

West Chester University
Undergraduate Handbook
History Department
Revised 2024

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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.

Some prospective social studies teachers think that because they are going to teach, they are majoring in Education. Not true. 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 with Elective Certification. The History Department in the College of Arts and Humanities provides 39 of the credits you will earn at West Chester. The Secondary Education Department in the College of Education and Social Work is responsible for 34 of your credits. The BA program requires more credits than a BSED offered at other PASSHE schools because you take more History credits and complete a Foreign Language requirement in addition to the Education credits. Here are the advantages, however. You are better prepared to teach history but also the other social studies disciplines. You engage in historical thinking and research, skills you want to teach to your own future students. If you change your mind about teaching, you can easily graduate with the BA and be ready for other careers or graduate programs. If you begin with the BA only and later decide you want to teach, you can easily come back for the M.Ed. program. Then you

earn an advanced degree as you get certified in Social Studies. The BA gives you the most flexibility and preparation for teaching but also for many other careers.

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 the most senior members of the faculty and invigorated by fresh ideas from the newest members of the professoriate. Regular full-time members of the faculty have earned the doctorate and are actively engaged in research in their chosen areas 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. We love to talk with you about our specialties. The faculty and staff of the Department are:



Staff

Departmental Administrative Assistant.

Office: 702 Wayne Hall. Telephone 610-436-2201.

Faculty

Dr. Cecilia L. CHIEN, Professor, Ph.D., Harvard University, 1994.

Office: 730 Wayne Hall. Telephone: 610-436-2995.

Dr. Chien is the Department's East Asia specialist. Her first book, *Salt and State* (University of Michigan, 2004) was a study of Chinese political economy in the middle imperial period. Current research involves regional and family history in the Yangzi Delta from the 10th century on; Chinese tourism, development, and nation-building; and ancestor worship and diasporic identity today. Dr. Chien teaches the Gen Ed courses Global History since 1900 and History of Civ I; upper-division courses including Chinese Civ, Modern China, East Asia through Film, The Asian American Experience, Global Migration, and Chinese Material Culture; and graduate courses on the history and culture of East Asia. With years living in Hong Kong, Tokyo, and Kyoto, she mentors students considering studying and working in Asia. She serves on the Board of the Mid-Atlantic Region Association for Asian Studies.



Dr. Éric FOURNIER, Professor, Ph.D., University of California-Santa Barbara, 2008. Assistant Chairperson.

Office: 715 Wayne Hall. Telephone: 610-436-2168.

Dr. Fournier joined our faculty in 2008. 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: 723 Wayne Hall. Telephone: 610-436-2362.

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* (1998), *Speaking the Unspeakable: Essays on Sexuality, Gender, and Holocaust Survivor Memory* (2002), *Rainbow Jews: Jews and Gay Identity in the Performing Arts* (2007), the anthology *Performing Difference: Representations of "the Other" in Film and Theatre* (2009), and *The Routledge History of the Holocaust* (2012).

Dr. Brenda GAYDOSH, Professor, Ph.D., American University, 2010. *Graduate Coordinator.*

Office: 721 Wayne Hall. Telephone: 610-436-0734.

Dr. Gaydosh is our Central European and Early Modern European specialist and our graduate coordinator. 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. Anne Gill, Social Studies Coordinator, Anderson Hall.

Dr. Steve GIMBER, Associate Professor, Ph.D., American University, 2000.

Office: 719 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*.

Dr. Wayne HANLEY, Professor, Ph.D., University of Missouri, 1998.

Office: 709 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. Winner of the 2001 American Historical Association's Gutenberg-e prize for his dissertation, his *The Genesis of Napoleonic Propaganda, 1796-1799*, 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.

Dr. Lisa A. KIRSCHENBAUM, Professor, Ph.D., University of California, Berkeley, 1993.

Office: 731 Wayne Hall. Telephone: 610-436-2997.

Dr. Kirschenbaum is our specialist in Russian and Soviet history. Before arriving at West Chester, she taught at an independent school in California. She teaches courses in Russian and Soviet history, world communism, and gender and peace in addition to the second half of the world history survey. She is the author of three books: *International Communism and the Spanish Civil War* (Cambridge University Press, 2015), *The Legacy of the Siege of Leningrad, 1941-1995: Myth, Memories, and Monuments* (Cambridge University Press, 2006), and *Small Comrades: Revolutionizing Childhood in Soviet Russia* (RoutledgeFalmer, 2000). Committed to bringing research into the classroom, Dr. Kirschenbaum co-authored the textbook *Russia's Long Twentieth Century: Voices, Memories, Contested Perspectives* (Routledge, 2016) and translated and edited Olga Berggolts's memoir *Daytime Stars: A Poet's Memoir of the Revolution, the Siege of Leningrad, and the Thaw* (University of Wisconsin Press, 2018). Her current research focuses on Soviet American cultural relations.

Dr. Robert J. KODOSKY, Professor, Ph.D., Temple University, 2006. Department Chairperson.

Office: 704 Wayne Hall. Telephone: 610-436-2201 (or x-2681 or x-2288).

Dr. Kodosky teaches courses in US diplomatic and military history. He serves as faculty advisor to the Student Veterans Group and to Phi Alpha Theta.

Dr. Anne KRULIKOWSKI, Professor, Ph.D., University of Delaware, 2001.

Office: 728 Wayne Hall. Telephone: 610-436-2255.

Dr. Krulikowski's specialty is the built environment, material culture, and the American city and suburb. Dr. Krulikowski was the Curator of Education/Director of Docents for six years at Rockwood Museum, a historic house and estate in Wilmington, Delaware, where she created a docent training program, helped re-interpret the house tour, and developed several tours for school children, including a mechanical systems tour for science classes. She has published articles on and lectures at historical societies and to other public groups about the social and architectural history of country clubs, neighborhood grocery stores, and suburban development. Current research focuses on the local serpentine stone quarry that provided the green stone for several of the university's buildings as well as early 20th century automobile tourism. She teaches courses on the Gilded Age/Progressive Era, the American city, Pennsylvania history, Roadside America, and public history.

Dr. Tia MALKIN-FONTECCHIO, Assistant Professor, Ph.D., Brown University, 2003.

Office: 727 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.

Dr. Brent RUSWICK, Professor, Ph.D., University of Wisconsin, 2006.

Office: 718 Wayne Hall. Telephone: 610-436-2248. Dr. Ruswick is our specialist in social studies teacher education. He also teaches history of science, medicine, and technology. He has published several articles in history and history education, and a book with Indiana University Press, *Almost Worthy: The Poor, Paupers, and the Science of Charity in America*. Dr. Ruswick also teaches the Secondary Social Studies Methods course and supervises student teachers.



James SCYTHES, Assistant Professor, M.A., Villanova University, 1997.

Office: 711 Wayne Hall. Telephone: 610-436-2212.

Mr. Scythes teaches survey courses in both US and world history as well as supervises student-teachers. His *This Will Make a Man of Me: The Life and Letters of a Teenage Officer in the Civil War* was published by Lehigh University Press in 2016. His current research project explores the lives of four men from Hurffville, NJ who fought together during the Civil War. He has also supervised student teachers.

Dr. Janneken SMUCKER, Professor, Ph.D. University of Delaware, 2010.

Office: 717 Wayne Hall. Telephone: 610-436-2345.

Dr. Smucker specializes in digital and public history and material culture. She also serves as the digital editor of the Oral History Review. In the classroom, she integrates technology and the humanities, working with students to create digital projects, including the award-winning Goin' North: Stories from the First Great Migration to Philadelphia <goinnorth.org> and Philadelphia Immigration <phillyimmigration.nunncenter.net>. Janneken consults on digital projects for non-profits and museums and leads workshops on digital tools and strategies. Author of *Amish Quilts: Crafting an American Icon* (Johns Hopkins, 2013), Janneken lectures and writes about quilts for popular and academic audiences. She was the 2015 co-recipient of WCU's E. Riley Holman Memorial Faculty Award for innovative teaching.

Dr. LaTonya THAMES-TAYLOR, Associate Professor, Ph.D., University of Mississippi, 2005.

Office: 725 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, Associate Professor, Ph.D., University of Chicago, 2012.

Office: 713 Wayne Hall. Telephone: 610-436-2541.

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. She has also received her first book contract with Edinburgh University Press for *Conquered Populations in Early Islam: Non-Arabs, Slaves and the Sons of Slave Mothers*, which traces the journey of new Muslims as they joined the early Islamic community and articulated their identities within it.

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: 703 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 in Wayne Hall. Find your name; find your advisor. You can also find your advisor listed in your MyWcu portal. 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; some (like FYE) are worth more, some fewer than three credits.. 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. While the degree does not bring with it any sort of professional license, it does 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

The Pennsylvania Department of Education regularly updates the requirements for teacher education programs. The Department of History and the Department of Secondary Education regularly revise the course of study to ensure that prospective teachers meet the most current 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.

Some students enter the teacher preparation curriculum because they think teaching is an easy job with summers off. Family or friends convince them to get certification so they have a backup in case they can't figure out what else to do with a History major. *Time for a reality check:* Teaching is very hard work and between year-round schooling and taking additional courses, you won't have a summer vacation. No one wants a teacher who doesn't really want to teach. 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 are not deeply excited by the prospect of helping young people learn to do history and the social studies and become engaged citizens, you should drop the certification and switch to the standard BA program or the American Studies Concentration.*** But if you have that commitment, 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.

Your social studies certification program is among the most rigorous in the nation. Your instructor in the Methods of Teaching Social Studies course likely holds a Ph.D. in history or American studies and has had secondary school experience. Your student-teacher supervisor will guide you in the appropriate methods, but also assist you regarding content, including specific resources appropriate to the secondary classroom.

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, US government, and economics. You may also teach electives in sociology or psychology or street law or consumer finance. Secondary schools emphasize the use of new technologies in the support of face-to-face and cyber learning. They seek alternatives methods of assessing students beyond the standardized test. They support the development of information literacies and civic competence. They serve English Language Learners and students with a variety of special needs. Therefore, you need coursework that will increase your knowledge of global history and the social sciences. You need practice with new technologies and pedagogies.

The Professional Education Component provides the clinical training you need to become an effective teacher. You should take EDP 250 (Educational Psychology) or EDP 280 (Adolescent Development) and EDA 103 (Foundations of Special Education) early, as they are foundational to many of your other education courses. SED 300 (General Methods with Field Experience) is a prerequisite for SED 331 (Methods of Teaching Social Studies) and should be taken during the second semester of your junior year. SED 331, thus, should be taken the semester before you do your student-teaching. Most students find SED 331 an intensive course; try not to schedule eighteen credits the semester in which you take it. Take your HIS 400 research seminar before SED 331 so you have a firm grasp of the history inquiry arc. Student-teaching (EDS 411/412) is a twelve-credit experience. You must complete all other degree required coursework BEFORE you do your student-teaching internship. By the way, since your degree is a BA in history, you may be able to apply your education courses toward a minor in Professional Education. Ask your Secondary Education advisor.

Teacher Candidacy (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 (**but before you have completed 60 credits**), you may apply for admission to teacher candidacy. Additional requirements include: 1) a minimum 2.9 cumulative GPA, 2) completion of three credits of English composition, 3) completion of three credits of literature, 4) completion of six credits of mathematics.

Begin the process by picking up a Teacher Candidacy form in the History Department office or access the form on the College of Education and Social Work webpage. Review the form with your advisor and, if you qualify, your advisor in Secondary Education will sign it. 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. To be certified to teach, you will need a 3.0 cumulative GPA upon graduation (or exceptionally high scores on the Praxis II exam). You must take the PRAXIS II (Comprehensive Social Studies--#5081) prior to scheduling for student-teaching.

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

PRAXIS II

Test Name	Test Code	Session	Passing Score
Social Studies: Content Knowledge	5081	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 the student teacher portfolio. **SAVE** them!
- As of May 1, 2008, PRAXIS scores will remain valid for 10 years.

PRAXIS TEST PREPARATION:

- PRAXIS II study resources are available in the Reserve Section of the library--(can be checked out from overnight 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 PA 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.* Before the course begins, these clearances must be on file with the Office of Clinical Experiences and Candidates Services, Suite 107, Wayne Hall. <https://www.wcupa.edu/education-socialWork/clearances.aspx>

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 must 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

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.

The First Year Experience (FYE 100) provides students with a basic platform from which they can plan their growth and development while at WCU. First Year Experience courses are offered in a variety of areas, but they share common content across all sections, including:

- An overview of the liberal arts tradition in higher education and an explanation of the structure of WCU's General Education curriculum
- An introduction of the e-portfolio and its use across the undergraduate degree
- Research about brain development, psychology of learning, and metacognitive, affective, and social dynamics; information intended to help students understand the learning process and the factors important to a successful college experience
- An opportunity for experiential learning
- Information pertaining to university policies and campus life

First Year Experience

The First Year Experience is a four-credit requirement and applies to incoming first-year students, as well as transfer students with fewer than 24 college-level credits.

For transfer students with 24 college-level credits, the FYE requirement is waived.

The FYE requirement can be transferred in from another institution if the student took an FYE course elsewhere *prior* to enrolling at WCU. If a student completed a 3-credit FYE course at another institution, this course will fulfill WCU's FYE requirement. A student that receives FYE credit for a 3-credit course will need to make up the extra credit with additional coursework. Any FYE course from another institution that is less than 3 credits will not satisfy this General Education requirement.

Students should complete their FYE requirement within their first 30 credits at WCU.

Students receiving a grade of C- or lower in the FYE will be provided an opportunity to further develop their mastery of course competencies via additional instruction no later than the beginning of the

second subsequent regular (fall or spring) semester. The instructor of record for the additional instruction will have the ability to increase the original grade to no higher than a “C.”

English Composition

Students must earn 3 credits at the Writing 200 level to fulfill the English composition general education requirement. These 3 credits can be completed via WCU coursework or via earned transfer credit. Students may need to complete prerequisite coursework prior to enrollment into a Writing 200-level course.

WCU is piloting a student-guided self-placement survey to determine the appropriate course sequence for our English Composition requirement. More information about the self-placement survey (the WRITE Survey) can be found below under English Placement. In order to fulfill the requirement, students must complete one of the following course sequences or transfer in credits that fulfill the requirement:

Course sequence A: Supplemental Workshop—7 credits toward graduation, over two semesters

- Semester 1 - [WRT 123](#) (4 credits of writing instruction focusing on discovery, composing, revision, and genre awareness in one semester. [WRT 120](#) plus one credit of workshop "lab" and weekly supplemental peer-mentoring.)
- Semester 2 - WRT 200-level (3 credits of research writing instruction in one semester)

Course sequence B: Sequenced—6 credits toward graduation, over two semesters

- Semester 1 - [WRT 120](#) (3 credits of writing instruction focusing on discovery, composing, revision, and genre awareness in one semester)
- Semester 2 - WRT 200-level (3 credits of research writing instruction in one semester)

Course sequence C: Advanced—3 credits toward graduation, one semester

- Semester 1 - WRT 200-level (3 credits of research writing instruction in one semester)
- The WCU WRITE survey may, in exceptional circumstances, place students into the Advanced sequence if their WRITE survey scores are particularly high and if they have a minimum GPA of 3.8 and a Reading/Writing SAT of 620 or ACT English score of 28.

Students should complete their WRT coursework within their first 60 credits at WCU.

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.)

Interdisciplinary ("I") and Diverse Communities ("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). 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 also 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. [See the list of approved "I" courses.](#)

Likewise, you must also complete a three-credit "Diverse Communities" course. [See the list of approved courses.](#) 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 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.

Distributive Requirements

The Distributive Requirements are divided into Sciences, Behavioral and Social Sciences, Humanities, and Arts. 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). Be sure to consult the [Undergraduate Catalog](#) for the most updated list of courses that meet these requirements.

Science

The 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 science distributives, 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.* See the full [list of approved science courses](#).

Behavioral and Social Science

The Behavioral and Social Sciences are anthropology, economics, geography, political science, psychology, and sociology. Those pursuing 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 from the [list of approved BSS general education courses](#), 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.*

Humanities

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 choose courses outside of history, from literature, languages, linguistics, or philosophy. [See the full list of approved courses](#). 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 only; Historical Contexts (LIT 295) uses History as a lens in ways different from many historians, and is not approved as a general education course. 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 from [the list of approved courses](#).

Additional Baccalaureate Requirements

Speaking Emphasis

Speaking Emphasis courses are designed to develop students’ oral/language-based communication skills in ways that are deemed important and desirable within a specific academic discipline or more generally across disciplines. The skills developed can range from performance-based speaker-audience interactions to one-on-one or group interactions based on the focus of the discipline. The emphasis of each course is to develop personal and professional skills to organize and synthesize ideas and communicate effectively in a meaningful way. Students must complete 9 credits of Speaking Emphasis

coursework, 3 credits of which must be at the 300-400 level. For certification students, EDS 411/412 will carry 6 credits of Speaking Emphasis credit. For ones not seeking certification, HIS 300 and HIS 400 also are SE approved. [See the full list of approved courses.](#)

NOTE: A Speaking Emphasis designation may only transfer into WCU if the course from a student's prior institution has been submitted to and approved by the Speaking Emphasis Committee of the Curriculum and Academic Policies Council (CAPC). To receive credit for this type of course, students must submit a Course Substitution Request to the Office of the Special Assistant for Academic Policy.

All transfer students who enter with fewer than 40 college-level credits must complete 9 credits of Speaking Emphasis coursework. Transfer students who enter with 40-70 college-level credits, must take at least 6 credits of Speaking Emphasis coursework. Students who transfer more than 70 college-level credits must take at least 3 credits of Speaking Emphasis coursework at the 300-400 level.

Ethics Requirement

Ethics courses provide opportunities for students to engage in activities that encourage them to problem-see and problem-solve with an ethical lens; they expose students to discipline-specific (or general theoretical) ways to use ethical frameworks for ethical decision-making.

Students must earn 3 credits of Ethics coursework.

NOTE: An Ethics designation may only transfer into WCU if the course from a student's prior institution has been submitted to and approved by the Ethics Committee of the Curriculum and Academic Policies Council (CAPC). To receive credit for this type of course, students must submit a Course Substitution Request to the Office of the Special Assistant for Academic Policy.

An Ethics course may simultaneously fulfill another degree requirement or distributive requirement in the General Education curriculum. [See the full list of approved courses.](#)

Writing Emphasis Requirement

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, and [the full list is in the Undergraduate Catalog.](#) 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, SED 300 and SED 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 ability to work with many English language learners in surrounding school districts.

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, credits from your former major will fill this space. 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 280 (Adolescent Psychology).

MAJOR REQUIREMENTS

All history majors are required to complete 4 of the courses at the 100 or 200 level. One of these must be an American history (HIS 150, 151 or 152). Another must be a World history (HIS 100, 101 or 102). The other two courses are at the student’s discretion. 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. Students are recommended to not take HIS 150 with either of HIS 151 or 152, since 150 will cover material redundant with those courses. Either take 151 and 152, or take 150 and some other 200-level or additional World History course. You should complete your 100/200 level courses 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 will include one course in U.S. history, one in World history and one in European history. The remaining upper level electives are ones you choose under advisement that best align to your interests and degree objectives. Lastly, your required capstone, HIS 400, provides you with the opportunity to complete an original research project.

History Courses by Regional Category (Check catalog for new additions)
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European History Courses	US History Courses	World/Regional History Courses
318, 319, 320, 321, 322, 323, 324, 328, 329, 331, 332, 390, 398, 410, 413 416, 417, 421, 422, 423, 424, 425, 427, 428, 435, 450, 458, 460, and 480	329, 343, 344, 352, 356, 357, 358, 360, 361, 362, 364, 365, 366, 367, 368, 369, 370, 371, 373, 376, 380, 390, 399, 410, 413, 444, 450, 451, 458, 460, 474, and 480	302, 305, 306, 308, 311, 312, 314, 315, 316, 317, 318, 349, 375, 380, 390, 397, 407, 410, 424, 450, 458, 460, and 480

You should cap your undergraduate career with the senior seminar (HIS 400), a course that examines a topic in depth and stresses individual research in primary sources. You must take HIS 300 prior to taking the 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 the second semester of your junior year or pursuing certification (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 or 111 or 112 (Principles of Economics, Macro Economics, and Micro Economics) and *either* ANT 102 (Cultural Anthropology) *or* SOC 100 (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 ERM 355 (Assessment for Learning), EDR 347 (Literacy Development and Secondary Students in the Inclusive Classroom), EDA 303 (Special Education Processes and Procedures for Secondary Education), SED 300 (General Methods and Field Experience), SED 331 (Methods of Teaching Secondary Social Studies and Field Experience), and EDS 411/412 (Student-teaching Internship).

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: African-American Studies, Anthropology, Art History, Business and Technical Writing, Digital Humanities, Economics, Foreign Language, Geography, Holocaust Studies, Journalism, Literature, Museum Studies, Music History, Philosophy, Political Science,

Professional Education, Psychology, Sociology, and Women's and Gender Studies. You may declare your minor on myWCU. Several minors available to history majors are associated with the Department of History, including Holocaust Studies. The advising sheets for those minors are shown below.

Fast Track (Accelerated B.A. to M.A.)

Students must apply formally and explain why they think the "Fast Track" program will benefit their goals. They must also have the support of at least two members of the History faculty. The History Department graduate coordinator will either accept the application or deny it with written explanation. The graduate coordinator will admit students conditionally to the M.A. program if they maintain a 3.0 GPA overall AND in their HIS courses. Students may replace up to 12 elective credits with graduate course options from the list below.

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 252 or 322, PSY 254, SOC 335, SSC 480, or SWO 225*.

Elective

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

INTERNSHIPS

- An intern may earn 3 credits during a semester or summer or winter session.
- 3-credit internship requires a student to perform assigned responsibilities at the cooperating internship site for no less than 133 hours.
- Interns must be History majors with at least 80 earned credits and a minimum 2.75 grade point overall and in history. (The chair may make exceptions in special cases.)
- Interested students should contact the professor they wish to work with one semester prior to the semester in which they wish to intern.
- Students must provide a sample of their best historical writing and a resume for submission to prospective cooperating internship institutions.
- The chair will review these materials and inform students if they qualify for an internship. Students denied an internship will receive reasons for the denial from the internship coordinator and suggestions for strengthening a future application.
- The faculty and student will work together to decide where to seek a placement, with either the student or coordinator making the initial contact.
- Interns must obtain [FBI and Child Abuse Clearances](#) before the internship can begin. In paid internships students do not need clearances.
- The 12-credit Secondary Social Studies Student-Teaching is the most intensive internship experience. It is only offered in Fall and Spring sessions and is supervised by the Secondary Social Studies Coordinator and faculty instructors. Please contact the Social Studies Coordinator about the availability of funding.

Cost

The tuition for an internship in both regular semesters and the summer is the same as for other 3-credit courses. Consult the bursar's office for details.

Stipends

To enable those who cannot afford the cost, the Department of History offers paid internships for a limited number of students, and \$500 to students after completing their internship whose work the Department of History has deemed meritorious. Both are funded by the Dr. Robert E. Drayer Memorial Scholarship Fund. To apply for a stipend send a brief letter to the internship coordinator, before the internship begins, explaining your financial need and the nature of your internship. In it, make sure to explain:

- The nature of the internship, including the tasks upon which you will work and the skills that you will practice and learn.
- How the internship prepares you for the career(s) and if applicable the educational opportunities that you are pursuing.
- Your financial need. Do you have student loans? Are you paying for all or part of your college education? Would taking the internship prevent you from undertaking summer employment?

Does it place an additional financial burden on your parents that they are reluctant to undertake? Do you have a lengthy commute to the internship site?

When Drayer funds are limited, stipends will go to the students who make the strongest case for funding, so include as much detail as possible.

Why take an internship for credit rather than as a volunteer?

- By taking the internship for credit the student has the opportunity to work with a department of history faculty member as well as an on-site supervisor. Your faculty internship supervisor can help you get the most out of your internship experience.
- An internship for credit looks better on your resume and has more value with potential employers and graduate programs
- With a Drayer stipend a 3-credit internship is cost free for in-state students.

Responsibilities:

Working with a faculty internship supervisor agreed upon by the student and department internship coordinator, the student, faculty supervisor, and site supervisor will articulate internship responsibilities and activities. These may change as the internship progresses. Requirements include:

- A daily log detailing activities completed during the internship. The faculty supervisor will use this log, submitted on a schedule, to determine the intern's performance and to suggest changes to the internship assignments and responsibilities.
- Consistent contact with the faculty internship supervisor, including agreement on any significant changes to internship activities or emerging problems.
- Arrangement of an on-site visit by the faculty supervisor
- A photograph of the student engaged in an internship activity and one paragraph summary of their internship experience for posting on the Department of History website.

Evaluation:

The student's grade will be based on:

- The on-site supervisor's evaluation (written or verbal)
- The student's internship report, describing and evaluating the internship experience
- A final project, based on the intern's work at the cooperating institution, agreed upon by the faculty supervisor and the student once the internship is underway
- The internship coordinator's on-site visit
- Supporting documentation, which can include materials the intern has worked on for the host institution, promotional materials for exhibits or projects to which the intern contributed, and other evidence of accomplishments.

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. The Secondary Education Department sponsors the Student-Teaching Internship.

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

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 Wisely

Plan ahead and set your priorities. Look at your Guidance Record Form, your Degree Progress Report on myWCU, and the Model Curricula below to 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 absolutely is 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 but not very objective. Finally, from time to time, the Student Government Association publishes *Academia Explained* or a similar pamphlet that includes the results of student surveys. You know which teaching style best suits you and you know what interests you. If you are pursuing teaching certification, however, you should expose yourself to a wide variety of topics, teachers, and teaching strategies rather than just your favorite subject, instructor, or style. If you are interested in learning more about a certain region, time, or topic, challenge yourself and take that course. 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, contact your assigned advisor to set up a meeting, which is required in order for advisors to remove the scheduling hold on your student account. Some History advisors put a sign-up sheet on their office doors, others have digital scheduling services. Or you may show up during the advisor's posted office hours. Because History advisors usually hold expanded office hours during scheduling, the plaintive "My advisor is never in" is not persuasive. *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; and second, if you consistently take the courses your advisor recommends and a problem crops up during your graduation clearance, we can support your petition for an exception to the rule, and you will still graduate. Ultimately, you are responsible for reading this handbook, opening emails, checking websites and your Degree Progress Report. Consulting your advisor is not enough to ensure you stay on track, but your advisor is a very helpful guide to graduating on time.

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" And "fourfers." HIS 451, for example, serves as an elective in the major, a diverse communities course, a writing emphasis course, AND a speaking 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.

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. ***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 HIS 100/200 level courses 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.

Schedule using myWCU

After your advisor gives you access, sign into myWCU using your university email credentials.

Each student is assigned a date on which they can begin to schedule, assuming the student has met with their advisor to have the scheduling old lifted. 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.

Remote classes

Asynchronous courses require independent work under a professor's guidance, but they do not have scheduled meeting times as a group. Synchronous classes maintain a meeting pattern.

Closed Courses and Wait Lists

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 approve your enrollment in the course 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 worse 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. 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 it easier to get back into that class if you were accidentally dropped from it.

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.

MODEL SCHEDULES

While the following model curricula provide a guide for advising, remember that the curriculum of each advisee is unique and may vary from the model.

Model BA in history Curriculum (120 credits)	
<p>First Semester (16 credits)</p> <p>FYE</p> <p>WRT 120</p> <p>US History survey 150, 151 or 152</p> <p>Social Science General Education</p> <p>Language 101</p>	<p>Second Semester (15 credits)</p> <p>WRT_____</p> <p>World History survey HIS 100, 101 or 102</p> <p>History survey (100 or 200 level)</p> <p>MAT 103 or higher</p> <p>Language 102</p>
<p>Third Semester (18 credits)</p> <p>HIS 300</p>	<p>Fourth Semester (15 credits)</p> <p>HIS 300/400 level</p>

<p>History survey (100 or 200 level)</p> <p>Literature or Philosophy</p> <p>Free Elective (optional minor, speaking emphasis)</p> <p>Language 201</p> <p>Arts requirement</p>	<p>Science General Education</p> <p>SPK 208 or other</p> <p>Free Elective (optional minor, speaking emphasis)</p> <p>Language 202</p>
<p>Fifth Semester (15 credits)</p> <p>HIS 300/400 level</p> <p>HIS 300/400 level</p> <p>Elective</p> <p>Social Science General Education</p> <p>Diverse Communities</p>	<p>Sixth Semester (15 credits)</p> <p>300/400 level</p> <p>300/400 level</p> <p>Elective</p> <p>Science General Education</p> <p>Free Elective (optional minor)</p>
<p>Seventh Semester (15 credits)</p> <p>HIS 300/400 level</p> <p>HIS 300/400 level</p> <p>Elective</p> <p>Free Elective (optional minor)</p> <p>Free Elective (optional minor)</p>	<p>Eighth Semester (15 credits)</p> <p>HIS 400 (Seminar)</p> <p>Interdisciplinary</p> <p>Philosophy or Literature</p> <p>Free Elective (optional minor)</p> <p>Free Elective (optional minor)</p>

<p>Model BA with Elective Certification in Social Studies Curriculum</p> <p>For students entering WCU Fall 2019 and after</p>	
<p>First Semester (19 credits)</p> <p>WRT 120 (required for teacher candidacy)</p> <p>General Education Arts</p> <p>PSY 100</p> <p>HIS 152</p> <p>Language 101</p> <p>FYE</p>	<p>Second Semester (18 credits)</p> <p>WRT _____</p> <p>HIS 101</p> <p>SED 100</p> <p>MAT 103+ (required for teacher candidacy)</p> <p>EDP 280</p> <p>Language 102</p>

Pass Basic Skills Test ASAP (either PAPA, SAT, ACT, or CORE). Apply for Teacher Candidacy upon completing 48 credits.	
<p>Third Semester (18 credits)</p> <p>HIS 102</p> <p>HIS 300 (W)</p> <p>MAT 104+ (required for teacher candidacy)</p> <p>LIT/CLS (required for teacher candidacy)</p> <p>EDF 300</p> <p>Language 201</p>	<p>Fourth Semester (18 credits)</p> <p>SED 200 (S)</p> <p>ECO 111 or 112</p> <p>General Education Science</p> <p>HIS 300/400 level</p> <p>EDA 103</p> <p>Language 202</p>
Must achieve Formal Admission to Teacher Candidacy <u>by the time you have completed 60 credits.</u>	
<p>Fifth Semester (21credits)</p> <p>General Education Science</p> <p>PSC 100</p> <p>HIS 151</p> <p>HIS 300/400 level</p> <p>HIS 300/400 level</p> <p>EDR 347</p> <p>LAN/ENG 382 (J)</p>	<p>Sixth Semester (20 credits)</p> <p>HIS 400 Seminar (W)</p> <p>HIS 300/400 level</p> <p>HIS 300/400 level</p> <p>EDA 303 (2 credits, required)</p> <p>SED 300 (W) (<i>pre-requisite for SED 331</i>)</p> <p>ERM 355 (E)</p> <p>Gen Ed PHI</p>
Take PRAXIS II (#5081 Comprehensive Social Studies)	
<p>Seventh Semester (18 credits)</p> <p>General Education ARTS</p> <p>GEO 101 or 103</p> <p>ANT 102 or SOC 100</p> <p>HIS 300/400 level</p> <p>HIS 300/400 level</p> <p>SED 331 (W)</p>	<p>Eighth Semester (12 credits) (NO other courses permitted)</p> <p>EDS 411 Student Teaching (S) (required)</p> <p>EDS 412 Student Teaching (S) (required)</p>

Social Studies Certification	
Teacher Candidacy Requirements	Required Education Courses
I. Courses	EDP 280
A. Complete 48+ credits	EDA 103
1. WRT 120 or WRT _____	ERM 355
2. LIT/CLS (3 credits)	EDR 347
3. MAT (6 credits)	LAN/ENG 382
B. GPA of 2.9 or higher	EDA 303*
	SED 100
	SED 200
	SED 300 * (a prerequisite for SED 331 and may NOT be taken concurrently.)
	SED 331* (a prerequisite for student teaching)
	EDS 411/ 412* (No other courses may be taken while student teaching.)
	*Teacher candidacy is required <i>prior</i> to taking this course.
	NB. All social studies certification students must take the PRAXIS II (Social Studies: Content Knowledge) examination prior to student-teaching experiences . They 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.

History Degree Paths

B.A. in History

B.A. in History Social Studies certificate

General Education Requirements:

1. **FIRST-YEAR EXPERIENCE** 4 Credits (waived for transfer students at 24 credits or above)
2. **English Composition** (WRT 120 and 200-level writing) 6 Credits
3. **Mathematics** 3 Credits (**Social Studies certificate requires 6 Credits**, typically Math 103 &104).
4. **Interdisciplinary** 3 Credits

For options to fulfill “I” designation, see: <https://catalog.wcupa.edu/undergraduate/general-education-requirements/interdisciplinary-requirement/>

- 5. Diverse Communities** 3 Credits (**Social Studies certificate** requires ENG/LAN 382. Teaching English Language Learners PK-12).

If not seeking teaching certificate, for options to fulfill “J” designation, see:

<https://catalog.wcupa.edu/undergraduate/general-education-requirements/diverse-communities/>

- 6. Science** 6 Credits

For options, see: <https://catalog.wcupa.edu/undergraduate/general-education-requirements/science/>

- 7. Behavioral and Social Science** 6 Credits (Social Studies certificate requires: PSC 100 and PSY 100).

If not seeking teaching certificate, see:

<https://catalog.wcupa.edu/undergraduate/general-education-requirements/behavioral-and-social-sciences/>

- 8. Humanities** 6 Credits

For options, see (keep in mind that you cannot use the history courses listed to fulfill this requirement):

<https://catalog.wcupa.edu/undergraduate/general-education-requirements/humanities/>

- 9. Arts** 3 Credits

For options, see: <https://catalog.wcupa.edu/undergraduate/general-education-requirements/the-arts/>

- 10. Writing Emphasis Requirement** 9 Credits (HIS 300, HIS 400 + 3 more; **Social Studies Certificate** requires: SED 331).
- 11. Speaking Emphasis Requirement** 9 Credits (HIS 300 and HIS 400 + 3.0 credits, **Social Studies Certificate** requires: SED 200, EDS 411, EDS 412)
- 12. Ethics Requirement** 3 Credits

For options, see: <https://catalog.wcupa.edu/undergraduate/general-education-requirements/ethics-requirement/>

Social Studies certificate requires ERM355 for ‘E’ designation.

- 13. Language and Culture Requirement** 0-12 Credits (All history majors must either test out or pass a foreign language at the 202 level). Exceptions constitute only ones who possess a medical diagnosis that prohibits them from learning a foreign language. For requirements, visit the Learning Assistance and Resource Center: <https://www.wcupa.edu/universityCollege/larc/>

History Major requirements

- 1. Core:** 1 World History survey, 1 US history survey, 2 100 or 200 level surveys, HIS 300 (Varieties) 15 credits

2. Electives:

9 credits

History B.A.: Under advisement, take courses aligned with projected career path, options include digital humanities, pre-law, museum studies and journalism.

Social Studies Certificate requires: SOC 100 or ANT 102, ECON 111 or 112, GEO 101 or 103.

History B.A.: According to the designations of United States, European and World/Regional history, choose any 1 course from each area, complete any 4 others under advisement. 21 credits

Social Studies Certificate: Same as for non-teaching B.A. (above) 21 credits

Additional Social Studies Certification Specific Requirements:

1. Acceptance to Teacher Candidacy (Formerly FATE):
 - Enrolled in a program leading to teacher certification or educational specialist
 - Earned a minimum of 48 credits at the college level (100 level or above)
 - Earned a minimum cumulative GPA of 2.9
 - Earned 3 credits in college-level English composition
 - Earned 3 credits in literature taught in English
 - Earned 6 credits in college-level mathematics
 - Received the recommendation of one's advisor.
2. Program of Study (Education): 34 credits

EDA 103 – Foundations of Special Education, 3 credits.

EDA 303 – Special Ed. Processes/Procedures for Secondary Educators, 2 credits.

EDP 200 – Educational Psychology or EDP 280 Adolescent Development 3 credits.

ERM 355 (Fulfills "E" designation) – Assessment for Learning 7-12, 3 credits.

EDR 347 – (Fulfills "J" designation) Literacy Development and Secondary Students with Disabilities in Inclusive Classrooms, 3 credits.

SED 300 – Teaching Principles and Field Experience in Secondary Schools, 3 credits.

SED 331 – (Fulfills "W" designation) (SED 306 is prerequisite) Methods of Teaching Secondary Social Studies, 3 credits.

EDS 411/412 – (Fulfills "S" designation) (ALL coursework must be completed successfully to enroll) Student Teaching, 12 credits.

HISTORY B.A. Advising Sheet: Beginning Fall 2022

[GREEN]

Name: _____

Student ID: _____

Required:

1. 120 credits total.
2. 2.0 grade point average within the major.
3. At least 50% of credits in major fulfilled at WCU.
4. At least 30.0 of the final 60.0 credits earned at WCU.

General education:

Courses approved to fulfill all general education requirements (Transfer students exempt from FYE, First Year Experience):

<https://catalog.wcupa.edu/undergraduate/general-education-requirements/approved-gen-ed-course-list/>

FYE 4.0 credits Course _____ Grade _____ Semester _____

ACADEMIC FOUNDATION (12.0-18.0 credits):

English Composition: “Students must earn 3 credits at the Writing 200 level to fulfill the English composition general education requirement. These 3 credits can be completed via WCU coursework or via earned transfer credit. Students may need to complete prerequisite coursework prior to enrollment into a Writing 200-level course.

WCU is piloting a student-guided self-placement survey to determine the appropriate course sequence for our English Composition requirement. More information about the self-placement survey (the WRITE Survey) can be found below under English Placement. In order to fulfill the requirement, students must complete one of the following course sequences or transfer in credits that fulfill the requirement:”

Sequence A:

Semester 1: WRT 123 (4 credits) Grade _____ Semester _____

 Semester 2: 200-level WRT course (3 credits) Grade _____ Semester _____

Sequence B:

 Semester 1: WRT 120 (3 credits) Grade _____ Semester _____

 Semester 2: 200-level WRT course (3 credits) Grade _____ Semester _____

Sequence C:

200-level WRT course (3 credits) Course _____ Grade _____
Semester _____

(The WCU WRITE survey may, in exceptional circumstances, place students into the Advanced sequence if their WRITE survey scores are particularly high and if they have a minimum GPA of 3.8 and a Reading/Writing SAT of 620 or ACT English score of 28.)

Math: 3.0 credits

Course _____ Grade _____ Semester _____

GENERAL EDUCATION DISTRIBUTIVE REQUIREMENTS (21.0 credits):

Please note that only courses listed on the [“Approved General Education Course List”](https://catalog.wcupa.edu/undergraduate/general-education-requirements/approved-gen-ed-course-list/) may be used to meet General Education requirements. <https://catalog.wcupa.edu/undergraduate/general-education-requirements/approved-gen-ed-course-list/>

Humanities: 6.0 credits Note that HIS courses cannot be used for the Distributive requirement in humanities.

Course _____ Grade _____ Semester _____

Course _____ Grade _____ Semester _____

Science: 6.0 credits

Course _____ Grade _____ Semester _____

Course _____ Grade _____ Semester _____

Arts 3.0 credits

Course _____ Grade _____ Semester _____

Soc. Sci. 6.0 credits

Course _____ Grade _____ Semester _____

Course _____ Grade _____ Semester _____

Speaking emphasis “S”: 9 credits

Course__ HIS 300 Grade_____ Semester_____

Course__ HIS 400 Grade_____ Semester_____

Course_____ Grade_____ Semester_____

Ethics “E”: 3.0 credits:

Course_____ Grade_____ Semester_____

Diversity “J”: 3.0 credits:

Course_____ Grade_____ Semester_____

Writing emphasis “W”: 9 credits: HIS 300 and HIS 400 are required courses in the History Major and, upon completion, will meet the Writing Emphasis requirement. That leaves one remaining W course to fulfill.

Course_____ Grade_____ Semester_____

Interdisciplinary “I”: 3.0 credits

Course_____ Grade_____ Semester_____

ADDITIONAL BACCALAUREATE REQUIREMENTS:

For. Lang: 0-12.0 credits (Determined by Language Placement exam.)

1. Course_____ Grade_____ Semester_____
2. Course_____ Grade_____ Semester_____
3. Course_____ Grade_____ Semester_____
4. Course_____ Grade_____ Semester_____

HISTORY MAJOR REQUIREMENTS (39.0 credits, including HIS 300 & HIS 400)

Lower-Level Core:

One of: HIS 100, 101, 102

Course _____ Grade _____ Semester _____

One of: HIS 150, 151, 152

Course _____ Grade _____ Semester _____

Any other two 100 or 200-level HIS courses approved by the History Department. Check with advisor and with website for offerings.

1. Course _____ Gr. _____ Sem. _____

2. Course _____ Gr. _____ Sem. _____

HIS 300 Grade _____ Semester _____

Upper level courses: 21 credits (300 and 400 level. World, U.S. and Europe – 1 course in each area, any other 4 under advisement.

Geographic areas:

Course _____ Grade _____ Semester _____

Course _____ Grade _____ Semester _____

Course _____ Grade _____ Semester _____

Upper level electives:

Course _____ Grade _____ Semester _____

HIS 400 Grade _____ Semester _____

Electives: 9.0 credits (Under advisement, students take three courses aligned to their interests/career goals. **These courses are in addition to those taken to fulfill general education requirements**).

1. Course _____ Grade _____ Semester _____

2. Course _____ Grade _____ Semester _____

3. Course _____ Grade _____ Semester _____

FREE ELECTIVES: 12.0-24.0 credits to fulfill graduation requirement. Possible to use these toward a minor, or a double major, to complement one's history degree.

Course_____	Grade_____	Semester_____

Semester 2: 200-level WRT course (3 credits) Grade _____ Semester _____

Sequence B:

Semester 1: WRT 120 (3 credits) Grade _____ Semester _____

Semester 2: 200-level WRT course (3 credits) Grade _____ Semester _____

Sequence C:

200-level WRT course (3 credits) Course _____ Grade _____
Semester _____

(The WCU WRITE survey may, in exceptional circumstances, place students into the Advanced sequence if their WRITE survey scores are particularly high and if they have a minimum GPA of 3.8 and a Reading/Writing SAT of 620 or ACT English score of 28.)

Math: 6.0 credits (MAT 103 and greater recommended)

1. Course _____ Grade _____ Semester _____

1. Course _____ Grade _____ Semester _____

GENERAL EDUCATION DISTRIBUTIVE REQUIREMENTS (21.0 credits):

Please note that only courses listed on the [“Approved General Education Course List”](https://catalog.wcupa.edu/undergraduate/general-education-requirements/approved-gen-ed-course-list/) may be used to meet General Education requirements. <https://catalog.wcupa.edu/undergraduate/general-education-requirements/approved-gen-ed-course-list/>

Humanities: 6.0 credits – Note that HIS courses cannot be used for the Distributive requirement in humanities. Also note that the application for teacher-candidacy requirements include choosing a LIT/CLS course for one of the two humanities options

1. LIT/CLS Course _____ Grade _____ Semester _____

2. Course _____ Grade _____ Semester _____

Science: 6.0 credits

1. Course _____ Grade _____ Semester _____

2. Course _____ Grade _____ Semester _____

Arts 3.0 credits

Course _____ Grade _____ Semester _____

Soc. Sci. 6.0 credits

Course PSC 100 Grade _____ Semester _____

Course PSY 100 Grade _____ Semester _____

Speaking emphasis "S": 9 credits

Course: SED 200 Grade _____ Semester _____

Course: EDS 411 Grade _____ Semester _____

Course: EDS 412 Grade _____ Semester _____

Ethics "E": 3.0 credits: ERM 355 is a required course in History B.A. with Social Studies Certification and will meet the Ethics requirement.

ERM 355: Grade _____ Semester _____

Diversity "J": 3.0 credits: ENG/LAN 382 is a required course in History B.A. with Social Studies Certification and will meet the Diversity requirement.

ENG/LAN 382 Grade _____ Semester _____

Writing emphasis "W": 9 credits: HIS 300, HIS 400, and SED 331 are required courses in History B.A. with Social Studies Certification and will meet the Writing Emphasis requirement.

Interdisciplinary "I": 3.0 credits

Course _____ Grade _____ Semester _____

ADDITIONAL BACCALAUREATE REQUIREMENTS:

For. Lang: 0-12.0 credits (Determined by Language Placement exam.)

5. Course _____ Grade _____ Semester _____

6. Course _____ Grade _____ Semester _____

7. Course _____ Grade _____ Semester _____

8. Course _____ Grade _____ Semester _____

HISTORY MAJOR REQUIREMENTS (39.0 credits, including HIS 300 & HIS 400)

Lower-Level Core:

One of: HIS 100, 101, 102

Course _____ Grade _____ Semester _____

One of: HIS 150, 151, 152

Course _____ Grade _____ Semester _____

Any other two 100 or 200-level HIS courses approved by the History Department. **Check with advisor and with website for offerings.**

2. Course _____ Gr. _____ Sem. _____

2. Course _____ Gr. _____ Sem. _____

HIS 300 Grade _____ Semester _____

Upper level courses: 21 credits (300 and 400 level. World, U.S. and Europe – 1 course in each geographic area, 4 elective options).

Geographic areas:

Course _____ Grade _____ Semester _____

Course _____ Grade _____ Semester _____

Course _____ Grade _____ Semester _____

Electives:

Course _____ Grade _____ Semester _____

HIS 400 Grade _____ Semester _____

Social Studies electives: 9.0 credits (These courses are in addition to those taken to fulfill general education requirements).

Course: GEO 101 or 103 Grade _____ Semester _____

Course: ANT 102 or Soc 100 Grade _____ Semester _____

Course: ECON 111 or 112 Grade _____ Semester _____

Core Education Courses

The secondary social studies teacher certification program requires 44 credits in education. **The following courses must be passed with a grade of “C” or higher** (NOT “C-“): EDP 250 or 280, EDA 103, EDA 303, ERM 355, EDR 347, EDF 300, LAN/ENG 382, SED 300, and SED 331.

All education candidates must purchase a Tk20 account: [Tk20 account information](#)

All education candidates are assessed on their Professional Dispositions: [Professional Dispositions information](#)

Course #	Title (credits)	<i>grade</i>	<i>semester</i>
EDP 250	Educational Psychology		
	or EDP 280 Adolescent Development (3)	_____	_____
EDA 103	Foundations of Special Education (3)	_____	_____
EDR 347	Literacy Dev. & 2ndary Students in Inclusive Classrooms (3)	_____	_____
ERM 355#	Assessment for Learning, 7-12 (3)	_____	_____
LAN/ENG 382	Teaching English Language Learners (3)	_____	_____
EDA 303	Processes and Procedures for General Educators (2)	_____	_____
EDF 300	School and Democracy (3)	_____	_____
SED 100	(3)		
SED 200	(3)		
SED 300*#	Field Experience (General Methods) (3)	_____	_____

(SED 300 is a prerequisite for SED 331 and may *NOT* be taken concurrently.)

(Students MUST register for and attend the Clinical Experience office’s Student Teaching Registration Session TWO SEMESTERS prior to student teaching. That typically means doing so in the semester students take SED 300. Students will be notified by email.)

SED 331*#	Methods of Teaching Social Studies (3)	_____	_____
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(SED 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 (#5081) prior to their student-teaching experiences. No other courses may be taken while student-teaching.)

*Applying for and meeting the “teacher candidacy” milestone (previously, “Formal Admission to Teacher Education” is required *prior* to taking these courses.

Course includes a Field Experience component for which students will need to have the relevant clearances.

Additional Requirements for Selected Education Courses, Teacher-Certification, Student Teaching, and Certification

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 must be on file with the Office of Clinical Experiences](https://www.wcupa.edu/education-socialwork/clearances.aspx), 125 West Rosedale Ave., Suite 107, Wayne Hall <https://www.wcupa.edu/education-socialwork/clearances.aspx>

To obtain [Teacher Candidacy](https://www.wcupa.edu/education-socialwork/teacherCandidacy.aspx): <https://www.wcupa.edu/education-socialwork/teacherCandidacy.aspx>

1. Completed at least 48 credits
2. An overall GPA of 2.9 or higher in all courses. Overall GPA _____
 - a. Earned three credits of English Composition _____
 - b. Earned three credits of Literature _____
3. Earned six credits of Mathematics _____
4. Obtained a recommendation for admission from the Department of History

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

1. Take PRAXIS II (Social Studies Content Knowledge--#5081) report scores to your advisor and submit on Tk20. (Date taken: _____)

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

1. Complete both halves of Student-Teaching with grade of “C” or higher (NOT C-);
2. Pass the PRAXIS II (Social Studies Content Knowledge--#5081) (Date passed: _____);

A passing score is 157, potentially subject to the “Sliding Scale” if a student has a sufficiently high GPA. See the [Sliding Scale chart](https://www.wcupa.edu/education-socialwork/documents/SlideingScaleAsOfMarch272017.pdf) for more detail. <https://www.wcupa.edu/education-socialwork/documents/SlideingScaleAsOfMarch272017.pdf>

3. Attain a GPA of 3.0 or higher upon graduation, potentially subject to the “Sliding Scale” if a student has a sufficiently high Praxis II score. See the [Sliding Scale chart](https://www.wcupa.edu/education-socialwork/documents/SlideingScaleAsOfMarch272017.pdf) for more detail. <https://www.wcupa.edu/education-socialwork/documents/SlideingScaleAsOfMarch272017.pdf>

A Note to the Student

Your teacher-certification program emphasizes content knowledge in the disciplines of **Civics, Economics, Geography, and History**, with secondary attention to Psychology, Sociology, Anthropology, and Religious Studies.

As you take coursework in these disciplines, you will want to focus on acquiring four sets of intellectual skills that eventually you will be expected to teach in your classroom. These are the skills of:

- **Developing questions** that lead to productive paths of scholarly inquiry in each particular discipline.
- **Applying the tools and concepts** used in each discipline, in order to explore possible answers to the questions you develop.
- **Evaluating sources and using evidence** appropriate to each discipline, in order to more effectively evaluate your answers to the questions you develop.
- **Communicating your conclusions** in the formats appropriate to each discipline, and using those conclusions to identify ways to **take informed action** as an educated and engaged citizen.

Collectively, those skills create what teachers call the “**Inquiry Arc**” which we want you to master as a scholar, and then be able to teach to your own students.

These goals should guide you in the selection of courses in your academic major and *all* of your electives, including those under General Education requirements. Consider that as a professional secondary social studies educator, you most likely will be teaching United States History, World History, World Cultures and Religions, Geography, United States Civics and Government, and applied Economics and Consumerism. You could also be teaching a Psychology or Sociology course, too! Where you have a choice between different courses to fulfill your requirements, you will want to select the option that best addresses the content and skills identified here.

Depending on your interests and scheduling needs, your choice of courses may also lead you to a second major or a minor in one of the social studies or education disciplines. A minor in Literacy, or Special Education, or Youth Empowerment and Urban Studies can greatly enhance your teaching credentials. Fluency in a foreign language, especially Spanish, also will enhance your teaching and improve your employment prospects. Consider American Sign Language as another route to meeting your language requirement in a way that boosts your employability as a teacher. Discuss these important options with your advisor.

Professional Dispositions

The College of Education and Social Work has developed a set of [professional dispositions and professional requirements](#) that you are expected to demonstrate in all of your interactions with WCU faculty, staff, and students, and that you are expected to model in your life outside of WCU. You want to make sure that you are interacting with the WCU community and conducting yourself in your personal life in ways that inspire confidence that you will be a responsible, thoughtful, compassionate teacher. Failure to do so, at any point in your time at WCU, may result in a faculty or staff person filing a formal report indicating concern with your disposition to the College of Education and Social Work, which would initiate a review of your conduct and efforts to identify and improve the area of concern.

COURSES FOR STUDENTS INTERESTED IN CAREERS IN PUBLIC HISTORY

Today the university offers a broad range of courses for history majors interested in careers in public history. We offer the following list to assist you in advising these students.

HISTORY

HIS 367. American Material Culture.

An interdisciplinary study of American civilization through the examination of its built environment and crafted and manufactured artifacts from the colonial period to the mid-twentieth century. Cross listed courses [AMS 367](#), [HIS 367](#).

HIS 390. History on the Web.

This course helps students develop skills to critically engage with, evaluate, and synthesize historical resources on the Internet by teaching digital literacy through instruction in searching and discovering information, evaluating material critically, and collecting and curating information. Beyond the mere collection of information, though, this course will develop students' ability to gain the transferable skill of moving from information to knowledge.

HIS 344. History of Pennsylvania.

The founding and development of Pennsylvania from its Colonial beginnings to the present with emphasis on the relation of the past to the present.

HIS 360. Technology and American Life.

Promises and practices of American life in response to the interaction of American forms, values, and scientific-technological change from the Colonial period to the present.

HIS 364. U.S. Urban History.

A survey of the rise of the American city from early Philadelphia to the modern metropolis. The recurring themes of growth, immigration, social mobility, city politics, city planning, urbanism, and suburbanism.

HIS 399: Topics in America History,

including offerings on Food history, Public history, Roadside America, Oral History and Digital History

HIS 450. Internship In History.

HIS 460. Field Studies In History.

A fully supervised learning experience designed to expose students to the culture, artifacts, and research facilities of a given country or area.

HIS 480. Digital History.

Introduction to digital tools and technologies for conducting and disseminating historical research, with an emphasis on putting digital approaches into practice through course blog and production of a class website.

AMERICAN STUDIES

AMS 200. American Civilization.

An interdisciplinary study of the forces, forms, and values that have contributed to the making of American civilization. Several academic disciplines are drawn upon in exploring the 'Americanness' of American institutions, thought, behavior, and material culture.

Gen Ed Attribute: Interdisciplinary Requirement.

AMS 367. American Material Culture.

An interdisciplinary study of American civilization through the examination of its built environment and crafted and manufactured artifacts from the Colonial period to the mid-20th century. Cross listed courses [AMS 367](#), [HIS 367](#)

Digital Humanities

DHM 280. Introduction to Digital Humanities.

This course is an introduction to new media, digital humanities, and computational approaches to the humanities, with a survey of theories, methodologies, and current critical practices. Fulfills Interdisciplinary and Writing Emphasis Requirement

DHM 325. Digital Research Methods.

This course introduces students to software tools and methodologies necessary for meaningful research in the humanities. Hands on instruction is provided, along with opportunities for independent and sustained research work. Pre / Co requisites: DHM 325 requires a prerequisite or co-requisite of DHM 280 or instructor consent. Typically offered in Fall.

DHM 405. Digital Humanities Practicum.

This course provides students with practical experience using technology to work hands-on with active projects in the humanities. Students work with a project supervisor, on or off campus.

Museum Studies

MST 258 – Introduction to Museum Studies.

Exploring the rich diversity of museums in the world, and including behind-the-scenes visits to local museums with their directors and curators, this course compares and contrasts the history, development, culture, needs, and values of the museum in contemporary society. Gen Ed Attribute: Interdisciplinary Requirement. Typically offered in Fall.

MST 280. Museum Techniques. 1-3 Credits.

This course involves practical learning for the purposes of technical skills acquisition. Students will learn about and practice one or more museum techniques or procedures in a pre-professional setting. The course is taught in a lab, repository, or museum context. Students will learn to execute proper museum technique and record keeping and follow ethical standards of performance while being involved with project-based learning.

Pre / Co requisites: [MST 280](#) requires a prerequisite of [MST 258](#).

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

MST 350 – Collections Care and Management

This course addresses the responsibilities, standards, and practical skills involved in managing and caring for humanities and science object and specimen collections for museums and other curation facilities. Students learn the fundamental areas of collections management, including artifact handling, cataloging procedures, curatorial standards, archival storage methods, and collections accessibility. Students also address the procedures and issues related to preservation and preventative conservation.

Pre / Co requisites: [MST 350](#) requires a prerequisite of [MST 258](#).

Typically offered in Spring.

MST 358. Museum Exhibit Curation

This course provides a high-impact learning experience on the theoretical and practical workings of museums and museum curation by empowering students to co-curate an exhibit in the West Chester University Museum of Anthropology and Archaeology. Students will engage in the entire process of museum curation, from planning the exhibit to acquisition and cataloging artifacts for display, from writing museum labels to publishing an exhibit catalog.

Pre / Co requisites: [MST 358](#) requires a prerequisite of [MST 258](#).

Typically offered in Spring.

ANTHROPOLOGY

ANT 260. Artifacts and Culture.

Critical exploration of the role of material items in the analysis and interpretation of human culture.

Typically offered in Fall.

Gen Ed Attribute: Interdisciplinary Requirement.

ANT 103. Introduction to Archaeology.

This course provides an overview of methods and strategies involved in archaeological research and the interpretation of culture through the analysis of archaeological remains.

Gen Ed Attribute: Behavioral and Social Science Distributive.

ANT 213. Archaeological Field Techniques.

Implementation of archaeological principles and theory in laboratory and field studies. Pre / Co requisites: ANT 113 requires prerequisite of [ANT 103](#). Typically offered in Summer.

ANT 349. Ethnographic Research Methods.

This hands-on course teaches students how to conduct ethnographic research in an increasingly globalizing and digitally connected world. Methods instructed include participant observation, ethnographic interviews, kinship and social network mapping, oral history elicitation, multi-sited/global and virtual ethnographies, and audio-visual documentation; ethics in research practice will also be covered. Pre / Co requisites: [ANT 349](#) requires a prerequisite of [ANT 102](#). Typically offered in Spring.

ANT 352. Cultural Heritage: Creating and Preserving the Past.

What is cultural heritage, and how do societies remember, preserve, and transmit it? This seminar-style class explores the history and politics of cultural heritage and conservation movements, examining the ways in which 'patrimony' (heritage) is used to create or contest cultural identities across the world. Through case studies, we will discuss why tangible and intangible heritage stir such emotion among

diverse peoples, mobilizing political organizations, NGOs, tourists, museums, tomb raiders, and even armies to celebrate, protect, loot, commodify, efface, contest, and even go to war over artifacts and practices rooted in the past.

Pre / Co requisites: [ANT 352](#) requires prerequisite: [ANT 102](#) or [ANT 103](#), or permission of instructor. Typically offered in Fall.

ANT 355. Anthropology of Tourism.

This seminar examines tourism as a complex social phenomenon in which a variety of encounters and exchanges occur, and which impacts the culture, politics and economics of mobile and immobile people around the world. It provides a comprehensive introduction to the field, touching on its history, scope and methods of research associated with what is considered one of the largest and fastest-growing industries in the world. The course also uses tourism as a lens for understanding fundamental anthropological and ethical concepts. Typically offered in Spring.

ANT 360. Historical Archaeology.

Historical research through archaeology. Chester County is emphasized through local research projects. Pre / Co requisites: [ANT 360](#) requires prerequisite or co-requisite of [ANT 103](#).

COMMUNICATION STUDIES

COM 337. Communication and Leadership.

This course is designed to focus on organizational theory as it relates to leadership and change concepts. Students will evaluate organizational leadership in the public sphere and reflect on their own personal leadership as it relates to their own interaction with organizations.

COM 349. Event Planning.

This course explores the communication strategies relevant to event planning and production. Topics covered include the rhetorical situation, persuasion strategies, event proposal presentation techniques, event agenda management and agenda communication, rhetorical foundations of audience-centered invitations and thank you letters, audience analysis for event production, professional client communication, as well as managing and communicating in regard to event production.

ENGLISH

ENG 375 Strategies for Writing in the Workplace

Strategy and politics of client-centered and competitive writing that achieves objectives for the professions and organizations.

Gen Ed Attribute: Writing Emphasis.

ENG 320 Writing and Computers

Introduction to document design and production, desktop publishing, and issues of technological impact on written communication. Gen Ed Attribute: Writing Emphasis.

GEOGRAPHY

GEO 104. Introduction to Geospatial Technology and Analytics.

This course develops critical thinking skills through the exploration of the fundamental components of data analytics in terms of spatial data and geospatial technologies. This includes the basic concepts and

skills related to the 3 core areas of analytics, 1) data, 2) analysis, and 3) visualization. Data structures and skills are examined within the context of Geographic Information Systems (GIS). Spreadsheets, database tools, GIS software, and geospatial technology are used to capture, manage, and store spatial data.

Analysis tools, such as spreadsheet functions, scripts, and GIS software are used to investigate data sets related to discipline-specific projects. Geovisualization of results are communicated using map applications, dash boards, and story maps.

Gen Ed Attribute: Science Distributive Requirement.

GEO 225. Introduction to Maps and Remote Sensing.

Introduction to mapping and remote sensing. Thorough exposure to grid coordinate systems, representative fractions/scale, map projections, and mapping systems. Also, aerial photographs, digital orthophotos, satellite images, and computers as tools. Typically offered in Fall.

GEO 324. Intro to Geographic Information Systems.

Data sources and analysis techniques used in the planning process, with emphasis on appropriate applications. Students receive considerable experience in using geographic information systems technology to solve real-world problems.

MEDIA AND CULTURE

MDC 251. Media Technology.

This course introduces the students to key technologies used in producing digital messages, as well as professional standards applied in using these technologies. As part of the course, students will also develop basic, practical skills in using current media technology applications.

MDC 252. Media Writing.

This course provides a survey of mass media formats and writing techniques, including print, social media, and public relations. This course is designed to enhance the appreciation for media professionals as well as provide an understanding of the basic techniques media writers use to inform and/or persuade their audiences. Students will create a professional quality media kit, a portfolio of media artifacts promoting an event or awareness campaign.

Distance education offering may be available.

MDC 325. Strategic Social Media.

This course is designed to explore the influence of digital historical landscape, best marketing practices and mobilization through social media in the twenty first century. We will address key concepts in the field of new media, including issues such as media literacy, personal identity, community, globalization and the convergence culture. It is necessary to question whether there is anything "new" about these new technologies by comparing them with historic media transformations of our past. Once an adequate understanding is gained of the historical and present landscape of new media, we will learn to utilize technologies for personal online reputation management. Finally, we will critically explore how to best market new media by examining various business models and theories in the field, as well as how organizations and businesses utilize new media most effectively. Students will have an opportunity to apply course concepts to a final social media marketing project. Pre / Co requisites: [MDC 325](#) requires prerequisites of [MDC 250](#) and [MDC 251](#), and at least one of the following: [MDC 252](#), [MDC 253](#), or [MDC 254](#). Distance education offering may be available.

MDC 421. Content Strategy

This course examines the relationship between communication and marketing on the internet, with emphasis on the strategic use of content in the marketing process. Topics include: online communication environments, audience analysis, message design, editorial plan, and the analysis of outcomes. Requires prerequisites of [SPK 208](#), [COM 219](#), and [COM 224](#) or and [MDC 251](#).

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 2.9 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 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

TRANSFER CREDITS

If you want to take courses elsewhere and transfer them to WCU, use the [correct form on the registrar's website](#). *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 must, however, receive permission from the registrar by submitting the [transfer credit permission form](#) prior to taking the class. 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 and the internship policy outlined above.

RESEARCH OPPORTUNITIES AND EXPENSES

If you are contemplating graduate work, you should take advantage of the available research opportunities. Courses such as Digital History, Oral History, and 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. [See all the opportunities available here.](#)

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.

SUMMER COURSES

An increasing number of students are opting for summer and winter sessions in order to reduce their academic year workload, take courses that seem otherwise unavailable, or improve their GPA. If you are in the teacher certification program and want to graduate in four years, we recommend a session or two of summer or winter coursework.

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 be 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.

Study Skills and Help

History Tutoring: If you need assistance beyond what you can get from your professor, contact the department's Graduate Assistants in 703 Wayne Hall. 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 their door 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.

Learning Assistance and Resource Center. If you are having problems with a course other than History, the LARC located on the second floor of Lawrence Center (room 105) can provide free tutoring, success coaching, and other assistance.

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, second floor.

Center for Women and Gender Equity. 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: 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.

Office of Diversity, Equity, and Inclusion: 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 smoother if you plan ahead. We offer the following to assist you in that process.

Common Careers for Students of History¹

"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.

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

¹ 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, 2002. <https://www.historians.org/jobs-and-professional-development/career-resources/careers-for-students-of-history>

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 ask and 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 posing 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. More recently, 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 will need special pedagogical skills. All historians must stay current with changing technology in their field.

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 should be useful for historians of the United States. For example, a reading and/or spoken knowledge of 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 strategies, 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 as well as taking advantage of professional development in teaching in higher education

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 planning, teaching, and assessing student learning in 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 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/Collections Manager

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 involve 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

[The Career Center](#) is an obvious place to start, with many resources available to explore careers that might be the right fit. Visit the CDC early and often, and take advantage of its annual job and internship fairs.

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. 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. There are many minors that can complement your B.A., in journalism, digital humanities, museum studies, or web technology. 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) may be appropriate if you are earn a BA in History and then decide to teach in secondary education. Or, if you are already a teacher, you may 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 in Secondary Education, the M.Ed. in Transformative Education, and the MA. The MEd consists of thirty-six credits. See Dr. Karin Gedge, the Social Studies Education Coordinator for more information on graduate programs in education. The MA takes thirty-three credits to complete. For more details on the West Chester program, see Dr. Gaydosh, 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.

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.

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. Usually you will enter their email address into an online portal and they will receive an invitation to submit the letter. 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. 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.