

DEPARTMENT OF LANGUAGES AND CULTURES

College of Arts and Humanities



Undergraduate Student Handbook

2016 - 2017

UNDERGRADUATE STUDENT HANDBOOK

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Updates to this Handbook will be published in the online version on the website of the Department of Languages and Cultures
www.wcupa.edu/arts-humanities/languagesCultures/

SECTION A

The Department of Languages and Cultures

College of Arts and Humanities (CAH)



The WCU Ram and Old Library



Mitchell Hall: Department of Languages and Cultures

ABOUT THE DEPARTMENT

In keeping with the mission of West Chester University, the primary mission of the Department of Languages and Cultures is to provide high quality undergraduate education for majors and minors in languages, future teachers of languages and basic language and culture cluster core courses for hundreds of students from West Chester University, as well as other members of the local communities. A secondary mission is to provide graduate courses, mainly, but not exclusively, to present and future teachers of languages. The department continually explores new ways to provide opportunities to improve global education at West Chester University, and in the communities that surround the University.

The Department of Languages and Cultures offers the Bachelor of Arts in Languages and Cultures (with elective certification as an option) with tracks in French, German, Russian, and Spanish. The department also offers minors in French, German, Italian, Latin, Russian, and Spanish. Minors are also available in Latin American and Latino/a Studies (LALS), Linguistics, and Russian Studies.

The program in languages is intended to provide advanced education program for the student interested in the most human aspect of the humanities—language. It provides a flexible basis for a wide variety of vocations involving bilingual skills and cross-cultural social services. It also serves as a preparation for graduate studies leading to advanced degrees. The major should be planned with the help of the faculty advisor, and include study abroad.

The department encourages students to consider intra-departmental or inter-departmental majors or minors, not only because the studies are valuable in and of themselves, but also because students with more experience in languages are usually most welcome employees in a variety of fields.

The department is in a unique position to serve the West Chester University and local communities, as well as the international community in specific instances, most notably and very recently, in partnership programs with Eastern European countries, Russia, China and Japan. Members of the department are involved in a variety of governance bodies, serve as resource people in local and state government, as volunteers and consultants in schools near West Chester, as well as throughout the United States and the world.

The Department of Languages and Cultures is well staffed, productive in scholarly and grant-assisted programs and, at the same time, devoted to teaching, sometimes on a highly individual basis, to promote the broadest offerings possible with the most efficient use of staff.

To access the Department website:

www.wcupa.edu/arts-humanities/languagesCultures/

1. – go to the WCU web site (www.wcupa.edu)
2. – click on **Departments** (top center of page)
3. – click on **Academic Departments**
4. – click on the letter “**L**” and locate the Department website

GOALS

In keeping with this mission, we aspire to maintain and strengthen our roles as:

1. Broad and thorough educators in the field of languages at both the undergraduate and post baccalaureate levels.
2. Providers of training and retraining (including teacher certification) of educators in the fields of languages, ranging from elementary and secondary education to graduate training of future and present faculty in schools.
3. Contributors to scholarly advancements in the areas of basic research, application, and pedagogy within the field of languages.
4. Innovators in the applications of advanced technologies in the field of languages, by providing students with training in the use of tools they will need to succeed in their chosen fields.
5. Administrators of a leading program in the field of languages, with application to students working or teaching in the language field.
6. Providers of expertise and facilities for use by the international community where applicable.
7. Advocates of study abroad and cultural studies.
8. Resources for state and local problems related to language education, bringing the unique perspective of foreign languages and cultures to bear on the decision-making process within our communities.

MISSION STATEMENT

The Department of Languages and Cultures of West Chester University of Pennsylvania is dedicated to the teaching of languages and the preparation of language-teaching professionals to be knowledgeable in the facts and issues that inform second language education. As part of this dedication, we promote student and community understanding of the languages that we teach and the cultures that these languages represent. The public liberal arts model of education is at the basis of our teaching, on both the graduate and undergraduate levels. We are a community of teacher-scholars dedicated to excellence in teaching, scholarship, and service to local and global communities.

The department prepares students to develop linguistic and cultural proficiency:

- We are committed to communicative pedagogies that foster the use of languages in real-world communities.
- We believe that the preparation of highly competent language teachers involves the simultaneous development of second language proficiency, linguistic, literary, and cultural content, and pedagogical skills and background.
- We emphasize the development and enhancement of critical thinking and cross-cultural skills that sharpen students' understanding of the interaction between the individual and the collective.
- Linguistic and cultural proficiency are pursued in a variety of venues, including, but not limited to, classroom work, distance-based courses, faculty-student research, local, regional, and international service learning activities, language clubs and honor societies, and study abroad programs.

We are committed to excellence in research and other areas of scholarly expertise as critical pillars of a well-rounded humanistic approach to education. In their scholarly activity, department faculty use diverse interdisciplinary approaches, while working to create an intellectually active environment inside the classroom and elsewhere.

We prepare students to function as effective language and literacy educators and community leaders among diverse populations both within the U.S. and abroad.

We collaborate in a variety of campus and community initiatives and projects to nurture student and community involvement in language communities and their cultures, both home and abroad.

DEPARTMENT FACULTY AND STAFF

All phone numbers are (610) 436 + ext. (except with the 430 or 738 number)

DEPARTMENT SECRETARY	MITCHELL	EXT.	
Pamela LoGioia	224	2700	[Fax: 610-436-3048]

FACULTY	MITCHELL	EXT.	FIELD
Amer, Mahmoud	223	1054	Acting Chair, Arabic, Ar. Coord, (MA)TESOL, ELL
Bartles, Jason	132	0065	Spanish
Cabrera, María José	225	2752	Spanish, Basic Spanish Program Coord.
Campillo, Marcos	129	2466	Spanish, Dir. of Latin Am. & Latino/a Stud.
Cardemil-Krause, Cristóbal	136	2372	Spanish, Assist. Chair, Assessment Coord.
Čolović, Jelena	233	3371	(MA)TESOL, ELL
Corbin, Megan	131	738-0440	Spanish
Corbitt, William Keith	306	3264	Teacher Ed Supervisor, Spanish
Hernández, Gloria M.	228	738-0511	Spanish
Johannes, Daniela	134	3327	Spanish
Landwehr, Margarete	121	2465	German, German Coordinator
Moscatelli, Anne Marie	237	2383	French, Italian
Moser, Joseph	137	0062	German
Mugnai, Metello	309	1062	Italian
Niiler, Meg	236	2382	Spanish
Pagán-Teitelbaum, Iliana	127	3216	Spanish
Park, Innhwa	232	2640	ELL
Patton, Frederick	235	2585	Russian
Rosso, John	135	2636	Classics, Classics Coordinator
Sage, Michel	238	2994	French
Saltzman, Megan	226	0078	Spanish
Sánchez, Ana	122	0185	Spanish
Sanz-Sánchez, Israel	126	3584	Spanish, Linguistics
Schlau, Stacey	124	6968	Spanish, Spanish Coordin., Women's Studies
Smidt, Esther (Chui Kian)	230	738-0410	Director of (MA)TESOL Program, ELL
Speh, Alice	125	0078 (or) 2327	Russian, Russian Coor., Dir. Liberal Studies
Van Liew, Maria	123	430-4746	Spanish, Graduate Studies Coordinator
Varricchio, Andrea	227	2169	Spanish, Service Learning, Internships
Wolff, Dominik	307	1071	(MA)TESOL, ELL

LANGUAGE LAB DIRECTOR	MITCHELL	EXT.
Marlies Persch	006A	2328

The Faculty at a Glance

Mahmoud A. Amer. Ph.D., *Indiana University of Pennsylvania*

Second Language Learning and Acquisition; Computer Assisted Language Learning; Mobile Learning; Curriculum and Design; Rhetoric; Composition; Arabic for non-Native Speakers; English as a Second Language.

Jason A. Bartles. Ph.D., *University of Maryland, College Park*

Contemporary Latin American and U.S. Latina/o Literatures and Cultures; the Long 1960s in Latin America; Intersections of Politics, Ethics, and Aesthetics in Cultural Markets; Gender and Queer Studies; Translation.

María José Cabrera. Ph.D., *Rutgers University*

Bilingualism; Spanish linguistics; Second language acquisition pedagogy; Latin American and Hispanic culture; ESP; Translation.

Marcos Campillo-Fenoll. Ph.D., *University of Illinois at Urbana-Champaign*

Spanish-American literature; Nineteenth-Century Spanish America; Southern Cone narrative and poetical cultural productions; Anthologies and Canon; Translation; Service-Learning; Journalism and Literature.

Cristóbal Cardemil-Krause. Ph.D., *Rutgers University*

General Literature in Spanish; General Literatures from Brazil; Cultures of Latin America; Indigenous and Regionalista Literatures of Latin America; Literature from the Southern Cone; Space, Violence, and Post-Colonial Theory.

Jelena Čolović-Marković. Ph.D., *The University of Utah*

Teaching English as a Second Language; Second Language (English) Vocabulary Acquisition; Second Language Reading and Writing; Applied Corpus Linguistics; Content-Based Instruction.

Megan Corbin. Ph.D., *University of Minnesota*

Contemporary Latin American Literature and Culture; Southern Cone Narrative and Cultural Production; Testimonio; Human Rights; Memory Studies; Trauma Theory; Object-Oriented Philosophy; Material Culture Studies; Spectral Theory; Women's Writing; Feminist Theory.

William Keith Corbitt. Ph.D., *Indiana University*

Styles and Strategies Based Instruction; Teacher Training; Effects of Study Abroad on Foreign Language Production; Second and Foreign Language Assessment; The Teaching of Foreign Languages to Students with Special Needs; Portuguese as a Foreign Language.

Gloria Maité Hernández. Ph.D., *Emory University*

Medieval and Early Modern Spanish literature; Mystical literature; *Comedia*; Poetry; Comparative literature; Comparative Religion; Christianity and Hinduism; Sanskrit and Spanish translation.

Margarete Landwehr. Ph.D., *Harvard University*

German language, literature and culture; Holocaust Studies; Foreign languages Education; Narrative in contemporary German literature and film; Language proficiency.

Anne-Marie Moscatelli. Ph.D., *Bryn Mawr College*

Seminars in Medieval and Renaissance literature; Women writers; Epistolary text; Fable; Literary criticism; Travel in literature.

Joseph W. Moser, Ph.D., *University of Pennsylvania*

Twentieth and Twenty-first century German language, literature, and culture; Austrian Studies; Film Studies; Holocaust Studies; Jewish Cultural History in Germany and Austria from the Enlightenment to the Present.

Metello Mugnai, Ph. D., *University of North Carolina at Chapel Hill*

Italian Literature and Culture; 20th Century Novel; Film Studies; Second Language Acquisition; Scholarship of Teaching and Learning.

Meg Niiler. M.A., *University of Delaware*

Iliana Pagán-Teitelbaum. Ph.D., *Harvard University*

Contemporary Latin American Film and Literature; Cinema Studies; Cultural Studies; Indigenous Studies; Caribbean Studies; Ethics and Aesthetics of Violence and Inequality.

Innhwa Park. Ph.D., *University of California, Los Angeles*

Language and Social Interaction; Conversation Analysis; Pedagogical Discourse; Writing Instruction; ITA Training and Assessment.

Frederick Patton. Ph.D., *University of Pennsylvania*

Russian language; Linguistics; Second language acquisition; Theory of translation; Slavic culture and civilization.

John P. Rosso. M.A., *University of Pennsylvania*

Greek and Latin language, history, culture and visualization; Biblical Hebrew Translation.

Michel Sage. Ph.D., *University of California, Berkeley*

Seminars in theater; Contemporary France; Modern literature; Theory of humor; Science Fiction; Commercial French.

Megan Saltzman. Ph.D., *University of Michigan*

Contemporary Spanish Cultural Studies; Urban Studies; Globalization and Immigration; Critical Pedagogy.

Daniela Salvo. Ph.D., *The University of Arizona*

Border Studies; Latin-American Literature; Critical Theory; Geography.

Ana Sánchez. M.A., *West Chester University*; M.A., *National University of Costa Rica*

Israel Sanz-Sánchez. Ph.D., *University of California, Berkeley*

Spanish linguistics; Historical dialectology; Sociolinguistics; Spanish in the United States; Documentary evidence of the Spanish presence in the US Southwest; Language ideologies.

Stacey Schlau. Ph.D., *City University of New York*

17th-century Spanish and Latin American Women Writers; 20th-century Latin American Women's Narrative; Golden Age Theater; Colonial Latin American literature; Women's Studies.

Esther Smidt. Ph.D., *University of Minnesota*

Teaching English as a Second/Foreign Language; Computer-Assisted Language Learning; Technology Enhanced Learning; Immigrant Identity.

Alice Speh. Ph.D., *Bryn Mawr College*

Russian Culture, History, Civilization, Language and Literature; 20th-Century Poetry; Liberal Arts Studies; Advising; Study Abroad.

Maria Van Liew. Ph.D., *Temple University*

20th and 21-st Century Spanish Cultural Studies; Spanish and Mexican Film; 20th-Century Peninsular Fiction; Feminist theory.

Andrea Varricchio. Ph.D., *Temple University*

Spanish Linguistics; Foreign Languages Methodology; Technology in Foreign Language Instructions; Service-Learning; General linguistics; Spanish for Business and the Professions.

Dominik Wolff. Ph.D., *Michigan State University*

Second Language Studies; Teaching English as a Second/Foreign Language; Linguistics; Task-based learning; ESL Identities.

SECTION B

Important Information for Language majors and minors



Mitchell Hall Main Entrance



Mitchell Hall first floor lobby

Learning Outcomes for Language Undergraduate Majors

In its *Mission Statement*, the Department of Languages and Cultures strives to prepare and develop competent language educators in second language proficiency, linguistic, literary, and cultural content, as well as pedagogical skills. The Foreign Languages Certification program at West Chester promotes the philosophy of the University's Department of Professional and Secondary Education, which maintains that learning and teaching are active, collaborative, constructive, and continuous processes that enable faculty and students to reflect upon and analyze their own learning and teaching. The Foreign Languages Certification program at West Chester promotes a student-centered instruction model and high standards of scholarship in the undergraduate major concentrations of French, German, Russian, and Spanish, and in the masters programs in French and Spanish.

I. KNOWING THE CONTENT

The professional education program provides evidence that Foreign Language certification candidates complete a program of studies the same as the academic content area courses and required electives of a major in a bachelor's degree in a foreign language. The program shall require candidates to demonstrate their knowledge of and competence in teaching the fundamental concepts of foreign language to elementary, middle, and secondary school students (K-12) including:

I.A. Interpersonal communication (speaking and writing) in the target language at the advanced level including:

- engaging in formal and informal conversations,
- providing and obtaining information,
- expressing feelings and emotions,
- exchanging opinions

I.B. Interpretive communication (listening, reading, viewing) at the advanced level including:

- written, spoken, and visual language on a variety of topics and in authentic texts,
- main ideas and important details,
- using comprehension and interpretation strategies,
- socio-cultural nuances

I.C. Presentational communication (speaking and writing) at the advanced level including presenting information, concepts and ideas to an audience of listeners or readers on a variety of topics, using the target language

I.D. Structure of the language including demonstrating knowledge of advanced grammar and the linguistic aspects of the target language, including phonology, morphology, semantics and syntax. Candidates in classical languages will, in addition, demonstrate knowledge of dialectology/sociolinguistics and etymology

I.E. Culture including the relationship between the perspectives (value systems, attitudes, and beliefs of people from a target culture), products (things, both tangible and intangible, that are

produced by members of a culture – e.g., tools, foods, literature, laws, music, systems of education) and practices (patterns of social interaction – e.g., what to do, when, where and how) of the target culture(s) studied

I.F. Immersion including the major developments and characteristics of a selected country(ies) where the target language is the official language including:

- geography, history and economics,
- religious and political systems,
- literature, fine arts and other cultural symbols

II. PERFORMANCES

The professional education program provides evidence of the candidates' participation in sequential and developmental field experiences and student teaching, under the supervision of college personnel and cooperating teachers who are well trained, have interpersonal skills and demonstrated competence in teaching. The program also provides evidence that the criteria and competencies for exit from the Language certification program are assessed in coursework, field experiences and student teaching and require candidates to demonstrate their knowledge and competence in fostering student learning through:

II.A. Management of the instructional environment including:

- communicating to students the rules of the classroom,
- conducting lessons at an appropriate pace,
- engaging students in learning,
- managing large and small group learning activities,
- providing a positive learning environment,
- promoting appropriate student behavior

II.B. Planned instruction including:

- developing sequential lesson plans with clear objectives and appropriate instructional strategies that address various learning styles and disabilities,
- developing a plan, congruent with the PA Academic Standards and an existing curriculum, appropriate to elementary, middle, and high school levels,
- accessing and developing resources and materials, including multimedia, necessary to achieve the instructional objectives,
- utilizing professional guidelines such as the Standards for Foreign Language Learning, the ACTFL Proficiency Guidelines, and the ACTFL Performance Guidelines for K12

II.C. Implementation of instruction including:

- articulating objectives to students,
- using the target language to the maximum extent possible in the classroom,
- implementing teaching strategies that meet the needs of students at elementary, middle, and high schools,
- implementing instructional techniques to engage students and guide their learning,

- integrating teaching strategies that assist learners to develop the three modes of communication: interpersonal, interpretive, presentational,
- integrating language with culture,
- integrating multimedia technology in instruction,
- teaching structural components of the language for meaningful communication,
- providing avenues for students to use the target language outside of the classroom setting,
- integrating instructional techniques which help students to gain sociolinguistic competence and communicate appropriately in various target culture contexts

II.D. Evaluation of instruction including:

- monitoring student progress in target language communication and cultural understanding using a variety of appropriate assessment means,
- monitoring student progress in developing the three modes of communication: interpersonal, interpretive, presentational,
- using strategies to enable students to self-assess and monitor their own progress,
- interpreting the results of student performance and modify instructional strategies accordingly,
- developing strategies to reflect upon instructional effectiveness,
- providing clear and useful feedback to students on their progress and areas for improvement

III. PROFESSIONALISM

The professional education program provides evidence that Foreign Language Education candidates demonstrate knowledge of and competence in fostering professionalism in school and community setting including:

III.A. Professional organizations, professional journals, conferences, and other resources for on-going professional development

III.B. Integrity and ethical behavior, professional conduct as stated in Pennsylvania's Code of Professional Practice and Conduct for Educators; and local, state, and federal laws and regulations

III.C. Establishing and maintaining collaborative relationships with colleagues of the elementary, secondary and higher education levels to improve student learning

III.D. Communicating effectively with parents or guardians, other agencies and the community at large to support learning by all students

III.E. Recognizing the importance of life-long professional development including:

- maintenance and enrichment of proficiency in the target language,
- awareness of important changes in Foreign Language pedagogy

The assessment data that the department collects for its K-12 certification programs is highly quantitative (drawn from Praxis scores, placement exam scores, CAEP-mandated oral proficiency interviews and written exams administered by the American Council on the Teaching of Foreign Languages (ACTFL), and from scores produced twice a semester from standardized exams).

DEPARTMENT ON-LINE PLACEMENT TESTS
and
ADVANCED PLACEMENT TESTS

Courses in languages give the student of liberal arts a cultural background obtainable only through the study of a language and literature of another country. The student is expected to acquire the essential skills of oral and written communication. Courses are designed to provide sustained contact with the language in a variety of settings. All courses are conducted in the language being learned. In advanced courses the student comes to appreciate the literature of the language, the culture, and customs of the countries where it is spoken, and the intricacies and nuances of its grammatical and syntactical structure. At West Chester University, students in most B.A. programs must demonstrate proficiency in a modern or classical language in order to meet graduation requirements.

A student wishing to continue language studies after graduation from high school is encouraged to take the on-line placement test given at the beginning of the semester. The student will be placed in the appropriate course based on the placement test score. A student who scores above the fourth semester level on the placement test will have satisfied the language proficiency requirement. After taking part in any given course for a short period of time, a student's placement could be changed if consultation between the student and an advisor results in a decision to change the placement. This must be done before the end of the drop/add period.

If a student wishes to take an exam to complete the language requirement or receive credit for a course, he or she must take a special exam other than those given for placement. Arrangements must be made with the Chairperson of the Department of Languages and Cultures.

Once a student has been admitted in a language major, s/he is assigned to a faculty advisor for the purposes of planning a general and departmental program, in such a way that it will be both beneficial and economical. Normally, a major stays with the same advisor throughout his or academic career.

A student may take the Advance Placement Examination following the appropriate Advanced Placement course in high school. If successful in the Advanced Placement Examination, the student will be given credit toward satisfying the language competency requirement.

**An online version of the Modern Language Placement test is available in
Chinese, French, German, Russian, and Spanish.**

Placement Test Site:

<http://www.wcupa.edu/arts-humanities/languagesCultures/placementTest.aspx>

OR

1. – go to the WCU web site (www.wcupa.edu)
2. – click on **Departments** (top center of page)
3. – click on **Academic Departments** (left side)
4. – click on the letter “L” and locate the Department website
5. – on the right side of the web page, you will find a link to the **Placement Test**

Instructions:

1. – read the instructions, and enter the password: **rams1** (lower case, no spaces)
2. – when prompted enter your **name** and **WCU student id**
3. – make sure to select **done** when finished

The results of the test will be emailed to the Language Lab.

Other exams are available in written form. Please see the language lab director (*Mrs. Marlies Persch, Mitchell Hall 006A, ext. 2328*) for a list of available exams.

Placement Test

The Placement test serves two functions:

(1) Students who wish to take the online placement test **to test out of the language requirement** must take it **onsite** in the **Language Learning Center at Mitchell Hall 006A**; **no exceptions**. The only scores that will be accepted are those achieved through onsite testing in the LLC. To test out of the language requirement, students must **sign up personally** to take the test in the LLC. Students can arrange to come in to the LLC to take the test by scheduling an **appointment** by phone (610-436-2328), or by email to the director of the LLC, Marlies Persch (mpersch@wcupa.edu). She will provide instructions and the times when the test will be administered on site in the LLC.

Testing out of the language requirement **does not award you academic credit**; academic credit is available through the CLEP test or Credit by Examination (CBE). Please see the department chair about signing up for CLEP and/or CBE, or for the **translation exam** for students who are native speakers of languages other than those offered by the Department of Languages and Cultures.

When you test out of the language requirement, this information is sent to the Registrar's Office, your department chair and advisor.

(2) Students wishing to take the placement test **to determine the course or particular level at which they should begin their language study** should also contact Mrs. Persch for procedures for equivalency placement. For testing for placement purposes only in Chinese, French, German, Russian or Spanish, students may use the following site:

- **URL:** <http://webcape.byuhtsrc.org?acct=wcupa>
- **Password:** rams1 (all lower case)

Before taking the test, please send an email to mpersch@wcupa.edu with the following information:

- Foreign languages studied_____
- Courses taken in the language and grades received_____
- How many years?_____

Minors and majors in a language must still complete the full number of courses required by the department, regardless of their beginning level of study.

**LANGUAGE LEARNING CENTER
(MITCHELL HALL COMPUTER LAB)**

The Department has two language labs in the basement level of Mitchell Hall (Rooms 005/006), which have a wide variety of resources related to language learning for your use.

If you need assistance with some of the programs or resources, please ask Marlies Persch (The Language Learning Center Director) for help. Her office is next to the Lab in room 006A.



Mitchell Hall Language Learning Center | Mitchell Hall 005/006

Photo credit: Dr. Israel Sanz-Sánchez

STUDYING LANGUAGES AND CULTURES AT WCUPA

Important Information for Academic Advisors

Entering students in majors requiring modern language study received questionnaires earlier in the summer requesting information about previous language study and preferences for language course placement. Initial placements have been made for those who returned the questionnaires. **Questions should be addressed to Mrs. Marlies Persch, Language Learning Center Director, in Mitchell 006A.**

Language Placement Test

We encourage students who have previously studied Chinese, French, German, Russian or Spanish to take the online Placement test to determine their preliminary level. Test results are mailed to the student, as well as to Mrs. Persch. Although the results do not commit the student to a particular level of study, they provide a good benchmark point. Students may change course levels as appropriate during the first week of classes by speaking with their instructor or with Mrs. Persch. The online Placement test can be accessed at the following link: <http://webcape.byuhtsc.org/nwcregister.php>

Undergraduate Degrees Available

B.A. in Languages and Cultures (BALC) in French, German, Russian, and Spanish
B.A. in Languages and Cultures (BALC) with Elective Certification in French, German, Russian, and Spanish

Language minors in Arabic, French, German, Italian, Latin, Russian, and Spanish

- **Requirement for the Language Minor Concentrations:** 18 Credits in the given language, beginning with the elementary level or at the student's level of proficiency. A minimum grade of B is required in both 101 and 102 (consult the advising sheet for details).
- A language minor is an especially attractive option for students already taking a language for their major (s), since a minor may be completed with as few as 2 courses above the regular four-course sequence.
- Please note that, in accordance with university policy, students cannot graduate with a minor if they have not completed at least 50% of their coursework at WCU. Transfer courses (i.e., appearing as a T in a student's record) *can* be considered towards graduation with a minor *provided that they do not constitute more than 50% of the student's intended coursework towards the minor.*

Interdisciplinary minors in Latin American and Latino/a Studies, Linguistics and Russian Studies

- For requirements about these minors, consult with the specific minor advisor

Study Abroad

- Department faculty offer advisement on all aspects of the study abroad process.
- Established programs in Europe, Asia, Central and South America.
- Summer study abroad is also available; please see the appropriate language coordinator.
- Visit the Center for International Programs (CIP) for detailed information.

Course Offerings

- Elementary Level or Higher: Arabic, Chinese, French, German, Classical Greek, Biblical Hebrew, Italian, Japanese, Latin, Russian, and Spanish.
- Language Pedagogy and Linguistics.
- A wide variety of Culture Cluster, Diverse Communities, Interdisciplinary and Writing Emphasis courses.
- The majors that require modern language study or language plus culture clusters are listed in the University Undergraduate Catalog, as well as in the section below.

ACADEMIC QUICK REFERENCE

The following information is provided as a quick reference for both students and faculty. For more in-depth information, please consult the West Chester University Undergraduate Catalog.

Auditing a Course

Auditing a course consists of taking a course for no credit hours. Students may audit a course, subject to Faculty permission, as well as meeting criteria outlined in the undergrad catalog.

Course Sequence

Students may not enroll for credit in a lower level language course if they have already passed a more advanced language course. For example, a student may not enroll in French 101 or FRE 102, if s/he has already taken and successfully passed French 201.

Please note that, because of this policy, students wishing to obtain credit via the Credit-by-Examination procedure must register for their CBE no later than the semester in which they are starting the following language level (for instance, a student may register for CBE in French 101 during the add/drop period of the same semester when they are registered for regular French 102, but once French 102 is completed and passed, they cannot register for CBE in French 101). For more information on Credit by Examination, see the next section on this handbook.

Grade Changes

Normally a grade awarded other than a NG (No Grade) is final. A change requires the approval of the instructor and department chairperson. Changes for any older grades require the approval of the faculty member, the department chair, and the Dean.

No Grade Option

An "NG" is assigned when arrangement has been made between student and instructor to complete coursework beyond the confines of the semester or session. This automatically becomes an "F" if a grade has not been submitted by the instructor by the end of the ninth week of the following semester. See <http://www.wcupa.edu/registrar/faqs.asp#ng>.

Independent Study*

Independent study is available to degree candidates who require advanced or specialized course work to graduate. Students pursue course work and instruction in a self-paced environment. A student must have a cumulative GPA of 2.00 or higher. Students must obtain permission from the faculty member and Chairperson.

Individualized Instruction*

Individualized instruction is the teaching of a regular, listed catalog course to a single student, who has a cumulative GPA of 3.00.

***The Independent Study and Individualized Instruction form can be obtained from the Registrar's office or The Department of Languages and Cultures Office.**

Pass/Fail Policy

Pass/Fail is when the student does not receive a letter grade for the course. It is available to sophomores, juniors and seniors with a cumulative GPA of 2.00 or better. Pass/Fail is **not** available to students who are required to take a foreign language as part of their departmental major.

Resident Credit Requirement

Please see The Office of The Registrar for current guidelines.

Student Course Load

A full-time student's schedule has (12) to 18 credit hours. A full summer load is 12 credit hours: 6 in each session; however, a student may enroll in only one course if desired. Fifteen (15) semester hours are considered to be a reasonable full load during spring and fall semester. More than eighteen (18) credits is considered a course overload and may not be taken without permission and additional tuition.

All students seeking a teaching certificate should consult with their departmental advisor regarding program requirements upon admission to the program. Secondary Education majors should consult with both their professional education advisor and language advisors. Praxis exams and formal admission to teacher education are essential.

Transfer of Credit and Transcript Evaluation

Advanced credit may be granted for equivalent courses completed in accredited institutions of higher learning. Transfer credit analysis is done at the Office of the Registrar.

CREDIT BY EXAMINATION (CBE)

Forms to register for credit by examination are available from the Office of the 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 "0" 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.

Instructions:

1. Credit by Exam (CBE) requires you to pass the final exam for a language course (maximum of 2 courses or 6 credits)*
2. Complete the Credit by Exam form (get from the secretary in Mitchell Hall 224 or from the Registrar's website: <http://www.wcupa.edu/registrar/gradesForms.aspx>).
3. The Department Chair and/or professor reviews the request and if appropriate, signs the form. CAS dean then approves it. The Dpt of L&C completes the process.
4. Once the form is approved, you will receive a scanned copy of the form. Print the form and take it to the Bursar at UNA 25 to pay for it (cost is approx. \$100).
5. You walk it down to the Registrar's office (UNA 25) and they enroll you in the exam.
6. You must be registered and the credit by exam **must be paid** for by the **first week of drop/add**.
7. You take the CBE during final's week and your grade is posted, along with the rest of your grades at the end of the semester.
8. If you fail the final exam, you can re-take the course.

* Majors, non-majors and minors may receive up to 6 credits for a CBE. For Italian, Latin, Russian and Spanish no CBE may be taken beyond 302. For French, none beyond FRE 303. For German, none beyond GER 307. For Latin, contact Dr. Rosso. For Russian, contact Dr. Speth.

The official updated university policy can be accessed at:

<http://catalog.wcupa.edu/undergraduate/academic-policies-procedures/course-policies/>

College-Level Examination Program (CLEP)

For information on the College-Level Examination Program (CLEP) please consult the following websites.

<https://www.wcupa.edu/registrar/testCredit.aspx>

www.collegeboard.com/clep

http://www.wcupa.edu/_information/official.documents/undergrad.catalog/acpolpro.htm#experiential

CLEP Exams accepted: <https://www.wcupa.edu/registrar/examListCLEP.aspx>

When you are ready to take your test or if you have additional questions regarding CLEP, please contact the Office of the Registrar (25 University Avenue) at 610-436-1026 for an appointment.

Cost:

The CLEP Exam fee is approx. \$80 <https://clep.collegeboard.org/exam>

There is also a WCU fee of approx. \$12. Checks should be made payable to

West Chester University. See <https://www.wcupa.edu/registrar/testCredit.aspx>

Please note the following:

- a. Currently, CLEP is only available for French, German and Spanish.
- b. Only a maximum of 9 credits can be obtained with CLEP. Maximum credit can only be given **up to 201**. So, for example, if the student has already completed the 101 and 102 levels, she/he can only get credit for 201 with CLEP (**students are no longer permitted to get credit for 202**)
- c. To obtain 6 credits, the student must obtain a minimum score of 50 on the CLEP test. For the additional 3 credits, different scores apply for each language. The specific scores can be accessed at: <https://secure-media.collegeboard.org/digitalServices/pdf/clep/clep-what-your-score-means-flyer.pdf>
- d. CLEP scores will come into the student's transcript as transfer (T) grades. This should be kept in mind if the student is planning on applying these credits to a language minor, since WCU policy specifies that a minimum of 50% of the credits in the minor must be taken at WCU (i.e., a student can only use a maximum of 9 CLEP credits (or any combination of transferred grades) towards the minor).

DEGREE PROGRAMS REQUIRING FOREIGN LANGUAGE STUDY

A number of B.A. degree programs require language proficiency at the 202 level. This requirement can be satisfied by completing language coursework through the second half of the intermediate year of a language, i.e., the 202 level (most common approach), or by completing a translation test administered at the department to certify language proficiency. The latter method is commonly employed with students who have significant proficiency in one of the languages not offered by the department – e.g., native speakers of other languages. A number of programs allow for the Culture Cluster option (see below)

A. The following Bachelor of Arts programs *do NOT* allow for the Culture Cluster option:

Biology	English
Languages and Cultures (in a second language)	History
Mathematics (limited to French, German, and Russian)	Liberal Studies
Political Science (B.A. in international relations only)	

Students should consult with their faculty advisor and the Undergraduate Catalog to determine the language requirements for their specific majors.

B. Culture Cluster Option

- ❖ 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 through taking three culture cluster courses within the same language area.

The following Bachelor of Arts programs *allow* the Culture Cluster option

<u>Anthropology</u>	<u>Communication</u>	<u>Communicative Disorders</u>
<u>Economics</u> (B.A. only)	<u>Geography</u> (B.A. only)	<u>Philosophy</u>
<u>Political Science</u> (B.A. general and public management only)		
<u>Psychology</u>	<u>Sociology</u>	<u>Theatre Arts</u>

For details, please see the WCUPA Undergraduate Catalog.

Language Study for International Business Students

Majors and minors are available in a number of languages for students of international business. West Chester University is proud to announce new language training options for students in Business Management, Marketing, and the minor in International Business. Mastery of another language gives business students and professionals requisite abilities and competitive advantages in the global market economy.

In many countries, knowledge of the history and culture is considered an integral part of professionalism and is highly respected and not only required for employment and advancement in the business world, but an essential element of credibility.

The Department of Languages and Cultures offers the following programs in collaboration with the College of Business and Public Affairs:

*An undergraduate minor in French, German, Italian, Russian, or Spanish, totaling six courses (18 credits): 101, 102, 201, 202 (depending on student placement) and two or more recommended 300 or 400 level courses, offering fluency and cultural competency to complement international business training.

**An undergraduate major in French, German, Russian, or Spanish, in tandem with a major or minor in international business. The major includes a total of 10 courses in the language, linguistics, and a cognate course.

We currently offer separate courses in Business French, Business Chinese, Business German, and Business and Professional Spanish, and many of our upper-level courses include curriculum materials of immediate contemporary relevance, as well as training in technology-based presentations.

LINGUISTICS & SECOND LANGUAGE ACQUISITION/INSTRUCTION

A variety of courses taught in English are tailored to provide both certification candidates and interested students with knowledge of linguistics, language in society, second language acquisition, and language instructional methodology.

A minor in linguistics is offered in collaboration with the Department of English and specialized faculty from other programs. Visit the Linguistics Minor website at:

<http://www.wcupa.edu/arts-humanities/linguistics/>

LATIN AMERICAN AND LATINO/A STUDIES MINOR

The **interdisciplinary minor in Latin American and Latino/a Studies** can be completed by taking courses from a diverse number of Departments (ESP, SPA, HIS, ANT, GEO, SWO, PSC, ANT, DAN, etc...). For a list of courses and requirements visit:

<http://www.wcupa.edu/arts-humanities/latinAmericanLatinoStudies/>

Language Internships: LAN 425 and LAN 525

The Department of Languages and Cultures offers a three, six, nine or twelve credit-hour internship to **junior or senior majors and minors** in languages or linguistics and to graduate students in French and Spanish who wish to enhance their study of a world language in aspects such as language, culture, and linguistics with an educational experience directly in the workplace, either in the United States or abroad.

Interns are expected to engage in written and oral experience in the studied language on a regular basis. Internships help students test and develop their skills of expression and communication in the world language or in English, if the internship involves the Teaching of English as a Second Language or English linguistics. Internships may be salaried, but unpaid or volunteer positions also qualify.

Students who seek to pursue this type of elective credit-bearing on-the-job experience by teaching a world language, Teaching English as a Second Language or by working for a company that conducts business in one of our language-major languages or in areas related to English linguistics should contact their advisor to review information regarding job search, company contacts, contractual procedures and semester credit evaluation and approval.

For graduate students only: As of the writing of the current version of this handbook (August 2015), graduate students who wish to take more than 3 credits of LAN525 must apply for an exception to policy. In principle, Graduate Studies will not allow for more than 3 credits of graduate LAN525, although exceptions have been approved in the past.

Required for eligibility for these internships:

- ❖ Minimum of 75 credits accumulated (through fall of junior year).
- ❖ Minimum overall GPA of 2.75.
- ❖ Minimum GPA in the language of 3.0.
- ❖ Completion of 15 semester credits in the language or placement equivalent to third year or 300 level coursework.

Internship curriculum requirements:

- ❖ Minimum of 10 hours a week for three months (120 hours) for three credits, 20 hours a week for 6 credits (240 hours), 30 hours a week for 9 credits (360 hours), 40 hours a week for 12 credits (480 hours).
- ❖ Summer session internships are possible for 3 credits for 24 hours per week for five weeks (120 hours total); a 6-credit internship may on occasion be arranged during a summer session under very special circumstances.
- ❖ Written contractual job description and student expectations to be approved by the faculty advisor and signed by both student and on-site supervisor at the beginning of the internship.
- ❖ Workbook log to be submitted weekly in the language or in English, if related to TESL or English linguistics, by the student to the faculty advisor.
- ❖ Regularly scheduled meetings of intern and on-site supervisor to review intern performance and log.

- ❖ Presentation of on-site supervisor's final written evaluation to the intern and the department.
- ❖ Final written report (10-20 pages, according to the number of credits) by the student at the end of the internship to the faculty advisor, in the language or in English, if related to TESL or English linguistics, including self-evaluation of growth and professional development accomplished, and language and learning experience achieved.

Suggested internship opportunities:

- ❖ Airlines or airports with services using Chinese, French, German, Italian, Japanese, Russian, and Spanish (US Airways, Lufthansa, Philadelphia, Dulles, BWI)
- ❖ Banks with operations using Chinese, French, German, Italian, Japanese, Russian, and Spanish (World Bank, Deutsche Bank, Dresdner Bank)
- ❖ Computer companies with operations using Chinese, French, German, Italian, Japanese, Russian, and Spanish (IBM, Hewlett Packard)
- ❖ Area firms working with the local Hispanic populations or institutions (Comunidad Hispana, Taller Puertorriqueño, local law offices, banks, hospitals, Vanguard, Salvation Army, Chester County Volunteer English Program, the Migrant Education Program of the Chester County Intermediate Unit)
- ❖ Area firms doing business in Latin America, Europe (France, Germany, Italy, Russia, Spain)
- ❖ Organization of American States
- ❖ Yves Rocher, French cosmetics firm in Exton
- ❖ FACC, French American Chamber of Commerce of Philadelphia
- ❖ Firms doing business in Germany (SAP, Siemens), Russia, Italy
- ❖ Area firms like Cephalon with production facilities in Europe
- ❖ Area consulates of other countries (Chile, France, Germany, Italy, Spain, etc.)
- ❖ [Upper Merion Area K-12 Internship](#)
- ❖ [Community Volunteers in Medicine Spanish Internship](#)

Other Internships (Started in 2012):

- ❖ [Chester County Intermediate Unit \(CCIU\) Migrant Education Program \(MEP\)](#)
- ❖ [Chester County Intermediate Unit Family Literacy Program](#)
- ❖ [Chester County Intermediate Unit Family Literacy Program Adult ESL intern](#)
- ❖ [The 21st Century Community Learning Center \(21st CCLC\) of the Chester County Intermediate Unit \(CCIU\)](#)
- ❖ [Travel and Education Corp. Internship.](#)
- ❖ *POSITION:* International Internship Fall 2012 with Summer 2013 Extension
- ❖ *LOCATION:* US (Philadelphia) and Spain (Salamanca)

The student's grade will be based on the internship coordinator's evaluation of:

- 1) the on-site visit (where applicable)
 - 2) the on-site supervisor's evaluation,
 - 3) the student's internship report, describing and evaluating the nature of the internship experience with emphasis on its contribution to the student's career interests. The internship coordinator will provide an outline to be followed in these reports, and
- an academic paper, based on the intern's work at the cooperating institution. The internship coordinator and the student will agree upon the nature and the length of that paper early in the internship.

Language Scholarship and Awards

A number of Language Department Scholarships are awarded each year. Information about each of these scholarships, application forms, etc. can be accessed at:

www.wcupa.edu/arts-humanities/languagesCultures/activitiesAwards.aspx

Qualified students are invited to apply for the following scholarships through the Department of Languages and Cultures. The application process usually begins in early spring.

We offer a variety of scholarships and awards every year to meritorious students in recognition of their achievements in the study of languages.

The scholarship application forms are available on-line on the department website under Awards or in the department office, Mitchell Hall 224, 610-436-2700.

THE MARY-ANN REISS FOREIGN STUDIES AWARD

Mary-Ann Reiss was an Assistant Professor in the WCU Department of Foreign Languages, 1975-1992, teaching German and Spanish, and supervising student teachers. The author of many articles, reviews, and papers on languages learning and literature, she added this generous gift to her years of service as a kind colleague and dynamic teacher. The Mary-Ann Reiss Foreign Studies Award is awarded yearly to one or two students.

Recipient Requirements:

1. Candidate must be a foreign language major planning to participate in a Study Abroad language program, with preference given to those planning a career in teaching.
2. Personal Qualities: responsibility, motivation, maturity, seriousness of purpose.
3. Minimum 3.0 GPA, at least 3.25 in the major or minor.

ALEXANDER VON HUMBOLDT SCHOLARSHIP

This scholarship was established in honor of German naturalist Alexander von Humboldt (1769-1859), the founder of Plant Geography and the preeminent scholar of his time. He explored much of Latin America, collecting and cataloging the flora of the New World.

Recipient Requirements:

The recipient must be an outstanding undergraduate language major, planning to participate in a study abroad language program.

THE ALFRED D. ROBERTS FOREIGN LANGUAGE SCHOLARSHIP

Dr. Alfred D. Roberts (1923-2012), whom this award honors, received his undergraduate degree in Modern Languages from Ursinus College in 1949 as Valedictorian of his class. He received his M.A. and Ph.D. degrees in French from the University of Pennsylvania. Dr. Roberts served as professor of Foreign Languages at WCU (1959-1988), founding the Foreign Languages Department at WCU, and serving as chairperson (1962-1974). In addition, Dr. Roberts founded the Junior Year Abroad program in 1963, and was president of the Faculty Senate (1969-1970).

Recipient requirements:

1. The recipient must be an outstanding languages student, but does not have to hold a major or minor in foreign language.
2. Candidates must have at least a 3.00 GPA.
3. Candidates must participate in a bona fide study abroad language program.

CELIA C. ESPLUGAS Hispanic/Minority Scholarship

Dr. Celia Esplugas, who has established this award, completed her B.A. in ESL in her native Argentina. She received an M.ED and an M.A. from Bowling Green State University, Ohio, and her Ph.D. from The University of Toledo, Ohio. She served as professor in the Department of Languages and Cultures from 1990 to 2009. She taught Spanish and culture courses cross listed with Women's Studies and Comparative Literature. She served as Spanish Coordinator and chaired various departmental and university-wide committees, as well as advising students who participated in study-abroad programs. She has published nationally and internationally.

The recipient must be a Hispanic student majoring in any language. In the absence of a qualified Hispanic major, 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 minor who meets these requirements. The recipient must use the scholarship money (a) to participate in a study-abroad language program, with preference to programs in Argentina and in International University Studies (Seville, Spain), or (b) to defray expenses of his/her language courses, e.g., purchasing books, attending a conference, etc. Candidates will have a minimum 3.0 GPA and at least 3.25 in the major or minor. Applicants will be in the third or fourth year of their undergraduate studies. Candidates should demonstrate outstanding academic ability and leadership potential. Applicants should demonstrate active involvement in the Hispanic/minority community, including community service and plan to continue their contribution to the Hispanic/minority community in the future.

STUDY ABROAD AWARDS

The West Chester University Department of Languages and Cultures Study Abroad Awards program provides up to \$12,000 in assistance. Undergraduate majors in French, German, Russian and Spanish who are seeking their initial study abroad experience as part of the Bachelor of Arts in Languages and Cultures are eligible to apply for awards of up to \$3,000 in each of the four languages above.

Consideration in awarding funds for study in one or more of the above four languages will be given to the students' stated goals, the students' financial need or otherwise (to meet major requirements and / or professional standards), and their academic performance to date.

The awards must be applied to costs for summer, winter, a semester or full-year programs of study abroad, including tuition, room and board, transportation, books and fees.

Students must submit a transcript of all undergraduate study, a letter of their goals, two letters of recommendation, and the cover application. At the end of study abroad program, successful applicants are required to submit a report detailing the expenditure of the funds and their academic and personal growth.

OTHER DEPARTMENT AWARDS

The following Department of Languages and Cultures awards are issued each year to outstanding students in the languages noted below. A student is nominated by appropriate faculty, based on student merit.

**STUDENTS CAN NOT APPLY FOR THE TWO AWARDS DESCRIBED BELOW;
THEY ARE NOMINATED BY FACULTY.**

THE LOMBARDI-PETERS AWARD

The award honors the memory of Ronald Lombard, professor of Italian and Spanish, and Amalia Peters, professor of Spanish. In their collaboration on scholarly and pedagogical endeavors they exemplified the qualities of excellence and professionalism for which WCU and the Department of Languages and Cultures are known.

The Lombardi-Peters Award is conferred on students of Italian and/or Spanish, who have demonstrated outstanding ability through course work and/or service. Recipients are nominated and selected by the Italian and Spanish faculty, based on their GPA, grades in the major or minor, and assessment of how they exemplify the best student of the year in Spanish or Italian.

THE ETHEL M STALEY AWARD

Dr. Ethel M. Staley taught French at WCU from 1930 to 1952. Each year the French Language section selects an outstanding student to receive an Ethel M. Staley cash award.

MARY JOANNA BASEHORE LATIN MAJORS ENDOWED SCHOLARSHIP

Miss Mary Joanna Basehore of Mechanicsburg was a graduate of Mechanicsburg High School and Hood College, Frederick, MD. Miss Basehore earned her Master's degree from Columbia University, New York. She taught Latin for many years at Conestoga Senior High School, Berwyn, PA.

This scholarship award was created by Professor John Rosso who began his Latin teaching career at WCU in 1969 in the Department of Foreign Languages. Miss Mary Joanna Basehore was Professor Rosso's Latin teacher and he created this scholarship in her honor.

Recipient Requirements:

This endowed scholarship will support full-time students with 24+ completed credits and a GPA of 3.25+ who have taken one of the classic languages with the intent to major in Latin. The award amount will be \$1,000 per student per semester and be renewable up to seven semesters if all requirements are maintained.

Extra-Curricular Opportunities

The Department of Languages and Cultures is home to a wide array of **Students Clubs** and **Organizations**, which allow students to further explore different cultures and languages through informal meetings, travels, field trips, games, conversations, movies, etc...

Students participate in several **Language Clubs**: Arabic, Chinese, French, German, Italian, Japanese, Russian and Spanish. There is also a Linguistics club. These Clubs are run by Student Officers who organize activities with the faculty advisor throughout the year for everyone on campus to participate and engage in. Check their specific activities:

www.wcupa.edu/arts-humanities/languagesCultures/activitiesClubs.aspx



Lunch organized by members of the Japanese Club

Outstanding students who study Languages at WCU can also become members of three **Honorary Societies**:

- Alpha Mu Gamma (The National Collegiate Foreign Language Honor Society)
- Sigma Delta Pi (The National Collegiate Hispanic Honor Society), and
- Pi Delta Phi (The French National Honor Society).

Please consult their websites to learn about requirements, membership information, deadlines, and initiation ceremonies.

www.wcupa.edu/arts-humanities/languagesCultures/activitiesHonor.aspx



Spring 2016 Sigma Delta Pi inducted students
with Dr. Daniela Johannes and Dr. Megan Corbin

WPT and OPI requirements

All language majors **MUST** take the WPT and OPI tests during a 300 level course **AND** during a 400 level course.

Information about dates and times will be announced to students by the coordinator of these exams in our Department, as well as by the professor of the course.

When scheduled to take these exams,
students **MUST** show up at the scheduled
date, time and place.

If you want to learn about these tests, please see the links below.

WPT

<http://www.actfl.org/professional-development/assessments-the-actfl-testing-office/actfl-writing-proficiency-assessments>

OPI

<http://www.actfl.org/professional-development/assessments-the-actfl-testing-office/oral-proficiency-assessments-including-opi-opic>

SECTION C

ADVISING SHEETS

B.A.L.C.

in FRENCH, GERMAN, RUSSIAN and SPANISH

FRENCH Track

STUDENT NAME _____

Student ID _____

Enrolled at WCU Semester _____ Year _____

Enrolled as _____ Major: Semester _____ Year _____

Advisor _____

Note To Students: As requirements are subject to change, please see your advisor at least once a semester.

In the case of discrepancy, the college catalog supersedes this guidance form.

Advisors: In the spaces below, record the grade and semester in which course was taken (MAT 103 Fall 2003 A.)

GENERAL EDUCATION REQUIREMENTS (48)

West Chester University has a policy that students must complete their *Academic Foundations courses* - 100 level Math and WRT 120 and WRT 2XX - by the time they have earned 60 credits toward graduation. Otherwise permission to continue needs to be obtained. This is noted in the University catalog under **Policy on General Education Requirements**.

⇒	ACADEMIC FOUNDATIONS	Credits	SEMESTER	GRADE
	ENGLISH COMPOSITION (*1) WRT 120 - <i>except if SAT > 620</i>	(3)	_____	_____
		(3)	_____	_____
	MATHEMATICS (*2) MAT 103 or above	(3)	_____	_____
	PUBLIC SPEAKING SPK 208 or SPK 230	(3)	_____	_____
	DIVERSE COMMUNITIES ("I") (*3)	(3)	_____	_____
	INTERDISCIPLINARY ("I")	(3)	_____	_____
	<i>(no "I" course may be used for Distributive areas)</i>			
⇒	DISTRIBUTIVE REQUIREMENTS	Credits	SEMESTER	GRADE
	http://catalog.wcupa.edu/undergraduate/general-education-requirements/approved-gen-ed-course-list/			
	SCIENCE (6)			
	_____	(3)	_____	_____
	_____	(3)	_____	_____
	BEHAV. & SOC. SCIENCES (6)			
	_____	(3)	_____	_____
	_____	(3)	_____	_____
	HUMANITIES (6) *LIT/CLS 165 recom.			
	_____	(3)	_____	_____
	_____	(3)	_____	_____
	THE ARTS (3)			
	_____	(3)	_____	_____
⇒	WRITING EMPHASIS (3-9)	WRT 120/200/204/205/206/208/220 do NOT count towards Writing Emphasis		
	_____	(3)	_____	_____
	_____	(3)	_____	_____
	_____ [300/400] _____	(3)	_____	_____

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. **WRT 120, 200, 204, 205, 206, 208, or 220 do not count as writing emphasis courses.** Each writing emphasis course may simultaneously fulfill another degree requirement. **Note: Writing emphasis courses may not be transferred to WCU.**

NOTES on GENERAL EDUCATION REQUIREMENTS:

(1) **Placed into ENG Q20?** Might take Writing Challenge Exam during summer before entering. If placed into, and pass, WRT 200, no need for WRT 120 (but still needs 120 credits for graduation) / **Enrolled in ENG Q20** > needs C- or better to enroll in WRT 120. ENG Q20 counts for GPA but not towards 120 total credits. / **WRT 120** = if failed 3 times = dismissed from univ.

(2) **Math SAT < 430 => MAT Q01 / Math SAT 440 to 470 or passed MAT Q01 with C- or more > MAT Q00 / Math SAT > 480 may enroll in any** GenEd Math course. / If planning on taking **MAT 161, Calculus I:** Math SAT 480-580 > placed into MAT 110 precalculus; > 590 = MAT 161. NOTE: Credits earned in MAT Q00/Q01 = into GPA not for 120 total credits.

(3) A **J course** might fulfill other requirements at the same time, but not I & J at the same time.

FRENCH LANGUAGE REQUIREMENTS

[Minimum grade of C required in all courses]

CONNECTIONS <i>(Common to all languages)</i>		
IMMERSION EXPERIENCE (♦) 3 -12 credits	COMPARATIVE LANGUAGE STUDIES LAN 327* (in English: 3 credits) *LIN/ENG 230 as substitutes	COMPARATIVE CULTURAL STUDIES LNC 368 (in English: 3 credits)

TARGET LANGUAGE COURSES (30 credits)			
TIER 1	(9 credits)	LANGUAGE SKILLS	
		FRE 102 FRE 201 FRE 202	
TIER 2	(6 credits)	PROFICIENCY COURSES	
		FRE 302 FRE 315	FRE 305
TIER 3	(9 credits)	COMPETENCY CONTENT COURSES (select three from at least two categories)**	
		LITERARY ANALYSIS FRE 304	CULTURAL ANALYSIS FRE 303 FRE 350
		LANGUAGE AND LINGUISTICS FRE 422	
TIER 4	(6 credits)	400 – COURSES	
		FRE 401	A 400-level course in cultural, film, or literary studies
WPT and OPI test scores in 300 and 400 level courses		WPT 300 _____ 400 _____ OPI 300 _____ 400 _____	

** Students may substitute 400-level courses in Tier 3.

ALL MAJORS ARE REQUIRED TO TAKE ACTFL TESTING IN ONE 300 AND ONE 400 LEVEL COURSE; SEE THE COURSE SYLLABUS.

- COURSE DESCRIPTIONS: <http://catalog.wcupa.edu/undergraduate/arts-humanities/languages-cultures/#coursestext>
- PLACEMENT TEST LINK: <http://www.wcupa.edu/arts-humanities/languagesCultures/placementTest.aspx>
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SECOND LANGUAGE REQUIREMENT (0-12)

_____ (3) _____ // _____ (3) _____
 _____ (3) _____ // _____ (3) _____

STUDENT ELECTIVES (24)

This takes into account the “9 credits” of electives in the General Education section of the Catalog. Transferred credits not applied to General Education requirements and/or major requirements will appear here.

_____ (3) _____ // _____ (3) _____
 _____ (3) _____ // _____ (3) _____
 _____ (3) _____ // _____ (3) _____
 _____ (3) _____ // _____ (3) _____

- (♦) Students who are unable to engage in a full immersion experience abroad can meet the requirement in one of the following ways, to be recommended by the advisor in consultation with the student and approved by the chairperson:
- 1) achievement of a score of AL (advanced low) on the ACTFL oral proficiency exam (OPI), or
 - 2) participation in real-time online exchanges with students and schools where the target language is spoken, for example, Russia or Germany, amounting to at least 45 contact hours, or
 - 3) take a designated elective intensive course (or courses) in the target language designed to improve proficiency.

The course work in options #1 and #2 will meet the program’s learning outcomes approved by CAPC in December 2013. The deadline for applying for the immersion exception is a year prior to graduation or before completing 90 credits.

MINOR CONCENTRATION:
Minor in another Language or an Interdisciplinary Area

18 credits

We encourage language majors to pursue a minor, either in another language or in one of the other concentration areas in our department. For language majors choosing to minor in a second language, the 18 credits must be taught in the language in which the student is seeking a minor. Culture cluster courses (taught in English) do not count. Also, for any minor, the WCU policy is that a minimum of 50% of the credits for the minor must be completed at WCU (i.e., transferred courses, including those obtained through CLEP, may be counted towards a minor for up to 50% of the credits to be applicable to that minor).

Minors are available in **Arabic, French, German, Italian, Latin, Latin American and Latino/a Studies, Linguistics, Russian and Russian Studies.**

Specifically for **language minors** (Arabic, French, German, Italian, Latin, Russian and Spanish), the following points are to be observed:

1. The minor concentration begins with the language sequence of 101-102 (or 103), 201-202 (203 or 205), unless the student tests at a higher level through the placement exam.
2. A minimum grade of B is required in the 101-102 sequence in order to pursue a minor. A minimum grade of C is required in courses beyond the 102 level.
3. Beyond the 202 sequence, courses at the 300 or 400 levels in the same language must be taken, under advisement.

Courses: ____101 ____102 ____201 ____202 ____301 ____302

or other 300 or 400 level courses for a total of the required 18 semester credit hours.

For course sequence information for **interdisciplinary minors** (Latin American and Latino/a Studies, Linguistics, and Russian Studies), refer to their respective advising sheets and advisors.

GERMAN Track

STUDENT NAME _____

Student ID _____

Enrolled at WCU Semester _____ Year _____

Enrolled as _____ Major: Semester _____ Year _____

Advisor _____

Note To Students: As requirements are subject to change, please see your advisor at least once a semester.

In the case of discrepancy, the college catalog supersedes this guidance form.

Advisors: In the spaces below, record the grade and semester in which course was taken (MAT 103 Fall 2003 A.)

GENERAL EDUCATION REQUIREMENTS (48)

West Chester University has a policy that students must complete their *Academic Foundations courses* - 100 level Math and WRT 120 and WRT 2XX - by the time they have earned 60 credits toward graduation. Otherwise permission to continue needs to be obtained. This is noted in the University catalog under **Policy on General Education Requirements**.

⇒	ACADEMIC FOUNDATIONS	Credits	SEMESTER	GRADE
	ENGLISH COMPOSITION (*1) WRT 120 - except if SAT > 620	(3)	_____	_____
		(3)	_____	_____
	MATHEMATICS (*2) MAT 103 or above	(3)	_____	_____
	PUBLIC SPEAKING SPK 208 or SPK 230	(3)	_____	_____
	DIVERSE COMMUNITIES ("I") (*3)	(3)	_____	_____
	INTERDISCIPLINARY ("I")	(3)	_____	_____
	<i>(no "I" course may be used for Distributive areas)</i>			

⇒	DISTRIBUTIVE REQUIREMENTS	Credits	SEMESTER	GRADE
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<http://catalog.wcupa.edu/undergraduate/general-education-requirements/approved-gen-ed-course-list/>

SCIENCE (6)

_____	_____	(3)	_____	_____
_____	_____	(3)	_____	_____

BEHAV. & SOC. SCIENCES (6)

_____	_____	(3)	_____	_____
_____	_____	(3)	_____	_____

HUMANITIES (6) *LIT/CLS 165 recom.

_____	_____	(3)	_____	_____
_____	_____	(3)	_____	_____

THE ARTS (3)

_____	_____	(3)	_____	_____
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⇒	WRITING EMPHASIS (3-9)	Credits	SEMESTER	GRADE
---	-------------------------------	---------	----------	-------

_____	_____	(3)	_____	_____
_____	_____	(3)	_____	_____
_____	<i>[300/400]</i>	(3)	_____	_____

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NOTES on GENERAL EDUCATION REQUIREMENTS:

- (1) **Placed into ENG Q20?** Might take Writing Challenge Exam during summer before entering. If placed into, and pass, WRT 200, no need for WRT 120 (but still needs 120 credits for graduation) / **Enrolled in ENG Q20** > needs C- or better to enroll in WRT 120. ENG Q20 counts for GPA but not towards 120 total credits. / **WRT 120** = if failed 3 times = dismissed from univ.
- (2) **Math SAT < 430 => MAT Q01 / Math SAT 440 to 470 or passed MAT Q01 with C- or more > MAT Q00 / Math SAT > 480 may enroll in any** GenEd Math course. / If planning on taking **MAT 161, Calculus I:** Math SAT 480-580 > placed into MAT 110 precalculus; > 590 = MAT 161. NOTE: Credits earned in MAT Q00/Q01 = into GPA not for 120 total credits.
- (3) A **J course** might fulfill other requirements at the same time, but not I & J at the same time.

GERMAN LANGUAGE REQUIREMENTS

[Minimum grade of C required in all courses]

CONNECTIONS <i>(Common to all languages)</i>			
IMMERSION EXPERIENCE (♦) 3 -12 credits	COMPARATIVE LANGUAGE STUDIES LAN 327* (in English: 3 credits) *LIN/ENG 230 as substitutes	COMPARATIVE CULTURAL STUDIES LNC 368 (in English: 3 credits)	
TARGET LANGUAGE COURSES (30 credits)			
TIER 1 (9 credits)	LANGUAGE SKILLS		
	GER 102	GER 201	GER 202
TIER 2 (6 credits)	PROFICIENCY COURSES		
	GER 303		GER 307 GER 315
TIER 3 (9 credits)	COMPETENCY CONTENT COURSES (select one in each category)**		
	LITERARY ANALYSIS GER 322 GER 350 GER 351	CULTURAL ANALYSIS GER 322 GER 350 GER 351	LANGUAGE AND LINGUISTICS GER 310+ GER 325 GER 411++
TIER 4 (6 credits)	400 - COURSES		
	Two 400-level course in cultural, film, or literary studies GER 401, 403, 404, 405, 408, 410, 412, 413		
	WPT and OPI test scores in 300 and 400 level courses	WPT 300 _____ 400 _____ OPI 300 _____ 400 _____	

** Students may substitute 400-level courses in Tier 3.

+ Recommended for students who are getting dual German and Business BA degrees or a minor in International Business.

++ Can include online or transfer course.

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SECOND LANGUAGE REQUIREMENT (0-12)

_____ (3) _____ // _____ (3) _____
 _____ (3) _____ // _____ (3) _____

STUDENT ELECTIVES (24)

This takes into account the "9 credits" of electives in the General Education section of the Catalog. Transferred credits not applied to General Education requirements and/or major requirements will appear here.

_____ (3) _____ // _____ (3) _____
 _____ (3) _____ // _____ (3) _____
 _____ (3) _____ // _____ (3) _____
 _____ (3) _____ // _____ (3) _____

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- 2) participation in real-time online exchanges with students and schools where the target language is spoken, for example, Russia or Germany, amounting to at least 45 contact hours, or
- 3) take a designated elective intensive course (or courses) in the target language designed to improve proficiency.

The course work in options #1 and #2 will meet the program's learning outcomes approved by CAPC in December 2013. The deadline for applying for the immersion exception is a year prior to graduation or before completing 90 credits.

**MINOR CONCENTRATION:
Minor in another Language or an Interdisciplinary Area**

18 credits

We encourage language majors to pursue a minor, either in another language or in one of the other concentration areas in our department. For language majors choosing to minor in a second language, the 18 credits must be taught in the language in which the student is seeking a minor. Culture cluster courses (taught in English) do not count. Also, for any minor, the WCU policy is that a minimum of 50% of the credits for the minor must be completed at WCU (i.e., transferred courses, including those obtained through CLEP, may be counted towards a minor for up to 50% of the credits to be applicable to that minor).

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3. Beyond the 202 sequence, courses at the 300 or 400 levels in the same language must be taken, under advisement.

Courses: ____101 ____102 ____201 ____202 ____301 ____302

or other 300 or 400 level courses for a total of the required 18 semester credit hours.

For course sequence information for **interdisciplinary minors** (Latin American and Latino/a Studies, Linguistics, and Russian Studies), refer to their respective advising sheets and advisors.

RUSSIAN Track

STUDENT NAME _____

Student ID _____

Enrolled at WCU Semester _____ Year _____

Enrolled as _____ Major: Semester _____ Year _____

Advisor _____

Note To Students: As requirements are subject to change, please see your advisor at least once a semester.

In the case of discrepancy, the college catalog supersedes this guidance form.

Advisors: In the spaces below, record the grade and semester in which course was taken (MAT 103 Fall 2003, A.)

GENERAL EDUCATION REQUIREMENTS (48)

West Chester University has a policy that students must complete their *Academic Foundations courses* - 100 level Math and WRT 120 and WRT 2XX - by the time they have earned 60 credits toward graduation. Otherwise permission to continue needs to be obtained. This is noted in the University catalog under **Policy on General Education Requirements**.

	ACADEMIC FOUNDATIONS	Credits	SEMESTER	GRADE
	ENGLISH COMPOSITION (*1) WRT 120 - <i>except if SAT > 620</i>	(3)	_____	_____
		(3)	_____	_____
	MATHEMATICS (*2) MAT 103 or above	(3)	_____	_____
	PUBLIC SPEAKING SPK 208 or SPK 230	(3)	_____	_____
	DIVERSE COMMUNITIES ("J") (*3)	(3)	_____	_____
	INTERDISCIPLINARY ("I")	(3)	_____	_____
	<i>(no "I" course may be used for Distributive areas)</i>			

	DISTRIBUTIVE REQUIREMENTS	Credits	SEMESTER	GRADE
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<http://catalog.wcupa.edu/undergraduate/general-education-requirements/approved-gen-ed-course-list/>

SCIENCE (6)				
	_____	(3)	_____	_____
	_____	(3)	_____	_____

BEHAV. & SOC. SCIENCES (6)				
	_____	(3)	_____	_____
	_____	(3)	_____	_____

HUMANITIES (6) *LIT/CLS 165 recom.				
	_____	(3)	_____	_____
	_____	(3)	_____	_____

THE ARTS (3)				
	_____	(3)	_____	_____

	WRITING EMPHASIS (3-9) WRT 120/200/204/205/206/208/220 do NOT count towards Writing Emphasis			
	_____	(3)	_____	_____
	_____	(3)	_____	_____
	_____ [300/400] _____	(3)	_____	_____

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- (3) A **J course** might fulfill other requirements at the same time, but not I & J at the same time.

RUSSIAN LANGUAGE REQUIREMENTS

[Minimum grade of C required in all courses]

CONNECTIONS (<i>Common to all languages</i>)		
IMMERSION EXPERIENCE (♦) 3 -12 credits	COMPARATIVE LANGUAGE STUDIES LAN 327* (in English: 3 credits) *LIN/ENG 230 as substitutes	COMPARATIVE CULTURAL STUDIES LNC 368 (in English: 3 credits)

TARGET LANGUAGE COURSES (30 credits)			
TIER 1	(12 credits)	LANGUAGE SKILLS	
		RUS 101 & RUS 102 RUS 201 & RUS 202	or RUS 103 –Elementary Intensive Russian- (6 cr.) or RUS 203 –Intermediate Intensive Russian- (6 cr.)
TIER 2	(6 credits)	PROFICIENCY COURSES	
		RUS 301 RUS 407	RUS 302 RUS 408
TIER 3	(9 credits)	COMPETENCY CONTENT COURSES (select one in each category)**	
		LITERARY ANALYSIS RUS 303	CULTURAL ANALYSIS RUS 305 LANGUAGE AND LINGUISTICS RUS 412
TIER 4	(3 credits)	400 - COURSES	
		One 400-level course in cultural, film, or literary studies RUS 401, 402, 403, 410, 411	
		WPT and OPI test scores in 300 and 400 level courses	WPT 300 _____ 400 _____ OPI 300 _____ 400 _____

** Students may substitute 400-level courses in Tier 3.

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SECOND LANGUAGE REQUIREMENT (0-12)

_____ (3) _____ // _____ (3) _____
 _____ (3) _____ // _____ (3) _____

STUDENT ELECTIVES (24)

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_____ (3) _____ // _____ (3) _____
 _____ (3) _____ // _____ (3) _____
 _____ (3) _____ // _____ (3) _____
 _____ (3) _____ // _____ (3) _____

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Minor in another Language or an Interdisciplinary Area**

18 credits

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3. Beyond the 202 sequence, courses at the 300 or 400 levels in the same language must be taken, under advisement.

Courses: ____101 ____102 ____201 ____202 ____301 ____302

or other 300 or 400 level courses for a total of the required 18 semester credit hours.

For course sequence information for **interdisciplinary minors** (Latin American and Latino/a Studies, Linguistics, and Russian Studies), refer to their respective advising sheets and advisors.

SPANISH Track

STUDENT NAME _____

Student ID _____

Enrolled at WCU Semester _____ Year _____

Enrolled as _____ Major: Semester _____ Year _____

Advisor _____

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In the case of discrepancy, the college catalog supersedes this guidance form.

Advisors: In the spaces below, record the grade and semester in which course was taken (MAT 103 Fall 2003 A.)

GENERAL EDUCATION REQUIREMENTS (48)

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⇒	ACADEMIC FOUNDATIONS	Credits	SEMESTER	GRADE
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		(3)	_____	_____
	MATHEMATICS (*2) MAT 103 or above	(3)	_____	_____
	PUBLIC SPEAKING SPK 208 or SPK 230	(3)	_____	_____
	DIVERSE COMMUNITIES ("I") (*3)	(3)	_____	_____
	INTERDISCIPLINARY ("I")	(3)	_____	_____
	<i>(no "I" course may be used for Distributive areas)</i>			

⇒	DISTRIBUTIVE REQUIREMENTS	Credits	SEMESTER	GRADE
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<http://catalog.wcupa.edu/undergraduate/general-education-requirements/approved-gen-ed-course-list/>

⇒	SCIENCE (6)	Credits	SEMESTER	GRADE
	_____	(3)	_____	_____
	_____	(3)	_____	_____

⇒	BEHAV. & SOC. SCIENCES (6)	Credits	SEMESTER	GRADE
	_____	(3)	_____	_____
	_____	(3)	_____	_____

⇒	HUMANITIES (6) *LIT/CLS 165 recom.	Credits	SEMESTER	GRADE
	_____	(3)	_____	_____
	_____	(3)	_____	_____

⇒	THE ARTS (3)	Credits	SEMESTER	GRADE
	_____	(3)	_____	_____

⇒	WRITING EMPHASIS (3-9) WRT 120/200/204/205/206/208/220 do NOT count towards Writing Emphasis	Credits	SEMESTER	GRADE
	_____	(3)	_____	_____
	_____	(3)	_____	_____
	_____ [300/400] _____	(3)	_____	_____

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(3) A **J course** might fulfill other requirements at the same time, but not I & J at the same time.

SPANISH LANGUAGE REQUIREMENTS

[Minimum grade of C required in all courses]

CONNECTIONS <i>(Common to all languages)</i>			
IMMERSION EXPERIENCE (♦) 3 -12 credits	COMPARATIVE LANGUAGE STUDIES LAN 327* (in English: 3 credits) *LIN/ENG 230 as substitutes		COMPARATIVE CULTURAL STUDIES LNC 368 (in English: 3 credits)
TARGET LANGUAGE COURSES (30 credits)			
TIER 1 (3-9 credits)	LANGUAGE SKILLS		
	SPA 202* SPA 301 SPA 302 *[(Pre. 102/103) => sub SPA 304, SPA 310, SPA 313 if major started at 301/302 level or above]		
TIER 2 (6 credits)	PROFICIENCY COURSES		
	SPA 315	SPA 353 SPA 365	
TIER 3 (9 credits)	COMPETENCY CONTENT COURSES (select one in each category)		
	LITERARY ANALYSIS SPA 330 SPA 331 SPA 422	CULTURAL ANALYSIS SPA 313 SPA 320 SPA 321	LANGUAGE AND LINGUISTICS SPA 340 SPA 370 SPA 375
TIER 4 (6 credits)	400 - COURSES		
	SPA 444	A 400-level course in cultural, film, or literary studies	
WPT and OPI test scores in 300 and 400 level courses		WPT 300 _____	400 _____
		OPI 300 _____	400 _____

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SECOND LANGUAGE REQUIREMENT (0-12)

_____ (3) _____ // _____ (3) _____
 _____ (3) _____ // _____ (3) _____

STUDENT ELECTIVES (24)

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_____ (3) _____ // _____ (3) _____
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Minor in another Language or an Interdisciplinary Area**

18 credits

We encourage language majors to pursue a minor, either in another language or in one of the other concentration areas in our department. For language majors choosing to minor in a second language, the 18 credits must be taught in the language in which the student is seeking a minor. Culture cluster courses (taught in English) do not count. Also, for any minor, the WCU policy is that a minimum of 50% of the credits for the minor must be completed at WCU (i.e., transferred courses, including those obtained through CLEP, may be counted towards a minor for up to 50% of the credits to be applicable to that minor).

Minors are available in **Arabic, French, German, Italian, Latin, Latin American and Latino/a Studies, Linguistics, Russian and Russian Studies.**

Specifically for **language minors** (Arabic, French, German, Italian, Latin, Russian and Spanish), the following points are to be observed:

1. The minor concentration begins with the language sequence of 101-102 (or 103), 201-202 (203 or 205), unless the student tests at a higher level through the placement exam.
2. A minimum grade of B is required in the 101-102 sequence in order to pursue a minor. A minimum grade of C is required in courses beyond the 102 level.
3. Beyond the 202 sequence, courses at the 300 or 400 levels in the same language must be taken, under advisement.

Courses: ____101 ____102 ____201 ____202 ____301 ____302

or other 300 or 400 level courses for a total of the required 18 semester credit hours.

For course sequence information for **interdisciplinary minors** (Latin American and Latino/a Studies, Linguistics, and Russian Studies), refer to their respective advising sheets and advisors.

SECTION D

B.A.L.C. with ELECTIVE CERTIFICATION in FRENCH, GERMAN, RUSSIAN AND SPANISH

CONTACT INFORMATION FOR CERTIFICATION PROGRAMS

Professional and Secondary Education Department

Undergraduate	Department Office	610-436-2958
Graduate	Dr. Robert Haworth	610-436-2958

TEACHER CERTIFICATION MISSION STATEMENT

Our philosophy for the preparation of teacher candidates:

In the Department of Languages and Cultures at West Chester University, we believe that the preparation of highly competent language educators involves the simultaneous development of second language proficiency, linguistic, literary, and cultural content, and pedagogical skills and background. We offer rigorous training in K-12 second language acquisition in accordance with the mandates of the PDE (Pennsylvania Department of Education) and CAEP (Council of Accreditation of Educator Preparation) organizations. We have received National Recognition by the American Council on the Teaching of Languages (ACTFL). Our program seeks to provide a balance of theoretical training, second language coursework, and clinical experience, in which the process of becoming a critically reflective teacher is emphasized. Candidates must experience, appreciate, and cultivate the interconnectedness of content area knowledge with pedagogical knowledge, and of the role of the student with that of the teacher.

The Languages Certification program at West Chester promotes the philosophy of the University's Department of Professional and Secondary Education, which maintains that learning and teaching are active, collaborative, constructive, and continuous processes that enable faculty and students to reflect upon and analyze their own learning and teaching. We promote a student-centered model of instruction, where learners engage in developmentally appropriate activities that are challenging, personally meaningful and authentic. High standards of scholarship are essential for both faculty and students to remain at the forefront of sound educational practice and change.

Your preparation to teach a language entails:

- Excellent content area and pedagogical preparation, along with an awareness of their interrelationship. A teacher is a scholar. Your training comprises a well-rounded language major program, including opportunity for study abroad, and thorough pedagogical preparation reinforced by multiple clinical experiences. Excellent content knowledge is demanded of you in pedagogy courses. Assignments in methods courses, practica, and student teaching provide the framework within which you will reflect on the relationship between content and pedagogical challenges in the language classroom.
- A judicious balance of theoretical training and clinical experience and an understanding of their reciprocal influence. A teacher is a problem solver. Methods courses introduce you to the body of theory and research on language learning and assessment, providing a theoretical base that you will examine and apply in a progression of observations, practica, and clinical experiences. Reflecting on your experiences in discussions and written assignments, you will grapple with the interrelationships between theory and practice and steadily develop your problem solving skills as a teacher.
- An appreciation of the interlocking roles of student and teacher, in the context of your own transition from student to language teacher and professional. A teacher is a partner. Training in language methodology, classroom management, developmental psychology, and student diversity and special needs is designed to prepare you to meet the challenges of establishing constructive relationships with your students. During your training, you are nurtured as a student by your instructors, but you are also treated like the professional you are becoming. University instructors as well as the secondary teachers who work with you during clinical experiences (and who come to campus as guests in methods courses) model professional behavior and attitudes, including expertise in the content area, problem solving skills, and the ability to form partnerships with students, parents, and colleagues. It is important to appreciate that becoming a teacher also means remaining a student, with a lifelong commitment to learning and professional development.

K-12 Certification in French, German, Spanish Questions and Answers

Note: the old *College of Education* (COE) is now (Fall 2016)
the *College of Education and Social Work* (CESW)
<http://www.wcupa.edu/education-socialWork/>

1. As a certification major, am I required to take a second foreign language up to the 202 or equivalent level?

- No. For students in the elective certification programs, the 36 credits in professional education courses will substitute for this requirement.
- We urge you to take a second language up to or beyond the 202 level for a variety of reasons that include: increased opportunities of employment in today's competitive global job market, the ability to complete non K-12 certification requirements for the B.A. in your language area, enhanced preparation for internships and travel/study abroad, professional and personal success, and the development of critical thinking on the relationship between language and culture, amongst others.

2. What tests do I need to take and when do I need to take them?

- The PA Department of Education (PDE) requires both Basic Skills tests and Subject Area tests. More information regarding these tests can be found at: <http://www.wcupa.edu/education-socialWork/PAtests.aspx>
- Additionally, all new admits to the program are required to take the ACTFL OPI and WPT and pass with a score of Intermediate High, as mandated by the PA Department of Education. These tests are administered by the Department of Languages and Cultures. For further information, please contact Dr. Keith Corbitt (Supervisor of Teacher Education for the Department of Languages and Cultures, wcorbitt@wcupa.edu).

3. When should I take the ACTFL exams (OPI and WPT)? Where do I register and pay? What scores do I need?

- Before enrolling in EDS 411/412, certification candidates work with designated faculty members to request and take second language proficiency tests offered through ACTFL/LTI. The OPI is administered by a certified rater via telephone; the WPT is administered online.
- The exams are paid for by the Department of Languages and Cultures (DLC).
- In accordance with the PA Department of Education, Intermediate High is required for certification. There is no prerequisite score for student teaching (EDS 411/412).
- Although one needs only Intermediate High for certification, the Department of Languages and Cultures supports ACTFL's mandate that all candidates speak and write at a minimum of Advance Low. Consequently, the DLC will create individualized remedial programs for those candidates who do not reach AL during LAN 401/503.

4. Where can I obtain the results of my ACTFL tests?

- Dr. Keith Corbitt (wcorbitt@wcupa.edu), the supervisor of teacher education, can access your scores.
- Dr. María Cabrera (mcabrera@wcupa.edu), the assessment coordinator, can access your scores.
- Your advisor and/or language section coordinator.

5. For how long are test scores valid?

- Basic Skills and Subject Area test scores are good indefinitely.
- ACTFL OPI and WPT test scores are good for 10 years.

6. Is there a limit on the number of times I can take ACTFL tests per semester or each year?

- ACTFL only allows one to take the OPI once every 30 days. There are no time restraints associated with the WPT.

7. Are there practice sessions for the Basic Skills tests, Subject Area tests and the OPI/WPT tests?

- For Basic Skills and Subject Area tests, preparation material can be found at: <http://www.wcupa.edu/education-socialWork/PAtests.aspx>. Additionally, the Department of Languages and Cultures has review books and study guides available for the Subject Area tests.
- Classes such as SPA 444, FRE 305, FRE 315, FRE 422, GER 315 and RUS 407-408 will help prepare you for the OPI and WPT in your respective language. Please see your advisor regarding course selection and when ACTFL exams are administered as part of a course requirement. The Department also recommends that candidates participate in a study abroad program prior to student teaching. For more information regarding study abroad, see your advisor and: <http://www.wcupa.edu/arts-humanities/languagesCultures/studyAbroad.aspx>.

8. If I graduate without K-12 certification, could I later take the Praxis II and be certified if I pass the exam? Does the same apply to the ACTFL exams?

- In order to receive certification, you must meet all the program requirements, including EDS 411/412 and score an Intermediate High on both ACTFL exams (WPT and OPI).

9. If I have already graduated with certification in a non-foreign language discipline and I want to be certified to teach a foreign language, what is the process and timetable to do that?

- If you are already a licensed teacher, you need only pass the Praxis II World Language Exam. For more information, contact the Professional Testing Center (PTC). <http://www.wcupa.edu/education-socialWork/Testingcenter.aspx>.
- The timetable varies. Please contact Dr. Keith Corbitt (wcorbitt@wcupa.edu) with your questions.

10. I have a FATE Delay Permit for formal admission and want to enroll in EDS 306 (Field Experience), but there are no more seats available. What do I do?

- You should contact Deborah Kaba (dkaba@wcupa.edu) in the College of Education and Social Work.
- Please note, *as of Summer 2015, FATE Delays are obsolete and will no longer be granted under any circumstance.* See Question #11 below.

11. When do I apply for FATE? Can I get a FATE Delay Permit?

- All FATE applications must now be filed by undergraduate students once they have earned **between 48 and 60 credits**. Because PDE has expanded the list of courses requiring FATE to include all upper-division professional education courses, there will be a much **narrower window** for candidates to apply for and to attain FATE.
- Students are no longer allowed to take post-FATE courses with the FATE Delay Permit. **FATE Delay Permits are now obsolete (since summer 2015).**
- According to the CESW: **“There are no exceptions and no grandparent clause for these new guidelines”**

12. Can I take both EDS 306 and LAN 401/503 in the same semester? Also, what passing grade do I need in LAN 401/503?

- EDS 306 must be taken before you are eligible to enroll in LAN 401. It is a prerequisite for LAN 401. The minimum passing grade that you must achieve in EDS 306 and LAN 401 is a C.
- You **must** have all clearances in place to take both courses; no exceptions.

13. I understand I need Clearances for classes (e.g. EDS 306, LAN 401, EDS 411/412) with a student teaching and or early field experience component. What is that process and will there be a problem if I have a conviction on my record?

- Questions regarding Clearances should be directed to the CESW. In the event you have arrests or convictions on any clearance document, you are required to make an appointment with the Associate Dean for Curriculum and Accreditation in the College of Education to discuss university policy concerning continuation in teacher education and take steps to be cleared for field experiences. You should not report to any field experience site without clearance.
(<https://www.wcupa.edu/education-socialWork/clearances.aspx>)

14. What is the lowest accepted grade in a language course?

- You are required to obtain a minimum grade of C in each language course for the major. There are no exceptions.

15. If I fail EDS 411 or 412, can I repeat one or the other?

- Yes. You must obtain permission to do so from the College of Education and Social Work. You should contact the Office of Clinical Experiences: Wayne Hall – Room 107.

16. I have transfer credits for professional education courses from another school. Who evaluates them?

- Dr. John Elmore (jelmore@wcupa.edu) or his designee for undergraduate students and Dr. Robert Haworth (rhaworth@wcupa.edu) for post baccs.

17. Why do I need two advisors: one in the Department of Languages and Cultures and one in the College of Education and Social Work?

- You are assigned an academic advisor in the Department of Languages and Cultures, and a professional advisor in the College of Education and Social Work's Department of Professional and Secondary Education, in order to provide you quality advising and guidance in both disciplines (education and foreign language).
- The Supervisor of Teacher Education for the Department of Languages and Cultures is Dr. Keith Corbitt (wcorbitt@wcupa.edu). Feel free to contact Dr. Corbitt with any questions you may have.

18. My advising sheet lists the professional education courses I must take prior to FATE. Do those courses have to be taken in the order listed?

- You must take all the required courses, but not necessarily in the order listed since some courses have prerequisites that you must complete. For the requirements for FATE, see your advising sheet and the CESW website:
<https://www.wcupa.edu/education-socialWork/fate.aspx>

19. If I am certified to teach K-12 in PA, am I qualified / eligible to teach in Maryland, New Jersey or Delaware? Does my license follow me from state to state?

- Each state has its own requirements for certification. Please contact the Department of Education for the appropriate state to learn about their own requirements.

20. I am considering continuing in the MA TESOL program. Does that program include certification?

- While it does not include certification, you may apply for the ESP Program Specialist Certificate program if you have a prior and valid Pennsylvania Instructional I or II Certification.
- For more regarding the MA TESOL program, please contact Dr. Esther Smidt (Director of MA TESOL): CSMIDT@wcupa.edu, Mitchell Hall 230, (610) 738 - 0410
- WCU TESOL Brochure:
http://www.wcupa.edu/academics/sch_cas.flg/documents/TESOLBrochure_000.pdf
(if this link does not work after our website redesign, please contact Dr. Smidt for a copy)

FRENCH with ELECTIVE CERTIFICATION Track

STUDENT NAME _____

Student ID _____

Enrolled at WCU Semester _____ Year _____

Enrolled as _____ Major: Semester _____ Year _____

Advisor _____

Note To Students: As requirements are subject to change, please see your advisor at least once a semester.

In the case of discrepancy, the college catalog supersedes this guidance form.

Advisors: In the spaces below, record the grade and semester in which course was taken (MAT 103 Fall 2003 A.)

GENERAL EDUCATION REQUIREMENTS (48)

West Chester University has a policy that students must complete their *Academic Foundations courses* - 100 level Math and WRT 120 and WRT 2XX - by the time they have earned 60 credits toward graduation. Otherwise permission to continue needs to be obtained. This is noted in the University catalog under **Policy on General Education Requirements**.

	ACADEMIC FOUNDATIONS	Credits	SEMESTER	GRADE
	ENGLISH COMPOSITION (*1) WRT 120 - except if SAT > 620	(3)	_____	_____
		(3)	_____	_____
	MATHEMATICS (*2) MAT 103 or above	(3)	_____	_____
	PUBLIC SPEAKING SPK 208 or SPK 230	(3)	_____	_____
	DIVERSE COMMUNITIES ("I") (*3)	(3)	_____	_____
	INTERDISCIPLINARY ("I")	(3)	_____	_____
	<i>(no "I" course may be used for Distributive areas)</i>			
	DISTRIBUTIVE REQUIREMENTS	Credits	SEMESTER	GRADE
	http://catalog.wcupa.edu/undergraduate/general-education-requirements/approved-gen-ed-course-list/			
SCIENCE (6)		(3)	_____	_____
		(3)	_____	_____
BEHAV. & SOC. SCIENCES (6)		(3)	_____	_____
		(3)	_____	_____
HUMANITIES (6) *LIT/CLS 165 recom.		(3)	_____	_____
		(3)	_____	_____
THE ARTS (3)		(3)	_____	_____
	WRITING EMPHASIS (3-9)	Credits	SEMESTER	GRADE
	WRT 120/200/204/205/206/208/220 do NOT count towards Writing Emphasis	(3)	_____	_____
		(3)	_____	_____
	<i>[300/400]</i>	(3)	_____	_____

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. **WRT 120, 200, 204, 205, 206, 208, or 220 do not count as writing emphasis courses.** Each writing emphasis course may simultaneously fulfill another degree requirement. **Note: Writing emphasis courses may not be transferred to WCU.**

NOTES on GENERAL EDUCATION REQUIREMENTS:

(1) **Placed into ENG Q20?** Might take Writing Challenge Exam during summer before entering. If placed into, and pass, WRT 200, no need for WRT 120 (but still needs 120 credits for graduation) / **Enrolled in ENG Q20** > needs C- or better to enroll in WRT 120. ENG Q20 counts for GPA but not towards 120 total credits. / **WRT 120** = if failed 3 times = dismissed from univ.

(2) **Math SAT < 430 => MAT Q01 / Math SAT 440 to 470 or passed MAT Q01 with C- or more > MAT Q00 / Math SAT > 480 may enroll in any** GenEd Math course. / If planning on taking **MAT 161, Calculus I:** Math SAT 480-580 > placed into MAT 110 precalculus; > 590 = MAT 161. NOTE: Credits earned in MAT Q00/Q01 = into GPA not for 120 total credits.

(3) A **J course** might fulfill other requirements at the same time, but not I & J at the same time.

FRENCH LANGUAGE REQUIREMENTS

[Minimum grade of C required in all courses]

CONNECTIONS <i>(Common to all languages)</i>		
IMMERSION EXPERIENCE (♦) 3 -12 credits	COMPARATIVE LANGUAGE STUDIES LAN 327* (in English: 3 credits) *LIN/ENG 230 as substitutes	COMPARATIVE CULTURAL STUDIES LNC 368 (in English: 3 credits)

TARGET LANGUAGE COURSES (30 credits)			
TIER 1	(9 credits)	LANGUAGE SKILLS	
		FRE 102 FRE 201 FRE 202	
TIER 2	(6 credits)	PROFICIENCY COURSES	
		FRE 302 FRE 315	FRE 305
TIER 3	(9 credits)	COMPETENCY CONTENT COURSES (select three from at least two categories)**	
		LITERARY ANALYSIS FRE 304	CULTURAL ANALYSIS FRE 303 FRE 350
		LANGUAGE AND LINGUISTICS FRE 422	
TIER 4	(6 credits)	400 - COURSES	
		FRE 401	A 400-level course in cultural, film, or literary studies
		WPT and OPI test scores in 300 and 400 level courses	WPT 300 _____ 400 _____ OPI 300 _____ 400 _____

** Students may substitute 400-level courses in Tier 3.

ALL MAJORS ARE REQUIRED TO TAKE ACTFL TESTING IN ONE 300 AND ONE 400 LEVEL COURSE; SEE THE COURSE SYLLABUS.

- COURSE DESCRIPTIONS: <http://catalog.wcupa.edu/undergraduate/arts-humanities/languages-cultures/#coursestext>
- PLACEMENT TEST LINK: <http://www.wcupa.edu/arts-humanities/languagesCultures/placementTest.aspx>
- CREDIT BY EXAM FORM: <https://www.wcupa.edu/registrar/documents/CreditByExaminationEN.pdf>
- CLEP: <http://www.wcupa.edu/information/official.documents/undergrad.catalog/acpolpro.htm#experiential>

MATH additional course for CERTIFICATION (3) [MAT 107 recommended]

MAT _____ (3) _____

STUDENT ELECTIVES (9)

(3) _____ Semester: _____ Grade: _____
 (3) _____ Semester: _____ Grade: _____
 (3) _____ Semester: _____ Grade: _____

(♦) Students who are unable to engage in a full immersion experience abroad can meet the requirement in one of the following ways, to be recommended by the advisor in consultation with the student and approved by the chairperson:

- 1) achievement of a score of AL (advanced low) on the ACTFL oral proficiency exam (OPI), or
- 2) participation in real-time online exchanges with students and schools where the target language is spoken, for example, Russia or Germany, amounting to at least 45 contact hours, or
- 3) take a designated elective intensive course (or courses) in the target language designed to improve proficiency.

The course work in options #1 and #2 will meet the program's learning outcomes approved by CAPC in December 2013. The deadline for applying for the immersion exception is a year prior to graduation or before completing 90 credits.

Professional Education Advising Sheet for the B. A. L. C. in French, German, Russian, Spanish with ELECTIVE CERTIFICATION

STUDENT NAME _____

Student ID _____

Enrolled at WCU Semester _____ Year _____

Enrolled as _____ Major: Semester _____ Year _____

Advisor _____

PROFESSIONAL EDUCATION (36 semester credit hours)

A. Foundations of Special Education	(3)	EDA 103
B. Educational Psychology	(3)	EDP 250 <i>(checks and clearances required)</i>
C. Assessment for Learning	(3)	EDP 355 <i>(checks and clearances required)</i>
D. Child and Adolescent Psychology	(3)	EDP 349 or PSY 382
E. Literacy Dev. Inclusive Classrooms	(3)	EDR 347

Prereq: EDA 103 and Literacy Department Consent

Formal Admission [EDF 030] to the Teaching Education [FATE] Program **MUST** be completed
in order to take the following courses (F-J).

F. Tech Tools to Transform	(1)	EDM 349
G. Spec. Ed: Processes and Proc.	(2)	EDA 303 <i>(checks and clearances required)</i>
H. Prin. Teaching & Field Experience	(3)	EDS 306 (must take prior to LAN 401)
I. Techniques of L2 Tchg PK-12	(3)	LAN 401
PREREQ: Completion of language courses through the 400 advanced level, LIN 230 or LAN 327 [min. grade of "C"], and professional education courses including EDS 306 (excluding EDS 411/412). Clearances and FATE required at time of enrollment.		
J. Student Teaching	(12)	EDS 411/412
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 411/412.		

Formal Admission to Teacher Education [FATE] & Second Language Certification [K-12] Testing Requirements in Pennsylvania:

- Undergraduate foreign language students seeking initial certification must take a 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 Basic Skills tests, go to:

<https://www.wcupa.edu/education-socialWork/basicSkills.aspx>

- Formal Admission into Teacher Education (FATE):** In addition to passing scores on basic skills tests, certification candidates seeking FATE must have:

- a) a cumulative GPA of 2.8 or higher,
- b) 48 completed college-level credits on their transcripts,
- c) 3 earned credits in English literature
- d) 3 earned credits in English composition, and
- e) 6 earned credits in college-level mathematics.

- Praxis II exam.** There is one (1) Praxis II exam: **Fundamental Subjects: Content Knowledge (#5511)**

The Fundamental Subjects: Content Knowledge (#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. The "Fundamental Subjects: Content Knowledge" Praxis II must be taken by world languages certification students prior to enrollment in EDS 411/412.

- **ACTFL/LTI Oral Proficiency Interview (OPI) and Writing Proficiency Test (WPT)**
For more information, go to the following link and select your Subject Area:
<http://www.wcupa.edu/education-socialWork/subjectAreaTests.aspx>
 - 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.
 - Students failing to achieve either IH or AL will be permitted to complete the **BA without certification** in their language of specialization.
 - Before enrolling in EDS 411/412, certification candidates will work with designated faculty members to request and take second language proficiency tests offered through ACTFL/LTI. The OPI is administered by a certified rater via telephone; the WPT is administered online and/or as a paper exam.
 - Achievement of advanced proficiency for non-native speakers requires a significant immersion experience prior to student teaching. The immersion experience can include, but is not limited to, study abroad or intensive summer language programs at a U.S. institution. For this reason, immersion opportunities to increase proficiency should be discussed with an advisor as early as possible in the program, and well before FATE.

Read carefully the section with **Certification FAQs** of the Undergraduate Student Handbook on pages 49-52. The Student Handbook can be found under the "Undergraduate" tab on our website, and a printed copy can be obtained from your advisor. Example of FAQs addressed include FATE application and changes from COE:

11. When do I apply for FATE? Can I get a FATE Delay Permit?

- All FATE applications must now be filed by undergraduate students once they have earned **between 48 and 60 credits**. Because PDE has expanded the list of courses requiring FATE to include all upper-division professional education courses, there will be a much **narrower window** for candidates to apply for and to attain FATE.
- Students are no longer allowed to take post-FATE courses with the FATE Delay Permit. **FATE Delay Permits are now obsolete (since summer 2015)**.
- According to the CESW: **"There are no exceptions and no grandparent clause for these new guidelines"**

GERMAN with ELECTIVE CERTIFICATION Track

STUDENT NAME _____

Student ID _____

Enrolled at WCU Semester _____ Year _____

Enrolled as _____ Major: Semester _____ Year _____

Advisor _____

Note To Students: As requirements are subject to change, please see your advisor at least once a semester.

In the case of discrepancy, the college catalog supersedes this guidance form.

Advisors: In the spaces below, record the grade and semester in which course was taken (MAT 103 Fall 2003 A)

GENERAL EDUCATION REQUIREMENTS (48)

West Chester University has a policy that students must complete their *Academic Foundations courses*- 100 level Math and WRT 120 and WRT 2XX - by the time they have earned 60 credits toward graduation. Otherwise permission to continue needs to be obtained. This is noted in the University catalog under **Policy on General Education Requirements**.

⇒ ACADEMIC FOUNDATIONS	Credits	SEMESTER	GRADE
ENGLISH COMPOSITION (*1) WRT 120 - <i>except if SAT > 620</i>	(3)	_____	_____
	WRT 200/204/205/206/208/220	(3)	_____
MATHEMATICS (*2) MAT 103 or above	(3)	_____	_____
PUBLIC SPEAKING SPK 208 or SPK 230	(3)	_____	_____
DIVERSE COMMUNITIES ("I") (*3)	(3)	_____	_____
INTERDISCIPLINARY ("I")	(3)	_____	_____
<i>(no "I" course may be used for Distributive areas)</i>			

⇒ DISTRIBUTIVE REQUIREMENTS	Credits	SEMESTER	GRADE
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<http://catalog.wcupa.edu/undergraduate/general-education-requirements/approved-gen-ed-course-list/>

SCIENCE (6)

_____	_____	(3)	_____	_____
_____	_____	(3)	_____	_____

BEHAV. & SOC. SCIENCES (6)

_____	_____	(3)	_____	_____
_____	_____	(3)	_____	_____

HUMANITIES (6) *LIT/CLS 165 recom.

_____	_____	(3)	_____	_____
_____	_____	(3)	_____	_____

THE ARTS (3)

_____	_____	(3)	_____	_____
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⇒ WRITING EMPHASIS (3-9)	WRT 120/200/204/205/206/208/220 do NOT count towards Writing Emphasis		
_____	(3)	_____	_____
_____	(3)	_____	_____
_____ [300/400] _____	(3)	_____	_____

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. **WRT 120, 200, 204, 205, 206, 208, or 220 do not count as writing emphasis courses.** Each writing emphasis course may simultaneously fulfill another degree requirement. **Note: Writing emphasis courses may not be transferred to WCU.**

NOTES on GENERAL EDUCATION REQUIREMENTS:

- (1) **Placed into ENG Q20?** Might take Writing Challenge Exam during summer before entering. If placed into, and pass, WRT 200, no need for WRT 120 (but still needs 120 credits for graduation) / **Enrolled in ENG Q20** > needs C- or better to enroll in WRT 120. ENG Q20 counts for GPA but not towards 120 total credits. / **WRT 120** = if failed 3 times = dismissed from univ.
- (2) **Math SAT < 430 => MAT Q01 / Math SAT 440 to 470 or passed MAT Q01 with C- or more > MAT Q00 / Math SAT > 480 may enroll in any GenEd Math course.** / If planning on taking **MAT 161, Calculus I:** Math SAT 480-580 > placed into MAT 110 precalculus; > 590 = MAT 161. NOTE: Credits earned in MAT Q00/Q01 = into GPA not for 120 total credits.
- (3) **A J course** might fulfill other requirements at the same time, but not I & J at the same time.

GERMAN LANGUAGE REQUIREMENTS

[Minimum grade of C required in all courses]

CONNECTIONS <i>(Common to all languages)</i>			
IMMERSION EXPERIENCE (♦) 3 -12 credits	COMPARATIVE LANGUAGE STUDIES LAN 327* (in English: 3 credits) *LIN/ENG 230 as substitutes	COMPARATIVE CULTURAL STUDIES LNC 368 (in English: 3 credits)	
TARGET LANGUAGE COURSES (30 credits)			
TIER 1 (9 credits)	LANGUAGE SKILLS		
	GER 102	GER 201	GER 202
TIER 2 (6 credits)	PROFICIENCY COURSES		
	GER 303	GER 307 GER 315	
TIER 3 (9 credits)	COMPETENCY CONTENT COURSES (select one in each category)**		
	LITERARY ANALYSIS GER 322 GER 350 GER 351	CULTURAL ANALYSIS GER 322 GER 350 GER 351	LANGUAGE AND LINGUISTICS GER 310+ GER 325 GER 411++
TIER 4 (6 credits)	400 - COURSES		
	Two 400-level course in cultural, film, or literary studies GER 401, 403, 404, 405, 408, 410, 412, 413		
WPT and OPI test scores in 300 and 400 level courses		WPT 300 _____ 400 _____	OPI 300 _____ 400 _____

** Students may substitute 400-level courses in Tier 3.

+ Recommended for students who are getting dual German and Business BA degrees or a minor in International Business.

++ Can include online or transfer course.

ALL MAJORS ARE REQUIRED TO TAKE ACTFL TESTING IN ONE 300 AND ONE 400 LEVEL COURSE; SEE THE COURSE SYLLABUS.

- COURSE DESCRIPTIONS: <http://catalog.wcupa.edu/undergraduate/arts-humanities/languages-cultures/#coursestext>
- PLACEMENT TEST LINK: <http://www.wcupa.edu/arts-humanities/languagesCultures/placementTest.aspx>
- CREDIT BY EXAM FORM: <https://www.wcupa.edu/registrar/documents/creditByExaminationEN.pdf>
- CLEP: <http://www.wcupa.edu/information/official.documents/undergrad.catalog/acpolpro.htm#experiential>

MATH additional course for CERTIFICATION (3) [MAT 107 recommended]

MAT _____ (3) _____

STUDENT ELECTIVES (9)

(3) _____ Semester: _____ Grade: _____
 (3) _____ Semester: _____ Grade: _____
 (3) _____ Semester: _____ Grade: _____

(♦) Students who are unable to engage in a full immersion experience abroad can meet the requirement in one of the following ways, to be recommended by the advisor in consultation with the student and approved by the chairperson:

- 1) achievement of a score of AL (advanced low) on the ACTFL oral proficiency exam (OPI), or
- 2) participation in real-time online exchanges with students and schools where the target language is spoken, for example, Russia or Germany, amounting to at least 45 contact hours, or
- 3) take a designated elective intensive course (or courses) in the target language designed to improve proficiency.

The course work in options #1 and #2 will meet the program's learning outcomes approved by CAPC in December 2013. The deadline for applying for the immersion exception is a year prior to graduation or before completing 90 credits.

Professional Education Advising Sheet for the B. A. L. C. in French, German, Russian, Spanish with ELECTIVE CERTIFICATION

STUDENT NAME _____ Student ID _____
 Enrolled at WCU Semester _____ Year _____ Enrolled as _____ Major: Semester _____ Year _____
 Advisor _____

PROFESSIONAL EDUCATION (36 semester credit hours)

A. Foundations of Special Education	(3)	EDA 103
B. Educational Psychology	(3)	EDP 250 (<i>checks and clearances required</i>)
C. Assessment for Learning	(3)	EDP 355 (<i>checks and clearances required</i>)
D. Child and Adolescent Psychology	(3)	EDP 349 or PSY 382
E. Literacy Dev. Inclusive Classrooms	(3)	EDR 347

Prereq: EDA 103 and Literacy Department Consent

Formal Admission [EDF 030] to the Teaching Education [FATE] Program MUST be completed in order to take the following courses (F-J).

F. Tech Tools to Transform	(1)	EDM 349
G. Spec. Ed: Processes and Proc.	(2)	EDA 303 (<i>checks and clearances required</i>)
H. Prin. Teaching & Field Experience	(3)	EDS 306 (must take prior to LAN 401)
I. Techniques of L2 Tchg PK-12	(3)	LAN 401
PREREQ: Completion of language courses through the 400 advanced level, LIN 230 or LAN 327 [min. grade of "C"], and professional education courses including EDS 306 (excluding EDS 411/412). Clearances and FATE required at time of enrollment.		
J. Student Teaching	(12)	EDS 411/412
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 411/412.		

Formal Admission to Teacher Education [FATE] & Second Language Certification [K-12] Testing Requirements in Pennsylvania:

- Undergraduate foreign language students seeking initial certification must take a 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 Basic Skills tests, go to:
<https://www.wcupa.edu/education-socialWork/basicSkills.aspx>

- Formal Admission into Teacher Education (FATE):** In addition to passing scores on basic skills tests, certification candidates seeking FATE must have:

- a) a cumulative GPA of 2.8 or higher,
- b) 48 completed college-level credits on their transcripts,
- c) 3 earned credits in English literature
- d) 3 earned credits in English composition, and
- e) 6 earned credits in college-level mathematics.

- Praxis II exam.** There is one (1) Praxis II exam: **Fundamental Subjects: Content Knowledge (#5511)**

The Fundamental Subjects: Content Knowledge (#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. The "Fundamental Subjects: Content Knowledge" Praxis II must be taken by world languages certification students prior to enrollment in EDS 411/412.

- **ACTFL/LTI Oral Proficiency Interview (OPI) and Writing Proficiency Test (WPT)**

For more information, go to the following link and select your Subject Area:

<http://www.wcupa.edu/education-socialWork/subjectAreaTests.aspx>

- 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.

- Students failing to achieve either IH or AL will be permitted to complete the **BA without certification** in their language of specialization.

- Before enrolling in EDS 411/412, certification candidates will work with designated faculty members to request and take second language proficiency tests offered through ACTFL/LTI. The OPI is administered by a certified rater via telephone; the WPT is administered online and/or as a paper exam.

- Achievement of advanced proficiency for non-native speakers requires a significant immersion experience prior to student teaching. The immersion experience can include, but is not limited to, study abroad or intensive summer language programs at a U.S. institution. For this reason, immersion opportunities to increase proficiency should be discussed with an advisor as early as possible in the program, and well before FATE.

Read carefully the section with **Certification FAQs of the Undergraduate Student Handbook on pages 49-52. The Student Handbook can be found under the "Undergraduate" tab on our website, and a printed copy can be obtained from your advisor. Example of FAQs addressed include FATE application and changes from COE:**

11. When do I apply for FATE? Can I get a FATE Delay Permit?

- All FATE applications must now be filed by undergraduate students once they have earned **between 48 and 60 credits**. Because PDE has expanded the list of courses requiring FATE to include all upper-division professional education courses, there will be a much **narrower window** for candidates to apply for and to attain FATE.
- Students are no longer allowed to take post-FATE courses with the FATE Delay Permit. **FATE Delay Permits are now obsolete (since summer 2015).**
- According to the CESW: **"There are no exceptions and no grandparent clause for these new guidelines"**

RUSSIAN with ELECTIVE CERTIFICATION Track

STUDENT NAME _____

Student ID _____

Enrolled at WCU Semester _____ Year _____

Enrolled as _____ Major: Semester _____ Year _____

Advisor _____

Note To Students: As requirements are subject to change, please see your advisor at least once a semester.

In the case of discrepancy, the college catalog supersedes this guidance form.

Advisors: In the spaces below, record the grade and semester in which course was taken (MAT 103 Fall 2003 A)

GENERAL EDUCATION REQUIREMENTS (48)

West Chester University has a policy that students must complete their *Academic Foundations courses* - 100 level Math and WRT 120 and WRT 2XX - by the time they have earned 60 credits toward graduation. Otherwise permission to continue needs to be obtained. This is noted in the University catalog under **Policy on General Education Requirements**.

⇒	ACADEMIC FOUNDATIONS	Credits	SEMESTER	GRADE
	ENGLISH COMPOSITION (*1) WRT 120 - except if SAT > 620	(3)	_____	_____
		(3)	_____	_____
	MATHEMATICS (*2) MAT 103 or above	(3)	_____	_____
	PUBLIC SPEAKING SPK 208 or SPK 230	(3)	_____	_____
	DIVERSE COMMUNITIES ("I") (*3)	(3)	_____	_____
	INTERDISCIPLINARY ("I")	(3)	_____	_____
	<i>(no "I" course may be used for Distributive areas)</i>			
⇒	DISTRIBUTIVE REQUIREMENTS	Credits	SEMESTER	GRADE
	http://catalog.wcupa.edu/undergraduate/general-education-requirements/approved-gen-ed-course-list/			
	SCIENCE (6)	(3)	_____	_____
	_____	(3)	_____	_____
	BEHAV. & SOC. SCIENCES (6)	(3)	_____	_____
	_____	(3)	_____	_____
	HUMANITIES (6) *LIT/CLS 165 recom.	(3)	_____	_____
	_____	(3)	_____	_____
	THE ARTS (3)	(3)	_____	_____
⇒	WRITING EMPHASIS (3-9)	WRT 120/200/204/205/206/208/220 do NOT count towards Writing Emphasis		
	_____	(3)	_____	_____
	_____	(3)	_____	_____
	_____ [300/400] _____	(3)	_____	_____

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. **WRT 120, 200, 204, 205, 206, 208, or 220 do not count as writing emphasis courses.** Each writing emphasis course may simultaneously fulfill another degree requirement. **Note: Writing emphasis courses may not be transferred to WCU.**

NOTES on GENERAL EDUCATION REQUIREMENTS:

(1) **Placed into ENG Q20?** Might take Writing Challenge Exam during summer before entering. If placed into, and pass, WRT 200, no need for WRT 120 (but still needs 120 credits for graduation) / **Enrolled in ENG Q20** > needs C- or better to enroll in WRT 120. ENG Q20 counts for GPA but not towards 120 total credits. / **WRT 120** = if failed 3 times = dismissed from univ.

(2) **Math SAT < 430 => MAT Q01 / Math SAT 440 to 470 or passed MAT Q01 with C- or more > MAT Q00 / Math SAT > 480 may enroll in any GenEd Math course.** / If planning on taking **MAT 161, Calculus I:** Math SAT 480-580 > placed into MAT 110 precalculus; > 590 = MAT 161. NOTE: Credits earned in MAT Q00/Q01 = into GPA not for 120 total credits.

(3) A **J course** might fulfill other requirements at the same time, but not I & J at the same time.

RUSSIAN LANGUAGE REQUIREMENTS

[Minimum grade of C required in all courses]

CONNECTIONS <i>(Common to all languages)</i>		
IMMERSION EXPERIENCE (♦) 3 -12 credits	COMPARATIVE LANGUAGE STUDIES LAN 327* (in English: 3 credits) *LIN/ENG 230 as substitutes	COMPARATIVE CULTURAL STUDIES LNC 368 (in English: 3 credits)

TARGET LANGUAGE COURSES (30 credits)			
TIER 1	(12 credits)	LANGUAGE SKILLS	
		RUS 101 & RUS 102 RUS 201 & RUS 202	or RUS 103 –Elementary Intensive Russian- (6 cr.) or RUS 203 –Intermediate Intensive Russian- (6 cr.)
TIER 2	(6 credits)	PROFICIENCY COURSES	
		RUS 301 RUS 407	RUS 302 RUS 408
TIER 3	(9 credits)	COMPETENCY CONTENT COURSES (select one in each category)**	
		LITERARY ANALYSIS RUS 303	CULTURAL ANALYSIS RUS 305
			LANGUAGE AND LINGUISTICS RUS 412
TIER 4	(3 credits)	400 - COURSES	
		One 400-level course in cultural, film, or literary studies RUS 401, 402, 403, 410, 411	
		WPT and OPI test scores in 300 and 400 level courses	WPT 300 _____ 400 _____ OPI 300 _____ 400 _____

** Students may substitute 400-level courses in Tier 3.

ALL MAJORS ARE REQUIRED TO TAKE **ACTFL TESTING** IN ONE 300 AND ONE 400 LEVEL COURSE; SEE THE COURSE SYLLABUS.

- COURSE DESCRIPTIONS: <http://catalog.wcupa.edu/undergraduate/arts-humanities/languages-cultures/#coursestext>
- PLACEMENT TEST LINK: <http://www.wcupa.edu/arts-humanities/languagesCultures/placementTest.aspx>
- CREDIT BY EXAM FORM: <https://www.wcupa.edu/registrar/documents/creditByExaminationEN.pdf>
- CLEP: <http://www.wcupa.edu/information/official.documents/undergrad.catalog/acpolpro.htm#experiential>

MATH additional course for CERTIFICATION (3) [MAT 107 recommended]

MAT _____ (3) _____

STUDENT ELECTIVES (9)

(3) _____ Semester: _____ Grade: _____
 (3) _____ Semester: _____ Grade: _____
 (3) _____ Semester: _____ Grade: _____

(♦) Students who are unable to engage in a full immersion experience abroad can meet the requirement in one of the following ways, to be recommended by the advisor in consultation with the student and approved by the chairperson:

- 1) achievement of a score of AL (advanced low) on the ACTFL oral proficiency exam (OPI), or
- 2) participation in real-time online exchanges with students and schools where the target language is spoken, for example, Russia or Germany, amounting to at least 45 contact hours, or
- 3) take a designated elective intensive course (or courses) in the target language designed to improve proficiency.

The course work in options #1 and #2 will meet the program's learning outcomes approved by CAPC in December 2013. The deadline for applying for the immersion exception is a year prior to graduation or before completing 90 credits.

Professional Education Advising Sheet for the B. A. L. C. in French, German, Russian, Spanish with ELECTIVE CERTIFICATION

STUDENT NAME _____ Student ID _____
 Enrolled at WCU Semester _____ Year _____ Enrolled as _____ Major: Semester _____ Year _____
 Advisor _____

PROFESSIONAL EDUCATION (36 semester credit hours)

A. Foundations of Special Education	(3)	EDA 103
B. Educational Psychology	(3)	EDP 250 (<i>checks and clearances required</i>)
C. Assessment for Learning	(3)	EDP 355 (<i>checks and clearances required</i>)
D. Child and Adolescent Psychology	(3)	EDP 349 or PSY 382
E. Literacy Dev. Inclusive Classrooms	(3)	EDR 347

Prereq: EDA 103 and Literacy Department Consent

Formal Admission [EDF 030] to the Teaching Education [FATE] Program MUST be completed in order to take the following courses (F-J).

F. Tech Tools to Transform	(1)	EDM 349
G. Spec. Ed: Processes and Proc.	(2)	EDA 303 (<i>checks and clearances required</i>)
H. Prin. Teaching & Field Experience	(3)	EDS 306 (must take prior to LAN 401)
I. Techniques of L2 Tchg PK-12	(3)	LAN 401
PREREQ: Completion of language courses through the 400 advanced level, LIN 230 or LAN 327 [min. grade of "C"], and professional education courses including EDS 306 (excluding EDS 411/412). Clearances and FATE required at time of enrollment.		
J. Student Teaching	(12)	EDS 411/412
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 411/412.		

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For more information about this option or registering for the Basic Skills tests, go to:
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- a) a cumulative GPA of 2.8 or higher,
- b) 48 completed college-level credits on their transcripts,
- c) 3 earned credits in English literature
- d) 3 earned credits in English composition, and
- e) 6 earned credits in college-level mathematics.

- **Praxis II exam.** There is one (1) Praxis II exam: **Fundamental Subjects: Content Knowledge (#5511)**

The Fundamental Subjects: Content Knowledge (#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. The "Fundamental Subjects: Content Knowledge" Praxis II must be taken by world languages certification students prior to enrollment in EDS 411/412.

- **ACTFL/LTI Oral Proficiency Interview (OPI) and Writing Proficiency Test (WPT)**

For more information, go to the following link and select your Subject Area:

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- 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.
- Students failing to achieve either IH or AL will be permitted to complete the **BA without certification** in their language of specialization.
- Before enrolling in EDS 411/412, certification candidates will work with designated faculty members to request and take second language proficiency tests offered through ACTFL/LTI. The OPI is administered by a certified rater via telephone; the WPT is administered online and/or as a paper exam.
- Achievement of advanced proficiency for non-native speakers requires a significant immersion experience prior to student teaching. The immersion experience can include, but is not limited to, study abroad or intensive summer language programs at a U.S. institution. For this reason, immersion opportunities to increase proficiency should be discussed with an advisor as early as possible in the program, and well before FATE.

Read carefully the section with **Certification FAQs of the Undergraduate Student Handbook on pages 49-52. The Student Handbook can be found under the "Undergraduate" tab on our website, and a printed copy can be obtained from your advisor. Example of FAQs addressed include FATE application and changes from COE:**

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- Students are no longer allowed to take post-FATE courses with the FATE Delay Permit. **FATE Delay Permits are now obsolete (since summer 2015).**
- According to the CESW: **"There are no exceptions and no grandparent clause for these new guidelines"**

SPANISH with ELECTIVE CERTIFICATION Track

STUDENT NAME _____

Student ID _____

Enrolled at WCU Semester _____ Year _____

Enrolled as _____ Major: Semester _____ Year _____

Advisor _____

Note To Students: As requirements are subject to change, please see your advisor at least once a semester.
In the case of discrepancy, the college catalog supersedes this guidance form.

Advisors: In the spaces below, record the grade and semester in which course was taken (MAT 103 Fall 2003 A)

GENERAL EDUCATION REQUIREMENTS (48)

West Chester University has a policy that students must complete their *Academic Foundations courses*- 100 level Math and WRT 120 and WRT 2XX - by the time they have earned 60 credits toward graduation. Otherwise permission to continue needs to be obtained. This is noted in the University catalog under **Policy on General Education Requirements**.

⇒ ACADEMIC FOUNDATIONS	Credits	SEMESTER	GRADE
ENGLISH COMPOSITION (*1) WRT 120 - <i>except if SAT > 620</i>	(3)	_____	_____
	WRT 200/204/205/206/208/220	_____	_____
MATHEMATICS (*2) MAT 103 or above	(3)	_____	_____
PUBLIC SPEAKING SPK 208 or SPK 230	(3)	_____	_____
DIVERSE COMMUNITIES ("I") (*3)	(3)	_____	_____
INTERDISCIPLINARY ("I")	(3)	_____	_____
<i>(no "I" course may be used for Distributive areas)</i>			

⇒ DISTRIBUTIVE REQUIREMENTS	Credits	SEMESTER	GRADE
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<http://catalog.wcupa.edu/undergraduate/general-education-requirements/approved-gen-ed-course-list/>

SCIENCE (6)

_____	_____	(3)	_____	_____
_____	_____	(3)	_____	_____

BEHAV. & SOC. SCIENCES (6)

_____	_____	(3)	_____	_____
_____	_____	(3)	_____	_____

HUMANITIES (6) *LIT/CLS 165 recom.

_____	_____	(3)	_____	_____
_____	_____	(3)	_____	_____

THE ARTS (3)

_____	_____	(3)	_____	_____
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⇒ **WRITING EMPHASIS (3-9)** WRT 120/200/204/205/206/208/220 do NOT count towards Writing Emphasis

_____	_____	(3)	_____	_____
_____	_____	(3)	_____	_____
_____	[300/400]	(3)	_____	_____

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. **WRT 120, 200, 204, 205, 206, 208, or 220 do not count as writing emphasis courses.** Each writing emphasis course may simultaneously fulfill another degree requirement. **Note: Writing emphasis courses may not be transferred to WCU.**

NOTES on GENERAL EDUCATION REQUIREMENTS:

- (1) **Placed into ENG Q20?** Might take Writing Challenge Exam during summer before entering. If placed into, and pass, WRT 200, no need for WRT 120 (but still needs 120 credits for graduation) / **Enrolled in ENG Q20** > needs C- or better to enroll in WRT 120. ENG Q20 counts for GPA but not towards 120 total credits. / **WRT 120** = if failed 3 times = dismissed from univ.
- (2) **Math SAT < 430 => MAT Q01 / Math SAT 440 to 470 or passed MAT Q01 with C- or more > MAT Q00 / Math SAT > 480 may enroll in any GenEd Math course.** / If planning on taking **MAT 161, Calculus I:** Math SAT 480-580> placed into MAT 110 precalculus; > 590 = MAT 161. NOTE: Credits earned in MAT Q00/Q01 = into GPA not for 120 total credits.
- (3) **A J course** might fulfill other requirements at the same time, but not I & J at the same time.

SPANISH LANGUAGE REQUIREMENTS

[Minimum grade of C required in all courses]

CONNECTIONS <i>(Common to all languages)</i>			
IMMERSION EXPERIENCE (♦) 3 -12 credits	COMPARATIVE LANGUAGE STUDIES LAN 327* (in English: 3 credits) *LIN/ENG 230 as substitutes		COMPARATIVE CULTURAL STUDIES LNC 368 (in English: 3 credits)
TARGET LANGUAGE COURSES (30 credits)			
TIER 1 (3-9 credits)	LANGUAGE SKILLS SPA 202* SPA 301 SPA 302 *[[Pre. 102/103] => sub SPA 304, SPA 310, SPA 313 if major started at 301/302 level or above]		
TIER 2 (6 credits)	PROFICIENCY COURSES		
	SPA 315		SPA 353 SPA 365
TIER 3 (9 credits)	COMPETENCY CONTENT COURSES (select one in each category)		
	LITERARY ANALYSIS SPA 330 SPA 331 SPA 422	CULTURAL ANALYSIS SPA 313 SPA 320 SPA 321	LANGUAGE AND LINGUISTICS SPA 340 SPA 370 SPA 375
TIER 4 (6 credits)	400 - COURSES		
	SPA 444		A 400-level course in cultural, film, or literary studies
	WPT and OPI test scores in 300 and 400 level courses	WPT 300 _____ 400 _____ OPI 300 _____ 400 _____	

ALL MAJORS ARE REQUIRED TO TAKE ACTFL TESTING IN ONE 300 AND ONE 400 LEVEL COURSE; SEE THE COURSE SYLLABUS.

- COURSE DESCRIPTIONS: <http://catalog.wcupa.edu/undergraduate/arts-humanities/languages-cultures/#coursestext>
- PLACEMENT TEST LINK: <http://www.wcupa.edu/arts-humanities/languagesCultures/placementTest.aspx>
- CREDIT BY EXAM FORM: <https://www.wcupa.edu/registrar/documents/CreditByExaminationEN.pdf>
- CLEP: <http://www.wcupa.edu/information/official.documents/undergrad.catalog/acpolpro.htm#experiential>

MATH additional course for CERTIFICATION (3) [MAT 107 recommended]

MAT _____ (3) _____

STUDENT ELECTIVES (9)

(3) _____ Semester: _____ Grade: _____
 (3) _____ Semester: _____ Grade: _____
 (3) _____ Semester: _____ Grade: _____

(♦) Students who are unable to engage in a full immersion experience abroad can meet the requirement in one of the following ways, to be recommended by the advisor in consultation with the student and approved by the chairperson:

- 1) achievement of a score of AL (advanced low) on the ACTFL oral proficiency exam (OPI), or
- 2) participation in real-time online exchanges with students and schools where the target language is spoken, for example, Russia or Germany, amounting to at least 45 contact hours, or
- 3) take a designated elective intensive course (or courses) in the target language designed to improve proficiency.

The course work in options #1 and #2 will meet the program's learning outcomes approved by CAPC in December 2013. The deadline for applying for the immersion exception is a year prior to graduation or before completing 90 credits.

Professional Education Advising Sheet for the B. A. L. C. in French, German, Russian, Spanish with ELECTIVE CERTIFICATION

STUDENT NAME _____ Student ID _____
 Enrolled at WCU Semester _____ Year _____ Enrolled as _____ Major: Semester _____ Year _____
 Advisor _____

PROFESSIONAL EDUCATION (36 semester credit hours)

A. Foundations of Special Education	(3)	EDA 103
B. Educational Psychology	(3)	EDP 250 (<i>checks and clearances required</i>)
C. Assessment for Learning	(3)	EDP 355 (<i>checks and clearances required</i>)
D. Child and Adolescent Psychology	(3)	EDP 349 or PSY 382
E. Literacy Dev. Inclusive Classrooms	(3)	EDR 347
Prereq: EDA 103 and Literacy Department Consent		

Formal Admission [EDF 030] to the Teaching Education [FATE] Program **MUST** be completed
in order to take the following courses (F-J).

F. Tech Tools to Transform	(1)	EDM 349
G. Spec. Ed: Processes and Proc.	(2)	EDA 303 (<i>checks and clearances required</i>)
H. Prin. Teaching & Field Experience	(3)	EDS 306 (must take prior to LAN 401)
I. Techniques of L2 Tchg PK-12	(3)	LAN 401
PREREQ: Completion of language courses through the 400 advanced level, LIN 230 or LAN 327 [min. grade of "C"], and professional education courses including EDS 306 (excluding EDS 411/412). Clearances and FATE required at time of enrollment.		
J. Student Teaching	(12)	EDS 411/412
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 411/412.		

Formal Admission to Teacher Education [FATE] & Second Language Certification [K-12] Testing Requirements in Pennsylvania:

- Undergraduate foreign language students seeking initial certification must take a 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 Basic Skills tests, go to:
<https://www.wcupa.edu/education-socialWork/basicSkills.aspx>

- **Formal Admission into Teacher Education (FATE):** In addition to passing scores on basic skills tests, certification candidates seeking FATE must have:

- a) a cumulative GPA of 2.8 or higher,
- b) 48 completed college-level credits on their transcripts,
- c) 3 earned credits in English literature
- d) 3 earned credits in English composition, and
- e) 6 earned credits in college-level mathematics.

- **Praxis II exam.** There is one (1) Praxis II exam: **Fundamental Subjects: Content Knowledge (#5511)**

The Fundamental Subjects: Content Knowledge (#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. The "Fundamental Subjects: Content Knowledge" Praxis II must be taken by world languages certification students prior to enrollment in EDS 411/412.

- **ACTFL/LTI Oral Proficiency Interview (OPI) and Writing Proficiency Test (WPT)**
For more information, go to the following link and select your Subject Area:
<http://www.wcupa.edu/education-socialWork/subjectAreaTests.aspx>

- 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.
- Students failing to achieve either IH or AL will be permitted to complete the **BA without certification** in their language of specialization.
- Before enrolling in EDS 411/412, certification candidates will work with designated faculty members to request and take second language proficiency tests offered through ACTFL/LTI. The OPI is administered by a certified rater via telephone; the WPT is administered online and/or as a paper exam.
- Achievement of advanced proficiency for non-native speakers requires a significant immersion experience prior to student teaching. The immersion experience can include, but is not limited to, study abroad or intensive summer language programs at a U.S. institution. For this reason, immersion opportunities to increase proficiency should be discussed with an advisor as early as possible in the program, and well before FATE.

Read carefully the section with **Certification FAQs of the Undergraduate Student Handbook on pages 49-52. The Student Handbook can be found under the "Undergraduate" tab on our website, and a printed copy can be obtained from your advisor. Example of FAQs addressed include FATE application and changes from COE:**

11. When do I apply for FATE? Can I get a FATE Delay Permit?

- All FATE applications must now be filed by undergraduate students once they have earned **between 48 and 60 credits**. Because PDE has expanded the list of courses requiring FATE to include all upper-division professional education courses, there will be a much **narrower window** for candidates to apply for and to attain FATE.
- Students are no longer allowed to take post-FATE courses with the FATE Delay Permit. **FATE Delay Permits are now obsolete (since summer 2015).**
- According to the CESW: **"There are no exceptions and no grandparent clause for these new guidelines"**

TEACHER CERTIFICATION

****ONLY FOR STUDENTS EARNING A BACHELOR OF ARTS IN
HISTORY, LANGUAGES AND CULTURES, POLITICAL SCIENCE, AND GEOGRAPHY
OR A BSED IN SPECIAL EDUCATION WITH A CERTIFICATION IN GENERAL SCIENCE**

Instructions: Please complete all information on the form and obtain ALL appropriate signatures. Once complete, return to the Registrar's Office for processing.

Student Name: _____

Anticipated Graduation Term: _____

CURRENT MAJOR: _____

If you want to **remove** your Teacher Certification Plan please check here:

**If you are removing the Spec Ed/Gen Science Teacher Cert then you must also have a change of major form to remove the Special Education major or add a second major which leads to teacher certification.

If you want to **add** Teacher Certification to your academic record select the appropriate choice below.

Make selection based on your current major:

- History (PT12)
- Geography (PT13)
- Political Science (PT14)
- Special Education/General Science (PT15)
- French (PT25)
- German (PT26)
- Russian (PT28)
- Spanish (PT29)

Department Chairperson: _____
Date

Student's signature/Date (required): _____
Date

Office Use Only

Processed by: _____ Date: _____

CLEARANCES NEEDED FOR CERTIFICATION

Students are responsible for completing the required clearances on time. **Not completing clearances as needed might result in being unable to register in education courses and delaying your graduation.**

Visit the following link to learn about the different clearances and procedures:

<http://www.wcupa.edu/education-socialWork/clearances.aspx>

The screenshot shows the 'College of Education' website page for 'Clearances'. The page has a purple header with the college name and a 'CONTACT US' button. Below the header is a navigation menu with links for Home, Counselor Education, Early and Middle Grades, Literacy, Professional & Secondary Education, and Special Education. The main content area is titled 'CLEARANCES' and includes a paragraph stating that the State of Pennsylvania requires clearances for field courses. It lists two bullet points: 'Clearances are good for one year and CANNOT expire during a semester.' and 'Clearances are mandatory for all field classes and student teachers...'. To the right of the main text is a sidebar with four links: 'Courses Requiring Clearances', 'Instructions to Complete Clearance Forms', 'Clearance Scanning Info for Fall 2015', and 'Health Assessment Form (for course EGP322 Pre-K Methods & Field Experiences ONLY)'. Below the main text are two sections of expandable content. The first section, 'CLEARANCES', contains four items: 'TB Testing', 'PA State Police Criminal Record Check', 'PA Child Abuse History Clearance', and 'FBI Fingerprinting Background Check'. The second section, 'OTHER INFORMATION', contains three items: 'Employed School Professionals', 'Out-of-State students ONLY', and 'Points to Remember'.

WCU Home > COE
College of Education | Clearances CONTACT US

Home Counselor Education Early and Middle Grades Literacy Professional & Secondary Education Special Education

CLEARANCES

The State of Pennsylvania requires that all persons who interact with students in schools must have clearances for their field courses.

- Clearances are good for one year and CANNOT expire during a semester.
- Clearances are mandatory for all field classes and student teachers...

▶ Courses Requiring Clearances
▶ Instructions to Complete Clearance Forms
▶ Clearance Scanning Info for Fall 2015
▶ Health Assessment Form (for course EGP322 Pre-K Methods & Field Experiences ONLY)

▶ TB Testing

▶ PA State Police Criminal Record Check

▶ PA Child Abuse History Clearance

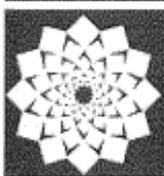
▶ FBI Fingerprinting Background Check

OTHER INFORMATION

▶ Employed School Professionals

▶ Out-of-State students ONLY

▶ Points to Remember



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American Council on the Teaching of Foreign Languages

certifies that

NAME & LAST NAME

Test Type <i>Oral Proficiency Interview</i>	Test Date <i>04/19/2013</i>	Language <i>Spanish</i>
--	--------------------------------	----------------------------

has successfully completed the ACTFL Oral Proficiency Interview (OPI) and has been rated according to the ACTFL Proficiency Guidelines 2012 — Speaking

Intermediate High



Elvira Smender

Director of Professional Programs

Date Issued 04/21/2013
LTI - The ACTFL Testing Office

• Intermediate High - ACTFL Proficiency Guidelines 2012 — Speaking

**ACTFL
Certified Rating
System**

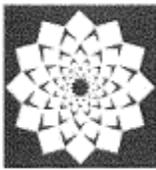
- OPI
- Superior
 - Advanced High
 - Advanced Mid
 - Advanced Low
 - **Intermediate High**
 - Intermediate Mid
 - Intermediate Low
 - Novice High
 - Novice Mid
 - Novice Low

Intermediate High

Intermediate High speakers are able to converse with ease and confidence when dealing with the routine tasks and social situations of the Intermediate level. They are able to handle successfully uncomplicated tasks and social situations requiring an exchange of basic information related to their work, school, recreation, particular interests and areas of competence.

Intermediate High speakers can handle a substantial number of tasks associated with the Advanced level, but they are unable to sustain performance of all of these tasks all of the time. Intermediate High speakers can narrate and describe in all major time frames using connected discourse of paragraph length, but not all the time. Typically, when Intermediate High speakers attempt to perform Advanced-level tasks, their speech exhibits one or more features of breakdown, such as the failure to carry out fully the narration or description in the appropriate major time frame, an inability to maintain paragraph-length discourse, or a reduction in breadth and appropriateness of vocabulary.

Intermediate High speakers can generally be understood by native speakers unaccustomed to dealing with non-natives, although interference from another language may be evident (e.g., use of code-switching, false cognates, literal translations), and a pattern of gaps in communication may occur.



American Council on the Teaching of Foreign Languages

certifies that

NAME & LAST NAME

**A
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Test Type
Official WPT

Test Date
12/04/2012

Language
Spanish

has successfully completed the ACTFL Writing Proficiency Test (WPT) and has been rated according to the ACTFL Proficiency Guidelines 2012 — Writing

Advanced Mid



Elvira Sneider

Director of Professional Programs

Date Issued 12/07/2012

LTI - The ACTFL Testing Office

• Advanced Mid - ACTFL Proficiency Guidelines 2012 — Writing

ACTFL Certified Rating System

WPT

• Superior

• Advanced High

• **Advanced Mid**

• Advanced Low

• Intermediate High

• Intermediate Mid

• Intermediate Low

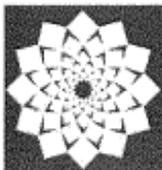
• Novice High

• Novice Mid

• Novice Low

Advanced Mid

Writers at the Advanced Mid sublevel are able to meet a range of work and/or academic writing needs. They demonstrate the ability to narrate and describe with detail in all major time frames with good control of aspect. They are able to write straightforward summaries on topics of general interest. Their writing exhibits a variety of cohesive devices in texts up to several paragraphs in length. There is good control of the most frequently used target-language syntactic structures and a range of general vocabulary. Most often, thoughts are expressed clearly and supported by some elaboration. This writing incorporates organizational features both of the target language and the writer's first language and may at times resemble oral discourse. Writing at the Advanced Mid sublevel is understood readily by natives not used to the writing of non-natives. When called on to perform functions or to treat issues at the Superior level, Advanced-Mid writers will manifest a decline in the quality and/or quantity of their writing.



American Council on the Teaching of Foreign Languages

certifies that

NAME & LAST NAME

**A
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Test Type
Official WPT

Test Date
04/25/2013

Language
Spanish

has successfully completed the ACTFL Writing Proficiency Test (WPT) and has been rated according to the ACTFL Proficiency Guidelines 2012 — Writing

Advanced Low



Elvira Swender

Director of Professional Programs

Date Issued 04/26/2013
LTI - The ACTFL Testing Office

• Advanced Low - ACTFL Proficiency Guidelines 2012 — Writing

ACTFL Certified Rating System

- WPT
- Superior
- Advanced High
- Advanced Mid
- **Advanced Low**
- Intermediate High
- Intermediate Mid
- Intermediate Low
- Novice High
- Novice Mid
- Novice Low

Advanced Low

Writers at the Advanced Low sublevel are able to meet basic work and/or academic writing needs. They demonstrate the ability to narrate and describe in major time frames with some control of aspect. They are able to compose simple summaries on familiar topics. Advanced Low writers are able to combine and link sentences into texts of paragraph length and structure. Their writing, while adequate to satisfy the criteria of the Advanced level, may not be substantive. Writers at the Advanced Low sublevel demonstrate the ability to incorporate a limited number of cohesive devices, and may resort to some redundancy and awkward repetition. They rely on patterns of oral discourse and the writing style of their first language. These writers demonstrate minimal control of common structures and vocabulary associated with the Advanced level. Their writing is understood by natives not used to the writing of non-natives, although some additional effort may be required in the reading of the text. When attempting to perform functions at the Superior level, their writing will deteriorate significantly.

SECTION E

Language and Interdisciplinary Minors Advising Sheets

MINOR CONCENTRATION:
Minor in another Language or an Interdisciplinary Area

18 credits

We encourage language majors to pursue a minor, either in another language or in one of the other concentration areas in our department. For language majors choosing to minor in a second language, the 18 credits must be taught in the language in which the student is seeking a minor. Culture cluster courses (taught in English) do not count. Also, for any minor, the WCU policy is that a minimum of 50% of the credits for the minor must be completed at WCU (i.e., transferred courses, including those obtained through CLEP, may be counted towards a minor for up to 50% of the credits to be applicable to that minor).

Minors are available in **Arabic, French, German, Italian, Latin, Latin American and Latino/a Studies, Linguistics, Russian and Russian Studies.**

Specifically for **language minors** (Arabic, French, German, Italian, Latin, Russian and Spanish), the following points are to be observed:

1. The minor concentration begins with the language sequence of 101-102 (or 103), 201-202 (203 or 205), unless the student tests at a higher level through the placement exam.
2. A minimum grade of B is required in the 101-102 sequence in order to pursue a minor. A minimum grade of C is required in courses beyond the 102 level.
3. Beyond the 202 sequence, courses at the 300 or 400 levels in the same language must be taken, under advisement.

Courses: ____101 ____102 ____201 ____202 ____301 ____302

or other 300 or 400 level courses for a total of the required 18 semester credit hours.

For course sequence information for **interdisciplinary minors** (Latin American and Latino/a Studies, Linguistics, and Russian Studies), refer to their respective advising sheets and advisors.

CONTACT INFORMATION FOR MINOR ADVISORS (<i>see web for updates</i>)	
Arabic	Dr. Mahmoud Amer MAmer@wcupa.edu / Mitchell 224
French	Dr. Anne-Marie Moscatelli Amoscatelli@wcupa.edu / Mitchell 237 Dr. Michel Sage Msage@wcupa.edu / Mitchell 238
German	Dr. Margarete Landwehr Mlandwehr@wcupa.edu / Mitchell 121
Italian	Dr. Anne-Marie Moscatelli Amoscatelli@wcupa.edu / Mitchell 237
Latin	Dr. John Rosso Jrosso@wcupa.edu / Mitchell 135
Russian / Rus. Studies	Dr. Alice Speh Aspeh@wcupa.edu / Mitchell 125
Spanish	Dr. Megan Saltzman MSaltzman@wcupa.edu / Mitchell 226 Dr. Jason Bartles JBartles@wcupa.edu / Mitchell 132
Lat. Am. & Latino/a St.	Dr. Marcos Campillo Mcampillo@wcupa.edu / Mitchell 129
Linguistics	Dr. Eirini Panagiotidou (English) mpanagiotidou@wcupa.edu / Main 523

MINOR CONCENTRATION

18 SEMESTER HOURS¹

Advising Sheet: ARABIC

Since you are pursuing a career that includes foreign language study, we encourage you to consider a minor concentration.

1. Minors are available in Arabic, French, German, Italian, Latin, Russian, and Spanish. The minor concentration begins with the language sequence 101-102 (or 103), 201-202 (or 205), unless the student tests at a higher level through the on-line placement exam². Students placing out of beginning courses must still complete 18 hours.
2. In each of the first two courses you pursue to fulfill the minor (ordinarily 101 and 102), a minimum grade of B is required. A minimum grade of C is required in courses beyond the 102 level.
3. Students must earn a minimum GPA of 2.00 in the set of courses taken for the minor in order to receive transcript recognition of the minor (see Undergraduate Catalog, "Minor Fields of Study").
4. As per the university catalog, at least 50 percent of minor course work must be taken at WCU.
5. Beyond the 202 sequence, courses at the 300 or 400 levels in the same language must be taken, under advisement. Only courses with a FRE prefix will be accepted. Courses in English do not count toward a minor in the language.

Required Core Courses (18 Semester Hours taken in sequence) Suggested Sheet	Cr.	Course	Semester	Grade
ARB 101	3	Elementary Arabic I	Fall	
ARB 102	3	Elementary Arabic II	Spring	
(ARB 103) can be used for students who want to begin their Arabic study in the summer	6	Intensive Elementary Arabic I	Summer	
ARB 201	3	Intermediate Arabic I	Fall	
ARB 202	3	Intermediate Arabic II	Spring	
ARB 301	3	Advanced Arabic I	Fall	
ARB 302	3	Advanced Arabic II	Spring	

¹ Effective Spring 2003

² Available through the WCU Languages and Cultures Home Page

MINOR CONCENTRATION

18 SEMESTER HOURS¹

Advising Sheet: FRENCH

Since you are pursuing a career that includes foreign language study, we encourage you to consider a minor concentration.

2. Minors are available in Arabic, French, German, Italian, Latin, Russian, and Spanish. The minor concentration begins with the language sequence 101-102 (or 103), 201-202 (or 205), unless the student tests at a higher level through the on-line placement exam². Students placing out of beginning courses must still complete 18 hours.
6. In each of the first two courses you pursue to fulfill the minor (ordinarily 101 and 102), a minimum grade of B is required. A minimum grade of C is required in courses beyond the 102 level.
7. Students must earn a minimum GPA of 2.00 in the set of courses taken for the minor in order to receive transcript recognition of the minor (see Undergraduate Catalog, "Minor Fields of Study").
8. As per the university catalog, at least 50 percent of minor course work must be taken at WCU.
9. Beyond the 202 sequence, courses at the 300 or 400 levels in the same language must be taken, under advisement. Only courses with a FRE prefix will be accepted. Courses in English do not count toward a minor in the language.

Course # and Title	Time Offered			Grade Received
	Fall	Spring	Summer	
Elem. French I (FRE 101)				
Elem. French II (FRE 102)				
Intermediate French I (201)				
Intermediate French II (FRE 202)				
Composition (FRE 301)				
Phonetics (FRE 302)				
Civilization (FRE 303)				
Literature Survey (FRE 304)				
Oral Practice (FRE 311)				
French Cinema (FRE 350)				
Business French (FRE 401)				
French Theater (FRE 410)				
Modernism (FRE 411)				
Narrative (FRE 412)				
Poetry (FRE 413)				
Topics (FRE 420,421,422)				
Other Course(s)				

¹ Effective Spring 2003

² Available through the WCU Languages and Cultures Home Page

MINOR CONCENTRATION

18 SEMESTER HOURS

Advising Sheet: GERMAN

Since you are pursuing a career that includes foreign language study, we encourage you to consider a minor concentration.

1. Minors are available in Arabic, French, German, Italian, Latin, Russian, and Spanish. The minor concentration begins with the language sequence 101-102, 201-202, unless the student tests at a higher level through the on-line placement exam.² Students placing out of beginning courses must still complete 18 hours.
2. In each of the first two courses you pursue to fulfill the minor (ordinarily 101 and 102), a minimum grade of B is required. A minimum grade of C is required in courses beyond the 102 level.
3. Students must earn a minimum GPA of 2.00 in the set of courses taken for the minor in order to receive transcript recognition of the minor (see Undergraduate Catalog, “Minor Fields of Study”).
4. As per the university catalog, at least 50 percent of minor course work must be taken at WCU.
5. Beyond the 202 sequence, courses at the 300 or 400 levels in the same language must be taken, under advisement. Courses in English do not count toward a minor in the language. Only courses with a GER prefix will be accepted. Seminars by approval of the instructor.

Course # and Title	Time Offered			Grade Received
	Fall	Spring	Summer	
Elem. German I (GER 101)				
Elem. German II (GER 102)				
Intermediate German I (GER 201)				
Intermediate German II (GER 202)				
Austrian Civilization (GER 322)				
Adv. German Grammar I (GER 303)				
Advanced Oral German I (GER 307)				
Business German (GER310)				
Introd. to German Linguist. (GER 325)				
German Culture (GER 350-351)				
20 th Century Lit. (GER 400)				
Contemporary German Lit (GER 402)				
Kafka, Mann, Hess (GER 403)				
Postwar Lit and Film (GER 404)				
Survey of German Film (GER 405)				
Modern German Drama (GER408)				
Holocaust Lit and Film (GER 409)				
Seminar (GER 411, 412)				
Other Course(s)				

MINOR CONCENTRATION

18 SEMESTER HOURS¹

Advising Sheet: ITALIAN

Since you are pursuing a career that includes foreign language study, we encourage you to consider a minor concentration.

1. Minors are available in Arabic, French, German, Italian, Latin, Russian, and Spanish. The minor concentration begins with the language sequence 101-102, 201-202, unless the student tests at a higher level through the on-line placement exam². Students placing out of beginning courses must still complete 18 hours.
3. In each of the first two courses you pursue to fulfill the minor (ordinarily 101 and 102), a minimum grade of B is required. A minimum grade of C is required in courses beyond the 102 level.
4. Students must earn a minimum GPA of 2.00 in the set of courses taken for the minor in order to receive transcript recognition of the minor (see Undergraduate Catalog, "Minor Fields of Study").
5. As per the university catalog, at least 50 percent of minor course work must be taken at WCU.
6. Beyond the 202 sequence, courses at the 300 or 400 levels in the same language must be taken, under advisement. Courses in English do not count toward a minor in the language. Only courses with an ITA prefix will be accepted. Seminars by approval of the instructor.

Course # and Title	Time Offered			Grade Received
	Fall	Spring	Summer	
Elem. Italian I (ITA 101)				
Elem. Italian II (ITA 102)				
Intermediate Italian I (ITA 201)				
Intermediate Italian II (ITA 202)				
Adv. Ital. Grammar & Conv. I (ITA301)				
Adv. Ital. Grammar & Conv. II (ITA302)				
Italian Culture (ITA321)				
Italian Cinema (ITA 360)				
Survey of Italian Lit. (ITA 400)				
Dante, Petrarca & Boccaccio (ITA 401)				
Contemporary Italian Lit (ITA 402)				
Ind. Studies Ital. Lang & Lit (ITA410)*				
Seminar in Italian I (ITA 411)*				
Seminar in Italian II (ITA 412)*				
Other Course(s)				

¹ Effective Spring 2003

² Available through the WCU Languages and Cultures home page

*Course may be taken again for credit (but under a different topic)

MINOR CONCENTRATION

18 SEMESTER HOURS¹

Advising Sheet: LATIN

Since you are pursuing a career that includes foreign language study, we encourage you to consider a minor in a second language.

1. Minors are available in Arabic, French, German, Italian, Latin, Russian, and Spanish. The minor concentration begins with the language sequence 101-102, unless the student tests at a higher level. Students placing out of beginning courses must still complete 18 hours.
2. In each of the first two courses you pursue to fulfill the minor (ordinarily 101 and 102), a minimum grade of B is required. A minimum grade of C is required in courses beyond the 102 level.
3. Students must earn a minimum GPA of 2.00 in the set of courses taken for the minor in order to receive transcript recognition of the minor (see Undergraduate Catalog, "Minor Fields of Study").
4. As per the university catalog, at least 50 percent of minor course work must be taken at WCU.
5. Beyond the 202 sequence, courses at the 300 or 400 levels in the same language must be taken, under advisement. Courses in English do not count toward a minor in the language. Only courses with a LAT prefix will be accepted. Seminars by approval of the instructor.

Course # and Title	Time Offered			Grade Received
	Fall	Spring	Summer	
Elem. Latin I (LAT 101)				
Elem. Latin II (LAT 102)				
Cicero (LAT 201)				
Virgil (LAT 202)				
Teaching of Latin (LAT 301)				
Latin Lyric Poets (LAT 302)				
Adv. Prose Composition (LAT 303)				
Latin Elegiac Poets (LAT 304)				
Reading Course in Latin (LAT 305)				
Roman Historians (LAT 306)				
Roman Drama (LAT 401)				
Roman Philosophy (LAT 402)				
Roman Satire (LAT 403)				
Latin Novel (LAT 404)				
Medieval Latin (LAT405)				
Latin Tutorial Course (LAT 406)				
Independent Study (LAT 410)				
Other Course(s)				

¹ Effective Spring 2003

MINOR CONCENTRATION**18 SEMESTER HOURS****Advising Sheet: RUSSIAN**

Since you are pursuing a career that includes foreign language study, we encourage you to consider a minor concentration.

1. Minors are available in Arabic, French, German, Italian, Latin, Russian, and Spanish. The minor concentration begins with the language sequence 101-102 (or 103), 201-202 (or 203), unless the student tests at a higher level through the on-line placement exam. Students placing out of beginning courses must still complete 18 hours.
2. In each of the first two courses you pursue to fulfill the minor (ordinarily 101 and 102), a minimum grade of B is required. A minimum grade of C is required in courses beyond the 102 level.
3. Students must earn a minimum GPA of 2.00 in the set of courses taken for the minor in order to receive transcript recognition of the minor (see Undergraduate Catalog, "Minor Fields of Study").
4. As per the university catalog, at least 50 percent of minor course work must be taken at WCU.
5. Beyond the 202 sequence, courses at the 300 or 400 levels in the same language must be taken, under advisement. Courses in English do not count toward a minor in the language. Only courses with a RUS prefix will be accepted. Seminars by approval of the instructor.

Course # and Title	Time Offered			Grade Received
	Fall	Spring	Summer	
Elem. Russian I (RUS101)				
Elem. Russian II (RUS102)				
Intensive Elem. Russian (RUS103) (6)				
Intermediate Russian I (RUS 201)				
Intermediate Russian II (RUS 202)				
Intensive Interm. Rus. (RUS203) (6)				
Adv. Grammar I (RUS 301)				
Adv. Grammar II (RUS 302)				
Readings in Russian I (RUS303)				
Reading in Russian II (RUS304)				
Advanced Oral Russian I (RUS307)				
Advanced Oral Russian II (RUS308)				
The Russian Drama (RUS 402)				
Seminar in Russian (RUS411 & 412)*				
Independent Study in Russian				
Other Course(s)				

*Course may be taken again for credit (but under a different topic)

MINOR CONCENTRATION

18 SEMESTER HOURS¹

Advising Sheet: SPANISH

Since you are pursuing a career that includes foreign language study, we encourage you to consider a minor concentration.

1. Minors are available in Arabic, French, German, Italian, Latin, Russian, and Spanish. The minor concentration begins with the language sequence 101-102 (or 103), 201-202 (or 205), unless the student tests at a higher level through the on-line placement exam². Students placing out of beginning courses must still complete 18 hours.
2. In each of the first two courses you pursue to fulfill the minor (ordinarily 101 and 102) a minimum grade of B is required. A minimum grade of C is required in courses beyond the 102 level.
3. Students must earn a minimum GPA of 2.00 in the set of courses taken for the minor in order to receive transcript recognition of the minor (see Undergraduate Catalog, "Minor Fields of Study").
4. As per the university catalog, at least 50 percent of minor course work must be taken at WCU.
5. Beyond the 202 sequence, courses at the 300 or 400 levels in the same language must be taken, under advisement. Only courses with a SPA prefix will be accepted.

Course # and Title	Time Offered			Grade Received
	Fall	Spring	Summer	
Elem. Spanish I (SPA 101)				
Elem. Spanish II (SPA 102)				
Intensive Elem. Spa (SPA 103) (6)				
Intermediate Spa I (SPA 201)				
Intermediate Spa II (SPA 202)				
Intensive Interm. Spa. (SPA 205) (6)				
Adv. Spa. Gram and Comp I (SPA 301)				
Adv. Spa. Gram and Comp II (SPA 302)				
Span. Lang. Topics in the Comm. (SPA 304)				
Business Topics in Spanish (SPA 310, W)				
Advanced Readings (SPA 315)				
Civilization (SPA 320 or 321)				
Survey of Spanish Lit (SPA 330)				
Survey of Spa-Am. Lit. (SPA 331)				
Phonetics (SPA 365)				
Others (300 level courses and above)				

¹ Effective Spring 2003

² Available through the WCU Languages and Cultures home page

MINOR CONCENTRATION: Linguistics

1. Students must earn a minimum GPA of 2.00 in the set of courses taken for the minor in order to receive transcript recognition of the minor (see Undergraduate Catalog, “Minor Fields of Study”).
2. As per the university catalog, at least 50 percent of minor course work must be taken at WCU.
3. Other courses from those listed here may be eligible as electives for the minor, provided that they have a fundamentally linguistic focus and that they are pre-approved by the LIN minor director.
4. Any other official university policy regarding minor eligibility and grading still applies, regardless of whether it is specifically listed on this sheet.
5. The program coordinator **must approve all courses**.

Required courses

6 semester hours

Description: you must complete the two required courses or an approved alternative for ENG331.

Course # and Title	Time Offered			Grade Received
	Fall	Spring	Summer	
ENG/LIN 230 – Introduction to Linguistics				
ENG331 – Structure of Modern English				
<i>Approved alternative to ENG331: _____</i>				

Electives

12 semester hours

Description: choose four (4) courses from the list below. Alternative courses not shown in this list may be chosen, provided that they are approved by the program coordinator. **Note:** The courses listed as ‘less frequently offered courses’ are not regularly offered (i.e., not every year), but they were still included in the University Catalog as of Fall 2012. Students are encouraged to consult the course schedule every semester to determine whether any such course is offered.

Course # and Title Regularly offered courses	Course # and Title Less frequently offered courses
COM/LIN 415 – Language, Thought and Behavior	ENG330 – English Phonology
COM307 – Nonverbal Communication	ENG335 – History of the English Language
COM450 – Health Communication	ENG339 – History and Dialects of American English
CSC220 – Foundations of Computer Science	ENG340 – Sociolinguistic Aspects of English
CSC345 - Compiler	ENG430 – Language Seminar
CSC481 – Artificial Intelligence	LAN305 – Introduction to Bilingual / Bicultural Educ.
FRE302 – Advanced French Phonetics	LAN327 – Introduction to Applied Linguistics for [...]
LAN382 - Teaching English Language Learners K-12	LIN411 – Seminar in Linguistics
LAN401 - Teaching Techniques of Second Language...	LIN412 – Seminar in Linguistics
LAN425 – Internship in Languages	LIT/ENG328 – Old English Language and Literature
LIN211 – Language Communities in the United...	LIT/ENG330 – Middle English Language and Literature
PHI190 – Logic	SPA340 – Study of Bilingualism: An Introduction
PHI330 – Introduction to Meaning	SPA353 – Introduction to Spanish Linguistics
PHI436 – Symbolic Logic	SPA370 – History of the Spanish Language
SPA365 – Spanish Phonetics	
SPP106 – Anatomy of Speech and Hearing Mechanism	
SPP203 – Speech and Hearing Science	
SPP204 – Speech and Language Development	
SPP207 – Introduction to Phonetics	
SPP240 – Development and Disorders of Language	

Approved alternative course: _____

MINOR in LATIN AMERICAN AND LATINO/A STUDIES

STUDENT NAME _____ WCU ID Number _____
 Major: _____ Major Advisor _____ Exptd. Graduation _____ Tel: _____

TRACK I: Languages & Cultures and Music

Prerequisite for Track I: Completion of 100-level courses in Spanish or Portuguese (101-102). This can be completed through coursework at WCUPA, transfer credits from another institution or through CBE/CLEP.

Students need to complete 18-24 credits in the following areas (SPA or POR 101/102 included)

- You can get credits through CLEP or CBE –Credit by Exam– for **up to 2** of these courses.
- CREDIT BY EXAM FORM: http://www.wcupa.edu/registrar/documents/credit_by_exam_form.pdf
- CLEP: <http://www.wcupa.edu/information/official.documents/undergrad.catalog/acpolpro.htm#experiential>
- Courses can also count towards your General Education or Major requirements
- 50% of coursework for any minor **must** be taken at WCUPA.

Attributes: **CC**= Culture Cluster; **I**=Interdisciplinary; **J**=Diversity; **W**=Writing Emphasis.

Note: You can only have a maximum of two (2) courses in a given “area” or “Electives.”

AREAS	COURSE OPTIONS
LANGUAGE (6 credits)	<p>Choose one option of two courses from:</p> <p>Option A: POR 201 and POR 202 Option B: SPA 201 and SPA 202 Option C: SPA 118 and SPA 200-level course</p> <p><small>Note: If CLEP/CBE completed through 200-level coursework, student must complete at least one course at the 300-level in same language.</small></p>
LATIN AMERICAN and/or LATINO/A CULTURE/ LITERATURE (6 credits)	<p>Choose two courses from:</p> <p>ESP 300 Latin American Culture and Civilization (CC, I,W) or SPA 321 Cultures of Spanish America ESP 309 Latin America on Film (CC) or SPA 313 Latin America on Film ESP 311 Contemporary Latin American Narrative (CC) or SPA 331 Spanish-American Narrative ESP 318 Speaking Spanish in the US (CC) ESP 324 Latinos in the U.S. (CC, I) ESP 333/CLS 333 Latina Writing (CC, J) ESP 334/CLS 334 Politics and Economics in the Literatures of the Modern Americas ESP 335/CLS 335 Latino Literatures (CC, J) ESP 362 New World: America (I) <i>Other – subject to approval by LALS Director</i></p>
ELECTIVES (6 credits)	<p>AES 153 Latin Jazz Ensemble (0.5 credits x each semester) DAN 380 Cuban Rumba: Cultural Identity (CC) Study Abroad in Spanish or Portuguese-speaking country (up to 6 cred). From Track II or others - <i>subject to approval by LALS Director.</i></p>

	<i>COURSE</i>	<i>NUMBER</i>	<i>SEMESTER</i>	<i>YEAR</i>	<i>GRADE</i>
LANGUAGE COURSE 1:	_____	_____	_____	_____	_____
LANGUAGE COURSE 2:	_____	_____	_____	_____	_____
CULTURE/LITERATURE 1:	_____	_____	_____	_____	_____
CULTURE/LITERATURE 2:	_____	_____	_____	_____	_____
ELECTIVES CREDITS:	_____	_____	_____	_____	_____
ELECTIVES CREDITS:	_____	_____	_____	_____	_____

TRACK II: History and Social Sciences

Prerequisite for Track II: Completion of 100-level courses in Spanish or Portuguese (101-102). This can be completed through coursework at WCUPA, transfer credits from another institution or through CBE/CLEP.

Students need to complete 18-24 credits in the following areas (SPA or POR 101/102 included)

- You can get credits through CLEP or CBE –Credit by Exam– for **up to 2** of these courses.
- CREDIT BY EXAM FORM: http://www.wcupa.edu/registrar/documents/credit_by_exam_form.pdf
- CLEP: <http://www.wcupa.edu/information/official.documents/undergrad.catalog/acpolpro.htm#experiential>
- Courses can also count towards your General Education or Major requirements
- 50% of coursework for any minor **must** be taken at WCUPA.

Attributes: CC= Culture Cluster; I=Interdisciplinary; J=Diversity; W=Writing Emphasis.

Note: You can only have a maximum of two (2) courses in a given “area” or “Electives.”

<i>AREAS</i>	COURSE OPTIONS
ANTHROPOLOGY/ SOCIOLOGY	ANT 224 Native Peoples of South America (CC) ANT 322 Ethnology of Central America (CC) ANT 324 Native Peoples of the Andes (CC) ANT 362 Archaeology of Central America (CC) ANT 400 level – topical course or thesis with 50% or more content related to Latin America (subject to approval by LALS Director) SOC 341 Social Stratification (PREREQ: SOC 200) – if Latin American topics/selected research make up 50% of content (subject to approval by LALS Director) SOC 491 – if Latin American topics/selected research make up 50% of content (subject to approval by LALS Director)
GEOGRAPHY	GEO 302 Latin American Geography (CC) GEO 400 Senior Seminar in Geography (W) – course or thesis with 50% or more content related to Latin America (subject to approval by LALS Director)
SOCIAL WORK	SWO 225 Race Relations (J,I)
HISTORY	HIS 315 Colonial Latin America (CC) HIS 316 Modern Latin America (CC) HIS 317 History of Mexico (CC) HIS 407 History of Brazil HIS 400 level – topical course or thesis with 50% or more content related to Latin America (subject to approval by LALS Director)
POLITICAL SCIENCE	PSC 213 International Relations PSC 310 U.S. – Latin American Relations PSC 340 Latin American Culture & Politics (CC, J) PSC 353 Latino Politics PSC 400 level – topical course or thesis with 50% or more content related to Latin America (subject to approval by LALS Director)
ELECTIVES	From Track I or others – <i>subject to approval by LALS Director</i> . Study Abroad in Spanish or Portuguese-speaking country (up to 6 cred).

	<i>COURSE</i>	<i>NUMBER</i>	<i>SEMESTER</i>	<i>YEAR</i>	<i>GRADE</i>
COURSE 1:	_____	_____	_____	_____	_____
COURSE 2:	_____	_____	_____	_____	_____
COURSE 3:	_____	_____	_____	_____	_____
COURSE 4 :	_____	_____	_____	_____	_____
COURSE 5:	_____	_____	_____	_____	_____
COURSE 6:	_____	_____	_____	_____	_____

SECTION F

Assessment Rubric, Research Papers and Projects

Assessment Rubric, Research Papers and Projects

The following guidelines are intended to establish standards and levels of performance for the students in the programs in our department, as they prepare research projects or term papers for their courses. They are also intended to establish a uniform set of criteria for evaluation, both of process and product.

1) Topic selection

The selection of the subject matter of a research project or term paper determines both the scope and the originality of the project. A topic that is too narrow or too vast will defeat the student's purpose from the outset. It is vital that the professor of the course guide the students in choosing topics for projects, contributing professional experience, perspective and expertise to the endeavor. It is equally important, barring open collaboration between student and professor in a joint project, that the professor elicit the student's personal and original critical approach. On occasion, it is appropriate for all the students in the course to write on the same topic, for purposes of comparison of critical approaches and interpretation. Most often, however, students should have original and individual projects, to emphasize their responsibility for the transformation, success and outcomes.

2) Outline of the project

Students at this point should establish a preliminary outline of their paper or project, numbering and titling the segments and clearly demonstrating the progression of the project as anticipated. Obviously critical reflection and discovery along the way will alter some of the students' prior perception of the subject matter, but a paper written without an outline is like driving without a map. It leads to confusion and lack of coherence and perspective and order in the student's demonstration. A project has a beginning (introduction), middle (a series of relevant points developed), and end (conclusion).

3) Researching the topic

Studying the texts, films, etc. directly, as primary research, is essential as a basis for critical evaluation. There is no detail too small to be meaningful, and often such an aspect of a work has been overlooked in its critical reception, even for centuries. Connecting certain aspects of the topic to the context of the work's production is equally essential. No one creates in a void. Prior works and other artists' contemporary works give contextual meaning and offer comparative or analogical criticism, and the historical, ideological, and social contexts greatly affect cultural production.

While we value originality and creativity in all student endeavors, it is essential that students familiarize themselves with the general critical corpus on a given topic, author, text, film, etc. And while it would seem that the internet is an endless source of information, such user-driven sites as Wikipedia are inadequate, inappropriate and even misleading as sources. A research paper does not involve dictionary definitions or encyclopedia-style background information, all of which are descriptive. The library is a valuable resource in developing a bibliography of books and articles already in print or online which offer critical treatment of the topic. The MLA bibliography is a ready-made important resource for work on literature and culture. Online and interlibrary loan services open up vast resources to the student. Once the bibliography has been selected, the student can pursue the critical history of the topic and annotate various critical assessments offered by other

minds. There will inevitably be certain sources that prove more revealing and relevant than others, and the student can thus establish a working bibliography. Quotations from critical sources are just as important as citing primary text in the paper. Accuracy in establishing page references, publisher and date of publication is essential at the time of consulting these materials. When two sources are found to be in conflict, that must be noted in the paper.

UNDER NO CIRCUMSTANCES SHOULD A STUDENT USE MATERIAL FROM ANOTHER SOURCE VERBATIM WITHOUT ATTRIBUTION. IT IS PLAGIARISM AND IS A CRIMINAL OFFENSE. Direct quotes should be placed between quotation marks; even paraphrasing must acknowledge its source. In both cases, page number(s) cited should be stated. Rewriting someone else's idea does not make it your own.

4) Drafting the paper

Introduction

Using the working outline, the student offers an introduction that intrigues the reader, not a mere performative listing of the points to come.

Development

In the exposition of the paper detailed assessment with critical references for each point are developed and elaborated. When establishing the relationship between a text and its context or between two or more texts or films, it is of primary importance not to fall into flat comparisons or biographical factual information. These are of value but in support of a critical assessment, not in place of it. This distinction can be summed up thus: do not strive to just say when or where, but rather why and how. The essence of critical writing is interpretation, the articulation of meaning generated by the work being studied.

Obviously the greater the student's cultural and linguistic competency, the richer the possibilities for interpretation. This is why there is no substitute for thorough attentive reading and annotating of both primary sources and critical responses

Normally criticism is written in the present tense when referring to a written text or film, since the text as a work of art continues to exist. It is appropriate to write in the past tense when giving historical information or the critical history of a topic. Accuracy in names and dates is essential.

When writing in another language, it is essential that the student engage in extensive and thorough language research and authentication, checking vocabulary and syntax against reliable sources.

Conclusion

The conclusion should not only summarize the salient points of the demonstration of the body of the paper, but should open up further exploration of the topic.

5) The final draft

All good term papers and projects include at least one rewrite, sometimes before they are submitted for a grade, sometimes after. Some professors offer a second grade for a corrected and improved paper. This is not an excuse for turning in a rough draft or sloppy work. The initially submitted paper must be the student's very best effort; the better the initial paper, the greater the opportunity to achieve an even finer critical piece with the input from the professor as reader. The

student chooses reference format (in parentheses, footnotes, endnotes, but in MLA style. The entire paper is double-spaced, including indented quotes.

6) The bibliography

This has already been discussed in the section on researching the paper, but it bears repeating in its proper place, at the end of the project, on a separate page. There are numerous standards for formatting a professional quality paper and bibliography, like MLA or Chicago Style Sheets, and others available in computer programs like Microsoft Word 2007. Consulting an existing bibliography in print can establish a useful model as well. There are different standards for punctuation and for the layout of bibliographical references from country to country. The choice must be made ahead of time between the student and the professor.

Evaluation Rubric for Grading and Critiquing Term Papers and Projects

What makes an A paper?

- 1) Clarity, concision, and correctness of linguistic expression
- 2) Careful mechanics, from punctuation and italicizing to quoting, footnoting, paragraph layout
- 3) Accurate references, internally in the text or film or topic, and externally, to critical sources.
- 4) Accurate information, including author, dates, context of production
- 5) Clear critical approach, stating methodology and ideology of project
- 6) Original assessment and interpretation, thinking creatively and not just copying others' ideas on the topic
- 7) A paper within the assigned parameters of length and topical development

What makes a B paper?

- 1) Student has made solid effort to outline and articulate the project but it lacks originality of interpretation.
- 2) There are occasional errors in the language.
- 3) There are occasional errors in the mechanics of the paper.
- 4) There are occasional errors in quoting and referencing other sources.
- 5) The student has not fully embraced the project; the paper does not accomplish the goals stated in the introduction.
- 6) The paper does not have a clear beginning, central exposition and conclusion.

What makes a C or inadequate (D), even failing (F), paper?

- 1) The paper is clearly a rehash of existing interpretation of the topic.
- 2) The paper is not fully outlined and developed; too short, out of proportion.
- 3) The student has not read and evaluated critical sources; inadequate bibliography.
- 4) The paper is full of errors in the language.
- 5) The paper is full of mechanical errors or errors in documentation.

Any paper that is plagiarized, copied, purchased from another source will receive an automatic grade of F. Action against the student is the professor's option.

Technology-based projects on PowerPoint or video require additional evaluative criteria, including issues of design and continuity in presentation.

May 2010

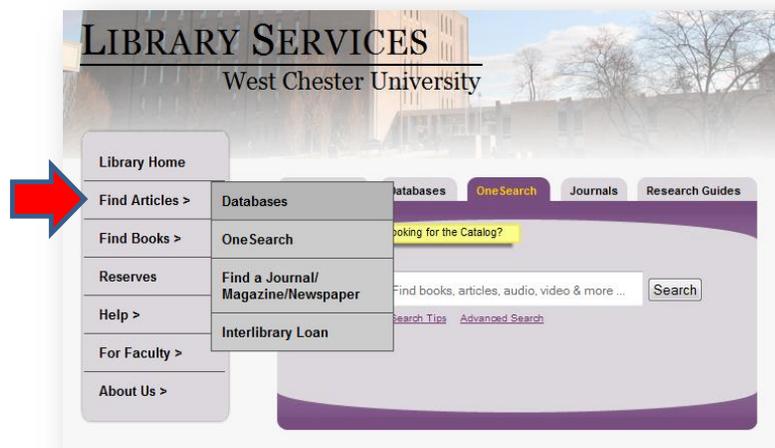
LITERARY ACADEMIC RESEARCH

FAQs

1. **What sources can I use for my bibliographic research?**
 - a. Peer-reviewed articles and books.
2. **What does peer-reviewed mean?**
 - a. It means that when the article or work was submitted for publication consideration, anonymous experts in the field decided if the article was valid for publication (its theory/thesis/proposition was sustained and appropriately defended). Therefore, it is a work that has been “approved” in a field.
3. **Is a *New York Times* article a valid peer-reviewed source?**
 - a. No. Newspapers are new sources, and they are not peer-reviewed.
 - b. You can use newspapers in a research work as ‘additional’ relevant information, but not as primary bibliographic source.
4. **The dangers of the Internet:**
 - a. Online sources are NOT peer-reviewed. *i.e. a blog, etc...*
 - b. Wikipedia, Google search, etc. are not to be used in an academic work. They might be used to gather very basic information that leads to appropriate research sources, but not as sources themselves!
 - c. One exception: Online peer-reviewed journals. Many journals have now free online access to their contents and articles. One such example in Spanish is Ciberletras (<http://www.lehman.cuny.edu/ciberletras/>) However, there are also online journals that are considered as ‘bad’ journals. Always consult with your Professor.

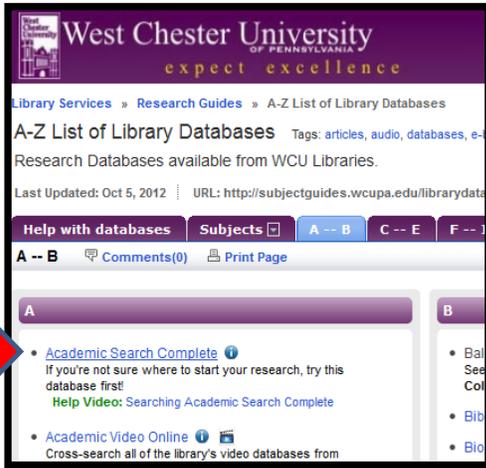
HOW TO FIND “PEER-REVIEWED ARTICLES” FOR AN ACADEMIC RESEARCH

In the University Library, go to FIND ARTICLES > DATABASES



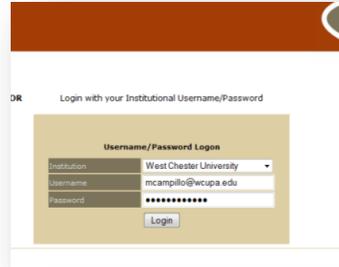
There are three main databases you can consult:
ACADEMIC SEARCH COMPLETE, JSTOR, and MLA INTERNATIONAL BIBLIOGRAPHY

ACADEMIC SEARCH COMPLETE

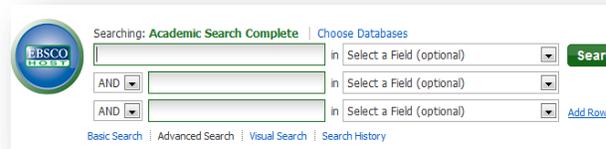


Once you enter the **Databases** Site, you will find “Academic Search Complete” as the first link.

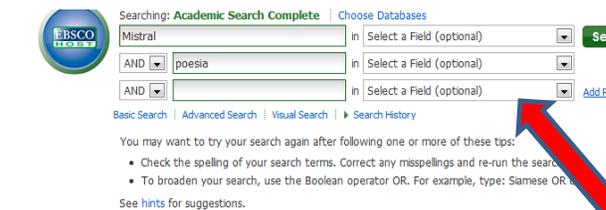
If you are on campus, you can click and it will go directly there. If you are off-campus, it will prompt you to log in:



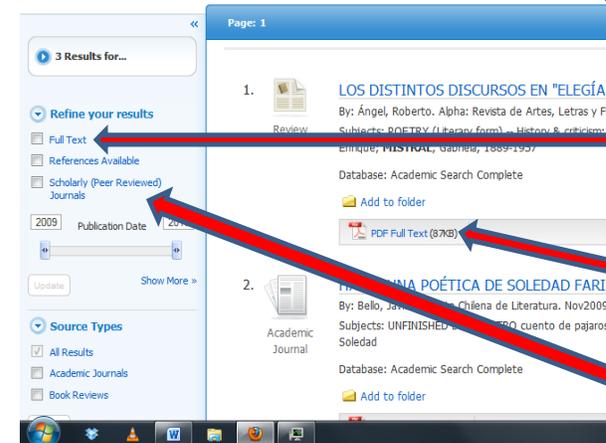
Once you are logged in, you can search any topic.



Here we searched for “**Mistral**” and “**poesía**.” You might find a large number of articles depending on your search terms. Search a wide number of terms related to your topic!



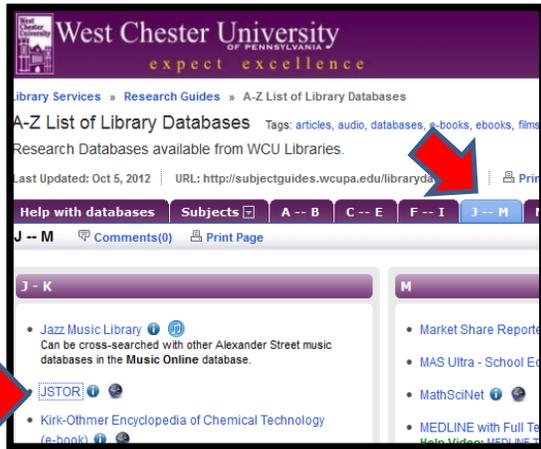
You can be more specific by restricting the terms to **TITLE**, or **AUTHOR**, etc.



You can also select “**FULL TEXT**” (it will show **ONLY** articles with full availability, in case you want to read them online at that moment). *This one has full PDF!*

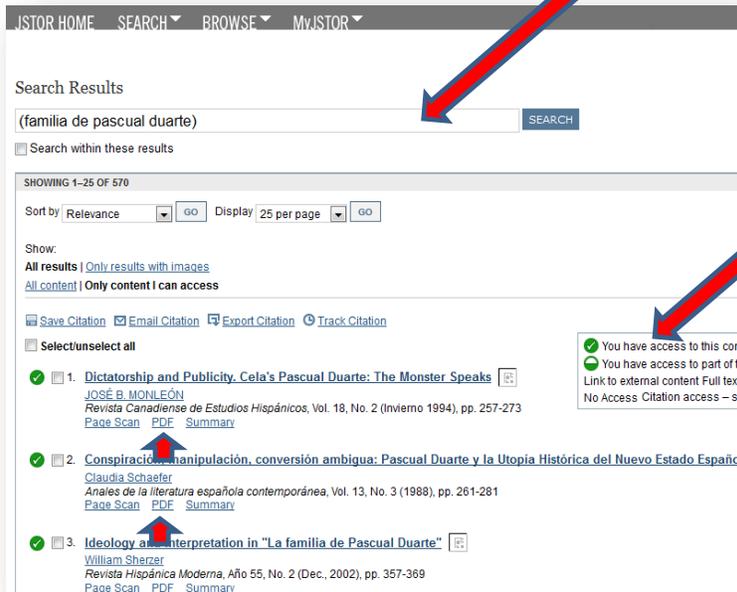
You can also restrict the search to peer-reviewed Journals only.

If the article you want is *NOT FULL TEXT* available, you can request it through *INTERLIBRARY LOAN*, and it might take 2-7 days to receive it as PDF. I teach you how to do this on page 5.



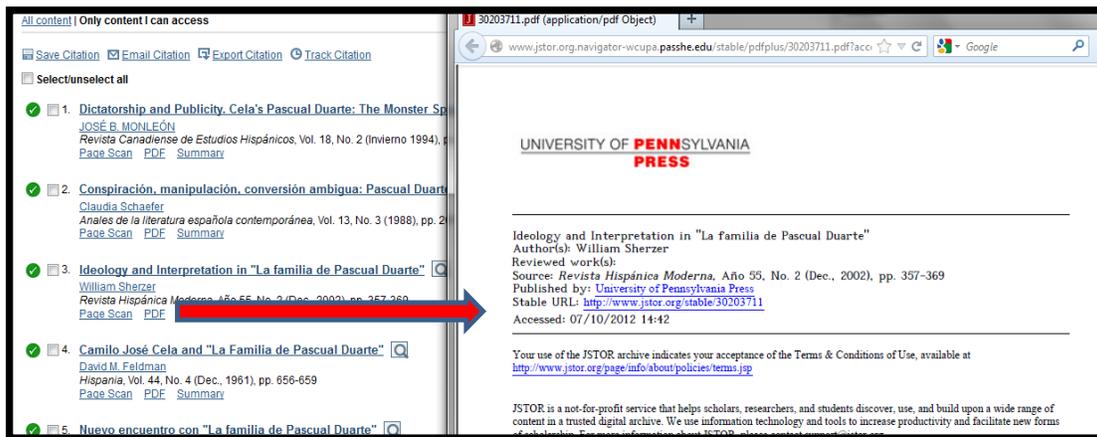
To get to the JSTOR Database (one of the most important Humanities online databases), click on the J-M tab and then select JSTOR.

To search in the JSTOR Database, simply add the terms you want to search, and it will list all available articles under that term. For instance, I searched for “*Familia de Pascual Duarte*” here (title of a novel by Spanish writer Camilo José Cela).



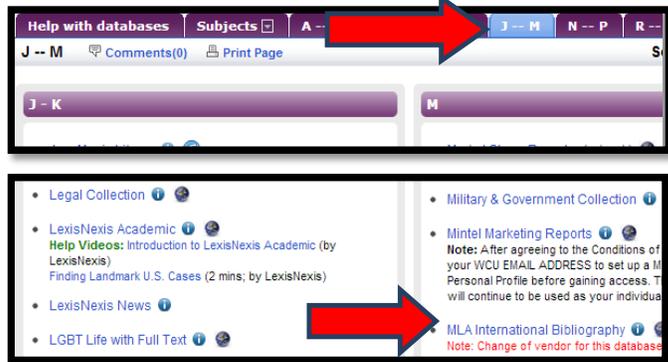
If an article full text is available, as PDF, you can read it online or download to your computer, or print, directly.

By clicking on the “PDF” link, a new window will pop up with the PDF article file.

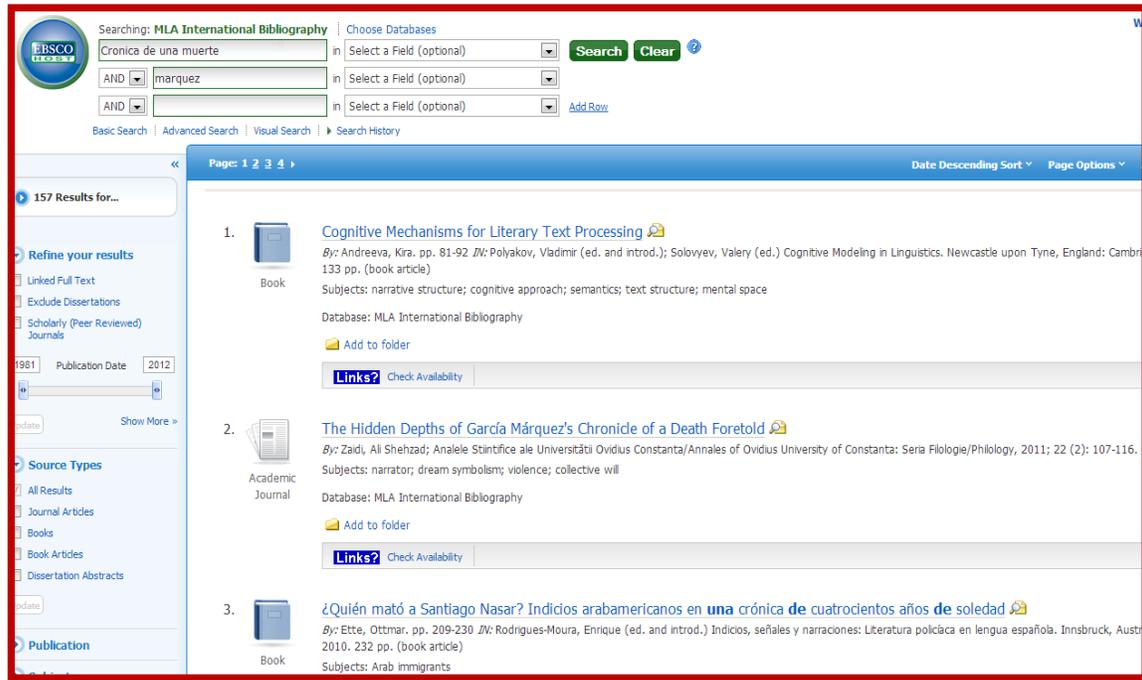


MLA INTERNATIONAL BIBLIOGRAPHY

The MLA International Bibliography contains all articles published on a given topic.



You can search as in the Academic Search Complete Database:



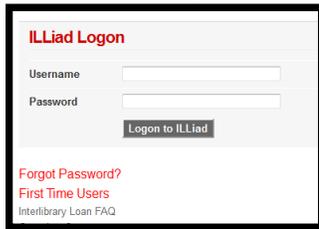
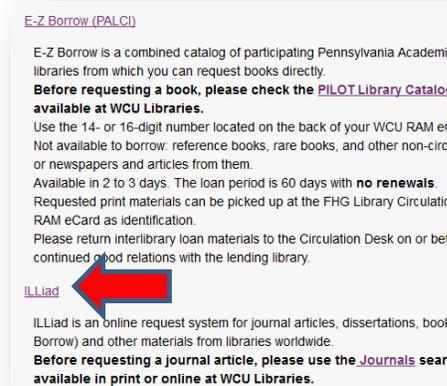
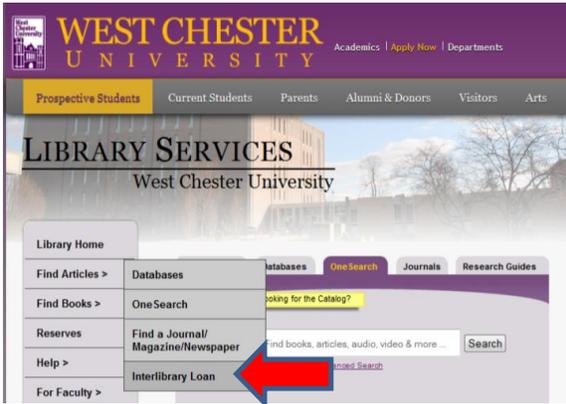
If the article you want is **NOT FULL TEXT** available, you can request it through **INTERLIBRARY LOAN**, and it might take 2-7 days to receive it as PDF.

REQUESTING ARTICLES NOT AVAILABLE ONLINE: INTERLIBRARY LOAN

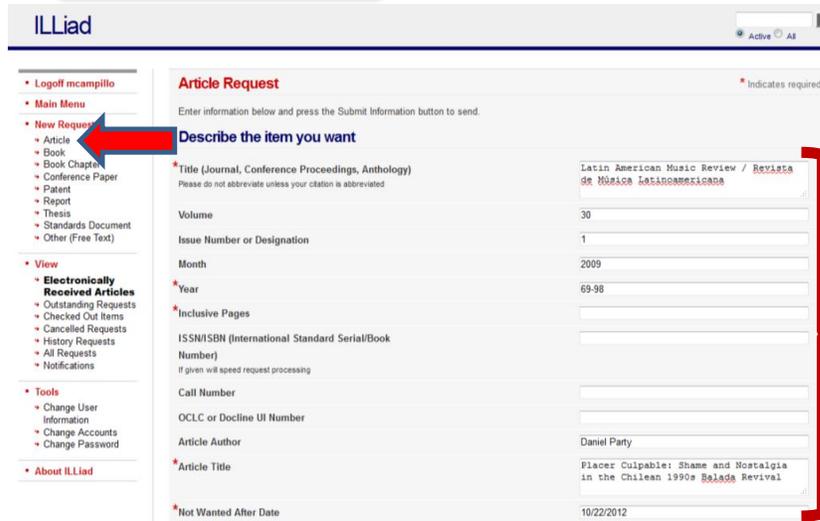
Imagine you find the following article on JSTOR by *Daniel Party* titled “*Placer Culpable: Shame and Nostalgia in the Chilean 1990s Balada Revival*,” but it is not fully available online. Then, you need to request it through Interlibrary Loan.



Go to the InterLibrary Loan site, and then find the ILLIAD link:



LOG IN to your Illiad account. If you do not have an account, click on “**FIRST TIME USERS**” and create one.



Once inside ILLIAD:

1. click on **NEW REQUEST > ARTICLE** on the left side
2. Fill out the information on the boxes as requested: author, title, pages...

Click on **SUBMIT REQUEST** at the bottom

You will receive an email when your article is ready to view as PDF. When you receive such email, simply LOG IN to your Illiad account, and click on “Electronically Received Articles.” It might take between 2 to 7 days to receive it.

SECTION G

Other Relevant Information for Students

Career Opportunities for Majors in Languages

The study of languages focuses on learning about the language, linguistics, literature, and culture of that program. The ability to speak another language fluently can be an asset in today's global world of work. Employment opportunities exist in many career fields and employment sectors for graduates with a foreign language.

Language graduates pursue careers in business, education, government, and the non-profit sector, and some pursue advanced degrees. Future career options may be determined not so much by the choice of your college major, but by your interests, skills, values, and types of work experiences acquired during college. Regardless of your career aspirations, increase your marketability to employers through internships, related work experience, good grades, advanced coursework, and involvement in campus activities. Many careers do not require a specific major, but rather a wide range of demonstrated skills, accomplishments, and related work experience while in school.

A Sample of Related Occupations

Advertising Copywriter	Flight Attendant	Librarian
Airport Staff Member	Foreign Correspondent	Market Research Specialist
Archivist	Film Specialist	Marketing/Sales Representative
CIA/FBI Agent	Government Service Officer	Peace Corps Worker
Columnist/Reporter	Student Advisor	Proofreader
Communications Specialist	Health Care Provider	Public Health Administrator
Community Affairs Specialist	Import/Export Specialist	Public Relations Specialist
Court Interpreter	Intelligence Researcher	Radio/TV Announcer
Cultural Affairs Officer	International Conference Planner	Social Worker
Customer Service Representative	International Consultant	Teacher
Customs/Immigration Officer	International Trade Specialist	Tour Organizer/Guide
Editor/Writer	Interpreter	Translator
Employee Relations Specialist	Investment Banker	Travel Agent

Types of Employers

Private & Non-profit Organizations

Advertising Agencies	Colleges & Universities	Red Cross International
Airlines/Airports	Consulting Firms	Retail Stores
American Friends Service	Hospitals/Clinics	School Systems
American Schools Abroad	Hotels/Restaurants/Resorts	Social Service Agencies
Amnesty International	International Exchange Programs	Television/Radio Stations
Banks	Libraries	Travel Agencies
Book Publishers	Manufacturing Firms	United Nations
CARE, Inc	Newspapers/Magazines	World Health Organization
Civic Organizations	Pan American Health Organization	YMCA/YWCA
Clinics	Project Hope	

Government Agencies

Agency for Int'l. Development	Government Service	Office of Intern'l Policy
Bureau of Export Admin.	Immigration & Naturalization Service	Office of Int'l. Affairs
Bureau of Intelligence & Research	International Trade Admin.	Office of Int'l. Coop. & Devel.
Bureau of Int'l. Labor Affairs	Library of Congress	Peace Corps/AmeriCorps
CIA/FBI	National Endowment for the Humanities	Telecommunications Satellite Organization
Defense Intelligence Agency	National Security Agency	US Customs Service
Department of Defense	Governor's Commission on Int'l. Trade	US Department of State
Drug Enforcement Admin.	Int'l. Trade Division	US Information Agency
International Agricultural Service	Travel & Tourism Division	Voice of America
International Commercial Service	Office of International Education	

Some Useful Phone Numbers

Registrar's Office.....	610-438-3541
Associate Provost.....	610-438-3551
Bursar's Office.....	610-438-2552
Financial Aid.....	610-438-2927
Public Safety	610-438-3311
Library.....	610-438-2843
SSI Bookstore.....	610-438-2242

Deans:

College of Arts/Sciences ...	610-438-3243
College of Business/Public Affairs...	
	610-438-2824
College of Education.....	610-438-2428
College of Health Sciences.....	
	610-438-2938
College of Visual/Performing Arts.....	
	610-438-2489

Diplomas

You will receive a diploma cover at commencement.

Diplomas are mailed approximately 8 weeks after the ceremony.

December commencement.....late February mailing
May commencement,late July mailing
August commencement.....late October mailing

Ready for Graduation?
Things you need to know.



Office of the Registrar
25 University Ave
West Chester University

www.wcupa.edu/registrar

Common Pitfalls

Keep your record clear of all holds. You will not receive a diploma if you have holds on your record.

Make sure you have a 300 level "writing emphasis" course.

BIOL 102 does NOT count as a science gen ed course.

Check the total adjusted credits on your DPR. All students need a minimum of 120 credits to graduate. Some majors may require more than 120. Check with your advisor.

Transfer students: En sure all transfer credits are posted by reviewing your DPR. 60 WCU credits required for commencement honors.

If you must take summer course work to complete your degree then you must apply as an August graduate (not May). All August graduates walk in the May commencement.

Commencement

All commencement information and the list of graduates are posted on the Registrar's webpage: www.wcupa.edu/registrar

December Commencement is held in Hollinger Fieldhouse and requires 2 ceremonies.

May commencement is held at Farrell Stadium.

Are you Ready to Graduate?

Discuss your anticipated graduation date with your advisor.

Apply for graduation once you have earned 90 credits.

The Graduation Application Timeline is available on the Registrar's webpage: www.wcupa.edu/registrar

Apply for graduation through your MyWCU account. Click on "Apply for Graduation" and follow the prompts.

You may only apply online for graduation one time. If you do not see your graduation term online then go to the Registrar's office to apply in person. Once you apply online, if you need to make changes to your graduation term go to the Registrar's office.

Keep in mind, applying late for graduation may result in your name not being included in the Commencement brochure!

What Happens After You Apply for Graduation?

A Graduation fee of \$82 is charged to your student account.

Keep checking your WCU email. Your Graduation Analyst will email you with important information.

A Graduation Analyst in the Registrar's Office will review your academic record to check to see that you have completed your general education requirements.

Your advisor/academic department will check to see if you have completed your major/minor academic requirements after your last semester is graded.

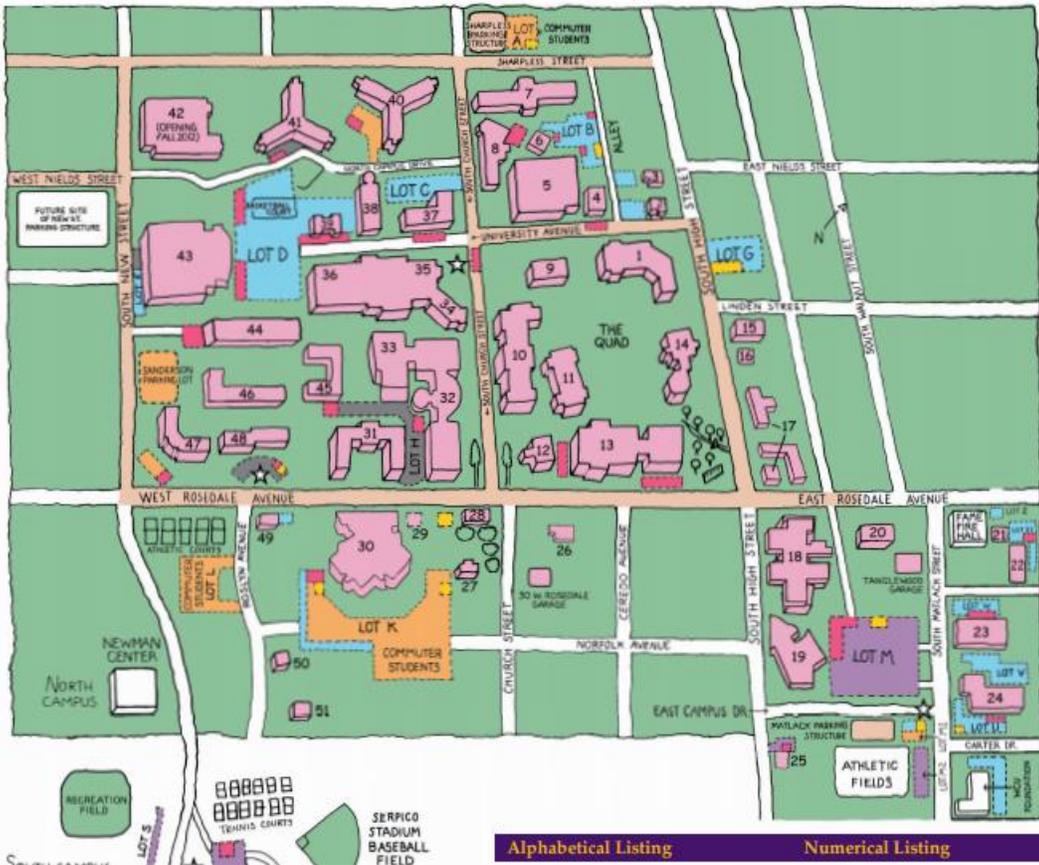
Important Tips

TAKE CHANGE OF YOUR ACADEMIC RECORD!

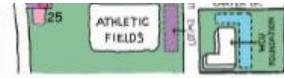
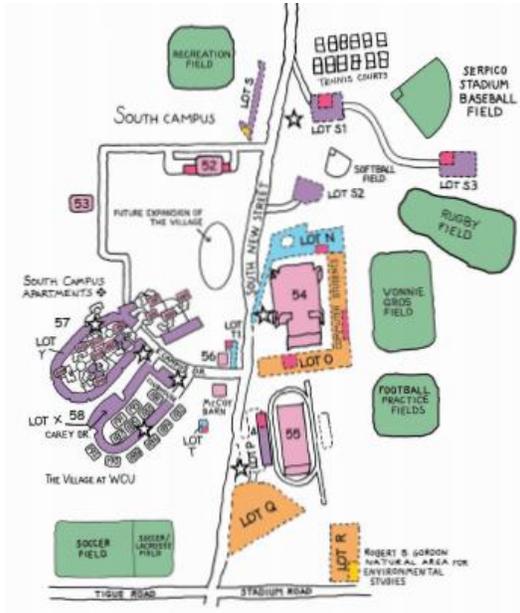
Run a Degree Progress Report (DPR) every term before you meet with your advisor.

If you have questions about your DPR, ask your advisor. If your advisor can't answer your question, go to the Chairperson.

CAMPUS GUIDE



Alphabetical Listing Numerical Listing



Alphabetical Listing Numerical Listing

Building Name	Bldg#	Building Name	Bldg#
13/15 University Ave.	4	Philips Memorial Building	1
25 University Ave.	5	Filano Hall	2
30 W. Rosedale Ave./Garage	26	624 S. High St.	3
114 W. Rosedale Ave.	49	13/15 University Ave.	4
201 Carter Dr.	24	25 University Ave.	5
210 E. Rosedale Ave.	21	Reynolds Hall	6
220 E. Rosedale Ave.	22	McCarthy Hall (residence hall)	7
624 S. High St.	3	Mitchell Hall	8
701 S. High St.	15	Ruby Jones Hall	9
703 S. High St.	16	Anderson Hall	10
809 Roslyn Ave.	50	Recitation Hall	11
811 Roslyn Ave. (Montemuro House)	51	Old Library	12
850 S. New St.	52	Francis Harvey Green Library	13
Allegheny Hall (residence hall)	45	Main Hall	14
Alumni House	27	701 S. High St.	15
Anderson Hall	10	703 S. High St.	16
Boiler Plant	38	College Arms Apartments (residence hall)	17
Brandywine Hall (residence hall)	46	E. O. Bull Center for the Arts	18
College Arms Apartments (residence hall)	17	Swope Music Building and the Performing Arts Center	19
E. O. Bull Center for the Arts	18	Tanglewood / Tanglewood Garage	20
Ehinger Office Annex	34	210 E. Rosedale Ave.	21
Ehinger Gymnasium	35	220 E. Rosedale Ave.	22
Farrell Stadium	55	Warehouse (Receiving and Logistics)	23
Filano Hall	2	201 Carter Dr.	24
Francis Harvey Green Library	13	Poetry Center	25
Glen Echo	53	30 W. Rosedale Ave./Garage	26
Goshen Hall (residence hall)	40	Alumni House	27
Hollinger Field House	36	Messikom Hall (Admissions)	28
Killinger Hall (residence hall)	31	McKelvie Hall (Graduate Studies)	29
Lawrence Center	43	Sykes Student Union	30
Main Hall	14	Killinger Hall (residence hall)	31
McCarthy Hall (residence hall)	7	Schmucker Science Center	32
McCoy Center	56	Merion Science Center	33
McKelvie Hall (Graduate Studies)	29	Ehinger Office Annex	34
Merion Science Center	33	Ehinger Gymnasium	35
Messikom Hall (Admissions)	28	Hollinger Field House	36
Mitchell Hall	8	Peoples Building	37
Old Library	12	Boiler Plant	38
Peoples Building	37	Speakman Building (Housekeeping)	39
Philips Memorial Building	1	Goshen Hall (residence hall)	40
Poetry Center	25	Tyson Hall (residence hall)	41
Recitation Hall	11	Student Recreation Center	42
Reynolds Hall	6	Lawrence Center	43
Ruby Jones Hall	9	University Hall (residence hall)	44
Sturzebecker Health Sciences Center	54	Allegheny Hall (residence hall)	45
Schmidt Hall (residence hall)	47	Brandywine Hall (residence hall)	46
Schmucker Science Center	32	Schmidt Hall (residence hall)	47
South Campus Apartment Complex (residence hall)	57	Wayne Hall (residence hall)	48
Speakman Building (Housekeeping)	39	114 W. Rosedale Ave.	49
Student Recreation Center	42	809 Roslyn Ave.	50
Swope Music Building and the Performing Arts Center	19	Montemuro House (811 Roslyn Ave.)	51
Sykes Student Union	30	850 New St.	52
Tanglewood / Tanglewood Garage	20	Glen Echo	53
Tyson Hall (residence hall)	41	Sturzebecker Health Science Center	54
University Hall (residence hall)	44	Farrell Stadium	55
The Village at WCU (residence hall)	58	McCoy Farmhouse	56
Warehouse (Receiving and Logistics)	23	South Campus Apartment Complex (residence hall)	57
Wayne Hall (residence hall)	48	The Village at WCU (residence hall)	58

KEY

- PARKING**
- Student*
 - Faculty/Staff*
 - Faculty/Staff/Student*
 - Borough of West Chester Garage, Meter, or Permit
 - Visitor
 - ADA Accessible Only
 - Reserved
- * University decal required. Lot restrictions designated by posted signs, which take precedence over published materials.
- ◆ ADA parking available at each apartment building. Signs are clearly marked.
- Parking decals and enforcement subject to change as posted.
- A separate, detailed map for people with disabilities is available at Public Safety in the Peoples Building, the Information Desk in Philips Memorial, and Sykes Student Union.
- ☆ Shuttle Bus Stop

See the pdf full version at <http://www.wcupa.edu/information/official.documents/undergrad.catalog/inc/pdfs/campusmyk.pdf>

Building Prefixes

AND.....	Anderson Hall
ALG	Allegheny Hall
ATH	850 South New St.
BRN	Brandywine Hall
CAR	201 Carter Drive
EHG	Ehinger Gym
EOA	Ehinger Office Annex
EOB.....	E.O. Bull Center
EQN	220 E. Rosedale Ave.
FLX 001	701 S. High Street
GBC	Graduate Business Center (1160 McDermott Drive)
GOS.....	Goshen Hall
HOL	Hollinger Field House
HSC.....	Sturzebecker Health Sciences Center (South Campus)
LAW	Lawrence Center
LB1	FHG Library
LIB	FHG Library
LIT	210 E. Rosedale Ave.
MER.....	Merion Hall
MIT	Mitchell Hall
MNH	Main Hall
OCL.....	Off-Campus Location
OLD	Old Library
PAC.....	Performing Arts Center
PEO	Peoples Building
PHL	Philips Memorial Building
REC.....	Recitation Hall
REY.....	Reynolds Hall
RUB	Ruby Jones Hall
SMB	Swope Music Building
SSL.....	Schmucker Link
SSN	Schmucker Science Center (North)
SSS.....	Schmucker Science Center (South)
SWK.....	114 W. Rosedale Ave.
SYK.....	Sykes Student Union
TBA.....	To Be Announced
TYS.....	Tyson Hall
UNA.....	25 University Avenue