Department of History

Undergraduate Student HANDBOOK

2015-16 Edition

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INTRODUCTION

Congratulations! You have chosen to major in History, the most exciting and useful of all academic disciplines (at least your professors think so). The study of history serves intellectual, civic, and moral purposes. Intellectually, it hones the mind through the critical use of evidence and logic as we grapple with the complexities of the past. On a civic level, the study of history teaches us about the origins, evolution, and meaning of our institutions and ideals. Morally, history teaches us about the causes and consequences of human decisions and actions; it enables us to examine both the venality and virtue of humankind. History also exposes us to the wonder of the human condition, from the grand sweeping narrative to the exciting details that add spice to the story. Welcome to the journey that we shall take together down the highways and byways of the past.

This Handbook is dedicated to you, the student of history. It is your guide through the labyrinth of your degree program. Keep your Handbook throughout your association with the Department. It will help you plan your program and maintain a record of your progress toward the degree, and it even has some hints on what to do after you graduate. Reading and following its precepts does not guarantee eternal bliss; doing so, however, increases your chances of a less stressful, more successful academic experience.

We thank the Departments of Communication Studies, Management, and Psychology, all of which generously donated copies of their handbooks for use as models. Special thanks go to the thousands of students who have passed through this University as our advisees. Their comments, questions, and suggestions are the basis of this work.

This Handbook surveys the academic programs, policies and procedures in effect at the time of its revision (Spring 2014). Policies and procedures change; their interpretations change even more rapidly. For your peace of mind, obtain a copy of the University Catalog for the year in which you first matriculated. If you are a first-year student, you should have received one during Orientation. If you did not, get one from the Admissions Office at 25 University Avenue. While we have made every effort to ensure that this Handbook is in concert with the catalog, the catalog is the final authority. Teacher certification students should also keep current with pamphlets and other announcements from the College of Education.

A few prospective social studies teachers think that because they are going to teach, they are majoring in Education. They are wrong. You, and they, are majoring in History. In the first place, the Pennsylvania Department of Education requires you to major in an academic discipline if you plan to teach. That is why your degree is a Bachelor of Arts. Second, the History Department will provide 54 of the credits you will earn at West Chester; they include your History content courses, Methods of Teaching Social Studies, and student-teaching. The School of Education is responsible for 21 of your credits. You belong to History and to the College of Arts and Sciences. You will be happy here. This is your home away from home.

This Handbook is constantly being revised and, we hope, improved. Your suggestions are welcomed, but remember that the University Catalog supersedes any policies found in the following pages. If you think of information that ought to be included, however, please tell the chair or assistant chair.

FACULTY AND STAFF

The History faculty is dedicated to good teaching and solid scholarship. We are anchored by the experience of some of the most senior members of the faculty and invigorated by the new ideas brought by the newest members of the professorate. Every regular full-time member of the faculty has earned the doctorate and is actively engaged in research in her/his chosen area of specialization. Get to know them. If you share an interest in a particular area of history with one of the faculty, chat with that person. You may be amazed by how much we like to talk about our specialties. The faculty and staff of the Department are:

Staff

Ms. Carole MARCIANO, Departmental Secretary.
Office: 404 Wayne Hall. Telephone 610-436-2201.

There is a reason why Ms. Marciano is listed first. She is the glue that holds this department together. She is a great help to students with questions or requests, but she is a very busy woman upon whom you should not place unreasonable demands.

Faculty

Dr. Cecilia L. CHIEN, Associate Professor, Ph.D., Harvard University, 1994. *Assistant Chairperson*.
Office: 424 Wayne Hall. Telephone: 610-436-2995.

Dr. Chien is the department's East Asian specialist. Before WCU, she studied in Tokyo and Kyoto, Japan, and taught for ten years at the Hong Kong University of Science and Technology. Her first book was a study of political economy in the Song period, *Salt and State* (University of Michigan, Center for Chinese Studies, 2004). Her new project involves regional and family history in South China from the 10th century to today. She teaches courses on pre-modern and modern China, pre-modern and modern East Asia, East Asia through film, Asian Americans, world history, and 20th century global history.

Dr. Martha DONKOR, Assistant Professor, Ph.D., University of Toronto, 2000.
Office: Wayne 431. Telephone: 610-436-2569.

Dr. Donkor is a joint appointment with Women's and Gender Studies. Her scholarly expertise is in gender, race, ethnicity, immigration, and African history. Dr. Donkor has taught such courses as Women in Global Societies as well as advanced courses in Feminism and Women's Studies and African history. Her *Sudanese Refugees in the United States: The Collateral Damage of Sudan's Civil War* was published by Edwin Mellen Press in 2008.

Dr. Éric FOURNIER, Associate Professor, Ph.D., University of California-Santa Barbara, 2008.
Graduate Coordinator.
Office: 415 Wayne Hall. Telephone: 610-436-2168.

Dr. Fournier joined our faculty in 2008 and is now our graduate coordinator. His research interests lie in late antiquity, especially the treatment of ecclesiastical leaders in Vandal-occupied North Africa, and he teaches courses on ancient Mediterranean history in addition to the History of Civilization surveys.

Dr. Jonathan FRIEDMAN, Professor, Ph.D., University of Maryland, 1996. *Director of Graduate Holocaust and Genocide Studies Program*.
Office: 409 Main Hall. Telephone: 610-436-2972.

After spending a number of years with Steven Spielberg's Shoa Foundation and the National Holocaust Memorial Museum, Dr. Friedman joined West Chester's faculty in 2002 as Director of the Holocaust/Genocide Education Center. Not surprisingly, he specializes in modern German and modern Jewish history. His published work includes *The Lion and the Star: Gentile-Jewish Relations in Three Hessian Communities, 1919-1945* and *Speaking the Unspeakable: Essays on Sexuality, Gender, and Holocaust Survivor Memory*.

Dr. Brenda GAYDOSH, Assistant Professor, Ph.D., American University, 2010.
Office: 421 Wayne Hall. Telephone: 610-436-0734.
Dr. Gaydosh is our Central European and Early Modern European specialist. She teaches courses such as Renaissance and Reformation, European Religion, Germany, as well as the History of Civilization surveys. Dr. Gaydosh's research interests lie in the history of the Catholic Church in 20th-century Germany. She is preparing to publish a biography of Father Bernhard Lichtenberg, a Catholic martyr of the Nazi era, with Catholic University Press. In addition, she is researching the life of Cardinal Alfred Bengsch, as he ministered to a split Berlin during the Cold War.

Dr. Karin E. GEDGE, Professor, Ph.D., Yale University, 1994. *Social Studies Coordinator*
Office: 416 Wayne Hall. Telephone: 610-436-2971.
Dr. Gedge's specialty is American antebellum history, specifically women's history. She teaches Women in America, US Intellectual History, and the United States surveys. As such, she conducts the Methods of Teaching Social Studies course and supervises student-teachers. Her *Without Benefit of Clergy: Women and the Pastoral Relationship in 19th Century American Culture* was published by Oxford University Press in 2003. Dr. Gedge is also among our cadre of social studies specialists and is our current social studies education coordinator.

Dr. Steve GIMBER, Associate Professor, Ph.D., American University, 2000. *American Studies Coordinator*
Office: 417 Wayne Hall. Telephone: 610-436-2237.
Dr. Gimber's specialty is early American history, and he teaches courses on Colonial America, Revolutionary America, and the United States surveys. Some of his scholarship can be seen on *ExplorePAhistory.com*. He is also the coordinator for the American Studies concentration and minor.

Dr. Wayne HANLEY, Professor, Ph.D., University of Missouri, 1998. *Department Chairperson*.
Office: 426 Wayne Hall. Telephone: 610-436-2201 (or x-2681 or x-2290).
Dr. Hanley's area of historical specialization is in eighteenth-century Europe in general and Revolutionary and Napoleonic France in particular. In 2001, he won the American Historical Association's prestigious Gutenberg-e prize for his dissertation, *The Genesis of Napoleonic Propaganda, 1796-1799,* which was published by Columbia University Press in 2003 as e-book and in 2005 in hardcover. He is currently working on a biography of Marshal Michel Ney, one of Napoleon's great generals, and he is part of our cadre of social studies student-teacher supervisors.

Dr. Charles A. HARDY III, Professor, Ph.D., Temple University, 1989. *History Internship Coordinator*.
Office: 414 Wayne Hall. Telephone: 610-436-3329.
Before coming to West Chester, Dr. Hardy spent a decade as an independent documentary producer and historical consultant, producing sound documentaries for public radio and video documentaries for various museums and other non-profit organizations. He is active in the field of oral history. In 1999, the Oral History Association presented Dr. Hardy with its Nonprint Media Award for outstanding use of oral history in his multimedia publication, *I Can Almost See the Lights of Home*. He currently serves on the National Council of the Oral History Association. His most recent project is *ExplorePAhistory.com*, an educational website. In addition to the United States surveys, he teaches Oral History, American Popular Culture, Environmental History, Varieties of History, and he coordinates the department's internships.

Dr. James A. JONES, Professor, Ph.D., University of Delaware, 1995.
Office: 411 Wayne Hall. Telephone: 610-436-2312.
Dr. Jones's areas of specialization are African history, globalization, and the use of computer technology in historical research. Accordingly, he teaches courses in African History as well as Computer Applications in Historical Research and the History of Civilization surveys. Heinemann published his *Industrial Labor in the Colonial World: The African Workers of the Chemin de Fer Dakar-Niger* in 2002. His work on Riggtown, a West Chester neighborhood, has earned him a reputation in the community. Professor Jones also has two works on local history: *Made in West Chester: A History of Industry in West Chester, Pennsylvania, 1867-1945* and *Railroads of West Chester.*

Dr. Lisa A. KIRSCHENBAUM, Professor, Ph.D., University of California, Berkeley, 1993.
Office: 412 Wayne Hall. Telephone: 610-436-2997.
Dr. Kirschenbaum is our specialist in Russian history. Before arriving at West Chester, she taught at a private secondary school in California. Her expertise includes both Russian history and social studies. In addition to the History of Civilization surveys, she teaches courses in Russian history, gender and war in modern Europe, and supervises student-teachers. Her *Small Comrades: Revolutionizing Childhood in Soviet Russia* was published by RoutledgeFalmer in 2000, and her *The Legacy of the Siege of Leningrad, 1941-1995: Myth, Memories, and Monuments* was released by Cambridge University Press in 2006. She is currently examining Soviet perceptions of World War II.

Dr. Robert J. KODOSKY, Associate Professor, Ph.D., Temple University, 2006.
Office: 419 Wayne Hall. Telephone: 610-436-2288.
Dr. Kodosky is our Diplomatic and Military History specialist. He is the author of *Psychological Operations American Style: The Joint United States Public Affairs Office, Vietnam and Beyond* (Lexington Books, 2007) and his current research interests concert popular culture and the Vietnam War. He teaches our courses in US diplomatic and US military history in addition to the US history surveys, and he is part of our cadre of social studies student-teacher supervisors.

Dr. Anne KRULIKOWSKI, Assistant Professor, Ph.D., University of Delaware, 2001.
Office: 427 Wayne Hall. Telephone: 610-436-2255.
Dr. Krulikowski's specialty is the Gilded Age and Progressive era and the history of the American city. Her current research interests focuses on the development of the Philadelphia suburbs and American material culture. She teaches courses on the Gilded Age and Progressive Era, American cities, Pennsylvania history and public history.

Dr. Thomas J. LEGG, Associate Professor, Ph.D., The College of William and Mary, 1994.
Office: 428 Wayne Hall. Telephone: 610-436-0741.
Dr. Legg's interests include the American Civil War, technology and American society, and nineteenth century maritime and naval History. Prior to coming to West Chester, Dr. Legg held positions at Mystic Seaport and Western Michigan University. His work has appeared in *American Civil War Leadership* and *Naval War College Review*. In addition to Varieties of History, he teaches Civil War, Maritime history, a course on American technology and life, and he supervises social studies student-teacher supervisors.

Dr. Tia MALKIN-FONTECCHIO, Assistant Professor, Ph.D., Brown University, 2003.
Office: 430 Wayne Hall. Telephone: 610-436-2654.
Dr. Malkin-Fontecchio's specialty is Latin American history. Accordingly, she teaches Colonial Latin America, Modern Latin America, and electives in Latin American history, in addition to the History of Civilization surveys. Her dissertation, "Citizens or Workers? The Politics of Education in Northeast Brazil, 1959-1964," focused on popular culture and educational reform in 1960s Brazil. She also supervises student-teachers.

Dr. Brent RUSWICK, Assistant Professor, Ph.D., University of Wisconsin, 2006.
Office: 409 Wayne Hall. Telephone: 610-436-2248.
Dr. Ruswick is our new specialist in social studies. He also teaches history of science and turn-of-the-century US history. He has published articles in *The History Teacher, Journal of the Gilded Age and Progressive Era, The Indiana Magazine of History*, and in December 2012 Indiana University Press published his first book, *Almost Worthy: The Poor, Paupers, and the Science of Charity in America*.

Mr. James SCYTHES, Instructor, M.A., Villanova University, 1997.
Office: 423 Wayne Hall. Telephone: 610-436-2212.
Mr. Scythes teaches survey courses in both US and world history as well as supervises student-teachers. He currently has a manuscript of a biography of a teen-aged officer, 2nd Lt. Thomas James Howell, under consideration by Lehigh University Press and is working on a biography of Civil War general Samuel Gibbs French.

Dr. Janneken SMUCKER, Assistant Professor, Ph.D. University of Delaware, 2010.
Office: 413 Wayne Hall. Telephone: 610-436-2345.
Dr. Smucker's specialties include American material culture and digital history. Prior to joining West Chester's history department, she spent two years as a Content Specialist for Night Kitchen Interactive, a Philadelphia design firm specializing in websites and interactive experiences for museums and cultural institutions, including several Smithsonian museums and Monticello. On her digital projects, she focuses on using technology to engage the public in history by presenting content in accessible, interactive ways. In addition to courses on digital history, she teaches various courses on American history and culture. In 2013, Johns Hopkins University Press published her *Amish Quilts: The Story of America's "First Abstract Art."*

Dr. LaTonya THAMES-TAYLOR, Associate Professor, Ph.D., University of Mississippi, 2005.
Office: 432 Wayne Hall. Telephone: 610-436-2970.
Dr. Thames-Taylor spent the summer of 2000 with us as a Frederick Douglass Teaching Scholar, and then joined our regular faculty in 2001. Her teaching areas include the history of the American South, Violence in America, and African-American history.

Dr. Elizabeth URBAN, Assistant Professor, Ph.D., University of Chicago, 2012.
Office: 429 Wayne Hall. Telephone: 610-436-2569.
Dr. Urban is one of the newest members of the department and serves as our specialist in the Islamic World. She researches the cultural identity of slave mothers and their children in the early Islamic period, and she teaches courses on Middle East history.

Adjunct Faculty **(Office: 400 Wayne Hall. Telephone: 610-436-2324).**

Dr. Thomas BROPHY, Adjunct Professor, Ph.D, University College-Dublin, 2003.
Dr. Shelley COSTA, Adjunct Professor, Ph.D, Cornell University, 1979.
Mr. Larry DEANGELIS, Adjunct Professor, J.D. Temple University, 1978.
Dr. Elliott DRAGO, Adjunct Professor, Ph.D., Temple University, 2014.
Mr. Charles GEDGE, Adjunct Professor, M.A., Roosevelt University, 1976.
Dr. Vance KINCADE, Adjunct Professor, Ph.D, Miami University of Ohio, 1996.
Dr. Angelo REPOUSIS, Adjunct Professor, Ph.D, Temple University, 2002.
Ms. Stephanie SENA, Adjunct Professor, MA, Villanova University, 2003
Mr. Luke SWINSON, Adjunct Professor, ABD, Temple University, 2012.

Graduate Assistants

Graduate assistants in the Department of History are available for tutoring in all history classes, but especially for the survey courses in History of Civilization and US history. If you would like to know more about the tutoring services available or to schedule a tutorial appointment, contact the graduate assistants at:

- Office: 433 Wayne Hall
- Telephone: 610-436-2431

ACADEMICS

This section provides an overview of the academic programs of the Department of History, including the WCU Academic Integrity Policy and General Education program. It also contains copies of the Guidance Record Sheets that you should use to record your progress toward the degree, model four-year plans for the BA and BA with teacher certification, some hints for scheduling, some opportunities for academic enrichment, and a few suggestions regarding study skills.

Advising

Advising is one of the more important functions of the faculty. You will be assigned an advisor. The list is posted on the bulletin board outside the Department office on the 4th floor of Wayne Hall. Find your name; find your advisor. Go to her or his office and introduce yourself. You must contact your advisor to gain access to scheduling (*or the chair or assistant chair if you cannot meet with your advisor before your scheduling date*). Beyond that, your advisor is an invaluable resource who is not only happy to help you navigate past the shoals of this institution, but can also provide useful information regarding careers and/or graduate school. Finally, even though some of us are as old (or older) than your parents, we are not your parents and, at one time, were college students. If you are troubled, your advisor may be able to help or at least direct you to those who can best help you. If you have elected the social studies curriculum, you will also have an advisor in the Department of Professional and Secondary Education. Endeavor to become acquainted with that person by your junior year; you will need her or his signature on some forms. If you and your History advisor are not *simpatico*, ask the department chair, assistant chair or the departmental secretary to assign you to someone else. Changing advisors is not a big deal. We want you to be happy with your advisor. And don't be hurt if you are assigned to a new advisor. Sometimes we need to level out the advising load or an advisor may be on leave for a semester or two.

Degree Programs

This section may be easier to understand if you refer to the Guidance Record Sheet pertaining to your degree, following the Model schedules. If you are in the standard BA curriculum, you should utilize the form marked "GREEN" (or "SALMON" if you have an American Studies Concentration). If you have elected the teacher certification in social studies option, you should utilize the form marked "YELLOW" (in your departmental file, the forms are actually green or salmon or yellow). Incidentally, most courses are worth three credits; only some music and physical education courses are worth fewer. Hence, "three courses" usually means nine credits.

Bachelor of Arts in history: The BA is the standard liberal arts degree. It prepares you for everything and nothing, all at the same time. A BA prepares you for everything by honing your abilities to find and interpret evidence and express yourself clearly. These are skills suitable to any occupation. However, the degree does not bring with it any sort of professional license. It does, however, offer a solid foundation for the law, public service, ministry, business, and further study. It also has the advantage of being among the most flexible of all curricula at West Chester University.

Bachelor of Arts in history with an American Studies Concentration: American Studies emerged as an academic movement shortly after World War II. With the United States suddenly thrust upon the world stage as a relatively young leader and with growing specialization fragmenting knowledge and communication, various American scholars felt compelled to integrate information and insights from many sources in an effort to understand what was "American" about America.

The American Studies program operates on the assumption that all aspects of America's intellectual, artistic, and material culture, and its vernacular tradition as well as its cultivated tradition, are valuable sources of information and insights about American civilization. The American Studies concentration is more interdisciplinary in nature than the traditional BA in history because it draws from a number of academic disciplines covering all facets of American civilization in the pursuit of an understanding of American culture.

Bachelor of Arts in history with Elective Social Studies Teacher Certification: Over the last few years, the Commonwealth of Pennsylvania has drastically altered teacher education programs. The Department of History used the opportunity to modernize its teacher education curriculum. It did so by eliminating the BSED and revamping the course of study to ensure that prospective teachers met the requirements for certification in Pennsylvania as well as the standards established by the National Council for the Social Studies while completing a BA within the usual four-year curriculum. We dropped the BSED because that degree is a relic of our state teachers' college roots and is, candidly, not indicative of the quality of your program. Among its other advantages, our BA program gives you a solid foundation in the academic content area and ensures that you have foreign language competency that should enhance your employment prospects. Should you decide to not pursue certification, the program enables you to graduate with no loss of time, credits, or money because you will not be changing your major.

Some students enter the teacher preparation curriculum because they think teaching does not require any heavy lifting, they'll have their summers off, they want a backup in case they can't get the job they want, or they don't know what else to do with History. *Time for a reality check:* Teaching is very hard work and between year-round schooling and taking additional courses, you won't have summer vacation. In the current job market, using teaching as a backup is like reserving a lifeboat on the *Titanic*. If you think there is nothing else you can do with history, check the section "Where Do I Go from Here?" or the "Career Opportunities" link on the department website. Teaching is a calling. ***If you do not have the "fire in the belly" to teach, you should switch to the standard BA program or the American Studies Concentration.*** But if you have that fire, teaching is perhaps the most rewarding profession in the world. Ask us. We're teachers.

When you complete the social studies curriculum, you will be prepared to teach social studies and be eligible for Level I teacher certification in the Commonwealth of Pennsylvania. Every state sets its own certification requirements. We believe our program prepares you for certification in virtually all states, but before you move to another state, write to its Department of Education to ascertain the specific certification requirements in that state or visit www.uky.edu/Education/TEP/usacert.html.

Your social studies certification program is among the most advanced in the nation. Most institutions offer a generic teaching methods course and the student-teaching experience is supervised by someone who may or may not be knowledgeable in your discipline. At West Chester we do something better. Your instructor in the Methods of Teaching Social Studies course holds a Ph.D. in history or American studies and has had secondary school experience. Hence, the course is particularly relevant to social studies. When you do your student teaching, your supervisor will be a member of this department. He or she will be able not only to guide you in the appropriate methods, but also will be able to assist you regarding content, including specific resources appropriate to the secondary classroom.

Your program not only meets certification requirements established by the Pennsylvania Department of Education, but it also exceeds the standards established by the National Council for the Social Studies. Because it is designed around national standards, you should be able to use it to obtain certification nationwide. Those national standards or themes are detailed on the first page of your Guidance Record Form. Appendix A of the Guidance Record Form lists courses meeting those standards. You cannot complete the curriculum without meeting the standards; however, you can add a certain cachet to your resume by citing specific courses you used to meet the standards. Therefore, as you take a course, find it in Appendix A and circle it. Note that many courses address more than one theme.

Your program is designed to prepare you for teaching in the real world, a world in which you will probably teach United States history, world cultures/history, geography, and US government. Because most of us were born and raised in the United States, we tend to know more about American history and government than we do about the rest of the world, especially the non-western world. Secondary schools are also emphasizing the use of new technologies, particularly computers. Therefore, you should take courses that will increase your knowledge of the non-western world and the new technologies.

The Professional Education Component provides the technical training you need to become an effective teacher. You should take EDP 250 (Educational Psychology) and EDA 103 (Foundations of Special

Education) early, as they are foundational to many of your other education courses. EDS 306 (Field Experience) is a prerequisite for SSC 331 (Methods of Teaching Social Studies) and should be taken during the second semester of your junior year. SSC 331, in turn, should be taken the semester before you do your student-teaching. Many students find SSC 331 an intensive course; try not to schedule eighteen credits the semester in which you take it. Student-teaching (EDS 411/412) is a twelve-credit experience and *can be the only courses you take in your last semester*. By the way, since your degree is a BA in history (and not a BSEd), you may be able to apply your education courses toward a minor in Professional Education. Ask your advisor.

Admission to Teacher Education (as of August 2015)**:** Admission to West Chester's History program does not guarantee admission to the teacher education program. When you have earned 48 credits, you may apply for admission to the teacher education program (FATE). Additional FATE requirements include: 1) a minimum 2.8 cumulative GPA, 2) completion of three credits of English composition, 3) three credits of literature, 4) six credits of mathematics, 5) passing tests in one of the Basic Skills testing programs recognized by the Pennsylvania Department of Education (PDE): PAPA, SAT, ACT, or CORE (see boxes for more information), and 6) recommendation of the History Department. If you opt for the PAPA tests, take them early in your sophomore year. It takes at least six weeks to get the test results and you want to have them by the time you have earned 48 credits. ***Note:*** *The PDE has changed these requirements several times in recent years; check with your advisor and with the College of Education home page for updates).*

REGISTRATION FOR BASIC SKILLS TESTS + PRAXIS II
(as of August 1, 2015)

To achieve FATE, by the time you earn 60 credits, you must pass all tests in one (1) of the Basic Skills Testing programs recognized by the Pennsylvania Department of Education. For your four (4) options, go into the WCU homepage-> Colleges-> College of Education-> PA Tests--> Basic Skills Information and Registration, or see www.wcupa.edu/_academics/coe/basicSkills.aspx

1. Option 1: PAPA (Pre-service Academic Performance Assessment): tests basic skills in reading, writing, and mathematics; test dates by appointment year round; for information and registration go to http://www.pa.nesinc.com/TestView.aspx?f=HTML_FRAG/PA001_TestPage.html.
2. Option 2: SAT: tests basic skills in critical reading, writing, and mathematics; offered several times a year; for information and to register see https://sat.collegeboard.org/register
3. Option 3: ACT Plus Writing: tests basic skills in reading, writing, and mathematics; offered six (6) times a year; for information and to register see www.actstudent.org/regist/
4. Option 4: CORE (Core Academic Skills for Educators): test basic skills in reading, writing, and math; for information and to register, see https://www.ets.org/praxis/register/centers_dates/
5. Praxis II: tests are offered seven (7) times a year (Praxis I, or Pre-Professional Skills Test [PPST] was phased out as of April 2, 2012); for information and registration for Praxis II go to: www.ets.org/praxis/register
   - Primary Language is not English (PLNE) accommodations available – check ETS website
   - Non-standard test accommodations available for documented disabilities – check ETS website

Begin the process by picking up a FATE form in the History Department office. Review the form with your advisor and, if you qualify, your advisor will sign it. That signature is the recommendation of the Department of History. In addition, before you can student teach, you must not only maintain the required GPA, but also complete all courses in the Professional Education Component of your curriculum (except, obviously, student-teaching) with a grade of C or higher. Incidentally, to be certified to teach you will need a 3.0 cumulative GPA upon graduation (*no exceptions*). You will also need to take the PRAXIS II (Comprehensive Social Studies--#10081) *prior* to scheduling for student-teaching.

OPTIONS TO COMPLETE BASIC SKILLS TESTS & PASSING SCORES
(as of August 1, 2015)

NOTE: Because test requirements and passing scores change and vary by certification areas, students are encouraged to contact the Teacher Education Center (FHG 251/610-436-0042) for more information.

(1) PAPA

Test Name	Test #	PAPA Qualifying Score	Min. Composite Score
PAPA Reading	001	220	**193**
PAPA Mathematics	002	220	**197**
PAPA Writing	003	220	**192**
Alternate Qualifying Score Minimum Composite Score Total: 686 Sum of the 3 PAPA tests must total or exceed 686 with at least one score being 220+. Achieving the minimum scores in each area does not meet the PDE requirements for proficiency in the pre-professional skills. Print out for your Dept. file.			
***(2) SAT Score Exception*:** SAT score of no less than 1550 with no individual section (Critical Reading, Writing, Mathematics) score of less than 500. NB: Highest scores can be from different test administrations.			
***(3) ACT Score Exception*:** ACT composite score of 23 shall be accompanied by a combined English/Writing score of 22 and Math score of 21. NB: Candidate must meet this requirement at time of college matriculation.			
(4) CORE Score Exception: CORE minimum scores (reading 156, writing 162, math 150), or composite score of 475, with all areas meeting composite minimums; choose #8033 (PDE) & #2659 (WCU) as score recipients.			

PRAXIS II

Test Name	Test Code	Session	Passing Score
Social Studies: Content Knowledge	0081	1	157

PRAXIS SCORE REPORTS:

- WCU score recipient code: 2659; tests taken in PA will be reported automatically to PDE (8033)
- Copies of Praxis score reports will **NOT** be provided by WCU to students
  - Candidates who registered online will be able to review their score report online **only.**
  - Candidate score reports will be posted on the day that paper score reports are mailed.
  - Candidates will be able to review their scores for **30 days** from being posted. Score reports can be downloaded and printed. There will be NO fee for this service. Candidates that register by phone or mail will continue to receive their scores via first class mail.
- Raw scores for each test taken are reported only **ONCE.** Be sure to save individual reports for each test you take since raw scores are only available from ETS for **4 MONTHS** from date of test.
- Praxis score reports are essential components of student's portfolio. Print out and SAVE them!
- As of May 1, 2008, PRAXIS scores will remain valid for 10 years.

PAPA and PRAXIS TEST PREPARATION:

- Materials for the PAPA exam, including a practice examination, is available at: http://www.pa.nesinc.com/TestView.aspx?f=HTML_FRAG/PA001_PrepMaterials.html
- PRAXIS II study resources are available in the Reserve Section of the library--(can be checked out from over night to one week depending on the book)
- A "Test-at-a-Glance" should be downloaded from the ETS website for each content area test.

***Clearances*:** Several of your education courses which involve observations and field experiences in Public Schools require you to have 1) PA Criminal Background Check, 2) PA Child Abuse Clearance, 3) FBI Criminal Background Check, and 4) Tuberculosis Test. You should apply for these as soon as practical (see information box below). *West Chester University teacher education candidates are required by Pennsylvania law to obtain these clearances before they can participate in field-based courses or student- teaching.* These clearances will need to be on file with the Teacher Education Center-FHG Library 251 (http://www.wcupa.edu/_ACADEMICS/CoEd/studentinfo/clearances.asp).

CRIMINAL, CHILD ABUSE, AND TB CLEARANCE INFORMATION FOR TEACHER CERTIFICATION CANDIDATES

(as of January 20, 2010)

- **The Act 34 Pennsylvania State Criminal History Record** is required by PA law. Title 24 P.S. 1-111, as amended by Act 114 of 2006, stipulates that if a candidate is continuously enrolled in a teacher education program, the criminal history report initially submitted (prior to the first field) shall remain valid and in force during the period of enrollment. (Sources: Pennsylvania Act 34 of 1985, Pennsylvania Act 114 of 2006, PASSHE Office of Legal Counsel)

- **The Act 114 Federal Criminal History Record** is required by PA law. Title 24 P.S. 1-111, as amended by Act 114 of 2006, stipulates that if a candidate is continuously enrolled in a teacher education program, the criminal history report initially submitted (prior to the first field) shall remain valid and in force during the period of enrollment. (Sources: Pennsylvania Act 114 of 2006, PASSHE Office of Legal Counsel)

Although there should be no need to renew these two clearances annually, the fact is that most school districts require up-to-date clearances (i.e., renewed annually). Therefore, candidates will need to renew this clearance so that it is current (less than one year old) ***for the entirety of each semester in which the candidate will complete a field experience.***

- **The Act 151 Child Abuse Background Check** can be no more than one year old when a candidate enters a field placement. There is no provision for continuous enrollment. ***Act 151 clearances will need to be renewed each academic year in which a candidate will enroll in an early field course or student teaching***. (Source: Pennsylvania Act 151 of 1994)

- **ATB Test**, according to the PA Department of Health, is required just once, within 3 months of first field placement. No retest is necessary during continuous enrollment in a teacher education program. ECE or EGP candidates completing early field placements in day care settings, however, need to repeat the test every two (2) years. *Despite what Department of Health guidelines say, candidates preparing to student teach need to renew their TB test so it is less than one year old on their first day of student-teaching.*

No WCU teacher education candidate can enter a PK-12 classroom for an early field or student-teaching placement without the appropriate background clearances. The Teacher Education Center collects all four clearances using LiveText ***as a part of the student teaching application***.

General Education

Unless you are in the Honors Program, you will follow the General Education Curriculum established for all undergraduates at the University. The program began in Fall 2002. There may be some kinks in it. Your advisor will be informed of substantive or interpretive changes as they occur. You must follow the General Education curriculum in force the year you last entered West Chester as a degree student. If you leave the institution for over a year, you must follow the General Education curriculum in force when you were readmitted to the University.

Academic Foundations: The university wants you to be able to write and speak effectively, think systematically, and understand how knowledge relates across disciplines. Toward those goals, you are required to take courses in writing, speaking, mathematics, and diversity and an interdisciplinary course. The University rule is that *you must complete your Academic Foundations requirements before you reach 64 credits*. Do so or be prepared for a hassle every time you schedule.

Regarding writing, based on your SAT verbal score, you were placed in ENG 020, WRT 120, or WRT 200. After you have successfully completed WRT 120, you can complete your English composition requirement via one of the following WRT courses: WRT 200, 204, 205, 206, 208, or 220. Because WRT 200 deals with writing research papers, something you will do in History, it is probably the best course for you. Profit from your experience in English composition. Knowing how to write is essential for success at the University and in the world.

You will likewise be placed in a mathematics course. As long as you take MAT 103 or higher, we do not care what mathematics course you take. Read the course descriptions in the catalog and decide which course you want to take. If you seek teacher certification, you must earn six credits of college-level mathematics before you can be formally admitted to the teacher education program, and MAT 104 is the recommended second course. If you have Math-phobia (if History majors were really good at math, they'd be engineers), talk to your advisor. If you are in a math course and are totally lost, talk to your advisor about dropping the course before the end of the ninth week of the semester. (See the sections on add/drop, repeating courses, and taking courses off campus.)

In addition, you need to take a Communication (speech) course. Those currently approved for general education are SPK 208 and 230. Take whichever one suits your fancy or your schedule (SPK 208 is recommended for teacher education students).

Distributive Requirements: The Distributive Requirements are divided into Sciences, Behavioral and Social Sciences, and Humanities. In each area, the courses you take must have different prefixes (geology and astronomy may be different disciplines, but they have the same ESS prefix; on the other hand, LIT [Literature] and CLS [Comparative Literature] both count as literature as if they had the same prefix).

The natural sciences are biology, chemistry, earth and space science (rocks and stars), physics, and computer science. If you take a computer science course as one of your natural sciences, make sure it has a CSC prefix; the basic course in computer science is CSW 101 and it does not count as a science under general education. Consult your advisor about other Science courses. They are not as scary as some folks make them out to be. *Please note that courses designated with an "I" (interdisciplinary) cannot be used to satisfy your distributive requirements—NO exceptions.*

The Behavioral and Social Sciences are anthropology, economics, geography, political science, psychology, and sociology. Those aiming for social studies certification must take anthropology or sociology, economics, geography, political science, and psychology. Fulfill this six-hour requirement with psychology 100 and political science 100. Standard BA majors can take any six credits they want, as long as they are in two disciplines. Tailor these courses to your interests. If you are more interested in

political history, try some Political Science. If you are drawn toward social history, take Sociology. Geography is inextricably bound to History; a Geography course is a good idea. *Please note that courses designated with an "I" (interdisciplinary) cannot be used to satisfy your distributive requirements—NO exceptions*.

The Humanities consist of literature, philosophy, and history. The rule is that you must take a total of six credits in two disciplines and the credits must be from disciplines other than your major. Hence, you should take something in literature and something in philosophy. Many literature courses are Writing Emphasis (see below) and this is a good way to get one of the three writing emphasis courses you will need. Students are occasionally misled by the titles of two Literature courses: Conventions of Reading (LIT 168) is for English majors; Historical Contexts (LIT 295) has very little to do with History as historians understand it. The recommended philosophy courses are PHI 101 and PHI 180. But if a particular Philosophy course interests you, take it. Be aware, however, that upper-level courses tend to be geared toward Philosophy majors. *Please note that courses designated with an "I" (interdisciplinary) cannot be used to satisfy your distributive requirements—NO exceptions.*

Arts: In the Arts section, you have a huge selection. You must take three credits from one of six areas: art (studio or history), cinematography (film), dance, music (performance or history), photography, and theatre. Select that which interests or intrigues you most.

"I" and "J" Courses: You must complete an Interdisciplinary course; these courses are designated by an "I" in the course schedule and are courses that approach a topic from the perspective of three or more academic disciplines. American Studies, for example, looks at what makes the United States unique from the perspective of history, literature, art, music, and architecture. ***An interdisciplinary ("I") course may not be used to fulfill any other General Education distributive requirement;*** it can only fulfill the Interdisciplinary requirement (or a major requirement—see below). This is true even if the "I" course carries the appropriate prefix (e.g.: BIO, MHL, LIT) for a General Education Distributive Requirement course. Hence, BIO 102 can only be used to fulfill the Interdisciplinary Requirement and ***cannot*** be used as one of the two natural sciences required under General Education. However, "I" courses may be used to fulfill requirements of the major or a "J" (Diverse Communities) requirement. For example, HIS 308 (Introduction to the Islamic World) fulfills the Interdisciplinary requirement and can be used to fulfill major requirements. *If you are in the social studies certification program*, using a history course to fulfill this requirement will also help you complete your degree in four years.

Likewise, you must also complete a three-credit "Diverse Communities" course. In the course schedule booklet, these courses are designated by a "J." They include some history courses and will include more as time goes on. If you are in teacher education program, LAN/ENG 382 (Teaching English Language Learners) will fulfill this requirement. Please note that a course may simultaneously be used to fulfill the Diverse Community ***and*** the Interdisciplinary requirements if the course is marked "I" and "J" in the course schedule ***unless it is used to meet a distributive education requirement***—**an *"I" course may NEVER be used to meet a distributive education requirement***.

Unlike "I" courses, Diverse Communities ("J") courses may be used to fulfill and the "J" requirement ***and*** a distributive area requirement simultaneously. For example, PHI 180 may be used as ***both*** a diverse communities course ***and*** as a humanities course under the General Education Distributive. A "J" course may simultaneously fulfill a Diverse Communities requirement and a requirement under the major. For example, HIS 373 (African-American History) serves to fulfill the Diverse Communities requirement and, should you so desire, as one of your upper-level United States history courses.

Finally, if you use an "I" or "J" course to fulfill two requirements ("I" and major, for example), you must increase the number of general education free electives to show 48 credits under general education (and to meet the 120-credit requirement for graduation). This should mean moving a course from one line to another on the Guidance Record Sheet. If you can remember and understand all of the preceding, you probably deserve your degree. If you use history courses to fulfill your diverse communities and

interdisciplinary requirements, you should record the course on your guidance sheet in the appropriate space **both** under general education **and** under the History Core.

Free Electives: In its beneficence, the University has decreed that you must have at least 9-12 credits of absolutely free electives. Regular BA majors have free electives coming out their ears; three or four of them will be used to fulfill this requirement. These courses are your opportunity to explore hitherto unknown disciplines. In recognition of that, the University decrees that free electives are the **only** courses you may take on a Pass/Fail basis (that means you don't get a grade; you either pass or you don't). Of course, if you have changed majors, this is where some of your no longer useful courses will be placed. If you have elected the teacher certification option, you have "elected" to use your "free electives" to fulfill program requirements. You will use your second math course (MAT 104, Practical Mathematics, is the recommended course), EDA 103 (Foundations of Special Education), and EDP 250 (Educational Psychology).

Writing Emphasis: Because writing is essential to success, you must take Writing Emphasis courses. These are courses in which you will do more writing than usual because they use writing exercises as an integral part of the learning process. Because of that, ***you should complete WRT 120 and WRT 2XX prior to taking a writing emphasis course***. If you began your college career at West Chester, you must take three of these courses. If you transferred with 40 to 70 credits, you must take two writing emphasis courses; students who transfer in more than 70 credits must take one. These courses are marked with a "W" in the course schedule. At least one writing emphasis course must be at the 300 or 400 level. History majors usually fulfill most of this requirement by default. HIS 300 and HIS 400, required courses, are always designated writing emphasis. Those pursuing social studies certification will fulfill this requirement via HIS 300, HIS 400, EDS 306 and SSC 331. However, it is possible for non-certification students to miss this requirement, so keep an eye on it. Note that you will use HIS 300 and HIS 400 to fulfill both major and writing emphasis requirements. Some interdisciplinary courses are also designated writing emphasis and the possibilities they offer are discussed in the section "Tricks of the Trade: Twofers and Threefers" under **Scheduling**.

Foreign Language: You must complete an approved foreign language through the 202 level. The approved foreign languages are American Sign Language (ASL), Arabic, Chinese, French, German, Greek, Hebrew, Italian, Japanese, Latin, Portuguese, Russian, and Spanish. Note that you must complete a language through the 202 level. This does not mean you must start with 101. You start at your level of competence, and if you are "fluent" in a language, you can take the 202 course via credit by exam. The Department of Foreign Languages regularly administers placement tests; it has no interest in placing you in a course in which you will be bored or will fail. Take the placement test and enroll in the recommended course. If you are in the teacher certification program, taking Spanish will significantly improve your employment prospects.

Major Requirements

All history majors are required to complete HIS 101, 102, 151, 152, and 300. HIS 101/102 is the History of Civilization sequence, covering world history (with an emphasis on Western Civilization) from the beginning of time to the present. HIS 151/152 is the survey of United States history from the pre-Columbian era to the present. You should complete these surveys no later than the end of your sophomore year. You must also take HIS 300 (Varieties of History) which covers historical methodology and historiography. The research techniques covered in the course are important in other upper-level courses; ideally you should complete HIS 300 by the end of your sophomore year.

Beyond the history core courses, you will take twenty-four credits of 300 and 400-level courses. These are divided into a 'primary' and two 'supporting' fields. The fields include European, United States, and World and Regional history. To ensure that you gain an appreciation of American and other cultures, you will take two upper-level courses in each of the three areas. Take a total of three courses in the primary field. Those three courses do not include the Seminar. For those pursuing a concentration in American Studies, only one course each in European and world history are needed, and two additional "American

Studies" cognates replace the supporting field electives. The courses are listed in the catalog; if you are still unsure of the area, check with your advisor.

You should cap your undergraduate career with a seminar (HIS 400), a course that examines a topic in depth and stresses individual research in primary sources. You must take HIS 300 before you take a seminar. Ordinarily, your seminar is in your primary field, but that is not required (we try to pick seminar topics that cross over different fields). Students usually take the seminar in their senior years, but if you are attracted to a seminar in your junior year (and seats are still available), feel free to take it.

In addition to history courses, you are required to complete three cognate courses (9 credits) selected from at least two disciplines. Cognates are courses that relate to history. On the liberal arts side, Art History, Music History, Literature, and Philosophy are the most common cognate disciplines; you may, in consultation with your advisor, select other disciplines to compliment your history courses. For example, if you are concentrating in World and Regional History, courses in Anthropology may be appropriate cognates. Those seeking teacher certification will use GEO 101 or 103 (World or Human Geography), ECO 101 or 111 or 112 (Principles of Economics, Macro Economics, and Micro Economics) and *either* ANT 102 (Cultural Anthropology) *or* SOC 200 (Introduction to Sociology) as cognates.

The rest of your guidance sheet is filled with spaces on which you should record classes you take as free electives. These courses may also be used to complete the requirements of a minor in another discipline. While you need not fill up every space, you must complete at least 120 credits to graduate. If you plan to teach on the secondary level, your free electives include EDP 355 (Assessment for Learning), EDR 347 (Literacy Development and Secondary Students in the Inclusive Classroom), EDA 304 (Special Education Processes and Procedures for Secondary Education), EDM 349 (Educational Technology), EDS 306 (Field Experience), SSC 331 (Methods of Teaching Secondary Social Studies), and EDS 411/412 (Student-teaching).

Minors

West Chester University does not require you to have a minor. However, if you have taken a number of courses in a discipline, why not minor in it? A minor suggests to employers that you are focused and, if you pick a minor related to a profession, your employment opportunities will improve. Discuss possible minors with your advisor and with someone in the department in which you plan to minor. Among the more common minor programs for history majors are: American Studies, Anthropology, Art History, Business and Technical Writing, Economics, Foreign Language, Geography, Holocaust Studies, Literature, Music History, Philosophy, Political Science, Professional Education, Psychology, Sociology, and Women's Studies. Forms for declaring a minor are available in the department office. Several minors available to history majors are associated with the Department of History, including American Studies and Holocaust Studies (if you are pursuing an American Studies concentration, however, you cannot simultaneously pursue a minor in that subject). The advising sheets for those minors are shown below.

MINOR in AMERICAN STUDIES

GUIDANCE RECORD FORM

NAME:_____ STUDENT ID #_____

Enrolled at WCU Semester___Year___ Enrolled as AmStudies Minor Semester____Year____

AMERICAN STUDIES REQUIREMENTS

Note to Students and Advisors: Student ***MUST*** maintain a minimum GPA of 2.00 in ***ALL*** courses *counting toward the American Studies minor*. These requirements are subject to change. **In case of discrepancy, the college catalogue supersedes this form.**

In the spaces below, record course title, course number, course grade, and the semester in which it was taken (ex: AMS 200 A Fall 2003).

AMERICAN STUDIES COURSES (6 credits): Select two American Studies courses. (Choose from the following courses AMS 200, 210, 250, 367, 371, or 399.)

American Studies Core Elective

Course Title	*Num.*	*Grade*	*Semester*
_____	AMS _____	_____	_____

Course Title	*Num.*	*Grade*	*Semester*
_____	AMS _____	_____	_____

US HISTORY ELECTIVE (3 credits): Select a United States History, preferably HIS 151 or 152, in consultation with minor advisor. (Choose from the following courses HIS 150, 151, 152, 329, 343, 344, 352, 356, 357, 358, 360, 361, 362, 364, 365, 366, 367, 368, 369, 370, 371, 373, 376, 380, 390, 399, 445, 458, 462, 474, or 480.)

US History Elective

Course Title	*Num.*	*Grade*	*Semester*
_____	HIS _____	_____	_____

AMERICAN LITERATURE ELECTIVE (3 credits): Select an American Literature course, preferably LIT 200 or 201, in consultation with minor advisor. (Choose from the following courses LIT 200, 201, 202, 203, 204, 205, 306, 207, 300, 302, 303, 304, 305, 306, 307, 308, or 309.)

American Literature Elective

Course Title	*Num.*	*Grade*	*Semester*
_____	LIT _____	_____	_____

"AMERICAN" TOPICS ELECTIVES (6 credits):
Select one course on an "American" topic from the arts, literature or philosophy and one course from history or social and behavioral sciences, or another course approved in consultation with minor advisor.

American Topics Elective (*arts, literature, or philosophy*)

Course Title	*Abbrev.*	*Num.*	*Grade*	*Semester*
_____	_____	_____	_____	_____

American Topics Elective (*history or social and behavioral sciences*)

Course Title	*Abbrev.*	*Num.*	*Grade*	*Semester*
_____	_____	_____	_____	_____

MINOR in HOLOCAUST STUDIES

GUIDANCE RECORD FORM

NAME:_____ STUDENT ID #_____

Enrolled at WCU Semester___Year___ Enrolled as Holocaust Minor Semester____Year____

HOLOCAUST REQUIREMENTS

Note to Students and Advisors: Student ***MUST*** maintain a minimum GPA of 2.00 in ***ALL*** courses *counting toward the Holocaust Studies minor*. These requirements are subject to change. **In case of discrepancy, the college catalogue supersedes this form.**

In the spaces below, record course title, course number, course grade, and the semester in which it was taken (ex: HIS 332 A Fall 2003).

REQUIRED COURSES (9 credits): The following courses are required.

Holocaust Studies Core Elective

Course Title	*Num.*	*Grade*	*Semester*
The Holocaust	HIS 332	_____	_____
Course Title	*Num.*	*Grade*	*Semester*
The Jew in History	HIS 349	_____	_____
Course Title	*Num.*	*Grade*	*Semester*
Ethics	PHI 180	_____	_____

HOLOCAUST-RELATED ELECTIVES (9 credits): Select three Holocaust-related courses from the following courses *ANT 120, GER 221 (or EGE 222), HIS 423, LIT 304, PSC 252or 322, PSY 254, SOC 335, SSC 480, or SWO 225*.

Elective

Course Title	*Subject*	*Num.*	*Grade*	*Semester*
_____	_____	_____	_____	_____

Elective

Course Title	*Subject*	*Num.*	*Grade*	*Semester*
_____	_____	_____	_____	_____

Elective

Course Title	*Subject*	*Num.*	*Grade*	*Semester*
_____	_____	_____	_____	_____

Internship Program

The Department of history also offers an internship program that enables history majors to engage in off-campus learning experiences that are related to history and are deserving of academic credit. This experience is particularly valuable for those seeking careers in public history. An intern may earn 3 credits during a semester or summer session. A 3-credit internship requires a student to perform assigned responsibilities at the cooperating internship site for the equivalent of an 8-hour day each week of an academic semester.

Students who wish to have an internship should speak to the internship coordinator at the beginning of the semester prior to the semester in which the internship is planned (e.g., at the beginning of the fall semester for a spring internship, and at the beginning of the spring semester for a fall internship). Dr. Charles Hardy (Wayne 414) is the internship coordinator.

An applicant must be a major in the Department of History with at least 80 earned credits and a minimum 2.5 grade point overall and in history (although the department chair may make exceptions in special cases). Students should state in writing the nature of the internship they desire and why an internship would be preferable to traditional coursework. Included with that statement should be a resume tailored to the internship desired. This resume will probably become part of the student's interviews at prospective cooperating internship institutions. The coordinator will review these materials and inform students if they qualify for an internship.

The internship coordinator and the student internship applicant will decide on where to seek an internship placement. The initial contact with cooperating institutions will be made by the coordinator or the student. A student is not guaranteed an internship. Customarily interns serve cooperating institutions on a no-fee basis. The Department of History, however, may be able to compensate as many as eight student interns per year $500 each from the Dr. Robert E. Drayer Memorial Scholarship Fund.

Graduation

Graduation Clearance: Successfully completing your courses is not the only thing you need to do to receive the degree. You must also navigate the graduation clearance process. This process begins as soon as you have earned at least 80 credits (or generally about one academic year before you plan to graduate!). To make it more efficient and ensure that you have time to correct any errors that could prevent your timely graduation, the Registrar's Office revises the process fairly frequently. The current process can be initiated on MyWCU or in person at the Registrar's Office. One note of caution: do not panic if the Degree Progress Report shows you have many incomplete requirements. Rather, see your advisor to discover the perceived discrepancy on the Degree Progress Report (yes, we are working on it and have been for several years) and to see what you need to do to correct the discrepancy. ***If the Registrar's Office notifies you that you are missing a requirement, correct the situation as soon as possible so that you can graduate when you want to***. The Registrar's Office is the FINAL WORD, so pay attention. At the same time, your advisor will go over your major requirements with you and, after you remind her/him, make the necessary comments on the degree guidance screen. If you follow the process, you will graduate as planned with a minimum of hassle.

SCHEDULING

Hints for Happy Scheduling

If you let it, scheduling can be a stressful time in the middle of the semester when you must drop everything and quickly decide what you will do the following semester or, worse, simply grab some classes so you can go through the hassle of drop/add at the start of the next semester. You can eliminate all the stress and standing in line by following some simple rules.

Choose Intelligently: Plan ahead and set your priorities. Look at your Guidance Record Form and the Model Curricula below and get a sense of what you need to take and when you need to take it. As you choose courses, remember that 100-and 200-level courses are generally less difficult than 300-and 400-level courses. In some departments, 400-level courses are more challenging than 300-level. That is not the case in History. History courses were numbered for a variety of reasons, some as mundane as a particular number was available when a professor proposed a new course. The professor is much more relevant in determining a course's degree of difficulty than the course's number. Knowing that relative difficulty is often a matter of differing teaching and learning styles, your advisor may be able to suggest professors whose teaching style matches your learning style. It is absolutely acceptable to ask the professor about the requirements of a course and her/his expectations and teaching methods. You can also examine course syllabi. They are on file in the department office or are available from professors. Or talk to your fellow students. Friendly web sites such as www.ratemyprofessors.com may be helpful. Finally, from time to time, the Student Government Association publishes *Academia Explained* or a similar pamphlet that includes the results of student surveys. Whatever source you use, remember that you know which teaching style best suits you and you know what you are interested in. If you are interested in the subject, the class is bound to be more interesting and less like work. Regarding priorities, if you want all your classes between 10:00 a.m. and 2:00 p.m., you can do that—but you may not graduate in four years. If you make school your first priority, and that includes taking courses when they are offered, you can graduate on time.

See Your Advisor: During the scheduling period, some History advisors put a sign-up sheet on their office door. Sign up and show up. If your advisor does not have a sign-up sheet, show up during the posted office hours. Because History advisors usually hold expanded office hours during scheduling, the plaintive "My advisor is never in" will be treated for what it is—barnyard by-product. *However, if your advisor really isn't available (even professors get sick),* ***see the assistant chair or the chair****: either will be glad to help you.*

Bring a tentative schedule with you and pick up your advising folder from the History office (***DO NOT take the file home with you***—it needs to be returned to the History office when you and your advisor are finished with it). Your advisor will review your proposed schedule with you and give you access to on-line scheduling. This is also a good time to review your progress and chat about your plans. You must see your advisor for two reasons. First, advisors will not give you access to scheduling until you have seen them. Second, if you consistently take the courses your advisor tells you to take and a problem crops up during your graduation clearance, we can take the blame, support your petition for an exception to the rule, and you will still graduate. If you consistently schedule on your own, you are still on your own when it comes time to graduate.

Schedule On-line: After your advisor gives you access, find a computer terminal and schedule on line. You will need to remember the password you created the first time you entered the system. If you forget it, go to the Registrar's office in 25 University Avenue or the student help desk in Anderson Hall to retrieve it. To schedule via the Web, go to the West Chester homepage (www.wcupa.edu), click on MyWCU, enter your password, click on self scheduling and follow the prompts.

Schedule on Time: Schedule as soon as you have access. This is the surest way to get the classes you want when you want them. If you put off scheduling, other students will take your place in the classes you want.

Closed Courses: If the course you need is closed, do not panic. If you have planned ahead, you should rarely encounter a situation in which you must have a particular course in a particular semester. You should have an alternative in mind. Occasionally, however, you really need to get into a class. If it is a History course, see the professor. He or she can sign an "add" slip or can put your name on a waiting list to be admitted when someone drops the course. If the course is in another department, see the professor or the chairperson of the department in which the course is offered. If worst comes to worst, you may be able to take the course off campus and transfer it in (see the section on taking courses off campus).

Adding and Dropping Courses: You may adjust your schedule either before or after classes start. To change your schedule before classes start, use the quick add/drop screen in MyWCU. If you want to add or drop a class after the semester begins, pick up an add/drop form from the department office or the Registrar's office. To add a course, see the professor and obtain her/his signature on the form. If it is not a History course, see either the professor or the department chairperson. You may ordinarily add a course during the first five days of a semester. (The Course Schedule and "Academic Dates and Deadlines" in MyWCU give the exact dates.) To drop a course, see the professor, the department secretary, the chairperson, or the assistant chairperson to obtain a signature. Take the drop/add form to the Registrar's Office. If you drop a course within the first five days of a semester, it will not appear on your transcript. After the first five days and until the end of the ninth week, you can drop a course and it will appear on your transcript with a "W" in the grade column. After the ninth week, you cannot withdraw from a single course; you may only withdraw from the University. The Registrar's Office handles that process. ***Under no circumstances should you simply stop attending a class***. If you stop attending and don't drop the class, you will receive a "Z" (which is the same as an F, but for non-attendance).

Check Your Schedule: Sometime during the first few weeks of a semester, use MyWCU to check your schedule. ***Print out a copy!*** On rare occasions, the computer hiccups and drops your classes or schedules you for a class you didn't know you had or fails to note you've dropped a class. It is better to be a little obsessive than to inadvertently fail a course. If you have a printed copy of your schedule, it may make getting back into that class you were accidently dropped from easier.

Pay Your Bill: When the bill arrives, pay it, or at least pay part of it. The Bursar's Office (located in the 25 University Avenue) is amazingly flexible about payment plans. However, if you don't make some sort of payment or arrangement by the due date, your schedule will be cancelled.

Check Your Billing Status: By some fluke in the program, the computer has been known to cancel schedules of students to whom the University owes money. The wise or obsessive student checks the "Billing Status" screen in MyWCU to ensure everything is in order. If something is amiss, visit the Bursar's Office. They are happy to correct the error, but can't do so unless they know about it.

Tricks of the Trade: Twofers, Threefers, and Fourfers: If you have transferred to West Chester, have changed majors, or simply want additional flexibility in your schedule, you may use some courses to fulfill more than one requirement. You've already seen how HIS 300 meets both a major and a writing emphasis requirement and how a literature course meets both general education and certification requirements. Those are "twofers" in that one course meets two requirements. There are also "threefers." HIS 451, for example, serves as an elective in the major, a diverse communities course, and a writing emphasis course. These are just some examples. Check the catalog; that which is not forbidden is legal. In the end, your creativity is limited by the fact that **you must have at least forty-eight credits of General Education courses and at least 120 credits at or above the 100-level credits to graduate.** If you are in doubt about the applicability of a course, see your advisor.

Model Schedules

For perhaps the first time in your life, you are in charge. You get to plan the next four (or more) years of your life. Below is a plan. ***Like Monty Python's Camelot, "it is only a model"—not a mandate: Nothing bad will happen if you deviate from it, remembering that you need to take prerequisite courses prior to the advanced courses that require them.***

In general, you should take both English composition courses and Math in the first three semesters and should complete the history surveys and HIS 300 by the end of the sophomore year. BA majors who are continuing a language they started in high school should complete the language requirement before they forget everything they learned in high school. You may take HIS 101 before or after you take HIS 102; you may take HIS 152 before HIS 151. Try to avoid taking more than three upper-level history courses in one semester as that will greatly increase your workload. Beyond those general rules, an infinite number of variations to the model curriculum are possible.

Model BA in History Curriculum (120 credits)	
First Semester (15 credits) WRT 120 HIS 152 Social Science General Education Arts General Education Language 101	Second Semester (15 credits) WRT_____ HIS 101 HIS 151 MAT 103 or higher Language 102
Third Semester (15 credits) HIS 300 HIS 102 Literature or Philosophy Free Elective (optional minor) Language 201	Fourth Semester (15 credits) HIS 300/400 level Science General Education SPK 208 or other Free Elective (optional minor) Language 202
Fifth Semester (15 credits) HIS 300/400 level HIS 300/400 level Cognate Social Science General Education Diverse Communities	Sixth Semester (15 credits) 300/400 level 300/400 level Cognate Science General Education Free Elective (optional minor)
Seventh Semester (15 credits) HIS 300/400 level HIS 300/400 level Cognate Free Elective (optional minor) Free Elective (optional minor)	Eighth Semester (15 credits) HIS 400 (Seminar) Interdisciplinary Philosophy or Literature Free Elective (optional minor) Free Elective (optional minor)

Model BA in History with American Studies Concentration Curriculum (120 credits)	
First Semester (15 credits) WRT 120 HIS 151 Social and Behavioral Science General Education Arts General Education Language 101	Second Semester (15 credits) WRT_____ HIS 152 AMS 200 MAT 103 or higher Language 102
Third Semester (15 credits) LIT 200 HIS 101 Philosophy Free Elective (optional minor) Language 201	Fourth Semester (15 credits) HIS 102 SPK 208 or other LIT 201 HIS 300 Language 202
Fifth Semester (15 credits) AMS/HIS 367 European History Elective Science General Education Social and Behavioral Science General Education Diverse Communities	Sixth Semester (15 credits) US History/American Studies Elective American Studies Cognate Science General Education Free Elective (optional minor) Free Elective (optional minor)
Seventh Semester (15 credits) US History/American Studies Elective American Studies Cognate World History Elective Free Elective (optional minor) Free Elective (optional minor)	Eighth Semester (15 credits) AMS 400 or 401 or 415 American Studies Cognate Free Elective (optional minor) Free Elective (optional minor) Free Elective (optional minor)

Model BA with Elective Certification in Social Studies Curriculum (up to 133 credits) ***For students entering WCU Fall 2009 and after (effective August 1, 2015)***	
First Semester (15 credits) *WRT 120 (required for formal admission)* General Education Arts PSY 100 HIS 152 Language 101	Second Semester (18 credits) WRT _____ HIS 101 HIS 151 *MAT 103+ (required for formal admission)* **EDP 250** Language 102
Pass Basic Skills Test ASAP (PAPA, SAT, ACT, or CORE), apply for FATE upon completing 48 credits	
Third Semester (18 credits) HIS 102 HIS 300 (W) *MAT 104+ (required for formal admission)* *LIT/CLS (required for formal admission)* **HIS 444** Language 201	Fourth Semester (18 credits) SPK 208 (or SPK 230) ECO 111 or 112 General Education Science **EDA 103** HIS 300/400 level Language 202
Must achieve FATE by the time you have earned 60 credits	
Fifth Semester (18 credits) General Education Science PSC 100 HIS 300/400 level HIS 300/400 level **EDR 347** **LAN/ENG 382** (J)	Sixth Semester (18 credits) ANT 102 or SOC 200 HIS 300/400 level HIS 300/400 level **EDA 304** *(FATE is required)* **EDS 306** (W) *(FATE is required; prereq for SSC 331)* **EDP 355**
Take PRAXIS II (Comprehensive Social Studies)	
Seventh Semester (16 credits) General Education Philosophy GEO 101 or 103 HIS 300/400 level HIS 400-Seminar (W) **EDM 349 (1 credit)** *(FATE required)* **SSC 331** (W) *(FATE required; prereq for ST)*	Eighth Semester (12 credits) **EDS 411/412** Student-Teaching *(FATE required)*

Social Studies Certification		
FATE Requirements (8/1/15)		**Required Education Courses**
I. Courses		EDP 250
A. Complete 48+ credits		EDA 103
1. WRT 120 or WRT _____		EDP 355
2. LIT/CLS (3 credits)		EDR 347
3. MAT (***6 credits***)		LAN/ENG 382
B. GPA of 2.8 or higher		EDA 304*
II. By 60 credits, complete all above + pass all components of one (1) Basic Skills test		EDM 349* (1 credit)
A. PAPA Test or		EDS 306* *(a prerequisite for SSC 331 and may NOT be taken concurrently.)*
		SSC 331* *(a prerequisite for student-teaching)*
B. SAT Test or		EDS 411/ 412* *(No other courses may be taken while student-teaching.)*
		*FATE is required *prior* to taking this course.
C. ACT Test or		NB. All social studies certification students **must take** the PRAXIS II (Social Studies: Content Knowledge) examination ***prior to student-teaching experiences***. Candidates may graduate without passing the exam, but **must pass** the exam (Total Score ≥ 157) in order to be certified by the Pennsylvania Department of Education.
D. CORE Test		
III. Complete FATE Application		
Do this by the time you have 60 credits!		

[green] **GUIDANCE RECORD FORM** [green]
Bachelor of Arts in History (up to 120 credits)
For Students Entering Fall 2003 and After

NAME:_____ STUDENT ID #_____

Enrolled at WCU Semester___Year___ Enrolled as History Major Semester____Year____

Advisor:_____

CURRICULUM REQUIREMENTS

Note to Students: These requirements are subject to change. See your advisor at least once a semester. **In case of discrepancy, the college catalogue supersedes this form.**
Note to Students and Advisors: In the spaces below, record the grade of the course and the semester in which it was taken (ex: WRT 120 A Fall 2003).

General Education

I. ACADEMIC FOUNDATIONS (12 credits, *must be completed within the first 64 credits*):

		num.	*grade*	*semester*	
Effective Writing I	WRT	120	_____	_____	
Effective Writing II	WRT	____	_____	_____	(200, 204, 205, 206, 208, OR 220)
Mathematics	MAT	103	_____	_____	(a course above 103 is acceptable)
Communications	SPK	208	_____	_____	(SPK 230 or SPK 199 are also acceptable)

II. DISTRIBUTIVE REQUIREMENTS (21 credits):

A. Sciences: Select two approved courses from at least two of the following disciplines: Biology, Chemistry, Computer Science (CSC designated courses only: CSW courses ***do not*** fulfill General Education credit), Earth and Space Science, and Physics. NOTE: BIO 102/ESS 102 are "I" courses and ***cannot*** count as a science.

Abbrev.	*Number*	*Grade*	*Semester*
_____	_____	_____	_____
_____	_____	_____	_____

B. Behavioral and Social Sciences: Select two approved courses from at least two of the following disciplines: Anthropology, Economics, Geography, Political Science, Psychology, and Sociology

Abbrev.	*Number*	*Grade*	*Semester*
_____	_____	_____	_____
_____	_____	_____	_____

C. Humanities: Select one approved course each from Literature and from Philosophy:

	Number	*Grade*	*Semester*
LIT/CLS	_____	_____	_____
PHI	_____	_____	_____

D. Arts: Select one approved, three-credit course from one of the following areas: Art, Cinematography, Dance, Music, Photography, or Theater.

_____	_____	_____	_____
Abbrev.	*Number*	*Grade*	*Semester*

(Over)

III. DIVERSE COMMUNITIES (3 credits):

Select one course with a "J" designation. May count simultaneously as a distributive, major, or minor and diversity requirement, (*may also count toward "I" if cross-listed*).

_____ _____ _____ _____
abbrev number grade semester

IV. INTERDISCIPLINARY REQUIREMENT (3 credits):

Select an approved interdisciplinary course (designated "I" in course schedule). ***May not be used*** to fulfill another general education requirement but may fulfill a major or minor requirement, *but may also count toward "I" if cross-listed*.

_____ _____ _____ _____
abbrev number grade semester

V. FREE ELECTIVES (9 credits of your choice. Cannot be used to fulfill other General Education or Major requirements):

abbrev number grade semester

_____ _____ _____ _____

_____ _____ _____ _____

_____ _____ _____ _____

WRITING EMPHASIS**:**

All students entering with fewer than 40 credits must take three Writing Emphasis courses. These courses are designated with a "W" in the master schedule. Students entering with 40 to 70 credits must take two Writing Emphasis courses; students entering with more than 70 credits must take one. At least one writing emphasis course must be at the 300 or 400 level. (NB: HIS 300 and HIS 400 are "W" courses.)

Writing Emphasis Courses: _____ _____; _____ _____; _____ _____
course sem. course sem course sem

Foreign Language

History majors must successfully complete a language other than English through the 202 level. The following languages may used to meet this requirement: American Sign Language (ASL), Arabic, Chinese, French, German, Greek, Hebrew, Italian, Japanese, Latin, Russian, and Spanish. Other languages are may also be acceptable if credit through the 202 level is transferred from another institution. "Fluent" speakers of languages other than English may also test out of this requirement. See the Department of Foreign Languages for placement examinations.

Language_____

101____ ____; 102 ____ ____; 201 ____ ____; 202 ____ ____
grade sem. grade sem. grade sem grade sem.

(Over)

History Major Requirements

REQUIRED HISTORY CORE (15 credits):

HIS 101 ___ _____ HIS 102 ___ _____ HIS 151 ___ _____ HIS 152 ___ _____ HIS 300 ___ _____
grade sem. *grade sem.* *grade sem.* *grade sem.* *grade sem*

UPPER DIVISION HISTORY ELECTIVES (24 credits):
Select a primary field from European, United States or World and Regional History. Take three courses in that primary field, two courses from each of the supporting fields, and a seminar. The appropriate 300 and 400-level courses are listed in the catalog.

Primary Field _____

Course Title	*Num.*	*Grade*	*Semester*
_____	HIS _____	_____	_____
_____	HIS _____	_____	_____
_____	HIS _____	_____	_____

Supporting Field_____

_____	HIS _____	_____	_____
_____	HIS _____	_____	_____

Supporting Field_____

_____	HIS _____	_____	_____
_____	HIS _____	_____	_____

Seminar _____ HIS 400 _____ _____
(topic)

COGNATES (9 Credits):
Under advisement, take three courses in at least two disciplines related to history (such as American Studies, Anthropology, Art History, Economics, Geography, Literature, Music History, Philosophy, Political Science, Psychology, Sociology, and Women's Studies). *These courses are in addition to those taken to fulfill general education requirements.*

Course Title	*Abbrev.*	*Num.*	*Grade*	*Semester*
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____

Free Electives

Take enough free electives to complete the minimum of 120 credits needed for graduation. You may also use some free electives to complete a minor. The actual number of free elective credits needed to reach 120 credits varies; you need not fill in every space below. Remember that college preparatory courses (those whose numbers begin with "0" or "Q") do not count toward graduation.

Minor (if applicable):_____

abbrev.	*num*	*grade*	*semester*	*abbrev.*	*num*	*grade*	*semester*	*abbrev.*	*num*	grade	semester
_____	_____	_____	_____;	_____	_____	_____	_____;	_____	_____	_____	_____;
_____	_____	_____	_____;	_____	_____	_____	_____;	_____	_____	_____	_____;
_____	_____	_____	_____;	_____	_____	_____	_____;	_____	_____	_____	_____;
_____	_____	_____	_____;	_____	_____	_____	_____;	_____	_____	_____	_____.

[yellow] ***NEW*** **GUIDANCE RECORD FORM** [yellow]

Bachelor of Arts in History: Elective Social Studies Teacher Certification Program (up to 133 credits)

For Students Entering Fall 2012 and After

(as of August 1, 2015)

NAME:_____ STUDENT ID #_____

Enrolled at WCU Semester ____ Year____ Enrolled as History Major Semester ____ Year____

Advisor:_____

A Note to the Student

Academic Preparation for Teaching Social Studies in Secondary Schools

To satisfy Pennsylvania Department of Education, National Council for the Social Studies, and West Chester University standards and to prepare for teaching positions, prospective social studies teachers must complete subject matter content courses in

- United States history
- World history (including both western and non-western civilizations)
- Anthropology or Sociology
- Economics
- Geography
- Political Science (including United States government)
- Psychology

You must also have completed the requirements for the academic major, in this case History, established by the institution. When you complete the program, you should possess the knowledge, capabilities, and disposition to organize and provide instruction for the study of:

1. Culture and Cultural Diversity
2. Time, Continuity, and Change
3. People, Places, and Environment
4. Individual Development and Identity
5. Individuals, Groups, and Institutions
6. Power, Authority, and Government
7. Production, Distribution, and Consumption
8. Science, Technology, and Society
9. Global Connections
10. Civic Ideals and Practices

The above statement should guide you in the selection of courses in your academic major and *all* of your electives, including those under General Education requirements. Appendix A lists courses which meet the ten themes listed above.

You probably will be teaching United States history, geography, world history or world cultures in secondary schools. You need to select courses that will prepare you specifically for these fields, *especially those in the non-western world*.

Fluency in a foreign language, especially Spanish, will probably enhance your employment prospects. Discuss these important options with your advisor. You should also consult your advisor each semester regarding updates of courses listed in the appendices as well as any other program changes.

CURRICULUM REQUIREMENTS

Note to Students: These requirements are subject to change. See your advisor at least once a semester. **In case of discrepancy, the college catalogue supersedes this form.**

Note to Students and Advisors: In the spaces below, **record the grade of the course and the semester** in which it was taken (ex: WRT 120 __A__ __Fall '09__).

General Education

I. ACADEMIC FOUNDATIONS (12 credits, must be completed within the first 64 credits):

	abbrev.	*num.*	*grade*	*semester*	
Effective Writing I	WRT	120	_____	_____	
Effective Writing II	WRT	____	_____	_____	(200, 204, 205, 206, 208, or 220)
Mathematics	MAT	103	_____	_____	(a course above 103 is acceptable)
Communications	SPK	208	_____	_____	(SPK 230 or SPK 199 are also acceptable)

II. DISTRIBUTIVE REQUIREMENTS (21 credits):

A. Sciences: Select two approved courses from at least two of the following disciplines: Biology, Chemistry, Computer Science (CSC designated courses only: CSW courses ***do not*** fulfill General Education credit), Earth and Space Science, and Physics. NOTE: "I" courses and ***cannot*** count as a science.

Abbrev	*Number*	*Grade*	*Semester*
_____	_____	_____	_____
_____	_____	_____	_____

B. Behavioral and Social Sciences: Select PSC 100 and PSY 100

	Grade	*Semester*	
PSC 100	_____	_____	(a social studies certification requirement)
PSY 100	_____	_____	(a social studies certification requirement)

C. Humanities: Select one approved course each from Literature and from Philosophy:

	Number	*Grade*	*Semester*
LIT/CLS	_____	_____	_____
PHI	_____	_____	_____

D. Arts: Select one approved, three-credit course from one of the following areas: Art, Cinematography, Dance, Music, Photography, Theater.

_____	_____	_____	_____
abbrev.	*number*	*grade*	*semester*

III. DIVERSE COMMUNITIES (3 credits):

Select one course with a "J" designation. May count simultaneously as a distributive, major, or minor and diversity requirement, (*may also count toward "I" if cross-listed*). Select LAN or ENG 382.

LAN/ENG 382	_____	_____	(Teaching English Language Learners; part of education core)
	grade	*semester*	

IV. INTERDISCIPLINARY REQUIREMENT (3 credits):

Select an approved interdisciplinary course (designated "I" in course schedule). *May not be used to fulfill another general education requirement*, but may fulfill a major or minor requirement or a "J" if cross-listed.

_____	_____	_____	_____
abbrev	*number*	*grade*	*semester*

V. FREE ELECTIVES (9 credits of your choice. Cannot be used to fulfill other General Education or Major requirements):

	grade	*semester*	
MAT 104	____	_____	(another college-level Math or Statistics course is acceptable)
EDP 250	____	_____	(Educational Psychology; part of education core)
EDA 103	____	_____	(Foundations of Special Education; part of education core)

WRITING EMPHASIS**:**
All students entering with fewer than 40 credits must take three Writing Emphasis courses. These courses are designated with a "W" in the master schedule. Students entering with 40 to 70 credits must take two Writing Emphasis courses; students entering with more than 70 credits must take one. At least one writing emphasis course must be at the 300 or 400 level. (NB: HIS 300, HIS 400, EDS 306, and SSC 331 are "W" courses.)

Writing Emphasis Courses: _____ _____; _____ _____; _____ _____
course sem. course sem course sem

Foreign Language

History majors must successfully complete a language other than English through the 202 level. The following languages may used to meet this requirement: American Sign Language (ASL), Arabic, Chinese, French, German, Greek, Hebrew, Italian, Japanese, Latin, Russian, and Spanish. Other languages are may also be acceptable if credit through the 202 level is transferred from another institution. Native speakers of languages other than English may also test out of this requirement. See the Department of Foreign Languages for placement examinations.

Language_____

101____ ____; 102 ____ ____; 201 ____ ____; 202 ____ ____
grade sem. grade sem. grade sem grade sem.

History Major Requirements

REQUIRED HISTORY CORE (15 credits):

HIS 101 ___ _____ HIS 102 ___ _____ HIS 151 ___ _____ HIS 152 ___ _____ HIS 300 ___ _____
grade sem. grade sem. grade sem. grade sem. grade sem

UPPER DIVISION HISTORY ELECTIVES (24 credits):
Select a primary field from European, United States or World and Regional History. Take three courses in that primary field, two courses from each of the supporting fields, and a seminar. The appropriate 300 and 400-level courses are listed in the catalog. ***NOTE:*** *One of the US History courses* ***MUST*** *be History of American Education (HIS 444); it is part of the secondary education core as well as an upper-level history elective.*

Primary Field _____

Course Title	*Num.*	*Grade*	*Semester*
_____	HIS _____	_____	_____
_____	HIS _____	_____	_____
_____	HIS _____	_____	_____

Supporting Field_____

_____	HIS _____	_____	_____
_____	HIS _____	_____	_____

Supporting Field_____

_____	HIS _____	_____	_____
_____	HIS _____	_____	_____

Seminar _____ HIS 400 _____ _____
(topic)

COGNATES. Take one course from each line. Circle the choice (9 credits)

	Grade	*Semester*	
GEO 101 or 103	_____	_____	(a social studies certification requirement)
ECO 111 or 112	_____	_____	(ECO 101 is acceptable, but being phased out)
ANT 102 or SOC 200	_____	_____	(a social studies certification requirement)

Core Education Courses

The secondary social studies teacher certification program requires 36 credits in education. The following courses with a grade of "C" or higher (NOT "C-"): EDP 250, EDA 103, EDA 303, EDP 355, EDR 347, EDM 349, LAN/ENG 382, EDS 306, and SSC 331. LAN/ENG 382, EDP 250 and EDA 103 are also listed in the general education section (see page 2). The remaining courses are listed below:

***As of 8/1/2015, FATE may be required *prior* to taking all or certain upper division COE courses.**

Course #	Title (credits)	*grade*	*semester*
EDP 250	Educational Psychology (3)	_____	_____
EDA 103	Foundations of Special Education (3)	_____	_____
EDR 347	Literacy Dev. & Secondary Students in Inclusive Classrooms (3)	_____	_____
EDP 355	Assessment for Learning, 7-12 (3)	_____	_____
LAN/ENG 382	Teaching English Language Learners (3)	_____	_____
EDA 304*	Processes and Procedures for General Educators (3)	_____	_____
EDM 349*	Educational Technology (1)	_____	_____
EDS 306*	Field Experience (General Methods) (3)	_____	_____
	(EDS 306 is a prerequisite for SSC 331 and may *NOT* be taken concurrently.)		
SSC 331*	Methods of Teaching Social Studies (3)	_____	_____
	(SSC 331 is a prerequisite for student-teaching and should be taken in the semester prior to student-teaching.)		
EDS 411/412*	Student-Teaching (12)	_____	_____ and _____ _____
	(Students must have taken PRAXIS II ***prior to their student-teaching experiences***. No other courses may be taken while student-teaching.)		

Additional Free Electives

You may also use additional free electives to complete a minor. The actual number of free elective credits needed to reach a minimum of 120 credits varies; you need not fill in every space below. Remember that college preparatory courses (those whose numbers begin with "0" or "Q") do not count toward graduation.

abbrev.	*num*	*grade*	*semester*	*abbrev.*	*num*	*grade*	*semester*	*abbrev.*	*num*	grade	semester
_____	_____	_____	_____;	_____	_____	_____	_____;	_____	_____	_____	_____;
_____	_____	_____	_____;	_____	_____	_____	_____;	_____	_____	_____	_____;
_____	_____	_____	_____;	_____	_____	_____	_____;	_____	_____	_____	_____;

ADDITIONAL REQUIREMENTS FOR SELECTED EDUCATION COURSES, FORMAL ADMISSION TO TEACHER EDUCATION, STUDENT-TEACHING AND CERTIFICATION:

(NB: As of August 1, 2015, according to PA Department of Ed, no candidate with 60 or more earned credits may take upper division professional education courses without FATE.)

For Education Courses Requiring Field Experiences/Observations in Public Schools, you will need to obtain:

1. PA Criminal Background Check
2. PA Child Abuse Clearance
3. FBI Criminal Background Check
4. Tuberculosis Test

*These clearances will need to be on file with the Teacher Education Center-FHG Library 251 (http://www.wcupa.edu/_ACADEMICS/CoEd/studentinfo/clearances.asp).

Formal Admission to Teacher Education* (as of 8/1/2015, must be accomplished by the time you have 60 credits):

1. Completed at least 48 credits
2. An overall GPA of 2.8 or higher in all courses. Overall GPA_____
3. Achieved a passing score (established by PDE) on the PAPA exams (Pre-service Academic Performance Assessment) (***or be exempted by passing scores on either SAT, ACT, or CORE test***):
   - Reading Date taken _____ Passed _____
   - Math Date taken _____ Passed _____
   - Writing Date taken _____ Passed _____
4. Earned six credits of English Composition and Literature _____ _____
5. Earned six credits of Mathematics _____ _____
6. Obtained a recommendation for admission from the Department of History

*The College of Education will provide the application form.

For admission to Student-Teaching (EDS 411/412), you must:

1. Take PRAXIS II (Social Studies Content Knowledge--#10081) and report scores to your advisor. (Date taken: _____)

For PA Certification in Social Studies, you must complete the required curriculum and . . .

1. Complete both halves of Student-Teaching with a grade of "C" or higher (NOT C-);
2. Pass the PRAXIS II (Social Studies Content Knowledge--#10081) (Date passed: _____);
3. Attain a GPA of 3.0 or higher upon graduation.

APPENDIX A

Courses Addressing National Council for the Social Studies Themes

The National Council for the Social Studies identifies ten themes or standards about which you should be knowledgeable. Listed below are courses that will help you gain the needed skills and knowledge. In addition to the required social studies core classes, judicious selection of your history courses will ensure that you meet the standards. You may circle the numbers of the courses you have taken. Note that many courses address more than one theme or standard; you can use a course to meet more than one standard.

1. Culture and Cultural Diversity
   ANT 102
   GEO 103
   HIS 101, 102, 151, 152, 302, 305, 306, 311, 315, 316, 317, 318, 319, 321, 323, 324, 328, 332, 348, 349, 356, 362, 364, 365, 366, 368, 370, 373, 375, 378, 406, 411, 412, 417, 421, 424, 425, 428, 435, 445, 451, 474, SSC 331.
   SOC 200

2. Time, Continuity, and Change
   ANT 102
   All **History** courses.

3. People, Places, and Environment
   GEO 101, 103,
   HIS 101, 102, 151, 152, 302, 308, 312, 318, 321, 352, 356, 360, 364, 367, 369, 378, 411, 412, 417, 421, 428, SSC 331.

4. Individual Development and Identity
   ANT 102
   HIS 101, 102, 151, 152, 302, 305, 306, 308, 311, 314, 315, 316, 318, 319, 320, 322, 324, 331, 332, 348, 349, 352, 354, 356, 357, 362, 365, 366, 370, 371, 373, 411, 412, 416, 417, 420, 421, 422, 427, 445, 451, 455, 474, SSC 331
   PSY 100
   EDP 250, **EDA** 103, **LAN/ENG** 382

5. Individuals, Groups, and Institutions
   HIS 101, 102, 151, 152, 302, 305, 306, 308, 311, 314, 315, 316, 318, 319, 320, 322, 324, 328, 329, 331, 332, 348, 349, 352,354, 356, 357, 362, 365, 366, 370, 371, 373, 378, 411, 412, 416, 417, 420, 421, 422, 424, 425, 427, 445, 451, 455, 474, SSC 331
   PSC 100
   SOC 200

6. Power, Authority, and Governance
   HIS 101, 102, 151, 152, 302, 305, 306, 312, 319, 320, 324, 328, 329, 330, 331, 332, 352, 356, 357, 361, 364, 365, 366, 369, 370, 373, 378, 411, 412, 416, 417, 421, 422, 423, 424, 425, 427, 445, 452, 458, SSC 331
   PSC 100

7. Production, Distribution, and Consumption
   ECO 101, 111, 112
   HIS 101, 102, 151, 152, 302, 311, 312, 321, 331, 333, 324, 354, 356, 365, 367, 378, 380, 422, 424, 425, 427, 435, 451, SSC 331.

8. Science, Technology, and Society
   HIS 101, 102, 151, 152, 328, 333, 352, 354, 356, 360, 366, 367, 378, 415, 422, SSC 331.

9. Global Connections
   GEO 101, 103
   HIS 101, 102, 151, 152, 302, 306, 311, 312, 330, 332, 315, 316, 328, 329,352, 354, 356, 357, 365, 366, 375, 378, 380, 412, 417, 423, 424, 427, 428, 458, SSC 331

10. Civic Ideals and Practices
    HIS 101, 102, 151, 152, 305, 306, 318, 328, 329, 330, 331, 349, 352, 356, 357, 360, 361, 364, 365, 366, 373, 378, 416, 417, 422, 423, 424, 445, 455, 458, 480, SSC 331
    PSC 100

[salmon] **GUIDANCE RECORD FORM** [salmon]

Bachelor of Arts in History *with a Concentration in American Studies* (up to 120 credits)

For Students Entering Fall 2010 and After

NAME:_____ STUDENT ID #_____

Enrolled at WCU Semester___Year___ Enrolled as History Major Semester____Year____

Advisor:_____

CURRICULUM REQUIREMENTS

Note to Students: These requirements are subject to change. See your advisor at least once a semester. *In case of discrepancy, the college catalogue supersedes this form*.

General Education

I. ACADEMIC FOUNDATIONS (12 credits, *must be completed within the first 64 credits*):

		num.	*grade*	*semester*	
Effective Writing I	WRT	120	_____	_____	
Effective Writing II	WRT	____	_____	_____	(200, 204, 205, 206, 208, OR 220)
Mathematics	MAT	103	_____	_____	(a course above 103 is acceptable)
Communications	SPK	208	_____	_____	(SPK 230 or SPK 199 are also acceptable)

II. DISTRIBUTIVE REQUIREMENTS (21 credits):

A. Sciences: Select two approved courses from at least two of the following disciplines: Biology, Chemistry, Computer Science (CSC designated courses only: CSW courses ***do not*** fulfill General Education credit), Earth and Space Science, and Physics. NOTE: BIO 102/ESS 102 are "I" courses and ***cannot*** count as a science.

Abbrev.	*Number*	*Grade*	*Semester*
_____	_____	_____	_____
_____	_____	_____	_____

B. Behavioral and Social Sciences: Select two approved courses from at least two of the following disciplines: Anthropology, Economics, Geography, Political Science, Psychology, and Sociology. An American-themed course would be appropriate.

Abbrev.	*Number*	*Grade*	*Semester*
_____	_____	_____	_____
_____	_____	_____	_____

C. Humanities: Select one approved course each from Literature and from Philosophy:

	Number	*Grade*	*Semester*	
LIT	200	_____	_____	(American Literature I, part of American Studies concentration)
PHI	_____	_____	_____	(an American-themed course would be appropriate)

D. Arts: Select one approved, three-credit course from one of the following areas: Art, Cinematography, Dance, Music, Photography, Theater. An American-themed course would be appropriate.

_____	_____	_____	_____
Abbrev.	*Number*	*Grade*	*Semester*

(Over)

III. DIVERSE COMMUNITIES (3 credits): Select one course with a "J" designation. May count simultaneously as a distributive, major, or minor and diversity requirement, (*may also count toward "I" if cross-listed*). An American-themed course would be appropriate.

_____ _____ _____ _____
abbrev number grade semester

IV. INTERDISCIPLINARY REQUIREMENT (3 credits): Select an approved interdisciplinary course (designated "I" in course schedule). May not be used to fulfill another general education requirement but may fulfill a major or minor requirement or a "J" requirement (if cross-listed). Select AMS 200-American Civilization (which also satisfies a Cognate requirement of the major).

grade semester
AMS 200 _____ _____

V. FREE ELECTIVES (9 credits of your choice. Cannot be used to fulfill other General Education or Major requirements):

abbrev number grade semester

_____ _____ _____ _____

_____ _____ _____ _____

_____ _____ _____ _____

WRITING EMPHASIS**:**

All students entering with fewer than 40 credits must take three Writing Emphasis courses. These courses are designated with a "W" in the master schedule. Students entering with 40 to 70 credits must take two Writing Emphasis courses; students entering with more than 70 credits must take one. At least one writing emphasis course must be at the 300 or 400 level. (NB: HIS 300 is a "W" course.)

Writing Emphasis Courses: _____ _____; _____ _____; _____ _____
course sem. course sem course sem

Foreign Language

History majors must successfully complete a language other than English through the 202 level. The following languages may used to meet this requirement: American Sign Language (ASL), Arabic, Chinese, French, German, Greek, Hebrew, Italian, Japanese, Latin, Russian, and Spanish. Other languages are may also be acceptable if credit through the 202 level is transferred from another institution. Native speakers of languages other than English may also test out of this requirement. See the Department of Foreign Languages for placement examinations.

Language_____

101____ ____; 102 ____ ____; 201 ____ ____; 202 ____ ____
grade sem. grade sem. grade sem grade sem.

History Major Requirements

REQUIRED HISTORY CORE (15 credits):

HIS 101 ___ _____ HIS 102 ___ _____ HIS 151 ___ _____ HIS 152 ___ _____ HIS 300 ___ _____
grade sem. *grade sem.* *grade sem.* *grade sem.* *grade sem*

UPPER DIVISION HISTORY ELECTIVES (18 credits):
In addition to American Material Culture, take two US history courses plus one European and one World history elective. For an American Studies Concentration, students may satisfy their capstone course requirement either with a senior project, internship, or independent study in American Studies. The appropriate 300 and 400-level courses are listed in the catalog.

US History/American Studies

Course Title		*Num.*	*Grade*	*Semester*
American Material Culture	AMS/HIS	367	_____	_____
_____	AMS/HIS	_____	_____	_____
_____	AMS/HIS	_____	_____	_____

European History

_____ HIS _____ _____ _____

World and Regional History

_____ HIS _____ _____ _____

American Studies Capstone (*Senior Project-AMS 400, Independent Study-AMS 401, or Internship-AMS 415*)

_____ AMS _____ _____ _____

AMERICAN STUDIES COGNATES (15 Credits):
In addition to AMS 200 and LIT 201, *plus three more 300/400-level American-themed courses* from at least two of the following disciplines: Anthropology, Art History, Economics, Geography, Literature, Music History, Philosophy, Political Science, Psychology, Sociology, and Women's Studies. *These courses are in addition to those taken to fulfill general education requirements.*

Course Title	*Abbrev.*	*Num.*	*Grade*	*Semester*
American Civilization	AMS	200	_____	_____
American Literature II	LIT	201	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____

Free Electives

Take enough free electives to complete the 120 credits needed for graduation. The actual number of free elective credits needed to reach the required minimum of 120 credits varies; you need not fill in every space below. Remember that college preparatory courses (those whose numbers begin with "0" or "Q") do not count toward graduation. You may also use some free electives to complete a minor (***NB: Students with an American Studies concentration are ineligible for a minor in American Studies***).

Minor (if applicable):_____

abbrev.	*num*	*grade*	*semester*	*abbrev.*	*num*	*grade*	*semester*	*abbrev.*	*num*	grade	semester
_____	_____	_____	_____;	_____	_____	_____	_____;	_____	_____	_____	_____;
_____	_____	_____	_____;	_____	_____	_____	_____;	_____	_____	_____	_____;
_____	_____	_____	_____;	_____	_____	_____	_____;	_____	_____	_____	_____.

POLICIES AND PETITIONS

West Chester University is a bureaucracy. It functions according to certain policies, and you will be happier if you abide by them. In addition to the policies referred to earlier, here are some of the others which are the most relevant. See the catalog and *Ram's Eye View* for the official versions of these and other policies.

Grade Point Average for Graduation: In the BA program, to graduate you must have a 2.0 GPA both overall and in History. This means that you may graduate with a "D" in a History course as long as you have a "B" in another History course with which to balance out the "D." As indicated earlier, *to be admitted to and remain in the teacher education program*, you must have a GPA of 2.8 or better.

Academic Probation and Dismissal: This policy is fully explained in the catalog. Basically, you must have a 2.0 GPA after attempting eighteen credits. If you do not, you will be placed on probation (you have 30 credits in which to pull your GPA to 2.0 or be dismissed from the University). If you are placed on academic probation, see your advisor as soon as possible to complete an *Academic Recovery Plan*. You will *not* be able to schedule classes without one!

Repeating Courses: The fastest way to raise your GPA is to repeat courses in which you have done poorly. The first time you repeat a course, only the second grade is used in computing your GPA. Hence, if you earned an "F" the first time and a "B" the second time, only the "B" will count. By the same token, if you earned a "D" the first time and an "F" the second, only the "F" will count. You may use the repeat policy five times. You can take five different courses twice or any combination thereof (***but you may only take the same course three times***). Use the policy wisely. Once you have used your five repeats, they're gone; you cannot earn credit for a sixth repeat, even if you need the course in order to graduate.

Grading Policy: The University requires that each professor in a regular course (not a seminar or similar research-based experience) administer at least three evaluations during a semester. Those evaluations may come in any form (tests, papers, and the like) and the final exam cannot count for more than one-third of the course grade.

Grade Appeals: The Department of History does not have much experience with grade appeals. In the first place, your professors will evaluate your work fairly. Second, history majors can read the policy contained in the catalog and *Ram's Eye View* and understand its import. If you believe that a grade you received on an evaluation or in a course is not a fair assessment of your performance, you must first speak with the instructor. Professors sometimes err and are happy to correct the mistake. Even if the instructor does not change the grade, you will gain a greater knowledge of the professor's expectations and how you can meet them. You cannot appeal grades on individual assignments. You may appeal a grade in a course. Before you do so, however, read the policy. Briefly, it provides that no change in a grade will be recommended "unless there is clear evidence that the original grade was based on prejudiced or capricious judgment, or was in inconsistent with official University policy." If the instructor administered at least three evaluations and the final exam did not count for more than one-third of the course grade, the grade was consistent with official policy. As for prejudiced or capricious judgment, how can one prove that? That you or anyone else disagrees with the professor's assessment is irrelevant. As long as the professor used some sort of standard and essentially the same standard for everyone, the professor's judgment is neither capricious nor prejudiced. The bottom line: talk to the professor and if you're still not satisfied, move on. Life is not fair and you were never guaranteed anything more than the *pursuit* of happiness.

Disruptive Behavior: This policy is really unnecessary because you are an adult and will act accordingly. However, just to be sure, here it is. If you disrupt a class, you will be tossed out and there is no assistant principal to put you back in. If you persist, you will be removed from the class and fail the course. You may also be removed from the University.

Academic Dishonesty: This encompasses both cheating on exams and plagiarism. Plagiarism is using someone else's words or thoughts and passing them off as your own. The *History Survival Manual* offers a fuller definition and tips on how to avoid plagiarism. The Department takes academic dishonesty very seriously. If you get caught, and you will get caught eventually, the best you can hope for is a failing grade in the course. If your cheating is particularly egregious, we will do our level best to get you expelled. Are we clear? For more information, see below and consult the *Ram's Eye View* student handbook and the WCU Catalog.

WCU Undergraduate Student Academic Integrity Policy

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

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

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

Second, cheating is ***not*** just a matter between an instructor and student in a specific course. While it is the right and duty of the instructor to set minimum penalties for dishonesty in a particular course, the University is responsible for the minimum standards of academic integrity and achievement on which degrees are based. It is the University that permits students to remain members of the academic community and finally certifies that students have attained sufficient academic credit and exhibited acceptable standards of conduct to entitle them to a degree. Incidents of academic dishonesty, especially when they recur and become patterns of dishonest behavior, require that the University be in position to use more severe disciplinary measures than those available to the professor, including expulsion of the student from the University. It is therefore imperative that individual instances of academic dishonesty, accompanied by details concerning penalties, become a part of the student's central disciplinary record.

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

As responsible members of the academic community, students are obligated to comply with the basic standards of integrity. They are also expected to take an active role in encouraging other members to respect those standards. Should a student have reason to believe that a violation of

academic integrity has occurred, he/she is encouraged to make the suspicion known to a member of the faculty or university administration. Students should familiarize themselves with the university's policies, procedures, and definitions of types of violations, as provided in the Undergraduate Catalog and the *Ram's Eye View*.

Violations of Academic Integrity
Violations of the Academic Integrity standards of West Chester University fall into six broadly defined categories listed below. More detailed and specific examples are provided in the *Ram's Eye View* and on the WCU web page for Academic Integrity.

1. Plagiarism
2. Fabrication
3. Cheating
4. Academic Misconduct
5. Facilitating Academic Dishonesty
6. Breach of Standards of Professional Ethics

Taking Courses Off-Campus: This is a good way to lighten your September to May course load or get a course which you cannot seem to schedule at West Chester. If you want to take a course or courses elsewhere, print off or pick up the "**Permission to Take a Course-Off Campus**" form from the Registrar's website or outside the Registrar's office. Talk to your advisor and obtain her/his signature (if needed). Take the form to the West Chester department offering that courses or courses in that discipline, and get the department chair to indicate what the West Chester equivalent is. *You may not transfer in a course that you have already failed at West Chester*. If you fail a required course at West Chester, you must repeat it here until you have passed it. You cannot use this policy to raise your GPA because grades do not transfer; only courses do. Within certain limits, you should have no problem transferring courses from an accredited four-year college or university. You should also be able to easily transfer 100 or 200-level courses from a junior or community college. *Upper-level courses (300 and 400) may only be transferred from institutions offering a baccalaureate (4-year) degree*. In any case, remember that you must take at least half of the courses in your major at West Chester.

Petitions: Under extraordinary circumstances, almost every policy can be waived. A request for a waiver is called a petition. The form is available at the Registrar and in the department office. On the form, you must state which rule you want waived and why you think it should be waived. Your typed response is your opportunity to make your case. Present your evidence concisely and convincingly. Attach all relevant documents, including a copy of your transcript (a printout from the computer is acceptable). Your advisor must make a recommendation and sign the form, as must the chair of the department or director of the program concerned, and the appropriate dean. You must ensure the form gets to the right people. The associate provost makes the final decision.

Keeping Records

You should start a file containing every written communication you receive from the University. If you pay a bill at the Bursar's Office, keep the receipt just in case the payment is not properly credited to your account. Keep copies of your course syllabi. You might transfer to another institution and the folks there will want to know what your courses covered. Maintain records of communications between you and your advisor. Your advisor and the department maintain a file on you. It is available in the department office and you may copy or review it--after signing for it (The departmental secretary is very careful about student records).

Academic Opportunities for History Majors at WCU

Internships: An internship provides practical experience related to the field, academic credit, and, in some cases, an income. The Political Science Department offers a number of internships open to all majors. These include the Harrisburg semester in which you spend an entire semester doing relevant work in the state government. The Department of History sponsors a wide variety of internship at historic sites, historical societies, archives, museums, and in business. If you qualify, you may be able to use money from the Drayer Endowment to support your internship. See Dr. Hardy for details on departmental internships.

Research Opportunities and Expenses: If you are contemplating graduate work, you should take advantage of the available research opportunities. Courses such as Computer Applications in Historical Research, Oral History, and Senior Seminar are built around research experiences. Professors also use student assistants to help them in their research. Ask about such opportunities. Get in there and dig. Make history.

Study Abroad: West Chester University students are eligible to study abroad through any accredited program coordinated by any U.S. university that allows students to enter their program. All of the study abroad programs available at West Chester University are open to students in the State System of Higher Education (SSHE) - these include: Bloomsburg, Cheyney, Clarion, East Stroudsburg, Edinboro, Indiana, Kutztown, Lock Haven, Mansfield, Millersville, Shippensburg, and Slippery Rock. West Chester University programs are not open to students outside of SSHE. Programs coordinated by other SSHE universities are often open to West Chester University students. Each semester there are a minimum of 10 seminars available at West Chester University for WCU students interested in spending a semester or year studying in another country. The seminars provide information about locations, financial aid, scholarships, academics, estimated costs, and general topics. The schedule of seminars is available at the Center for International Programs, McKelvie Hall, 102 W. Rosedale Avenue.

Student Exchange: West Chester participates in the National Student Exchange. Under this program, you pay West Chester tuition and fees while spending a semester or a year at one of over 100 participating colleges and universities. The courses you take at the host institution are automatically transferred to West Chester. This is a great way to expand your horizons. See the NSE coordinator in the Registrar's Office for details.

Summer School: An increasing number of students are opting for summer school in order to reduce their academic year workload, get courses that seem otherwise unavailable, or improve their GPA. If you are in the teacher certification program and want to graduate in four years, a session or two of summer school is in your future.

Department Awards and Scholarships

Robert E. Drayer Memorial Award: This award goes to the graduating senior with the most distinguished record in History. No application is necessary because we will know who you are.

Robert E. Drayer Partial Undergraduate Scholarships. A portion of the Scholarship Fund will be used to support up to 5 scholarships in the amount of $2,000 to be awarded each year on the basis of academic merit each year to a BA in History, BA in History with Certification, or BA in American Studies major who will be returning to West Chester as a junior or senior. The

recipient is chosen by the Undergraduate Committee based on student application. Up to two need-based scholarships will reserved for student-teachers. "Merit" is defined as having the strongest academic credentials as determined by the Undergraduate Committee; "need" is determined and defined by the Office of Financial Aid. Look for announcements at the beginning of Spring.

Robert E. Drayer Book Scholarships. A portion of the Scholarship Fund will be used to support up to 6 scholarships in the amount of $250 to be awarded each year on the basis of academic merit each year to BA in History, BA in History with Certification, or BA in American Studies majors who will be returning to West Chester as a juniors or seniors. Up to two additional merit-based scholarships will be available for returning sophomores who have completed at least 30 credits and at least two WCU history classes. The recipient is chosen by the Undergraduate Committee based on student application. "Merit" is defined as having the strongest academic credentials as determined by the Undergraduate Committee.

Helen Tapper Ivins '35 Endowed Scholarship: This scholarship is awarded annually to an undergraduate student with a minimum grade point average of 3.0 who is in the teacher certification program. Watch for announcements regarding application procedures and due dates.

Michael C. Grey Award: This award is granted annually to the junior or senior History or American Studies major who best exemplifies the legacy of Michael Grey. Qualifications include a 2.5 GPA and extra-curricular activities, particularly those which demonstrate a concern for humanity. The recipient is chosen by the History department's undergraduate committee based on self-nomination essays.

Extra-Curricular Opportunities

History Club: The Department-sponsored History Club offers a variety of programs ranging from picnics to speakers to weekend trips. It is a great opportunity to get involved with other people who enjoy History. Club functions are announced in classes and posted on bulletin boards in Wayne Hall, particularly the bulletin board outside the Department office.

Phi Alpha Theta: The Department also sponsors the Nu Sigma Chapter of Phi Alpha Theta, the international honor society in History. It is open to students who have completed twelve or more credits of history with a grade point average of 3.1 or greater in their history courses and 3.0 overall GPA. Watch the campus newspaper and bulletin boards for announcements regarding chapter initiation and activities. If you qualify, join. If nothing else, it looks good on your resume.

Undergraduate Committee: Each fall, History undergraduate students elect a student member of the Department's undergraduate committee. The undergraduate committee is responsible for reviewing and, if appropriate, proposing changes in all undergraduate programs and courses. It also acts as the grade appeals committee for undergraduate courses. This is a great way to get involved if you want to contribute to the functioning of the Department.

Social Life. The campus is filled with opportunities for a social life. Within two weeks, you will know more about them than we ever will. A good place to start is the Sykes Student Union. We have two thoughts about your social life. In general, don't overdo. Moderation is the key. All first-year students who concentrate on partying must learn a crucial phrase: "Do you want fries with that?" The path to a McJob career begins with one party too many. By the time you're a

sophomore, you will have learned some limits and how to budget your time. Study now; party later. If you do party, remember, bad things happen to people when they are drunk or otherwise incapacitated. Only you can prevent illness or injury or insult to your body.

Study Skills and Help

In college, you will spend relatively little time in class and will be expected to learn a great deal on your own. There is no social promotion, no one cares how much effort you put into a class, and contrary to all legends, and no professor has ever been fired for flunking too many students. Remember, West Chester had over 14,000 applications for approximately 2,000 first-year slots; there are seven students ready to take your place. We want you to succeed, but if you don't, that's your problem, not ours.

History Survival Manual: This is a great guide to success in the study of history. It provides invaluable insights on good study habits, how to write a research paper or book review and how to succeed on an essay exam. It is available at a nominal price in the bookstore and is required reading in some courses. Get yours now and follow its precepts.

Tutoring: If you are lost and too intimidated by your professor to see her/him, see the Graduate Assistants in Wayne 433. They'll be glad to tutor you in the History survey courses and can offer general assistance in upper-level History courses. They post hours on the bulletin board outside their door at Wayne 433 or you can leave them a note containing your name and telephone number and they will contact you.

Writing Center: All of us need help with our writing at one time or another. (This Handbook was written by one person and edited by the rest of the department). History professors can write and will be happy to help you with your writing, but we are not trained in teaching people how to write. The staff of the writing center has the training. If you're having problems with writing assignments, see them. They are in Lawrence 214.

Tutoring Center: If you are having problems with a course other than History, the Academic Programs and Services Office located on the second floor of Lawrence Center (room 105) can provide free tutoring for most 100-and 200-level courses.

Other Helpful Places

The *Ram's Eye View* contains a complete listing of where to obtain services on campus. Below is a list of the most commonly requested on-campus resources:

Counseling Center: College can be very stressful. Everyone gets stressed out at one time or another. If the stress is getting in the way of your life, call the Counseling Center for an appointment (610-436-2301) to speak to a professional counselor. The service is free and completely confidential. Don't be shy about using this service. You may be amazed by how many of your peers use it. The center is in Lawrence 129.

Women's Center: Located in Lawrence 100, the Women's Center provides support, information, and referrals on important issues such as acquaintance rape, eating disorders, sexual harassment, gender discrimination, and any type of relationship problems.

Office of Services for Students with Disabilities: Located in Lawrence 105, this office provides assistance for students with disabilities. If you have a learning disability, this is the office through which you make whatever arrangements need to be made to accommodate the different ways in which you learn and demonstrate what you have learned.

Social Equity Office: Located at 13/15 University Avenue, this office provides guidance and information for anyone who believes they have encountered any form of discrimination based on gender, race, sexual orientation, ethnicity, and religious or political beliefs. This is the place to go if you feel you are the victim of sexual harassment.

Sykes Student Union: This building houses the S.S.I. Bookstore, the movie theatre, a MAC machine, and the service windows where you get tickets for special campus events, cash checks, and obtain a new I.D.

Health Center: If you are ill, go to the WCU Health Center, which also dispenses information about AIDS, birth control, and STDs, as does Planned Parenthood (12 South Wayne Street).

25 University Avenue: WCU Administrative Center located at 25 University Avenue contains the Bursar, Registrar and Financial Aid offices. The Bursar's Office is where you pay your bills. The Registrar handles scheduling, grades, and transcripts, and the Financial Aid Office handles scholarships, grants, and loans. If you need help with any of those items, see the appropriate office. Remember that the people staffing these offices really do want to help you; it's not their fault that your parent forgot to mail the check, your professor recorded the wrong grade, or your grant didn't come through. Don't take it out on them. You can catch more flies with honey than with vinegar. Be nice.

WHERE DO I GO FROM HERE?

Unless you become a professor, you will eventually leave college and enter the real world. Your entry into that world will be smoothed by planning ahead. We offer the following to assist you in that process.

Common Careers for Students of History[1]

"What can I do with a major in history?" You can apply your history degree in a variety of workplaces and under a variety of job titles, including educator, researcher, writer, editor, information manager, advocate, businessperson, or simply as a history professional. Professional historians need diverse skills because they often carry out multiple historical activities in any particular workplace. Historians in museums manage and interpret collections of objects but are also called upon to serve as researchers, writers, editors, and educators. Similarly, archivists trained as historians will process and protect collections of historical source materials, but also need to research, educate, write, edit, and provide advocacy information.

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[1] from: Constance Schulz**,** Page Putnam Miller**,** Aaron Marrs**,** and Kevin Allen. *Careers for Students of History*. Published by the American Historical Association, The National Council for Public History, and the Public History Program, University of South Carolina. Printed version, © 2002 (available on line at http://www.historians.org/pubs/careers/index.htm).

Skills of the Professional Historian

Historians possess a number of skills that help to define them as members of the profession. Some are unique to historians while others are shared with or similar to those practiced in other disciplines that study the past, such as archaeology, art history, literature, historical geography, and folklore. Increasingly, historians find themselves working across disciplines, either as part of a team of people drawn from many fields or by adapting methods drawn from other disciplines for their individual research. So what is it that professional historians do that makes them historians? What are the skills they bring into the varied workplaces that hire them as historians? Fundamentally, historians attempt to answer important questions about past human activity and experience, to share the answers they discover and develop with others, and to explain the relevance of those findings for the benefit of contemporary society.

The historical method—a systematic approach to solving the problems of the past—is central to the historian's skills. This process involves several key steps, the first of which is phrasing the questions or describing the problem in historical terms.

In answering these historical questions or solving specific historical problems, the second critical skill historians bring to the study of the past is the understanding that any historical problem or question has a larger context. Historians are concerned with two types of context. The historical context addresses how a particular event or issue from the past was part of a chain of events, or how it fit into a web of connected issues specific to the time or place under consideration. The historiographical context refers to the way earlier historians framed a problem or question about the past. History is produced by study and interpretation, so we can learn from the questions asked by our predecessors and by considering how the answers they provided shifted and changed over time.

As a result of their interest in other nations, peoples, cultures, and times, historians spend a considerable amount of time reading accounts of the past written by others. Often they come to be experts on the history of particular places and periods. As a result, all professional historians have learned how to use traditional information sources such as library reference tools and specialized bibliographies to search secondary sources—the vast literature of monographs, journal articles, and technical reports. Lately, historians are also using Internet sources and electronic databases. Their general and specific knowledge of the past gives them the critical skills to evaluate the usefulness and reliability of these sources, and to select those most relevant to the historical puzzle they are seeking to solve. However, most historical problems require more information than one can gain from existing historical studies.

Historians utilize a third general skill to move from framing the questions and contexts to identifying, finding, and using primary sources. These documents, or other materials produced by historical actors at the time in question, provide the raw materials that constitute the historical record. Guided by the questions posed and the contexts gathered from secondary sources, historians use their skills to select relevant information from an undifferentiated mass of primary source material and critically evaluate its reliability, accuracy, point of view, and possible connection to other information already gathered.

Traditionally, historians have been adept at the identification and use of written or textual primary sources, such as letters, diaries, government documents, and periodicals. They also can locate, read, and analyze appropriate visual materials (maps, paintings, engravings, and photographs), and they understand that landscapes and cityscapes are the result of human activity and thus have historical import. Historians can also evaluate material culture, whether it is of buildings and

structures or of small objects such as household goods, medical instruments, or clothing, as historical evidence about human activity.

However, historians do not simply gather information and evidence from the past. The fourth essential skill of a professional historian is the ability to organize and communicate their insights to others in a convincing and accessible way. Some historians share research through traditional written formats, such as books, articles, reports, and essays that require competency in writing a historical narrative or analysis. But for many other historians, the final product might be quite different. It might be the script for a film or video documentary, the syllabus and assignments for a course, an oral argument about the significance of a historic place, the design for a museum exhibition, or a finding aid for a complex collection of modern political papers. Into all of these products, historians infuse their cumulative understanding of historical contexts to the particular information at hand to communicate answers to historical questions.

In addition to these general skills, historians may need to develop other skills specific to the institutions in which they work. Some skills, like the practice of oral history, are relevant to a variety of workplaces. Archivists and local historical societies may carry out oral history projects to create new source materials for use by others consulting their collections. Museums may initiate an oral history project to engage their community with the issues, process, and purpose of a new exhibition. Similarly, understanding of the special research and interpretive skills needed to evaluate visual materials, or material culture, will be useful to historians in educational institutions, museums, cultural resource management careers, and local or regional historical societies.

Other skills are more specific to the historian's workplace or field of specialization. Historians working in consulting firms or government agencies that deal with environmental issues may need knowledge of, and skills in, interpreting historic preservation laws and the technical ability to work with geographic information systems. Historians working in archives and museums may need knowledge and skills related to the special preservation and conservation needs of the objects under their care. Those teaching history in the public schools or in universities may need special pedagogical skills.

In a parallel fashion, historians specializing in the study of ancient, classical, or medieval history will need a mastery of Greek and Latin as well as special skills such as paleography (the study of ancient writing and documents), numismatics (the study of coins or medals), or sigillography (the study of seals). Similarly, historians at community-based historical agencies and projects connected with communities in which English is or was not the predominant language will need to be fluent in the written and spoken languages of the people with whom they will work. Such special language skills might even be useful for historians of the United States. Knowing, for example, Spanish in areas of the Southeast and Southwest; Japanese, Chinese, or Vietnamese in urban areas of the Far West; or Lithuanian, German, Italian, or Swedish in older ethnic immigrant communities in the Midwest and the East Coast would be an invaluable asset.

All historical careers require general historical skills and methodologies. This booklet will point out where special knowledge or skills above and beyond these must be acquired for particular kinds of historical careers.

Historians in Classrooms: Schools, Colleges, and Universities

Overview of the Field

Probably the most common image in the public imagination of someone introduced as a "historian" is that of the college professor, standing in the front of a classroom equipped with

maps and a chalkboard, delivering lectures to an audience of undergraduates. Even though many historians enjoy fulfilling careers outside of the classroom, there remains an important core of truth in the notion that historians have a fundamental calling to teach about the past. Indeed, most historians do teach about the past in a variety of settings. But a classroom remains the place in which many people first learn to call the study of the past "history."

The first element defining different paths toward a career in teaching history is the distinction between primary and secondary education and higher education. Pre-collegiate teaching is also separated between the education offered in private schools and public school systems that are supported and regulated by a system of state laws and statewide educational goals.

Higher education also offers a wide range of possible career patterns for a historian with teaching jobs at two-year community colleges, four-year undergraduate institutions, and comprehensive universities that offer graduate training up to the M.A. and the Ph.D. level. Like pre-collegiate education, higher education is further divided between public and private institutions. At larger state universities history faculty may have fifty or more colleagues, and can be highly specialized in the subjects they teach and research. At the other end of the spectrum, historians in community or smaller private or denominational colleges may be part of a general social sciences or humanities department. As one of only a few in their discipline, they are expected to teach almost any aspect of the broad history of world civilizations.

If you are interested in a teaching career you will not have to choose among these options at the outset. But you should be aware of the different settings and remain open to the possibilities through which a love and knowledge of the past can contribute to immense career satisfaction.

Scope of Training
Each of the educational levels at which history is taught has a different set of requirements and expectations.

Secondary Education
Preparation for teaching history in either private or public schools requires at least a bachelor's degree. For careers in public schools, that degree can include a major in history but will also require a substantial concentration in education courses that prepare candidates to meet teaching certification requirements. These differ somewhat from state to state but are universal in that all states have such requirements. Programs of undergraduate study that meet those requirements commonly include specialized courses in psychology, human development, and teaching techniques, as well as a supervised period of practice teaching.

Higher Education
Graduate work in the discipline of history is a requirement for teaching history at all levels of higher education. In the past some community and two-year colleges, and a few small private or denominational four-year colleges, have employed holders of an M.A. degree in history on a permanent full-time basis. While it is still possible to teach individual courses in such institutions on a part-time or adjunct basis before completing a doctorate, a Ph.D. in history is almost a prerequisite for permanent, full-time positions at colleges and universities. Occasionally a candidate may be offered a tenure-track faculty position before all work on a dissertation has been completed, but continued employment and promotion in such cases typically requires swift completion of the degree.

In most doctoral programs in history, the emphasis is on developing a body of historical knowledge and the skills necessary to plan, research, and carry out the scholarly writing needed

for advancement within the historical profession. The general knowledge and specialization a graduate student acquires is often a factor on the job market. At all levels of history higher education, the last decade of the twentieth century witnessed an increasing demand for historians able to teach courses in world civilization, or to offer broadly comparative courses organized around thematic issues rather than national histories. There has been a marked increase in introductory and advanced courses in Asian, Pacific Rim, African, Middle Eastern, Atlantic world, and Latin American history, as well as an increase in courses on issues of gender, class, race, ethnicity, and political economy. Students designing their graduate curriculum can enhance their career and employment potential by choosing to develop their historical knowledge in these areas.

In addition to course work, history graduate students usually have opportunities to become graduate teaching assistants, either as discussion leaders for small groups within a large survey lecture course, or (usually near the end of their graduate study) as independent lecturers responsible for all aspects of a course. Graduate students should also participate in professional activities of service and scholarship by becoming active in departmental, regional, or national graduate student history organizations; serving as a graduate student member of departmental or university committees; and preparing and delivering scholarly papers at regional or national professional meetings. While all of these activities can be an important part of preparation for an academic career, and can enhance the résumés of job candidates, they have varying weight in the job market.

Recent Trends in the Job Market

Recent trends in the job market vary for each of the general categories of pre-collegiate and higher education employment.

Primary and Secondary Education

During the early 1990s, public and private schools nationwide experienced a tightening of the job market, a shortage of positions felt particularly in the social sciences. At the beginning of the twenty-first century, however, most regions of the United States are experiencing teacher shortages. Although a publication such as this cannot have the most recent information for the nation or a particular region, in general the next decade should provide excellent employment opportunities for well-prepared students of history with the necessary educational credentials for their locality. Advisors in placement offices and departments of education at a local university, as well as regular annual reports appearing in the publications of professional associations (see "Resources" section below), can provide more detailed and up-to-date information.

Colleges and Universities

Perspectives, the AHA's newsletter, reported in December 2001 that "the number of history jobs in academia reached its highest point in 30 years, as a continuing wave of senior faculty retirements opened new opportunities for junior historians and recent Ph.D.'s." A month earlier, in November 2001, another detailed statistical study in published in Perspectives reported that "undergraduate history majors at four-year colleges and universities rose for the second year in a row, marking a clear reversal of the extended declines experienced throughout the mid- to late 1990s." Both of these reports contain good news for those interested in academic careers as historians. At the same time, however, other studies suggest that administrators in many colleges and universities are relying increasingly on part-time or non-permanent full-time instructors as part of a general cost-cutting approach to carrying out their institutions' teaching mission. There is an ongoing discussion in the publications of the two major American historical professional organizations—the AHA and the OAH—about the long-term oversupply of history Ph.D.'s relative to the tenure-track or permanent academic positions available.

If you are genuinely interested in an academic career as a historian, this "mixed message" should not discourage you. There have been, and will continue to be, many full-time permanent positions available at all levels of higher education for history Ph.D.'s, but securing one of those positions will continue to be highly competitive. Keep all your options open and examine whether you want a career as a historian, specifically as an academic historian. The remainder of this publication suggests ways in which nonacademic historical work can draw on many of the same interests and training, while providing a satisfying professional career.

Historians in Museums

Overview of the Field

A historian in the museum field was once thought of as another object in the collection—dust covered, hidden away from the world, and usually difficult to comprehend. This stereotypical figure is becoming increasingly rare, however, thanks to the changing nature of historical museums. Most museums have moved away from merely displaying artifacts, and now strive to present these objects in a larger social, cultural and political context. Because of the constant influx of new forms of entertainment and diversion in the culture at large, and continual advances in technology, museum professionals are under constant pressure to move history into the present. In addition to the skills of a historian, many museum professionals must also fulfill such diverse roles as marketer, designer, fundraiser, photographer, or data processor. So where does this leave our dusty historian?

Amidst the atmosphere of slick production and dazzling interactive computer programs, the success of a museum exhibit still lives and dies with the skills of the historian. Holograms and strobe lights may entertain for the short term, but only thoroughly researched and well-written exhibits are able to hold the attention of the visitor and express an understandable and compelling interpretation of a historic subject. In doing so, the museum historian has a unique body of evidence from which to draw. While a newspaper account or other written testimony can give a vivid description of the Lincoln assassination, the beaver hat the president wore that evening at Ford's Theatre can speak to a visitor more powerfully than any document.

A traditional museum isn't the only place to find historians trained in museum work. The search for the ideal situation may lead one to a historic house with a collection, a National Park Service visitors' center, a private art gallery, or a corporate collection. In most cases, the size and budget of the museum is proportional to the diversity of job responsibilities, so the size of a museum can determine the level of necessary education. In a small local museum, an employee may be asked to perform a number of functions (in some cases, all functions) while larger museums allow for greater specialization. Small to midsize museums may seek a prospective employee with a background both in history and an additional field such as development, exhibit design, or educational programs.

Scope of Training

While you may be able to find a museum position with a B.A., you will almost certainly need graduate training to acquire more responsibility. That training can take a variety of forms, including graduate-level training (M.A. or Ph.D.) in public history and museum studies and specialized short-term training. These programs can be part of a history department or found in a specialized program in the field. Public history programs focus on the practice of history outside of university classrooms. Not all history departments offer public history, but the number of programs has grown substantially over the past twenty-five years. More and more museums are looking to hire graduates of public history or museum studies programs. One of the best ways to

judge the merits of a museum studies or public history program is to determine how much hands-on experience is offered.

Volunteering and internships are the best way to establish a relationship with a museum as well as adding to a body of experience. This may also offer the opportunity to explore a variety of job specializations. Be sure to take advantage of the lower student membership rates for museums, professional societies, and organizations. This is an ideal way to stay on top of the important issues and trends in the field, and find internship and volunteer opportunities.

Types of Jobs: Curator
The curatorial department is the area of the museum most closely associated with historians. The federal government and other large museums usually reserve the title of curator for employees holding advanced degrees in a specific subject. The curator's major duties normally revolve around the museum collection, whether acquiring new objects, writing exhibit scripts, or preparing grant applications. Normally the plum position of curator requires a doctoral degree and a number of years of related professional experience. Other positions, however, like that of assistant curator, writer, or research assistant, offer entry-level opportunities for gaining curatorial experience. Curators are often a museum's sole link to the academic community, and therefore may be expected to attend conferences, contribute to scholarly publications, and make public presentations.

Types of Jobs: Registrar/CollectionsManager
While the curator presumably has an intimate knowledge of the objects in the collection, it is the collections management staff that actually knows how to find them. The registrar is responsible not only for making sure that the collection is fully documented and accounted for, but also for making the museum's cultural resources available to researchers. In smaller museums the position of registrar is often absorbed into the role of curator. Duties may include dealing with research requests, cataloguing objects, or creating finding aids. In many ways the duties and responsibilities of a registrar and an archivist overlap. Training for this position requires experience with information technology, cataloguing schemes, and terminology standardization. An academic background in history, in addition to the technical skills needed for the position, will equip the registrar with the research abilities needed to properly identify and classify collection objects. An insight into the needs of the historical researcher will better prepare a registrar to document and arrange the collection in an accessible and logical way.

Types of Jobs: Museum Education
The bridge between the public and the museum's exhibits and collections is the education staff. Of course, most exhibits are intended to impart the necessary information through object displays, audiovisual aids, hands-on exhibits, and other methods. However, only a small minority of visitors will read every panel or see every video. Envision the familiar late springtime scenario featuring a bus full of pre-teens and a jittery and exhausted group of chaperones on a school field trip. An effective museum program could spell the difference between a period of chaotic free time and a lasting educational experience.

The education officer is responsible for designing programs that target the museum's resources toward a number of different categories of visitor. This may include creating several types of tours, creating interactive education programs (often in an education center), as well as planning special events in conjunction with recent exhibits. Recently many education departments have taken their programs out of the museum and into the schools in order to reach a broader audience. By creating materials that connect the museum's message with some element of a teacher's curriculum, both teachers and students have the opportunity for an enhanced lesson, and the

museum can increase its visibility and attendance. An education office will also usually be responsible for training and scheduling those most valuable of resources, docents and volunteers. An education officer at a history museum ideally has a background in education as well as history, but most importantly must possess the twin virtues of patience and creativity. Not every museum exhibit is geared toward a universal audience, but the education department is responsible for finding innovative ways to reach a diverse community.

Types of Jobs: Conservator

Most of those drawn to the field of conservation are interested in studying history through the physical record of material culture. This philosophy contends that an object is more than the observable information it provides; that the material itself can show us vividly what no written transcription can. Conservators differ from restorers and renovators in that most current conservation theory looks to maintain the integrity of the object as much as possible through the use of reversible repairs and support. The ideal conservator has proficiency and skill in three different fields—history (or art history), chemistry, and studio arts. Because of the rigorous training involved (usually three to four years of graduate work in addition to a period of apprenticeship) and the small number of universities that offer degree programs, conservation is a highly competitive field. Conservators normally concentrate in a specific type of artifact. Paintings, paper, textiles, and three-dimensional objects are a few of the specializations in greatest demand at museums.

Because of the high cost of many conservation treatments, most museums are not able to keep a conservator on staff. For those that can, the conservation staff is normally responsible for repairs and stabilization of collection objects, as well as keeping detailed records of any and all conservation work done, both on the museum collections and on loan material from other institutions. Additional duties include maintaining stable environmental conditions for objects on exhibit and in storage.

Recent Trends in the Job Market

Recently, the most common phrase for museum job announcements has been "M.A. in related field and three years' experience." A bachelor's degree, however, is adequate for some institutions. "Related fields" normally include history, but may also include art history, anthropology, archaeology, education, or marketing.

Unlike many other fields, the qualifications for employment vary greatly among institutions, which makes it difficult to generalize about methods of application. Museums rarely come to college campuses for recruiting, so landing that perfect job will be the result of diligent research and targeted application materials. Museums, and the responsibilities of positions within them, are so varied that a successful job search may depend on carefully and closely demonstrating how your particular skills and abilities fit the specific needs of the museum. Determining your ideal museum situation can help to guide your path from training to museum employment.

Historians in Editing and Publishing

Overview of the Field

Students of history may find employment in a wide variety of publishing areas, including university presses, textbook and trade houses, magazines and journals, professional associations, museums, and institutional publication offices. Much of the history that people study in school is in the form of the printed word. The thoughts and problems of the past come to us through documents, and the arguments and insights of historians come to us through books and journals. Public historians—those with advanced degrees in the field—play a critical role in furthering historical knowledge by preparing documentary editions and scholarly books.

Documentary editions are carefully selected, edited, and usually annotated collections of primary source material. These books are important to scholarly work because they collect documents relating to a given author or subject in one place and make them easily available for reference and research. A historian or high school student need not travel to distant archives in order to read, say, the papers of Thomas Jefferson or Jefferson Davis. He or she need only go to the library and locate the bound edition on a shelf. Thus the researcher has easy access to the raw material of history—without the trouble of reading older handwriting! The explosion of printed editions during the twentieth century has helped democratize the use of primary source literature. Thanks to documentary editors, anyone interested in these subjects now has access to the same materials as the professional historian. The use of the Internet to distribute documentary editions promises to expand the availability of primary materials even further.

Scholarly editing and publishing involves the commissioning, selection, evaluation, editing, design, production, and marketing of scholarly manuscripts for publication. While a documentary editor is committed to preparing and publishing a discrete body of source material, scholarly editors working for a university or commercial press will divide their time among a variety of projects. University presses that publish extensively in history demand editors with a firm knowledge of the field—as well as a sensitivity to the proper use of the English language. While not all editors copyedit, they must all be able to shepherd an author and book through the publication process, from shaping the ideas for the book to the marketing of the finished product. Although an individual editor's role will vary with the size of the press, all editors must know the elements of book production from start to finish.

The missions of publishing houses vary among types. Commercial and textbook publishing houses, for instance, operate with the business model in mind. Part of their mission is to earn a profit. Scholarly publishers, however, are not usually pursuing profit as their sole motive. Their missions also have to do with adding to historical knowledge, performing a service for the scholarly community, perhaps even adding to the prestige of the larger institution of which they are a part. In current market conditions, though, all publishers are under pressure to manage the bottom line, whether that involves profit, simply breaking even, or controlling deficits.

Scope of Training

An undergraduate degree in history may be enough to land an entry-level position in less specialized types of publishing, but further training in the mechanics of editing and publishing is usually required for advancement. This training may be acquired through advanced academic work, continuing education, or on-the-job training.

In general, documentary editing requires more specialized historical knowledge than scholarly editing, but both of these jobs require a historian's training.

Documentary Editing

Those who work on documentary editions may find themselves doing a variety of tasks. Fundamental to this work, however, is determining the authenticity of the documents and putting them in the appropriate historical context. Jobs in documentary editing projects, therefore, tend to go to those candidates with the best historical training in the area of the project. Graduate programs that offer public history as a master's field may also offer a documentary-editing track as a component of that program. Check the most recent edition of A Guide to Graduate Programs in Public History, published by NCPH, for information about schools that offer such programs. Course work might include preparing a small series of documents with various levels of editorial commentary, preparing documents for publication on the World Wide Web, or deciding what

historical context is appropriate for graduate students and what is appropriate for high school students.

Although a master's degree may be sufficient for an entry-level job in a documentary editing project, a doctorate can be crucial for advancement in the field. Most directors of projects hold Ph.D.'s in history. Documentary editing projects also look for editors with previous experience. This may be obtained through internships or graduate assistantships. Look for projects located at your university or one nearby. Potential employers will look for a demonstrated ability to work under deadline pressure with a group.

Scholarly Publishing

A person interested in working in the publishing field should have training in the preferred area of specialization—in this case, history. Some schools offer specialized degree or certificate programs for publishing, and relevant course work might include copyediting, substantive editing, and the basics of book production and design. But no amount of formal training can supplant a gift for the English language and a close attention to detail. An ability to keep multiple high-quality projects on schedule is essential. Since book publishing is a business, some knowledge of financial matters is helpful. Continuing education is available from universities as well as through professional organizations such as the Society for Scholarly Publishing (see Resources for more details).

Recent Trends in the Job Market

In the publishing sector, as in many humanities fields, the supply of qualified applicants tends to outstrip demand, resulting in below-average salaries particularly at the entry level. However, in recent years the attraction of the Internet and its commensurately higher salaries has significantly reduced the pool of text editors and served to increase overall salary levels. At the same time, mergers and acquisitions and a resulting attention to the bottom line, which has diminished the job security in many of these positions, have destabilized the publishing industry.

Historians in Archives

Overview of the Field

Historians rely on careful research and documentary evidence to support their arguments, and depend on various kinds of archives for access to primary source collections. Fortunately, historians rarely have to confront a mass of information unaided. As much as they depend on historical sources, they rely on archivists to arrange, describe, preserve, and provide access to source collections. Although not all archivists do historical research, the essential skills of the historian and those of the archivist are similar. Archivists must analyze, classify, describe, and organize the materials in their collections. A strong background in history can assist an archivist in analyzing the importance of information, and the research skills learned as a history student can help the archivist understand researchers' needs.

Archives may be large or small, ranging in size from a small unit in a house museum to the massive collections of the National Archives in Washington, D.C., which houses millions of government documents. An archivist may find him- or herself on the staff of a complex state archives or academic research collection, or as the "lone arranger" at a small historical society or corporate archives.

Broadly speaking, archives fall into two categories: those which preserve the permanently valuable records of their own institution, and those which collect the historically valuable documents of others outside of their institution. Some archives perform both functions. Many institutions—such as corporations; federal, state, and local governments; universities and

educational institutions; churches; hospitals; and community organizations—maintain archives. Although the size, quality, and sophistication of these archives may vary, they share the common goal of preserving the collective or institutional memory of the society or the organization of which they are a part. As caretakers and providers of access to this memory, archivists play a crucial role in the historical process.

Scope of Training

In the past, archivists in the United States have had great diversity in training. Some archivists in small repositories have had no formal graduate education, relying instead on workshops sponsored by local and national professional organizations for their training. Others hold one or two master's degrees and a few have Ph.D.'s. Increasingly, however, under leadership from the Society of American Archivists (SAA) and its "Guidelines for a Graduate Program in Archival Studies," most archives now require their professional archival staff to hold a graduate degree. Educational institutions that offer a degree in archival studies generally do so through their history or library science programs. The current guidelines and a list of schools that offer archival education programs are available from the SAA web site, listed at the end of this pamphlet. The degree most frequently required for entry-level archival positions is a master's degree, either in history (usually American history) or in library and information science. History department archival education generally is located within public history programs. The archival curriculum in such programs usually provide a series of several courses that teach the fundamental concepts of archival theory and practice, as well as requiring some "real world" experience through a practicum or internship. History department archival education programs also introduce students to good historical research practices.

The other degree often desired by employers is a master's in library and information science (M.L.S. or M.L.I.S.). While popular perception links such training to a career in librarianship, this degree offers an intellectual approach to management of information, whether generated in the past or the present, and the technical skills that an archivist needs. Several excellent archival education programs are located in colleges or schools of library and information science. In addition to teaching the fundamentals of archival theory and practice, library schools that offer archives courses may include work in preservation management, book and paper conservation, cataloguing, electronic information systems, and records management. As electronic records and sharing information over the Internet become increasingly important for archives, computer skills are becoming essential for the archivist. University programs in library and information science have been pioneers in the application of digital technology to the complex problems generated by the modern proliferation of information and the growing public demand for access to that information.

Because job requirements vary, it is often useful for candidates to have both a degree in history and a degree in library science. Although these degrees can be earned separately, several schools offer joint degree programs that will allow you to earn both degrees at the same time, sometimes in less time than it would take to earn the two degrees separately.

While entry-level positions rarely require a Ph.D., upper-level administrative positions may carry such a requirement. Again, a student has several options. There are several programs that offer a Ph.D. in public history, a specialized Ph.D. in information science or archival studies, or a degree in American history with public history as a field of concentration. Some positions may require additional certification. The Academy of Certified Archivists (ACA) is an independent organization that offers testing for certification several times per year. The exam covers a wide range of archival principles and theory. Students who have completed a graduate degree in the field may take the examination at the conclusion of their studies, although they do not receive

formal certification until they have completed two years of professional work. Re-certification is required every five years to retain the designation of certified archivist. Further information about the ACA can be found on its web site, listed at the end of this pamphlet.

Once the archivist has completed formal graduate training, he or she may take continuing education courses to learn new skills or keep up with changes in the field. The SAA offers workshops, both at its annual meeting and at other sites around the country. Most of these workshops are designed for people with archival experience. The Northeast Document Conservation Center offers workshops specifically about preservation issues. Finally, regional or state archival associations may also offer workshops in areas of local interest.

Recent Trends in the Job Market
Archivists fall into several broad categories. While some archivists can specialize, a single archivist may have to balance all of these roles at a smaller institution.

Acquisitions
Acquisitions archivists are responsible for bringing material into the collection. In an institution where state law or corporate policy decrees that material must be sent to the archives, this archivist insures that the appropriate material is actually received. In a manuscript collection or archives where material does not arrive automatically, archivists must identify existing collections that fit the collecting policy of their institution and work with donors to secure them for the institution. A knowledge of history helps these archivists understand what material will help augment and improve the holdings of their institution.

Processing
Processing archivists prepare collections for use by researchers and create the tools that help those researchers find information within them. They "arrange" a collection by determining the best order for documents within a collection, and they "appraise" a collection by assessing the historical significance of materials in the collections and deciding whether the documents will be retained. Because this job entails discarding parts of the collection (due to constraints of space and the historical insignificance of the discarded items), a keen eye and understanding of history are vital for this work. A processing archivist must balance historical relevance and the potential needs of researchers against the equally real constraints of time and ability of the archives to maintain the collection. The final product of the processing archivist's work is a finding aid to the collection, which describes the contents of the collection in detail.

Reference
Reference archivists serve as a liaison between the researching public and the institution. As the public face of the archives, they must have good interpersonal skills and understand how to help a diverse body of researchers, from experienced scholars to amateur genealogists. They must be expertly familiar with the holdings of the institution and able to recommend new avenues of exploration to researchers. In addition, they must have the ability to make connections between users' requests and recent secondary literature, as well as a knowledge of the related holdings in other repositories.

Preservation Administration and Conservation
Preservation administrators and conservators specialize in the physical maintenance of the holdings of a repository. In general, preservation administrators are responsible for broad policies and practices that affect the holdings of an archives, insuring that the building's temperature and humidity are adequate for the objects, and educating users and co-workers about the importance of preservation activities. The work of conservators may include physical repair of damaged

objects and the creation of special storage or housing appropriate for unusual or fragile objects. The same person may fill both roles in an institution, as the expertise from both areas is necessary to help defend paper against the multiple causes of decay. Although some library schools offer course work in conservation, most conservators today undergo a period of apprenticeship with an established conservator.

More specialized skills may be required of archivists as the pace of technological innovation continues. Electronic records, for example, already pose a serious and growing challenge for archivists. While procedures for preserving paper materials are relatively well established, methods for preserving electronic records are still under debate. Some repositories are already hiring electronic records archivists, so students with an interest in computers and in shaping the future of the profession will find a particular interest in electronic records.

Many archives engage in outreach activities to make the public and researchers aware of their collections. Archivists often play a role in designing displays, publishing educational materials for teachers and documentary editions from their collections, and giving lectures to historians or other researchers. Archivists work with the public in many ways and at many levels. For example, increasing numbers of Americans are interested in learning about their family's history, and eager to know about archival resources that might help them access their family's past. Archivists with knowledge about and interest in genealogy play an important role both as reference archivists and in other outreach activities.

Some historians employed as archivists work in the corporate world, in company archives. Corporations benefit from preserving their institutional memory, especially as they make decisions about their future. Archivists working in corporations may also be called upon to write institutional histories, perhaps to celebrate a particular anniversary or to support an institutional stocktaking. History in the corporation can also involve oral history: interviewing managers, decision makers, and long-time employees in order to capture the attitudes and activities of the men and women who made the company a success.

Finally, archivists should be aware of the records management field, which deals with the current records of an institution or entity. Records managers are responsible for a systematic approach to the creation, use, and eventual permanent retention or disposal of the voluminous paper and electronic documentation generated by large (and small) modern business, educational, charitable, government, and other organizations. They may help to set up an office file system, assist in the design of the databases to collect information and generate reports, or devise retention schedules for the records that an institution generates, based on the value of the information or legal requirements. They must be cognizant of the needs of an organization to determine which records must be kept immediately at hand and which can be sent to remote storage, archived, or destroyed. Although records management education is not as well developed as archival education, some library or business schools offer appropriate course work. The Institute for Certified Records Managers handles certification.

Historians in Historic Preservation

Overview of the Field

The scope of historic preservation today has expanded significantly beyond its original goal of saving the homes of prominent Americans. Today preservationists can be found in architectural firms, city planning offices, economic development agencies, historic parks, and construction companies. The preservationist, wherever he or she works, appreciates the built environment and is committed to saving these valuable resources for future generations.

Historic preservation received a great deal of its current force from the passage of the 1966 National Historic Preservation Act, which codified the government's commitment to protecting the nation's historic resources. The act gave structure and direction to the modern version of a discipline that traces its American roots to Ann Pamela Cunningham's crusade in the 1850s to save Mount Vernon by establishing a number of new regulations and agencies, which increased the need for qualified professionals to develop, implement, and enforce the new laws.
If you are interested in a career in the field, this regulatory framework will require you to blend a background in historical training with an ability to work with or within a bureaucracy, negotiating and compromising with a range of individuals and institutions. There is little room for the ivory tower in preservation, since the value of a historic resource often has to be measured in terms of real-world considerations.

Most preservation professionals work within a framework of regulations intended to protect the historical integrity of the structures, districts, and landscapes that help to define our cultural identity. At the federal level, the National Park Service (NPS) is the flagship organization for cultural resource management (CRM). Most federally owned resources such as battlefields, historic parks, and archaeological sites fall under the jurisdiction of the Park Service. Additionally, the NPS issues regulations for privately owned historic districts and Native American sites. While most of us know the Park Service as the protector of the natural environment—managing such majestic wilderness areas as Yosemite, the Grand Canyon, and Yellowstone—fully half of the 365 parks the NPS manages are historic and cultural sites, such as Alcatraz Island, Central High School National Historic Site in Little Rock, Arkansas, and the Lincoln Home National Historic Site in Springfield, Illinois, that draw thousands of visitors annually.

A number of other national agencies control resources located on federal property. Agencies such as the U.S. Army and the U.S. Forest Service employ historians to evaluate and manage historic resources. The National Trust for Historic Preservation is the largest private national organization and utilizes historians not for the enforcement of federal regulations but to assist and encourage private preservation efforts. At the local level, every state maintains a state historic preservation office (SHPO) that creates state standards for cultural resource management while also administering federal policies. Like their national counterparts, state parks also maintain historic and cultural properties. Many city, town, and county governments also include departments or offices responsible for the support of local ordinances relating to the preservation of historic properties.

The goal of historic preservation at any level is the identification, evaluation, physical preservation, and interpretation of historically and culturally significant sites. Properties and districts must be thoroughly researched and documented in written, photographic, and often oral forms to be eligible for a listing in the National Register of Historic Places. Research and knowledge of community planning is important to the process of local preservation planning. A thorough knowledge of practical building skills and architectural history is crucial to the physical "bricks and mortar" side of preservation. Interpreting historic structures for the public can take the form of exhibit design, pamphlet publication, or documentary film production. The field as it has developed has drawn from a wide scope of professional skills and knowledge. A properly trained historian, however, is able to contribute to any of these elements of preservation.

Scope of Training
If you are looking to enter the field of preservation, it will help to have some sense of the type of organization and the specific position (e.g., research, interpretation, or planning) you are interested in, since your training needs will vary depending on the workplace. Since many

preservation positions are with federal agencies, a bachelor's degree in history or a related field (architectural or landscape history) is usually a prerequisite for any position. While an advanced degree is often preferred, specific experience can sometimes be substituted for the master's degree. Most successful applicants have both experience and graduate training. The position of staff historian usually requires a Ph.D., although at smaller local agencies this may not be the case.

Many M.A. programs in historic preservation (which are often located in public history programs in history departments) offer academic training in preservation law and preservation theory and practice. The specific focuses of the programs differ widely, as some emphasize the role of the historian, some stress the legal and planning elements, and others are stronger in presenting the physical "bricks and mortar" skills. Any program that includes course work on the practical tasks of preservation will give you a broad base of knowledge and skills. A background in a related subject like real estate, urban planning, or Geographic Information Systems will further strengthen your résumé.

In addition to formal academic education, some institutions offer training programs in specific skill areas. The National Park Service, for instance, offers several training programs, such as an interpretive development program, museum management program, and resource management fundamentals training program, designed to foster the professional development of current and prospective historic preservationists. See the web site listed in the last chapter for more information.

Recent Trends in the Job Market
Preservation professionals with training in history can be found in a number of positions in local, federal, and state agencies.

Federal government
The largest single public sector employer of preservation employees is the National Park Service. For the position of historian, the agency defines three levels of performance, indicating increasing levels of expertise and responsibility: entry level, developmental, and full performance. The NPS also employs historians as researchers and writers. Some of these positions are located at NPS sites and regional offices and may include such duties as writing for site interpretation, developing education programs, or contributing to journals and other publications. Some positions are with NPS subagencies, including the Archaeology and Ethnography Program, the Historic American Buildings Survey, and the National Register of Historic Places. A more detailed survey of job opportunities in the federal government is discussed in the next chapter.
The field of cultural resource management is intimately linked to the federal sphere of preservation and employs a sizable percentage of the nation's trained preservationists. While not a distinct entity, this field usually refers to the public administration of cultural assets, ranging from museum and archival resources to buildings, landscapes, districts, and archaeological sites. CRM preservationists are responsible for the welfare of a substantial portion of America's heritage. The primary task of CRM preservationists is the review of federal projects to insure compliance with a critical part of the 1966 National Historic Preservation Act, Section 106.
Section 106 requires that all federal projects be evaluated to determine their potential impact on cultural resources. Any project involving federal funds falls under Section 106 provisions, from the construction of roads and dams to Federal Deposit Insurance Corporation-insured automated teller machine installation. The documentation necessary for meeting the provisions of Section 106 requires thorough research, and the presentation of written findings in a clear and efficient manner. The quality of such a report could determine the survival chances for a historic site.

State Government
Perhaps the most effective level of public preservation activity occurs at state historic preservation offices. As mandated in the 1966 National Historic Preservation Act, each state is required to maintain an office to act as a mediator between federal and local historic preservation agencies. These offices employ historians and preservation professionals to conduct state surveys (a thorough building-level inventory of important historical structures), create educational programs, monitor Section 106 compliance, and prepare and evaluate National Register nominations.

Local Government
At the local level, more and more municipalities are realizing the value of historic resources for encouraging tourism, economic development, and community pride. Some city and county governments, therefore, employ preservationists to evaluate local cultural resources. Usually located in planning or economic development offices, local cultural resource managers draft and administer local preservation regulations. Preservation professionals at the local level are generally expected to be responsible for a number of non-research-related tasks as well.

Nonprofit Organizations
Most cities and towns sustain one or more nonprofit preservation organizations, which often have a different focus than public agencies. While these institutions cannot enact local ordinances regulating design and development, they usually play a critical role in maintaining local historic resources and advocating preservation awareness in the community. Many of these agencies are quite small, and staffed largely by volunteers. Others are large enough to support a professional staff, whose responsibilities can include research. Generally a position in a preservation association or advocacy group will include research and writing, as well as management, development, and budgetary duties.

Historians in Federal, State, and Local History

Overview of the Field
Many Americans will never visit the museums of the Smithsonian or the Civil War battlefields that dot the countryside of the South. Most will never travel the entire length of the Oregon Trail, or stand at the Alamo. In short, most Americans will never have the opportunity to visit major historical sites spread across our country. Rather, they will connect with history through the historical agencies in their own communities. It is up to historians employed by federal, state, or local governments to maintain many of these agencies, archives, and museums.

Local historical organizations have a unique focus on a particular town, county, or significant historical figure from the area. State historical societies often offer information of interest about the state and often hold significant archives for genealogical and historical research. Federal historians work in a variety of capacities that can range from providing research services for politicians to interpreting the stories behind our national parks.

Smaller historical organizations often lack the funding base of larger, better-known organizations. However, this does not mean that these organizations are unimportant or that the story they tell is insignificant; only that the staff of the organization needs to be especially ingenious in their fundraising and their efforts to attract visitors to their institution. In addition to a history degree, such jobs may also require a person devoted to the educational mission of the institution, skilled at fundraising, and adept at maintaining good relationships with the community and a board of trustees. Rarely can an administrator at a small historical organization burrow away in research and never make a public appearance. On the other hand, the job is practically guaranteed to be both challenging and full of variety.

Employment in this area often overlaps with the fields discussed above. Given the obvious links with the museum, archival, and preservation fields, you should also check out the relevant portions of those chapters for more information.

Scope of Training

The federal government offers a wide array of job opportunities. For jobs that require intensive research and writing ability, training at the master's level is required, and further academic training will be necessary to advance to the level of senior historian. Since historians oversee work projects, skills more natural to the business world will be required of the agency historian. For example, historians may oversee a number of writers working on a number of projects, which will require them to develop leadership and supervisory skills. An eye for organization and budget analysis is often essential.

Historians are also employed in the realm of public policy development, working for agencies that formulate policy and develop legislation. Several public history programs in the nation offer an emphasis in public policy. Such degree work can be done in conjunction with political science and public administration departments, and may require students to take courses in policy formulation as well as history. The National Council on Public History's *A Guide to Graduate Programs in Public History* will help you find schools that offer this option.

To get a sense of the wide variety of jobs available in state and local history, just take a glance at the most recent edition of the AHA's *Directory of History Departments, Historical Organizations, and Historians*. As you will see from the staff listings, some jobs in these organizations do not require a master's degree in history, which provides an opportunity for people with the baccalaureate in history to take their expertise to a more diverse public. However, those institutions that do require degrees often require a master's degree in public history, museum studies, or an allied field, while smaller institutions may require only a bachelor's degree in one of those fields. There are exceptions. Jobs in education, for example, may require training in education or teaching experience. Some museum studies programs offer specific degrees in museum education. Training in the area of public relations, marketing, or business may be appropriate for jobs that are crucial in helping the institution survive financially, rather than in managing the content of the museum. Higher-level administrative positions in larger institutions may require a Ph.D. in history, particularly if the institution is attached to a college or university.

In addition to the academic training, the strong candidate should ensure that the remainder of his or her résumé reflects a dedication to the field of state and local history. Therefore, a history of volunteering at local historical institutions may be important. State and local history organizations are located in even the smallest towns, and any institution will be grateful for an excited volunteer. Ideally, a volunteer would cross-train, working in various areas of the organization to get a good overview of all the facets of the museum, and to determine the most interesting positions. College students may be able to arrange an internship for credit through their college or university. When selecting a graduate school, choose one that requires actual experience (via graduate assistantship or internship) as well as course work. The actual "doing" of public history is just as important as learning from textbooks.

Recent Trends in the Job Market

Federal and State government

Historians can find a broader range of employment in the federal government. Many agencies (such as the Department of Defense, Central Intelligence Agency, and the National Aeronautics and Space Administration) hire historians to write histories of significant moments or events

within the agency. Historians who enjoy "traditional" fields such as military, political, or diplomatic history may find this work rewarding. Many of these publications are designed for in-house use by the agency or as a reference for other scholars. Because of specialized needs of certain agencies, such as NASA, historians may need to understand highly technical documents. The work of these historians is also subject to agency review, since it falls under the mission of the agency. A good example of this type of material is the Foreign Relations of the United States series produced by the Department of State's historical office, which chronicles the links between our country and the rest of the world. Publications also illuminate the careers of ambassadors and the travels of the president and secretaries of state. More specialized projects, such as the Holocaust-Era Assets Records Project, address issues of both historical and contemporary importance. Most historians engaged in government research and writing also produce works for consumption by the general public. Perhaps the best example of this type of work is the National Park Service, where historians are employed to interpret park sites for visitors. The NPS is covered in more detail in the chapter on historic preservation.

Federal historians are called upon to do additional work besides research and writing. Many historians are required to do reference work, taking queries from their own agency, other government agencies, journalists, and the general public. In many cases, such as requests from journalists or members of Congress, reference requests may need immediate answers, requiring a good command of the workings of the agency. Historians may also need to prepare briefings for people about to testify for Congress, or may be asked to testify themselves. In each case, the ability to provide clear, cogent answers to difficult questions is the principal value of the historian.

Historians are also used in policy work. Again, historians are primarily valued for their ability to "get to the bottom of things" by determining the source of a problem and their ability to discern multiple viewpoints on a given issue. Sylvia Kraemer notes that historians have the ability to find the "center of gravity" of an issue, thanks to their historical perspective. Think of how you have analyzed primary sources to find the crux of a problem, one that may even have eluded the actual participants in the debate. In the arena of policy formulation, these skills will help you determine the right questions to ask and know when you have found useful answers.

Local History

The variety of jobs available are demonstrated by the American Association for State and Local History's (AASLH) categories for employment listings: archival, curatorial, collections, conservation, development/membership, director/administration, education, interpretation, miscellaneous, preservation, publications, public relations/marketing, and registrars. Organizations may require a person to wear only one hat, a few of them, or, in very small agencies, even all of them. Despite the differences in size, these organizations do a variety of things: collect artifacts for display, provide access to manuscript archives, publish documentary editions of manuscripts, provide reference services to the community, assist schools with educational programs, act on behalf of the preservation of local landmarks, or maintain sites of historic interest. All of these functions take place primarily for the local community.

Local historians must devise ways to keep history in the public eye, such as working with schools for National History Day, providing a weekly column in the local newspaper, or writing booklets on aspects of the community's history. These last suggestions point to another important part of the local historian's tasks: research. Historians must research local history and find compelling ways to connect a particular place to other places and a particular story to other stories across the nation and around the world. Traditional sources such as newspapers, church records, and public records are useful, but local historians should not ignore the wealth of information that lives in the residents themselves. An active and productive oral history program can raise the profile of

the local historian, provide a wealth of information, and serve as a positive way for community members to be involved in the organization.

Another critical role that local historians play is providing reference services for the community. Questions may range from the innocent to unreasonable, but the local historical society must be a trusted source of accurate information if it is to survive in a small community. This requires dedication and competence on the part of the local historian.

Finally, a local historian will usually be required to oversee and train a staff of volunteers. These dedicated amateurs can serve a range of functions, and the historian must insure that their efforts are both directed to the needs of the institution and are maintaining their own interest in history. Volunteers can be a tremendous resource, and understaffed societies cannot afford to be without their assistance.

Historians as Consultants and Contractors

Overview of the Field

A career in consulting is ideal for historians with a sense of adventure, or for those who prefer flexibility and a variety of projects. History consultants can perform almost any of the jobs described in this publication—preparing a National Register nomination for a community, surveying a site's historic resources for a construction company, processing an archival collection for a corporation, or researching an exhibit for a museum or court case.

The historical consulting industry is a growing field, for a variety of reasons. Cultural institutions, for example, often suffer from limited resources, limited staff, and heavy workloads. Local and state agencies, private companies, and individuals sometimes need the skills of professional historians, and will hire short-term contractors to complete a project. These and other organizations and individuals in need of historical services have created a thriving market for professional historical consultants and contractors.

The individuals and agencies that fulfill these needs have to apply their specialized skills, knowledge, and resources to provide services in a timely and cost-effective manner. Contract historians most often work on projects in historic preservation, archaeology, architectural history, historical architecture, landscape architecture, and litigation. Each client brings new questions and opportunities to explore different subjects and resources. While some assignments may be short term, such as preparing a short history for an organization's or town's centennial celebration, others may involve extensive research and travel, and perhaps even testifying as an expert witness.

In addition to the skills of the historian, consultants and contractors must possess keen business savvy. Consulting is a business, and customers expect the prompt completion of what consultant and editor Shelley Bookspan terms a "deliverable." In a field where a reputation for professionalism is crucial to continued success, the historical consultant should be skilled in dealing with a variety of clients, preparing realistic and fair proposals, and completing high-quality work on schedule. This can determine career failure or success. The historical consultant, therefore, is offered exciting new challenges and often nontraditional forms of historical research and presentation.

Scope of Training

Flexibility is important for those interested in the historical consulting field, and a solid foundation in the discipline of history is a good first step. Writing, research, and communication are essential components, regardless of any specialization, so an undergraduate education in

history should develop proficiency with these skills. Most consultants need to be familiar with the bidding process and the ability to accurately outline and propose a potential project. There is no direct route to a position as a consultant, but a good start would be to decide upon a historical field of interest, keeping in mind that almost any option in this booklet can be contracted to an outside firm. Since much of the work performed by consultants involves compliance with cultural resource regulations, an understanding of local, state, and national statutes can give a prospective consultant an upper hand in the market.

Many public history programs also offer courses on the administration of cultural resource legislation, covering such issues as native repatriation, the Freedom of Information Act, or the maintenance of the National Register of Historic Places. Since most consultants and contractors work with a variety of historical institutions, a working knowledge of areas outside a chosen specialty could expand employment possibilities. For example, a degree in history could be complemented with course work in archaeology, architectural history, planning, or document management. Internships or summer employment is offered by many larger consulting firms as a way for students to become exposed to the pace and diversity of undertakings unique within the historical profession.

Recent Trends in the Job Market

Most consulting positions will fall into one of two categories, either a staff position within a firm or agency, or the role of independent contractor/consultant. Predictably, most firms are located in urban areas, while a successful independent consultant may have greater flexibility in terms of location.

Preservation/Land Use

Some firms are devoted primarily to cultural resource issues, which require expertise in such fields as archaeology, historic preservation, and museum and exhibit production. Because of the far-reaching effects of Section 106 (see the chapter on historic preservation), consultants are often called upon by public and private agencies to conduct surveys of historic resources on a potential building site. Section 106 compliance, however, is not the only impetus for hiring a contractor. A consultant may be called upon to propose potential sites or districts for nomination to the National Register, or provide guidelines for local architectural design standards. Planning firms will frequently employ a historian with architecture or planning experience. A thorough knowledge of historic land use can also be helpful to geographers, biologists, and hydrologists who are trying to trace changes in environmental conditions over time. Historic land use can be important in determining potential environmental hazards that would endanger future development.

Museums

Museums of every size can often benefit from the experience and resources of an outside contractor. Because object conservation can be a costly endeavor, few museums are able to maintain a proper conservation lab and a full-time conservator. Contract conservation, whether performed by a firm or by independent conservators, can provide specialized skills and equipment for repairs, exhibit preparation, re-housing, and preventive care. Other museum contractors provide assistance in exhibit production. A contractor or consultant may bid on a curatorial project, which usually involves researching and writing exhibit scripts. An outside agency can also be called upon for exhibit design and fabrication for a specialized exhibit, either to assist a busy staff or simply to offer a fresh perspective. Many design firms specialize in museum production while others are hired to facilitate large-scale traveling exhibitions.

Archives
The often staggering amount of new acquisitions, in addition to a substantial backlog, can lead some archives to hire an outside contractor or consultant to assess the preservation status of an institution's holdings, process a discrete collection, or perform another project-based task. Independent archivists can also be called upon by private businesses looking to reorganize their institutional files.

Media
An increasingly sophisticated audience is demanding greater historical integrity in media productions. Producers of documentaries, dramatic films, and educational programming often hire historical consultants to advise on costumes, scenery, props, dialect, and content accuracy. Most television networks and large production companies will require the services of a historian, and some consulting firms specialize in media productions and the entertainment industry.

Other Consulting Projects
Small, specialized companies fulfill other historical needs, and starting a unique business that addresses a particular interest may be the answer for the ambitious and independent-minded consultant. Recent trends in the job market include genealogy research firms and house biographers that answer the needs of families in search of a sense of identity. Similarly, for occasions such as retirements and anniversaries or simply as an attempt to improve public relations, corporations will often seek contract historians to research and present personal histories and biographical information. Law firms occasionally employ historical consultants to conduct research for litigation involving historical background material.

Career-Related Resources and Information

Twardowski Career Development Center: Located on the second floor of Lawrence Center, this is the obvious place to start. It offers a computer program to help you select the career that is right for you, as well as informative videos, job listings, job fair information, and a complete resume service (including a computer containing the "Resume Wizard" program). Visit the CDC early and often, in person or virtually at (http://www.wcupa.edu/_services/stu.car/).

Elective Social Studies Teacher Certification: This program offers the obvious career track of teaching. Despite all the talk of a teacher shortage, there is no shortage of Social Studies teachers, at least in the Mid-Atlantic region. You can improve your possibilities by following the suggestions on the Guidance Record Sheet, using the contacts you make while student-teaching, and being willing to relocate. Relatively speaking, Pennsylvania's population is declining. Other states are growing. Go to the growth. For certification requirements in other states, check out the following web site: www.uky.edu/Education/TEP/usacert.html. If you want to stay in the area, don't be afraid to accept a long-term substitute position: That gets you into the network. Most of all, don't despair. Half the faculty of this department faced job prospects equally as daunting. We made it and so can you.

BA: Like all liberal arts programs, the BA in history prepares you for nothing and everything. It does not prepare you for a specific career, but provides a foundation for all careers. The skills you learn in the history BA program—how to gather evidence, think critically, express ideas clearly—will serve you well whatever career you choose. The possibilities are endless. Carly Fiorina, the former CEO of Hewlett-Packard, majored in History. On the other end of the scale, so did former president George W. Bush. Among the careers favored by History majors are the

law, journalism, public history, and government service. If you are interested in the law, see Dr. Sandra Tomkowicz, Director of the Pre-Law program, Anderson 312D. If journalism calls to you, consider a Journalism minor through the Department of English or see either Drs. Chien or Hanley. If you are interested in public history (archival work, museums, documentary production, historic preservation, and the like), see Drs. Friedman, Hardy or Smucker. An overview of possible careers is contained in the booklet *History: But What Do I Do With It?* available in the Department office. A fuller view is contained in the centerfold of this Handbook. Get out your magnifying glass and peruse it.

Graduate School

A number of the careers noted above require additional training in History. As with everything else, getting into a program that is right for you requires forethought. Different careers require different degrees. Talk to your advisor about the graduate program that is right for you. Other good sources are *Peterson's Guide to Graduate Schools* and the American Historical Association's *Directory of Departments of History in the United States and Canada*. The latter is available in the Department office.

Masters: Relevant Masters' programs are the MEd and the MA. The MEd (Master of Education) is appropriate if you are in secondary education and want more training in pedagogy or plan to become a school administrator. The MA (Master of Arts) consists of additional course work and research experience in History. For many teachers and those in public history, it is the terminal degree. Those who aspire to the Ph.D. usually acquire an MA along the way. Nationally, a Masters requires between twenty-four and forty-six additional credits and takes about two years to complete. West Chester offers both the MEd and MA. The MEd consists of thirty-six credits while the MA takes thirty-three credits to complete. For more details on the West Chester program, see Dr. Malkin-Fontecchio, the graduate coordinator. Masters degrees in archival or museum studies are also available at other universities. If you are considering a career in archive management, the Master of Library Science (MLS) is an option.

Ph.D.: This is the terminal degree in History. It requires many additional credit hours of course work beyond the MA and culminates in a major research project called the dissertation, an original book-length work based on research in primary sources. A Ph.D. takes at least four years beyond the BA to complete. A Ph.D. is required if one plans to teach on the University level. In a Ph.D. program, you specialize in a specific area of History. Talk with the West Chester professor who also specializes in that area about good graduate programs. You should also use the AHA's *Directory of Departments of History* to find universities that offer a Ph.D. in the area in which you want to specialize. You'll be working closely with the professor who specializes in that area; find that person in the listing, look at what they've written to get a sense of what their interests really are. Write to the schools that look right for you and after you've gone over the material they send you, narrow your search to about five universities to which you wish to apply. Try to pick two to which you are likely to be admitted and three that are more competitive. Don't be disheartened if you are turned down. Ph.D. programs are extraordinarily selective and you may be turned down simply because the professor under whom you wish to work already has enough students.

Type Everything: All letters of inquiry should be done on a word processor and all applications should be completed on a typewriter. Some students photocopy or scan the completed application to hide the white-out. Make sure you proofread everything before mailing it. If you are sending a standardized letter of inquiry and forget to change the name of the university in the body of the letter, you will amuse but not impress the graduate committee that reviews applications.

Personal Statement: If the application includes a personal statement, ask your advisor to read it over. Your advisor will have a good sense of the tone graduate schools are looking for.

Standardized Tests: Most graduate programs require you to submit results of standardized tests, most often the Graduate Record Examination. The GRE General Test is very similar to the SAT you took in high school. You can prepare for the GRE by reviewing old General Tests. The Educational Testing Service makes these available for a fee. Write to ETS at Graduate Record Examinations, Educational Testing Service, P.O. Box 6000, Princeton, NJ 08541-6000 or telephone 1-800-537-3160. You can also consult a number of published guides to the test. One of the more popular is *How to Prepare for the Graduate Record Exam*. Some students benefit from taking an expensive prep course from the Princeton Review (St. Leonard's Court, 39th and Chestnut Streets, Suite 317, Philadelphia, PA 19104) or Stanley H. Kaplan Educational Center (810 Seventh Avenue, New York, New York 10019-5890). Before you sign up for such a course, write to the one you are thinking of taking to find out what they really do.

Letters of Recommendation

Whether you are seeking a scholarship, entering the job market or going to graduate school, you may need letters of recommendation from your professors. Common sense says you should ask for letters from professors with whom you have done well. ***Common courtesy says you should give the professor at least four weeks notice.*** Do not wait until the last minute before the deadline. Professors are also busy and may not be able to give your letter the attention it deserves. Make sure you provide the professor with the necessary forms and instructions and a stamped, addressed envelope (type the address). Help the professor personalize the letter by providing a list of courses you took with her or him as well as a copy of your resume. If possible, talk with the professor about your plans. Of course you are special, but so are the other 799 students who have marched through the professor's classes in the last four years. Reference forms usually allow you to waive your right to see the letter. Sign the waiver. If no form is provided, have the professor send the letter directly to the graduate schools or, if the institution wants you to include everything in the same packet, have the professor put the letter in a sealed envelope and sign across the seal. All of this assures the admissions committee or prospective employer that you have neither written nor read the letter and, therefore, enhances its veracity. Candidly, a letter the candidate may read is not worth the paper it's written on.

A Final Word

Contact your parents at least once a week. They love you and miss you.