



Doctoral Program in Clinical  
Psychology

**PsyD Student Handbook**

August 2020 Revision

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## I. PROGRAM MISSION AND OVERVIEW

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### *Program Mission*

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The West Chester University PsyD program in clinical psychology follows a practitioner-scholar model that prepares students for leadership roles as culturally competent psychologists. Graduates of WCU's program will be able to employ evidence-based practice to assess, treat, and prevent mental, emotional, and behavioral disorders among individuals who are at greatest risk and demonstrate the greatest need. The program prepares students to be critical consumers of research, and to develop and evaluate interventions for the purpose of quality improvement and clinical decision-making. The program provides significant training in assessment and therapeutic interventions through didactic coursework and supervised clinical training experiences beginning in the first year of the program. Graduates of WCU's program will be adaptive to new knowledge in the field and responsive to emerging needs in an increasingly diverse society.

Upon completion of the PsyD from WCU, students will be eligible to pursue a license as a clinical psychologist, to practice as culturally competent psychotherapists and provide consultation within a diverse range of communities and organizations, and to be informed consumers of the theoretical and empirical literature related to clinical psychology.

### *Program Overview*

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The program has eight categories of training goals that organize our curriculum: (1) Basic Foundations in Psychology, (2) Research, (3) Ethical and Legal Standards, (4) Individual and Cultural Diversity, (5) Professional Values, Attitudes, and Behaviors, (6) Communications and Interpersonal Skills, (7) Assessment, (8) Intervention, (9) Supervision, and (10) Consultation and Interprofessional/Interdisciplinary Skills. Graduates of this program will demonstrate competence in each of these areas. Students will complete a minimum of 114 credit hours spread across five years, with the fifth year dedicated to a full-time clinical internship as required by the American Psychological Association. Of the required credits for the PsyD at West Chester University, 12 credits (or four courses) will be elective courses. Students are required to choose between one of two specialty tracks: Child and Adolescent Mental Health or Trauma. Elective courses and advanced practicum training experiences (i.e., externships) during the third and fourth year will provide students the opportunity to gain depth of training and expertise in their chosen specialty area. Students interested in exposure to trauma among children and adolescents are encouraged to select the Child and Adolescent Mental Health Track, as this will facilitate access to professional development and other training opportunities relevant to clinical work with trauma-exposed youth.

Students will complete a minimum of 114 credit hours spread across five years, with the fifth year dedicated to a full-time pre-doctoral clinical internship, as required by the American Psychological Association. Of the required credits for the PsyD at West Chester University, 12 credits (or four courses) will be elective courses. In consultation with the academic advisor, each student will select 4 elective courses that support the student's specific training goals and that enhance learning in the student's specialty track. With approval from the Director of Clinical Training, students may choose to complete a single-semester Elective Advanced Practicum under the supervision of a WCU clinical faculty member as 1 of the 4 electives.

First year students will complete required clinical courses in preparation for their clinical practice training which begins in Spring of Year 1, when students start their psychology Clinic Practicum experience in the program's in-house clinic, WCU Community Mental Health Services. The

WCU community clinic is an on-campus clinic serving both the campus community and the broader West Chester area community. Training in the clinic will extend through the Summer of Year 1 and the Fall, Spring, and Summer of Year 2. In addition, Year 2 students complete required courses, including remaining core and foundational courses. Training in specialty areas begins in the third year, with Advanced Practicum assignments through off-campus partner agencies in the greater Philadelphia region and elective courses focused on either Child and Adolescent Mental Health or Trauma. Third year students also complete courses in program evaluation, as well as clinical supervision and consultation in clinical practice. In Year 4, students continue their advanced practicum training and elective coursework, while completing their dissertation.

All students must have their dissertation proposals completed and successfully defended before the end of the Fall semester of Year 3. Students will apply for clinical internship during Year 4, and complete internship during Year 5.

### **Students with a Master's Degree in Clinical Psychology**

Students who have already earned a master's degree in clinical psychology from WCU or from another program or institution will continue their clinical training upon entering the WCU PsyD program. With approval from the Director of Clinical Training, these students will be able to apply select courses completed in their master's program toward their PsyD requirements. Up to 30 credits completed within the WCU clinical MA program or up to 12 credits completed in another master's program will be eligible for transfer to the PsyD program. In the Fall semester of Year 1 students who enter the PsyD program with a master's degree in clinical psychology or a related mental health field will begin their clinical practicum at WCU Community Mental Health Services, the in-house clinic. These students will follow the same course sequence as students who enter the program without a master's degree. However, the number of credits required of students will be reduced during one or more semesters, depending on the number of transfer credits.

## **II. STUDENT LEARNING OUTCOMES**

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### *Goal 1: Foundational Knowledge in Psychology*

- Demonstrate an understanding of the major concepts and empirical findings in biological, social, cognitive, and affective bases of behavior, as well as research and statistical methods, and psychometrics
- Demonstrate advanced Integrative Knowledge of Basic Discipline-Specific Content Areas

### *Goal 2: Research*

- Demonstrate the substantially independent ability to formulate research or other scholarly activities (e.g., critical literature reviews, dissertation, efficacy studies, clinical case studies, theoretical papers, program evaluation projects, program development projects) that are of sufficient quality and rigor to have the potential to contribute to the scientific, psychological, or professional knowledge base.
- Conduct research or other scholarly activities.
- Critically evaluate and disseminate research or other scholarly activity via professional publication and presentation at the local (including the host institution), regional, or national level.

### *Goal 3: Ethical and legal standards*

- Be knowledgeable of and act in accordance with each of the following:
  - the current version of the APA Ethical Principles of Psychologists and Code of Conduct;
  - Relevant laws, regulations, rules, and policies governing health service psychology at

- the organizational, local, state, regional, and federal levels; and
- Relevant professional standards and guidelines.
- Recognize ethical dilemmas as they arise, and apply ethical decision-making processes in order to resolve the dilemmas.
- Conduct self in an ethical manner in all professional activities.

*Goal 4: Individual and cultural diversity*

- An understanding of how their own personal/cultural history, attitudes, and biases may affect how they understand and interact with people different from themselves.
- Knowledge of the current theoretical and empirical knowledge base as it relates to addressing diversity in all professional activities including research, training, supervision/consultation, and service.
- The ability to integrate awareness and knowledge of individual and cultural differences in the conduct of professional roles (e.g., research, services, and other professional activities). This includes the ability apply a framework for working effectively with areas of individual and cultural diversity not previously encountered over the course of their careers. Also included is the ability to work effectively with individuals whose group membership, demographic characteristics, or worldviews create conflict with their own.
- Demonstrate the requisite knowledge base, ability to articulate an approach to working effectively with diverse individuals and groups, and apply this approach effectively in their professional work.

*Goal 5: Professional values, attitudes, and behaviors*

- Behave in ways that reflect the values and attitudes of psychology, including integrity, deportment, professional identity, accountability, lifelong learning, and concern for the welfare of others
- Engage in self-reflection regarding one's personal and professional functioning; engage in activities to maintain and improve performance, well-being, and professional effectiveness.
- Actively seek and demonstrate openness and responsiveness to feedback and supervision.
- Respond professionally in increasingly complex situations with a greater degree of independence as they progress across levels of training.

*Goal 6: Communications and interpersonal skills*

- Develop and maintain effective relationships with a wide range of individuals, including colleagues, communities, organizations, supervisors, supervisees, and those receiving professional services.
- Produce and comprehend oral, nonverbal, and written communications that are informative and well-integrated; demonstrate a thorough grasp of professional language and concepts.
- Demonstrate effective interpersonal skills and the ability to manage difficult communication well.

*Goal 7: Assessment*

- Select and apply assessment methods that draw from the best available empirical literature and that reflect the science of measurement and psychometrics; collect relevant data using multiple sources and methods appropriate to the identified goals and questions of the assessment as well as relevant diversity characteristics of the service recipient.
- Interpret assessment results, following current research and professional standards and guidelines, to inform case conceptualization, classification, and recommendations, while guarding against decision-making biases, distinguishing the aspects of assessment that are subjective from those that are objective.
- Communicate orally and in written documents the findings and implications of the assessment in an accurate and effective manner sensitive to a range of audiences.

*Goal 8: Intervention*

- Establish and maintain effective relationships with the recipients of psychological services.
- Develop evidence-based intervention plans specific to the service delivery goals.
- Implement interventions informed by the current scientific literature, assessment findings, diversity characteristics, and contextual variables.
- Demonstrate the ability to apply the relevant research literature to clinical decision making.
- Modify and adapt evidence-based approaches effectively when a clear evidence-base is lacking.
- Evaluate intervention effectiveness, and adapt intervention goals and methods consistent with ongoing evaluation.
- Demonstrate knowledge of evidence-based interventions for Children and Adolescents or for Trauma
- Implement evidence-based interventions for Children and Adolescents or for Trauma

*Goal 9: Supervision*

- Demonstrate knowledge of supervision models and practices.
- Behave in ways that are consistent with the responsibilities of a supervisee, including the ability to accept and implement feedback.

*Goal 10: Consultation and interprofessional/interdisciplinary skills*

- Demonstrate knowledge and respect for the roles and perspectives of other professions.
- Demonstrate knowledge of consultation models and practices.

### III. ACADEMIC RECRUITMENT AND ADMISSION

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The mission of graduate education at West Chester University is to provide high-quality, accessible graduate degree programs, such as the Clinical Psychology PsyD program, responsive to students' needs for professional development and educational enrichment. The quality of programs is enhanced by the graduate students' access to and interaction with faculty and by the richness of the diverse student body. The graduate programs are integrated with the research, outreach, and development functions of the University. The faculty fosters excellence in teaching and promotes an intellectual environment that actively supports quality graduate education.

The WCU PsyD program is committed to recruiting a diverse group of highly qualified students with a variety of academic, clinical, and life experience.

#### *Admission Procedure*

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Applications for admission are available online from The Graduate School web page: [www.wcupa.edu/grad](http://www.wcupa.edu/grad). The Graduate School is available to assist with questions about accessing and completing the application: McKelvie Hall, West Chester University, West Chester, PA 19383, Phone: 610-436-2943.

#### *Admission Requirements*

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The following undergraduate or graduate level courses are required in preparation for the WCU PsyD Program:

- Introduction to Psychology
- Statistics
- Research Methods

- Abnormal Psychology
- Personality Psychology
- History of Psychology

**GRE:**

- General test (Verbal and Quantitative sections) required in last 5 years, even for applicants with a previous graduate degree
- Minimum Scores Strongly Recommended: 153 (V) and 148 (Q)
- We DO NOT require the Psychology Subject Test

**Other Application Requirements:**

- Undergraduate Psychology Major is required OR a major from a related discipline UNLESS the applicant has already obtained a graduate degree in Psychology
- GPA Requirements – BA/BS minimum 3.0 and for applicants with a Master-level degree a GPA of 3.3 for graduate program

**Application Materials:**

- WCU Graduate Application and application fee
- Current CV, including Research Experience and Clinical Experience
- Statement of professional interests (no more than 3 pages, double-spaced) addressing each of the following:
  - Why you want to pursue a PsyD
  - How the PsyD program at WCU fits with your professional goals, including the match between your interests and those of specific WCU psychology department faculty members
  - Your interest in and experience working with diverse populations
  - Your interest in traumatic stress, children, or adolescents
  - Your primary clinical interests and experience
  - Your research interests and experience
  - Special aspects of your academic background you feel make you especially well prepared for a career in professional psychology
  - Any specific weaknesses in your application that you feel should be explained
- 3 letters of recommendation, at least one from an individual who is familiar with the academic and/or scholarly qualifications of the applicant (NOTE: for applicants who have been out of school for a lengthy period, and therefore are at a disadvantage in terms of obtaining recommendations from course instructors/professors, a letter may be provided by an individual who is familiar with the applicant's scholarship, such as a co-author on a publication, a collaborator on a public service grant, or co-presenter in a training workshop)
- List 3 faculty members from any sub-discipline within the WCU Psychology Department who you would like to serve as your dissertation research mentor. (NOTE: Applicants are encouraged to consider identifying potential faculty research mentors who are not clinical psychologists, in addition to the clinical faculty members.)

**Admission Timeline**

- Admissions to the PsyD program are made for the Fall semester only, with December 15<sup>th</sup> as the deadline for completed applications. Applications received after this date will be reviewed only on a space-available basis.
- An on-campus interview is required of all successful applicants before an admission decision is made. Not all applicants will be invited for an on-campus interview. Offers for on-campus

interviews will be made by January 31<sup>st</sup>. The on-campus interview day is always the third Friday in February.

- Applicants will be informed of admissions decisions by March 15<sup>th</sup>.
- Student matriculation decisions are due by April 15<sup>th</sup>, at which time a \$400 deposit is required.

### *Non-Degree Coursework Prior to Admission*

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WCU allows for coursework to be taken on a non-degree basis. Courses taken may count for degree credit if the student is subsequently admitted to a degree program. Students approved to enroll in PsyD courses on a non-degree basis are only permitted to take up to 9 semester hours, upon completion of which they must be admitted to a degree program to continue taking graduate courses. Approval to enroll in a PsyD course as a non-degree student must be granted by the Director of Clinical Training, or Graduate Coordinator, and the course instructor. Approval to take courses on a non-degree basis does not obligate the Department to admit the student to a degree program.

## **IV. DEGREE REQUIREMENTS**

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An overview of the PsyD program curriculum is presented below. The PsyD program does not include a track for part-time students; admission is intended for full-time students. Part-time status will be considered only on a temporary basis for matriculated students experiencing extenuating circumstances.

### *Coursework*

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Students must complete a minimum of 114 credits to earn the Doctor of Psychology degree from WCU. Successful completion of the courses listed below is required of all PsyD students:

#### Introductory and Foundational Courses (21 credits):

PSY600 Research Report  
PSY601 Introduction to Statistics/Research Methods  
PSY602 Advanced Statistical Methods  
PSY605 Biological Bases of Behavior  
PSY607 Cognitive-Affective Bases of Behavior  
PSY608 Developmental Bases of Behavior  
PSY609 Advanced Social Psychology

#### Core Courses in Clinical Psychology (12 credits):

PSY700 Adult Psychopathology  
PSY701 Child and Adolescent Psychopathology  
PSY705 Multicultural Clinical Psychology  
PSY708 Ethical, Legal, & Professional Issues in Psychology

#### Psychotherapy Courses (12 credits):

PSY710 Psychotherapy I: Cognitive-Behavioral Theory and Interventions  
PSY712 Psychotherapy II: Interpersonal and Psychodynamic Theory and Intervention  
PSY714 Psychotherapy III: Child and Family Therapy  
PSY716 Psychotherapy IV: Group Dynamics/Group Interventions

#### Assessment Courses (6 credits):

PSY720 Assessment I  
PSY721 Assessment II

Applied Clinical Courses (30 credits):

PSY730 Clinical Skills Practicum  
PSY731 Supervision (minimum 4 credits required)  
PSY732 Consultation and Supervision in Clinical Practice  
PSY733 Clinic Practicum (minimum 8 credits required)  
PSY734 Advanced Clinical Practicum (minimum 12 credits required)

Applied Research Courses (9 credits):

PSY740 Research Practicum (6 credits required)  
PSY741 Program Evaluation

Capstone Courses (minimum 6 credits):

PSY800 Dissertation (minimum 3 credits required)  
PSY890 Clinical Internship (3 credits required)

Electives (minimum 12 credits):

To be selected by the student in consultation with the academic advisor

In Year 3 of the program, students who successfully complete 60 credits of coursework (see table below) and the dissertation proposal defense may apply for the degree of Master of Science (MS) in Psychology while continuing to progress toward completion of the doctorate. PsyD students who have met these requirements may apply to have MS degree conferred no earlier than December of Year 3.

MS Psychology Clinical Concentration Advising Guide		
Required Courses:		Credits:
PSY601	Introduction to Statistics/Research Methods	3
PSY602	Advanced Statistical Methods	3
PSY700	Adult Psychopathology	3
PSY701	Child and Adolescent Psychopathology	3
PSY705	Multicultural Clinical Psychology	3
PSY708	Ethical, Legal, & Professional Issues in Psychotherapy	3
PSY710	Psychotherapy I: Cognitive-Behavioral Theory and Intervention	3
PSY712	Psychotherapy II: Interpersonal and Psychodynamic Theory and Intervention	3
PSY714	Psychotherapy III: Child and Family Therapy	3
PSY716	Psychotherapy IV: Group Dynamics/Group Interventions	3
PSY720	Assessment I	3
PSY721	Assessment II	3
PSY730	Clinical Skills Practicum	3
PSY731	Clinical Supervision	5
PSY733	Psychology Clinic Practicum	10
PSY740	Research Practicum	6
<b>Total Credits from Required Courses</b>		<b>60</b>

***Dissertation Proposal***

All students must have their dissertation proposals completed and successfully defended by the last day of the Final Exam period in Fall-Year 3. Responsibility for examining the quality of the

dissertation proposal and the final dissertation project rests with a committee composed of a minimum of three faculty members. Committee membership includes the Dissertation Chairperson and two or three additional members. The research mentor assigned to the student upon admission to the PsyD program is expected to serve as chair of the dissertation committee and to assist the student in assembling the full committee. At the end of the Spring semester in Year 2, as a capstone experience in PSY740, students will give an oral presentation of an original research project which will form the foundation of their dissertation research. The oral presentations occur in the 2<sup>nd</sup> Year PsyD Student Symposium, and all psychology faculty and PsyD students are invited to attend. The symposium presentation allows students to share their initial research plans with faculty prior to inviting specific faculty members to join the student's dissertation committee.

Following the 2<sup>nd</sup> Year PsyD Student Research Symposium in Spring-Year 2, each 2<sup>nd</sup> Year student will consult with their dissertation chairperson to identify potential dissertation committee members and reach out to these individuals to invite them to join the committee. The chair and at least one other committee member must be members of the West Chester University Department of Psychology faculty. Temporary faculty members may be approved for committee membership but may not serve as chair. At least one member of the committee must be a licensed mental health provider possessing a doctorate, preferably a Licensed Psychologist. A qualified individual, approved by the chair, from a different department or from outside the University may serve on the committee as a third or fourth member. Each dissertation committee must be approved in advance of defense of the dissertation proposal. The Request for Approval of the Dissertation Examining Committee form should be completed, signed, and submitted to the DCT by the end of the Drop/Add period in Fall-Year 3. The Psychology Graduate Programs Administrative Assistant will provide the student with a copy of the fully executed Dissertation Examining Committee form.

The student must prepare a written dissertation proposal for submission to the dissertation committee at least 14 days prior to the scheduled dissertation proposal defense. The written proposal will include a comprehensive review of the theoretical and empirical literature relevant to the dissertation topic and a description of the dissertation study (including identification of the gaps in the literature that the study is expected to fill, research aims and hypotheses, brief participant recruitment plan, and an overview of the study instruments, study procedure, data analytic plan, and anticipated clinical implications). The dissertation proposal defense is expected to be an informal, working meeting during which the student, chair, and committee members discuss the research aims, hypotheses, and method, in relation to the current literature and gaps in the field described in the student's comprehensive literature review. The dissertation proposal defense is not intended to be a rehearsal for the ultimate dissertation defense; rather, the informal dissertation proposal defense is intended to allow committee members to ask questions and offer feedback regarding the proposal. This may result in the student and chair reconceptualizing aspects of the proposed study.

The student's dissertation committee will evaluate the proposal and either grant the student approval to proceed with the proposed study, approval pending revisions, or deny approval. Each committee member has a vote to approve a dissertation proposal, approve pending revisions, or deny approval. For the dissertation proposal to be considered approved, all members of the committee must vote in the affirmative. Students who are denied approval will have an opportunity to revise the proposal and initiate the dissertation proposal defense for a second time (at the discretion of the clinical faculty). Students may not propose their dissertation to their committee more than two times.

After the dissertation proposal defense, the dissertation chair will complete the proposal defense form documenting successful defense of the proposal, and forward a copy of the form to the student and to the Psychology Graduate Programs Administrative Assistant to be stored in the student's permanent record. Following the successful dissertation proposal defense, the student and the

dissertation chair will complete the Thesis/Doctoral Culminating Project Research Compliance Form, which is required by The Graduate School and available through The Graduate School website. For instances when new IRB approval is required, the IRB application should be submitted after committee approval of the dissertation proposal and submission of the Research Compliance Form and before the start of any data collection.

### *Dissertation Defense*

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Students will conduct an empirical research study under the close supervision and mentorship of a faculty member (i.e., dissertation chair). The dissertation must adhere to the guidelines set forth by The Graduate School for [Thesis & Doctoral Culminating Projects](#). The Graduate School provides guidance regarding dissertation forms and submission deadlines, formatting, and binding.

Students will orally defend their dissertation to their dissertation committee in a formal, public defense. The defense is considered public because it is traditionally open to the department, although generally only the student's committee members are in attendance. The completed dissertation will be submitted to the student's dissertation committee no less than 14 days before the dissertation defense. During the dissertation defense, the student will present the completed dissertation to the dissertation committee in an oral presentation with visual aids.

During the defense, the dissertation committee may ask questions, offer feedback, and/or require revision. Each committee member has a vote to approve or disapprove a dissertation. For the dissertation to be considered approved, all members of the committee must vote in the affirmative. Students may not defend their dissertation more than two times.

Students who do not successfully defend their dissertation within the semester in which they are enrolled in PSY800 (Dissertation) will receive a temporary IP (In Progress) grade. Consistent with the Graduate Catalog policy on the IP designation, PsyD students must successfully defend their dissertation and have a grade change submitted for PSY800 no later than the end of the 14th week of the *second* subsequent semester or the IP grade will automatically convert to an F. Consequently, students who enroll in PSY800 during Spring-Year 4 and do not successfully defend the dissertation in that semester will have until the end of Spring-Year 5 to successfully defend and have the dissertation approved. If a student is on internship during the Fall of Year 5, the IP policy will remain in effect, which means that the student would be expected to complete the dissertation by the end of the Spring semester, before the end of the internship training year.

### *Preliminary Oral Examination*

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Students admitted to the PsyD program in Fall 2018 and later must pass a Preliminary Oral Examination, which replaces the previous Comprehensive Examination requirement. Preliminary Orals will occur in Fall Year 3 or Spring Year 3 and consist of (a) a critical review of the student's academic portfolio during Years 1 and 2 by the PsyD Program Committee, (b) submission of a written APA style literature review focused on the proposed dissertation project, including a written description of how the proposed research will inform practice, and (c) a 1-hour informal meeting during which the student will make an oral presentation of the dissertation proposal. Students must successfully pass all three components of the Preliminary Orals to be cleared for degree candidacy.

## **V. ADMINISTRATIVE ORGANIZATION**

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### *Psychology Department Graduate Committee*

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The Graduate Committee consists of six voting members: the two Graduate Coordinators, three faculty members, and one graduate student representative (with one graduate student alternate). The committee recommends policies regarding the graduate programs to the Department of Psychology, oversees departmental policies, and serves to mediate individual issues regarding graduate policy.

### *PsyD Program Committee*

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The PsyD Program Committee consists of the core PsyD program faculty, associated faculty member within the PsyD program, the Community Mental Health Services Clinic Director, and a student representative from the first-, second-, and third-year PsyD cohorts. The committee makes recommendations to the Psychology Department Graduate Committee regarding the PsyD program curriculum and student progression, makes admissions decisions for the PsyD program, and monitors and evaluates student progress through the PsyD program. One member of the PsyD Program Committee, the Practicum Coordinator, serves as instructor for the Advanced Practicum course and is responsible for approval of external practicum sites and practicum supervisors.

## **VI. FINANCIAL ASSISTANCE**

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The WCU Clinical Psychology PsyD program has competitive tuition rates, compared to other regional PsyD programs. Tuition and fees for the current academic year may be accessed by accessing the Cost Calculator on the Bursar's website using the following link: <https://www.wcupa.edu/information/AFA/Fiscal/Bursar/forms/costCalculator/>.

WCU offers graduate students the opportunity to apply for Graduate Assistantships (GA) in various departments and offices across campus through the Twardowski Career Development Center's Handshake platform: <https://www.wcupa.edu/services/careerDevelopment/gaRoles.aspx>. The Office of Research and Development, Office of Institutional Research, Academic Development Program, Frederick Douglass Institute, and Residence Life have all supported Psychology graduate students in the past. Given the rigors and the scheduling demands of the PsyD program, students are encouraged to pursue Graduate Assistantships on campus rather than securing employment off-campus. The hiring cycle for Fall GAs across campus begins in the spring and typically continues through the summer until all GA positions are filled.

In addition, the PsyD program offers select students funding through two mechanisms: the PsyD Graduate Assistantship, which covers a portion of the student's tuition in exchange for working in the research lab of the student's research mentor, and the teaching associate (TA) position (offered only to students in Year 4 and beyond), which provides a stipend for mentored teaching of undergraduate classes in Psychology. Both PsyD GA and TA positions are based on the availability of funds and after submission of a competitive application.

Satisfactory work performance and excellence in academic progress are necessary to maintain graduate assistantships. Graduate Assistants must maintain a 3.0 cumulative grade point average per semester. Additionally, GAs must schedule for the appropriate number of graduate credits listed on their GA contracts throughout the semester, and are not permitted to withdraw from graduate course work after the semester begins, without the approval of The Graduate School.

West Chester participates in the National Defense Education Act of 1958 under which long-term loans may be obtained at a low interest rate. The University also participates in the Pennsylvania Higher Education Assistance Act (PHEAA) of 1963 which provides for student loans for Pennsylvania

residents through participating banks. Students who wish to apply for either of these loans may obtain application forms and additional information on financial assistance from the Director of Financial Aid at 25 University Avenue, Suite #30.

### RESIDENCE REQUIREMENTS

To be eligible for some types of financial assistance, students may have to satisfy a Pennsylvania residency requirement or take a minimum number of credit hours during a semester.

Students who wish to apply for a PHEAA loan must reside in Pennsylvania for 30 days immediately prior to the date of filing a loan guarantee application.

Students who have problems or questions concerning the residence requirements should contact The Graduate School ([www.wcupa.edu/grad](http://www.wcupa.edu/grad)).

## **VII. STUDENT PERFORMANCE EVALUATIONS, FEEDBACK, AND ADVISEMENT**

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Students must achieve satisfactory academic progress by maintaining the minimum GPAs for the program. PsyD students must repeat required and elective courses for which they received a grade of less than B-. Students may repeat courses to improve their grades, but only two courses may be repeated, and no course may be repeated more than once. A PsyD student earning an F in any course will be dismissed from the university, as will a student whose GPA falls below a 3.0.

Admission and degree candidacy in the graduate program may be rescinded for reasons other than inadequate academic progress at any point in the program following admission (see Progression Requirements below). If, in the judgment of the PsyD Program Committee and the Psychology Graduate Committee, the best interests of the student and/or profession require that the student select a different program or withdraw from the PsyD program entirely, the student shall be so informed by the Director of Clinical Training. Every effort will be made to make such a decision at the earliest point in the student's tenure. A written summary of the Graduate Committee's reasons for requiring a change in student status will be provided to the student and maintained in the student's official record.

### PROGRESSION REQUIREMENTS

There will be annual reviews of PsyD student progress by the PsyD Program Committee. PsyD students will prepare an annual update to their Curriculum Vitae, to be submitted to the Director of Clinical Training by August 1<sup>st</sup> each year. In addition to the review process described below, students will be invited to meet once per year with their academic advisor, at which time the advisor will offer feedback to the student on the student's progress through the PsyD program. The PsyD Program Committee completes the Annual Student Performance Review at the end of the first year and every year until the student earns the doctoral degree. Students receive written feedback regarding each performance review.

The review, which is based on the student's self-reported professional growth evidenced by their CV, as well as feedback from course instructors, clinical supervisors, and research mentors, is intended to promote the student's professional development and degree progress. An annual review form is used to rate student performance in four areas: Academics, Clinical Practice, Professionalism, and Research. Each of the four areas and the overall review will be given a rating of Commendable (exceeds expected standards), Satisfactory (meets expected standards), Satisfactory with Concerns (meets standards, with some need for improvement), or Unsatisfactory (does not meet expected

standards, with grounds for probation). Students are expected to earn a minimum rating of Satisfactory in each area. Academics refers to the student's grades earned in required and elective courses; students who earn a grade of B- or better in all courses will be rated Satisfactory, and students who earn an A- or better in all courses are given a rating of Commendable. Clinical Practice refers to the student's ability to deliver services competently and effectively manage the minimum caseload at their practicum or internship site; this rating is based on clinical supervisor evaluations, and students who go above and beyond typical practice to offer new services (e.g., developing and delivering a new therapy group) are eligible for a Commendable rating in Clinical Practice. Professionalism refers to a range of behaviors that reflect the discipline, including strong interpersonal communication, accountability, and adherence to relevant organizational policies and procedures; the Commendable rating is reserved for the student who engages in formal service through a leadership role within the program, the university, or the broader community, as well as students who assume informal leadership roles within the program. Research refers to the student's progress towards completion of the dissertation; Commendable ratings are reserved for students whose research activities result in products such as grant awards, presentations, and publications.

The annual review form is accompanied by an annual review letter that provides detailed feedback regarding the student's competencies, as well as a statement regarding their standing in the program, strengths, and areas in need of improvement. Any student who earns one or more ratings of Satisfactory with Concerns or one Unsatisfactory rating will receive written feedback identifying the areas of need, as well as recommendations for addressing these areas, and will be required to meet with the Director of Clinical Training to discuss the recommendations; however, these recommendations do not constitute a formal remediation plan, which is reserved for students placed on probation, as discussed below.

A student is placed on probation if two or more of the four areas of performance being evaluated are rated Unsatisfactory in a single year or if one area is rated Unsatisfactory for two consecutive years. The annual review letter of any student who has been placed on probation will include instructions to schedule a meeting with the Director of Clinical Training within 7 business days to develop a formal remediation plan. Any problems noted, suggesting an inability to effectively complete the program, will be addressed with the student in an individual meeting with the Director of Clinical Training, and the student and Director will develop a formal remediation plan outlining the following: (1) steps to remediate each problem, (2) expectations for acceptable performance, (3) a timeframe for achieving acceptable performance, and (4) consequences for failing to achieve acceptable performance within the stated timeframe. Mid-way through the academic year, any student on probation is re-evaluated and provided feedback on their progress (or lack thereof). Additionally, any student may be re-evaluated at this point if a new concern has developed following the previous year's evaluation. At the end of the subsequent year, after being placed on probation, all students are again evaluated. Students on probation who are evaluated unfavorably, with one or more of the areas of performance previously rated Unsatisfactory receiving an Unsatisfactory rating again for another year, after being placed on probation, will be dismissed from the program. Those who are evaluated favorably will continue with the program and receive a Termination of Probation letter indicating that their probation has been lifted and providing explicit feedback: the steps from the remediation plan that were enacted, the extent to which each step resulted in successful resolution of the problems, and the current rating of the student's performance in the original areas of concern.

Following the successful completion of 60 credits of required coursework (see the MS Psychology Clinical Concentration Advising Guide in IV. Degree Requirements), typically completed by the end of Year 2, and the dissertation proposal defense in Year 3, students apply for degree candidacy. Degree candidacy will be evaluated by the PsyD Program Committee, based on a review of the student's Annual Performance Reviews from Years 1-2, as well as the results of the Preliminary Oral

Examination and Dissertation Proposal Defense; the committee may deny an application for degree candidacy and remove the student from the program at this point. Students will have the option of applying for their MS degree simultaneously with the application for degree candidacy.

In addition to the criteria specified above, namely dismissal resulting from failure to remediate problems after being placed on Probation or failing to be approved for degree candidacy, students may be dismissed from the PsyD Program for any of the following reasons, based on The Graduate School policies: (a) earning an F in any course, (b) failure to meet the [Graduate Studies Academic Probation policy](#), or (c) failure to meet the [Graduate Studies' Enrollment policy](#), which includes criteria for the maximum years for degree completion and leave of absence requirements. Finally, a student may be removed from the program for failing the dissertation defense. Students may request permission from the PsyD Program Committee to defend their dissertation a second time. The Committee may grant this request only if the student presents sufficient evidence to satisfy the committee that their failing performance during the defense was an anomaly and the committee is satisfied that the student is in good standing regarding all other aspects of the PsyD program (e.g., course performance, course progression, clinical training, etc.).

### GRADUATION

Students must apply for graduation during the semester they intend to graduate. The following are deadline dates for applying to graduate: May graduation -- February 1; August graduation -- June 1; December graduation -- Oct. 1. The link to apply for graduation can be found on The Graduate School website at the following link: [https://www.wcupa.edu/admissions/SCH\\_DGR/forms.aspx](https://www.wcupa.edu/admissions/SCH_DGR/forms.aspx). **In the event the student does not graduate in the semester that they applied, the student must re-apply for graduation.**

## **VIII. RETENTION AND TERMINATION DECISIONS**

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### ACADEMIC PROBATION AND DISMISSAL

It is the policy of The Graduate School that any student who has earned an F as the final course grade will be immediately dismissed from their program.

Students dismissed from the university may apply for re-admission. Courses taken prior to the dismissal may be applied to a subsequent program with departmental consent. The original program reserves the right to refuse to re-admit the student.

Grades earned during summer sessions count the same as grades earned during the academic year. All grades recorded determine the student's academic status, even if a student changes degree programs. Students dropped from a graduate program due to unsatisfactory work will not be permitted to take courses for credit towards a graduate degree in that department beyond the semester in which they are dropped.

To be eligible to receive a graduate degree, graduate students must complete all requisite courses and credits with a cumulative GPA of at least 3.00. Students holding graduate assistantships who fail to maintain a 3.00 cumulative GPA will have their assistantships revoked or will not have them renewed. This policy includes courses taken during summer sessions. Departments also may stipulate higher academic standards for maintaining assistantships.

## **IX. STUDENT CONCERNS, ACADEMIC COMPLAINTS, AND GRIEVANCE PROCEDURE**

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### *PsyD Program Student Academic Concerns, Complaint, and Grievance Procedure*

All graduate students are held to the academic policies and procedures outlined in the [Graduate Catalog](#) and department or academic program handbooks. If a question or concern should arise regarding a course, a grade, a course of study, an academic requirement, or any other academic issue, the student should first consult the appropriate University or program document. To gain perspective, support, and feedback regarding how best to address a concern, students are also encouraged to consult with informed members of the PsyD program, including their academic advisor, research mentor, clinical supervisors, faculty members, and peer mentors.

The University considers students to be adults who take responsibility for solving their own problems, yet recognizes that there are times when it may be necessary to seek a resolution of a problem from a University official. Of note, the Family Educational Rights and Privacy Act prevents University officials from discussing a student's academic record/performance with anyone except the student, unless the student provides written permission to be kept on file in the Office of the Registrar, or unless the student brings another person to a meeting with a University official.

Students are expected to seek an informal resolution to their concerns by first bringing the concern to the attention of the individual(s) involved and requesting a meeting directly with the individual(s) and, if a satisfactory resolution is not reached, they should proceed with the appropriate action based on their individual case. In cases in which a PsyD student wishes to appeal a course grade or appeal a penalty for a violation of academic integrity or disruptive classroom behavior, the student should follow the relevant policy in the [Graduate Catalog](#). In cases in which a student wishes to appeal a PsyD program committee decision, the student must submit a written appeal to the PsyD Program Academic Concerns Subcommittee, comprised of the Director of Clinical Training, one Core Faculty member, one Associated Faculty member, and either the Department Chairperson or Assistant Chairperson. The student's written appeal regarding the committee decision must be submitted to the Director of Clinical Training, and the student will receive a written response from the PsyD Program Academic Concerns Subcommittee as soon as possible, but no longer than 10 class days (i.e., days classes are in session) from the date of receipt of the written appeal. If a PsyD student has concerns about another student's conduct and wishes to make a formal incident report, the appropriate contact is the [Office of Student Conduct](#) at 610-436-3511. Student concerns involving sexual misconduct or sexual harassment, or any form of discrimination, should be reported to Ms. Lynn Klingensmith in the [Office of Diversity, Equity and Inclusion](#) at 610-436-2433. If a student is concerned for their own or another's personal safety, or if a student is experiencing a crisis, the appropriate contact for assistance on campus is the [Department of Public Safety](#) at (610) 436-3311. It is important to note that when a student's concerns involve a safety risk, sexual misconduct, or harassment in any form, the student is not expected to seek an informal resolution independently.

A student seeking to file a complaint against an individual person or a general student grievance associated with the PsyD program, excluding the cases listed above, should adhere to the following PsyD Program Student Academic Complaint and Grievance Procedure:

**Step 1:** The student initiates the formal complaint by summarizing the complaint in writing and requesting to discuss the complaint with the academic advisor, Director of Clinical Training, and/or relevant faculty member.

**Step 2:** If there is no mutually acceptable resolution at Step 1, as soon as possible, but no longer than 10 class days from the date of initiating the complaint, the student refers the complaint in writing to the Director of Clinical Training and/or the Department Chairperson, who will provide a written

response to the student as soon as possible, but no longer than 10 class days from receipt of the referred complaint.

Step 3: If there is no satisfactory resolution at Step 2, as soon as possible, but no longer than 10 class days from the date of referring the complaint to the Director of Clinical Training or Department Chairperson, the student refers the complaint in writing to the Dean of the College of the Sciences and Mathematics. The dean has final authority on college academic policies and procedures.

Step 4: If there is no satisfactory resolution at Step 3, and if the academic problem involves a University-wide policy or procedure, the graduate student may bring the problem to the Dean of The Graduate School. The provost has final authority on University academic policies and procedures.

Once a student initiates a written formal complaint or grievance against the program and/or against a committee decision or individuals associated with the program, that complaint and any subsequent written communication regarding it will be securely stored electronically in a confidential location designated for formal complaints and grievances associated with the PsyD program. These electronic records are maintained indefinitely and will only be accessible by the Department Chairperson, Assistant Chairperson, PsyD Program Director of Clinical Training, and the Psychology Graduate Program Administrative Assistant. In cases involving a written appeal to the PsyD Program Academic Concerns Subcommittee or a formal complaint through the Academic Complaint and Grievance Procedure, the appeal or complaint will be disclosed to the committee or individual(s) who are the subject(s) of the complaint. By promoting transparency in this process, it is the program's goal to model the professionalism that is consistent with APA standards.

### ***PsyD Program Research Mentor/Dissertation Chairperson Assignment***

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The expectation is that the research mentor/dissertation chair assignment will be made upon admission to the PsyD program and that it will remain in place for the full academic year (Fall, Spring, Summer), beginning in Fall-Year 1. The Dissertation Memorandum of Understanding (MOU) must be signed by both the student and research mentor at the beginning of each academic year, and the fully executed MOU must be submitted to the Psychology Graduate Programs Administrative Assistant for record-keeping each year until completion of the dissertation.

As PsyD students begin to solidify their research interests, it may become evident that a student would be better paired with an alternative research mentor/dissertation chair. If the student desires to be re-assigned due to concerns pertaining to the research mentoring relationship (e.g., conflicting interpersonal styles, discordant expectations, or a perceived abuse of power), the student is directed to follow the PsyD Program Student Academic Complaint and Grievance procedure (see above). However, if the motivation for reconsidering the original student-research mentor match involves diverging research interests, then either the student or the faculty research mentor may make a request for a re-assignment. Requests from the student or research mentor for a change in student-research mentor pairing must occur by January 1 of Year 1 or Year 2, and must be sent via email to the PsyD Program Director of Clinical Training with the current mentor (or doctoral student) cc'd. Any change in student-research mentor pairing would take effect no earlier than the first day of classes in Fall of the academic year following the request for the change; this will allow students and research mentors to sufficiently prepare for the re-assignment. A change in the assigned research mentor may delay the student's progress toward the dissertation proposal defense, which ultimately may delay progress towards degree completion. Therefore, to minimize disruption to the dissertation process, the expectation is that student-faculty research mentor pairs will remain intact

after Year 2.

If the student has initiated the request for a re-assignment, the student has the responsibility to email the proposed new research mentor(s) to request a meeting to discuss the possibility of moving into that faculty member's research lab, and both the current mentor and the Director of Clinical Training must be cc'd on the email to the proposed new mentor. If the faculty research mentor has initiated the request for a re-assignment, then it is the research mentor's responsibility to email the proposed new mentor(s) to request a meeting to discuss the possibility of the doctoral student moving into the new faculty member's research lab, and both the student and the Director of Clinical Training must be cc'd on that email to the proposed new mentor.

### *WCU Academic Integrity Policy*

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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 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.

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

#### VIOLATIONS OF ACADEMIC INTEGRITY

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

- **Plagiarism:** Plagiarism is the inclusion of someone else's words, ideas, or data as one's own work.
- **Fabrication:** Fabrication is the use of invented information or the falsification of research, information, citations, or other findings.
- **Cheating:** Cheating is an act or an attempted act of deception by which a student seeks to

misrepresent their mastery of the information or skills being assessed. It includes, but is not limited to, using or attempting to use unauthorized materials, information, or study aids in any academic exercise.

- **Academic Misconduct:** Academic misconduct includes, but is not limited to, other academically dishonest acts such as tampering with grades; or taking part in obtaining or distributing any part of a test that has not yet been administered; or disrupting or interfering with the ability of others to complete academic assignments. It also includes violations of the Student Code of Conduct, as they relate to the academic environment.
- **Facilitating Academic Dishonesty:** Facilitating academic dishonesty includes helping or attempting to help another to commit an act of academic dishonesty.
- **Breach of Standards of Professional Ethics:** In certain degree programs, students will be instructed on and provided with that profession's code of ethics (e.g., the American Nurses Association Code for Nurses). Under some circumstances, if a student is found to have violated that professional code, that violation may be considered a breach of the Academic Integrity Policy.

#### PROCEDURES FOR HANDLING CASES

Faculty are responsible for determining the grades earned in their courses, and they are the first step in determining if a violation of academic integrity has occurred. They are also the first individuals to determine what penalty should be levied. A faculty member responsible for assigning final grades in a course may acquire evidence, either directly or through information supplied by others that a student violation of academic integrity may have occurred. After collecting the evidence available, the faculty member will meet with the student to present the evidence of an alleged violation and request an explanation.

If the faculty member accepts the student's explanation, no further action is taken. If the faculty member determines that a violation has occurred, the faculty member informs the student, within five class days of the faculty member's decision, using the appropriate form, of the penalty that will be imposed. The faculty member will also inform the student of the student's right to file an appeal within 10 class days of the faculty member's decision.

Once a faculty member has charged a student with academic dishonesty, the student may not withdraw from the course to avoid a grade penalty or to prevent the filing of the Report of Violation of Academic Integrity. Any student who withdraws from a course before the charge is made may be re-registered for the course so that appropriate action can be taken.

The faculty member fills out and forwards a copy of the Report of Violation of Academic Integrity, together with any additional supporting documentation, to the department chairperson. In departments that have a departmental Academic Integrity Board, the faculty member will forward the information to the departmental board. The department chair (or chair of the departmental board) will forward the information to the vice provost and Dean of The Graduate School. If the faculty member is the department chair and there is no departmental board, the report will be sent directly to the vice provost and Dean of The Graduate School.

The report includes:

- the nature of the charge/evidence against the student,
- a summary of the meeting with the student,
- the faculty member's decision, and

- the right of appeal to the department chair (or departmental board).

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

- remain in the course without penalty, or
- withdraw from the course regardless of any published deadlines.

If the student is found guilty of violating the student Academic Integrity Policy, the student may not withdraw from the course and will receive the sanction imposed by the instructor or other academic authority.

### PENALTIES

All acts of academic dishonesty violate standards essential to the existence of an academic community. Most offenses are properly handled and remedied by the faculty member teaching the course in which they occur. The penalties that may be assessed by the faculty member include the following:

- completion of alternative work, with or without a grade reduction;
- a reduced grade (including "F" or zero) for the assignment;
- a reduced grade (including "F") for the entire course.

**A grade of "F" for the course, due to a violation of academic integrity, will result in automatic dismissal from the University. Students dismissed under these circumstances are considered ineligible for readmission to another academic program at West Chester University.**

Whatever the penalty, the report describing the incident and recording the decision will be kept by the vice provost and Dean of The Graduate School until the student has graduated and the degree has been awarded. Individual departments may establish a "zero tolerance" policy for their majors. Students must be clearly informed of such a policy by those departments.

The purpose of this record keeping is to ensure that students who violate the University's student Academic Integrity Policy a second time are dealt with appropriately. **A second violation will result in automatic expulsion from the University.**

### WCU Appeal Process

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A student may appeal the instructor's unilateral imposition of a reduced or failing grade.

A student who files an appeal within 10 class days of the faculty member's determination will suffer no worse penalty as a result of the appeal than they would have suffered if they had not appealed the instructor's unilateral action.

A student who files an appeal to the next level must do so within 10 class days. The request for appeal should contain any and all information that the student believes is relevant to their case. After the initial appeal to and decision by the department chair, the student will have five days to appeal the decision to the next level, if the student so wishes.

The progression of the appeal is as follows:

- Chair of the department in which the course is housed (or departmental board) - appeal must be filed within 10 class days of faculty decision;
- College dean - appeal must be filed within five class days of the department's decision;
- Graduate dean - appeal must be filed within five class days of the college dean's decision;
- West Chester University Academic Integrity Board - appeal must be filed within five class

days of the graduate dean's decision.

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

The Academic Integrity Board may be requested by an accused student as part of the appeal process.

#### MEMBERSHIP OF THE ACADEMIC INTEGRITY BOARD

- The Provost (or Provost's designee) shall appoint faculty and administration members of the Academic Integrity Board. The Dean of Graduate School serves as nonvoting chairperson. If the Dean of The Graduate School is not available to serve, the administration will appoint a substitute.
- A faculty dean not involved in the charging process. A substitute may be appointed as given in paragraph 1.
- Two faculty members. At the beginning of each academic year, the Office of the Provost (or Provost's designee) shall randomly select two full-time faculty from each academic department in order to constitute the pool. Two faculty members from different departments will be randomly selected from this pool to serve on the Academic Integrity Board. In the case of charges brought against graduate students, the faculty members must be involved in teaching graduate-only courses (double-numbered courses do not count) or in directing graduate research projects.
- Two graduate students. Such students will be appropriately trained in procedures relating to this policy and the need for confidentiality pursuant to the Family Educational Rights and Privacy Act (FERPA).
- The chair will provide notice to all parties which shall include a summary of the matter for disposition, as well as the time and place of the hearing. The student charged will also be advised as to the identities of Academic Integrity Board members and witnesses that will be presented by the charging party. Hearings shall proceed to the extent possible according to the following form:
- The chair shall open the proceedings by reading the statement of charges.
- The charging party shall then present the case against the accused party, including the presentation of witnesses. This shall be done by the submission of written, physical, and testimonial evidence. The accused party and the board shall have the right to conduct reasonable questioning of the charging party and the charging party's witnesses; hearsay evidence is not acceptable since it denies the opposing party the opportunity to cross-examine unless such is a business record of the University.
- At the conclusion of the charging party's presentation, the accused party may present a defense, including the presentation of witnesses, or may plead to the charges. This shall be done by the submission of written, physical, and testimonial evidence. The charging party shall have the right to conduct reasonable questioning of the accused party and the accused party's witnesses; hearsay evidence is not acceptable since it denies the opposing party the opportunity to cross-examine unless such is a business record of the University.

- After both cases have been presented, the board shall allow rebuttal evidence.
- At the close of the hearing, the board shall allow closing arguments by the parties.
- The board chair shall have authority and be responsible for maintaining an orderly procedure throughout the hearing. All hearings are closed proceedings; witnesses may be excluded from the room until the appropriate time for their testimony. The burden of proof rests on the individual bringing charges. All matters upon which the decision will be based must be introduced into evidence at the hearing.

Both parties shall have the right to be assisted by advisers, who may be attorneys, and who may be present at hearings. The board chair must be notified in advance of the hearing as to whom the advisers will be. The advisers may only consult and interact privately with their advisees, and may not address the board. Advisers who are disruptive to the process will be asked to leave the proceedings, and the matter will go forward absent their involvement.

All hearings will be tape recorded. The audiotape record of the hearing will be archived in the Office of the Provost or the Office of the Dean of The Graduate School, or that individual's designee for five years. A written transcript of the hearing will be provided at the expense of the University pursuant to a validly issued subpoena.

A written recommendation based on a preponderance of evidence, arrived at by majority vote, in which the facts and reasons for the recommendation are set forth shall be issued within 15 calendar days after the close of the board proceedings. That report shall be sent to the provost and vice president for academic affairs, with copies to all parties, including the vice provost and Dean of The Graduate School and the appropriate department chair. The copy to the accused will be sent certified mail, return receipt requested, and first-class mail. Within 15 calendar days the provost shall implement the recommendation of the board, or shall provide a written response containing the decision, and explaining to all parties the reasons for declining to implement the board's recommendation. In the event that the provost finds inadequacies in the record, the matter can be remanded back to the board for additional testimony.

Any party who fails without appropriate reason to appear at the hearing consents to the hearing being conducted in his or her absence and to a final decision to be made based on the facts presented.

The board retains the right to continue a hearing whenever necessary and appropriate.

Either party may express its reaction in writing regarding the recommendation of the board to the provost or the provost's designee within seven calendar days of receipt of the recommendation. If the seventh day falls on a weekend or holiday, the seventh day will be the first day that the University is open for business. Written submissions should be submitted to the provost. Any stay of sanction shall be granted only upon application to and at the sole discretion of the provost or the provost's designee. The decision of the provost shall be final. If the penalty being levied is an "F" in the course, the provost will direct the registrar to enter the grade of "F" in the student's record.

**NOTE:** A written statement of the decision and relevant materials shall be placed in the student's academic file and sent to the student's academic adviser. In the absence of a student appeal, the recommended sanctions from the department and dean's level should be forwarded from the Office of the Vice Provost and Dean of The Graduate School to the provost for action.

#### SANCTIONS

At the conclusion of the appeals process, a student may be exonerated or subject to any combination

of the following range of penalties. If the student is found in violation of the Academic Integrity Policy, the board will not impose a penalty that is more severe than the one recommended by the faculty member for that infraction. The board shall have no knowledge of any record of previous acts of academic dishonesty when making its initial adjudication of the case. Any actions taken by the provost will be sent to the director of the Office for Judicial Affairs and Student Assistance. A disciplinary file will be established as a permanent record of these actions.

The board may agree with the instructor and apply a penalty to the student's grade, including failure in the course. Further, the board may agree with the faculty member's recommendation that the student receive a more severe penalty than failure in the course and apply one of the sanctions listed below:

- **Expulsion:** The student is informed in writing that he or she is being expelled from the University. This action is one of involuntary separation from the University. The relationship between the student and this University is permanently terminated. The student is not permitted on University property. There will be no refunding of fees. The assignment of grades shall be in accordance with University policy. The fact of the expulsion and the reason for it will be entered upon the student's official transcript and upon all copies thereof. A student who has been expelled for academic dishonesty will not be awarded a degree from West Chester University.
- **Restitution:** Restitution may be imposed on students whose violation of these standards has involved monetary loss or damage. Restitution as imposed by the board will be regarded by the University as a financial obligation to the University.
- **Hold on records:** The University may withhold transcripts, grades, degrees, diplomas, or other official records pending the disposition of cases.

#### Notes

- If the complainant is not on contract or in residence on the campus, he or she shall have the right to defer the procedure until his or her return. Similarly, if the procedure would normally occur during the summer and the student is not enrolled in any summer session, the procedure may be deferred until the fall semester at the student's request.
- Each department must submit to the college dean and the vice provost and Dean of The Graduate School its written process for hearing appeals. Likewise, the academic dean and graduate dean must submit to the provost and vice president for academic affairs his or her written process for hearing appeals. These processes must, as a minimum, provide notice to all involved parties and must provide an opportunity for all parties to be heard by a neutral fact finder or body who will render a decision and permit the accused to have an adviser. Such policies and procedures should be readily available to all students of the department.

A written statement of the decision and relevant materials shall be placed in the student's academic file and sent to the student's academic adviser. In the absence of a student appeal, the recommended sanctions from the department and dean's level should be forwarded from the Office of the Vice Provost and Dean of The Graduate School for action.

### *WCU Grade Appeal Policy*

#### SCOPE OF THE POLICY

The Grade Appeals Policy applies only to questions of student evaluation. Since appeals involve questions of judgment, the Grade Appeals Board will not recommend that a grade be revised in the student's favor unless there is clear evidence that the final grade awarded for the class was based on

prejudiced or capricious judgment, or was inconsistent with official University policy. Please refer to the [Academic Integrity Policy](#) for cases where the grade appeal involves a grade given for academic dishonesty. Grades are awarded by the faculty member of record and can only be changed by said faculty member unless the Provost directs otherwise following the procedure outlined below.

#### GRADE APPEALS PROCEDURE

1.) (a) A student must initiate an appeal in writing within 20 class days of the subsequent regular (fall or spring) semester in which the decision or action in question was made. In case of an appeal of a final grade, the appeal must be filed no later than the first 20 class days of the term following the one in which the grade was received. This written appeal should be sent to the instructor who awarded the grade in question. The appeal shall be reviewed by the student and the faculty member. They shall mutually attempt to resolve the appeal within five class days from the receipt.

1.) (b.) If the appeal is based on an interpretation of departmental or University policy, the student's academic adviser also may be present during the review process. In such case, there shall also be a limit of five class days in which to resolve the appeal.

2.) An appeal not resolved at Step 1 shall be referred in writing by the student within five class days after the completion of Step 1 to the chairperson of the department offering the course. If there is a departmental appeals committee, the problem shall be referred directly to it. The department chairperson or the departmental appeals committee shall normally submit a written response to the student within 10 class days following receipt of the written statement of the problem. A copy of this response also shall be provided to the instructor.

3.) If no decision, satisfactory to all parties (faculty member, student, and department chair or department committee) is reached at Step 2, the student may submit a written appeal to the dean of the college or school in which the problem originated. Such an appeal shall be made within five class days following the receipt of the written response of the department chairperson or the departmental appeals committee. The dean shall investigate the problem as presented in the written documentation, review the recommendation and provide, in writing, a proposal for the solution of the problem within 10 class days following its referral.

4.) If a mutually acceptable resolution to the problem is not achieved at Step 3, the student may file an appeal with the Grade Appeals Board within five class days of the receipt of the written proposal from the dean. The request for an appeal must be submitted to the Vice Provost or, if appropriate, to the Dean of The Graduate School who will convene the Grade Appeals Board as soon as possible, but no later than 15 class days after the receipt of the written request.

#### MEMBERSHIP ON THE BOARD WILL INCLUDE THE FOLLOWING:

- The Vice Provost and Dean of The Graduate School (or their designee) who serves as the nonvoting chairperson.
- A faculty dean not involved in the appeals process.
- Two faculty members. At the beginning of each academic year, the Office of the Vice Provost shall accept volunteers from each academic department in order to constitute the pool. Two faculty members from different departments will be selected from this pool for each Appeals Board.
- Two graduate students recommended by the president of the Graduate Student Association (GSA). Such students will be appropriately trained in procedures relating to this policy and the need

for confidentiality in all aspects of the case. It is presumed that the selected students have no academic or social connections with student making the appeal.

#### ATTENDANCE

Both parties (faculty member and student) shall have the right to be assisted by advisers, who may be attorneys, and who may be present at hearings. The board chair must be notified in advance of the hearing who the advisers will be. The advisers may only consult and interact privately with their advisees, and may not address the board. Advisers who are disruptive to the process will be asked to leave the proceedings, and the matter will go forward absent their involvement.

Witnesses may be called on behalf of either the faculty member or the student.

Resource persons or expert witnesses may also called at the request of the board. In the event that the decision to be rendered by the board involves knowledge of a particular discipline, the board shall be required to utilize at least one resource person from that discipline to serve as an expert adviser(s) to aid them in making an informed recommendation.

#### PROCEDURE

Preparation for the Hearing - All parties must be informed of the complaint in writing by the chairperson of the Grade Appeals Board (hereafter referred to as "chairperson"), normally within five class days after the receipt of the complaint. Copies of documents and correspondence filed with respect to the complaint shall be provided to the interested parties through the chairperson. Thereafter, neither new evidence nor new charges shall be introduced before the board. The chairperson shall notify in writing the interested parties of the exact time and place of the hearing and shall provide existing University and/or Commonwealth policies relevant to the appeal at least five class days before the beginning of the proceedings. Throughout these proceedings, the burden of proof rests upon the person bringing the appeal.

Hearing Procedure - During the hearing, both the faculty member and the student shall be accorded ample time for statements, testimony of witnesses, and presentation of documents.

#### RECOMMENDATION OF THE APPEALS BOARD

The Grade Appeals Board shall deliberate in executive session and render a recommendation by majority vote within three days of the close of the hearing. The chairperson may participate in these deliberations but not vote.

The chairperson of the Appeals Board shall notify, in writing, the student, the faculty member, and the chair of the department offering the course of the recommendation within three class days of the board's final action. The notification shall include the basis upon which the recommendation was based.

The chairperson of the Appeals Board shall also transmit the decision, in writing, to the provost or the provost's designee. If the board recommends that a grade be changed, thus supporting the student's appeal, it will forward that recommendation to the Provost and Academic Vice President, who makes the final decision to accept or reject the recommendation of the Appeals Board. *Only* the Provost and Academic Vice President has the authority to direct the registrar to change an existing grade.

#### OTHER

A written statement of the decision and relevant materials shall be placed in the student's academic file.

A written statement of the decision and relevant materials shall be placed in the faculty member's file subject to the provisions of official Commonwealth policy governing personnel files.

### Notes

- 1 Both the faculty member and student are entitled to the "right of challenge for cause" of any member of the Appeals Board or student adviser with the sole exception being the chairperson of the Appeals Board. In the case of a challenge at the Appeals Board level, the chairperson of the board will adjudicate the challenge. One challenge at each level is permitted.
- 2 A "class day" is defined as any day when classes are officially in session, in fall or spring, at West Chester University.
- 3 If the course in which the grade dispute occurred is offered under the auspices of a unit of the University other than an academic department, the program director/coordinator, head of that unit, and/or the department chairperson will function in Step 2 of the procedure. In Step 3, the appeal should then be made to the vice provost rather than the dean of the college.

If the professor is not on contract or in residence on the campus, he or she shall have the right to appoint a faculty proxy.

## **X. STUDENT RIGHTS AND RESPONSIBILITIES**

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### *Student Code of Conduct:*

As stated in the University Mission and Values Statements, West Chester University is committed to providing a sound educational environment for intellectual pursuits. In addition, the University is concerned with developing socially responsible citizens, ensuring the welfare and freedom of all members of the University community, and protecting individual rights. The University is thus concerned with the quality of student conduct and has adopted rules and behavioral standards for its students. Disciplinary action may be imposed when a student engages in behavior, on University property or off University property, that is not consistent with University community standards as defined by the West Chester University Student Code of Conduct. Students at West Chester University are expected to abide by the rules and regulations of the University. The Student Code of Conduct translates those acts, which constitute unacceptable behavior for students and student organizations of the University.

The Student Code of Conduct reflects the University community's concern that students and student organizations maintain high standards. It guarantees due process and protects the individual freedom of the student as well as requiring his or her responsibility for conduct violations. This document shall be applicable to all students and student organizations at West Chester University. University judicial action may be taken in addition to actions taken by civil or criminal courts. Students may be subject to University judicial action in conjunction with citations or other charges of which the University becomes aware.

### STANDARDS OF CONDUCT

The following forms of conduct are prohibited by any West Chester University student or organization on University property, off University property, or at University functions and are subject to disciplinary action:

#### Applicability:

- Any student or student organization committing an act in violation of the Student Code of Conduct shall be subject to disciplinary action.

- Any student or student organization who aids, abets, encourages, requests, initiates, assists, or has knowledge of any other student, nonstudent, or student organization in acts which violate this document or participates in a violation of this document shall be subject to disciplinary action as if the student or student organization has actually committed the violation.
- Any violation of the Student Code of Conduct by a student or members of a student organization may result in both the organization and the members involved in the misconduct to be subject to disciplinary action.
- All statements made by a student relative to a case may be used in any disciplinary proceeding.
- Students may be charged with violations of the Student Code of Conduct for misconduct occurring off University property when such conduct interferes with the educational objectives of the University community.
- Charges brought under this document may be applied concurrently with any civil or criminal prosecution brought against a student or organization.

#### Off-Campus Behavior and the Student Code of Conduct:

- Students are expected to conduct themselves in accordance with federal, state, and local laws and ordinances. Violations of these laws and ordinances may be subject to University judicial action.
  - When a student is charged with violating federal, state, or local laws or ordinances at a location off campus, disciplinary action may be taken and sanctions imposed for misconduct that demonstrates a disregard for the University community.
  - University disciplinary proceedings may be instituted against a student charged with violating laws or ordinances, when such conduct also violates the Student Code of Conduct if both violations result from the same factual situation. The University will determine whether judicial action under the Student Code of Conduct will be carried out before, simultaneously, or following civil or criminal proceedings.
  - When federal, state, or local authorities charge a student with violating laws or ordinances, the University will not request or agree to special consideration for that individual because of his or her status as a student. The University may advise off-campus authorities of the existence of the Student Code of Conduct and how such matters will be handled internally within the University.

#### Violations of the Student Code of Conduct:

- **Infliction of Harm** - Commission of any act which results in or which may result in the infliction of pain, injury or damage to any person or property by willful and deliberate means or through negligence. This offense includes (a) assault and/or abuse; (b) the attempted assault or abuse; or (c) reckless behavior, but not accidental, which may result in injuries to oneself or others. In the absence of extraordinary or mitigating circumstances, a sanction of suspension or expulsion may be imposed on any student found responsible for assault.
- **Threat of Harm** - (a) behavior that intimidates, harasses or intends to inflict pain, injury, or damage to another person or property, (b) behavior described in 2(a) directed toward any party or witness, or their property, involved in a judicial case or police case, with the intent of influencing outcomes or for retaliation, (c) behavior directed toward a University employee related to the performance of his or her job, or (d) hazing of any student, employee or officer of the University, or organization. This includes conveyance of threats through electronic means.
- **Theft** - (a) theft or attempted theft of the property or services of the University, any organization, or any individual, by means of taking, deceiving, misappropriating, or misusing; and/or (b) possession of stolen property and/or receiving stolen property.

- Vandalism - the intentional and/or reckless, but not accidental destruction of property; damaging, destroying, defacing, tampering, misuse, or abuse of University property, or the property of any person or business.
- Weapons - Use, possession, or transportation of (a) fireworks, (b) firearms, (c) knives, (d) paintball or BB guns, (e) explosives, (f) ammunition, (g) weapons, or (h) any item which has been modified or adapted so that it can be used as a weapon, or an item which has been used as a weapon.
- Fire Safety - Violation of safety regulations including, but not limited to, (a) setting unauthorized fires, (b) tampering with fire safety, fire-fighting equipment and/or defibrillators or rendering such equipment inoperable, (c) turning in false fire alarms by any means of communication, (d) tampering or improper use of campus emergency phones, (e) failure to evacuate facilities upon the sounding of a fire alarm/drill, or (f) creating any hazardous condition that endangers the health and safety of others.
- Alcohol and/or Alcohol Containers - West Chester University is a dry campus, so any violation of the University's alcohol policy, as set forth in the Ram's Eye View Student Handbook, shall be construed as a violation of this section. Any off-campus violation is a violation of this section when such off-campus use violates local, state, or federal laws. Exceptions to the alcohol violation are noted in the Medical Amnesty Policy. This section shall include, but is not limited to, (a) display of empty alcohol containers in any University facility, residence hall, or any affiliated University housing, (b) sale, exchange, use, possession, or consumption of alcoholic beverages on campus over 21 years of age, (c) underage use, possession, or consumption of alcoholic beverages, (d) open containers of alcoholic beverages, (e) public intoxication, and (f) driving under the influence. As it is a violation of this policy to possess alcohol, demonstrating that a student has knowledge of the location of alcohol and/or the intent to exercise control over the alcohol shall constitute possession. In the absence of extraordinary or mitigating circumstances, a sanction of suspension or expulsion may be imposed on any student found responsible of (g) selling and/or furnishing alcohol to minors. **MEDICAL AMNESTY POLICY** *West Chester's University priority is for the safety and well-being of the students who attend the University. As such, medical amnesty is in effect to ensure those students who seek assistance for another individual who may have consumed excessive alcohol will turn to the appropriate personnel to seek emergency medical assistance without fear of being cited by the policy for 18 PACSA § 6308 and/or facing University judicial charges for violation of Student Code of Conduct, I.C. 7c, Alcohol - Underage. In order for a student to receive medical amnesty, the student seeking assistance for a person under the influence of alcohol must:*
  - *Call 911 or Public Safety, Police or Emergency Services based on a reasonable belief that another person is in need of immediate medical assistance;*
  - *Reasonably believe that he or she was the first person to make the 911 call or a call to Public Safety, Police or Emergency Services and reported that a person needed immediate medical assistance;*
  - *Provide his or her own name to the 911 operator or to the Public Safety, Police or Emergency Officer; and,*
  - *Remain with the person needing medical assistance until emergency health care providers have arrived and taken care of the person in need of medical assistance.*
  - *Please keep in mind that medical amnesty is not intended to shield or protect students from other violations of the Student Code of Conduct related to the incident, or protect students who repeatedly violate the Code.*
- Drugs and/or Drug Paraphernalia - Students who exhibit drug use or abuse or any other violation of the University's drug policy, as set forth in the Ram's Eye View Student Handbook, shall be considered in violation of this section. This includes, but is not limited to, (a) possession or use of

any illegal or controlled substance, drug, and/or (b) possession of drug paraphernalia, (c) possession of a significant quantity, distribution, or sale of drugs, and/or (d) driving under the influence. Any off-campus violation is a violation of this section when such off-campus use or possession is in violation of local, state, or federal laws. Demonstrating that a student has knowledge of the location of any illegal or controlled substance, drug or drug paraphernalia, and/or the intent to exercise control over such items shall constitute possession. Use of legal or prescribed substances (e.g., inhalants) in a fashion designed to alter one's mental or physical state will be considered reckless behavior as described in the Infliction of Harm section (see I.C.1.c).

- Noncommercial Literature Distribution, Nonsponsored Presentations or Demonstrations - Any violation of the University's policy on Non-commercial Literature or Non-sponsored Presentations or Demonstrations on campus, set forth in the ***Ram's Eye View Student Handbook*** (<http://www.wcupa.edu/services/stu/ramsEyeView/policies.aspx>), shall be construed as a violation of this section.
- Hazing - Any violation of the University's Anti-Hazing Policy, set forth in the ***Ram's Eye View Student Handbook***, shall be construed as a violation of this section.
- Computer Use - Any violation of the University's policy on Acceptable Computer Use, as set forth in the ***Ram's Eye View Student Handbook***, shall be construed as a violation of this section.
- Solicitation - Any violation of the University Commercial Advertising and Sales Policy as set forth in the ***Ram's Eye View Student Handbook***, shall be construed as a violation of this section.
- Gambling - Any form of gambling is prohibited unless a license has been secured and approval to solicit has been granted by the appropriate University office. Gambling consists of a consideration or fee for the chance to win a prize, the winner of which is determined by chance.
- Disruptive Conduct, Harassment and Intimidation - (a) engaging in conduct that is disorderly, unnecessarily disturbs others, and/or is disruptive to the normal practices, processes, and functions of the University or local municipalities, (b) engaging in conduct that is harassing, intimidating or threatening, or (c) engaging in conduct that constitutes unlawful discrimination based on another person's race, color, sex, sexual orientation, gender identity, religion, creed, age, national or ethnic origin, citizenship, or veteran status, disability or any other legally protected class. This includes conduct through electronic means.
- Academic Integrity - Any violation of this policy shall be processed according to the Academic Integrity Policy as set forth in the West Chester University Undergraduate Catalog.
- Dishonesty - Making, using, or possessing any falsified document or record; altering or forging any University document or record, including identification, meal or access cards, and parking permits; providing false statements during any judicial proceeding, and the misrepresentation of oneself or of an organization as an agency of the University by any of the means identified above.
- Trespassing - Unauthorized entry, use, or occupancy of any building, structure, facility, or the property of others or unauthorized use of University grounds.
- Guide to Residential Living and/or Student Occupancy Agreement - Students are expected to treat each other, as well as professional and student staff members, with respect at all times and

to adhere to residence life regulations as described in the Guide to Residential Living and/or Student Occupancy Agreement. Students residing in Affiliated Housing are expected to abide by the terms of the Housing Occupancy Agreement. Violations of this offense include, but are not limited to, the following: (a) guest visitation policy, (b) cooking, (c) use and/or possession of incendiary or combustible materials and devices, (d) removal or tampering with window screens, (e) Courtesy/Quiet Hours Policy, (f) entry or exit of a residence hall through any door or opening other than those so designated at any time, (g) athletic activity that may result in harm or disruption to residents and/or building facilities/fire protection systems, and/or (h) any other reasonably publicized housing-related policies.

- **Community Responsibility** - Students who engage in off campus behavior that is disruptive to the West Chester community, including: a) noise as defined by the LOCAL Noise Ordinance; b) fire, health, zoning, building and safety codes, including occupancy limits as defined by the municipality; c) litter, trash and garbage (refer to the off campus regulations for trash disposal and be aware of your neighborhood's trash collection schedule); d) failure to take proactive steps to manage the conduct of guests, including measures that reduce the risk of harm, and, e) failure to engage in mediating and resolving problems or concerns with neighbors in a timely and civil manner.
- **Failure to Comply** - (a) willful obstruction and/or failure to comply with the legitimate oral or written directives of properly authorized persons, including police and/or a duly-authorized University official acting in performance of his or her prescribed duty, (b) failure to provide a valid West Chester University student identification card or other valid identification upon the request of a duly-authorized University official, (c) failure of the accused to appear when given advance written notice by a University official, hearing officer, University Judicial Board, or University Appeals Board concerning a violation of the Student Code of Conduct, and/or (d) failure to comply with all regulations regarding conduct on or off campus not cited in the Student Code of Conduct when such regulations have been reasonably publicized.
- **Sanction Violation** - Violations of a University judicial sanction, including (a) violation of the terms of a sanction, which includes failure to complete any specified condition or assignment of a sanction, or (b) violating the Student Code of Conduct while on disciplinary probation.
- **Guest Policy** - Guests are expected to abide by University policies while visiting the campus. Students may be held responsible for the actions of their guests when such conduct violates the Student Code of Conduct.
- **Sexual Misconduct** - (a) Sexual Harassment, (b) Sexual Assault, (c) Sexual Exploitation, (d) Stalking, (e) Dating Violence, (f) Domestic Violence. More specific violation definitions can be found in the West Chester University's Sexual Harassment or Sexual Misconduct Policies as set forth in the ***Ram's Eye View Student Handbook***.
- **Criminal/Civil Statutes** - Any student who is cited and/or arrested by federal, state, and local law enforcement officials will violate this offense. This offense includes the alleged commission of any act that may be adjudicated as a violation of such other criminal and/or civil statutes, regulations, or ordinances that are now in effect or may hereafter be in effect in any applicable locality, the Commonwealth of Pennsylvania, or the United States of America.

### ***WCU Non-Discrimination Policies***

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#### **AFFIRMATIVE ACTION POLICY:**

West Chester University is committed to providing leadership in extending equal opportunities to all

individuals. Accordingly, the University will make every effort to provide these rights to all persons regardless of race, religion, sex, national origin, ancestry, age, sexual orientation, gender identity, disability, and veteran status. This policy applies to all members of the University community including students, faculty, staff and administrators. It also applies to all applicants for admission or employment and all participants in university-sponsored activities.

All management and supervisory personnel are directed to adhere to our policy of Affirmative Action and to take positive, aggressive steps to ensure equal opportunities. This means, in particular, that management and supervisory personnel guard against unlawful discrimination in any personnel action, including but not limited to recruitment, appointment, promotion, training, separation, or terms of employment. Furthermore, management and supervisory personnel must take affirmative action to improve our utilization of those persons underrepresented.

West Chester University will take all necessary steps to:

- Recruit, hire, utilize, train and promote for all job classifications without regard to race, religion, sex, national origin, ancestry, age, sexual orientation, gender identity, disability, veteran status, or other protected class status.
- Recruit and admit students without regard to race, religion, sex, national origin, ancestry, age, sexual orientation, gender identity, disability, veteran status, or other protected class status.
- Base decisions on selection, employment practices, employee utilization, job training, career mobility, promotion, program operations and services provided so as to further the principles of equal opportunity and affirmative action.
- Create and maintain a climate free from discrimination and harassment of any individual.
- Create and maintain a climate free from sexual harassment of any individual.
- Make every effort to increase the admission and employment opportunities for qualified persons with disabilities.
- Assure that reasonable accommodation will be made for all the physical and mental limitations of qualified individuals.
- Assure that in offering employment or promotion to persons with disabilities, no reduction in compensation would result because disability, income or other benefits.

This policy is in compliance with federal and state laws, including Titles VI and VII of the Civil Rights Act of 1964, Title IX of the Educational Amendment of 1972, Section 504 of the Rehabilitation Act of 1972, Americans With Disabilities Act of 1972, Americans With Disabilities Act of 1990 and Executive Order of the Governor of Pennsylvania.

Overall responsibility for the implementation of the affirmative action-equal opportunity policy has been assigned to the Director of Social Equity. Any individual having suggestions, problems, complaints, or grievances with regard to equal opportunity or affirmative action is encouraged to contact the Director of Social Equity, 13-15 University Avenue, Room #100, 610-436-2433.

All managers and supervisors have responsibility for actively initiating this policy, which will include input into the development, implementation, and monitoring of the University's Affirmative Action Plan and Social Equity Plan. In accordance with Executive Order 1979-15, "Performance evaluations for all supervisory and management employees shall include a rating of affirmative action, based on objective criteria regarding their implementation of the Affirmative Action Program."

Each individual at West Chester University is expected to help make affirmative action-equal opportunity a reality for all persons.

AMERICANS WITH DISABILITIES ACT POLICY:

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

The director of the Office of Social Equity has been designated as the ADA coordinator for the University. In this capacity, the director of Social Equity works with the University ADA Committee to advance University policies and procedures that will provide equal educational and employment opportunities for individuals with disabilities. The Office of Social Equity has an established process to investigate and address any complaints of discrimination on the basis of a disability. Any individual who has a suggestion, question, or complaint regarding ADA issues is encouraged to contact the director of Social Equity, 13/15 University Avenue, 610-436-2433.

West Chester University has also established the Office of Services for Students with Disabilities (OSSD), which operates as a center for addressing the needs of students with disabilities and as a resource for students, faculty, and staff. A student who wants to request an accommodation and/or receive specialized services should contact the director of the OSSD. The policies and procedures used by the OSSD are contained in the West Chester University Handbook on Disabilities, which is available in the OSSD, 223 Lawrence Center, 610-436-2564. Students must register with the OSSD and provide appropriate medical documentation before an accommodation can be provided. Various housing facilities and services are available for resident students with disabilities. For this and other information about on-campus housing and food service, please contact the Office of Residence Life and Housing Services, 202 Lawrence Center, 610-436-3307.

WCU provides an on-demand transportation service for students with disabilities that is consistent with transportation provided for nondisabled students. To make arrangements for accessible transportation, a student should contact the OSSD at 610-436-2564.

The division of Human Resource has been designated as the contact persons for employees and applicants seeking to request an accommodation. The Office of Human Resources is located at 201 Carter Drive, 610-436-2800.

West Chester University is involved in the ongoing process of renovating campus buildings to ensure accessibility for all individuals. Many of our buildings are currently accessible, but some are awaiting renovation.

To find out whether a particular location is accessible or how to access a location, please contact the space manager at 610-436-3348. To make arrangements for changes to a particular facility to ensure accessibility, please contact the director of facilities planning at 610-436-3466.

For more information, see our FAQs on Accommodating Persons with Disabilities

1.) Nondiscrimination policies. The program must document non-discriminatory policies and operating conditions and avoidance of any actions that would restrict program access or completion on grounds that are irrelevant to success in graduate training or the profession.

HIV/AIDS POLICY:

Human Immunodeficiency Virus (HIV) infection and the resultant Acquired Immunodeficiency Syndrome (AIDS) have had a profound effect upon our entire society. In response to the epidemic of HIV infection, West Chester University establishes this policy to outline the method by which the University addresses students and employees who are exposed to the HIV, and to provide a safe working and living environment for all members of the University community.

West Chester University is committed to providing educational awareness about HIV infection and AIDS for the campus community and promoting appropriate prevention and control programs. Such programs shall be consistent with applicable laws, including the Americans with Disabilities, the Pennsylvania Human Relations Act and Pennsylvania Act 148 of 1990 (Confidentiality of HIV-Related Information Act), and shall be guided by the recommendations of the U.S. Public Health Service, the Centers for Disease Control and Prevention, and the American College Health Association.

Current medical evidence indicates that students or employees with AIDS or HIV infection do not pose a health risk to other students or employees in an academic setting. There has been no confirmed case of HIV transmission as a result of casual contact. There is no reason to routinely exclude or limit participation of students or employees because they have asymptomatic or symptomatic HIV infection.

West Chester University has adopted the following procedures with respect to HIV infection:

- The University will take the necessary steps to safeguard the personal rights of persons infected with HIV. Discrimination on the basis of HIV infection, including emotional, verbal, or physical harassment, is expressly prohibited. Individuals who believe themselves to be the victims of discrimination on the basis of HIV infection should contact the Director of Social Equity, 13/15 University Avenue, Ext. 2433.
- Knowledge of an individual's HIV status shall not be a part of the employment requirement at the University or a condition for admission to University programs. No employee, student or applicant will be required to undergo HIV testing as a requirement for employment or admission to West Chester University.
- No otherwise qualified individual shall be prohibited from being employed, promoted or participating in any University program or activity, with or without appropriate accommodation, as a result of HIV/AIDS status unless there is a known risk posed to the health or safety of others.
- HIV status shall not be cause for a restriction to access of any University facility. There is no justification, medical or otherwise, for restricting the access of students or employees with HIV infection to the student union, theater, cafeteria, snack bars, gymnasiums, swimming pools, saunas, recreational facilities, or other public areas.
- An employee who has a concern that he or she is at risk because of exposure to someone with HIV infection is encouraged to discuss the matter with his or her supervisor or with the Human Resource Services Department. A student who has a concern that he or she is at risk because of exposure to someone with HIV infection is encouraged to discuss the matter with the Director of Student Health Services.
- The best currently available medical information does not indicate any risk to those sharing a residence with infected individuals. However, decisions about housing for students infected with HIV will be made on a case-by-case basis. Because of immune deficiencies caused by HIV infection, accommodations will be made for HIV infected students.
- All University records which refer to HIV infection or AIDS in a student or employee shall remain strictly confidential in accordance with University and the Commonwealth of Pennsylvania policies. Unless otherwise required by law, no information will be shared with faculty, administration, student, family members, or outside insurance carriers without the written consent of the student or employee for each instance of disclosure.

- The primary responsibility of the University with regards to HIV/AIDS is to promote a safe environment which can best be accomplished through education. Effective educational programs about AIDS and HIV are an activity of the highest priority for all areas of the University community. These shall include the development and dissemination of accurate, up-to-date information on the transmission, prevention and control of HIV to all employees and students. Specialized training shall be provided for employees with occupational exposure to bloodborne pathogens.

Individuals who are infected with HIV or who have a reasonable basis for believing they are infected with HIV are encouraged to seek medical advice and are expected to conduct themselves responsibly for the protection of other members of the University community. Student Health Services is equipped to provide HIV testing and information about HIV infection and AIDS to students. The Counseling and Psychological Services Department is able to provide personal counseling for students. Wellness Promotion has information about HIV and AIDS, including books, articles, pamphlets, videos, and lists of internet sites, testing facilities, and counseling referrals available for the entire campus community.

#### SEXUAL HARASSMENT POLICY:

West Chester University is committed to equality of opportunity and freedom from unlawful discrimination for all its students and employees. Sexual harassment is a form of unlawful discrimination based on sex and will not be tolerated in any form by faculty, staff, students or vendors. Upon official filing of a complaint, immediate investigation will be made, culminating in appropriate corrective action where warranted, which may include termination of the relationship with the University. Retaliatory actions against persons filing a complaint of sexual harassment, or any person cooperating in the investigation of a complaint, are also prohibited. Acts of retaliation shall constitute misconduct subject to disciplinary action and should be reported to the Title IX Coordinator/Social Equity Director.

Sexual harassment is defined as unwelcome sexual advances, requests for sexual favors, and other harassing conduct of a sexual nature. Sexual harassment occurs when:

1. Submission to the unwelcome conduct of a sexual nature is made either explicitly or implicitly a term or condition of an individual's employment or status in a course, program, or activity;
2. Submission to or rejection of the unwelcome conduct of a sexual nature by an individual is used as the basis for an academic or employment related decision affecting such an individual; or
3. The unwelcome conduct of a sexual nature is sufficiently severe, persistent, or pervasive as to substantially limit or interfere with an individual's work, educational performance, participation in extra-curricular activities, or equal access to the University's resources and opportunities; or
4. Such conduct creates an intimidating, hostile, or abusive living, working, or educational environment.

Sexual violence is a form of sexual harassment. Sexual violence refers to physical sexual acts perpetrated against a person's will or where a person is incapable of giving consent due to the victim's use of drugs, alcohol, or disability. Physical sexual acts include rape, sexual assault, sexual battery and sexual coercion.

The following types of behaviors may lead to a sexual harassment claim:

- Unwelcome physical contact of a sexual nature
- Comments, jokes, questions of a sexual nature
- Pressure for sexual activity
- Looks and gestures of a sexual nature
- Obscene photographs, cartoons, or graphics
- Stalking

- Domestic or dating violence

## **XI. STUDENT RECORDS**

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The PsyD program documents and maintains accurate records of each student's education and training experiences and evaluations for evidence of the student's progression through the program and for future reference and credentialing purposes. Student records are maintained indefinitely on a secure, password protected electronic server.

**XII. APPENDIX A*****Advising Guide for WCU PsyD Program***

<b>PSY.D. PROGRAM PLAN (MINIMUM 114 CREDITS)</b>		
<b>YEAR 1, FALL SEMESTER</b>		
<b>PSY700</b>	Adult Psychopathology	3
<b>PSY705</b>	Multicultural Clinical Psychology	3
<b>PSY710</b>	Psychotherapy I: Cognitive-Behavioral Theory and Interventions	3
<b>PSY720</b>	Assessment I	3
<b>PSY730</b>	Clinical Skills Practicum	3
<b>TOTAL SEMESTER CREDITS</b>		<b>15</b>
<b>YEAR 1, SPRING SEMESTER</b>		
<b>PSY701</b>	Child and Adolescent Psychopathology	3
<b>PSY708</b>	Ethical, Legal, & Professional Issues in Psychotherapy	3
<b>PSY712</b>	Psychotherapy II: Interpersonal and Psychodynamic Theory and Intervention	3
<b>PSY721</b>	Assessment II	3
<b>PSY731</b>	Clinical Supervision	1
<b>PSY733</b>	Psychology Clinic Practicum	2
<b>TOTAL SEMESTER CREDITS</b>		<b>15</b>
<b>YEAR 1, SUMMER</b>		
<b>PSY600</b>	Research Report	1
<b>PSY731</b>	Clinical Supervision	1
<b>PSY733</b>	Psychology Clinic Practicum	2
<b>TOTAL SEMESTER CREDITS</b>		<b>4</b>
<b>YEAR 2, FALL SEMESTER</b>		
<b>PSY601</b>	Introduction to Statistics/Research Methods	3
<b>PSY608</b>	Foundational Course (e.g., Developmental Bases of Behavior)	3
<b>PSY714</b>	Psychotherapy III: Child and Family Therapy	3
<b>PSY731</b>	Clinical Supervision	1
<b>PSY733</b>	Psychology Clinic Practicum	2
<b>PSY740</b>	Research Practicum	3
<b>TOTAL SEMESTER CREDITS</b>		<b>15</b>
<b>YEAR 2, SPRING SEMESTER</b>		
<b>PSY602</b>	Advanced Statistical Methods	3
<b>PSY609</b>	Foundational Course (e.g., Advanced Social Psychology)	3
<b>PSY716</b>	Psychotherapy IV: Group Dynamics/Group Interventions	3
<b>PSY731</b>	Clinical Supervision	1
<b>PSY733</b>	Psychology Clinic Practicum	2
<b>PSY740</b>	Research Practicum	3
<b>TOTAL SEMESTER CREDITS</b>		<b>15</b>
<b>YEAR 2, SUMMER</b>		

<b>PSY600</b>	Research Report	1
<b>PSY731</b>	Clinical Supervision	1
<b>PSY733</b>	Psychology Clinic Practicum	2
<b>TOTAL SEMESTER CREDITS</b>		<b>4</b>
<b>YEAR 3, FALL SEMESTER</b>		
<i>Dissertation Proposals to be successfully defended by the end of the Fall semester in Year 3. MS in Psychology (Clinical Concentration) may be awarded to students working towards the PsyD, with the completion of 60 credits of specific coursework and the Dissertation Proposal.</i>		
<b>PSY605</b>	Foundational Course (e.g., Biological Bases of Behavior)	3
<b>PSY732</b>	Consultation and Supervision in Clinical Practice	3
<b>PSY734</b>	Advanced Clinical Practicum	3
<b>PSYXXX</b>	Elective I	3
<b>TOTAL SEMESTER CREDITS</b>		<b>12</b>
<b>YEAR 3, SPRING SEMESTER</b>		
<b>PSY607</b>	Foundational Course (e.g., Cognitive-Affective Bases of Behavior)	3
<b>PSY734</b>	Advanced Clinical Practicum	3
<b>PSY742</b>	Program Evaluation	3
<b>PSYXXX</b>	Elective II	3
<b>TOTAL SEMESTER CREDITS</b>		<b>12</b>
<b>YEAR 3, SUMMER</b>		
<b>PSY600</b>	Research Report	1
<b>PSY734</b>	Advanced Clinical Practicum	3
<b>TOTAL SEMESTER CREDITS</b>		<b>4</b>
<b>YEAR 4, FALL SEMESTER</b>		
<b>PSY734</b>	Advanced Clinical Practicum	3
<b>PSYXXX</b>	Elective III	3
<b>TOTAL SEMESTER CREDITS</b>		<b>6</b>
<b>YEAR 4, SPRING SEMESTER</b>		
<b>PSY734</b>	Advanced Clinical Practicum	3
<b>PSYXXX</b>	Elective IV	3
<b>PSY800</b>	Dissertation	3
<b>TOTAL SEMESTER CREDITS</b>		<b>9</b>
<b>YEAR 4, SUMMER</b>		
<b>PSY890</b>	Clinical Internship – Starting July 1	1
<b>TOTAL SEMESTER CREDITS</b>		<b>1</b>
<b>YEAR 5, FALL SEMESTER</b>		
<b>PSY890</b>	Clinical Internship	1
<b>TOTAL SEMESTER CREDITS</b>		<b>1</b>
<b>YEAR 5, SPRING SEMESTER</b>		
<i>Oral Dissertation Defense and approval of Dissertation by committee is required before degree is complete.</i>		
<b>PSY890</b>	Clinical Internship	1
<b>TOTAL SEMESTER CREDITS</b>		<b>1</b>

**ELECTIVE COURSES**

*This list is not exhaustive. Electives to be selected in consultation with the student's advisor in order to align with the student's area of clinical specialization, Child & Adolescent Mental Health or Trauma.*

<b>PSY680</b> Advanced Health Psychology	<b>PSY761</b> Infant Mental Health
<b>PSY750</b> Community Interventions	<b>PSY770</b> Trauma and Treatment
<b>PSY752</b> Clinical Neuropsychology	<b>PSY780</b> Trauma Interventions for Children and Adolescents
<b>PSY760</b> Adolescence and Emerging Adulthood	<b>PSY781</b> Ecological Contexts of Trauma

**XIII. APPENDIX B**

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***PsyD Course Descriptions***

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**Course Descriptions (Required Courses):****PSY 600. Research Report. 1-3 Credits.**

This course is designed to provide graduate psychology students with structure, support, and mentorship in their specific area of interest as they develop their own research proposal, including a critical literature review, specific aims and hypotheses informed by the literature, and appropriate research methodology. This course may be used as a starting point for a thesis or dissertation.

Typically offered in Fall, Spring & Summer.

Repeatable for Credit.

**PSY 601. Introduction to Statistics/Research Methods. 3 Credits.**

Critical examination of research methods in psychology, including experimental and quasi-experimental designs, correlational methods, and survey methods. Students will receive practical experience in the design, implementation, analysis, and interpretation of data, and in preparation of written reports for research projects.

Typically offered in Fall.

**PSY 602. Advanced Statistical Methods. 3 Credits.**

Critical examination of advanced research methods in psychology, including experimental and quasi-experimental designs, correlational methods, and survey methods. Students will receive practical experience in the design, implementation, analysis, and interpretation of data, and in preparation of written reports for research projects.

Pre / Co requisites: [PSY 602](#) requires prerequisite of [PSY 601](#).

Typically offered in Spring.

**PSY 605. Biological Bases of Behavior. 3 Credits.**

This course provides an overview of the anatomical, physiological, endocrinological and psychopharmacological underpinnings of behavior, including emotion, learning, memory, movement, and neurobehavioral dysfunction.

Typically offered in Fall.

**PSY 607. Cognitive-Affective Bases of Behavior. 3 Credits.**

This course emphasizes cognitive and affective processes that influence behavior, and the interaction of emotion and cognition. Areas of emphasis include attention, memory, decision making, emotion regulation and disorders of emotion.

Typically offered in Spring.

**PSY 608. Developmental Bases of Behavior. 3 Credits.**

Study of developmental theories explaining typical human development. Emphasis on current theoretical issues involved in the effects of early experience and environment.

Typically offered in Fall.

**PSY 609. Advanced Social Psychology. 3 Credits.**

Emphasizes contemporary approaches to the study of social behavior including cognitive, social, and experimental and quasi-experimental research methodology.

Typically offered in Spring.

**PSY 680. Advanced Health Psychology. 3 Credits.**

An in-depth study of the behavioral, biological, psychological and social factors in physical health and illness. Emphasis will be placed on contemporary health psychology research and current areas of focus in the field.

Typically offered in Fall.

**PSY 700. Adult Psychopathology. 3 Credits.**

Advanced study of abnormal human behavior and a description of pertinent types, including symptoms, causes, and treatment. Current and recent theoretical approaches and research findings relevant to the etiology and treatment of these disorders.

Consent: Permission of the Department required to add.

Typically offered in Fall.

**PSY 701. Child and Adolescent Psychopathology. 3 Credits.**

Advanced study of abnormal child and adolescent behavior and a description of pertinent types, including symptoms, causes, and treatment. Current and recent theoretical approaches and research findings relevant to the etiology and treatment of these disorders.

Pre / Co requisites: [PSY 701](#) requires a prerequisite of [PSY 700](#).

Typically offered in Spring.

**PSY 705. Multicultural Clinical Psychology. 3 Credits.**

This course provides students an overview of multiculturalism in the practice of clinical psychology. The focus of this course is on the role of culture, viewed broadly in terms of multiple social identities (e.g., class, race, age, gender, sexual orientation) and the intersection of these identities, in understanding human behavior, particularly in the context of therapeutic interactions.

Typically offered in Fall.

**PSY 708. Ethical, Legal, and Professional Issues in Psychotherapy. 3 Credits.**

The focus of this course is on the ethical practice of counseling/psychotherapy. Ethical standards of the American Psychological Association, the American Counseling Association, and Pennsylvania law will guide discussion of the ethical and legal issues that may arise for psychotherapists during their various professional activities.

Typically offered in Spring.

**PSY 710. Psychotherapy I: Cognitive and Behavior Therapy. 3 Credits.**

This course is designed to familiarize students with the cognitive model from an applied and theoretical therapeutic perspective. Students will become acquainted with some of the commonly used assessment tools and various intervention techniques in cognitive behavioral treatment. The course is viewed as a practice-application environment utilizing basic CBT techniques emphasizing collaborative components of the cognitive model.

Typically offered in Fall.

**PSY 712. Psychotherapy II: Interpersonal and Psychodynamic Theory. 3 Credits.**

This course will provide students the opportunity to learn skills necessary for conducting individual psychotherapy using interpersonal and psychodynamic theories.

Pre / Co requisites: [PSY 712](#) requires prerequisite of [PSY 710](#).  
Typically offered in Spring.

**PSY 714. Psychotherapy III: Child and Family Therapy. 3 Credits.**

This course will provide students the opportunity to learn skills necessary for conducting psychotherapy with children, adolescents, and families. Theoretical considerations, principles, techniques, and problems involved in psychotherapy with children, adolescents, and families will be discussed. Contemporary theories of psychotherapy encompass a wide range of thought, differing models of mind, and competing clinical perspectives. In this course we will contrast and evaluate various psychotherapy models for treating children and adolescents, including psychodynamic, cognitive behavioral, narrative, and family systems approaches.

Pre / Co requisites: [PSY 714](#) requires prerequisites of [PSY 710](#) and [PSY 712](#).  
Typically offered in Fall.

**PSY 716. Psychotherapy IV: Group Dynamics/Group Interventions. 3 Credits.**

This course introduces students to the practice of group psychotherapy from a variety of theoretical orientations.

Pre / Co requisites: [PSY 716](#) requires prerequisites of [PSY 710](#), [PSY 712](#), and [PSY 714](#).  
Typically offered in Spring.

**PSY 720. Assessment I: Intellectual Assessment. 3 Credits.**

Historical development, administration, scoring, and interpretation of the Wechsler scales.  
Typically offered in Fall.

**PSY 721. Assessment II: Personality Assessment. 3 Credits.**

History and theory of personality testing. Introduction to administration, scoring, and interpretation of projective and objective techniques.  
Typically offered in Spring.

**PSY 730. Clinical Skills Practicum. 3 Credits.**

The focus of this course is on the effective practice of individual counseling/psychotherapy. The primary emphasis in the course is on process issues that are typically encountered by many psychotherapists, regardless of their specific theoretical orientation.

Pre / Co requisites: [PSY 730](#) requires prerequisites of [PSY 700](#) and [PSY 710](#).  
Typically offered in Fall.

**PSY 731. Clinical Supervision. 1 Credit.**

For students working in the WCU Community Mental Health Clinic. This course provides face-to-face, individual supervision with a member of the WCU Clinical Psychology faculty. By working closely with their supervisors, students will develop their assessment and psychotherapy skills, will learn appropriate professional conduct, and will develop into ethical and effective mental health practitioners.

Pre / Co requisites: [PSY 731](#) requires prerequisite of [PSY 730](#).

Consent: Permission of the Department required to add.

Typically offered in Fall, Spring & Summer.

Repeatable for Credit.

**PSY 732. Consultation and Supervision in Clinical Practice. 3 Credits.**

This course will provide students with an overview of the theory, research, and practice of clinical supervision and consultation within a multicultural framework. Students will develop skills that will help them become effective and ethical supervisors and consultants.

Pre / Co requisites: [PSY 732](#) requires a prerequisite of [PSY 708](#).  
Typically offered in Fall.

**PSY 733. Psychology Clinic Practicum. 2 Credits.**

For students working in the WCU Community Mental Health Clinic. This course will provide supervised, educational, graduate-level experience in an outpatient mental health setting in the intake process, assessment, diagnosis, report writing, and individual, family, and/or group psychotherapy.

Pre / Co requisites: [PSY 733](#) requires prerequisite of [PSY 730](#).

Consent: Permission of the Department required to add.

Typically offered in Fall, Spring & Summer.

Repeatable for Credit.

**PSY 734. Advanced Clinical Practicum. 2-3 Credits.**

Supervised professional participation in applied psychological activities, or projects in cooperating agencies and institutions.

Pre / Co requisites: [PSY 734](#) requires prerequisite of [PSY 730](#).

Consent: Permission of the Department required to add.

Typically offered in Fall, Spring & Summer.

Repeatable for Credit.

**PSY 740. Research Practicum. 3 Credits.**

This course gives graduate psychology students an opportunity to learn about and engage in psychological research to augment the dissertation research by assisting students in learning the process of developing a research program and a dissertation proposal.

Pre / Co requisites: [PSY 740](#) requires prerequisites of [PSY 601](#) and [PSY 602](#).

Typically offered in Fall & Spring.

Repeatable for Credit.

**PSY 742. Program Evaluation. 3 Credits.**

This course is designed to introduce advanced graduate students to a variety of approaches to program evaluation and a range of skills required to develop and implement an evaluation. Topics include needs analysis, statement of objectives, definition and verification of treatment, operational measures, evaluation design, analysis/interpretation of data, and report writing.

Typically offered in Spring.

**PSY 750. Community Interventions. 3 Credits.**

This course focuses on the examination of interventions, including prevention programs, for contemporary social problems. Students will learn skills needed to conduct community assessment, intervention, and evaluation. Emphasis will be placed on contextual analyses, community strengths, and culturally-appropriate solutions.

Typically offered in Spring.

**PSY 752. Clinical Neuropsychology. 3 Credits.**

This course provides an introduction to the subspecialty of clinical neuropsychology, with a focus on understanding brain-behavior relationships using culturally and ethically informed neuropsychological assessment methods.

Pre / Co requisites: [PSY 752](#) requires prerequisite of [PSY 605](#) and [PSY 721](#).

Typically offered in Summer.

**PSY 760. Adolescence and Emerging Adulthood. 3 Credits.**

Key topics of adolescence and emerging adulthood. Focus will be on the (a) biological, cognitive, social, emotional, and psychological changes of these age periods, (b) contexts of development, such as families, peers, and schools, and (c) ways in which individual development is related to income, gender, sexual orientation, and racial/ethnic group membership.

Pre / Co requisites: [PSY 760](#) requires prerequisite of [PSY 608](#) and [PSY 701](#).

Typically offered in Fall.

**PSY 761. Infant Mental Health. 3 Credits.**

This course provides an introduction to infant mental health, a growing area of psychological research and practice. Among other topics, we will cover development and context, risk and protective factors, assessment, psychopathology or significant difficulties, and prevention and intervention.

Pre / Co requisites: [PSY 761](#) requires prerequisite of [PSY 608](#) and [PSY 701](#).

Typically offered in Spring.

**PSY 770. Trauma and Treatment. 3 Credits.**

This course reviews the history, etiology, symptoms, diagnosis and treatment of trauma-related dysfunction, particularly post-traumatic stress disorder (PTSD), acute stress disorder (ASD), and common comorbid conditions.

Pre / Co requisites: [PSY 770](#) requires prerequisites of [PSY 700](#), [PSY 710](#), and [PSY 712](#).

Typically offered in Fall.

**PSY 780. Trauma Interventions for Children and Adolescents. 3 Credits.**

Critical examination of etiology and treatment issues related to psychology studies in traumatic stress for children. Review of empirical research and psychotherapeutic principles for mitigating the negative consequences of trauma in children.

Pre / Co requisites: [PSY 780](#) requires prerequisites of [PSY 701](#), [PSY 710](#), [PSY 712](#), and [PSY 714](#).

Typically offered in Spring.

**PSY 781. Ecological Contexts of Trauma. 3 Credits.**

This course focuses on the ecological contexts of psychological trauma, ranging from microsystem influences such as family and friends to macrosystem influences such as the broader culture and its systems of oppression. Consideration of ecological context is important for understanding how to define traumatic events, why these events occur, why some social groups are disproportionately likely to experience them, and how we might promote recovery for individuals and communities as well as prevent or reduce the occurrence of future trauma.

Pre / Co requisites: [PSY 781](#) requires prerequisites of [PSY 605](#), [PSY 609](#), [PSY 700](#), and [PSY 701](#).

Typically offered in Spring.

**PSY 800. Dissertation. 3 Credits.**

An empirical research study with an oral defense approved by at least 2 faculty members from the WCU Psychology Department.

Pre / Co requisites: [PSY 800](#) requires prerequisite of [PSY 740](#).

Consent: Permission of the Department required to add.

Typically offered in Fall, Spring & Summer.

Repeatable for Credit.

**PSY 890. Pre-Doctoral Clinical Internship. 1-6 Credits.**

Contact department for more information about this course.

Pre / Co requisites: [PSY 890](#) requires prerequisite of [PSY 734](#) and permission of program director.

Consent: Permission of the Department required to add.  
Typically offered in Fall, Spring & Summer.  
Repeatable for Credit.