

RUCCAS Student Handbook

For students enrolling in the
Urban Community Change (RUX) Bachelor of Arts Major
Or the
Youth Empowerment and Urban Studies (YES) Minor

2022

Table of Contents

| | |
|--|-----------|
| Welcome Message from the Director | 3 |
| Why major in RUX or minor in YES? Why wouldn't you major in making a ruckus? | 3 |
| Advice from program alumni | 3 |
| Overview | 4 |
| What is RUCCAS? | 4 |
| History | 4 |
| Vision | 5 |
| Mission | 5 |
| What We Do | 6 |
| Work in Community and Community Based Learning | 6 |
| Urban Community Change (RUX) | 6 |
| Youth Empowerment & Urban Studies (YES) | 7 |
| Support and Connection | 7 |
| What Do Students Do After They Graduate? | 7 |
| Departmental Advising | 8 |
| Transfer students | 8 |
| Procedure for scheduling | 8 |
| RUX/YES Core Classes Descriptions | 9 |
| RUX Major Requirements Overview | 11 |
| Urban Community Change (RUX) Advising Sheet | 12 |
| Urban Community Change (RUX) Planning Sheet | 14 |
| YES Minor Requirements Overview | 15 |
| About the Empowerment Work in Diverse Communities directed elective | 15 |
| YES Advising Sheet | 17 |
| Hands On: The Heart of Making a RUCCAS | 18 |
| Practicum Information Summary | 18 |
| FAQ | 19 |
| Help us help you with your hands-on learning | 22 |
| Clearances | 23 |
| Steps to Complete your PA Child Abuse Clearance | 23 |
| Steps to Complete your PA State Police Clearance | 24 |

| | |
|---|-----------|
| Steps to Complete your FBI Background Check | 25 |
| Frequently Asked Questions | 26 |
| Resources | 27 |
| Using the Degree Progress Report (DPR) and Advising Notes | 27 |
| How We Contact You and You Us | 27 |
| Additional Resources | 28 |

Welcome Message from the Director

Why major in RUX or minor in YES? Why *wouldn't* you major in making a ruckus?

There is nothing more important right now than envisioning what the world tells you is impossible—reordering our economy to save the climate and human life, true racial justice and healing--and making those changes happen in alliance with others. And here's the kicker: that is actually a learnable set of skills, knowledge, and dispositions, from how people built movements throughout history, to how to collaboratively partner, to how to sustain the self as a change-maker.

All that and a J-O-B too? Our graduates are in high demand. Many of our alumni work in the region directly from our program, while others go on to graduate education. While YES and RUX have some related “sister” programs in the country at other state institutions, the particular configuration of courses and community engagement work is unique to WCU--and every one of our grads gets asked about it in interviews.

Our programs are rigorous--we believe in high bars and high support. Our students feel connected to each other and faculty and community partners because we prioritize, in fact teach, humanization. And that, ultimately, is what changes the world.

Advice from program alumni

Ask yourself these questions and then discuss your answers with current students, staff and faculty to decide if RUX and YES are right for you

1. Why is community change important to YOU? What do you want to gain from the program/goals you set for yourself?
2. What pre-existing qualities make you a leader, collaborator or change-agent? What traits, characteristics, etc. do you identify yourself with? (How can your experiences benefit the class?) What qualities do you hope to gain in this area?
3. What are you excited to learn? Do you have a plan for how you wish to apply the knowledge and experiences of the RUCCAS programs?
4. Is there anything in your way right now in terms of working hands-on in the community with urban communities or youth? Can you say that you will put your best effort forward

within the program?

5. What concerns and questions do you have about the program? If you are considering enrollment in the YES minor or double-majoring in RUX and something else, do you have a major that may conflict with field work time?

Overview

This manual is intended to help students in the two RUCCAS-hosted academic programs understand the essential elements of the programs, provide details about the courses and activities available to those in the programs, plan their progression through their degree track, and help them think about possible opportunities and careers. Please note that this manual is not intended to be a substitute for advising! Do not hesitate to schedule a meeting with your advisor or the RUCCAS program director. Majors should do this once per semester, and minors once per year.

Requirements are occasionally subject to change as a result of university or program updates. While the RUCCAS Program will not reprint this manual every time a change is made, we will keep students informed of changes as much as possible. The authoritative degree requirements will be those in the University catalog. Students can always consult the most current version of the catalog online from WCU's homepage. On occasion, substitutions and changes can get made but require prior approval, unless it is a transfer transcript review. Student advisors are also a great source of information--always ask questions! Remember- it is *your responsibility* as students of the program to stay informed.

RUCCAS offers an undergraduate Youth Empowerment and Urban Studies (YES) minor and an undergraduate Urban Community Change (RUX) major.

What is RUCCAS?

History

We are part of a national network of sister programs called the [Community Learning Partnership](#). Like us, each program across the United States in CLP focuses on Community Change Studies as a discipline and career path.

Our first academic program, YES, grew out a grant from Learn and Serve, and was an explicit cross-disciplinary collaboration to establish a minor that would prepare teachers for urban

environments, while also preparing many other pre-professional for critical urban youth work. YES was established in winter 2012 as a program that prepared professionals for work in urban communities and institutions, including non-profits, government, entrepreneurship and schools. The program was successful and grew.

In 2019, we founded our community-university center, the [Rustin Urban Community Change Axis \(RUCCAS\)](#) in the College of Arts and Humanities (CARHU), as a response to calls for a community organizing major--which we founded as Urban Community Change (RUX) in 2021-- and a hub that could coordinate across community organizing and critical community change and youth work efforts in the Philadelphia region, act as an incubator and collaborator for growing partners, and provide support and educational programming on campus.

RUCCAS is named after Bayard Rustin, often referred to as the “architect of the 1963 March on Washington,” who was a gay, Black, pacifist /artist/ organizer hailing from West Chester PA, and was a graduate of Cheyney University. We are proud to model our programs after his legacy of solidarity, strategic thinking, and joy.

Vision

What is a vision statement? A vision is any organization’s long-term, big picture ideal goal.

The vision for RUCCAS is: *a sustainable hub for urban change-makers, in an enduring and robust institution that authentically and mutually meets the needs of multiple WCU entities and Philadelphia neighborhoods and organizations where a deeply multiracial and cross-class alliance of youth and adults with a multiplicity of professional expertise and lived experience engage in practices to further develop their own and each other's abilities to leverage assets and resources in and outside the community to cultivate security and vibrancy, trust and relationship, and equity and power.*

Mission

What is a mission statement? A mission is a statement of purpose and a brief blueprint for how the organization intends to meet that purpose.

The mission of RUCCAS is: *to support the building of power for Southeastern PA metropolitan communities, specifically but not exclusively global majority/communities of color and low-income urban communities, through providing together new and mid-career urban community change professionals -- particularly urban youth workers, artists, and cross-sector*

racial and economic justice workers -- credential-bearing educational pathways and supportive, healing spaces and opportunities for renewal.

What We Do

We create credential-bearing educational pipelines for young, emerging, and mid-career community change makers. RUX and YES focus on creating change and promoting growth within local communities. Overall, the RUCCAS program allows for **hands-on community experience** within fields of student interest and provides a **supportive and transformational** learning experience which facilitates your growth and development as students, organizers, advocates, and change-makers. In addition to utilizing **small, supportive, but challenging discussion-based classes** in which students have the chance to apply transformative ideas in field work, most of it in Philadelphia or other urban settings, that caters to specific academic/professional interests, both the RUX major and YES minor foster a close-knit campus-based, student community. Faculty provide guidance on next professional or educational steps, and our alumni often stay in touch with us and each other.

Work in Community and Community Based Learning

A key part of RUX and YES learning is hands-on work in the community. While we want you, you should not join our programs if you are not prepared to engage in doing this work, and learning humbly how to do this work. We have long-term community partnerships with organizations that share our values and vision and help you learn how to be the kind of community change-maker you already are or aspire to be.

A selection of previous and ongoing partners can be found [HERE](#) .

Urban Community Change (RUX)

An undergraduate interdisciplinary major (RUX, which we pronounce “ruckus”) which builds students’ knowledge, skills, commitment, and vision concerning community and social change. Community organizing is a specific set of transferable skills, knowledge and dispositions that this major builds over the core courses and cognate electives. This major prepares students for jobs and/or further education in this field and in cross-sector professions that value these competencies. RUX, is a 4-year baccalaureate degree concentrated in community organizing, advocacy, and change which prepares students, through practical experience and an interdisciplinary curriculum, for work as community organizers and leadership across various disciplines with a community organizing mindset, from government and nonprofits, health and

social welfare, education and youth work, arts and communication, faith-based organizing, and more.

Youth Empowerment & Urban Studies (YES)

An 18-credit interdisciplinary, place-based academic minor for students in any major. The mission of YES is to amplify through study and action a critical understanding of the role youth can play in social change. The overall goals of the YES program are to contribute to making real community-based change in our local urban areas, especially the City of Philadelphia, and to develop “change-makers”: individuals who have the skills and knowledge to contribute as citizens, including increasing educational and political access for themselves and others and to amplify through study and action a critical understanding of the role youth can play in social change in Philadelphia. The YES minor interdisciplinary program gives students an introduction to issues surrounding social justice, urban communities, and an in-depth understanding of youth voice and critical urban youth work.

Support and Connection

We provide support for students, faculty, community partners and staff through various initiatives. We have acted as an “incubator” for newer campus or community initiatives. We bring speakers to campus, run student-initiated clubs and activities, and connect community partners with other community partners or with needed university resources.

What Do Students Do After They Graduate?

Our students are in high demand. We are not exaggerating when we say that all of our graduates, if they so choose, are working in fields related to this course of study. Many embark on significant upward career paths, becoming over time program directors, entrepreneurs, or professionals with higher degrees such as lawyers and counselors.

Students enter a wide array of jobs and graduate school pathways, including in the nonprofit sector, public service or administration, counseling and social services, youth work, community organizing, community health, arts related community work, communications and more. Take a look at our [alumni graduation statements](#) for more information.

Departmental Advising

The WCU advising website, https://www.wcupa.edu/_academics/advising/default.aspx provides you with general information on what is expected in an advising relationship, tools for better communication with your advisor, FAQs about our general education program and academic policies, and resources for help and special opportunities.

As a RUCCAS student, you will meet with your advisor at least once per semester to evaluate your academic status, plan your schedule for the following term, have your enrollment hold lifted in you are a RUX major (YES minors have their major advisor do that), and discuss any other issues relevant to your academic career. Working closely with your academic advisor and the GA's of the RUCCAS program will help ensure that you are making progress towards your degree and that your course selections are in line with your educational and professional goals.

Nevertheless, be sure to also check MyWCU for advising notes and scheduling. Please keep track of your own advising sheet and progress. Do not hesitate to ask questions or to schedule an advising meeting, but advisors have many students on their lists, and you know your own progress and plans best!

In addition to pre-scheduling sessions, your advisor will be available to meet with you throughout the semester to discuss any number of issues, including adding, dropping, or withdrawing from a course; career objectives; preparation for graduate study; and internships and employment opportunities. We encourage students early in their degree progress to become familiar with the counselors and resources available at the Twardowski Career Development Center, at Lawrence 225: https://www.wcupa.edu/_services/stu.car/.

Transfer students

We are delighted to support transfer and returning students in our programs. Please feel free to get in contact with our office and schedule a one-on-one meeting to see how your previous coursework will transfer in to WCU's General Education curriculum as well as the RUX major or YES minor.

Procedure for scheduling

1. Pay any University bills because you cannot schedule if you have unpaid bills, parking tickets, health center charges, late library books, etc. **To avoid having your schedule purged by the Registrar, pay your bill promptly.** If your schedule is purged, you may not be able to reconstruct it. In some cases, departments will not be able to add you back

into classes if you have lost your seat due to being purged, and they have subsequently filled.

2. Sign up for an office meeting with your assigned advisor via the advisor's preferred method (appointment schedule on office door, online scheduling, or email). You should arrange to meet with your advisor at least 10 days (but earlier is fine too) prior to your registration date, called "appointment date" on MyWCU. Dates are assigned based, in part, on the number of credits you have earned; you can find your advisor's name and enrollment appointment date easily by simply logging into your MyWCU account.
3. Ideally, you should come to your advising appointment with a list of courses, based on the offerings for that semester that you would like to take and any questions you may have about offerings, your progress in the program, or career directions.
4. Your assigned advisor must clear you electronically before you can schedule on MyWCU. Please do not phone or email requesting that your advising flag be lifted when you have not completed the required advising session. Your advisor should not lift your advising flag to allow you to schedule without a meeting to discuss your plans.
5. Please make sure that you are thinking through your schedule in terms of practicum placement requirements. (See the Field Placement Course Information section for more details and speak with your advisor).
 - a. For RUX majors, RUCCAS works with you to find a practicum placement that meets your learning and future goals and our program goals, but timewise you may have to think around other issues such as family or work commitments.
 - b. For YES minors or double-majors, RUCCAS also works to find practicum placements that meet your learning needs and program learning goals, but if you are already in a field-heavy major, consider taking YES field courses earlier in your career at WCU if possible, and please also consider your family and work needs.

RUX/YES Core Classes Descriptions

- **RUX 110: Introduction to Urban Community Change**--Required core class for RUX, elective for YES. Intro--You do not need to be a major or minor to take this class, and there is no field experience in this course. Meets Humanities General Education requirement for non-majors. Usually offered once per year, each Fall. *This class focuses on the question of whether engaging in community change alongside others in our collective self-interest is central to being human, as studied through film, guest lectures, history and contemporary examples.*
- **PSY/RUX 215: Liberation Psychology--Sustaining Community Change**--Required core class for RUX. You do not need to be a major or minor to take this class, and there is

no field experience in this course. Pre- or co-reqs: RUX 110 or YES 250 or PSY 100 or PSY 120, or permission of instructor. Meets Speaking General Education requirement. Usually offered once per year, each Spring. *This class focuses on how to sustain ourselves as change-makers through practical strategies for connection and well-being, contextualized through critical, liberation psychology.*

- **YES 250: Introduction to Youth and Community Work**--Urban Professional Workshop--Required core class for both RUX and YES. Intro--You do not need to be a major or minor to take this class, and there is no field experience in this course. Meets Ethics General Education requirement. Usually offered once per year, each Fall. *This class focuses on the dispositions needed to be a critical urban youth worker and change maker; connects YES and RUX students as a cohort, and introduces key contextual knowledge about urban environments and systems affecting urban youth and families.*
- **YES 300: Youth Empowerment and the Urban Context**--Required core class for both RUX and YES. Typically open only to YES or RUX students, except by special permission of instructor. Pre- or co-req: either YES 250 or two YES or RUX electives or permission of instructor. 20 hours of fieldwork for the semester (about 2 hours/week for 10 weeks, almost all field practicum sites in Philadelphia, field must be coordinated through RUCCAS offices). Usually offered once per year, each Spring. *This class focuses on learning and applying best practices in contemporary youth and community work, as well as the theory underlying those practices.*
- **YES 301: Seminar in Youth-Led Media and Inquiry**--Required core class for YES, elective for RUX. Open only to YES or RUX students, except by special permission of instructor. Pre- or co-req: either YES 250 and concurrent or previously taken YES 300, or permission of instructor. 30 hours of fieldwork for the semester (about 2 hours/week for 15 weeks, typically starts after Spring Break, or intensive field for one week on campus with iCAMP, otherwise almost all field practicum sites in Philadelphia, field must be coordinated through RUCCAS offices). Usually offered once per year, each Spring. *This class focuses on the ways that media is a central aspect of change-making, and best practices in youth- and community-led media.*
- **PAX/RUX 377: Community Organizing--Strategies and Practice**--Required core class for RUX. You do not need to be a major or minor to take this class and field experience in this course typically takes place on or near campus in groups. Pre- or co-reqs: PAX 200, RUX 110, or YES 250. Usually offered once per year, semesters vary. *This class focuses on the very practical strategies and tactics of community organizing: how to build power, hold institutions accountable, connect, and grow leaders in movements.*
- **RUX 400: Critical Urban Work Practicum Seminar**--Required 6-credit capstone core class (in person 2 classroom hours per week) for RUX. Reserved for majors; intensive practicum field experience arranged together with RUCCAS offices; may be an organization that student has previously interned or worked with. Pre- or co-reqs: RUX

110, YES 250, YES 300, PSY/RUX 215, PAX/RUX 377; however, may be taken sooner with special permission of instructor. 100 hours of fieldwork for the semester (about 8-10 hours/week for 10-12 weeks, one day or two half-days per week). Meets Writing General Education requirement. Usually offered every semester or as needed by majors. *This is a capstone experience for Urban Community Change students to apply their critical study of the assets and challenges of urban communities; deepen their investments in urban communities; and synthesize practice, theories, and histories of community change with an in-depth field placement with an organization in Philadelphia or another urban location. Students will use knowledge developed in previous courses and fieldwork to focus on how to collaboratively build and sustain change publicly, within groups and institutions, and within themselves.*

RUX Major Requirements Overview

CORE: 21 credits

- RUX 110: Introduction to Urban Community Change (*Humanities; intro lecture*)
- YES 250: Introduction to Youth & Urban Community Work (*Ethics; intro seminar*)
- RUX/PSY 215: Liberation Psychology: Sustaining Urban Community Change (*Speaking; Intro seminar*)
- RUX/PAX 377: Community Organizing (*theory + hands-on organizing campaigns*)
- YES 300: Youth Empowerment and the Urban Context (*20+ practicum hours*)
- RUX 400: Critical Urban Work Practicum and Seminar (*6 credits, 100 internship hours, Writing*)

ELECTIVES: 18 credits.

Choose courses from directed electives from other departments covering cognate knowledge (Urban Contexts and Communities, Critical Consciousness and Grassroots Democracy, Race and Social Class) and skills (Methods of Research and Assessment, Communication Skills for Justice Workers, Public Administration).

Urban Community Change (RUX) Advising Sheet

| Urban Community Change Studies (RUX) Curriculum Fall 2022 → | |
|--|------------|
| | Credits |
| FIRST-YEAR EXPERIENCE | 4 |
| ACADEMIC FOUNDATION | |
| English Composition (WRT 120 and WRT 200 -level writing) | 6 |
| Mathematics | 3 |
| Interdisciplinary | 3 |
| Diverse Communities | 3 |
| DISTRIBUTIVE REQUIREMENTS | |
| Science | 6 |
| Behavioral and Social Science (Recommended: two of PSY 100, SOC 200, PSC 100) | 6 |
| Humanities | 6 |
| Arts | 3 |
| ADDITIONAL BACCALAUREATE REQUIREMENTS | |
| Writing Emphasis Requirement for all Baccalaureate Degrees (Rec RUX 400 + 1 more) | 9 |
| Speaking Emphasis Requirement for all Baccalaureate Degrees (Recommended: PSY/RUX 215) | 9 |
| Ethics Requirement for all Baccalaureate Degrees | 3 |
| <i>Subtotal</i> | 55 |
| MAJOR REQUIREMENTS (below, includes capstone RUX 400) | 21 |
| MAJOR COGNATES (below) | 18 |
| <i>Subtotal</i> | 94 |
| LANGUAGE AND CULTURE REQUIREMENT for B.A. [Demonstrating language proficiency through the intermediate level (202) or demonstrating language proficiency through the elementary II (102) level of a language and further acquiring a cultural foundation] | 0-15 |
| ADDITIONAL COURSES approved by the student's advisor (see note# below) | 11-29 |
| Total minimum credits | 120 |
| MAJOR Requirements: 21 Semester Hours/6 classes | |
| No substitutions. *—Community Engaged course on or off campus | |
| **— Community Engaged off Campus in Urban Setting | |
| RUX 110 Introduction to Urban Community Change (3) (meets Humanities General Education requirement) | |
| YES 250 Introduction to Youth & Urban Community Work: Urban Professional Workshop (3) (meets Ethics General Education requirement) | |
| RUX/PSY 215 Liberation Psychology: Sustaining Urban Community Change (3) (meets Speaking General Education requirement)+ | |
| YES 300 Youth Empowerment and the Urban Context** (3) | |
| RUX 377/PAX 377 Community Organizing (3)*+ | |
| RUX 400 Critical Urban Work Practicum and Seminar** (6)+ (meets W General Education requirement) | |

COGNATE courses: 18 Semester Hours: 6 classes (1 class in each area) substitutions may be made by petition to RUX program director if courses can be shown to meet appropriate learning outcomes. Courses marked with + have prerequisites.]

ESSENTIAL URBAN COMMUNITY CHANGE KNOWLEDGES AND DISPOSITIONS

Choose 1: Urban Contexts and Communities 3

GEO 204. Introduction to Urban Studies
ANT 347. Culture of Cities
SOC 342. Urban Sociology+
PSC 304. Urban Politics
HIS 364. U.S. Urban History
GEO 200. Global Cities
GEO 312. Urban Geography
GEO 333. Sustainable Cities
GEO 354. Housing and Planning in America
LIT 370. Urbanism and the Modern Imagination
ECO 350. Urban Economics

Choose 1: Critical consciousness and grassroots democracy 3

LIT 309. Thoughts/Writings of Martin Luther King
PAX 200. Introduction to Peace and Conflict Studies
WOS 310. Women and Activism+
SOC 369. Social Movements+
PHI 481. Philosophy of Human Rights+
LNC 110. Global Human Rights in Cultural Production
SUS 100. Introduction to Sustainability and Resilience
LIT 207. Life and Times and Fredrick Douglass
ESP 317. Utopia and Apocalypse in the Americas
WOS 260. Globalization and the Ethics of Sustainability
WOS 407. Queer Theory

Choose 1: Race and Social class 3

CLS 333. Latina Writing
CLS 255. 20TH Century Native American Literature
CLS 365. African American Film
LIT 213. Asian American Literature
LIT 204. New Black Women Writers in America
WRH 301. The Rhetorics of Black Americans
ESP 324. Latinos in the U.S
SWO 225. Race Relations
SOC 335. Racial and Cultural Minorities+
PSY 120. Multicultural Psychology
SOC 341. Social Stratification+
PSY 448: Field Experience in Psychology (J)+
PSC 353: Latino Politics
PSC 323: Race and Ethnicity
THA 250. Race and Gender in American Theater
LIT 202. African American Literature
LIT 203. African American Literature II
CRJ 360. Race, Ethnicity and Criminal Justice
WOS 227. Let's Talk About Race

ESSENTIAL URBAN COMMUNITY CHANGE SKILLS

Choose 1: Methods of Research and Assessment 3

HIS 480. Digital History
SOC 322. Methods of Sociological Research
PLN 302. Community Engagement Techniques
SOC 225. Digital Social Research
DHM 325. Digital Research Methods
WOS 240. How to Do Things with Feminism

Choose 1: Communication skills for justice workers 3

ENG 368. Business and Organizational Writing
 JRN 212. Digital Journalism
 WRH 335. Activism and Advocacy Writing
 YES 301. Seminar in Youth-Led Media and Inquiry
 WRH 315. Propaganda, Power, and Politics
 WRH 342. Document Design
 WRH 350. Grant and Proposal Writing
 MDC 252. Media Writing

Choose 1: Public Administration 3

PSC 202: Elements of Public Administration+
 PSC 372. Organization and Management
 SWO 200: Introduction to Social Welfare
 PLN 214: Introduction to Planning
 ECO 334. Labor Economics
 PPA 500: Intro to Public Administration

#Additional courses: RUX majors are directed by advisors to double major, or take one or more minors, or to create a directed concentration in courses that will provide them expertise in a particular issue area, such as but not limited to: Women's and Gender Studies, Peace and Conflict Studies, African American Studies, Latin American Studies, Ethnic Studies, Digital Humanities, Journalism, Arts, Sustainability, Psychology, Health, Political Science, Geography and Planning, Education, Globalization, Nutrition, Foreign Languages. We actively support study abroad also and work to find support and fit with our curriculum.

**Urban Community Change Studies (RUX)
 Course Planning Sheet – 2022→**

Program Goals and Sample Course Plan

The Urban Community Change (RUX) program builds students' knowledge, skills, commitment and vision concerning community and social change, preparing them for jobs or further education in this field or in cross-sector professions that value these competencies. RUX students have the knowledge to understand justice in the urban context, the dispositions that cultivate courage for struggle, and the skills to do urban public work. The RUX undergraduate program goals are to graduate students who

I. **Understand urban contexts.** Students in the undergraduate RUX major know how addressing systemic injustices (racism, socioeconomic inequality, etc.) at the communal, institutional and individual levels is critical to justice in urban communities.

II. **Invest in urban communities.** Students in the undergraduate RUX major demonstrate a commitment to enhance their own and others' capacities for further effective struggle regardless of objective conditions, possible current limitations, or short-term strategic outcomes.

III. **Create change.** Students in the undergraduate RUX major apply the principles and craft of doing strategic "public work" to specific social change endeavors, particularly in urban areas.

Semester 1

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| <i>RUX 110 Introduction to Urban Community Change</i> | 3 |
| WRT 120 | 3 |
| MAT | 3 |
| LAN | 3 |
| First Year Experience | 4 |
| Credits | 16 |

Semester 2

| | |
|--|-----------|
| Humanities | 3 |
| WRT 200-level | 3 |
| SCI | 3 |
| SOCIAL SCI (Recommended: choose two of PSY 100, SOC 200, or PSC 100, meets pre-reqs for some cognates) | 6 |
| Credits | 15 |

Semester 3

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|--|-----------|
| <i>YES 250 Introduction to Youth & Urban Community Work</i> | 3 |
| Humanities | 3 |
| Interdisciplinary or Diverse Communities (Recommended WOS 225, meets pre-reqs for some cognates) | 3 |
| LAN | 3 |
| ARTS Gen Ed | 3 |
| Credits | 15 |

Semester 4

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| <i>RUX/PSY 215 Liberation Psychology</i> | 3 |
| <i>RUX 377/PAX 377 Community Organizing</i> | 3 |
| <i>Urban Contexts and Communities cognate</i> | 3 |
| SCI Gen Ed | 3 |
| LAN | 3 |
| Credits | 15 |

Semester 5

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| <i>Race and Social Class cognate</i> | 3 |
| <i>Communication Skills for Justice Workers cognate</i> | 3 |
| <i>Public Administration cognate</i> | 3 |
| Free/directed (area of concentration) elective or W course | 6 |
| Credits | 15 |

Semester 6

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| <i>YES 300 Youth Empowerment and the Urban Context</i> | 3 |
| <i>Critical Consciousness/Grassroots Democracy cognate</i> | 3 |
| <i>Methods of Research and Assessment cognate</i> | 3 |
| Free/directed (area of concentration) elective or S course | 3 |
| Free/directed (area of concentration) elective or W course | 3 |
| Credits | 15 |

Semester 7

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| <i>RUX 400 Critical Urban Work Practicum and Seminar</i> | 6 |
| Free/directed (area of concentration) elective or S or W courses | 8 |
| Credits | 14 |

Semester 8

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| LAN | 3 |
| Free/directed electives/complete any remaining General Education, major requirements, as well as are of concentration courses (including Interdisciplinary or Diverse Communities) | 12 |
| Credits | 15 |

Urban Community Change (RUX) Planning Sheet

Required: 21 Semester Hours/6 classes

No substitutions

Tentative semester planned

RUX 110 _____

YES 250 _____

RUX/PSY 215 _____

YES 300 _____

RUX 377/PAX 377 _____

RUX 400 _____

Cognate courses: 18 Semester Hours: 6 classes (1 class in each area)

*ESSENTIAL URBAN COMMUNITY CHANGE
KNOWLEDGES AND DISPOSITIONS*

Choose 1: Urban Contexts and Communities (3)

GEO 204, ANT 347, SOC 342, PSC 304, HIS 364
GEO 200, GEO 312, GEO 333, GEO 354, LIT 370
ECO 350 or other Urban Context course by
pre-approval of advisor
Tentative course chosen _____
Tentative semester taken _____

**Choose 1: Critical consciousness and grassroots
democracy (3)**

LIT 309, PAX 200, WOS 310, SOC 369, PHI 481
LNC 110, SUS 100, LIT 207, ESP 317, WOS 260
WOS 407 or other Critical Consciousness and
Grassroots Democracy course by pre-approval of
advisor

Tentative course chosen _____

Tentative semester taken _____

Choose 1: Race and Social class (3)

CLS 333, CLS 255, CLS 365, LIT 213,
LIT 204, WRH 301, ESP 324, SWO 225,
SOC 335, PSY 120, SOC 341, PSY 448, PSC
353, PSC 323, THA 250, LIT 202. , LIT 203, CRJ
360 ,WOS 227, or other Race and Social Class
course by pre-approval of the instructor
Tentative course chosen _____
Tentative semester taken _____

*ESSENTIAL URBAN COMMUNITY CHANGE
SKILLS*

Choose 1: Methods of Research and Assessment (3)

HIS 480, SOC 322, PLN 302, SOC 225, DHM
325, WOS 240 or other Methods of Research and
Assessment course by pre-approval of advisor
Tentative course chosen _____
Tentative semester taken _____

**Choose 1: Communication skills for justice workers
(3)**

ENG 368, JRN 212, WRH 335, YES 301,
WRH 315, WRH 342, WRH 350, MDC 252, or
other Communication Skills for Justice Worker
course by pre-approval of advisor
Tentative course chosen _____
Tentative semester taken _____

Choose 1: Public Administration (3)

PSC 202, PSC 372, SWO 200, PLN 214,
ECO 334, PPA 500 or other Public
Administration course by pre-approval of the
instructor
Tentative course chosen _____
Tentative semester taken _____

YES Minor Requirements Overview

CORE: 9 credits

- YES 250: Introduction to Youth & Urban Community Work (*Ethics, Intro seminar*)
- YES 300: Youth Empowerment and the Urban Context (*20+ practicum field hours*)
- YES 301: Seminar in Youth-Led Media (*3 credits, 30+ practicum field hours*)

DIRECTED ELECTIVES: 9 credits

Choose courses from directed electives from other departments covering cognate knowledge (Urban Contexts and Communities, Youth and Social Systems) and skills (Empowerment Work in Diverse Communities). Students may “double-dip” two of these three directed elective courses with their major or another minor.

About the Empowerment Work in Diverse Communities directed elective

There are three ways to meet this requirement:

1. Many students at WCU already have a great deal of field work, practicum work, or internship built into their majors, such as nurses, teachers, criminal justice majors, communications, psychology, social work, health and more. These students will automatically meet this requirement through their majors.
2. There are many individual courses on campus that are optional internships or that utilize community-engaged learning. These courses also meet this requirement. As long as the coursework and theory takes the student out of the classroom to do applied, hands-on learning, whether through direct service, advocacy, research, community collaboration, or other models, this requirement will be met.
3. Sometimes students decide to create their own community-engaged projects which meet an authentic community need and which complements the academic work of a course. This could be a course in the arts, health, political science, sociology, gender studies, etc. The student proposes a project which gains the approval of the faculty member teaching the course, as well as the director of RUCCAS and a community partner. This too will meet the Empowerment Work in Diverse Communities requirement.

These community-based learning experiences do not have to be in urban communities, do not have to be with youth, and do not even have to be off campus. They simply must bring theory and hands-on authentic engagement together. However, they cannot be simply major research project, no matter how in-depth, that only gets turned in to a professor, nor can they be a community experience, no matter how in-depth, that is unconnected to a three credit (or more) course.

YES Advising Sheet

Minor in

Youth Empowerment and Urban Studies (YES)

Guidance Sheet – 2020-2021 (18 semester hours)

The YES Minor is designed to provide all students with an interdisciplinary, critical understanding of the role youth can play in social change in an urban environment. As a multidisciplinary minor with a strong focus on experiential learning grounded in theory and research, it provides students with greater skills and knowledge in order to be effective professionals in an urban environment, and core courses and faculty who teach them take a strength-based approach to urban youth, families and communities. **This minor requires one extended format course (YES 301), that does not end until June. This minor is open to all majors.**

| I. Required: | 9 Credits |
|--|---|
| <ul style="list-style-type: none"> • YES 250 <i>Introduction to Youth and Urban Community Work</i>: Urban Professional Workshop* _____ 3 • YES 300 <i>Youth Empowerment and the Urban Context</i>* _____ 3 • YES 301 <i>Seminar in Youth-Led Media and Inquiry</i>* _____ 3 | <p style="text-align: right;"><i>Now offered Fall & Spring</i></p> <p style="text-align: right;"><i>Offered each Spring, field in Philly</i></p> <p style="text-align: right;"><i>Offered each Spring (extended format, Philly and other fieldwork)</i></p> |

*YES 300 and 301 take place in part on WCU's campus and in part in the City of Philadelphia. Prerequisites for YES 300/301: All clearances AND YES 250 or two focused electives (below) or permission of instructor.

II. Focused Electives: Choose ONE course from EACH of three categories. **9 Credits**

| | |
|---|-----------|
| <i>Urban Contexts and Communities—(choose ONE)</i> | 3 credits |
| GEO 204 Introduction to Urban Studies | |
| ECO 350 Urban Economics | |
| GEO 312 Urban Geography | |
| ANT 347 Culture of Cities | |
| SOC 342 Urban Sociology | |
| PSC 304 Urban Politics | |
| LIT 370 Urbanism and Modern Imagination | |
| HIS 364 U.S. Urban History | |
| GEO 200 Global Cities | |
| RUX 110 Introduction to Urban Community Change | |
| <i>Youth and Social Systems—(choose ONE):</i> | 3 credits |
| HIS 444 History of American Education | |
| EDF 300 Democracy and Education | |
| HON 312 Educational Systems and Social Influence | |
| HON 322 Leadership with ELLs in the Classroom and Community | |
| EDF 255 Evolution of Schooling in the U.S. | |
| WRH 305 Images of School in Film | |
| SOC 345 Sociology of Education | |
| SWO 423 Child Welfare Practice and Policy | |
| SWO 332 Social Welfare Policies and Services | |
| ENG 215 Views on Literacy | |
| CRJ 310 Juvenile Justice Administration | |
| HEA 440 School Health Programs | |
| EDR 200 Literacy, Diversity, & Equity in K-12 Classrooms | |
| MDC 325 Strategic Social Media | |

Empowerment Work in Diverse Communities. Any additional course, housed in any College or Department, which integrates service learning/community-engaged learning/community-engaged research/field placement in urban settings or with diverse populations; courses should take critical and strength-based approaches to issues addressed. Courses and placements that qualify will be approved by the Coordinator of the program by review of syllabi. Students and faculty should contact the YES Coordinator about particular courses. **3 credits**

Many majors already require field-based coursework, community work or internships in the field. This can be "double-dipped."

Total Credits

18

Hands On: The Heart of Making a RUCCAS

Practicum Information Summary

| Field course name and focus | When offered? | Required/core in | Field hours (total for semester) | Other notes–location, who responsible for match |
|---|---------------------------|-------------------------|---|---|
| YES 300 Critical urban youth work | Spring only each year | YES and RUX | 20 | Usually matched through RUCCAS, field sites in Philadelphia, cannot be paid work, youth-focused community change organizations |
| RUX/PAX 377 Community organizing | Varies but offered yearly | RUX | Varies, but significant | Campus-based, group-oriented field (or close to main campus) matched through course professor, community organizing |
| YES 301 Youth-led media | Spring only each year | YES | 30 | Usually matched through RUCCAS, field sites in Philadelphia or summer intensive on campus, cannot be paid work, youth-led/ community media |
| RUX 400 Capstone field placement and professional seminar | Varies but offered yearly | RUX | 100 | Individual field sites found and approved through collaboration of RUCCAS, faculty and student, paid internship allowed. 6 credits. Community change organizations. |

| | | | | |
|--|------------------------------|-----|-------------------------------------|----------------------------------|
| Empowerment Work in Diverse Communities elective | Varies by student/ course | YES | At least 10, can be much more | See p. 15 on this requirement |
|--|------------------------------|-----|-------------------------------------|----------------------------------|

FAQ

Do I have to go to Philly? Why?

Yes, typically. This program is unique in its commitment to being a two-way street with our urban neighbor, for many of us our hometown, the poorest large city in the United States, Philadelphia. We want to have ongoing partnerships with community-based organizations and that cannot happen if we do not commit to regularly placing students with organizations that have needs. We also want to grow the RUCCAS network so that these organizations count on our program to develop their workforces, so these relationships matter. And lastly, praxis (reflective practice + applied theory) in the urban context matters, even if you are from Philadelphia or another urban area. While we have made some ad hoc exceptions (during the pandemic we made do, including online/distanced placements with additional field hours added; a different high needs field partnership in a different urban area such as Coatesville or Wilmington with additional field hours added; students who are parents or full-time caregivers of dependent family members are given additional flexibility when possible), for the most part, our field placements are in Philadelphia. When they are not, we generally add on some field hours to account for transportation time of your peers.

When do I have to plan to take field courses?

For YES 300, YES 301 and RUX 400 courses, you must plan the semester ahead with the RUCCAS staff for your field site.

For all field courses, see the chart above for when these courses are typically offered, and plan out your tentative course work. Be careful to think through not having conflicts with work, or, if you are a YES minor or double RUX major, not having conflicts with other field-intensive semesters (e.g. pre-service teachers, criminal justice majors, social workers, etc.).

How do I get a site placement for YES 300, YES 301 or RUX 400?

(PAX/RUX 377 placements tend to be decided within the context of the course and as a group so do not have to be planned in advance, nor do they typically require clearances.)

You will have to meet with the GA for the YES program (typically for YES 300 and YES 301) to discuss your site placement for YES or RUCCAS.

For RUX 400 you will typically meet with the program director and/or the course faculty.

Prior to beginning your placement, you must have your child abuse and criminal background clearances completed and submitted to the RUCCAS office.

You must provide a preliminary schedule of availability for the upcoming semester when you will be completing your practicum field placement.

It is vital that you have planned for transportation time. For example, if you will be in Philly for 2 hours on Tuesdays from 3-5, you actually need a 4 ½ to 5-hour block in your schedule, so you can leave at 1:30 or so, get to your practicum site, and then get back to where you need to be next. Similarly, if you are in RUX 400, you might plan to only schedule classes on MWF or T/Th, so that you can have one full day or two full afternoons per week to be in your practicum site.

How are site placements assigned?

We do our best to take into account your major and interests when it comes to assigning site placements. Site placements are also assigned based on your availability as well as the days and times that our community partners have a need for student site placements.

To repeat, in order to make scheduling your site placement easier, it is helpful if you have several large open blocks in your next semester schedule.

I don't have a car...how will I get to my site placement? Do you have gas money to reimburse me?

If needed, we do our best to pair you up with a student partner for site placement to ease transportation needs and costs. [Public transportation](#) is always an option- there are buses that come right to campus and will take you to Philly, and there is a train station about ten minutes away which has a shuttle. There are also several options, such as Zipcar, which can be rented for a fee right from campus. As our budget allows, we have sometimes had a transportation stipend for students to account for gas and parking. Please discuss this with the RUCCAS office if this is an issue.

What are the potential site placements? Can they help me with my next steps?

We have [community partnerships](#) that we maintain each year, and many other site placements that change each year. When you meet with the GA or program director to discuss practicum, you will be informed of the exciting opportunities where you can have site placement. At that meeting, you should let us know your interests and professional and civic goals so we can pair you up with the right site.

Many students have capitalized on practicum site placements to obtain full time or summer jobs, their first entry-level jobs, to explore a new direction or change direction (if they completed a college degree in one area but realized late in the game they wanted to change their professional direction), or to enhance their application to graduate school.

Can I find my own site placement?

No and Yes. If you have a connection to a community organization that seems like a match in terms of mission, values and practices with what we teach in RUCCAS courses and through partner programs, please let us know about it. We will talk to you and to the site about whether it might be appropriate. This experience isn't about "getting hours," but about learning more about cutting edge practices and theory in community change, and joining a network of practitioners in the field doing this work.

Can I get paid?

Our policy has been that students cannot get paid for their field practicum work in YES 300 and YES 301, because they are limited. However, students may be paid for their more intensive practicum experience in RUX 400.

Can I double-dip with another field placement course at WCU?

No. Students must complete separate hours of field practicum work for separate courses. However, there have been exceptions where students are already placed intensively in one field site which meets multiple learning goals, and we then add on separate hours and a separate project for each separate course. For example, a student may be completing an internship through Communications at Youth Media Site XYZ and completing 80 hours; in some cases and with prior permission, that student may add another 30 hours with Youth Media Site XYZ, completing a somewhat different set of work/learnings, to meet the practicum requirements for YES 301.

What will we do?

You will be partnering with community groups and organizations to meet their authentic needs: create programming, assist with research, produce media, work one-on-one with young people, conduct outreach, etc.

If I do a summer field placement, or finish over the summer, how will that affect my graduation and GPA?

You may take a course in the spring and if you need to complete field work during the summer, you will get an IP (in progress) grade until you have completed your field placement. That will not negatively affect your GPA; it just means that the work is not finished. If you are graduating in May, you can still walk in graduation, but your degree will be held up by a few weeks until you receive a grade for the course.

Help us help you with your hands-on learning

1. You will be asked to meet with the GA for RUCCAS program. Be sure to attend these meetings and be responsive to email requests to schedule them. Check your email regularly! Really.
2. Share any additional information that may be required of you in order for the staff to work on your site placement—schedule, family, budget, difficulties with clearances, etc.
3. In order to have a site placement, you **MUST** have open blocks in your schedule that include transportation to and from Philadelphia.
4. The GA will email you with a potential site placement, asking you to verify that this day and time will still work for your schedule. **YOU MUST VERIFY YOUR PLACEMENT IMMEDIATELY** or contact the GA with any concerns.
5. The program GA will send a final email connecting you with any possible site placement partners AND the onsite supervisor for your site placement. **RESPOND TO THIS EMAIL BY INTRODUCING YOURSELF TO YOUR ONSITE SUPERVISOR!** Remember that you are not only representing yourself, but RUCCAS and West Chester University. Make sure that all emails are courteous, respectful, and professional. *Think of your site placement as though it were a job! Remember, this person may very well be your next employer, or you might ask them for a recommendation, or they might know very well the next boss of a job you apply to.*
6. Contact the GA and the director of the program immediately with any serious concerns as you attend your site placement throughout the semester. Attend all field placement dates as scheduled, and alert the supervisor of your site placement as well as the GA and director of the program of any emergencies or missed days at your site placement. **IT IS YOUR RESPONSIBILITY TO COMMUNICATE WITH YOUR ON-SITE SUPERVISOR AND WITH THE STAFF OF THE YES PROGRAM!**
7. Be aware that any other classes requiring field placement may likely conflict with the RUCCAS field placements. Try not to take multiple field courses at once.

Clearances

All Clearances are required to be completed before starting field work. We can help walk you through it if you need support.

Steps to Complete your PA Child Abuse Clearance

| | |
|---------------|---|
| Step 1 | If you already have an account with the Pennsylvania Child Welfare Information Solution, you can skip ahead and click on “Individual Login.” If you do not have an account you will have to “Create an Individual Account.” |
| Step 2 | Read through the “General Information” and then click Next. |
| Step 3 | Next you will want to create a new “Keystone ID” so you will want to fill in all of the information. Answer the security question at the bottom and click “Finish.” |
| Step 4 | You will then receive a notification that your temporary password has been emailed to you. You will want to check your email to retrieve this password so that you can Login the first time. |
| Step 5 | You are now ready to back to the https://www.compass.state.pa.us/CWIS and click on the “Individual Login.” |
| Step 6 | When you click on “Individual Login” you will login with your username that you just created and the password that was sent to your email account. |
| Step 7 | You will now be prompted to create a permanent password. Once you do, click the Submit button at the bottom of the page. |
| Step 8 | The next page you come to will be a terms and conditions page. Read through this carefully and then click on “Next Page.” |
| Step 9 | The “Getting Started” page has information of what might be asked during the process so take a minute to read through the information. |

| | |
|----------------|--|
| Step 10 | Next is the Application Purpose page, you will want to click on the first option, “Volunteer having contact with Children.” |
| Step 11 | Once you click on it you will be asked what the “Volunteer Category” and what the “Agency Name is.” Select the “Volunteer Category” that best fits your volunteer position. The Agency Name is the name of the agency that you are volunteering with. |
| Step 12 | Next you will need to provide your name, date of birth, email address, and contact information. You do not need to provide your Social Security number but if you don’t you may be required to provide extra levels of identity verification may be necessary. |
| Step 13 | Continue onto the next page where it will ask you to verify your address. |
| Step 14 | It will ask you to provide all of the previous addresses that you have lived at since 1975. |
| Step 15 | Followed by all of the people that you have lived with since 1975. |
| Step 16 | You’ve then reached the application summary. |
| Step 17 | The Electronic Signature is your final step. |
| Step 18 | You will then be prompted for a code if the agency that you are volunteering at is paying for your background check. Since you are a volunteer you will not have to worry about this and can check no. |
| Step 19 | Finally, you will be brought to a screen where it tells you if your application has been submitted successfully or not. |

Steps to Complete your PA State Police Clearance

| | |
|---------------|---|
| Step 1 | You will go to https://epatch.state.pa.us/Home.jsp . You will click on the “New Record Check for Volunteers Only Button.” |
| Step 2 | This will take you to the Terms and Conditions page. Take your time to read through this and at the bottom of the page check the box and click the “Accept” button. |
| Step 3 | Next you come to the Personal Information page. Fill out all of the information that you can and click the Next button. |

| | |
|---------------|---|
| Step 4 | The page after is the Personal Information Review page. Look over all of the information that you submitted and make sure it is correct. If it is correct select the Proceed button. |
| Step 5 | Once you click on the Proceed button you will come to the Record Check Request Form. Again, you will fill out all of the information that you can and finally click the Enter this Request button. |
| Step 6 | Now you come to the Record Check Request Review page. If everything is correct click the Add Request button. |
| Step 7 | Once this is done, you will click on the grouping of numbers under the Control # column. |
| Step 8 | This brings you to the Record Check Details page. This will tell give you the results of your background check. To get to the page that you will need to print out click on the Certification Form hyperlink. |
| Step 9 | Finally, this brings you to the form that you will need to print off for your volunteer opportunity. |

Steps to Complete your FBI Background Check

| | |
|---------------|--|
| Step 1 | You will go to https://uenroll.identogo.com/ and input the code 1KG756 when prompted to do so. |
| Step 2 | Read through the “What to Bring” tab carefully. Make sure that you have the appropriate items available to bring. |
| Step 3 | Make an appointment and the print location most convenient for you. You must register and pay ahead of time online. Note: This clearance costs \$27.50/person. |
| Step 4 | Go to your appointment and bring everything noted in Step 2. |
| Step 5 | Await your results, which will be mailed to you. |

Frequently Asked Questions

How can I make sure that I want to pursue the YES minor or the RUX major?

- Try to take one of the lower level courses as a diversity, interdisciplinary, etc. course or just as an extra course that you can choose for yourself to get a taste of the program.
- Answer for yourself the “Advice from program alumni” questions in the first section of this manual
- Look at job ads now that interest you (check out websites like Indeed) and see if this degree will set you on the right path for entry level positions in fields you are interested in, or look at graduate school requirements and see if these degree programs will be a leg up for you in those applications

Who do I speak to about my interest in the RUCCAS program/How do I find information about field placements?

- Please speak with the RUCCAS program director, Dr. Hannah Ashley, either by email HAshley@wcupa.edu or stop by the office located at Main Hall Room 109 to speak with Dr. Ashley or the GA(s) at the office.

What resources should I have?

- It is suggested that you have a mode of transportation that works for you (car, train, bus, etc.) to make field experience transportation a smoother process. If you do not own a car, that’s ok; the RUCCAS staff can support you in thinking this through and partnering with other RUX and YES students, but ultimately, you must be able to get off campus to these field placements.
- Bring your authentic self! YOUR VOICE is what brings the program to life!
- Be humble--expect to learn and grow.

What might get in my way?

- If you are considering the YES minor, and are enrolled in a major program with other field experiences, or are in RUX or YES but have a job or family life that is not flexible, be mindful that the RUCCAS programs require field experiences and that they could cause conflict in scheduling. We try hard to work with you but these are not optional, but core to the program.

Do I need to plan to work within an urban community setting after graduation?

- No, you do not need to only desire to work in an urban setting post graduation. However, the programs do focus on the characteristics of urban communities and majority of the field placements at this time are within urban communities. There are ideas and experiences to benefit and learn from for those who may want to create change in *any* community.

Resources

The RUCCAS program offers a lot of support for all those who participate in our program! We specifically do our best to provide academic supports and help students consider what is in their way in terms of success. Please contact the RUCCAS/YES offices if you would like one-on-one support. We also send out a monthly newsletter with upcoming events, job and internship opportunities, and much more! If you are not receiving our newsletters, please contact the RUCCAS/YES offices.

Using the Degree Progress Report (DPR) and Advising Notes

While the DPR does a good job tracking your completion of general education requirements, it cannot track everything in your major degree program. **Thus, the information about your major and minor in this manual may override the DPR.** Double-check what the DPR is showing against your advising sheets. If a question arises about a conflict between the DPR and your program as mapped onto our advising sheets, please make your advisor aware of any discrepancies and set up an appointment with them. Your advisor will then insert an advising note into the myWCU system to clarify that a certain requirement has been met.

How We Contact You and You Us

The RUCCAS Program and the University communicate with students via WCU student email accounts, so check yours regularly. The RUCCAS Program typically has Graduate Associates (GA's) who assist with programing and anything else you may need, so you will receive emails from them as well. **Respond to these emails as if you were responding to an email from your advisor.** Because this is a community-based program with lots of hands-on experience, we have to coordinate many players. It is therefore often useful for us to have a cell phone number as well, so please provide that when asked.

HAshley@wcupa.edu - Program Director, Hannah Ashley

Stop by **Main Hall Room 109** to chat with us in person!

Additional Resources

Tutoring at the LARC (Learning and Resource Center)

<https://www.wcupa.edu/universityCollege/larc/>

Address:

224 Lawrence Center

West Chester, PA 19382

Phone: 610-436-2535

Fax: 610-436-2600

Email: larc@wcupa.edu

Director: Jocelyn Manigo

Asst. Director: Kaitlyn Crouse

Clerical Support: Bernadette Forte 610-436-2535

WCU Counseling and Psychological Services

https://www.wcupa.edu/_services/counselingCenter/

Address:

Lawrence Center, Second Level

705 S. New Street

West Chester, PA 19383

Phone: 610-436-2301

Fax: 610-436-3114

Community Mental Health Clinic of West Chester University

<https://www.wcupa.edu/sciences-mathematics/psychology/PsyD/mentalHealthClinic/default.aspx>

[x](#)

Address:

Wayne Hall, 8th Floor

125 West Rosedale Avenue,

West Chester, PA 19383

Phone: 610-436-2510

Resource Pantry of West Chester University

https://www.wcupa.edu/_services/civicEngagementSocialImpact/pantry/default.aspx

Address:

Commonwealth Hall, Lower Level
Enter at Student Health Services
715 S. New St
West Chester, PA 19383
Phone: 610-436-2378

Writing Center

https://www.wcupa.edu/_academics/writingcenter/

Address:

FHG Library Room 251
25 W Rosedale Avenue
West Chester, PA 19382

Email: writingcenter@wcupa.edu

Twardoski Career and Development Center

https://www.wcupa.edu/_services/careerDevelopment/

Address:

225 Lawrence Center
705 S. New Street
West Chester, PA 19383

Phone: 610-436-2501

General: cdc@wcupa.edu

WCU Sexual Misconduct Information

https://www.wcupa.edu/_admin/diversityEquityInclusion/sexualMisconduct/default.aspx

WCU Public Safety

<https://www.wcupa.edu/dps/default.aspx>

Address:

Peoples Building
690 South Church Street
West Chester, PA 19383

On-Campus Emergencies:

610-436-3311 or x3311

Off-Campus Emergencies:

911

On-Campus Parking Questions/Concerns:

Parking Services, 610-436-3345

Office of Services for Students with Disabilities (OSSD)

<https://www.wcupa.edu/universitycollege/ossd/>

Address:

Lawrence Center 223
West Chester, PA 19383

Phone: 610-436-2564

Fax: 610-436-2600

Email: ossd@wcupa.edu

Crisis Intervention (Exton)

For community help: 610-918-2100

National Suicide Prevention Lifeline: 1-800-273-8255

Crisis Text Line

Text START to 741-741

This is a free, crisis text line. A trained crisis counselor will receive the text and respond quickly. This service is not sponsored nor supported by the University; this is a free nationwide crisis text line for anyone to use.

For additional information see <http://www.crisistextline.org>