DEPARTMENT OF EARLY AND MIDDLE GRADES EDUCATION

College of Education and Social Work

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Department of Early and Middle Grades Education (http://www.wcupa.edu/earlyMiddleGrades)

Dr. Johnson (kjohnson@wcupa.edu), Chairperson
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M.Ed. in Applied Studies in Teaching & Learning

The Department of Early and Middle Grades Education offers programs leading to the Master of Education in Applied Studies in Teaching and Learning. The M.Ed. in Applied Studies in Teaching and Learning does not lead to Level I Certification. For certification program information, please refer to Level I Post-Baccalaureate Teacher Certification Programs.

Master of Education in Applied Studies in Teaching and Learning

The Master of Education in Applied Studies in Teaching and Learning gives experienced educators an opportunity to advance the knowledge and skills needed to be teacher-leaders within their profession. This program recognizes the value of experience; it has been developed to strengthen and deepen the practice of educators through course work designed to emphasize reflection, collaboration, and classroom-based inquiry.

This 30-credit program includes an 18-credit core requirement, a 6-credit area of focused inquiry, the development of a professional portfolio, and a six-credit, classroom-based inquiry project.

M.Ed. Early Childhood Education

The Department of Early and Middle Grades Education offers programs leading to the Master of Education in Early Childhood Education. The M.Ed. in Early Childhood does not lead to Level I Certification. For certification program information, please refer to Level I Post-Baccalaureate Teacher Certification Programs.

Master of Education in Early Childhood Education

The M.Ed. in Early Childhood Education is an advanced program of study designed to prepare individuals for leadership positions in the field as teachers or administrators. The accomplished teachers track is designed to enhance the knowledge and skills of in-service, certified teachers. The program administrators track is focused on developing the leadership skills of child-care administrators and primary-level principals. Students in either track will take the same eight core courses and then two additional courses based on their track. All candidates will take the capstone course to complete the program. The M.Ed. in Early Childhood Education is an online program.

Level I Post-Baccalaureate Teacher Certification Programs – Pre-K through Grade 4: Early Grades Preparation (EGP), and Grade 4 through Grade 8: Middle Grades Preparation (MGP)

The Department of Early and Middle Grades Education offers two flexible programs leading to Pennsylvania Level Certification, granted by the Pennsylvania Department of Education: certification in Pre-Kindergarten through Grade 4 (EGP) and certification in Grade 4 through Grade 8 (MGP). Both programs are designed for candidates who (a) have completed a B.A. or B.S. degree in an area other than education, or (b) hold a teaching certificate in another grade range or in a content area.

Programs

Master's Programs in Early and Middle Grades Education

- M.Ed. in Early Childhood Education - Accomplished Teachers Track (http://catalog.wcupa.edu/graduate/education-social-work/early-middle-grades-education/early-childhood-education-med-accomplished-teachers-track)
- M.Ed. in Early Childhood Education - Program Administrators Track (http://catalog.wcupa.edu/graduate/education-social-work/early-middle-grades-education/early-childhood-education-med-program-administrators-track)
- M.Ed. in Applied Studies in Teaching and Learning (http://catalog.wcupa.edu/graduate/education-social-work/early-middle-grades-education/applied-studies-teaching-learning-med)

Certificates in Early and Middle Grades Education

- Post-Baccalaureate Teacher Certification - Pre-K through Grade 4 (EGP) (http://catalog.wcupa.edu/graduate/education-social-work/early-middle-grades-education/prek-4-certification)
- Post-Baccalaureate Teacher Certification - Grade 4 through Grade 8 (MGP) (http://catalog.wcupa.edu/graduate/education-social-work/early-middle-grades-education/grade4-8-certification)

Admissions

All applicants to one of West Chester University's graduate programs will be held to the graduate admissions requirements (http://catalog.wcupa.edu/general-information/admissions-enrollment/graduate-admissions). When applicable, additional requirements for admission into specific department program(s) may be listed below.

Admission Requirements for the M.Ed. in Early Childhood Education - Accomplished Teachers Track

1. Undergraduate degree from an accredited college or university
2. Pennsylvania Instructional I Teaching Certification or its equivalent
3. Undergraduate GPA of at least 2.8 on a 4.0 scale. (If the applicant possesses a master's degree, the GPA requirement applies to that degree.)

Admission Requirements for the M.Ed. in Early Childhood Education - Administrators Track

1. Undergraduate degree from an accredited college or university
2. Undergraduate GPA of at least 2.8 on a 4.0 scale. (If the applicant possesses a master's degree, the GPA requirement applies to that degree.)
3. At least one year of professional experience in an early childhood setting. Individuals with limited early childhood background may be required to complete additional course work or readings.

Admission Requirements for the M.Ed. in Applied Studies in Teaching and Learning

1. Applicants for the degree program are expected to have an undergraduate degree from an accredited college or university, Pennsylvania Level 1 Teaching Certification or its equivalent.
2. Applicants must have one year of full-time, satisfactory K-12 teaching experience in public or private schools. (All other cases will be considered by the department on an individual basis.)
3. An undergraduate GPA of 3.0 on a 4.0 scale is also required. (If an applicant possesses a master’s degree, the GPA requirement applies to that degree.)

Admission Requirements for the Level I Post-Baccalaureate Teacher Certification Programs

As part of the application process, candidates must submit the following materials:
1. Official academic transcript(s) from all colleges and universities attended, demonstrating a minimum GPA of 3.0 on a 4.0 scale
2. A professional goals statement
3. Two recommendations
4. For MGP, a copy of passing scores on PDE-mandated Praxis II subject concentration tests in either mathematics, science, or social studies

Note: Educational Testing Services will not send a copy of candidates’ Praxis scores to WCU’s Office of Graduate Studies. More information and registration for the Praxis Exams are available on the College of Education website.

Policies

All graduate students are held to the academic policies and procedures (http://catalog.wcupa.edu/graduate/academic-policies-procedures) outlined in the graduate catalog. Students are encouraged to review departmental handbooks for program tips, suggested course sequences, and explanations of procedures. When applicable, additional policies for specific department programs may be listed below.

Degree Requirements for the M.Ed. in Early Childhood Education

1. Satisfactory completion of the curriculum. Selection of courses should be determined in consultation with an appointed advisor
2. Cumulative GPA of at least 3.0
3. Satisfactory completion of an action research project in ECE 550

Degree Requirements for the M.Ed. in Applied Studies in Teaching and Learning

1. Satisfactory completion of the curriculum. Both the selection and the sequence of courses should be determined in consultation with an appointed advisor. Workshop credits (EDE 580-589) are not permitted. Up to six credits of “Special Topics” courses (EDE 591-EDE 593), within an area of focused inquiry, may be counted towards the degree
2. A cumulative GPA of at least 3.0
3. Development of a professional portfolio (The portfolio will be formally evaluated during EDE 571.)
4. Completion of a classroom-based inquiry project in EDE 611

Program Requirements for the Level I Post-Baccalaureate Teacher Certification Programs

Level I Certification program requirements are determined on an individual basis. Each candidate will receive an approved program of study which will include a checklist of (a) previously completed courses that the graduate coordinator accepts as equivalent to required courses in the program, (b) work and volunteer experiences the graduate coordinator accepts as equivalent to required courses, and (c) courses required to complete the candidate’s certification program.

1. Pennsylvania Certification Tests
Those seeking an Instructional I Certificate in the Commonwealth of Pennsylvania must have a minimum GPA of 3.0 by program completion, plus passing scores (as determined by the PDE) on required Praxis exams. The PDE periodically changes testing requirements and passing scores. Up-to-date information about the Pennsylvania certification tests is available at http://www.wcupa.edu/_academics/coe/PAtests.aspx.

2. Formal Admission to Teacher Education (FATE)
All students who enter the post-baccalaureate certification program for either the early grades or middle grades preparation program are designated as probationary teacher education students until they achieve FATE. Note: FATE is not the same as admission to graduate studies. Students apply for FATE after receipt of the acceptance letter to graduate studies.

Only students achieving FATE will be able to enroll in the “professional semester,” which includes field experience and student teaching. Because students need to file an application for student teaching two semesters prior to the professional semester, they are strongly encouraged to apply for FATE as soon as possible after being admitted to graduate studies. The Department of Early and Middle Grades Education sends information about FATE requirements soon after students are accepted into WCU.

Clearance Requirements for Field Experiences in the Professional Education Unit

All students participating in West Chester University academic courses that require participation in observation, practicum, field experience or student teaching experience must provide up-to-date clearances prior to the fourth day of the semester in which they enrolled in such courses. Students will provide clearances to the university in a manner stipulated but the dean of the college of education in accordance with the WCU Professional Education Unit Policy Requiring Current Criminal Background Clearances for Enrollment in Field Experience Courses and Student Teaching. Students who fail to provide the proper clearances, as stipulated, will have their enrollment in the course revoked.

Faculty

Professors
Michael Bell (mbell@wcupa.edu) (2001)
B.A., Arizona State University; M.A., Northern Arizona University; Ph.D., University of Texas at Austin
Wei Cai (wcai@wcupa.edu) (1996)
B.A., Beijing Teachers College; M.A., Bloomsburg University; Ed.D., Indiana University of Pennsylvania
Karen Johnson (kjohnson@wcupa.edu) (2007)
Chairperson, Early and Middle Grades Education
B.S., Trenton State College; M.Ed., Rutgers University; Ph.D., University of Albany
Sara Lamb Kistler (slamb@wcupa.edu) (2004)
Assistant Chairperson, Early and Middle Grades Education
B.S., M.A., West Chester University; Ph.D., University of Delaware
Heather Leaman (hleaman@wcupa.edu) (2005)
Graduate Coordinator, Early and Middle Grades Education
B.S., M.Ed., Millersville University; Ph.D., Pennsylvania State University
Katherine Norris (knorris@wcupa.edu) (2007)
B.S., West Chester University; M.S., Saint Joseph’s University; Ed.D., Temple University
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Graduate Coordinator, Early and Middle Grades Education
B.S., Pennsylvania State University; M.S., Pennsylvania State University; Ph.D., University of Delaware
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B.S., James Madison University; M.S., Widener University; Ed.D., University of Pennsylvania

Associate Professors
Lisa J. Lucas (llucas@wcupa.edu) (2008)
B.A., Lock Haven University; M.Ed., Cabrini College; Ed.D., Immaculata University
Vicky M. Patton (vpatton@wcupa.edu) (2002)
Graduate Coordinator, Early and Middle Grades Education
B.A., M.A., University of Canterbury (New Zealand); Ph.D., Temple University

Assistant Professors
Jade Burris (jburris@wcupa.edu) (2015)
B.S., University of Florida; M.A., University of Florida; M.Ed., University of Florida; Ed.D., University of Delaware
Laura E. Fiorenza (lfiorenza@wcupa.edu) (1991)
B.A., M.Ed., West Chester University; Ed.D., Grand Canyon University
Paul Sylvester (psylvester@wcupa.edu) (2016)
B.A., Earlham College; M.S., Bank Street College of Education; Ph.D., University of Pennsylvania
Jacqueline G. Van Schooneveld (jvanschoon@wcupa.edu) (2013)
B.S., Bucknell University; M.Ed., Columbia University; Ed.D., University of Pennsylvania

Courses

ECE

ECE 502. Advanced Child Dev: Prebirth Through Eight Years. 3 Credits.
Course covers development of children pre-birth through age eight. A review of historical and contemporary theories of development as well as emerging research is included.
Distance education offering may be available.

ECE 503. Foundations of Early Childhood Education. 3 Credits.
The content of this Graduate course focuses on critically examining the Historical, philosophical and sociocultural foundations of early childhood education as well as contemporary issues in the field.
Typically offered in Fall & Spring.

ECE 504. Play as a Learning Medium. 3 Credits.
This course focuses on the significance of play in human development and learning. Analysis of play environments and context is included.
Distance education offering may be available.

ECE 505. Families, Communities and Education in a Multicultural Society. 3 Credits.
This Graduate course focuses on important contexts in which young children develop. The educator’s role in relation to family cultures and communities will be analyzed.
Distance education offering may be available.

ECE 506. Curriculum & Assessment I: Birth Through Age Eight. 3 Credits.
This course focuses on curriculum development and assessment in Early Childhood Education from historical, national and cultural perspectives.
Typically offered in Fall & Spring.

ECE 507. Curriculum & Assessment II: Birth Through Age Eight. 3 Credits.
This course builds on and expands curriculum and assessment knowledge in Early Childhood education. The course covers learning contexts, unit planning, family involvement and classroom management.
Pre / Co requisites: ECE 507 requires prerequisite of ECE 506.
Typically offered in Fall & Spring.

ECE 508. Advocacy & Leadership in Early Childhood Education. 3 Credits.
Personal service, leadership and advocacy on behalf of children, families and communities will be highlighted. Students will develop an action research proposal as a requirement of this course.
Typically offered in Fall & Spring.

ECE 511. Trends and Issues in ECE. 3 Credits.
This course provides an understanding of the evolution of early childhood education. Contemporary issues and trends in the field of early childhood education are discussed in view of historical, social, cultural, and political influences.
Distance education offering may be available.

ECE 512. Integrated Curriculum & Assessment: Birth to Age 8. 3 Credits.
Designed for teachers, program administrators, and principals in early childhood settings, this course is an in depth examination of the curriculum frameworks, standards and assessment in early childhood education.
Distance education offering may be available.

ECE 513. Advocating for Young Children and Families. 3 Credits.
Professional service and advocacy on behalf of children, families and communities will be course highlights. Students will analyze policies and develop skills in advocacy and community mobilization.
Distance education offering may be available.

ECE 514. Leadership in ECE. 3 Credits.
Through this course students will enhance their knowledge, skills, and dispositions for leadership as defined by NAEYC Accreditation criteria.
Distance education offering may be available.

ECE 515. Coaching and Supervision in ECE. 3 Credits.
This course explores the current theory, research and best practices related to mentoring/coaching and supervision of professional practice in early childhood settings.
Distance education offering may be available.

ECE 517. Small Business Management in ECE. 3 Credits.
This course is designed to help directors and teacher/supervisors successfully plan, organize, and manage a child care center. This course assumes that students have little or no knowledge in economics, finance, accounting, and general business management.
Distance education offering may be available.

ECE 550. The Early Childhood Professional as Researcher. 3 Credits.
Students in this course will conduct "Teacher as Researcher" activities focused on Early Childhood Education contexts. This course serves as the capstone for the Master's Degree in Early Childhood Education.
Distance education offering may be available.

EDE

EDE 532. Teaching-Learning: Theory to Practice. 3 Credits.
This course is intended to help teachers connect knowledge of curriculum design and learning theory with the development of culturally responsive curriculum and effective classroom practice.
Typically offered in Spring & Summer.

EDE 543. Creative Expression In The Elem School. 3 Credits.
Theories and techniques to promote creative thinking and enhance children's creative potential in all areas of the school curriculum.

EDE 551. Child and Adolescent Development I. 3 Credits.
Introduction to theories of human development with emphasis on characteristic development and behavior of children between 5 and 13 years of age and application to classroom settings.
Typically offered in Spring.

EDE 554. The Reflective Teacher: Examining Cultural Paradigms in the Contemporary Classroom. 3 Credits.
An investigation of the origins of popular, personal and theoretical constructions of teaching and learning processes and how these constructions influence contemporary practice.
Distance education offering may be available.
Typically offered in Summer.
EDE 556. Developmental Perspectives on Learning and Teaching. 3 Credits.
The study of cross-culturally evolving perspectives on healthy developmental processes in children and adults and the application of findings to interactions between teachers and learners within the contexts of family, school and community. Students will consider their own growth and development as teachers and adults via understanding of teacher career cycle models and apply components of case study methodology and child/adolescent development theories to PreK-12 students.
Pre / Co requisites: EDE 556 requires a prerequisite of EDE 554. Typically offered in Fall.

EDE 563. Teachers as Leaders. 3 Credits.
This course will provide opportunities for teachers to study their roles in change processes through an examination of teacher leadership. Distance education offering may be available. Typically offered in Summer.

EDE 571. Educational Change: A Systemic View. 3 Credits.
Exploration of theories and models of educational change, with emphasis on systems thinking and the central role of the teacher in the change process.
Pre / Co requisites: EDE 571 requires prerequisites of EDE 554 and EDE 532 and EDE 556 and EDF 583 and EDR 535. Distance education offering may be available. Typically offered in Fall.

EDE 586. Workshop: Elementary Curriculum Enrichment. 1-6 Credits.
Workshop in elementary education. Typically offered in Summer. Repeatable for Credit.

EDE 589. Workshop in Humanizing Teaching and Learning. 1-6 Credits.
Workshop in elementary education. Typically offered in Summer. Repeatable for Credit.

EDE 590. Independent Study. 1-3 Credits.
Enrollment by permission only, number of credits determined by graduate coordinator. Cross listed courses EDE 590, EGP 590, MGP 590.

EDE 591. Special Topics in Elementary Education. 1-3 Credits.
Special topics course in elementary education. Typically offered in Summer. Repeatable for Credit.

EDE 592. Special Topics in Elementary Education. 1-3 Credits.
Special topics course in elementary education. Typically offered in Summer. Repeatable for Credit.

EDE 593. Special Topics in Elementary Education. 1-3 Credits.
Special topics course in elementary education. Typically offered in Summer. Repeatable for Credit.

EDE 594. Special Topics in Elementary Education. 1-3 Credits.
Special topics course in elementary education. Typically offered in Summer. Repeatable for Credit.

EDE 595. Special Topics in Elementary Education. 1-3 Credits.
Special topics course in elementary education. Typically offered in Summer. Repeatable for Credit.

EDE 596. Special Topics in Elementary Education. 1-3 Credits.
Special topics course in elementary education. Typically offered in Summer. Repeatable for Credit.

EDE 597. Special Topics in Elementary Education. 1-3 Credits.
Special topics course in elementary education. Typically offered in Summer. Repeatable for Credit.

EDE 598. Workshop in Elementary Education. 1-6 Credits.
Workshop in elementary education. Typically offered in Summer. Repeatable for Credit.

EDE 600. Research Report. 1-2 Credits.
Research Report in Elementary Education. Typically offered in Summer.

EDE 605. Educational Leadership & Change Theory. 3 Credits.
Students will understand the school change literature that speaks to the importance of schools as communities of learners while learning to work collaboratively with school leadership and colleagues to promote common goals and vision in the school. Topics will include: use of educational technology and its integration into instructional practice, establishing directions for school improvement and reform, promoting shared leadership in the school, and communication with internal (administrators, etc.) and external audiences (parents, foundations, etc.) about school change efforts.

EDE 610. Thesis. 4-6 Credits.
Thesis in elementary education.

EDE 611. Teacher as Classroom Researcher. 6 Credits.
This course explores the role of classroom research in the professional life of the teacher. With the goal of informing personal practice and collegial discourse, participants review existing literature, design and carry out investigation in their own setting and report results to professional colleagues.
Pre / Co requisites: EDE 611 requires prerequisites of EDE 554 and EDE 532 and EDE 556 and EDF 583 and EDR 535 and EDE 571. Typically offered in Spring.

EDG

EDG 546. Gifted & Talented: Tchg Strateg & Maters. 3 Credits.
Program models, resources, and materials designed to meet the needs of gifted and talented children and youth.

EGP

EGP 501. Human Development from Gestation. 3 Credits.
An examination of typical and atypical development, across all developmental domains, from gestation to eighteen years. Field Clearances Required. Typically offered in Spring.

EGP 520. Professional Dimensions of Teaching Early Grades. 3 Credits.
An introduction to the teaching profession within the context of the contemporary Pre K-4 classroom. 30 hours of supervised field work required. Field Clearances Required.
Pre / Co requisites: EGP 520 requires a prerequisite of EGP 501. Typically offered in Fall.

EGP 522. PreK Programs & Methods and PreK-4 Family Partnerships. 6 Credits.
A comprehensive study of developmentally appropriate PreK programs. A study of the role of families and family/school partnerships in the education of children PreK-4. 75 Hours of supervised fieldwork required in PK settings.
Pre / Co requisites: EGP 522 requires prerequisites of EGP 501 and EGP 520; field clearances. Typically offered in Spring.

EGP 533. Teaching Social Studies and Health PreK-4. 3 Credits.
A study of social studies and health education curricula, instruction and assessment Pre-K through Grade 4. National, state and local standards are utilized as frameworks to explore the context, purpose, content, and interdisciplinary nature of the social studies and health.
Pre / Co requisites: EGP 533 requires a prerequisite of EGP 520. Typically offered in Fall, Spring & Summer.

EGP 540. Building Community & Integrating the Arts in the PreK-4 Classroom. 3 Credits.
Study of the classroom as a unique social system and intentional community, with emphasis on the knowledge and skills essential to facilitating cooperation. Study of the arts disciplines, with emphasis on the knowledge and skill needed to integrate the arts into the PreK-4 classroom.
Pre / Co requisites: EGP 540 requires a prerequisite or corequisite of EGP 535. Typically offered in Spring.
EGP 550. Developmental Field Experience in Inclusive Classrooms. 3 Credits.
Developmental field experience in inclusive classrooms. Field clearances required.
Pre / Co requisites: EGP 550 requires COREQ: EGP 551; PREREQ: Formal Admission to Teacher Education.
Typically offered in Spring.

EGP 551. Student Teaching. 3-6 Credits.
A 12 week, full time field experience. The student teacher assumes increasing responsibility in the classroom, as demonstrated by effective methods for planning, delivering, and reflecting on instruction. Weekly seminars are required. Field clearances required.
Pre / Co requisites: EGP 551 requires COREQ: EGP 550 and PREREQ: Formal Admission to Teacher Education, field clearances, all coursework, and PRAXIS testing.
Typically offered in Spring.

EGP 552. Student Teaching. 3-6 Credits.
A 12 week, full time field experience. The student teacher assumes increasing responsibility in the classroom, as demonstrated by effective methods for planning, delivering, and reflecting on instruction. Weekly seminars are required. Field clearances required.
Pre / Co requisites: EGP 552 requires a corequisite of EGP 550 and prerequisites of Formal Admission to Teacher Education, field clearances, all coursework, and PRAXIS testing.
Typically offered in Spring.

EGP 590. Independent Study. 1-3 Credits.
Enrollment by permission; number of credits determined by graduate coordinator.
Repeatable for Credit.
Cross listed courses EDE 590, EGP 590, MGP 590.

MGP

MGP 520. Professional Dimensions of Teaching: Middle Grades. 3 Credits.
An introduction to the teaching profession within the context of the contemporary 4-8 classroom. 30 hours supervised fieldwork required. Field clearances required.
Pre / Co requisites: MGP 520 requires prerequisite: field clearances and PREREQ or CO REQ of EDP 501.
Typically offered in Fall.

MGP 535. Teaching Social Studies Grades 4-8. 3 Credits.
A study of social studies teaching and student learning in grades 4 -8, focusing on related curricula, instruction and assessment. National, state and local standards are utilized as frameworks to explore the context, purpose, content, interdisciplinary nature of the social studies.
Pre / Co requisites: MGP 535 requires prerequisite of MGP 520.
Typically offered in Fall & Spring.

MGP 550. Developmental Field Experience in Inclusive Classrooms. 3 Credits.
Developmental field experience in inclusive classrooms. Field clearances required.
Pre / Co requisites: MGP 550 requires COREQ: MGP 551; PREREQ: Formal Admission to Teacher Education.
Typically offered in Spring.

MGP 551. Student Teaching. 3-6 Credits.
A 12 week, full time field experience. The student teacher assumes increasing responsibility in the classroom, as demonstrated by effective methods for planning, delivering, and reflecting on instruction. Weekly seminars are required. Field clearances required.
Pre / Co requisites: MGP 551 requires COREQ: MGP 550; PREREQ: Formal Admission to Teacher Education, field clearances, all coursework and PRAXIS testing.
Typically offered in Spring.

MGP 552. Student Teaching. 3-6 Credits.
A 12 week, full time field experience. The student teacher assumes increasing responsibility in the classroom, as demonstrated by effective methods for planning, delivering, and reflecting on instruction. Weekly seminars are required. Field clearances required.
Pre / Co requisites: MGP 552 requires COREQ MGP 550; PREREQ: Formal Admission to Teacher Education, field clearances, all coursework and PRAXIS testing.
Typically offered in Spring.

MGP 590. Independent Study. 1-3 Credits.
Enrollment by permission; number of credits determined by graduate coordinator.
Repeatable for Credit.
Cross listed courses EDE 590, EGP 590, MGP 590.