



What's New in Academic Affairs?

An Update from the Provost

March 1, 2013

We are fast approaching spring break, and warmer weather will soon arrive at West Chester University. I hope you will be able to take a few minutes from your full schedule to enjoy reading about some of our innovative distance-education and international courses and programs, as well as a small selection of other noteworthy news from across the campus.

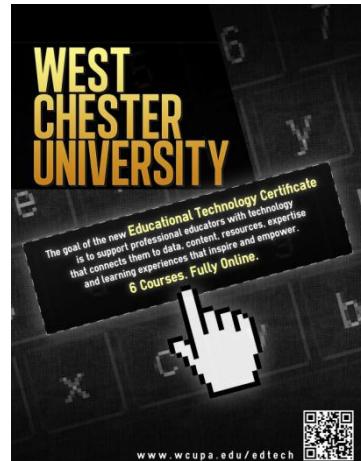
Distance Education

Mode	Classes Spring 2012	Classes Spring 2013	Enrollment Spring 2012	Enrollment Spring 2013
Online	14	34	295	640
Hybrid	9	12	443	784
ITV	2	3	25	24

Online Educational Technology Certificate

The Department of Professional and Secondary Education is offering an 18-credit Educational Technology Certificate. This new online certificate program is coordinated by Dr. Christian Penny. The goal of the program is to support professional educators with technology that connects them to data, content, resources, expertise, and learning experiences that empower and inspire them to provide more effective learning for all learners.

Effective teaching in the 21st century requires innovation, problem solving, creativity, continuous improvement, research, diagnostic use of data, and flexible and personalized approaches to meeting students' diverse needs and strengths. Just as leveraging technology can help us improve learning and assessment, technology can help us build our capacity as educators by enabling a shift to a model of connected



teaching. More information about the certificate courses can be found at <http://wcupa.edu/edtech>.

Representative comments from students in the Educational Technology Certificate course Instructional Design with Emerging Technology (EDT 510), offered this past fall semester, included these: "I liked that it was completely online so it could fit into my busy schedule"; "I would not change a thing"; and "The work requirements were relevant to my career."

Advanced Chromatic Harmony Taught Online

Advanced Chromatic Harmony (MTC 591) is a course in undergraduate-level music-theory topics for graduate students who require review of these materials before progressing to higher levels. After being offered for many years as a standard lecture course, MTC 591 was reworked for the distance education format by Dr. Adam Silverman in order to permit greater flexibility of scheduling for graduate students. The online course was first offered this past fall. Dr. Silverman describes the course structure and his experience:

The course is presented largely as a WordPress blog that includes original instructional videos, a downloaded course packet, independent activities, and use of existing online instructional resources for drills. Each week's activity "module" includes assignment review, exploration of a new topic through original videos, readings, use of online resources, and a new assignment that is due before the next module launches. Course discussion takes place on a Facebook group that acts as a forum for information, for the instructor to poll students about their experience with the course, and for gauging comprehension of course topics.

Responses to the course were varied and corresponded to each student's level of experience with

the course topic and comfort with the technology. While this is certainly not an ideal way to teach a topic that traditionally features a high level of engagement and discussion among course participants, it enables the participation of students and faculty with otherwise incompatible schedules and allowed at least one student to take the course from as far away as Alaska.

Introduction to Industrial/Organizational Psychology Taught Online

Dr. Jennifer Bunk been teaching Introduction to Industrial/Organizational Psychology (PSY 265)—the psychology of work and the people who do it—as a fully online course for the past two years. Dr. Bunk describes her experience:

I taught this course face-to-face prior to offering it online, and I prefer the online format. Even though this may seem ironic, I actually feel *more* connected to my students when I teach it online. This is mostly because I do my best to maximize engagement, so I interact one-on-one with every single student, whether it is through email, discussion boards, or responses to Twitter posts.

My main goals in designing this course were to keep it organized and engaging. Organization is extremely important in an online course, so, for example, my syllabus is quite detailed about due dates and grading. I have also experimented with a number of synchronous and asynchronous online activities to maximize student engagement. For example, I have used online classroom tools to hold synchronous class meetings. Quite frankly, I have come to prefer asynchronous activities because of the added flexibility and fewer chances of technological hiccoughs (e.g., video and sound not working).

The asynchronous activities that I use include utilizing the D2L discussion board to unpack topics that are covered in the textbook. ([See my thoughts about discussion boards here.](#)) I have also recently started using Twitter, which has been quite successful. I require students to find recent blog posts related to i/o psychology, and they tweet about them. I use a rubric to grade their tweets on clarity and critical thinking. Using Twitter in the classroom encourages students not only to consume information but also to produce and to add their voices to the conversation in a succinct yet meaningful way.

In short, I have really enjoyed teaching this class ([see more about this here](#)), and I look forward to continually evolving it in the semesters to come.

A Sample of Recent and Planned Study-Abroad Courses

Media in Ireland

This summer, Dr. Edward Lordan, of the Department of Communication Studies, will lead a dozen undergraduate students through a tour of Irish media, past, present, and future. The course, which will be set in Ireland's most dynamic city, Dublin, will include visits to Google's European headquarters, the *Irish Independent* newspaper, and RTE, the national broadcast facilities. Students will learn from conversations with some of Ireland's most important media figures, including the nation's ombudsman, the authors of their textbooks, and the editor of a leading daily.

To understand the context for the current Irish media system, students will also read texts that center on media history, media ethics, and economic development; will interact with Irish citizens to appreciate their personal use of the country's media systems; and will visit some of the nation's most iconic sites, including the General Post Office (birthplace of the Irish Revolution of 1916) and Kilmainham Goal (the most sacred shrine from the Easter Rising). The course will also go beyond media to include discussion of Ireland's history, legal system, relationship with England, and current economic conditions. The breadth of the course will be further enhanced by the variety of interests represented by the students, including majors in history, business, communications, and English literature.

ACEER Winter Session Workshop in Peru

Professor Maia Toll, WCU adjunct instructor of botanical medicine, led the ACEER Winter Session offering Health Workshop: Botanical Medicines of Amazonia (HEA 435). She describes the experience:



Not many of us have the chance to visit the Amazonian Rainforest and develop a deeper understanding of its place in the world's eco-systems. Through the lens of botanical medicine, we studied the plants of the rainforest and were accompanied by a translator and guide, a scientist, and a shaman who grew up in the rainforest.

Our trip started in Iquitos, where we visited the Belen Market, the largest source for Amazonian medicines in the world.

When we weren't studying plant medicine, we went bird watching, monkey sighting, and piranha fishing! We visited local villages to explore the myriad of ways in which they use plants as food and medicine. Our native guide took us on a nighttime boat ride so we could



experience the night-dwellers on the river, finding snakes and other animals by the reflection of their eyes in our flashlights.

Since we have returned to Pennsylvania, all of us have been asked by friends, family, and students to describe the Amazon. My answer: "Buy a plane ticket!"

International Summer School of Sport Science

Dr. Karin Volkwein-Caplan, Kinesiology, has developed an International Summer School of Sport Science (IS4) with colleagues from 12 universities from around the globe, including West Chester University. The participating universities are in Australia, Canada, Germany, Italy, Portugal, Norway, Spain, and New Zealand. The aim of the IS4 is to generate interest in study abroad and to give students the opportunity to take classes during the summer with others from around the world and be exposed to other cultures, customs, and languages. All classes will be taught in English. The students will stay with host families; thus the program costs are highly reduced.



The first IS4 program will be held this summer in Kassel, Germany, from July 27 to August 11. There will be excursions and cultural trips included as well as an optional visit to Berlin at the end of the summer session. Professors teaching the program this summer will come from Canada, Germany, and the USA. The program for summer 2014 will be held at West Chester University.

Students can register for the International Summer School of Sport Science through the WCU [Center for International Programs](#) website. They have the option to sign up for one 3-credit-hour course at WCU and earn a

second without additional cost (through transfer credits). Although most IS4 courses are offered in the sport sciences, the classes also apply to general education, as well as to independent study. For further information, contact Dr. Volkwein-Caplan at Kvolkwein@wcupa.edu or call 610-436-2153.

Winter Session in Costa Rica

Professor Ana Sanchez, from the Department of Languages and Cultures, taught Latin-American Culture and Civilization (ESP 300) in Costa Rica during Winter Session 2013. On the first day of class in Costa Rica, the 11 WCU students were given an introduction by a Universidad Nacional faculty member and then enjoyed lunch at a Heredia restaurant offering typical cuisine. Throughout the three weeks of their stay in Costa Rica, the students had formal classroom instruction for three hours each morning, Monday through Friday.

In addition, they participated in several cultural field trips, such as visits to Tortuga Island, Arenal Volcano, and Hot Springs; white-water rafting; and a trip to the Costa Rican White House, the *Casa Presidencial*, where students had an information session with the president's assistant. The students also took salsa and



merengue classes. Universidad Nacional placed the WCU students with Costa Rican families for the three weeks. Their experience with the host families allowed the students to improve their cultural and linguistic skills.

The Chinese Economy

Dr. Amy Li, of the Department of Economics and Finance, will lead a summer 2013 course to China. Dr. Li's course will provide a comprehensive overview of the Chinese economy and China's role in the world economy. The major course theme focuses on the process of China's reform and open-door policy; how China interacts with the outside world in trade, finance,

investment, reform of international economic institutions, and so on; and the implication of Chinese economic reform on the global economy. This course is designed to build students' understanding of China first by pre-assigned readings before leaving the U.S. and then through lectures, company visits, exploration of sites of cultural importance, and exposure to life in China. Students will visit Beijing and Shanghai and nearby Zhouzhuang.

ACEER Summer Institute for Emerging Leaders in Sustainability



The Amazon Center for Environmental Education and Research (ACEER) Summer Institute for Emerging Leaders in Sustainability will be held this summer from June 30 through July 12. The institute, which attracts participants from North and South America, will focus this year on Women in Sustainability and will be led by Dr. Denise Polk, from the Department of Communication Studies. An excerpt from the itinerary (available at <http://www.wcupa.edu/aceer/programs.asp>) describes the exceptional opportunity that participants can anticipate:

Travel to Peru for an immersive experience ranging from the Peruvian Andes to the rainforest of the Amazon basin. This is an experiential learning opportunity bound to transform the way you view the world. You'll have access to in-country leaders working at the grassroots and governmental levels to address sustainability challenges. This is an unparalleled opportunity for serious conversations aimed at real world problem-solving and service.

You'll be sure to . . . Bring the Amazon Home.

Also see [ACEER on Facebook](#) for more information about the institute and other ACEER programs and activities.

Studying Multicultural Writing in Guizhou

During the first summer session 2013, Dr. William Lalicker, professor of English, will be teaching Multicultural Writing (WRH 210) at Guizhou University, in Guizhou, China. The course focuses on understanding the role that writing plays in shaping a multicultural

society. The students will write for diverse social contexts to expand their repertoire of genres and writing strategies for a global society. They will be able to interact with Chinese students on the Guizhou University campus, thus experiencing viewpoints that cross international and intercultural borders. Guizhou University students will be invited to participate in the course, and communicating in this transnationalized context will help WCU students interact across boundaries to meet the challenges of the future.

Specifically, students will study classic works of thinkers from China and the West on three topics: language and rhetoric, human nature, and education. Students in this class will reflect on, analyze, and write about these issues to gain global understanding. The course is a regular WCU offering that fulfills the Writing Emphasis and Diversity categories of the general education requirements, so it should be very useful not just for English majors, but for all students.

Students will also benefit from the distinctiveness of Guizhou Province. They'll see a dynamic and growing city—Guiyang, the province's capital—that epitomizes China's emergence as a leading 21st-century nation plus, nearby, the ancient societies of the Yao and Miao peoples, protected ethnic minorities who follow traditional tribal lifestyles in autonomous reserves. Guizhou has also been recognized by international travel magazines as a place of special ecological diversity and beauty.

For more information, students may contact Dr. Lalicker at wlalicker@wcupa.edu or Ms. Daniele Clay, of the Center for International Programs, at hclay@wcupa.edu.

Exercise Physiology in India

Dr. Sheri Melton, professor of exercise physiology in the Kinesiology Department, is providing students with the opportunity to study in India during this summer's 2nd session. Students will attend class and live on the campus of Guru Nanak Dev University, located in the northern city of Amritsar. GNDU is one of the leading universities in India. Undergraduates can receive three credit hours of basic kinanthropometry (the study of body size, shape, proportion, composition, and



maturity), which will transfer as an EXS 199 elective. Graduate students can earn three credit hours of independent study, which can transfer as KIN 609. The courses will be taught by the faculty of the Department of Sports Medicines and Physiotherapy. Three field trips are planned for exploring the wonders and diverse cultures of India.

Studying Physics in London

Originally planned for this summer, Introduction to Modern Physics (PHY 240), taught by Dr. Matthew Waite, will be offered during summer 2014. The course reflects an innovative approach to the sciences.

The course will begin with two weeks at WCU studying relativity, atomic models, the foundations of quantum physics, and related topics and reviewing some of the classical physics the students learned in introductory physics classes. Having developed a framework for continued study, the course members will then travel to London, England, for the remaining three weeks of the course. In England, students will visit the sites of important advances in modern, classical, and ancient physics: the Science Museum, London; Michael Faraday's Lab at the Royal Society; the Greenwich Observatory; Stonehenge; and Oxford and/or Cambridge Universities, where some of the Nobel Prize-winning physicists to be discussed in class worked and performed their experiments. Course members will also visit sites of historical and cultural importance, such as Winston Churchill's Cabinet War Rooms, the Tower of London, the London Eye, the British Museum, and Buckingham Palace.

Other Campus News

WCU Forensics Excels in Pennsylvania



Congratulations to the West Chester University Forensics team, which dominated the competition at the 2013 Pennsylvania Forensics Association State Championship, held on our campus February 16 and 17.

The 15 students on the WCU Forensics speech and debate team bested the second-place finishers, rival St. Joseph's University, by more than 150 points. WCU speakers took home gold medals in 6 out of 11 individual events and boasted the top two debate teams and top four pentathlon speakers. Coach Mark Hickman and graduate assistant Kelsey Hockenberger look forward to achieving victories at the Pi Kappa Delta national tournament in March and the National Forensics Association Championship in April.

National Recognition for the WCU Marching Band

The Golden Rams Marching Band's halftime show from this fall has been selected for presentation at the College Band Directors National Association Conference, to be held in Greensboro, North Carolina, March 20-23. Only five shows for this event were elected from colleges across the nation. The WCU band directors, Dr. Andrew Yozviak and Dr. Gregory Martin, will attend along with the students.



Routledge Distance Learning Librarianship Award



Congratulations to Electronic Resources/Reference Librarian Jane Hutton, who is the recipient of the Routledge Distance Learning Librarianship Award. She was nominated by her peers in the Association of College and Research Libraries Distance Learning Section (DLS) in recognition for her work as

chair of the DLS Web Committee. Danielle Skaggs, WCU's new eLearning and outreach librarian, is also a member of that committee. Routledge, an international academic publisher, sponsors the award, which includes \$1,200 toward Professor Hutton's attendance at the American Library Association Conference in Chicago this year.

WCU Copyright and Intellectual Property Webpage

West Chester University and the Pennsylvania State System of Higher Education are committed to complying with all applicable laws and collective bargaining

agreements regarding copyright and intellectual property. All university students, faculty, and staff are required to observe these rules, and the University provides a variety of support to make this compliance possible. A new and extensive resource is the [Copyright and Intellectual Property at WCU webpage](#), which provides materials and links to help all members of the WCU campus community understand, answer questions about, and follow the laws.

WCU Success at the Region 2 Kennedy Center American College Theatre Festival

The Department of Theatre and Dance's production of Agatha Christie's *The Mousetrap*, involving 49 students, traveled to the 2013 Region 2 Kennedy Center American College Theatre Festival, held at Towson University in early January. At the official response session following the performances, WCU's production was called "exciting and engaging," and the WCU group was told, "Thank you very much for bringing a classical play to a whole new audience." Highlights of the festival for our students included top honors in three areas: the Irene Ryan Acting Competition, Best Scene Partner, and Best Sound Design. WCU's Festival Fringe Team was awarded 2nd place.



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PRICE PER VISIT (in 1 calendar year)	1st	2nd	3rd
WCU Student	\$ 25	\$ 20	\$ 15
WCU Faculty/Staff/Alumni (includes spouse/partner)	\$ 45	\$ 35	\$ 25
WCU Faculty/Staff in Wellness Program	\$ 35	\$ 25	\$ 15
Community	\$ 65	\$ 45	\$ 25

GROUP RATES MAY APPLY!



To make an appointment please contact:
Sandra Fowkes Godek PhD, ATC: sfowkesgodek@wcupa.edu | 610.436.2119

Enrollment Update

	Spring 2012	Spring 2013	Difference	Percentage Change
Undergraduate Enrollment	12,159	12,730	+571	+4.70%
Graduate Enrollment	2,153	2,057	-96	-4.46%
Total Enrollment	14,312	14,787	+475	+3.32%
Undergraduate Credit Hours*	170,908.50	179,365.00	+8,456.50	+4.95%
Graduate Credit Hours*	14,463.50	13,676.00	-787.50	-5.44%
Total Credit Hours*	185,372.00	193,041.00	+7,669.00	+4.14%

*Estimated

