human Sexual Behavior. 3 Credits.
An intensive study of those variables under which human sexual behavior functions. Research from sociological and medical studies is integrated with psychological knowledge.
Pre/Co requisites: PSY 430 requires prerequisite of PSY 100.
Typically offered in Fall & Spring.

PSY 441. Field Experience in Psychology I. 3 Credits.
A work-study program in an educational, business, or mental health facility under joint supervision of the instructor and the staff psychologist of the field institution. Permission of instructor required.
Pre/Co requisites: PSY 441 requires prerequisite of PSY 100.
Typically offered in Fall & Spring.

PSY 442. Field Experience in Psychology II. 3 Credits.
Continuation of PSY 441.
Typically offered in Fall & Spring.

PSY 443. Psychology of Group Processes. 3 Credits.
A study of the dynamics of interpersonal behavior in small groups. Theory applied to practice in class. Permission of instructor recommended.
Pre/Co requisites: PSY 443 requires prerequisite of PSY 100.
Typically offered in Spring.

PSY 445. Organizational Development. 3 Credits.
The study of human behavior in task group and organizational contexts. PSY 265 recommended.
Pre/Co requisites: PSY 445 requires prerequisite of PSY 100.
Distance education offering may be available.
Typically offered in Fall & Spring.

PSY 447. Interpersonal Relationships within Groups. 3 Credits.
A study of processes and factors in establishing, maintaining, and terminating relationships via the use of group methods.
Pre/Co requisites: PSY 447 requires prerequisite of PSY 100.
Consent: Permission of the Department required to add.
Typically offered in Spring.

PSY 448. Field Experience in Psychology III. 3 Credits.
A work-study program in a Head Start preschool program serving a population of children and families that are mostly low-income and of ethnic and racial minority backgrounds under joint supervision of the instructor and the staff of the field institution.
Pre/Co requisites: PSY 448 requires prerequisite of PSY 100 and 21 total hours of psychology courses or permission of instructor.
Gen Ed Attribute: Diversity Requirement.
Typically offered in Fall & Spring.

PSY 449. Field Experience in Psychology IV. 3 Credits.
A continuation of PSY 448.
Pre/Co requisites: PSY 449 requires prerequisite of PSY 448.
Gen Ed Attribute: Diversity Requirement.
Typically offered in Fall & Spring.
**PSY 464. Biopsychology Seminar. 3 Credits.**
Anatomical, endocrinological, and physiological processes underlying behavior, including motivation, emotion, learning, and memory. Special attention is given to the biological bases and treatments of mental illness. PSY 100, or BIO 100 or 110 recommended. Pre / Co requisites: PSY 464 requires prerequisites of PSY 255 or BIO 100 or BIO 110. Typically offered in Spring.

**PSY 470. Sensory and Perceptual Processes. 3 Credits.**
A study of how we process sensory information and perceive our environments. Pre / Co requisites: PSY 470 requires prerequisite of PSY 100. Typically offered in Fall.

**PSY 475. Cognitive Psychology. 3 Credits.**
This course explores our scientific understanding of mental processes such as perception, attention, language, memory, decision-making and problem-solving, from both basic science and applied perspectives. Pre / Co requisites: PSY 475 requires prerequisites of PSY 245 and PSY 246, and a co-requisite of PSY 476. Gen Ed Attribute: Writing Emphasis. Distance education offering may be available. Typically offered in Fall & Spring.

**PSY 481. Eating Disorders. 3 Credits.**
An in-depth study of anorexia nervosa, bulimia nervosa, and other variants of disordered eating. Pre / Co requisites: PSY 481 requires prerequisites of PSY 257 or PSY 375. Typically offered in Spring.

**PSY 490. Topical Seminar in Psychology. 1-3 Credits.**
Special topics in psychology not offered under existing, regularly offered courses. Consent of instructor or chairperson recommended. Repeatable for Credit.

---

**B.A. IN PSYCHOLOGY**

*College of the Sciences and Mathematics*

**Curriculum**

**General Education Requirements** (http://catalog.wcupa.edu/undergraduate/general-education-requirements)

| English Composition requirements | 6 |
| Mathematics requirement | 3 |
| MAT 103 Introduction to Mathematics (or higher is required) | |
| Public Speaking requirement | 3 |
| Diverse Communities requirement | 3 |
| Interdisciplinary requirement | 3 |
| Science requirements | 6 |
| It is recommended students take BIO 100 or BIO 110 as one of the science courses. | |
| Behavioral & Social Science requirements | 6 |
| Humanities requirements | 6 |
| Arts requirement | 3 |
| Student Electives | 9 |
| Writing Emphasis | 9 |
| **Language and Culture Requirement** | 3-15 |
| Demonstrating language proficiency through the intermediate level (202) or demonstrating language proficiency through the elementary II (102) level of a language and further acquiring a cultural foundation. | |

**Major Requirements**

- Required psychology courses
- PSY 100 Introduction to Psychology

---

**Biological Bases of Behavior**

| Select one of the following: | 3 |
| PSY 255 Introduction to Biological Psychology | |
| PSY 335 Animal Behavior | |

**Cognition and Learning**

| Select one of the following: | 3 |
| PSY 363 Psychology of Learning | |
| PSY 475 Cognitive Psychology | |

**Development across the Lifespan**

| Select one of the following: | 3 |
| PSY 382 Infant, Child and Adolescent Development | |
| PSY 384 Adult Development | |

**Multicultural and Social Bases of Behavior**

| Select one of the following: | 3 |
| PSY 120 Multicultural Psychology | |
| PSY 254 Social Psychology | |

**Clinical Psychology**

| Select one of the following: | 3 |
| PSY 257 Theories of Personality | |
| PSY 375 Abnormal Psychology | |

**Applied Experiences in Psychology**

| Select one of the following: | 3 |
| PSY 265 Industrial/Organizational Psychology | |
| PSY 266 Biological Psychology Laboratory | |
| PSY 336 Animal Behavior Laboratory | |
| PSY 366 Learning Laboratory | |
| PSY 376 Social Psychology Laboratory | |
| PSY 410 Research in Psychology | |
| PSY 441 Field Experience in Psychology I | |
| PSY 442 Field Experience in Psychology II | |
| PSY 448 Field Experience in Psychology III | |
| PSY 449 Field Experience in Psychology IV | |
| PSY 476 Cognitive Laboratory | |

**Psychology Electives**

| Select three additional PSY courses | 9 |

**Related/Cognate Area**

These electives are in addition to the nine semester hours of electives listed under the general education requirements and may be selected from among any of the University’s course offerings.

**Total Minimum Credits Required**

| 120 |

1 Students are strongly encouraged to take PSY 245 as early as possible, but must enroll in it before taking more than 21 hours in psychology courses.

---

**Sample Course Plan**

To track their individual degree progress, students are advised to access their Degree Progress Report (DPR) via myWCU regularly. For more information, visit wcupa.edu/DegreeProgressReport.

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>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Year One</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Semester One</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PSY 100</td>
<td>Introduction to Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSY 120</td>
<td>Multicultural Psychology</td>
<td>3</td>
</tr>
<tr>
<td>Language Course (appropriate level for student)</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>WRT 120</td>
<td>Effective Writing I</td>
<td>3</td>
</tr>
<tr>
<td>MAT 103</td>
<td>Introduction to Mathematics (or higher)</td>
<td>3</td>
</tr>
<tr>
<td><strong>Credits</strong></td>
<td>15</td>
<td></td>
</tr>
<tr>
<td><strong>Semester Two</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PSY Course (A - E)</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Language Course (in sequence)</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>WRT 200</td>
<td>Critical Writing and Research</td>
<td>3</td>
</tr>
<tr>
<td>SPK 208</td>
<td>Public Speaking (or SPK 230 or SPK 199)</td>
<td>3</td>
</tr>
<tr>
<td>General Education</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td><strong>Credits</strong></td>
<td>15</td>
<td></td>
</tr>
<tr>
<td><strong>Year Two</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Semester Three</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PSY 245</td>
<td>Statistics for the Behavioral Sciences</td>
<td>3</td>
</tr>
<tr>
<td>PSY Course (A - F)</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Language Course (in sequence) or Culture Cluster</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>General Education</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>General Education</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td><strong>Credits</strong></td>
<td>15</td>
<td></td>
</tr>
<tr>
<td><strong>Semester Four</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PSY 246</td>
<td>Research Methods in Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSY Course (A - F)</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Language Course (in sequence) or Culture Cluster</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>General Education</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>General Education</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td><strong>Credits</strong></td>
<td>15</td>
<td></td>
</tr>
<tr>
<td><strong>Year Three</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Semester Five</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PSY 362</td>
<td>History and Systems of Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSY Course (A - F)</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>PSY Course (A - F)</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Free Elective or Language Culture Cluster (if applicable)</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>General Education</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td><strong>Credits</strong></td>
<td>15</td>
<td></td>
</tr>
<tr>
<td><strong>Semester Six</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PSY Course (A - F)</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>PSY Elective</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>300-Level Writing Emphasis Course</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Free Elective or PSY Elective</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Free Elective or PSY Elective</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td><strong>Credits</strong></td>
<td>15</td>
<td></td>
</tr>
<tr>
<td><strong>Year Four</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Semester Seven</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PSY 400</td>
<td>Senior Seminar in Psychology</td>
<td>3</td>
</tr>
<tr>
<td>Free Elective or PSY Elective</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Free Elective or PSY Elective</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Free Elective or PSY Elective</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Free Elective or PSY Elective</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td><strong>Credits</strong></td>
<td>15</td>
<td></td>
</tr>
<tr>
<td><strong>Semester Eight</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Free Elective or PSY Elective</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Free Elective or PSY Elective</td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>

Free Elective or PSY Elective: 3
Free Elective or PSY Elective: 3
Free Elective or PSY Elective: 3

Credits: 15
Total Credits: 120

**MINOR IN PSYCHOLOGY**

*College of the Sciences and Mathematics*

The Minor in Psychology is designed for students of any major and is tailored to the specific educational goals of each student.

**Required Courses**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY 100</td>
<td>Introduction to Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSY courses selected by the student</td>
<td>15</td>
<td></td>
</tr>
</tbody>
</table>

**Total Minimum Credits Required**: 18

**RUSSIAN STUDIES PROGRAM**

*College of Arts and Humanities*

114 Main Hall  
610-436-2585  
Russian Studies [http://www.wcupa.edu/russianStudies](http://www.wcupa.edu/russianStudies)  
Alice Speh (aspeh@wcupa.edu), Coordinator

Any West Chester University student, regardless of his or her major area of specialization, may earn a minor specialization in Russian studies after satisfactory completion of 18 credits of work.

**Programs**

- **Minor in Russian Studies**  
  - Russian Studies (p. 441)

**Policies**

- See undergraduate admissions information. (p. 11)
- See academic policies. [http://catalog.wcupa.edu/undergraduate/academic-policies-procedures](http://catalog.wcupa.edu/undergraduate/academic-policies-procedures)

All undergraduate students are held to the academic policies and procedures outlined in the undergraduate 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 programs may be listed below.

**MINOR IN RUSSIAN STUDIES**

*College of Arts and Humanities*

**Required Courses**  

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ERU 363</td>
<td>Russian &amp; Soviet Film and Literature</td>
<td></td>
</tr>
<tr>
<td>CLS 364</td>
<td>Eastern European Literature and Film</td>
<td></td>
</tr>
<tr>
<td>ERU 309</td>
<td>Russian Culture</td>
<td></td>
</tr>
<tr>
<td>HIS 324</td>
<td>Imperial Russia</td>
<td></td>
</tr>
<tr>
<td>HIS 425</td>
<td>Twentieth-Century Russia</td>
<td></td>
</tr>
<tr>
<td>PSC 346</td>
<td>Russian Government and Politics</td>
<td></td>
</tr>
<tr>
<td>PSC 311</td>
<td>Russian Foreign Policy</td>
<td></td>
</tr>
</tbody>
</table>

**Option A:**  

- Russian Language (Intermediate level or above)  
- Russian History and/or Politics

**Option B:**  

- Russian History and/or Politics  
- Russian Civilization, Culture and/or Politics

Select from the following:  

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ERU 363</td>
<td>Russian &amp; Soviet Film and Literature</td>
</tr>
<tr>
<td>CLS 364</td>
<td>Eastern European Literature and Film</td>
</tr>
<tr>
<td>ERU 309</td>
<td>Russian Culture</td>
</tr>
<tr>
<td>HIS 324</td>
<td>Imperial Russia</td>
</tr>
<tr>
<td>HIS 425</td>
<td>Twentieth-Century Russia</td>
</tr>
<tr>
<td>PSC 346</td>
<td>Russian Government and Politics</td>
</tr>
<tr>
<td>PSC 311</td>
<td>Russian Foreign Policy</td>
</tr>
</tbody>
</table>
Music Tests - Bachelor of Music in Music Education

1. Each candidate must demonstrate skill in at least one performance medium in which he or she excels: piano, organ, voice, classical guitar, or a band or orchestra instrument. It is preferable, although not required, for pianists and vocalists to perform at least part of their audition from memory.

2. All candidates are tested in music theory, sight-singing, and piano.

3. Piano, organ, or voice majors with band or orchestra instrument experience may demonstrate their ability on their instruments.

NOTE: All candidates must bring music for the vocal, piano, and instrumental compositions they intend to perform.

Music Tests: Bachelor of Music with a Concentration in Theory, Composition, or History; Bachelor of Music in Performance; or Bachelor of Music in Elective Studies in an Outside Field

Each candidate in performance must demonstrate an advanced level of proficiency in the major area of performance as evidenced by the ability to perform compositions representing a variety of musical periods and styles, and must show potential as a professional performer. Memorization is required for pianists and vocalists. Each candidate in theory and composition or elective studies in an outside field must demonstrate an acceptable background in a major performing area; candidates in theory and composition must interview with the Department of Music Theory, History, and Composition.

Equivalency in Music Therapy

Music majors may pursue courses toward certification in music therapy through a cooperative program with Immaculata University (http://www.immaculata.edu), located ten miles from West Chester. The Handbook for Students in Music – Undergraduate Division should be consulted for current requirements.

Applied Music

Emily Bullock, Interim Chairperson
See the Department of Applied Music for more information about courses in applied music (p. 156).

Music Education

Marci Major, Chairperson
See the Department of Music Education for more information about courses in music education (p. 379).

Music Theory, History, and Composition

Robert Maggio, Chairperson
See the Department of Music Theory, History, and Composition for more information about courses in music theory, history, and composition (p. 388).

DEPARTMENT OF SOCIAL WORK

College of Education and Social Work

114 W. Rosedale Avenue
610-436-2527
Department of Social Work (http://www.wcupa.edu/socialWork)
Travis Ingersoll (tingersoll@wcupa.edu), Chairperson

The Social Work program is accredited on the baccalaureate level as a professional degree in social work by the Council on Social Work Education.

The mission of the undergraduate Social Work program is to prepare students for beginning social work practice and lifelong learning. To this end, the program teaches the knowledge, values, and skills of generalist social work, with an emphasis on self-evaluation, critical thinking, information literacy, and understanding the intersections of people and their environments. Students apply micro, mezzo, and macro frameworks for assessment and intervention through experiential learning that includes two field placements over the course of three semesters. The program prepares students to adhere to the ethical standards of social work, to advocate for social and economic justice, and to promote the strengths and well-being of diverse individuals, families, groups, organizations, and communities. Students graduate with the core competencies appropriate to entry-level generalist social work as well as the foundation for graduate social work education.

The B.S.W. program has three phases: the first is the pre-candidacy courses along with their general education requirements; the second occurs when students formally apply for candidacy, which is the professional social work track where advanced course work and the junior field experience are completed; and the third is at the conclusion of the spring junior year when students successfully complete a competency exam and enter the senior field experience. The Bachelor of Social Work is conferred on undergraduates who complete all the academic requirements of the program and West Chester University. The B.S.W. is recognized as the first professional level of social work practice.

Goals for the B.S.W. Program

The undergraduate Social Work program goals are linked to core practice competencies as set forth in the Council on Social Work Education's 2015 Educational Policy and Accreditation Standards (EPAS). With the liberal arts as its foundation, B.S.W. graduates are prepared to engage in entry-level social work practice through mastery of these ten core competencies. As such, the department’s goal is that, by completion of the program, students are prepared to:

1. Engage in evidence-based, entry-level social work practice with individuals, families, groups, communities, and organizations within a multicultural society

SCHOOL OF MUSIC INFORMATION

School of Music

Music Tests - Bachelor of Music in Music Education

1. Each candidate must demonstrate skill in at least one performance medium in which he or she excels: piano, organ, voice, classical guitar, or a band or orchestra instrument. It is preferable, although not required, for pianists and vocalists to perform at least part of their audition from memory.

2. All candidates are tested in music theory, sight-singing, and piano.

3. Piano, organ, or voice majors with band or orchestra instrument experience may demonstrate their ability on their instruments.

NOTE: All candidates must bring music for the vocal, piano, and instrumental compositions they intend to perform.

Music Tests: Bachelor of Music with a Concentration in Theory, Composition, or History; Bachelor of Music in Performance; or Bachelor of Music in Elective Studies in an Outside Field

Each candidate in performance must demonstrate an advanced level of proficiency in the major area of performance as evidenced by the ability to perform compositions representing a variety of musical periods and styles, and must show potential as a professional performer. Memorization is required for pianists and vocalists. Each candidate in theory and composition or elective studies in an outside field must demonstrate an acceptable background in a major performing area; candidates in theory and composition must interview with the Department of Music Theory, History, and Composition.

Equivalency in Music Therapy

Music majors may pursue courses toward certification in music therapy through a cooperative program with Immaculata University (http://www.immaculata.edu), located ten miles from West Chester. The Handbook for Students in Music – Undergraduate Division should be consulted for current requirements.

Applied Music

Emily Bullock, Interim Chairperson
See the Department of Applied Music for more information about courses in applied music (p. 156).

Music Education

Marci Major, Chairperson
See the Department of Music Education for more information about courses in music education (p. 379).

Music Theory, History, and Composition

Robert Maggio, Chairperson
See the Department of Music Theory, History, and Composition for more information about courses in music theory, history, and composition (p. 388).

DEPARTMENT OF SOCIAL WORK

College of Education and Social Work

114 W. Rosedale Avenue
610-436-2527
Department of Social Work (http://www.wcupa.edu/socialWork)
Travis Ingersoll (tingersoll@wcupa.edu), Chairperson

The Social Work program is accredited on the baccalaureate level as a professional degree in social work by the Council on Social Work Education.

The Social Work program is accredited on the baccalaureate level as a professional degree in social work by the Council on Social Work Education.

Goals for the B.S.W. Program

The undergraduate Social Work program goals are linked to core practice competencies as set forth in the Council on Social Work Education’s 2015 Educational Policy and Accreditation Standards (EPAS). With the liberal arts as its foundation, B.S.W. graduates are prepared to engage in entry-level social work practice through mastery of these ten core competencies. As such, the department’s goal is that, by completion of the program, students are prepared to:

1. Engage in evidence-based, entry-level social work practice with individuals, families, groups, communities, and organizations within a multicultural society

SCHOOL OF MUSIC INFORMATION

School of Music

Music Tests - Bachelor of Music in Music Education

1. Each candidate must demonstrate skill in at least one performance medium in which he or she excels: piano, organ, voice, classical guitar, or a band or orchestra instrument. It is preferable, although not required, for pianists and vocalists to perform at least part of their audition from memory.

2. All candidates are tested in music theory, sight-singing, and piano.

3. Piano, organ, or voice majors with band or orchestra instrument experience may demonstrate their ability on their instruments.

NOTE: All candidates must bring music for the vocal, piano, and instrumental compositions they intend to perform.

Music Tests: Bachelor of Music with a Concentration in Theory, Composition, or History; Bachelor of Music in Performance; or Bachelor of Music in Elective Studies in an Outside Field

Each candidate in performance must demonstrate an advanced level of proficiency in the major area of performance as evidenced by the ability to perform compositions representing a variety of musical periods and styles, and must show potential as a professional performer. Memorization is required for pianists and vocalists. Each candidate in theory and composition or elective studies in an outside field must demonstrate an acceptable background in a major performing area; candidates in theory and composition must interview with the Department of Music Theory, History, and Composition.

Equivalency in Music Therapy

Music majors may pursue courses toward certification in music therapy through a cooperative program with Immaculata University (http://www.immaculata.edu), located ten miles from West Chester. The Handbook for Students in Music – Undergraduate Division should be consulted for current requirements.

Applied Music

Emily Bullock, Interim Chairperson
See the Department of Applied Music for more information about courses in applied music (p. 156).

Music Education

Marci Major, Chairperson
See the Department of Music Education for more information about courses in music education (p. 379).

Music Theory, History, and Composition

Robert Maggio, Chairperson
See the Department of Music Theory, History, and Composition for more information about courses in music theory, history, and composition (p. 388).

DEPARTMENT OF SOCIAL WORK

College of Education and Social Work

114 W. Rosedale Avenue
610-436-2527
Department of Social Work (http://www.wcupa.edu/socialWork)
Travis Ingersoll (tingersoll@wcupa.edu), Chairperson

The Social Work program is accredited on the baccalaureate level as a professional degree in social work by the Council on Social Work Education.

The Social Work program is accredited on the baccalaureate level as a professional degree in social work by the Council on Social Work Education.

Goals for the B.S.W. Program

The undergraduate Social Work program goals are linked to core practice competencies as set forth in the Council on Social Work Education’s 2015 Educational Policy and Accreditation Standards (EPAS). With the liberal arts as its foundation, B.S.W. graduates are prepared to engage in entry-level social work practice through mastery of these ten core competencies. As such, the department’s goal is that, by completion of the program, students are prepared to:

1. Engage in evidence-based, entry-level social work practice with individuals, families, groups, communities, and organizations within a multicultural society
2. Practice according to the principles, values, and ethics that guide the social work profession
3. Influence social policies with the goal of alleviating poverty, oppression, and social injustice as well as advocating for human rights
4. Identify and affect the bio-psycho-social, spiritual, and cultural functioning of people
5. Evidence practice from a culturally sensitive perspective that recognizes and appreciates diverse cultures, particularly those that differ from one’s own

The B.S.W. program has the following core competencies:

Competency 1: Demonstrate ethical and professional behavior
Competency 2: Engage diversity and difference in practice
Competency 3: Advance human rights and social and economic justice
Competency 4: Engage in research-informed practice and practice-informed research.
Competency 5: Engage in policy practice
Competency 6: Engage with individuals, families, groups, organizations and communities
Competency 7: Assess with individuals, families, groups, organizations and communities
Competency 8: Intervene with individuals, families, groups, organizations and communities
Competency 9: Evaluate practice with individuals, families, groups, organizations and communities

All students must demonstrate attitudes and professional behaviors consistent with the values and ethics of professional social work and the National Association of Social Workers (NASW) Social Work Code of Ethics.

The B.S.W. program is based in a strong liberal arts foundation. We believe this is covered by the current University degree requirements. In addition, since our last re-accreditation, our department has reviewed the curricular requirements and received feedback from multiple constituents (students, faculty, advisory board, field supervisors) that students would benefit from taking more social work electives and/or additional coursework at the university that supports the field experience. In addition, we have added a required summer bridge reading assignment for our seniors that fulfills the original purpose of the literature requirement: to expose students to more diverse life experiences through literature. Finally, the literature requirement disadvantages our transfer students, the majority of whom do not take a literature course at their community college.

Department-Related Activities

The Social Work Club is a student organization that elects officers and sets a yearly agenda. The activities of this organization are open to all students. The honor society, Phi Alpha, is sponsored by the Department of Social Work and is the Chi Gamma Chapter of the National Association of Social Workers (NASW) Social Work Honor Society. The B.S.W. program is the Chi Gamma Chapter of the National Social Work Honor Society. Eligibility requires an overall GPA of 3.0 and 3.25 in required social work courses. The Association of Black Social Workers is another social work organization that elects officers and sets a yearly service and program agenda. For more information, see the Student Activities and Service Organization sections of the catalog.

Department Field Placements and Volunteer Experiences

Social work students are expected to provide a minimum of 20 hours of volunteer work, approved by their advisor, as a requirement to be accepted into candidacy. During the second semester of the junior year and in both semesters of the senior year, students will be placed in various social work agencies (see partial listing of social work field placements).

Students must have completed the below with a cumulative average of 2.50 before they register to take the junior field placement in the spring semester.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SWO 200</td>
<td>Introduction to Social Welfare</td>
<td>3</td>
</tr>
<tr>
<td>SWO 220</td>
<td>Introduction to Generalist Practice</td>
<td>3</td>
</tr>
<tr>
<td>SWO 225</td>
<td>Race Relations</td>
<td>3</td>
</tr>
<tr>
<td>SWO 300</td>
<td>Family Systems</td>
<td>3</td>
</tr>
<tr>
<td>SWO 320</td>
<td>Generalist Social Work Practice I</td>
<td>3</td>
</tr>
<tr>
<td>SWO 332</td>
<td>Social Welfare Policies and Services</td>
<td>3</td>
</tr>
<tr>
<td>SWO 350</td>
<td>Human Behavior in Social Environment I</td>
<td>3</td>
</tr>
</tbody>
</table>

Insurance

Students are also required to carry liability insurance coverage during the second semester of their junior and the entire senior year. Students may join NASW and become a member of a national social work organization and receive liability insurance at a reduced rate. Students need to apply for child abuse clearance and state police background check in the fall semester of their junior year prior to being matched with a field placement. Field sites may have additional requirements of students prior to the start of their field placement.

Social Work Field Placements

Below is a sampling of settings where students have been placed to fulfill their field experience requirements:

- ARC of Chester County
- Bucks County Children and Youth
- Chester County Children, Youth, and Families
- Chester County Intermediate Unit
- Chester County Juvenile Probation
- Chester County Office of the Aging
- Chester County Opportunities Industrialization Centers (OIC)
- County Office of Services for Older Adults
- Delaware County Adult Probation and Parole
- Department of Human Services
- Devereux Foundation
- Domestic Abuse Project of Delaware County
- Elwyn
- Family Services of Chester County
- Friend’s Association
- Kendal-Crosslands
- Philadelphia School District
- ReMed
- Resources for Human Development
- Ronald McDonald House
- Salvation Army
- The Garage Community Youth Center
- University of Pennsylvania Health Systems
- Values Into Action
- Vitas Hospice

Philadelphia Campus

The B.S.W. in Social Work 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

Major in Social Work
- Bachelor of Social Work (B.S.W.) (p. 445)
Graduate Opportunities
See the graduate catalog for more information on the Social Work program (http://catalog.wcupa.edu/graduate/education-social-work/social-work).

Policies
- See undergraduate admissions information. (p. 11)
- See academic policies. (http://catalog.wcupa.edu/undergraduate/academic-policies-procedures)

All undergraduate students are held to the academic policies and procedures outlined in the undergraduate 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 programs may be listed below.

Policy for Social Work Majors
Majors are required to meet with their social work advisor to plan an integrative course of study, to select courses prior to scheduling, to discuss career opportunities, and to keep abreast of departmental activities. Handbooks are provided to help students be aware of requirements and procedures in the department. Social work majors should be aware of social work prerequisite courses and must see their advisor before registering for classes.

Academic Promotion Policy
Social work students must achieve a grade of C or above in required professional practice courses that include SWO 320, 321, 375, 395, 450, 451, 495, 496. Social work students that have a grade of D, F, or NG (no grade) in other required social work courses must repeat these courses and achieve a satisfactory grade before entering the junior field placement. Students must achieve an overall GPA of 2.5 in order to be accepted into candidacy and to begin their first field practicum. Students must maintain a minimum 2.5 GPA in order to remain in the program and in order graduate with a B.S.W. that has been accredited by the Council on Social Work Education. Further information can be found in the student handbook and field manual that is updated annually and posted to the Department’s website (http://www.wcupa.edu/socialWork).

Admission Requirements
Applicants must meet University requirements for admission. After successfully completing the first year of pre-candidacy social work course requirements, students may apply for candidacy for the professional social work track.

For admittance to senior field placement, students must pass the junior competency exam requirements in social work and fulfill the requirements outlined on the guidance record sheet.

In compliance with the Council on Social Work Education, the national accrediting body for social work, the program only accepts upper-division social work courses from accredited programs that correspond with West Chester University B.S.W. program sequencing. No social work credits are granted for life and work experience.

Transfer Students
Students from other colleges and universities who desire to transfer to the West Chester University baccalaureate social work program should apply through the University's Office of Admissions, which will coordinate the credit evaluations of social work courses with the baccalaureate social work program director. Transfer students are required to make application for candidacy.

A transfer credit analysis, listing all transfer credits accepted by the University, will be sent to the Department of Social Work and also directly to the student. The B.S.W. program director may accept social work transfer credits from CSWE-accredited undergraduate social work programs.

The field practicum and seminar are concurrent courses in the WCU undergraduate social work program; therefore, they are not transferable. The policies and requirements for the field practice are explicated in the Baccalaureate Program Field Instruction Manual. All other social work courses not meeting the requirements of the program may be accepted as SWO 199 course credit hours.

Internal Transfer Students
Internal transfer students meet the same standards for the program as other students.

Note: The Department of Social Work offers courses in the summer to assist transfer students to begin as a junior when they enter West Chester University in the fall. It is crucial that all transfer students be advised by the undergraduate program chair before the first session of summer.

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

Associate Professors
Michelle Belliveau (mbelliveau@wcupa.edu) (2006)
B.A., Earlham College; M.S.S.W., Columbia University; Ph.D., University of Pennsylvania

Claire L. Dente (cdente@wcupa.edu) (2008)
B.A., Chestnut Hill College; M.S.W., Catholic University of America; Ph.D., Temple University

Travis Sky Ingersoll (tingersoll@wcupa.edu) (2011)
Chairperson, Undergraduate Social Work
B.A., State University of New York at Buffalo; M.S.W, M.Ed., Ed.D., Widener University

Assistant Professors
Casey Bohrman (cbohrman@wcupa.edu)
B.S., Boston University; M.S.W., Ph.D., University of Pennsylvania

Christa C. Gilliam (cgilliam@wcupa.edu) (2016)
B.A., California State University; M.S.W., Temple University; Ph.D., Morgan State University

Tiffany Yvette Lane (tlane@wcupa.edu) (2012)
B.A., West Chester University; M.S.W., Howard University; Ph.D., Morgan State University

Susan Wysor Nguema (swysorn@wcupa.edu) (2016)
B.S.W., La Salle University; M.S., University of Pennsylvania; M.S.W., Temple University

Courses
SWO

SWO 199. Transfer Credits. 1-10 Credits.
Transfer Credits. Repeatable for Credit.

SWO 200. Introduction to Social Welfare. 3 Credits.
An introduction to the social work profession, this course emphasizes the historical, economic, political and philosophical foundations of the social welfare system in the United States, social policy, and social services. It introduces a framework for the critical analysis of social welfare policy from a system perspective.
**SWO 220. Introduction to Generalist Practice. 3 Credits.**
In this course, students are introduced to the knowledge base, values and skills of the social work profession that guides practice with individuals, families, groups, organizations, communities, and societal systems.

**SWO 225. Race Relations. 3 Credits.**
The course takes an interdisciplinary approach to the study of race, ethnicity and culture. By integrating findings from history, political science, sociology, and social work, students are introduced to cultural differences as they affect family life, the development of law, and the nature and magnitude of racism in our society. The overarching goal of this course is to encourage the student to embark on the process of becoming culturally competent.
Gen Ed Attribute: Diversity Requirement, Interdisciplinary Requirement.

**SWO 300. Family Systems. 3 Credits.**
This course is an introduction to the family from a systems theory perspective. The course includes discussion of historical and contemporary definitions of the family, types of families, the social function of families, and an overview of the family life cycle. Particular attention is paid to diversity in order to highlight variations in family forms and styles along the lines of race, ethnicity, class and sexual orientation.
Gen Ed Attribute: Writing Emphasis.
Distance education offering may be available. Typically offered in Summer.

**SWO 320. Generalist Social Work Practice I. 3 Credits.**
Students apply their knowledge of the strengths and ecological perspectives to the processes of engagement, assessment, planning, implementation, evaluation and termination for social work practice with individuals and families. Social Work majors only.
Pre / Co requisites: SWO 320 requires a corequisite or prerequisite of SWO 220 with a minimum of C or better.

**SWO 321. Generalist Social Work Practice II. 3 Credits.**
Students apply their knowledge of the strengths and ecological perspectives to the processes of engagement, assessment, planning, implementation, evaluation and termination for social work practice with groups, organizations and communities. Social Work majors only.
Pre / Co requisites: SWO 321 requires a corequisite of SWO 320 with a minimum grade of C or better.

**SWO 332. Social Welfare Policies and Services. 3 Credits.**
This course introduces students to policy analysis. A main focus is an examination of how the US Government supports or inhibits social and economic justice through social welfare, social security social policy, and social services.

**SWO 350. Human Behavior in Social Environment I. 3 Credits.**
This course examines the life cycle from pre-natal development through young adulthood with an emphasis on micro and mezzo theories of human behavior from a strengths and ecological systems perspective. The course is designed to provide the theoretical foundation that informs the knowledge and skill bases of the generalist social work practitioner.

**SWO 351. Human Behavior and the Social Environment II. 3 Credits.**
This course examines the life cycle from middle adulthood through older adulthood and death and dying with an emphasis on mezzo and macro theories of human behavior from a strengths and ecological systems perspective.
Gen Ed Attribute: Writing Emphasis.

**SWO 375. Field Experience I. 6 Credits.**
Junior-year field experience for the social work major in an approved setting and under the supervision of an approved field instructor. Social Work majors only.

**SWO 395. Junior Seminar. 3 Credits.**
The integration of knowledge, values, and skills within the theoretical framework of generalist social work practice. This course is the beginning foundation for students to examine ways social work theory and values are integrated into the reality of practice.
Pre / Co requisites: SWO 395 requires corequisite of SWO 375 with a minimum grade of C or better.
Consent: Permission of the Department required to add. Repeatable for Credit.

**SWO 410. Independent Studies in Social Work. 1-3 Credits.**
Special research projects or practices in social work.
Consent: Permission of the Department required to add. Typically offered in Fall, Spring & Summer. Repeatable for Credit.

**SWO 421. Mental Health & Social Work. 3 Credits.**
This course introduces students to the signs and symptoms of mental illnesses and substance abuse disorders. Specific practice skills for social work practice, the range of mental health services, and relevant social policies are covered.

**SWO 423. Child Welfare Practice And Policy. 3 Credits.**
Emphasis is placed on assessment of and understanding child abuse and neglect, the long term effects of child maltreatment, how to engage families in which child maltreatment is an identified issue, the child protective service system and relevant policies.

**SWO 431. Methods Of Social Inquiry. 3 Credits.**
The course introduces students to qualitative and quantitative research, ethical and cultural issues in research, and fosters critical thinking in evaluating existing research. Students learn how to conduct a research project and the skills of social work practice evaluation.

**SWO 432. Advanced Policy Practice. 3 Credits.**
The relationship between social policy and social work practice is strengthened as students are taught the concept of policy practice or how to develop, influence and implement social policy in their social work practice everyday.

**SWO 450. Field Experience II. 6 Credits.**
Senior field experience for the social work major in an approved setting and under the supervision of an approved field instructor. Senior social work majors only. Repeatable for Credit.

**SWO 451. Field Experience III. 6 Credits.**
Senior field experience for the social work major in an approved setting and under the supervision of an approved field instructor. Senior social work majors only. Repeatable for Credit.

**SWO 490. Topical Seminar In Social Work. 3 Credits.**
This course is a one-week intensive cultural immersion experience that will include a field trip to two reservations of the Great Sioux Nation. Repeatable for Credit.

**SWO 491. Sexuality Concepts for Social Workers. 3 Credits.**
Human sexuality is one of the basic foundations for life. From before birth, individuals are sexed, gendered and bombarded with messages about who they are, who they should be and how they are expected to behave. In adult life, whether individuals choose to date, to partner or to remain single; to have children, to adopt or to create other forms of family, sexuality is one of the central and organizing components of the human experience. In this course, human sexuality is explored in three separate sections from a biopsychosocial perspective. The first of these units addresses an overview of sexuality information and functioning. The second examines psychosocial issues, as they exist within sexuality. Lastly, the manifestations of human sexuality as they occur within the Social Work and human services context are investigated.
Gen Ed Attribute: Writing Emphasis.

**SWO 495. Social Work Senior Seminar I. 3 Credits.**
Integration of field and classroom experiences in discussing the application of the generalist model to the helping process. Emphasis is on all levels of practice (individuals, families, groups, organizations, and communities. Social Work majors only.
Pre / Co requisites: SWO 495 requires a prerequisite of SWO 395 and a corequisite of SWO 450. Gen Ed Attribute: Writing Emphasis.

**SWO 496. Social Work Senior Seminar II. 3 Credits.**
Integration of field and classroom experiences in discussing the application of the generalist model to the helping process. Emphasis is on advocacy and social justice. Social work majors only.
Pre / Co requisites: SWO 496 requires a prerequisite of SWO 495 and a corequisite of SWO 451.

---

**BACHELOR OF SOCIAL WORK (B.S.W.)**

**Curriculum**

**General Education Requirements**

- English Composition requirements: 6
- Mathematics requirement: 3
- Public Speaking requirement: 3
Science requirements 6  
Behavioral & Social Science requirements 6  
Humanities requirements 6  
Arts requirement 3  
Diverse Communities requirement 3  
Interdisciplinary requirement 3  
Student Electives 9  
Writing Emphasis requirements 9  

Must include a course in the following areas: BIO; HIS; LIT/CLS; PHI; PSC; PSY; SOC (Students are required to take 9 semester hours of writing emphasis courses. The social work curriculum includes two (SWO 300 and SWO 351). Students need to choose an additional writing emphasis course to fulfill this general education requirement.

Language Requirements  
Six semester hours of language (students may request to take culture cluster courses to meet some or all of this requirement; adviser permission is required). 6

Additional Liberal Arts Foundation Course  
To support the liberal arts foundation and biopsychosocial perspective in social work, these courses are also required of social work majors: PHI, PSC, PSY, SOC 12

Social Work Pre-Candidacy Courses  
Must earn a minimum of 2.50 GPA in these courses to be accepted into candidacy:  
SWO 200 Introduction to Social Welfare 3  
SWO 220 Introduction to Generalist Practice 3  
SWO 225 Race Relations (also meets interdisciplinary requirement) 3  
SWO 300 Family Systems 3

Social Work Professional Foundation  
Students must maintain a 2.50 GPA in these courses:  
SWO 320 Generalist Social Work Practice I 3  
SWO 321 Generalist Social Work Practice II 3  
SWO 332 Social Welfare Policies and Services 3  
SWO 350 Human Behavior in Social Environment I 3  
SWO 351 Human Behavior and the Social Environment II 3  
SWO 375 Field Experience I 6  
SWO 395 Junior Seminar 3  
SWO 431 Methods Of Social Inquiry 3  
SWO 432 Advanced Policy Practice 3  
SWO 450 Field Experience II 6  
SWO 451 Field Experience III 6  
SWO 495 Social Work Senior Seminar I 3  
SWO 496 Social Work Senior Seminar II 3

Total Minimum Credits Required 120

In addition, continued matriculation at the professional level of the B.S.W. program requires that all students:  
• Maintain an overall GPA of 2.00 or better in the general education requirements  
• Maintain an average 2.50 GPA in the required liberal arts foundation courses  
• Obtain a 2.50 GPA to graduate from the social work program  
• Adhere to field practice requirements in accordance with the Undergraduate Social Work Field Manual  
• Comply with NASW Code of Ethics and the professional behaviors established by the social work program

Sample Course Plan  
To track their individual degree progress, students are advised to access their Degree Progress Report (DPR) via my-WCU regularly. 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>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Year One</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Semester One</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pre-Candidacy</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SWO 200</td>
<td>Introduction to Social Welfare</td>
<td>3</td>
</tr>
<tr>
<td>SWO 225</td>
<td>Race Relations (I or J)</td>
<td>3</td>
</tr>
<tr>
<td>WRT 120</td>
<td>Effective Writing I</td>
<td>3</td>
</tr>
<tr>
<td>Select approved Sociology course (SOC 200 or SOC 240 recommended)</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Foreign Language (Spanish recommended)</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Credits</td>
<td></td>
<td>15</td>
</tr>
<tr>
<td>Semester Two</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pre-Candidacy</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SWO 220</td>
<td>Introduction to Generalist Practice</td>
<td>3</td>
</tr>
<tr>
<td>SWO 300</td>
<td>Family Systems (W)</td>
<td>3</td>
</tr>
<tr>
<td>Select one of the following:</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>WRT 204</td>
<td>Critical Writing: Approaches to Pop Culture</td>
<td></td>
</tr>
<tr>
<td>WRT 205</td>
<td>Critical Writing: Investigating Experience</td>
<td></td>
</tr>
<tr>
<td>WRT 206</td>
<td>Critical Writing: Multidisciplinary Imagination</td>
<td></td>
</tr>
<tr>
<td>WRT 208</td>
<td>Critical Writing: Entering Public Sphere</td>
<td></td>
</tr>
<tr>
<td>WRT 220</td>
<td>Critical Writing: Special Topics</td>
<td></td>
</tr>
<tr>
<td>Select approved Psychology course (PSY 100 recommended)</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Foreign Language</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Credits</td>
<td></td>
<td>15</td>
</tr>
<tr>
<td><strong>Year Two</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Semester Three</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pre-Candidacy</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SWO 332</td>
<td>Social Welfare Policies and Services</td>
<td>3</td>
</tr>
<tr>
<td>SWO 350</td>
<td>Human Behavior in Social Environment I</td>
<td>3</td>
</tr>
<tr>
<td>Select one approved Political Science course (PSC 100 recommended)</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Select approved BIO course (BIO 102 will not count towards this requirement)</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Select approved History course (HIS 150 recommended)</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Credits</td>
<td></td>
<td>15</td>
</tr>
<tr>
<td>Semester Four</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SWO 320</td>
<td>Generalist Social Work Practice I</td>
<td>3</td>
</tr>
<tr>
<td>SWO 351</td>
<td>Human Behavior and the Social Environment II (W) (J)</td>
<td>3</td>
</tr>
<tr>
<td>SPK 208 or SPK 230</td>
<td>Public Speaking or Business and Professional Speech Communication</td>
<td>3</td>
</tr>
<tr>
<td>Select one approved science class from the following:</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>CHE 100</td>
<td>Concepts of Chemistry</td>
<td></td>
</tr>
<tr>
<td>CHE 160</td>
<td>The Chemistry of Beer</td>
<td></td>
</tr>
<tr>
<td>CSC 110</td>
<td>Fundamentals in Computer Science</td>
<td></td>
</tr>
</tbody>
</table>
CSC 115  Introduction to Computer Programming
CSC 141  Computer Science I
ESS 101  Introduction to Geology
ESS 111  Other Worlds, Other Stars
ESS 170  Introduction to Our Atmosphere
PHY 100  Elements of Physical Science
PHY 105  Structure of the Universe
PHY 130  General Physics I
PHY 140  General Physics II
PHY 170  Physics I
PHY 180  Physics II
Select one advised elective  3

Credits  15

Year Three
Semester Five
Candidacy Application Due Sept 15
Professional Social Work Coursework
SWO 321  Generalist Social Work Practice II  3
SWO 431  Methods Of Social Inquiry  3
Select any Math course (MAT 104 or MAT 121 recommended)  3
Select any approved Philosophy course (PHI 180 recommended)  3
Elective  3

Credits  15

Semester Six
Professional Social Work Coursework
SWO 375  Field Experience I  6
SWO 395  Junior Seminar  3
SWO 432  Advanced Policy Practice  3
Select one advised elective  3

Credits  15

Year Four
Semester Seven
Professional Social Work Coursework
SWO 450  Field Experience II  6
SWO 495  Social Work Senior Seminar I  3
Select one approved course in Art, Cinematography, Dance, Music, Photography, or Theatre  3
Select one advised elective  3

Credits  15

Semester Eight
SWO 451  Field Experience III  6
SWO 496  Social Work Senior Seminar II  3
Select two advised electives  6

Credits  15

Total Credits  120

1 General Education Requirements
2 Required Liberal Arts

May take social work courses concurrently while applying for candidacy

DEPARTMENT OF SPECIAL EDUCATION

College of Education and Social Work
304 Recitation Hall

The faculty is committed to supporting the development of teachers who acquire the knowledge, skills, and dispositions to construct effective, high-quality educational programs for children with disabilities. The mission is to foster knowledgeable, passionate, competent, and reflective graduates who will serve as eloquent, articulate advocates for all children, families, and special education professionals. This program provides students with field placement and experience in the same block of courses where they are concurrently learning characteristics, teaching methods, application, and theory. These placements give students an opportunity to reflect and question what they observe and experience in these settings, which is vital to the success of integrating theory and practice.

The field experiences in private or public schools are designed to give students first-hand opportunities with children in high-incidence and low-incidence settings. The course work taken concurrently provides students with the theory and research necessary to become effective teachers.

Programs of Study

The Department of Special Education offers two programs of study leading to certification at the PreK-8 or the 7-12 level. Students seeking certification in special education may be required to seek certification in an additional content area.

- The B.S.Ed. Special Education PreK-8 (dual major with PreK-4 or Middle Grades 4-8) will qualify students for PDE special education certification at the PreK-8 level and certification in PDE early grades preparation (PreK-4) or middle grades preparation (4-8).
- The B.S.Ed. Special Education 7-12 will qualify students for PDE special education certification at the 7-12 level when paired with PDE certification in a secondary content area, including biology, chemistry, earth and space science, English (literature or writing), general science, mathematics, physics, or certain K-12 education programs.

To graduate, students enrolled in the B.S.Ed. Special Education PreK-8 program are required to double-major with either Early Grades Preparation (PreK-4) or Middle Grades Preparation (4-8). Students seeking the B.S.Ed. Special Education 7-12 program are not required to double-major with a secondary or K-12 teacher certification program. However, to be eligible for PDE teacher certification in Special Education 7-12, students must double-major with a secondary education or K-12 education program. Students who do not double-major with a secondary or K-12 education program will not be eligible for PDE Special Education 7-12 certification. See the PDE for certification requirements.

Upon completion of the program and achievement of passing scores on state certification exams, students will qualify for a Pennsylvania Instructional I Certificate in both areas of their dual course of study (if applicable), which is valid for six years of teaching. Passing scores on state certification exams are not required for graduation.
Minor Programs

Minor in Special Education

Current trends, enforced by recent litigation, have increased the need for a general understanding of the individuals with disabilities in our culture, the department also offers a Minor in Special Education, which is designed to introduce students to individuals with disabilities through course work and field experiences. Students who desire admission to the Minor in Special Education must have achieved the minimum cumulative GPA required for their earned credits: 2.65 for students with 12-47 credits, and 2.80 for students with 48 or more credits. Students admitted to this minor must maintain that minimum cumulative GPA in order to continue. Students who fall below the minimum cumulative GPA required are permitted to retake, in accordance with University policy, course work in the minor that contributed to their fall below the minimum required GPA. Such students will not be permitted to take additional course work in the minor until they achieve the minimum cumulative GPA.

Minor in Autism

The Minor in Autism Education is an 18-credit program designed to provide students knowledge of, and the opportunity to demonstrate competencies related to, research-based assessment, intervention, instruction, and program management for persons with autism in PreK-12 settings. The minor is applicable for future professionals serving students with autism across age/grade levels (preschool through completion of high school) and various ranges of functioning. The need for professionals with working knowledge of autism continues to grow as the prevalence for individuals with autism continues to increase.

These minors do not lead to Instructional I teacher certification by the Pennsylvania Department of Education. However, students who complete the Minor in Autism Education are eligible for the PDE Autism Endorsement upon receipt of their Instruction I certification.

Programs

Majors in Special Education

• B.S.Ed. in Special Education - PreK-8 And Early Grades Preparation (PreK-4) (p. 451)
• B.S.Ed. in Special Education - PreK-8 And Middle Grades Preparation (4-8) (p. 451)
• B.S.Ed. in Special Education (7-12) (p. 452)

Minors in Special Education

• Autism Education (p. 453)
• Special Education (p. 453)

Graduate Opportunities

See the graduate catalog for more information on the Special Education program. (http://catalog.wcupa.edu/graduate/education-social-work/special-education)

Policies

• See undergraduate admissions information. (p. 11)
• See academic policies. (http://catalog.wcupa.edu/undergraduate/academic-policies-procedures)

All undergraduate students are held to the academic policies and procedures outlined in the undergraduate 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 programs may be listed below.

Requirements for B.S.Ed. Programs

In order to be eligible for graduation, an undergraduate student must satisfactorily complete the following requirements:

1. 135 credits for the B.S.Ed. in Special Education/Early Grades Preparation; 135 credits for the B.S.Ed. in Special Education/Middle Grades Preparation; 136-154 credits for the B.S.Ed. in Special Education/secondary (dual program content area) or B.S.Ed. in Special Education/B.A. in History (dual degrees); and 120 credits for the B.S.Ed. - Special Education (7-12) as a single degree

2. Formal Admission to Teacher Education (FATE) (see below)

3. Minimum GPA of 3.0

4. State licensure examinations relevant to each area of the chosen dual major/dual degrees noted above, which would grant teacher certification in both special education and the selected dual program (if applicable). Exams must be taken prior to student teaching.

Admission to Special Education Degree Programs

For formal admission to the special education degree program, see the Educator Preparation Programs (p. 262) section of this catalog.

Requirements for Transfer to the Majors in Special Education

Students seeking to transfer in to the Special Education PreK-8 program must simultaneously obtain admission in to the Early Grades Preparation (PreK-4) or Middle Grades Preparation (4-8) programs. Students seeking transfer in to the Special Education 7-12 program may opt—but are not required—to seek enrollment into a secondary content area. These students must secure the signatures from the chair of the Department of Special Education as well as the chair of the department in which the desired dual major program resides.

Students may apply for "external transfer" when transferring from another post-secondary institution. Students already admitted to West Chester University as pre-majors or in another major may apply for "internal transfer." Students seeking external or internal transfer must have a minimum of 12 college-level credits. Students with 12-47 credits must also have a minimum GPA of 2.65. The required minimum cumulative GPA for students with 48-59 earned credits is 2.80. Students with 60 or more earned credits must have a minimum cumulative GPA of 2.80; must have achieved passing scores on either the PPST (if testing was started prior to April 2, 2012) or the PAPA; and must have completed college-level studies in English composition (three credits), literature taught in English (three credits), and mathematics (six credits). External or internal transfer to the major in special education does not represent or confer formal admission to teacher education (See “Formal Admission to Teacher Education” in the Educator Preparation Programs section (p. 262)).

In addition to the general requirements for Formal Admission to Teacher Education, B.S.Ed. candidates who are admitted to the major in special education must also complete 20 hours of pre-approved, unpaid community service for agencies/organizations serving children and/or youth and/or adults with special needs and/or families (at least ten of these hours must be provided in one setting); and (2) a written reflection that has been assessed as satisfactory on how this service has influenced their development as teachers. The nature of the service must provide a direct, concrete benefit to the population(s) an agency/organization serves. The hours that candidates devote to this community service requirement may not also be used to fulfill any requirement for a credit-bearing course.

Application and Approval for Student Teaching

Students must apply through the Office of Field Placements and Student Teaching for approval for student teaching placements.

Prerequisites for student teaching include the following:

• Formal Admission to Teacher Education (FATE)
• 96 credits, including all professional educational courses and all specialized preparation courses with necessary grade prerequisites, with a cumulative GPA of 2.8
Completion of the following forms: student teaching application, child abuse history clearance form, request for criminal record check, FBI records check, and a TB test. Students should allow enough time to receive responses for clearance. All clearance forms are valid for one year, except the TB test, which is valid for the duration of attendance at WCU but must be administered within three months prior to entering the initial field placement.

The application for student teaching must be filed within one full year prior to the academic semester in which student teaching is to be scheduled. Application meetings will be announced at the beginning of the fall semester each year. Students register for student teaching as they would for any other University courses.

Field Placement in Schools

All field placements, including student teaching, are arranged by the department. Students are not to solicit placements. While student needs are considered in assigning placements, no particular placement can be guaranteed. Transportation to and from field placements is the responsibility of the individual student.

West Chester University does not place students at religiously affiliated schools when public schools are available for a student teaching experience. In addition, the University will make every attempt to first place students into public (vs. private) schools for student teaching and related activities. Further, students will not be assigned student teaching or other related duties at nonsectarian private schools or agencies unless they specifically request such placement. Each request will be considered individually to ensure that the private entity does not receive special benefit from the arrangement that outweighs the benefit to the University and its students.

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 (dmanda@wcupa.edu) (1999)
B.S., University of Wisconsin - Eau Claire; M.Ed., University of Utah; Ph.D., University of Florida

Associate Professors

Beatrice Ader (badera@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. Guerrero (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 (mhouer@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 103. Foundations of Special Education. 3 Credits.
This course is designed to acquaint the prospective teacher with the historical legal evolution of the field, as well as characteristics of individuals with disabilities.
Distance education offering may be available.
Typically offered in Fall, Spring & Summer.

EDA 175. Introduction to Autism: Characteristics & Etiology. 3 Credits.
This course is designed to inform students about the characteristics and etiology of autism. Students will complete observations of individuals with autism in multiple school- and community-based settings.
Pre / Co requisites: EDA 175 requires prerequisite EDA 103 OR KIN 205 and KIN 206.
Typically offered in Spring.

EDA 195. Workshop. 1-3 Credits.
Intensive examination of a selected area of study in the field of special education. Topics will be announced in advance.
Typically offered in Summer. Repeatable for Credit.

EDA 203. Field: Students with Exceptionalities. 3 Credits.
This course is designed to have the prospective teacher observe and reflect upon the characteristics of students with disabilities within the context of school and clinical settings. The content will focus on issues relative to special education in a diverse society and will rely heavily on reflective teaching and learning.
Pre / Co requisites: EDA 203 requires prerequisite EDA 103.
Typically offered in Fall, Spring & Summer.

EDA 212. Understanding Disability through Cultural Perspectives. 3 Credits.
This course will provide students with a general introduction to social justice theory, human rights issues, and social constructs surrounding disability on a global scale. Content will include perspectives of individuals with disabilities and will be delivered through a multimedia format. This course is designed for any student who is interested in learning more about disability within the context of today’s society.
Typically offered in Fall.

EDA 230. Inclusive Classroom. 3 Credits.
The purpose of this course is to prepare preservice early childhood, elementary and special education students to teach students with disabilities effectively in general settings. The course will be co-taught by special education and early childhood education faculty. Gen Ed Attribute: Diversity Requirement.

EDA 250. Inclusive Practices in Music Education. 1 Credit.
Designed to acquaint music educators with the philosophy of inclusive education and provide them with skills to accommodate students with disabilities in music classes. For music educators only.

EDA 275. Autism: Families, Inter-agency, and Community Collaboration. 3 Credits.
This course is designed to foster professional relationships between future service providers and families that are supporting an individual with autism and make those relationships meaningful, cooperative and productive.
Pre / Co requisites: EDA 275 requires a prerequisite of EDA 175; field clearances.
Typically offered in Summer.

EDA 280. Integrating the Arts. 3 Credits.
Fine art, music, puppetry, and dance are combined as creative processes to be adapted for use with children with disabilities.
Typically offered in Fall & Spring.
EDA 303. Special Ed: Processes/Procedures for General Educators. 2 Credits.
The purpose of this course is to prepare preservice students to teach students with disabilities effectively in general education settings.
Pre / Co requisites: EDA 303 requires prerequisite EDA 103 and Formal Admission to Teacher Education.
Typically offered in Fall & Spring.

EDA 304. Special Ed Processes/Procedures for Secondary Educators. 3 Credits.
The purpose of this course is to prepare pre-service students to teach students with disabilities effectively in secondary general education settings.
Pre / Co requisites: EDA 304 requires prerequisite EDA 103, EDP 250 and field clearances.
Typically offered in Fall & Spring.

EDA 307. Families and Special Education. 3 Credits.
The Families and Special Education course is a writing emphasis course designed to help pre-service teachers’ foster family professional relationships that are meaningful, cooperative, and productive. Roles that parents have played in the education of children and youth with disabilities will be emphasized. This course bases its objectives on the knowledge that involvement of families of individuals with disabilities is essential for the person's education and well being, and is necessary from a legal perspective. The family is studied so that the perspective teacher can best know how to work with diverse families of children with disabilities, and within family systems.
Gen Ed Attribute: Writing Emphasis.

EDA 312. Introduction to Early Intervention. 3 Credits.
This course is an overview of the field of early childhood special education. Students will explore the processes of early intervention including screening, assessment, instructional programming, integrating children with and without disabilities, and family involvement.

EDA 314. Curriculum and Instruction for Individual Learning Differences I. 3 Credits.
This course is designed to prepare students to assist children with disabilities achieve skills in academics and functional life domains. Emphasis is placed on understanding and analysis of learning problems, and the design and planning of instructional interventions.
Pre / Co requisites: EDA 314 requires prerequisites of EDA 103, EDA 203, and Formal Admission to Teacher Education.
Typically offered in Fall, Spring & Summer.

EDA 320. Behavior Management. 3 Credits.
An exploration of current practices in management of behavior with emphasis on teacher-delivered systems.
Pre / Co requisites: EDA 320 requires prerequisites of EDA 104 co-requisite of EDA 347.

EDA 321. Behavior Management & Field Experience. 6 Credits.
An exploration of current practices in management of behavior with emphasis on teacher-delivered systems. It includes a field placement in a school where students will assess and develop interventions for a child with behavioral challenges.
Pre / Co requisites: EDA 321 requires prerequisite of EDA 103 and EDA 203.
Typically offered in Fall, Spring & Summer.

EDA 341. Inclusion & Reading in the Content Area. 3 Credits.
This course is co-taught by special education faculty and literacy faculty. It will help prepare secondary education and special education majors to effectively teach all students, including those with disabilities, in general education, content-specific settings. Practical guidelines, content literacy strategies, and adaptations will be emphasized to prepare pre-educators to meet the academic, social and affective needs of all students in the inclusive secondary classroom.
Pre / Co requisites: EDA 341 requires prerequisites of EDP 250, and EDF 100 or EDF 300. Honors students take HON 312 in lieu of EDF 300.
Gen Ed Attribute: Diversity Requirement.
Cross listed courses EDA 341, EDR 341.

EDA 361. Assessment and Special Education. 3 Credits.
An introduction to instructional assessment in special education and the development of relevant educational plans to meet federal regulations.
Pre / Co requisites: EDA 361 requires prerequisites of EDA 103, EDA 203, and Formal Admission to Teacher Education.
Typically offered in Fall, Spring & Summer.

EDA 375. Autism Studies: Assessment & Instruction I. 3 Credits.
This course is designed to inform students about assessment and instructional planning for individuals with autism. Emphasis will be placed on students demonstration of planning for and implementing assessments across the range of domains including behavior.
Pre / Co requisites: EDA 375 requires prerequisite EDA 175; Field Clearances.
Typically offered in Summer.

EDA 380. Career Development and Transition. 3 Credits.
This course is a study of life-span issues for individuals with disabilities. It stresses curriculum content and instructional strategies that are sensitive to human diversity and promote career development and transition.
Pre / Co requisites: EDA 380 requires prerequisites of EDA 104; EDA 320/347 or EDA 302/350/360; and formal admission to teacher education.

EDA 410. Independent Study. 1-3 Credits.
Special topics or projects initiated by the student that will enable her or him to do extensive and intensive study in an area of special education.
Consent: Permission of the Department required to add. Repeatable for Credit.

EDA 413. 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 K-8 school based instruction, stressing legislative foundations, interagency linkages, school partnerships, referral processes, and systems of service delivery. The teacher practitioner as change agent will be an underlying theme.
Pre / Co requisites: EDA 413 requires prerequisite Formal Admission to Teacher Education, EDA 103, EDA 203.
Distance education offering may be available.
Typically offered in Fall & Spring.

EDA 414. Secondary Career Development and Transition. 3 Credits.
This course will address support structures that serve students with disabilities as they transition from middle to high school and to adult life, stressing legislative foundations, interagency linkages, school partnerships, referral processes, and systems of service delivery. The teacher practitioner as change agent will be an underlying theme. We will examine the life span issues for persons with disabilities - addressing assessment, planning, and instructional strategies that promote career development and transition education at secondary age levels. Attention will be given to curricular benchmarks and standards, and how functional outcomes interact with those benchmarks and standards.
Pre / Co requisites: EDA 414 requires prerequisites of EDA 103, EDA 203, and Formal Admission to Teacher Education.
Distance education offering may be available.
Typically offered in Fall & Spring.

EDA 416. Student Teaching for Exceptional Learners. 6 Credits.
Participation in teaching and all other activities in the student teaching role related to the teacher’s work. PREREQ: 96 semester hours including all professional education courses and all specialized preparation courses with standards. Field clearances required.
Pre / Co requisites: EDA 416 requires formal admission into teacher education, EDA 103, EDA 203, EDA 314, EDA 321, EDA 361, EDA 413, EDA 421, and EDA 429.
Typically offered in Fall & Spring.

EDA 417. Student Teaching for Exceptional Learners. 6 Credits.
Participation in teaching and all other activities in the student teaching role related to the teacher’s work. PREREQ: 96 semester hours including all professional education courses and all specialized preparation courses with standards. Field clearances required.
Pre / Co requisites: EDA 417 requires formal admission into teacher education and prerequisites of EDA 103, EDA 203, EDA 314, EDA 321, EDA 361, EDA 413, EDA 421, and EDA 429.
Typically offered in Fall & Spring.

EDA 421. Curriculum and Instruction for Individual Learning Differences II and Field. 6 Credits.
This course and field is designed to prepare students to assist children with disabilities achieve skills in academics and functional life domains. Emphasis is placed on understanding and analysis of learning problems, and the design, plan and implementation of instructional interventions. Field clearances required.
Pre / Co requisites: EDA 421 requires prerequisites of EDA 103, EDA 203, EDA 314, EDA 321, EDA 361, and formal admission to Teacher Education.
Typically offered in Fall, Spring & Summer.
EDA 429. Communication Development and Assistive Technologies for Students w/ Disabilities. 3 Credits.
This course will provide a broad overview of normal and atypical communication development. It will also cover the communication disorders, characteristics of students with disabilities and the impact of high and low technology.
Pre / Co requisites: EDA 429 requires prerequisite EDA 103, EDA 203 and Formal Admission to Teacher Education.
Typically offered in Fall & Spring.

EDA 475. Autism Studies: Assessment & Instruction II. 3 Credits.
Students will use the science of applied behavior analysis to evaluate the strengths and weaknesses of current instructional strategies for students with autism. Students will demonstrate evidence-based instructional strategies and apply these strategies in field settings supporting individuals with autism.
Pre / Co requisites: EDA 475 requires prerequisite EDA 375; Field Clearances.
Typically offered in Summer.

B.S.ED. IN SPECIAL EDUCATION - PREK-8 AND EARLY GRADES PREPARATION (PREK-4)

College of Education and Social Work

Curriculum

General Education Requirements (http://catalog.wcupa.edu/undergraduate/general-education-requirements)
English Composition requirements 6
Mathematics requirement 3
MAT 101
Public Speaking requirement 3
Diverse Communities requirement
- EDF 255 Teaching English Language Learners PK-12
- or LAN 382 Teaching English Language Learners PK-12
Interdisciplinary requirement
EDA 210 Evolution of Schooling in U.S.
Science requirements 6
SCI 101 The Carbon Cycle
SCI 102 Electricity With Physical And Bio Applic
Behavioral and Social Science requirements 6
GEO 101 U.S. Government and Politics
or PSC 100 Behavioral and Social Science requirements
Humanities requirements 6
HIS 150 The American Experience
LIT 219 Literature for Young Children
Arts requirement 3
MDA 240 Integrating the Arts within the Elementary Classroom
Student Electives
Writing Emphasis requirements 9

Major Requirements
EDA 103 Foundations of Special Education 3
EDA 203 Field: Students with Exceptionalities 3
EDA 314 Curriculum and Instruction for Individual Learning Differences I 3
EDA 321 Behavior Management & Field Experience 6
EDA 361 Assessment and Special Education 3
EDA 413 Prek-8 Aspects of Transition 3
EDA 421 Curriculum and Instruction for Individual Learning Differences II and Field 6
EDA 423 Communication Development and Assistive Technologies for Students w/ Disabilities 3
EDA 417 Student Teaching for Exceptional Learners
EDP 353 Assessment for Learning: Early Grades 3
EDR 304 Teaching Language Arts Pre-K-4 3
EDR 307 Foundation in Reading Prek-4 3
EDR 317 Reading Instruction and Practicum Prek-4 6
EDR 345 Literacy Development and Students in Inclusive Classrooms 3
EGP 209 Child Development: Prebirth - 5 Years 3
EGP 210 Middle Childhood & Adolescent Development 3
EGP 220 Theory/Field Experiences in the Early Grades 3
EGP 322 Pre-K Methods and Field 6
EGP 326 Families and Community Relations 3
EGP 335 Teaching Social Studies and Health in the Early Grades 3
EGP 400 Classroom Management 3
EGP 402 Engaging Learners: Integrating Academic/Social Development for High Achieving Equitable Classrooms 3
MAT 102 Mathematics for Teachers of Children I 3
MAT 351 Methods for Teaching Children Math 3
SCE 320 Science Methods for Grades PK-4 3
EGP 410 or EGP 411 Student Teaching 6

Total Minimum Credits Required 135

Other Degree Completion Requirements
Students seeking PDE teaching certification in special education must be enrolled in another teacher certification content area (PreK-4 or 4-8).
Students must receive a C or better in all special education and supporting courses, maintain a 2.80 GPA, and achieve a GPA of 3.0 to be eligible for certification.

All Pennsylvania Department of Education (PDE) Special Education Prek-8 and 7-12 teacher certification applicants are subject to dual certification requirements at the time of application. See the PA Department of Education for details.

Sample Course Plan

To track their individual degree progress, students are advised to access their Degree Progress Report (DPR) via myWCU regularly. For more information, visit wcupa.edu/DegreeProgressReport.

B.S. ED. IN SPECIAL EDUCATION - PREK-8 AND MIDDLE GRADES PREPARATION (4-8)

College of Education and Social Work

Curriculum

General Education Requirements (http://catalog.wcupa.edu/undergraduate/general-education-requirements)
English Composition requirements 6
Mathematics requirement 3
MAT 101 Mathematics for Teachers of Children I
Public Speaking requirement 3
Science requirements 6
Fulfilled by required science content
Behavioral and Social Science requirements 6
GEO 101 and PSC 100 or required science content
Humanities requirements 6
Fulfilled by required humanities content
LIT 220 must be one of the Humanities courses.
Arts requirement 3
Diverse Communities requirement 3
### Major Requirements

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDA 103: Foundations of Special Education</td>
<td>3</td>
</tr>
<tr>
<td>EDA 203: Field: Students with Exceptionalities</td>
<td>3</td>
</tr>
<tr>
<td>EDA 314: Curriculum and Instruction for Individual Learning Differences I</td>
<td>3</td>
</tr>
<tr>
<td>EDA 321: Behavior Management &amp; Field Experience</td>
<td>6</td>
</tr>
<tr>
<td>EDA 361: Assessment and Special Education</td>
<td>3</td>
</tr>
<tr>
<td>EDA 413: PreK-8 Aspects of Transition</td>
<td>3</td>
</tr>
<tr>
<td>EDA 421: Curriculum and Instruction for Individual Learning Differences II and Field</td>
<td>6</td>
</tr>
<tr>
<td>EDA 429: Communication Development and Assistive Technologies for Students w/ Disabilities</td>
<td>3</td>
</tr>
<tr>
<td>EDA 416 or EDA 417: Student Teaching for Exceptional Learners</td>
<td>6</td>
</tr>
<tr>
<td>EDP 200: Middle Grades Cognition</td>
<td>3</td>
</tr>
<tr>
<td>EDP 201: Young Adolescent/Adolescent Development and Learning Theories</td>
<td>3</td>
</tr>
<tr>
<td>EDP 354: Assessment for Learning: Middle Grades</td>
<td>3</td>
</tr>
<tr>
<td>EDR 345: Literacy Development and Students in Inclusive Classrooms</td>
<td>3</td>
</tr>
<tr>
<td>MGP 220: Field Experience: Middle Level Environment</td>
<td>3</td>
</tr>
<tr>
<td>MGP 335: Teaching Social Studies in Middle Grades</td>
<td>3</td>
</tr>
<tr>
<td>SCE 330: Science Methods for Middle Level (4-8)</td>
<td>3</td>
</tr>
</tbody>
</table>

### Related/Cognate Requirements

Students wishing to obtain certification to teach in grades 4-8 must complete a minimum of 12 credit hours of related course work in each of four generalist content areas: mathematics, reading/language arts, science, and social studies. Of these four generalist areas, students must complete one 21 credit area of concentration. Students choosing the science concentration area will complete 9 generalist credits of science. See the department’s degree guidance sheet for courses in the 21- and 30-credit options. Students are encouraged to choose their concentration(s) based on their area(s) of interest for teaching grades 7 and 8.

### Math

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAT 101: Mathematics for Teachers of Children I</td>
<td>3</td>
</tr>
<tr>
<td>MAT 102: Mathematics for Teachers of Children II</td>
<td>3</td>
</tr>
<tr>
<td>MAT 351: Methods for Teaching Children Math</td>
<td>3</td>
</tr>
<tr>
<td>MAT 353: Methods for Teaching Middle School Mathematics</td>
<td>3</td>
</tr>
<tr>
<td>or MAT 352: Methods for Teaching Children Mathematics II</td>
<td>3</td>
</tr>
</tbody>
</table>

### Reading/Language Arts

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDR 306: Teaching Language Arts 4-8</td>
<td>3</td>
</tr>
<tr>
<td>EDR 308: Foundations in Reading 4-8</td>
<td>3</td>
</tr>
<tr>
<td>EDR 318: Reading Instruction and Practicum 4-8</td>
<td>6</td>
</tr>
</tbody>
</table>

### Science

Students must complete 3 courses from the listing below: Students concentrating in science should consult with their advisor regarding courses to select for access to upper level science courses.

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ESS 101: Introduction to Geology</td>
<td>3</td>
</tr>
<tr>
<td>BIO 110: General Biology</td>
<td>3</td>
</tr>
<tr>
<td>or BIO 100: Basic Biological Science</td>
<td>3</td>
</tr>
<tr>
<td>or ENG 100: or ENG 200: General Biology</td>
<td>3</td>
</tr>
</tbody>
</table>

### Major Requirements

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHE 107 &amp; CRL 107: General Physics I</td>
<td>4</td>
</tr>
<tr>
<td>or CHE 103 &amp; CRL 103: Electricity With Physical And Bio Applic</td>
<td>3</td>
</tr>
<tr>
<td>PHY 130: General Physics I</td>
<td>4</td>
</tr>
<tr>
<td>SCI 101: The Carbon Cycle 1</td>
<td>3</td>
</tr>
<tr>
<td>SCI 102: History of the United States I</td>
<td>3</td>
</tr>
<tr>
<td>or SCI 105: History of Pennsylvania</td>
<td>3</td>
</tr>
</tbody>
</table>

### Social Studies

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>GEO 101: World Geography</td>
<td>3</td>
</tr>
<tr>
<td>HIS 150: The American Experience</td>
<td>3</td>
</tr>
<tr>
<td>or HIS 151: History of the United States I</td>
<td>3</td>
</tr>
<tr>
<td>HIS 344: History of Pennsylvania</td>
<td>3</td>
</tr>
<tr>
<td>PSC 100: U.S. Government and Politics</td>
<td>3</td>
</tr>
</tbody>
</table>

### Student Teaching

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MGP 410: Student Teaching</td>
<td>6</td>
</tr>
<tr>
<td>or MGP 411: Student Teaching</td>
<td>3</td>
</tr>
</tbody>
</table>

### Total Minimum Credits Required

135

### Other Degree Completion Requirements

Students seeking PDE teaching certification in Special Education must be enrolled in another teacher certification content area (PreK-4 or 4-8).

1. Choose MAT 353 if concentrating in mathematics.
2. Choose SCI 101 if concentrating in science.
3. Choose HIS 151 if concentrating in social studies.

Students must receive a C or better in all special education and supporting courses, maintain a 2.80 GPA, and achieve a GPA of 3.0 to be eligible for certification.

All Pennsylvania Department of Education (PDE) Special Education Pre-K-8 teacher certification applicants are subject to dual certification requirements at the time of application. See the PDE for certification requirements.

### Sample Course Plan

To track their individual degree progress, students are advised to access their Degree Progress Report (DPR) via myWCU regularly. For more information, visit wcupa.edu/DegreeProgressReport.
MINOR IN AUTISM EDUCATION

**Foundation**

Select one of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDA 103</td>
<td>Foundations of Special Education</td>
<td>3</td>
</tr>
<tr>
<td>KIN 205 &amp; KIN 206</td>
<td>Curriculum and Instruction: Inclusion in Health &amp; Physical Education and Adapted PE &amp; Health for Students with Disabilities</td>
<td>6</td>
</tr>
</tbody>
</table>

**Core**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDA 175</td>
<td>Introduction to Autism: Characteristics &amp; Etiology</td>
<td>3</td>
</tr>
<tr>
<td>EDA 275</td>
<td>Autism: Families, Inter-agency, and Community Collaboration</td>
<td>3</td>
</tr>
<tr>
<td>EDA 375</td>
<td>Autism Studies: Assessment &amp; Instruction I</td>
<td>3</td>
</tr>
<tr>
<td>EDA 475</td>
<td>Autism Studies: Assessment &amp; Instruction II</td>
<td>3</td>
</tr>
</tbody>
</table>

**Electives**

Select one of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>KIN 205</td>
<td>Curriculum and Instruction: Inclusion in Health &amp; Physical Education</td>
<td>3</td>
</tr>
<tr>
<td>KIN 206</td>
<td>Adapted PE &amp; Health for Students with Disabilities</td>
<td>3</td>
</tr>
<tr>
<td>EDA 203</td>
<td>Field: Students with Exceptionalities</td>
<td>3</td>
</tr>
<tr>
<td>EDA 304</td>
<td>Special Ed Processes/Procedures for Secondary Educators</td>
<td>3</td>
</tr>
<tr>
<td>LAN/ENG 382</td>
<td>Teaching English Language Learners PK-12</td>
<td>3</td>
</tr>
<tr>
<td>PSY 100</td>
<td>Introduction to Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSY 327</td>
<td>Applied Behavior Analysis</td>
<td>3</td>
</tr>
<tr>
<td>PSY 421</td>
<td>Issues in Autism: Diagnosis and Behavioral Treatments</td>
<td>3</td>
</tr>
<tr>
<td>CSD 101</td>
<td>Introduction to Communicative Disorders</td>
<td>3</td>
</tr>
<tr>
<td>CSD 110</td>
<td>American Sign Language I</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total Credits Required**

18

Students who complete the Minor in Autism Education are eligible for the PDE Autism Endorsement upon receipt of their PDE Instructional I certification.

**DEPARTMENT OF SPORTS MEDICINE**

**College of Health Sciences**

216 Sturzebecker Health Sciences Center

610-436-3293

Department of Sports Medicine (http://www.wcupa.edu/sportsMed)

Katherine Morrison (kmorrison@wcupa.edu), Interim Chairperson

Neil Curtis (ncurtis@wcupa.edu), Undergraduate AT Program Director

Sandra Fowkes-Godek (sfowkes-godek@wcupa.edu), Coordinator of Physician Services

The Department of Sports Medicine offers the B.S. in Athletic Training, a CAATE-accredited program, which prepares students to achieve national certification from the Board of Certification, Inc. (BOC). Students completing this major also are eligible for entry-level athletic training positions, as well as graduate study in such fields as athletic training, rehabilitation, athletic training administration, and health administration.
athletic training, physical therapy, exercise physiology, biomechanics, and sports medicine.

The current B.S. in Athletic Training is being phased out after the admission of the fall 2016 class. Students who are interested in athletic training will complete a 3+2 accelerated program earning both a B.S. degree in Health Science and a M.S. degree in Athletic Training. Interested students should contact Dr. Neil Curtis, Undergraduate AT Program Director, at (610) 436-2119 or via e-mail at ncurtis@wcupa.edu.

Facilities

Offices, classrooms, and laboratories for the Department of Sports Medicine are housed in the Russell L. Sturzebecker Health Sciences Center. Clinical experience is offered in two athletic training rooms on campus, one located in Hollinger Fieldhouse and the recently expanded facility located in the Sturzebecker Health Sciences Center. The athletic training rooms offer students the opportunity to work with state-of-the-art equipment, including numerous electrical modalities, Cybex isokinetic dynamometers, and the latest in proprioceptive apparatus.

Pre-Physical Therapy Options

A student may follow several academic paths to prepare for a professional physical therapy program. Students who are interested in preparing for a professional physical therapy school may meet the prerequisites through:

1. The College of the Sciences and Mathematics by enrolling in the Department of Biology (p. 189)
2. The College of Health Sciences by enrolling in the Department of Sports Medicine (p. 453)

Students also may elect to take their undergraduate degree in the School of Interdisciplinary and Graduate Studies in the Liberal Studies - Science and Mathematics track (p. 349) with a Biology minor. Students interested in Pre-Physical Therapy should contact Dr. Neil Curtis in Sports Medicine or Dr. Sharon Began in Biology (p. 189).

Programs

Major in Athletic Training

• B.S. in Athletic Training (p. 456) (no longer accepting new students)

Graduate Opportunities

See the graduate catalog for more information about the Athletic Training Program. (http://catalog.wcupa.edu/graduate/health-sciences/sports-medicine)

Policies

• See undergraduate admissions information. (p. 11)
• See academic policies. (http://catalog.wcupa.edu/undergraduate/academic-policies-procedures)

All undergraduate students are held to the academic policies and procedures outlined in the undergraduate 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 programs may be listed below.

Applicants should have a combined SAT score of 1100 and rank in the top 20% of their high school class. Qualified students are required to participate in an interview with department faculty prior to admission.

Technical Standards for the B.S. in Athletic Training Major

The B.S. in Athletic Training program at West Chester University prepares students for careers as certified athletic trainers where they will enter employment settings and render athletic training services to individuals engaged in physical activity. The clinical, classroom, and laboratory experiences place specific demands on the students enrolled in the program. The technical standards developed for the degree establish the essential qualities necessary for students to achieve the knowledge, skills, and competencies of an entry-level certified athletic trainer and meet the expectations of the agency (CAATE) that accredits the program.

Students must possess the abilities outlined below to be admitted into the program. Students selected for admission must verify that they understand and meet these technical standards with or without a reasonable accommodation. A student with a condition who may need a reasonable accommodation to meet these standards will be referred to the Office of Services for Students with Disabilities (OSSD) for an evaluation of whether the condition is a disability as defined by applicable laws, and a determination of what accommodations are reasonable. The determination will specifically take into consideration whether the requested accommodations might jeopardize the safety of the patient, and the ability to complete the classroom, laboratory, and clinical course work required for the athletic training program. The OSSD, with input from the Department of Sports Medicine, will make this determination. Whenever possible, reasonable accommodations will be provided for those individuals with disabilities to enable them to meet these standards and ensure that students are not denied the benefits of, excluded from participation in, or otherwise subjected to discrimination in this program.

The following are technical standards for the B.S. program, which are not inclusive of all expected abilities:

1. Critical thinking ability sufficient for clinical judgment
2. Interpersonal abilities sufficient to interact with individuals, families, and groups from a variety of social, emotional, cultural, and intellectual backgrounds
3. Communication abilities sufficient for interaction with others in verbal and written form
4. Physical abilities sufficient to maneuver in small or confined spaces and to provide emergency care
5. Gross and fine motor abilities sufficient to provide safe and effective athletic training care
6. Tactile dexterity sufficient for physical assessment
7. Visual ability sufficient for observation and assessment necessary in athletic training care
8. Auditory ability sufficient to monitor and assess health needs
9. Ability to maintain composure and function in highly stressful situations such as those associated with critical injury or illness

Faculty

Professors

Sandra Fowkes-Godek (sfowkesgodek@wcupa.edu) (1991)
B.S., Pennsylvania State University; M.S., University of Colorado; Ph.D., Temple University
Scott Heinrichs (sheinrichs@wcupa.edu) (2004)
B.S., West Chester University; M.A.T., University of South Carolina; Ed.D., Widener University
Carolyn Consuelo Jimenez (cjjimenez@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 (ikeenan@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 100. Foundations of Sports Medicine. 2 Credits.
An overview of the professions in the discipline of sports medicine.
Distance education offering may be available.
Typically offered in Fall.

SMD 204. First Aid for Health Professionals. 3 Credits.
LEC (3), LAB (2)
Prepares health professionals to meet emergencies requiring first aid. Includes First Responder
training.
Typically offered in Spring & Summer.

SMD 210. Psychosocial Perspectives of Sports/Recreational Injuries. 3 Credits.
Present active individuals with information on the incidence, prevention, and management
of sport/recreational injuries. In addition, the psychological impact and sociological factors
affecting health care delivery will be addressed. Taken together students will be better
preparation and more informed consumers of sport/recreational health care.
Typically offered in Fall, Spring & Summer.

SMD 212. Pathology & Eval Athletic Injury/Illness I. 3 Credits.
A presentation of the pathology, pharmacology, and management strategies relevant to
sports medicine. Emphasis will be on nonorthopaedic conditions commonly encountered in a
physically active population.
Pre / Co requisites: SMD 212 requires prerequisites of BIO 269 and SMD 312. Athletic Training
Majors only.
Distance education offering may be available.
Typically offered in Fall, Spring & Summer.

SMD 261. Surface Anatomy. 3 Credits.
Orientation to major anatomical landmarks and underlying structures.
Pre / Co requisites: SMD 261 requires prerequisites of BIO 259.
Typically offered in Fall & Spring.

SMD 271. First Aid and Athletic Training. 2 Credits.
A course designed toqualify students in First Aid and CPR, and to introduce the principles of
athletic injury prevention and management. For non majors only.

SMD 272. Athletic Training Techniques. 3 Credits.
A course designed to develop athletic training skills for beginning athletic training students.
Pre / Co requisites: SMD 272 requires prerequisite of SMD 100 or SMD 204.
Typically offered in Fall & Spring.

SMD 310. Therapeutic Modalities. 3 Credits.
Physical agents used in athletic training are presented with regard to the physics, physiological
effects, indications, contraindications, and progression.
Pre / Co requisites: SMD 310 requires prerequisite of SMD 312. Athletic Training majors only.
Typically offered in Spring & Summer.

SMD 311. Therapeutic Exercise for Athletic Training. 3 Credits.
The principles, objectives, indications, contraindications, and progression of various exercise
programs used in the rehabilitation of athletic injuries are presented.
Pre / Co requisites: SMD 311 requires prerequisites of SMD 312. Athletic Training Majors only.
Typically offered in Fall & Summer.

SMD 312. Pathology/Evaluation of Athletic Injury/Illness II. 3 Credits.
A continuation of SMD 212 with emphasis on the pathology of injuries to the extremities
commonly seen in athletics and the techniques for their evaluation.
Pre / Co requisites: SMD 312 requires prerequisites of BIO 259, BIO 269. Athletic Training
Majors only.
Typically offered in Spring & Summer.

SMD 313. Pathology/Evaluation of Athletic Injury/Illness III. 3 Credits.
A continuation of SMD 312 with emphasis on the head, neck, and trunk.
Pre / Co requisites: SMD 313 requires prerequisite of SMD 312.
Typically offered in Fall & Summer.

SMD 315. Sports Injury Management I. 3 Credits.
Clinical experience of 200 or more hours with specific behavioral objectives in athletic
equipment selection and fitting, and the presentation of illness, injuries, and conditions.
Pre / Co requisites: SMD 315 requires co-requisites of SMD 311 and SMD 312 and SML 311.
Distance education offering may be available.
Typically offered in Fall.

SMD 316. Sports Injury Management II. 3 Credits.
Clinical experience of 200 or more hours with specific behavioral objectives in case study
presentations of injuries, illnesses, and/or conditions, and hospital emergency department
medical care.
Pre / Co requisites: SMD 316 requires course prerequisite of SMD 310 and SMD 313 and SML 310.
Distance education offering may be available.
Typically offered in Spring.

SMD 361. Kinesiology. 3 Credits.
Basic Fundamentals of Movement, Articulation, and Muscular Actions; Analysis of the Related
Principles of Mechanics.
Pre / Co requisites: SMD 361 requires prerequisite of BIO 259 or KIN 241.
Typically offered in Fall, Spring & Summer.
Cross listed courses EKS 361, SMD 361.

SMD 400. Special Topics in Athletic Training. 3 Credits.
An in-depth study of selected topics as it relates to athletic trainers and their treatment and
management of musculoskeletal injuries. Course will examine current topics through the
reading and critical analysis of literature related to athletic training using professional journals
and practical experiences.
Repeatable for Credit.

SMD 414. History, Organization & Administration of Sports Medicine. 3 Credits.
A presentation of the historical and current perspectives of athletic training, including
techniques for organizing and administering athletic training programs.
Pre / Co requisites: SMD 414 requires prerequisite of SMD 315. Athletic Training majors only.
Gen Ed Attribute: Writing Emphasis.
Distance education offering may be available.
Typically offered in Fall.

SMD 417. Sports Injury Management III. 3 Credits.
Clinical experience of 200 or more hours with specific behavioral objectives in case study
presentations of injuries, illnesses, and/or conditions, plus group discussions of clinical
situations.
Pre / Co requisites: SMD 417 requires a prerequisite of SMD 316. Athletic Training majors only.
Distance education offering may be available.
Typically offered in Fall.

SMD 418. Sports Injury Management IV. 3 Credits.
Clinical experience of 200 or more hours and participation in critical reviews of sports
medicine research combined with seminars which afford interaction with various medical and
paramedical practitioners.
Pre / Co requisites: SMD 418 requires prerequisites of SMD 417. Athletic Training majors only.
Distance education offering may be available.
Typically offered in Fall.
SMD 420. Sports Medicine 1. 3 Credits.
This course introduces common orthopedic injuries to the lower extremity. Students will learn anatomy, biomechanics, injury signs and symptoms which will allow for the recognition and identification of orthopedic and neurological injuries. The course will also introduce the theoretical and evidence based approach to the rehabilitation of lower extremity injuries. Special emphasis is placed on understanding the physiological impact of injury on tissues, recognition of the signs, symptoms, indications, contraindications for the evaluation and rehabilitation of musculoskeletal and neurological injuries in the physically active. This course is not intended to meet educational competencies required for athletic training. Majors only.
Pre / Co requisites: SMD 420 requires prerequisites of SMD 261, BIO 259, and BIO 269.
Distance education offering may be available.
Typically offered in Fall & Spring.

SMD 430. Sports Medicine 2. 3 Credits.
This course introduces common orthopedic injuries to the upper extremity, head, neck, spine, thorax and pelvis. Students will learn anatomy, biomechanics, injury signs and symptoms which will allow for the recognition and identification of orthopedic and neurological injuries. The course will also introduce the theoretical and evidence based approach to the rehabilitation of upper extremity, head, neck, spine, thorax and pelvis. Special emphasis is placed on understanding the physiological impact of injury on tissues, recognition of the signs, symptoms, indications, contraindications for the evaluation and rehabilitation of musculoskeletal and neurological injuries in the physically active. This course is not intended to meet educational competencies required for athletic training.
Pre / Co requisites: SMD 430 requires prerequisite of SMD 420. Majors only.
Distance education offering may be available.
Typically offered in Fall & Spring.

SMD 450. Capstone in Sports Medicine. 3 Credits.
This course is one of the final courses for students in the program. Learners will review, assess and then apply many of the concepts taught during the undergraduate program through the creation of a portfolio and senior capstone project. The purpose of the capstone project is to demonstrate achievement of the program level learning outcomes and engage in self-reflection and self-evaluation. The portfolio will also serve as a tangible artifact that houses acquired knowledge. An investigation of the job market in the field of Sports and Health will take place through career focused discussions and students will create a professional resume and cover letter.
Pre / Co requisites: Majors Only.
Typically offered in Spring.

SMD 454. Theories/Practices of Conditioning & Tng. 3 Credits.
Application of principles of physiology, psychology, and kinesiology for the design and use of conditioning programs for various sports.
Pre / Co requisites: SMD 454 requires prerequisites of EXS 380 and SMD 361.
Distance education offering may be available.
Typically offered in Fall.

SML

SML 310. Therapeutic Modalities Lab. 1 Credit.
Lab experiences in the application of physical agents presented in SMD 310.
Pre / Co requisites: SML 310 requires co-requisite of SMD 310.
Typically offered in Spring & Summer.

SML 311. Therapeutic Exercise Lab. 2 Credits.
Lab experiences in the application of exercises presented in SMD 311.
Pre / Co requisites: SML 311 requires co-requisite of SML 311.
Typically offered in Fall & Summer.

B.S. IN ATHLETIC TRAINING

College of Health Sciences

Curriculum

(Note: As of Spring 2017, no new students will be accepted into the program. Undergraduate students interested in athletic training should consider the B.S. in Health Science: General - Sports Medicine Studies Concentration (p. 293).)

Includes the Commission on Accreditation of Athletic Training Education [CAATE] accredited athletic training education program.

General Education Requirements (http://catalog.wcupa.edu/undergraduate/general-education-requirements)
Clinical experiences are provided in a number of high school, college, and university settings under the supervision of a certified athletic trainer. Due to potential scheduling conflicts, athletic training students may be excluded from playing varsity sports during their four semesters of clinical experience. Students enrolled in SMD 315-SMD 316 and SMD 417-SMD 418 must have current certification in CPR and first aid, be vaccinated with hepatitis B vaccination or sign a vaccine declination, and have professional liability coverage. Clinical experiences may begin prior to the official start of the semester. Students are also responsible for criminal background checks, child abuse history clearance, and TB test if required. Students must supply their own transportation to clinical sites. Students in clinical assignments are required to purchase and wear specified uniforms.

Students must earn a minimum grade of C in the following courses. In order to be recommended for the BOC Certification Exam, students must have a minimum cumulative GPA of 2.5 in the following courses:

- BIO 259 Human Anatomy and Physiology I
- BIO 269 Human Anatomy and Physiology II
- BIOS 380 Exercise Physiology
- NTD 303 Introductory Principles Human Nutrition
- SMD 204 First Aid for Health Professionals
- SMD 210 Psychosocial Perspectives of Sports/Recreational Injuries
- SMD 261 Surface Anatomy
- SMD 262 Athletic Training Techniques
- SMD 310 Therapeutic Modalities
- SMD 311 Therapeutic Exercise for Athletic Training
- SMD 312 Pathology/Evaluation of Athletic Injury/Illness II
- SMD 313 Pathology/Evaluation of Athletic Injury/Illness III
- SMD 315 Sports Injury Management I
- SMD 316 Sports Injury Management II
- SMD 361 Kinesiology
- SMD 414 History, Organization & Administration of Sports Medicine
- SMD 417 Sports Injury Management III
- SMD 418 Sports Injury Management IV
- SMD 454 Theories/Practices of Conditioning & Tng
- SML 310 Therapeutic Modalities Lab
- SML 311 Therapeutic Exercise Lab

**Total Minimum Credits Required** 120

### Sample Course Plan

To track their individual degree progress, students are advised to access their Degree Progress Report (DPR) via myWCU regularly. For more information, visit wcupa.edu/DegreeProgressReport.

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.

**Course**

**Year One**

**Semester One**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>WRT 120</td>
<td>Effective Writing I</td>
<td>3</td>
</tr>
<tr>
<td>PSY 100</td>
<td>Introduction to Psychology</td>
<td>3</td>
</tr>
<tr>
<td>SMD 100</td>
<td>Foundations of Sports Medicine</td>
<td>2</td>
</tr>
<tr>
<td>BIO 110</td>
<td>General Biology</td>
<td>3</td>
</tr>
<tr>
<td>SPK 208</td>
<td>Public Speaking (or Arts, or other Gen. Ed.)</td>
<td>3</td>
</tr>
</tbody>
</table>

**Gen Ed Course**

3

**Credits**

17

**Semester Two**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 259</td>
<td>Human Anatomy and Physiology I</td>
<td>4</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SMD 204</td>
<td>First Aid for Health Professionals</td>
<td>3</td>
</tr>
<tr>
<td>SPK 208</td>
<td>Public Speaking (or Arts, or other Gen. Ed.)</td>
<td>3</td>
</tr>
<tr>
<td>Beh &amp; Soc Science Course</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Select one of the following:</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>WRT 200</td>
<td>Critical Writing and Research</td>
<td>3</td>
</tr>
<tr>
<td>WRT 220</td>
<td>Critical Writing: Special Topics</td>
<td>3</td>
</tr>
<tr>
<td>WRT 208</td>
<td>Critical Writing: Entering Public Sphere</td>
<td>16</td>
</tr>
</tbody>
</table>

**Year Two**

**Semester Three**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SMD 361</td>
<td>Kinesiology</td>
<td>3</td>
</tr>
<tr>
<td>SMD 272</td>
<td>Athletic Training Techniques</td>
<td>3</td>
</tr>
<tr>
<td>or</td>
<td>Surface Anatomy</td>
<td></td>
</tr>
<tr>
<td>SMD 261</td>
<td>Human Anatomy and Physiology II</td>
<td>4</td>
</tr>
<tr>
<td>SPK 208</td>
<td>Public Speaking (or Art, or other Gen. Ed.)</td>
<td>3</td>
</tr>
<tr>
<td>MAT 121</td>
<td>Introduction to Statistics I</td>
<td>3</td>
</tr>
</tbody>
</table>

**Credits**

16

**Semester Four**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EXS 380</td>
<td>Exercise Physiology</td>
<td>3</td>
</tr>
<tr>
<td>SMD 261</td>
<td>Surface Anatomy</td>
<td>3</td>
</tr>
<tr>
<td>or</td>
<td>Athletic Training Techniques</td>
<td></td>
</tr>
<tr>
<td>SMD 272</td>
<td>Surface Anatomy</td>
<td></td>
</tr>
<tr>
<td>SMD 312</td>
<td>Pathology/Evaluation of Athletic Injury/Illness</td>
<td>3</td>
</tr>
<tr>
<td>CHE 107</td>
<td>General Chemistry for Allied Health Services</td>
<td>4</td>
</tr>
<tr>
<td>CRL 107</td>
<td>General Chemistry Lab for Allied Health Services</td>
<td>1</td>
</tr>
<tr>
<td>NTD 303</td>
<td>Introductory Principles Human Nutrition</td>
<td>3</td>
</tr>
</tbody>
</table>

**Credits**

17

**Year Three**

**Semester Five**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SMD 311</td>
<td>Therapeutic Exercise for Athletic Training</td>
<td>3</td>
</tr>
<tr>
<td>SMD 313</td>
<td>Pathology/Evaluation of Athletic Injury/Illness</td>
<td>3</td>
</tr>
<tr>
<td>SMD 315</td>
<td>Sports Injury Management I</td>
<td>3</td>
</tr>
<tr>
<td>SMD 311</td>
<td>Therapeutic Exercise for Athletic Training</td>
<td>3</td>
</tr>
<tr>
<td>SMD 210</td>
<td>Psychosocial Perspectives of Sports/Recreational Injuries</td>
<td>3</td>
</tr>
</tbody>
</table>

**Elective**

3

**Credits**

18

**Semester Six**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SMD 310</td>
<td>Therapeutic Modalities</td>
<td>3</td>
</tr>
<tr>
<td>SMD 212</td>
<td>Pathology &amp; Eval Athletic Injury/Illness</td>
<td>3</td>
</tr>
<tr>
<td>SMD 316</td>
<td>Sports Injury Management II</td>
<td>3</td>
</tr>
<tr>
<td>SML 310</td>
<td>Therapeutic Modalities Lab</td>
<td>1</td>
</tr>
</tbody>
</table>

**Interdisciplinary ("I" course)**

3

**Elective**

3

**Credits**

16
Year Four
Semester Seven
SMD 414 History, Organization & Administration of Sports Medicine 2  
SMD 417 Sports Injury Management III 2  
SMD 454 Theories/Practices of Conditioning & Tng 2  
PHY 100 Elements of Physical Science  
Diverse Communities ("J" course)  
| Credits | 15 |

Semester Eight
SMD 418 Sports Injury Management IV 2  
Student Elective  
Student Elective  
Student Elective  
Humanities or other Gen. Ed. Course  
| Credits | 15 |
| Total Credits | 130 |

1 Prerequisites for Fifth Semester.
2 Must earn C or better in these classes.

DEPARTMENT OF THEATRE AND DANCE

College of Arts and Humanities

119 E.O. Bull Center for the Arts  
610-436-3463  
Department of Theatre and Dance (http://www.wcupa.edu/theatreDance)  
Harvey Rovine (hrovine@wcupa.edu), Chairperson

The Department of Theatre and Dance offers a bachelor of arts program in theatre, as well as minors in theatre and dance, which combines the foundation of a liberal arts education with the creative skills needed by the developing artist.

Students with an academic major or minor in the department are required to meet with a departmental faculty advisor to develop their curricular plans, select courses prior to scheduling, discuss career options, and to be aware of co-curricular opportunities. Handbooks are provided to entering students for their use as a guide to the development of their academic programs. Students must achieve a scholastic index of at least 2.0 in their major before they will be recommended for graduation. Grades of C- or lower in major subjects must be raised to C or better.

Department Student Activities

University Theatre; University Dance Company; United States Institute for Theatre Technology; The American College Dance Association; Alpha Psi Omega; and the Kennedy Center American College Theater Festival are organizations that involve theatre and dance majors and non-majors in theatre- and dance-related activities. For more information see the "Student Affairs (p. 140)" section of the catalog.

Department Apprenticeships

Although not required, professional apprenticeship experiences are available to qualified majors and minors respectively. Students and their placements are screened by the department to assure mutual satisfaction for all parties involved. For details, students should see the department chairperson.

Programs

Major in Theatre and Dance

- B.A. in Theatre (p. 462)

Minors in Theatre and Dance

- Theatre Arts (p. 463)
- Dance (p. 463)

Graduate Opportunities

See the graduate catalog for more information on the Theatre and Dance program. (http://catalog.wcupa.edu/graduate/arts-humanities/theatre-dance)

Policies

- See undergraduate admissions information. (p. 11)
- See academic policies. (http://catalog.wcupa.edu/undergraduate/academic-policies-procedures)

All undergraduate students are held to the academic policies and procedures outlined in the undergraduate 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 programs may be listed below.

Faculty

Professor

Harvey Rovine (hrovine@wcupa.edu) (1992)  
Chairperson, Theatre and Dance  
B.S., Towson University; M.A., University of Central Florida; Ph.D., University of Illinois

Associate Professors

Leonard Kelly (lkelly@wcupa.edu) (2005)  
B.A., West Chester University; M.F.A., University of Texas

Elizabeth Staruch (estaruch@wcupa.edu) (2007)  
B.A., College of Wooster; M.F.A., University of North Carolina-Greensboro

Gretchen Studlien-Webb (gstudlien-webb@wcupa.edu) (1999)  
B.F.A., Ohio State University; M.F.A., Temple University

Juliet Wunsch (jwunsch@wcupa.edu) (2000)  
B.A., Wesleyan University; M.F.A., Carnegie Mellon University

Assistant Professors

John Bellomo (jbellomo@wcupa.edu) (2014)  
B.F.A., The University of the Arts; M.F.A., Temple University

Constance Case (ccase@wcupa.edu) (2013)  
B.A., Shippensburg University; M.F.A., Wayne State University

Martin Alan Dallago (mdallago@wcupa.edu) (2014)  
B.S., Dickinson College; M.F.A., Temple University

Charles Delmarcelle (cdelmarcelle@wcupa.edu) (2016)  
B.S., Millersville University; M.A., Villanova University; M.F.A., Temple University

Rebecca A. Field (rfield@wcupa.edu) (1998)  
B.Mus., West Chester University; M.Mus., D.Mus., Indiana University

Thomas Haughey (thaughey@wcupa.edu) (2006)  
B.S., Elizabethtown College; M.F.A., University of Connecticut

Maria Urrutia (murrutia@wcupa.edu) (2012)  
B.F.A., The University of the Arts; M.F.A., Goddard College; M.Ed., Temple University
Courses

DAN

DAN 130. Movement for Performance. 3 Credits.
The purpose of this course is to improve body intelligence, providing a strong foundation for acting and dance performance. Yoga and Pilates based exercises are incorporated to build strength and flexibility. Laban’s system or analyzing movement using space/time/effort is examined in this course along with movement sequencing improvisation, visualization and relaxation techniques. No previous dance or acting training necessary.
Typically offered in Spring.

DAN 132. Modern Dance I. 3 Credits.
This course is an introduction to modern dance as a 20th century art form which makes use of the integration of “mind” and “body” into an expressive and communicative whole. The work in this class has many layers, including ongoing development of physical skills as well as explorations into improvisation, choreography and the historical contexts that have shaped modern dance.
Gen Ed Attribute: Arts Distributive Requirement.
Typically offered in Fall & Spring.

DAN 133. Jazz Dance 1. 3 Credits.
An introduction to the styles, technique, and rhythmic structures of jazz dance with emphasis on increasing movement capabilities and personal expression.
Gen Ed Attribute: Arts Distributive Requirement.
Typically offered in Fall & Spring.

DAN 134. Beginner’s Ballet. 3 Credits.
This course is designed to teach fundamental ballet technique and vocabulary at the beginning level. The emphasis will be on using anatomically sound principles to promote efficient use of the body and develop kinesthetic awareness. The course also includes an overview of the history of ballet from its origins until present day.
Gen Ed Attribute: Arts Distributive Requirement.
Typically offered in Fall & Spring.

DAN 135. Tap Dancing I. 3 Credits.
The primary purpose of this course is to introduce the fundamentals of tap dance technique, form and function. Emphasis will be given to basic steps, building combinations, musicality, form and function. Emphasis will be given to basic steps; building combinations, musicality, form and function, and understanding the historical background of tap dance as an art form.
Gen Ed Attribute: Arts Distributive Requirement.
Typically offered in Fall.

DAN 136. Introduction to Ballroom Dance. 3 Credits.
The purpose of this course is to teach students the basic steps for Ballroom Dance, both standard and Latin. Emphasis will be placed on lead and follow techniques, proper footwork and positions, and how to recognize and dance to different types of music. This course will enable the student to participate in social occasions requiring ballroom dancing skills, such as weddings, formal social and business parties, as well as informal occasions requiring the display of social graces.
Gen Ed Attribute: Arts Distributive Requirement.
Typically offered in Fall & Spring.

DAN 137. African Dance. 3 Credits.
Through readings, discussion, videos, movement, essays, and other intensive projects, this course will explore dance and music from West Africa and the African Diaspora.
Gen Ed Attribute: Arts Distributive Requirement.
Typically offered in Spring.

DAN 138. Hip Hop Dance I. 3 Credits.
The primary purpose of this course is to introduce the fundamentals of hip hop dance technique, form and function. Emphasis will be given to basic steps; building combinations, musicality, and understanding the cultural influences through a theoretical and historical investigation of hip hop dance styles as an art form.
Gen Ed Attribute: Arts Distributive Requirement.
Typically offered in Spring.

DAN 150. Introduction to the Art of Dance. 3 Credits.
The purpose of this course is to provide the student with an introduction to dance as an art form as well as relate information regarding various aspects of dance. Topics include a brief history of dance, dance styles, dance in education, and dance production.
Gen Ed Attribute: Arts Distributive Requirement.
Typically offered in Fall & Summer.

DAN 199. Transfer Credit. 1-10 Credits.
Transfer Credit.
Typically offered in Fall & Spring.
Repeatable for Credit.

DAN 205. Improvisation. 2 Credits.
This course examines the nature of improvisation in terms of movement and explores the process of discovering, creating and performing movement spontaneously.
Pre / Co requisites: DAN 205 requires a prerequisite of DAN 130 or DAN 132 or DAN 232 or DAN 322.
Typically offered in Spring.

DAN 210. The Dancer’s Body. 3 Credits.
An exploration of the body systems, along with injury prevention and care, especially as it applies to the dancer. This course incorporates the physical practice of yoga, Pilates and other mind and body techniques as they apply to the preparation for the physical demands of dance technique.
Gen Ed Attribute: Arts Distributive Requirement.
Typically offered in Fall & Spring.

DAN 232. Modern Dance II. 2 Credits.
Modern Dance II is a continuation and expansion of Modern Dance I. It will focus on Modern Dance as a performing art with emphasis placed on longer combinations and more complex problem-solving themes.
Typically offered in Fall & Spring.

DAN 233. Jazz Dance II. 2 Credits.
This course is a continuing development of jazz dance form and function (introduced in Jazz 1) with emphasis on proper jazz technique, introduction of intermediate level rhythms and combinations, expanding movement capabilities, and exploring individual expression and artistry.
Typically offered in Fall & Spring.

DAN 234. Ballet II. 2 Credits.
Ballet II is an intermediate-level course designed to expand on the ballet fundamentals and basic vocabulary learned in Ballet I.
Typically offered in Fall & Spring.

DAN 235. Tap Dancing II. 2 Credits.
The primary focus of this course is to introduce the fundamentals of tap dance at an intermediate level. Emphasis will be given to focus and presentation of steps and combinations, musicality, and individual expression through movement.
Typically offered in Fall.

DAN 236. Ballroom Dance II. 3 Credits.
The purpose of this course is to teach students intermediate steps for Ballroom Dance, both Standard and Latin. Emphasis will be placed on lead and follow techniques, proper footwork and positions. This course will enable the student to improve their ballroom dancing skills, building on the material learned in the introductory course.
Typically offered in Fall.

DAN 300. Controversial Bodies: Visions of Beauty. 3 Credits.
Controversial Bodies: Visions of Beauty will foster a discussion of bodily beauty across the multiplicity of fields of theater, dance, history and sociology. In creating a course that holds these two physical markers, the body and beauty, at its core, a space can be filled within the university’s curriculum where central to the course is the notion that the body is a social and cultural entity and as such, markers of bodily beauty are constructed differently across various cultures and time periods. In particular, Controversial Bodies: Visions of Beauty, examines how figures in the performing arts have pulled the make-up of beauty in opposite directions, reinforcing or subverting the norms of what is socially and politically acceptable, playing with nudity, androgyny and ugliness, and rewriting the markers of beauty in terms of race, gender, age and bodily type.
Gen Ed Attribute: Interdisciplinary Requirement.
Typically offered in Fall & Spring.

DAN 315. Dance Pedagogy. 3 Credits.
Basic course offering methods and materials for teaching dance technique.

DAN 332. Modern Dance III. 2 Credits.
Modern Dance III is a continuation and expansion on Modern Dance II. This course will focus on exploring various teaching techniques and styles that have been developed by prominent figures in Modern Dance.
DAN 333. Jazz III. 2 Credits.
Continuing development of jazz dance technique with emphasis on varying styles of jazz
techniques, advanced rhythms and combination, expanding movement capabilities, and
exploring individual expression and artistry.

DAN 334. Ballet III. 2 Credits.
Ballet III is an advanced level ballet course, expanding the student’s repertoire and proficiency
of ballet steps, including advanced steps and the basics of ballet choreography. Substantial
previous ballet training is recommended.

DAN 335. Advanced Tap. 2 Credits.
This course is a continuing development of tap dance technique (introduced in TAP 1 and
TAP 2) with emphasis on proper tap technique, more advanced rhythms and combinations,
musicality, improvisational skills, individual expression and artistry.

DAN 344. History of Dance. 3 Credits.
The purpose of this course is to provide the student with a thorough background of dance as
a fundamental form of human expression. Topics shall include the historical roots and recent
status of theatrical dance forms, dance education, and recent trends. Evaluation of dance as
an art form in relation to man and his society. Physiological, sociological, and psychological
implications; dance forms and types. Film and other materials focus on parallel developments
in related arts.
Gen Ed Attribute: Foreign Language Culture Cluster, Spanish Culture Cluster.

DAN 380. Cuban Rumba: Cultural Identity. 3 Credits.
This course is a theory and practice course, designed for students interested in exploring the
layered social and cultural history of Cuba, through the lens of its national dance, the rumba.
Cuban rumba is made up of three different dances: guaguanco, yambu, and columbia; which
this course will focus on embodying, while simultaneously examining its history and place
within society. Inside the theoretical conversations, the focus will shift and build from its
African and Spanish lineage to social repression on the island, architecture as a container for
community and performance, gender and cultural identity appropriation.
Gen Ed Attribute: Foreign Language Culture Cluster, Spanish Culture Cluster.

DAN 399. Directed Studies in Dance. 1-3 Credits.
Research, creative projects, reports, readings in dance. Students must submit applications to
advisors one semester in advance of registration.
Repeatable for Credit.

DAN 441. Dance Composition & Choreography Techniques. 3 Credits.
The art of dance composition. Basic elements of space, rhythms, and motion dynamics.
Students design original movement, progressing from simple to complex solo and group
forms.
Pre / Co requisites: DAN 441 requires a prerequisite of one of the following courses: DAN 232,
DAN 233, DAN 234, DAN 332, DAN 333, or DAN 334.
Typically offered in Fall.

DAN 442. Musical Theatre Dance and Choreography. 3 Credits.
This course covers the appropriate methods, materials, and skills needed for preparing and
staging dance in a musical production. Special emphasis will be given to the choreographic
process as well as the role of the choreographer.
Pre / Co requisites: DAN 442 requires a prerequisite of one of the following courses: DAN 232,
DAN 233, DAN 234, DAN 332, DAN 333, or 334.
Typically offered in Spring.

DAN 446. Repertory Performance. 2 Credits.
The purpose of this course shall be the study of various elements of performance and
dance production. All are integrated into a final performance given in the spring semester.
Admittance is by audition during the fall semester.
Typically offered in Spring.
Repeatable for Credit.

DAN 499. Dance Seminar. 3 Credits.
Intensive examination of a selected area of study in dance. Topics will be announced in
advance. Repeatable for Credit.

THA 100. Theatre Survey. 1 Credit.
This class is a survey course designed to introduce students to the full range of the Theatre
process including directing, performance, design, dramaturgy and management.
Typically offered in Fall.

THA 101. Introduction to Theatre. 3 Credits.
A survey of theatre as a humanity by exploring how theatre reflects and comments on its
time and place. This course teaches the student what to listen for, and what to look for, when
attending a live theatre performance.
Gen Ed Attribute: Arts Distributive Requirement.
Typically offered in Fall, Spring & Summer.

THA 103. Acting I. 3 Credits.
A course designed to introduce the basic skills and techniques needed by the developing actor
to create successfully a character for performance on stage. Fulfills general education arts
requirement.
Gen Ed Attribute: Arts Distributive Requirement.
Typically offered in Fall & Spring.

THA 104. Stagecraft. 3 Credits.
To demonstrate though written work, oral discussion, and laboratory participation an
understanding of technology as the theatre artist’s instrument focusing on the basic elements
of technical theatre, including the physical space and the scene shop.
Typically offered in Fall & Spring.

THA 113. Script Analysis. 3 Credits.
Introduces and applies methods for analyzing scripts intended for theatrical performance.
Additionally explores an in-depth methodology of reading, analyzing, and understanding a
play script intended for production. Investigate techniques used to determine how to read a
play for its structure, scrutinizing the playwright’s methods of creating theatre through plot,
character and imagery, and understanding how scripts “mean” to the theater practitioner as
distinct from other forms of literature.
Typically offered in Spring.

THA 116. Costume Construction. 3 Credits.
Theory and practice in theatrical costume including organization, construction, drafting,
dyeing, painting, and wardrobe management. Laboratory required.
Typically offered in Fall & Spring.

THA 118. Voice for the Performer. 3 Credits.
The goal of vocal training is the understanding of the individual voice. Voice training seeks
to uncover the potential for a naturally produced vocal sound with all its capabilities and
limitations. Fulfills general education arts requirement.
Typically offered in Fall.

THA 131. Intro to Musical Theatre. 3 Credits.
A survey of musical theatre I production with an emphasis on the artists who create the shows.

THA 181. Voice Class I. 1 Credit.
Class instruction in singing skills for nonmusic majors. Previous voice study not required.
Typically offered in Fall.

THA 182. Voice Class II. 1 Credit.
Class instruction in singing skills for non-music majors.
Typically offered in Spring.

THA 200. Theatre Practicum. 1-3 Credits.
This course is designed to provide theatre arts majors and minors the opportunities to
participate in and learn skills directly related to specific areas of theatrical production.
Pre / Co requisites: THA 200 requires prerequisite of THA 104 or THA 116.
Typically offered in Fall & Spring.
Repeatable for Credit.

THA 203. Acting II. 3 Credits.
Continued focus on the basic skills and techniques needed to create a role on the stage.
Emphasis on character development.
Pre / Co requisites: THA 203 requires prerequisite of THA 103.
Typically offered in Fall & Spring.
THA 204. Scene Painting. 3 Credits.
Studio course designed to introduce students to basic skills and techniques of scenic painting.
Pre / Co requisites: THA 204 requires prerequisites of THA 104 and THA 113.
Typically offered in Fall.

THA 206. Graphics for the Stage. 3 Credits.
An exploration of graphic solutions used in the various stages of planning and executing a
setting for the theatre. Scenic design, stage technician drafting techniques, and perspective
methods used exclusively in the theatre.
Pre / Co requisites: THA 206 requires prerequisite of THA 104.
Typically offered in Fall.

THA 208. Scene Construction and Rigging. 3 Credits.
This course develops a familiarity with scenic construction techniques and materials. Practical
solutions to technical problems are discussed. Other topics include theatre safety, technical
drawing, and budgeting. This course is a requirement for technical majors but an elective for
all other theatre majors.
Pre / Co requisites: THA 208 requires prerequisite of THA 104.
Typically offered in Spring.

THA 210. Stage Makeup I. 3 Credits.
Theory and practice in design and application of various types of makeup for the stage.
Typically offered in Fall & Spring.

THA 212. Creative Drama. 3 Credits.
Theory and practice in creative techniques of expression and dramatic forms to be used
as a teaching and recreational device for children and adults. Fulfills general education
requirement.
Gen Ed Attribute: Arts Distributive Requirement.
Typically offered in Spring.

THA 213. Script Analysis II. 3 Credits.
To introduce students to the unique problems of interpreting dramatic texts from the classical
periods of theatre history for contemporary stage production.
Typically offered in Spring.

THA 214. Stage Properties. 3 Credits.
Explores the research, design, craft, skills, and solutions involved in providing theatrical
properties, defined generally as the smaller objects that complete the costume and
visual setting for a given show production. Students will learn the basic vocabulary for
communication and collaboration with all production staff during the production process.
Students will learn how to create source and scrapbook files, property plots, maintenance and
security during and after, organizing and storage of stage properties.
Pre / Co requisites: THA 214 requires prerequisites of THA 104 and THA 116.
Typically offered in Fall.

THA 216. Fundamentals of Design. 3 Credits.
The exploration of multiple elements of production design to create a foundation of
communication for future designers, technicians, actors, directors and stage managers.
Students will learn how to manipulate design principles to support and enhance theatrical
productions.
Typically offered in Fall & Spring.

THA 218. Virtual Production Techniques. 3 Credits.
This course explores several software programs used to generate and communicate elements
of production design.
Typically offered in Fall.

THA 221. Musical Theatre Fundamentals. 1 Credit.
Beginning study of musical notation to provide skills to read and interpret musical theatre
vocal lines. Apply basic piano skills necessary to “hear” the musical notation and transfer it to
the voice.
Pre / Co requisites: THA 221 requires prerequisite VOI 181.
Typically offered in Fall.

THA 250. Race and Gender in American Theatre. 3 Credits.
This course will focus on how some traditionally marginalized groups have been examined and
portrayed in American theatre.
Gen Ed Attribute: Diversity Requirement.

THA 300. Career Preparation. 2 Credits.
Designed to educate second semester juniors or first semester seniors on career path options in
the field immediately following college.
Typically offered in Fall.

THA 301. Directing I. 3 Credits.
An introduction of the theories and techniques of stage direction with emphasis on
pre-rehearsal planning, play selection, script analysis and promptbooks, casting and blocking.
Pre / Co requisites: THA 301 requires prerequisites of THA 103, THA 113 and THA 216.
Typically offered in Fall & Spring.

THA 303. Acting Shakespeare. 3 Credits.
A course for the advanced student actor focusing on techniques essential for developing roles
from classical texts with a particular emphasis on the plays of Shakespeare. Characterization,
text analysis and scansion will all be covered. It is recommended that the student take THA 118
and DAN 130 prior to enrollment in this course.
Pre / Co requisites: THA 303 requires prerequisite of THA 203.
Consent: Permission of the Department required to add.
Typically offered in Spring.

THA 304. Scene Design. 3 Credits.
This course identifies and explores the processes involved in creating a scenic space that is both
practical and expressive. Skills in set design, representational painting, scenic drafting, and
script interpretation are developed.
Pre / Co requisites: THA 304 requires prerequisites of THA 113 or permission of instructor.
Typically offered in Spring.

THA 305. Lighting Design for the Stage. 3 Credits.
Exploration of lighting as a means of artistic communication in the theatre. The course covers
the aesthetics, tools, technology, and the graphic methods used to light a play. Special topics
in lighting for other performing arts will be discussed.
Pre / Co requisites: THA 305 requires prerequisites of THA 113 or permission of instructor.

THA 306. History of Theatre/ Drama I. 3 Credits.
Examination of plays, players and methods of theatrical production from English Renaissance
1875 to 1900 through Contemporary Theatre 1975-Present.
Pre / Co requisites: THA 306 requires prerequisite of THA 113 or THA 213.
Gen Ed Attribute: Writing Emphasis.
Typically offered in Fall.

THA 307. History of Theatre/Drama II. 3 Credits.
Examination of plays, players, and methods of theatrical production from English Renaissance
1875 to 1900 through Contemporary Theatre 1975-Present.
Pre / Co requisites: THA 307 requires prerequisite of THA 113 or THA 213.
Gen Ed Attribute: Writing Emphasis.
Typically offered in Spring.

THA 312. Children's Theatre. 3 Credits.
Production of children’s theatre for stage and television. Course elements will include script
analysis and production values, publicity, and tour preparation. Students enrolled in the course
will create a complete production. Fulfills general education requirement.
Typically offered in Spring.

THA 313. Playwriting Workshop I. 3 Credits.
Writing the play: possibilities and limitations of the stage. Attention to sets and costuming
The play’s totality in theme, character, and action. Informal readings of student work.
Typically offered in Fall.

THA 315. Sound Design. 3 Credits.
An in-depth study of sound and how it relates to theatrical production.
Typically offered in Fall.

THA 316. Costume History/Design. 3 Credits.
The history of European and American costume and its application to the period production.
The process of designing costumes in various styles will be explored. Students are required to
design costumes for periods studied.
Pre / Co requisites: THA 316 requires prerequisites of THA 113 or permission of instructor.
Distance education offering may be available.
Typically offered in Fall.

THA 318. Dialects for the Performer. 3 Credits.
Dialects and regionalisms for the stage.
Pre / Co requisites: THA 318 prerequisite requires THA 118.
Typically offered in Spring.
### Major Requirements

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>DAN 130</td>
<td>Movement for Performance</td>
<td>3</td>
</tr>
<tr>
<td>THA 100</td>
<td>Theatre Survey</td>
<td>1</td>
</tr>
<tr>
<td>THA 103</td>
<td>Acting I</td>
<td>3</td>
</tr>
<tr>
<td>THA 104</td>
<td>Stagecraft</td>
<td>3</td>
</tr>
<tr>
<td>THA 113</td>
<td>Script Analysis</td>
<td>3</td>
</tr>
<tr>
<td>THA 116</td>
<td>Costume Construction</td>
<td>3</td>
</tr>
<tr>
<td>THA 118</td>
<td>Voice for the Performer</td>
<td>3</td>
</tr>
<tr>
<td>THA 216</td>
<td>Fundamentals of Design</td>
<td>3</td>
</tr>
<tr>
<td>THA 300</td>
<td>Career Preparation</td>
<td>2</td>
</tr>
<tr>
<td>THA 319</td>
<td>Musical Theatre Repertoire</td>
<td>3</td>
</tr>
<tr>
<td>THA 323</td>
<td>Physical Traditions in Performance</td>
<td>3</td>
</tr>
<tr>
<td>THA 325</td>
<td>Scene Into Song</td>
<td>3</td>
</tr>
<tr>
<td>THA 326</td>
<td>History of Musical Theatre</td>
<td>3</td>
</tr>
<tr>
<td>THA 350</td>
<td>Audition Techniques</td>
<td>3</td>
</tr>
<tr>
<td>THA 399</td>
<td>Directed Studies in Theatre</td>
<td>1-6</td>
</tr>
<tr>
<td>THA 400</td>
<td>Professional Apprenticeship</td>
<td>3-15</td>
</tr>
<tr>
<td>THA 401</td>
<td>Directing II.</td>
<td>3</td>
</tr>
<tr>
<td>THA 403</td>
<td>Advanced Theatre Practicum</td>
<td>3</td>
</tr>
<tr>
<td>THA 414</td>
<td>Music Theatre Repertoire</td>
<td>3</td>
</tr>
<tr>
<td>THA 419</td>
<td>Theatre Seminar</td>
<td>3</td>
</tr>
<tr>
<td>THA 420</td>
<td>Staging Architecture and the Decorative Arts</td>
<td>3</td>
</tr>
</tbody>
</table>
MINOR IN DANCE

To fulfill this program of study, all dance minor students are required to take 19 credits in the dance curriculum. Students should follow requirements as listed under core, technique, and performance courses. Further requirements include the following:

1. Involvement in the performance area for a minimum of two years which can be accomplished for credit as a dancer, choreographer, officer, or production assistant

2. Serving as a teaching assistant in a Level I technique class with assignment from the dance coordinator

3. Recording all course work in a portfolio that will be presented to the dance coordinator at the conclusion of the course of study

Auditions are not required for admittance into the program; however, each applicant has the responsibility of meeting with the dance coordinator each semester before registration begins. Applicants must obtain and complete a minor registration form through the Office of the Registrar for transcript recognition.

Core and Performance Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>DAN 444</td>
<td>History of Dance</td>
<td>3</td>
</tr>
</tbody>
</table>

Electives

- Select two of the following:
  - DAN 210  | The Dancer’s Body                   | 3       |
  - DAN 315  | Dance Pedagogy                      | 3       |
  - DAN 441  | Dance Composition & Choreograph Techniques | 3 |
  - DAN 442  | Musical Theatre Dance and Choreography | 3 |

Technique and Performance Courses

- Select 10 credits of the following:
  - DAN 132  | Modern Dance I                      | 3       |
  - DAN 133  | Jazz Dance I                        | 3       |
  - DAN 134  | Beginner’s Ballet                   | 3       |
  - DAN 135  | Tap Dancing I                       | 3       |
  - DAN 137  | African Dance                       | 3       |
  - DAN 138  | Hip Hop Dance I                     | 3       |
  - DAN 205  | Improvisation                       | 3       |
  - DAN 232  | Modern Dance II                     | 3       |
  - DAN 233  | Jazz Dance II                       | 3       |
  - DAN 234  | Ballet II                           | 3       |
  - DAN 235  | Tap Dancing II                      | 3       |
  - DAN 332  | Modern Dance III                    | 3       |
  - DAN 333  | Jazz III                            | 3       |
  - DAN 334  | Ballet III                          | 3       |
  - DAN 335  | Advanced Tap                        | 3       |
  - DAN 399  | Directed Studies in Dance           | 3       |

Design, Technology, Management

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>THA 221</td>
<td>Musical Theatre Fundamentals</td>
<td>1</td>
</tr>
<tr>
<td>THA 319</td>
<td>Musical Theatre Repertoire</td>
<td>3</td>
</tr>
<tr>
<td>THA 325</td>
<td>Scene Into Song</td>
<td>3</td>
</tr>
<tr>
<td>THA 342</td>
<td>History of Musical Theatre</td>
<td>3</td>
</tr>
<tr>
<td>VOI 181</td>
<td>Class Voice for Non-Music Majors</td>
<td>1</td>
</tr>
<tr>
<td>VOI 182</td>
<td>Class Voice for Non-Music Majors</td>
<td>1</td>
</tr>
</tbody>
</table>

Total Minimum Credits Required 19

1. Maximum of 4 credits from the Performance category. Maximum of 3 technique credits from the 100-level.

2. The co-curricular will be assigned through a discussion with the dance minor advisor.

   - Teaching Assistant – assisting a dance faculty member in a Level I course.
   - Choreographic Assistant – assisting a faculty choreographer in the Musical Theatre Production.

3. Recorded/digital Portfolio: a record of course materials covered in each dance course taken by the student will be presented to the dance coordinator at the students exit interview upon completion of the minor.

MINOR IN THEATRE ARTS

College of Arts and Humanities

Required Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>THA 103</td>
<td>Acting I</td>
<td>3</td>
</tr>
</tbody>
</table>

Sample Course Plan

To track their individual degree progress, students are advised to access their Degree Progress Report (DPR) via myWCU regularly. For more information, visit wcupa.edu/DegreeProgressReport.
THA 104  Stagecraft  3
or THA 116  Costume Construction

THA 113  Script Analysis  3

THA 200  Theatre Practicum  1-3
Select three theatre electives as advised  9

Production Minor Requirements

Theatre minors are expected to belong to University Theatre.

Theatre minors are required to work on half of the productions each semester.
This requirement can be satisfied through specific lab hours or through participation in productions.

Total Credits  19-21

DEPARTMENT OF WOMEN'S AND GENDER STUDIES

College of Arts and Humanities

143 Main Hall
610-436-2464

Women's and Gender Studies (http://www.wcupa.edu/womensstudies)
Simon Ruchti (eruchti@wcupa.edu), Chairperson

The Women's and Gender Studies department consists of an interrelated group of courses offered in a wide variety of academic disciplines. The department operates under the supervision of the Women's and Gender Studies Steering Committee. This department is envisaged both as an enrichment to liberal education and as a professional field. The social transformation that is taking place in society and in intellectual life is making study in this area an asset in many arenas.

The aim of the department is to integrate the perception and experience of women into the curriculum and to encourage inquiry into previously neglected areas, such as women's history, women's literature and art, psychology of women, and women's position in society.

The Women's and Gender Studies Department provides an excellent learning environment that places an analysis of structural inequality, with a primary focus on gender inequality, at the center of the curriculum. It prepares students for careers, graduate study, and life choices through an interdisciplinary curriculum that establishes feminist values in its pedagogy and content. Women's and Gender Studies faculty are productive teacher-scholars who provide leadership and scholarship for integrating gender, race, ethnicity, class, sexuality, age, nationality, and disability issues into the curriculum.

Programs

Major in Women's and Gender Studies

- B.A. in Women's and Gender Studies (p. 466)

Minor in Women's and Gender Studies

- Women's and Gender Studies (p. 467)

Graduate Opportunities

See the graduate catalog for more information on the Women's and Gender Studies program. (http://catalog.wcupa.edu/graduate/arts-humanities/womens-gender-studies)

Policies

- See undergraduate admissions information. (p. 11)
- See academic policies. (http://catalog.wcupa.edu/undergraduate/academic-policies-procedures)

All undergraduate students are held to the academic policies and procedures outlined in the undergraduate 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 programs may be listed below.

Faculty

Professors

Kevin B. Aptowicz (kaptowicz@wcupa.edu) (2005)
B.S., Columbia University; M.S., University of Colorado; Ph.D., Yale University

Jen S. Bacon (jbacon@wcupa.edu) (2000)
B.A., University of South Carolina; M.A., University of Cincinnati; Ph.D., Rensselaer Polytechnic Institute

Eleanor Brown (ebrown@wcupa.edu) (2005)
B.A., Haverford College; Ph.D., University of Delaware

Virginia M. Da Costa (vdacosta@wcupa.edu) (1998)
B.A., State University of New York at Albany; M.A., California State University at Long Beach; Ph.D., University of California, Santa Barbara

Joy Fritschle (jfritschle@wcupa.edu) (2007)
B.A., Humboldt State University; M.S., University of Memphis; Ph.D., University of Wisconsin-Madison

Susan Gans (sgans@wcupa.edu) (1997)
B.A., New York University; M.A., Ph.D., University of Chicago

Karin E. Gedge (kgedge@wcupa.edu) (1997)
B.A., Lake Forest College; M.A., State University of New York at Brockport; Ph.D., Yale University

Laui Hyers (lhyers@wcupa.edu) (2004)
B.A., Ph.D., Pennsylvania State University

Jane E. Jeffrey (jeffrey@wcupa.edu) (1991)
B.A., Memphis State; M.A., Ph.D., University of Iowa

Lisa A. Kirschenbaum (lkirshenbaum@wcupa.edu) (1996)
A.B., Brown University; M.A., Ph.D., University of California, Berkeley

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

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

Lisa Millhous (lmillhous@wcupa.edu) (1999)
B.A., Macalester College; M.A., Ph.D., University of Minnesota

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

Ruth Porritt (rporritt@wcupa.edu) (1991)
B.A., John Carroll University; Ph.D., Purdue University

Geetha Ramanathan (gramanathan@wcupa.edu) (1987)
M.A., University of Bombay; A.M., University of Illinois; Ph.D., University of Illinois at Urbana-Champaign

Stacey Schlau (sschlau@wcupa.edu) (1985)
Graduate Coordinator, Languages and Cultures
B.A., M.A., Queens College; Ph.D., City University of New York

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

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

Chairperson, Political Science

2017-2018 UNDERGRADUATE CATALOG
Courses

WOS

WOS 100. Body Politics: Gender, Culture, and Representation. 3 Credits.
This course examines the body as a contested site of both pleasure and oppression. Considerable focus will be placed on the impact of culture on our understandings of the body, including ideas about gender, race, and sexuality. Students of all genders will be encouraged to explore how their own body image has been shaped by social norms that are simultaneously accepted and resisted. This course thereby provides an opportunity to question a variety of norms surrounding the body, including ideas about beauty, size, shape and ability.
Gen Ed Attribute: Diversity Requirement.
Typically offered in Fall.

WOS 225. Intro to Women's and Gender Studies. 3 Credits.
An interdisciplinary course designed to enable students to analyze the lived experience of women, to evaluate the impact of gender, to question the implications of changing cultural patterns, and to sample first-hand efforts for social change. Satisfies interdisciplinary requirement. Offered every semester.
Typically offered in Fall, Spring & Summer.

WOS 250. Women's Self Representation. 3 Credits.
An interdisciplinary approach to ways women record their lives.
Distance education offering may be available.
Typically offered in Fall, Spring & Summer.

WOS 276. Sexual Identity. 3 Credits.
Interdisciplinary introduction to meanings attached to human sexuality, exploring intersections between theories of sexual identity and theories of gender, class, race, ethnicity, age, and nationality.
Gen Ed Attribute: Interdisciplinary Requirement.
Typically offered in Spring.

WOS 305. Intellectual Roots of Western Feminism. 3 Credits.
The course examines the major issues and themes that have historically been included in feminist theorizing about women's situation and experiences, including: ethical foundations, the origins of patriarchy, feminist epistemology, education, body issues, issues of difference, religion, civil rights, and psychological development. Chronologically, the course covers from the enlightenment (Mary Wollstonecraft's A Vindication of the Rights of Women) through Simone de Beauvoir's The Second Sex.
Gen Ed Attribute: Diversity Requirement.
Typically offered in Fall.

WOS 306. Transnational Feminisms. 3 Credits.
This course explores current issues and debates relating to the gendered effects of globalization and women's political responses to it and dynamically re-conceptualizes the relationship between women and nation; between gender and globalization; and between feminist theory and practice.
Typically offered in Fall.

WOS 310. Women and Activism. 3 Credits.
Although often misrepresented or ignored, women were and continue to be active in a wide range of social justice movements. This course focuses specifically upon women activists in the United States and their resistance to structural inequalities based upon gender. In addition to social justice movements focused on sexism, this course uses intersectional theory to recognize the feminist value of women who work against racial, economic, sexual, and other oppressions.
Pre / Co requisites: WOS 310 requires a prerequisite of WOS 225 or WOS 250.
Gen Ed Attribute: Diversity Requirement, Interdisciplinary Requirement.
Distance education offering may be available.
Typically offered in Fall.

WOS 315. Women of the Global South. 3 Credits.
This course will examine the nature of women's lives in the global South, focusing on topics such as family, education, health, development policies, and political change. Geographic areas studied include Africa, Asia, Latin America, and the Middle East.
Gen Ed Attribute: Diversity Requirement, Interdisciplinary Requirement.
Typically offered in Fall.
WOS 320. Independent Study. 3 Credits.
Independent research and study for upper-division students. Topic to be approved by supervising faculty member.
Pre / Co requisites: WOS 320 requires prerequisite of WOS 225.
Typically offered in Summer.
Repeatable for Credit.

WOS 325. Special Topics. 3 Credits.
Selected (and changing) topics, e.g., Ethnic Women; Women and Work; Love and Sexuality. Offered as projected enrollments warrant.
Typically offered in Fall, Spring & Summer.
Repeatable for Credit.

WOS 326. Women and Witchcraft in Africa. 3 Credits.
This course utilizes witchcraft belief and accusation as a lens through which to examine the oppression of women in sub-Saharan Africa. It examines historical and contemporary beliefs and manifestations of witchcraft, and analyzes the centrality of women (and children) as victims. It also examines the impact of witchcraft accusation on women’s social and economic development.
Typically offered in Spring.

WOS 329. Gender and Peace. 3 Credits.
An examination of the ways in which social constructions of gender intersect with perceptions and the experience of war.
Gen Ed Attribute: Interdisciplinary Requirement.
Typically offered in Spring.

WOS 335. Gender, Race and Science. 3 Credits.
An interdisciplinary course on the role of gender and race in the formation of science.
Gen Ed Attribute: Diversity Requirement, Interdisciplinary Requirement.
Typically offered in Fall & Spring.

WOS 350. Lesbian Studies. 3 Credits.
This course offers an interdisciplinary introduction to lesbian studies that focuses on the historical and contemporary diversity of lesbian genders and sexualities, especially as shaped by race, class, culture, and nation. Special attention will be placed upon lesbian activism as well as contestations within lesbian communities about racism, classism, and cissexism.
Gen Ed Attribute: Interdisciplinary Requirement.
Distance education offering may be available.
Typically offered in Fall & Spring.

WOS 366. Gender, Labor and Globalization. 3 Credits.
Sociological and feminist analysis of global labor issues such as immigration, citizenship, motherhood, childcare, emotional labor, guest workers, commodification, and exploitation.
Pre / Co requisites: WOS 366 requires a prerequisite of SOC 200 or permission of instructor.
Typically offered in Fall.
Cross listed courses SOC 366, WOS 366.

WOS 400. Internship. 3 Credits.
This course is designed to allow students the opportunity to put into practice, outside the academic setting, the knowledge regarding women’s experiences gained in other courses. Some possible sites might be a women’s health clinic, a business, a newspaper, a social service agency, or an electoral campaign. There will be both an on-site and a faculty supervisor.
Pre / Co requisites: WOS 400 requires prerequisite of WOS 225 and two other women’s studies courses.
Typically offered in Fall, Spring & Summer.
Repeatable for Credit.

WOS 405. Feminist Theory. 3 Credits.
Designed to introduce and discuss basic questions in contemporary feminist theory, the course will explore different philosophies of feminism and include such issues as motherhood, intersections with other theories of oppression, and body politics.
Pre / Co requisites: WOS 405 requires prerequisite of WOS 225.
Typically offered in Spring.
Cross listed courses WOS 405, PHI 405.

WOS 410. Senior colloquium. 3 Credits.
Sample topics include global feminism, mothering, the experiences of women of color, and feminist utopias.
Pre / Co requisites: WOS 410 requires prerequisite of WOS 225 and two other women’s studies courses.
Typically offered in Fall, Spring & Summer.
Repeatable for Credit.

WOS 415. Senior Project. 3 Credits.
Preparation of research in any area of women’s studies, to be decided by student and adviser. Supervision includes exercises in method and bibliography. Usually, a lengthy research paper will be the final result.
Pre / Co requisites: WOS 415 requires prerequisite of WOS 225 and two other women’s studies courses.
Typically offered in Fall, Spring & Summer.
Repeatable for Credit.

B.A. IN WOMEN’S AND GENDER STUDIES

Curriculum

General Education Requirements (http://catalog.wcupa.edu/undergraduate/general-education-requirements)

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Composition</td>
<td>6</td>
</tr>
<tr>
<td>Mathematics requirement</td>
<td>3</td>
</tr>
<tr>
<td>Public Speaking requirement</td>
<td>3</td>
</tr>
<tr>
<td>Science requirements</td>
<td>6</td>
</tr>
<tr>
<td>Behavioral &amp; Social Science requirements</td>
<td>6</td>
</tr>
<tr>
<td>Humanities requirements</td>
<td>6</td>
</tr>
<tr>
<td>Arts requirement</td>
<td>3</td>
</tr>
<tr>
<td>Diverse Communities requirement</td>
<td>3</td>
</tr>
<tr>
<td>Interdisciplinary requirement</td>
<td>3</td>
</tr>
<tr>
<td>Student Electives</td>
<td>9</td>
</tr>
<tr>
<td>Writing Emphasis requirements</td>
<td>9</td>
</tr>
<tr>
<td>Language and Culture Requirement</td>
<td></td>
</tr>
<tr>
<td>Demonstrating language proficiency through the intermediate level (202) or demonstrating language proficiency through the elementary II (102) level of a language and further acquiring a cultural foundation</td>
<td>3-12</td>
</tr>
</tbody>
</table>

Major Requirement

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>WOS 225 Intro to Women’s and Gender Studies</td>
<td>3</td>
</tr>
<tr>
<td>WOS 305 Intellectual Roots of Western Feminism (strongly recommended)</td>
<td>3</td>
</tr>
<tr>
<td>WOS 405 Feminist Theory</td>
<td>3</td>
</tr>
</tbody>
</table>

Other Approved Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Electives to complete 120 semester hours</td>
<td>39-45</td>
</tr>
</tbody>
</table>

Total Minimum Credits Required | 120

Women’s and Gender Studies students, both majors and minors, take courses across disciplines. Several crosslisted courses are offered each semester, e.g., CLS 259, PSY 365, and SOC 346.

Other courses may be chosen from the list of Women’s and Gender Studies offerings. Additional courses may be applied to the major, under advisement. At least six major courses must be completed at the 300–400 level.

These courses are open to all students who have any required prerequisite as student electives under general requirements. With the permission of their departments, students also may take these courses as electives within their major or minor disciplines.

Sample Course Plan

To track their individual degree progress, students are advised to access their Degree Progress Report (DPR) via myWCU regularly. For more information, visit wcupa.edu/DegreeProgressReport.
MINOR IN WOMEN'S AND GENDER STUDIES

College of Arts and Humanities

Required Courses

WOS 225  Intro to Women's and Gender Studies  3
Select one of the following:  3
  WOS 405  Feminist Theory
  WOS 410  Senior colloquium
  WOS 415  Senior Project

Electives  12

Total Credits  18

Women's and Gender Studies students, both majors and minors, take courses across disciplines. Several croslisted courses are offered each semester, e.g., CLS 259, PSY 365, and SOC 346. No more than two courses may be taken in a single department. Additional courses may be applied to the minor, under advisement. For advising in Women's and Gender Studies, contact Dr. Lisa Ruchti, 143 Main Hall. See departmental listings for all other courses.

YOUTH EMPOWERMENT AND URBAN STUDIES PROGRAM

College of Education and Social Work

543 Main Hall
845-337-5000

Youth Empowerment and Urban Studies (http://www.wcupa.edu/yes)
Hannah Ashley (hashley@wcupa.edu), Coordinator

The purpose of this program is to equip future professionals to work in urban communities and with agencies and organizations that particularly focus on urban youth, including but not limited to schools, social service agencies, and youth and community development organizations. Through an experiential approach to learning and a philosophy of empowerment, the program will help WCU students to understand the complex context of American cities, the strengths and capabilities of families of diverse backgrounds, and the implications of public policy for large urban systems.

The minor will enable students who are preparing for urban careers to develop a deep understanding of the economic, social, cultural, and political context of urban social systems and community factors that affect youth. The Youth Empowerment and Urban Studies (YES) minor is in the liberal studies program and open to all students in every college.

Programs

Minor in Youth Empowerment and Urban Studies

• Youth Empowerment and Urban Studies (p. 467)

Policies

• See undergraduate admissions information. (p. 11)
• See academic policies. (http://catalog.wcupa.edu/undergraduate/
  academic-policies-procedures)

All undergraduate students are held to the academic policies and procedures outlined in the undergraduate 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 programs may be listed below.

Courses

YES

YES 250. Intro to Youth and Urban Community Work: Urban Prof Workshop. 3 Credits.
This course addresses professional dispositions for working in the urban environment. Students gain an awareness of the strengths of communities, as well as the forms of oppression that youth may experience in the urban environment.

YES 300. Youth Empowerment and the Urban Context. 3 Credits.
This course will immerse students in theories, historical contexts, and practices of leadership and democratic action through study, reflection and a semester-long partnership with an elementary or middle grades classroom in an urban school.

YES 301. Seminar in Youth-Led Media and Inquiry. 3 Credits.
Students will participate in a six-week intensive seminar on service learning/CEL and youth-led media as a particular strategy of CEL.

MINOR IN YOUTH EMPOWERMENT AND URBAN STUDIES

College of Education and Social Work

Required Courses

YES 250  Intro to Youth and Urban Community Work: Urban Prof Workshop  3
YES 300  Youth Empowerment and the Urban Context  3
YES 301  Seminar in Youth-Led Media and Inquiry  3

Focused Electives

Choose one course from each of the following three categories:  9

Urban Contexts and Communities

  ANT 347  The Cultures of Cities
  ECO 350  Urban Economics
  GEO 204  Introduction to Urban Studies
  GEO 312  Urban Geography
  PSC 304  Urban Politics
  SOC 342  Urban Sociology

Youth and Social Systems

  EDF 255  Evolution of Schooling in U.S.
  EDF 300  Democracy and Education
  HIS 444  History of American Education
  HON 312  Educational Systems and Social Influence
  HON 322  Developing Leadership with ELLs in the Classroom & Community
  SOC 345  Sociology of Education
  SWO 423  Child Welfare Practice And Policy
  WRH 305  Images of School in Film

Empowerment Work in Diverse Communities

Any additional course, within any department, which integrates service learning/community-engaged learning/community-engaged research/field placement in urban settings or with diverse populations; courses should take critical and strength-based approaches to issues addressed. Courses and placements that qualify will be approved by the coordinator of the program by review of syllabi. (For advising in the youth empowerment and urban studies minor, contact Dr. Hannah Ashley.)

Total Credits  18

1 Open to Honors College students only.
<table>
<thead>
<tr>
<th>INDEX</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A</strong></td>
<td></td>
</tr>
<tr>
<td>About the University</td>
<td>5</td>
</tr>
<tr>
<td>Absences, Policy for Excused</td>
<td>81</td>
</tr>
<tr>
<td>Academic Affairs, Structure of</td>
<td>32</td>
</tr>
<tr>
<td>Academic Calendar</td>
<td>8</td>
</tr>
<tr>
<td>Academic Development Program (ADP)</td>
<td>79</td>
</tr>
<tr>
<td>Academic Integrity</td>
<td>72</td>
</tr>
<tr>
<td>Academic Passport</td>
<td>11</td>
</tr>
<tr>
<td>Academic Probation</td>
<td>91</td>
</tr>
<tr>
<td>Academic Records Information</td>
<td>75</td>
</tr>
<tr>
<td>Academic Recovery Plan</td>
<td>91</td>
</tr>
<tr>
<td>Academic Renewal Policy</td>
<td>91</td>
</tr>
<tr>
<td>Academic Services</td>
<td>77</td>
</tr>
<tr>
<td>Academic Standards, Maintenance of</td>
<td>91</td>
</tr>
<tr>
<td>Accelerated Programs</td>
<td>134</td>
</tr>
<tr>
<td>Accounting, B.S. in</td>
<td>146</td>
</tr>
<tr>
<td>Accounting, Department of</td>
<td>145</td>
</tr>
<tr>
<td>Accounting, Minor in</td>
<td>148</td>
</tr>
<tr>
<td>Accreditations</td>
<td>8</td>
</tr>
<tr>
<td>Accreditations &amp; Nationally Recognized Programs</td>
<td>8</td>
</tr>
<tr>
<td>ACT Test</td>
<td>11</td>
</tr>
<tr>
<td>Activities, Student</td>
<td>140</td>
</tr>
<tr>
<td>ADA (See: Americans with Disabilities Act (ADA))</td>
<td>71</td>
</tr>
<tr>
<td>Administration Information</td>
<td>32</td>
</tr>
<tr>
<td>Admission, Early</td>
<td>11</td>
</tr>
<tr>
<td>Admissions, Freshmen</td>
<td>11</td>
</tr>
<tr>
<td>Admissions, International Student</td>
<td>13</td>
</tr>
<tr>
<td>Admissions, Non-Degree</td>
<td>13</td>
</tr>
<tr>
<td>Admissions, Other Information</td>
<td>14</td>
</tr>
<tr>
<td>Admissions, Transfer</td>
<td>11</td>
</tr>
<tr>
<td>Admissions, Undergraduate</td>
<td>11</td>
</tr>
<tr>
<td>ADP (See: Academic Development Program (ADP))</td>
<td>79</td>
</tr>
<tr>
<td>Advance-2-BSN</td>
<td>404</td>
</tr>
<tr>
<td>Advanced Placement Program</td>
<td>96</td>
</tr>
<tr>
<td>Advising</td>
<td>77</td>
</tr>
<tr>
<td>Advising, Pre-Major Academic (PMAA)</td>
<td>79</td>
</tr>
<tr>
<td>Affiliated Academic Organizations</td>
<td>79</td>
</tr>
<tr>
<td>Affirmative Action Policy</td>
<td>71</td>
</tr>
<tr>
<td>African American Studies, Minor in</td>
<td>149</td>
</tr>
<tr>
<td>African American Studies Program</td>
<td>149</td>
</tr>
<tr>
<td>African/African American Literature, Minor in</td>
<td>277</td>
</tr>
<tr>
<td>Air Force ROTC (Aerospace Studies)</td>
<td>187</td>
</tr>
<tr>
<td>Alumni Association</td>
<td>140</td>
</tr>
<tr>
<td>American Studies, Minor in</td>
<td>150</td>
</tr>
<tr>
<td>American Studies Program</td>
<td>149</td>
</tr>
<tr>
<td>Americans with Disabilities Act (ADA)</td>
<td>71</td>
</tr>
<tr>
<td>Anthropology and Sociology, Department of</td>
<td>150</td>
</tr>
<tr>
<td>Anthropology, B.A. in</td>
<td>154</td>
</tr>
<tr>
<td>Anthropology, Minor in</td>
<td>156</td>
</tr>
<tr>
<td>Applied Ethics, Minor in</td>
<td>419</td>
</tr>
<tr>
<td>Applied Music, Department of</td>
<td>156</td>
</tr>
<tr>
<td>Applied Statistics, Minor in</td>
<td>378</td>
</tr>
<tr>
<td>Approved General Education Course List</td>
<td>98</td>
</tr>
<tr>
<td>Arabic, Minor in</td>
<td>347</td>
</tr>
<tr>
<td>Aralia Press</td>
<td>77</td>
</tr>
<tr>
<td>Armed Services Programs</td>
<td>79</td>
</tr>
<tr>
<td>Army ROTC (Military Science)</td>
<td>188</td>
</tr>
<tr>
<td>Art + Design, Department of</td>
<td>179</td>
</tr>
<tr>
<td>Art Collections</td>
<td>8</td>
</tr>
<tr>
<td>Art History, Minor in</td>
<td>186</td>
</tr>
<tr>
<td>Arts Requirement</td>
<td>100</td>
</tr>
<tr>
<td>Assessment</td>
<td>77</td>
</tr>
<tr>
<td>Astronomy, Minor in</td>
<td>250</td>
</tr>
<tr>
<td>Athletic Program, Intercollegiate</td>
<td>140</td>
</tr>
<tr>
<td>Athletic Training, B.S. in</td>
<td>456</td>
</tr>
<tr>
<td>Attendance Policy</td>
<td>81</td>
</tr>
<tr>
<td>Auditing</td>
<td>81</td>
</tr>
<tr>
<td>Autism Education, Minor in</td>
<td>453</td>
</tr>
<tr>
<td>Autism Program, Dub-C (D-CAP)</td>
<td>5</td>
</tr>
<tr>
<td>Awards and Degrees, Honorary</td>
<td>58</td>
</tr>
<tr>
<td>Awards, Undergraduate</td>
<td>22</td>
</tr>
<tr>
<td><strong>B</strong></td>
<td></td>
</tr>
<tr>
<td>Baccalaureate Degree, Requirements for the</td>
<td>134</td>
</tr>
<tr>
<td>Baccalaureate Degree, Second</td>
<td>14</td>
</tr>
<tr>
<td>Bachelor of Music with a Concentration in Composition</td>
<td>393</td>
</tr>
<tr>
<td>Bachelor of Music with a Concentration in History</td>
<td>394</td>
</tr>
<tr>
<td>Bachelor of Music with a Concentration in Theory</td>
<td>396</td>
</tr>
<tr>
<td>Bachelor of Music with Elective Studies in an Outside Field</td>
<td>396</td>
</tr>
<tr>
<td>Bachelor of Science in Education, B.S.Ed</td>
<td>261</td>
</tr>
<tr>
<td>Bachelor’s Degree, Second</td>
<td>14</td>
</tr>
<tr>
<td>Behavioral and Social Sciences Requirement</td>
<td>102</td>
</tr>
<tr>
<td>Biochemistry, B.S. in</td>
<td>209</td>
</tr>
<tr>
<td>Biology - Cell and Molecular Concentration, B.S. in</td>
<td>195</td>
</tr>
<tr>
<td>Biology - Ecology and Conservation Concentration, B.S. in</td>
<td>197</td>
</tr>
</tbody>
</table>

468  2017-2018 UNDERGRADUATE CATALOG
<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biology - Integrative Biology Concentration, B.S. in</td>
<td>198</td>
</tr>
<tr>
<td>Biology - Marine Science Concentration, B.S. in</td>
<td>200</td>
</tr>
<tr>
<td>Biology - Medical Laboratory Science Concentration, B.S. in</td>
<td>202</td>
</tr>
<tr>
<td>Biology - Microbiology Concentration, B.S. in</td>
<td>203</td>
</tr>
<tr>
<td>Biology, B.A. in</td>
<td>195</td>
</tr>
<tr>
<td>Biology, B.S.Ed in</td>
<td>204</td>
</tr>
<tr>
<td>Biology, Department of</td>
<td>189</td>
</tr>
<tr>
<td>Biology, Minor in</td>
<td>205</td>
</tr>
<tr>
<td>Bookstore</td>
<td>135</td>
</tr>
<tr>
<td>Brandywine Ballet Program</td>
<td>79</td>
</tr>
<tr>
<td>Buses</td>
<td>144</td>
</tr>
<tr>
<td>Business and Technical Writing, Minor in</td>
<td>277</td>
</tr>
<tr>
<td>Business Geographic Information Systems, Minor in</td>
<td>288</td>
</tr>
<tr>
<td>Business Law, Minor in</td>
<td>359</td>
</tr>
<tr>
<td>Business Management, B.S. in</td>
<td>358</td>
</tr>
<tr>
<td>C</td>
<td></td>
</tr>
<tr>
<td>Calendar, Academic</td>
<td>8</td>
</tr>
<tr>
<td>Calendar &amp; Term Information</td>
<td>8</td>
</tr>
<tr>
<td>Campus &amp; Facilities</td>
<td>8</td>
</tr>
<tr>
<td>Campus, Description of</td>
<td>8</td>
</tr>
<tr>
<td>Campus, Philadelphia</td>
<td></td>
</tr>
<tr>
<td>Campus Recreation</td>
<td>135</td>
</tr>
<tr>
<td>Campus Services</td>
<td>135</td>
</tr>
<tr>
<td>Campus Store</td>
<td>135</td>
</tr>
<tr>
<td>Career Development Center</td>
<td>135</td>
</tr>
<tr>
<td>Changing Majors</td>
<td>85</td>
</tr>
<tr>
<td>Chemistry, B.S. in</td>
<td>210</td>
</tr>
<tr>
<td>Chemistry, B.S.Ed in</td>
<td>212</td>
</tr>
<tr>
<td>Chemistry, Department of</td>
<td>206</td>
</tr>
<tr>
<td>Chemistry (Forensic and Toxicological), B.S. in</td>
<td>211</td>
</tr>
<tr>
<td>Chemistry, Minor in</td>
<td>212</td>
</tr>
<tr>
<td>Chemistry-Biology, B.S. in</td>
<td>210</td>
</tr>
<tr>
<td>Chemistry-Biology (Pre-Medical), B.S. in</td>
<td>436</td>
</tr>
<tr>
<td>Civic and Professional Leadership, Minor in</td>
<td>311</td>
</tr>
<tr>
<td>Clinic, Speech and Hearing</td>
<td>8</td>
</tr>
<tr>
<td>Closed captioning policy</td>
<td>81</td>
</tr>
<tr>
<td>CMHS (See: Community Mental Health Services (CMHS))</td>
<td>5</td>
</tr>
<tr>
<td>Coaching, Minor in</td>
<td>324</td>
</tr>
<tr>
<td>Communication Directory</td>
<td>5</td>
</tr>
<tr>
<td>Communication Sciences and Disorders, B.A. in</td>
<td>214</td>
</tr>
<tr>
<td>Communication Sciences and Disorders, Department of</td>
<td>212</td>
</tr>
<tr>
<td>Communication Studies, B.A. in</td>
<td>223</td>
</tr>
<tr>
<td>Communication Studies, Department of</td>
<td>215</td>
</tr>
<tr>
<td>Communication Studies, Minor in</td>
<td></td>
</tr>
<tr>
<td>Communication Studies, Minor in</td>
<td></td>
</tr>
<tr>
<td>Communication Studies, Minor in</td>
<td>224</td>
</tr>
<tr>
<td>Community Mental Health Services (CMHS)</td>
<td>5</td>
</tr>
<tr>
<td>Computer Science, B.S. in</td>
<td>228</td>
</tr>
<tr>
<td>Computer Science, Department of</td>
<td>225</td>
</tr>
<tr>
<td>Computer Science, Minor in</td>
<td>229</td>
</tr>
<tr>
<td>Computer Security, Certificate in</td>
<td>230</td>
</tr>
<tr>
<td>Contemplative Studies, Minor in</td>
<td>297</td>
</tr>
<tr>
<td>Counseling Services Information, Health and</td>
<td>137</td>
</tr>
<tr>
<td>Counselor Education, Department of</td>
<td>230</td>
</tr>
<tr>
<td>Course, Adding a</td>
<td>86</td>
</tr>
<tr>
<td>Course, Dropping a</td>
<td>86</td>
</tr>
<tr>
<td>Course Prefix Guide</td>
<td>62</td>
</tr>
<tr>
<td>Course, Withdrawing from a</td>
<td>86</td>
</tr>
<tr>
<td>Courses, Enrolling in and Withdrawing from</td>
<td>86</td>
</tr>
<tr>
<td>Courses, Scheduling</td>
<td>86</td>
</tr>
<tr>
<td>Courses, Taking Off Campus</td>
<td>96</td>
</tr>
<tr>
<td>Courses, Taking Out of Sequence</td>
<td>81</td>
</tr>
<tr>
<td>Creative Writing, Minor in</td>
<td>277</td>
</tr>
<tr>
<td>Credit by Exam</td>
<td>81</td>
</tr>
<tr>
<td>Credit, Graduate</td>
<td>81</td>
</tr>
<tr>
<td>Credit, Transfer of</td>
<td>11</td>
</tr>
<tr>
<td>Credits, Max Per Semester</td>
<td>81</td>
</tr>
<tr>
<td>Criminal Convictions Policy</td>
<td>14</td>
</tr>
<tr>
<td>Criminal Justice, B.S. in</td>
<td>234</td>
</tr>
<tr>
<td>Criminal Justice, Department of</td>
<td>230</td>
</tr>
<tr>
<td>Criminal Justice, Minor in</td>
<td>236</td>
</tr>
<tr>
<td>D</td>
<td></td>
</tr>
<tr>
<td>D-CAP (See: Dub-C Autism Program (D-CAP))</td>
<td>5</td>
</tr>
<tr>
<td>Dance, Department of (See: Theatre and Dance, Department of)</td>
<td>458</td>
</tr>
<tr>
<td>Dance, Minor in</td>
<td>463</td>
</tr>
<tr>
<td>Darlington Herbarium</td>
<td>8</td>
</tr>
<tr>
<td>Deaf Studies, Minor in</td>
<td>325</td>
</tr>
<tr>
<td>Dean’s List</td>
<td>87</td>
</tr>
<tr>
<td>Degree Classification</td>
<td>85</td>
</tr>
<tr>
<td>Degree, Dual</td>
<td>85</td>
</tr>
<tr>
<td>Degree Information</td>
<td>85</td>
</tr>
<tr>
<td>Degree Requirements, General Information About</td>
<td>134</td>
</tr>
<tr>
<td>Degree, Second</td>
<td>85</td>
</tr>
<tr>
<td>Degrees and Awards, Honorary</td>
<td>58</td>
</tr>
<tr>
<td>Design, Department of (See: Art + Design, Department of)</td>
<td>179</td>
</tr>
<tr>
<td>Digital Humanities and New Media, Minor in</td>
<td>277</td>
</tr>
<tr>
<td>Dining Services</td>
<td>135</td>
</tr>
<tr>
<td>Directory, Communication</td>
<td>5</td>
</tr>
<tr>
<td>Index Entry</td>
<td>Page</td>
</tr>
<tr>
<td>-----------------------------------------------------------------</td>
<td>------</td>
</tr>
<tr>
<td>Dismissal from the University</td>
<td>91</td>
</tr>
<tr>
<td>Disruptive Classroom Behavior Policy</td>
<td>81</td>
</tr>
<tr>
<td>Diverse Communities Requirement</td>
<td>103</td>
</tr>
<tr>
<td>Double Major</td>
<td>85</td>
</tr>
<tr>
<td>Dr. Sandra F. Pritchard Mather Planetarium</td>
<td>8</td>
</tr>
<tr>
<td>Dual Degree</td>
<td>85</td>
</tr>
<tr>
<td>Dub-C Autism Program (D-CAP)</td>
<td>5</td>
</tr>
<tr>
<td>E</td>
<td></td>
</tr>
<tr>
<td>Early and Middle Grades Education, Department of</td>
<td>236</td>
</tr>
<tr>
<td>Early Childhood Education, Minor in</td>
<td>241</td>
</tr>
<tr>
<td>Early Grades Preparation (PreK-4), B.S.Ed in</td>
<td>240</td>
</tr>
<tr>
<td>Earth and Space Sciences, B.S.Ed in</td>
<td>248</td>
</tr>
<tr>
<td>Earth and Space Sciences, Department of</td>
<td>242</td>
</tr>
<tr>
<td>Earth Science, Minor in</td>
<td>250</td>
</tr>
<tr>
<td>Economics and Finance, Department of</td>
<td>251</td>
</tr>
<tr>
<td>Economics, B.S. in</td>
<td>254</td>
</tr>
<tr>
<td>Economics, Minor in</td>
<td>258</td>
</tr>
<tr>
<td>Education for Sustainability, Undergraduate Certificate Program in</td>
<td>262</td>
</tr>
<tr>
<td>Educational Development, Department of</td>
<td>259</td>
</tr>
<tr>
<td>Educational Foundations and Policy Studies, Department of</td>
<td>259</td>
</tr>
<tr>
<td>Educator Preparation Programs</td>
<td>262</td>
</tr>
<tr>
<td>Elective Social Studies Teacher Certification</td>
<td>305</td>
</tr>
<tr>
<td>Elective Social Studies Teacher Certification Program</td>
<td>288</td>
</tr>
<tr>
<td>Elementary Education, Minor in</td>
<td>242</td>
</tr>
<tr>
<td>Email Accounts</td>
<td>75</td>
</tr>
<tr>
<td>Emergency Preparedness and Notification</td>
<td>139</td>
</tr>
<tr>
<td>Emeriti</td>
<td>35</td>
</tr>
<tr>
<td>Engineering/Physics, B.S. in</td>
<td>423</td>
</tr>
<tr>
<td>English, B.A. in</td>
<td>274</td>
</tr>
<tr>
<td>English, B.S.Ed in</td>
<td>275</td>
</tr>
<tr>
<td>English Composition Requirement</td>
<td>108</td>
</tr>
<tr>
<td>English, Department of</td>
<td>264</td>
</tr>
<tr>
<td>Enrolling in &amp; Withdrawing from Courses</td>
<td>86</td>
</tr>
<tr>
<td>Environmental Health, B.S. in</td>
<td>293</td>
</tr>
<tr>
<td>Environmental Health, Minor in</td>
<td>298</td>
</tr>
<tr>
<td>Environmental Programs</td>
<td>79</td>
</tr>
<tr>
<td>Environmental Studies, Robert B. Gordon Natural Area</td>
<td>8</td>
</tr>
<tr>
<td>Ethics (Applied), Minor in</td>
<td>419</td>
</tr>
<tr>
<td>Ethnic Studies Institute</td>
<td>5</td>
</tr>
<tr>
<td>Ethnic Studies, Minor in</td>
<td>280</td>
</tr>
<tr>
<td>Ethnic Studies Program</td>
<td>279</td>
</tr>
<tr>
<td>Exchange Program, Student</td>
<td>79</td>
</tr>
<tr>
<td>Exercise Science - Pre-Chiropractic Concentration, B.S. in</td>
<td>320</td>
</tr>
<tr>
<td>Exercise Science - Pre-Occupational Therapy Concentration, B.S. in</td>
<td>321</td>
</tr>
<tr>
<td>Exercise Science - Pre-Physical Therapy Concentration, B.S. in</td>
<td>322</td>
</tr>
<tr>
<td>Exercise Science, B.S. in</td>
<td>319</td>
</tr>
<tr>
<td>Exercise Science, Minor in</td>
<td>325</td>
</tr>
<tr>
<td>Expenses and Fees</td>
<td>15</td>
</tr>
<tr>
<td>F</td>
<td></td>
</tr>
<tr>
<td>Faculty, Honorary</td>
<td>35</td>
</tr>
<tr>
<td>Faculty Index</td>
<td>35</td>
</tr>
<tr>
<td>Family Educational Rights and Privacy Act (FERPA)</td>
<td>75</td>
</tr>
<tr>
<td>Fees and Expenses</td>
<td>15</td>
</tr>
<tr>
<td>FERPA (See: Family Educational Rights and Privacy Act (FERPA))</td>
<td>75</td>
</tr>
<tr>
<td>Field Experiences</td>
<td>81</td>
</tr>
<tr>
<td>Film Criticism, Minor in</td>
<td>278</td>
</tr>
<tr>
<td>Final Exam Information</td>
<td>87</td>
</tr>
<tr>
<td>Finance, B.S. in</td>
<td>256</td>
</tr>
<tr>
<td>Finance, Department of (See: Economics and Finance, Department of)</td>
<td>251</td>
</tr>
<tr>
<td>Finance, Minor in</td>
<td>259</td>
</tr>
<tr>
<td>Financial Aid</td>
<td>19</td>
</tr>
<tr>
<td>First-Year Student Scheduling</td>
<td>86</td>
</tr>
<tr>
<td>Forensic and Toxicological Chemistry, B.S. in</td>
<td>211</td>
</tr>
<tr>
<td>Francis Harvey Green Library</td>
<td>8</td>
</tr>
<tr>
<td>Fraternities/Sororities (See also “Student Organizations”)</td>
<td>135</td>
</tr>
<tr>
<td>Frederick Douglass Institute</td>
<td>5</td>
</tr>
<tr>
<td>Frederick Douglass Society</td>
<td>5</td>
</tr>
<tr>
<td>French, Minor in</td>
<td>348</td>
</tr>
<tr>
<td>Freshmen Admissions</td>
<td>11</td>
</tr>
<tr>
<td>FSEOG (See: Grants, Federal Supplemental Educational Opportunity)</td>
<td>19</td>
</tr>
<tr>
<td>G</td>
<td></td>
</tr>
<tr>
<td>Gender Studies, Department of (See: Women’s and Gender Studies, Department of)</td>
<td>464</td>
</tr>
<tr>
<td>General Education Course List, Approved</td>
<td>98</td>
</tr>
<tr>
<td>General Education Information</td>
<td>97</td>
</tr>
<tr>
<td>General Science Certification</td>
<td>250</td>
</tr>
<tr>
<td>Geography and Planning, Department of</td>
<td>280</td>
</tr>
<tr>
<td>Geography and Planning, Minor in</td>
<td>288</td>
</tr>
<tr>
<td>Geography, B.A. in</td>
<td>283</td>
</tr>
<tr>
<td>Geology, Minor in</td>
<td>250</td>
</tr>
<tr>
<td>Geoscience - Earth Systems Concentration, B.S. in</td>
<td>245</td>
</tr>
<tr>
<td>Geoscience - Geology Concentration, B.S. in</td>
<td>247</td>
</tr>
<tr>
<td>German, Minor in</td>
<td>348</td>
</tr>
<tr>
<td>Grade Information</td>
<td>87</td>
</tr>
<tr>
<td>Grade Point Average (GPA)</td>
<td>87</td>
</tr>
</tbody>
</table>
Graduate Center ................................................................. 8
Graduate Credit ............................................................... 81
Graduation Requirements & Information ................................ 90
Grants, Federal Supplemental Educational Opportunity (FSEOG) ..... 19
Grants, Pell ................................................................. 19
Grants, State ............................................................... 19
Graphic and Interactive Design, B.F.A. in ................................ 184
Health & Counseling Services Information .............................. 137
Health and Physical Education - Teacher Certification, B.S. in .... 323
Health, Department of .................................................. 288
Health Science: General - Sports Medicine Studies Concentration, B.S. in ........................ 293
Health Science: General, B.S. in ........................................ 293
Health Science: Respiratory Care, B.S. in .............................. 295
Health Sciences, Minor in ............................................... 298
Hearing and Speech Clinic .................................................. 8
Herbarium, Darlington ...................................................... 8
Historical Properties ....................................................... 8
History - American Studies Concentration, B.A. in .................. 304
History, B.A. in .......................................................... 302
History, Department of .................................................. 298
History, Minor in ........................................................ 305
Holocaust and Genocide Studies Program ............................... 306
Holocaust Studies, Minor in ............................................ 307
Honorary Degrees and Awards ........................................... 58
Honorary Faculty ........................................................ 35
Honors College .......................................................... 307
Honors College Program ................................................ 311
Honors Seminar Certificate ............................................. 313
Housing, Off Campus ..................................................... 137
Housing, On Campus .................................................... 140
Humanities Distributive Requirement .................................. 109

IB Examination, Transfer Credit for ................................... 11
Independent Study .......................................................... 81
Individualized Instruction ................................................ 81
Information Services & Technology ..................................... 8
Information Technology, Minor in ..................................... 229
Institute for Women ....................................................... 5
Instruction, Individualized ................................................ 81
Integrity, Academic ........................................................ 72
Interdisciplinary Requirement ........................................... 111
International Baccalaureate, Transfer Credit for ..................... 11

International Business, B.S. in ......................................... 359
International Business, Minor in ....................................... 359
International Student Admissions ....................................... 13
International Students .................................................... 144
Internships (See also "Course Policies") ................................. 79
Involuntary Medical Withdrawal Policy ................................ 86
Italian, Minor in .......................................................... 348

Jazz Studies, Minor in .................................................... 178
Journalism, Minor in ..................................................... 278
Judicial Affairs, Office of (See: Student Conduct, Office of) ...... 138
Kinesiology, Department of ............................................. 313
Languages and Cultures - German Concentration, B.A. in ........ 338
Language and Culture Requirement .................................... 115
Languages and Cultures - French Concentration, B.A. in ........ 337
Languages and Cultures - Russian Concentration, B.A. in ........ 340
Languages and Cultures - Spanish Concentration, B.A. in ........ 341
Languages and Cultures, Department of ............................... 326
Languages and Cultures with Elective Certification - French Concentration, B.A. in ........ 342
Languages and Cultures with Elective Certification - German Concentration, B.A. in ........ 343
Languages and Cultures with Elective Certification - Russian Concentration, B.A. in ........ 345
Languages and Cultures with Elective Certification - Spanish Concentration, B.A. in ........ 346
LARC (See: Learning Assistance and Resource Center (LARC)) ........ 77
Latin American and Latino/a Studies, Minor in ..................... 349
Latin American and Latino/a Studies Program ...................... 348
Latin, Minor in .......................................................... 348
Law, Politics and Society, Minor in ................................... 433
Learning Assistance and Resource Center (LARC) .................... 77
Liberal and Professional Studies, Department of ...................... 349
Liberal Studies - Arts and Humanities Track, B.A. in ............... 350
Liberal Studies - Professional Studies Track, B.S. in ............... 350
Liberal Studies - Science and Mathematics Track, B.S. in ........ 351
Libraries ................................................................. 8
Library, Interlibrary Loan .................................................. 8
Library Services ........................................................... 351
Library, Special Collections ............................................. 8
Linguistics, Minor in ..................................................... 278
Linguistics, Minor in ..................................................... 278
Linguistics Program .......................................................... 352
Literacy, Department of .................................................. 353
Literature, Minor in .......................................................... 278
Loans, Direct ................................................................. 19
Loans, Direct Parent for Undergraduate Students (PLUS) .......... 19
Mail Services ............................................................... 135
Maintenance of Academic Standards ................................... 91
Major, Double .................................................................. 85
Majors, Changing ............................................................ 85
Management, Department of .............................................. 355
Marketing, B.S. in ............................................................ 361
Marketing, Department of .................................................. 360
Mathematics - Actuarial Science Concentration, B.S. in ............. 369
Mathematics - Applied and Computational Mathematics Concentration, B.S. in .................................................. 371
Mathematics - Computational Mathematics Concentration, B.S. in .................................................. 372
Mathematics - Mathematical Finance Concentration, B.S. in .......... 373
Mathematics - Mathematics Concentration, B.S. in .................... 375
Mathematics - Statistics Concentration, B.S. in ......................... 376
Mathematics, B.A. in ......................................................... 368
Mathematics, B.S.Ed in ...................................................... 377
Mathematics, Department of .............................................. 362
Mathematics, Minor in ....................................................... 379
Mathematics Requirement .................................................. 120
Mathematics: Grades PreK-8, Minor in .................................. 379
Max Credits Per Semester ................................................... 81
Media and Culture, Minor in .............................................. 224
Medical Withdrawal Policy, Involuntary ................................... 86
Middle Grades Preparation (4-8), B.S.Ed in ................................. 241
Minor Fields of Study .......................................................... 85
Mission, Vision, and Values Statement ..................................... 5
Multicultural Affairs ........................................................... 77
Museum, Geology ............................................................... 8
Music (Applied), Department of ........................................... 156
Music Education, B.M. in ................................................... 380
Music Education, Department of .......................................... 379
Music History, Minor in ...................................................... 398
Music Information, School of .............................................. 442
Music, Minor in ............................................................... 397
Music Performance, Minor in ............................................. 178
Music Production, Minor in ................................................. 398
Music Theory, History, and Composition, Department of .......... 388
N
Name and Address Changes ............................................... 75
New Student Programs ...................................................... 138
Non-Degree Admissions ..................................................... 13
Non-Degree Students ......................................................... 92
Nondiscrimination Policy ..................................................... 71
Nursing - Advance-2-BSN, B.S. in ........................................ 404
Nursing - RN-to-BSN, B.S. in .............................................. 404
Nursing, B.S. in ............................................................... 404
Nursing, Department of ...................................................... 398
Nutrition and Dietetics, B.S. in ............................................ 408
Nutrition, Department of .................................................... 406
Nutrition, Minor in ........................................................... 410
O
Observatory ................................................................. .......................... 8
Off Campus and Commuter Students ..................................... 137
Organizations, Affiliated Academic ......................................... 79
Organizations, Student ........................................................ 141
OSSD ................................................................. .............................. 94
Overload/Max Credits Per Semester ..................................... 81
P
P2P (See: Program to Program) ........................................... 11
Pass/Fail Policy ............................................................... 81
Passport, Academic ........................................................... 11
Payment ................................................................. ............................ 18
Peace and Conflict Studies, Minor in ..................................... 411
Peace and Conflict Studies Program ........................................ 410
Performance, B.M. in ........................................................ 174
Pharmaceutical Product Development, B.S. in ......................... 412
Pharmaceutical Product Development Program ......................... 411
Philadelphia Campus ......................................................... 8
Philosophy, B.A. in ........................................................... 417
Philosophy, Department of ............................................... 414
Philosophy, Minor in ........................................................ 419
Physical Education for Individuals with Disabilities, Minor in ........ 325
Physical Exam Requirements ................................................ 14
Physics and Engineering, Department of ................................ 419
Physics, B.S. in ............................................................... 422
Physics, B.S.Ed in ............................................................ 425
Physics, Minor in ............................................................. 426
Physics/Engineering, B.S. in ................................................. 423
Placement Exercises ........................................................... 86
Planetarium, Dr. Sandra F. Pritchard Mather ............................. 8
Repeat Policy ................................................................. 81
Requirement, Art .................................................................. 100
Requirement, Behavioral and Social Sciences .......................... 102
Requirement, Diverse Communities ....................................... 103
Requirement, English Composition ........................................ 108
Requirement, Humanities Distributive ................................... 109
Requirement, Interdisciplinary ............................................... 111
Requirement, Language and Culture ...................................... 115
Requirement, Mathematics ................................................... 120
Requirement, Public Speaking ............................................... 121
Requirement, Science .......................................................... 121
Requirement, Writing Emphasis .......................................... 122
Requirements for the Baccalaureate Degree ............................ 134
Requirements, General Information About Degree .................. 134
Requirements, Physical Exam .............................................. 14
Resident Credit Requirement for Graduation ........................... 90
Residential Services ............................................................ 140
Reverse Transfer .................................................................. 96
RN-to-BSN ........................................................................ 404
Robert B. Gordon Natural Area for Environmental Studies .......... 8
ROTC (Air Force), Aerospace Studies ...................................... 187
ROTC (Army), Military Science ........................................... 188
Russian, Minor in ............................................................... 348
Russian Studies, Minor in .................................................... 441
Russian Studies Program ..................................................... 441
S
SAT Test ............................................................................. 11
Scheduling Courses ............................................................ 86
Scheduling, First-Year Student .............................................. 86
Scholarships, Undergraduate ............................................... 22
School of Music Information ............................................... 442
Science Education, Minor in ............................................... 250
Science Requirement .......................................................... 121
Second Degree .................................................................... 85
Senior Citizen Policy .......................................................... 14
Services for Students with Disabilities .................................... 94
Sessions/Terms ................................................................. 8
Sexual Harassment Policy ..................................................... 71
Social Equity ....................................................................... 71
Social Equity and ADA Information ...................................... 71
Social Studies, Elective Teacher Certification ............................ 305
Social Studies, Elective Teacher Certification Program ......... 288
Social Work, Bachelor of (B.S.W.) ........................................ 445

Planning, Department of (See: Geography and Planning, Department of) ... 280
PLUS (See: Loans, Direct Parent for Undergraduate Students (PLUS)) .... 19
Poetry Center ...................................................................... 5
Policies, Course ................................................................... 81
Policy Studies, Department of (See: Educational Foundations and Policy Studies, Department of) ......................... 259
Political Science - Applied Public Policy Concentration, B.A. in ................ 430
Political Science - Government and Politics Concentration, B.A. in ........ 431
Political Science - International Relations Concentration, B.A. in ........ 431
Political Science, Department of ............................................ 426
Political Science, Minor in .................................................... 433
Political Science with Elective Social Studies Teacher Certification, B.A. in ... 432
Pre-Law .............................................................................. 79
Pre-Major Academic Advising .............................................. 434
Pre-Medical Program ........................................................... 435
Pre-Professional Study .......................................................... 79
Presser Music Library ........................................................... 8
Prior Learning Assessment .................................................... 96
Priority Registration Eligibility .............................................. 86
Probation, Academic ............................................................ 91
Professional Education, Minor in ......................................... 262
Professional Studies, Department of (See: Liberal and Professional Studies, Department of) .................................................. 349
Program Index .................................................................... 65
Program to Program (P2P) .................................................... 11
Programs, Nationally Recognized ......................................... 8
Psychology, B.A. in ............................................................. 440
Psychology, Department of .................................................. 436
Psychology, Minor in ........................................................... 441
Public Health, B.S. in ............................................................ 296
Public Safety ...................................................................... 139
Public Speaking Requirement ............................................... 121
Publications, Scholarly ........................................................ 77
R
Reading, Minor in .............................................................. 355
Readmission ...................................................................... 14
Recovery Plan, Academic .................................................... 91
Refunds ............................................................................. 19
Registration, Priority Eligibility .......................................... 86
Registration, Vehicle ............................................................ 144
Religious Studies, B.A. in .................................................... 418
Religious Studies, Minor in .................................................. 419
Renewal Policy, Academic ................................................... 91

WEST CHESTER UNIVERSITY

INDEX

2017-2018 UNDERGRADUATE CATALOG

473
<table>
<thead>
<tr>
<th>Index Entry</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social Work, Department of</td>
<td>442</td>
</tr>
<tr>
<td>Sociology, B.A. in</td>
<td>155</td>
</tr>
<tr>
<td>Sociology, Department of (See: Anthropology and Sociology, Department of)</td>
<td>150</td>
</tr>
<tr>
<td>Sociology, Minor in</td>
<td>156</td>
</tr>
<tr>
<td>Sororities/Fraternities (See also &quot;Student Organizations&quot;)</td>
<td>135</td>
</tr>
<tr>
<td>Space Sciences, Department of (See: Earth and Space Sciences, Department of)</td>
<td>242</td>
</tr>
<tr>
<td>Spanish, Minor in</td>
<td>348</td>
</tr>
<tr>
<td>Special Education, Department of</td>
<td>447</td>
</tr>
<tr>
<td>Special Education, Minor in</td>
<td>453</td>
</tr>
<tr>
<td>Special Education: 7-12, B.S.Ed in</td>
<td>452</td>
</tr>
<tr>
<td>Special Education: PreK-8 and Early Grades Preparation (PreK-4), B.S.Ed in</td>
<td>451</td>
</tr>
<tr>
<td>Special Education: PreK-8 and Middle Grades Preparation (4-8), B.S.Ed in</td>
<td>451</td>
</tr>
<tr>
<td>Speech and Hearing Clinic</td>
<td>8</td>
</tr>
<tr>
<td>Sports Medicine, Department of</td>
<td>453</td>
</tr>
<tr>
<td>SSI (See: Student Services, Incorporated (SSI))</td>
<td>135</td>
</tr>
<tr>
<td>Standards (Academic), Maintenance of</td>
<td>91</td>
</tr>
<tr>
<td>Statistics (Applied), Minor in</td>
<td>378</td>
</tr>
<tr>
<td>Student Activities</td>
<td>140</td>
</tr>
<tr>
<td>Student Affairs Information</td>
<td>141</td>
</tr>
<tr>
<td>Student Conduct, Office of</td>
<td>138</td>
</tr>
<tr>
<td>Student Exchange Program</td>
<td>79</td>
</tr>
<tr>
<td>Student Leadership and Involvement</td>
<td>140</td>
</tr>
<tr>
<td>Student Organizations</td>
<td>141</td>
</tr>
<tr>
<td>Student Services, Incorporated (SSI)</td>
<td>135</td>
</tr>
<tr>
<td>Studio Art, Minor in</td>
<td>186</td>
</tr>
<tr>
<td>Studio Arts, B.F.A. in</td>
<td>185</td>
</tr>
<tr>
<td>Sykes Student Union Building</td>
<td>135</td>
</tr>
<tr>
<td>T</td>
<td></td>
</tr>
<tr>
<td>Taking Courses Off Campus</td>
<td>96</td>
</tr>
<tr>
<td>Taking Courses Out of Sequence</td>
<td>81</td>
</tr>
<tr>
<td>Teacher Certification, Post-Baccalaureate</td>
<td>14</td>
</tr>
<tr>
<td>Terms/Sessions</td>
<td>8</td>
</tr>
<tr>
<td>Theatre and Dance, Department of</td>
<td>458</td>
</tr>
<tr>
<td>Theatre Arts, Minor in</td>
<td>463</td>
</tr>
<tr>
<td>Theatre, B.A. in</td>
<td>462</td>
</tr>
<tr>
<td>Transcripts</td>
<td>75</td>
</tr>
<tr>
<td>Transfer Admissions</td>
<td>11</td>
</tr>
<tr>
<td>Transfer Credit</td>
<td>11</td>
</tr>
<tr>
<td>Transfer, Reverse</td>
<td>96</td>
</tr>
<tr>
<td>Transportation</td>
<td>144</td>
</tr>
<tr>
<td>Tuition Rates</td>
<td>15</td>
</tr>
<tr>
<td>U</td>
<td></td>
</tr>
<tr>
<td>Uncollectible Check Policy</td>
<td>22</td>
</tr>
<tr>
<td>Undergraduate Admissions</td>
<td>11</td>
</tr>
<tr>
<td>Undergraduate Scholarships and Awards</td>
<td>22</td>
</tr>
<tr>
<td>Urban and Environmental Planning, B.S. in</td>
<td>287</td>
</tr>
<tr>
<td>V</td>
<td></td>
</tr>
<tr>
<td>Vehicle Registration</td>
<td>144</td>
</tr>
<tr>
<td>Veterans Affairs</td>
<td>77</td>
</tr>
<tr>
<td>Visiting Student Program</td>
<td>79</td>
</tr>
<tr>
<td>Volunteer Programs, Service-Learning and</td>
<td>140</td>
</tr>
<tr>
<td>W</td>
<td></td>
</tr>
<tr>
<td>Weather Alert Notification</td>
<td>139</td>
</tr>
<tr>
<td>Web Technology and Applications, Minor in</td>
<td>229</td>
</tr>
<tr>
<td>West Chester University, About</td>
<td>5</td>
</tr>
<tr>
<td>West Chester University, History of</td>
<td>5</td>
</tr>
<tr>
<td>West Chester University, Location of</td>
<td>5</td>
</tr>
<tr>
<td>White Collar Crime, Minor in</td>
<td>148</td>
</tr>
<tr>
<td>Withdrawal from the University</td>
<td>86</td>
</tr>
<tr>
<td>Withdrawal Policy, Involuntary Medical</td>
<td>86</td>
</tr>
<tr>
<td>Women and Gender Equity, Center for</td>
<td>135</td>
</tr>
<tr>
<td>Women, Institute for</td>
<td>5</td>
</tr>
<tr>
<td>Women's and Gender Studies, B.A. in</td>
<td>466</td>
</tr>
<tr>
<td>Women's and Gender Studies, Department of</td>
<td>464</td>
</tr>
<tr>
<td>Women's and Gender Studies, Minor in</td>
<td>467</td>
</tr>
<tr>
<td>Work Study</td>
<td>19</td>
</tr>
<tr>
<td>Writing Emphasis Requirement</td>
<td>122</td>
</tr>
<tr>
<td>Y</td>
<td>467</td>
</tr>
<tr>
<td>Youth Empowerment and Urban Studies, Minor in</td>
<td>467</td>
</tr>
<tr>
<td>Youth Empowerment and Urban Studies Program</td>
<td>467</td>
</tr>
</tbody>
</table>