The ability to function effectively as an educator of young people while navigating this changing world requires that educators cease to be passive objects within their schools and communities and instead become engaged and active leaders. The increasingly oligarchic nature of our society, which is manifested in both public and private power structures, has had a profound effect upon education; control over education comes increasingly from outside local communities and schools. Therefore, now more than ever, educators need to be able to work for change not only in their classrooms, but also in their school, their community, and in society at large if democracy is to be a defining and organizing force within our institutions. To make such a transition, educators need to examine and understand the political, social, and historical structures that affect them and their work. The Department of Educational Foundations and Policy Studies is dedicated to fostering the development of educators with the requisite critical consciousness to act as public intellectuals capable of fostering environments that are more relevant and effective for their students.

Programs of Study
The Department of Educational Foundations and Policy Studies currently offers three graduate certificate programs and two master degrees. The graduate certificate programs can be pursued independently or as part of any of the two graduate degree programs.

Master of Education in Secondary Education
This program is being reorganized and is currently no longer accepting new students. Any students already enrolled in this program should refer to their applicable catalog.

M.S. in Transformative Education and Social Change
Dr. Haworth (rhowarth@wcupa.edu), Coordinator
What has become vividly clear in recent years is that if education is to be truly reclaimed as a public good, if education for democratic citizenship is to be prioritized over mere workforce training, and if our students’ real learning is to take precedence over efficiency-driven standardized curricula and tests, such changes will not be initiated from the top. Such changes will only be generated from the ground up; they must begin with teachers. The Master of Science in Transformative Education and Social Change is primarily aimed at students who are current educators – in schools and/or communities - who seek to examine their profession, and their own practice within it, as well as their work in relation to the society in which they live. Within the context of the action research model, this innovative, interdisciplinary, practitioner-oriented program is designed to provide educators with an opportunity to identify concerns and conduct research that has direct impact on their professional lives, communities, and workplaces.

M.S. in Higher Education Policy and Student Affairs
Dr. Hodes (jhowes@wcupa.edu), Coordinator
Higher Education is ever changing. However, due to budget cuts, rising tuition accompanied by rising student debt, and other sociopolitical challenges to its most fundamental purposes, changes in recent decades have been especially dramatic. Nowhere are these changes felt more profoundly than with students. Support programs, student services, and institutional policies – especially as they relate to issues of equity and access – are struggling to keep up with these changes and meet the needs and wants of the current college student. The Master of Science in Higher Education Policy and Student Affairs seeks to prepare student affairs professionals and higher education policy-makers that can genuinely comprehend, analyze and meet those changing needs – working to assure that institutions of higher learning fulfill their stated missions as welcoming and supportive spaces for all students.

Graduate Certificate in Education for Sustainability
Dr. Morgan (pmorgan@wcupa.edu), Coordinator
The graduate certificate program in education for sustainability (EFS) is designed for professionals who want to help others (students, co-workers, citizens) better understand the challenge of sustainability and become active participants in solutions. The EFS program consists of four courses that provide the perspective, experiences, and practical methods needed to integrate sustainability into the school, workplace, or community.

Graduate Certificate in Educational Technology
Dr. Kruger-Ross (mkruger-ross@wcupa.edu), Coordinator
The educational technology certificate is designed to support professional educators with technology that connects them to data, content, resources, expertise, and learning experiences that empower and inspire them to provide more effective learning for all students. Effective teaching in the 21st century requires innovation, problem solving, creativity, continuous improvement, research, diagnostic use of data, and flexible and personalized approaches to meeting students’ diverse needs and strengths.

Programs
Master’s Programs in Educational Foundations and Policy Studies
• M.S. in Transformative Education and Social Change (http://catalog.wcupa.edu/graduate/education-social-work/educational-foundations-policy-studies/transformative-education-social-change-ms)
• M.S. in Higher Education Policy and Student Affairs (http://catalog.wcupa.edu/graduate/education-social-work/educational-foundations-policy-studies/higher-education-policy-student-affairs-ms)

Certificates in Educational Foundations and Policy Studies
• Secondary Teaching Certification (http://catalog.wcupa.edu/graduate/education-social-work/educational-foundations-policy-studies/secondary-teaching-certificate)
• Education for Sustainability (http://catalog.wcupa.edu/graduate/education-social-work/educational-foundations-policy-studies/graduate-certificate-education-sustainability)
• Important information about the educational debt, earnings, and completion rates of students who attended this program: Certificate in Education for Sustainability
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 to the Higher Education Policy and Student Affairs Program

Applicants to the Higher Education Policy and Student Affairs Program must successfully complete an interview with program/departmental faculty as part of the application process.

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.

Faculty

Professors

Deborah S. Brown (dbrown2@wcupa.edu) (1992)
B.S., West Chester University; M.A., Ph.D., University of Delaware

John Elmore (jelmore@wcupa.edu) (2005)
Chairperson, Educational Foundations and Policy Studies
B.A., B.S., Kansas Wesleyan University; M.S., Ph.D., Kansas State University

Paul Morgan (pmorgan@wcupa.edu) (1999)
Chairperson, Educational Foundations and Policy Studies
Graduate Coordinator, Educational Foundations and Policy Studies
B.A., University of Illinois; Ph.D., Columbia University

Christian V. Penny (cpenny@wcupa.edu) (2002)
B.S., Lock Haven University; M.Ed., East Stroudsburg University; Ph.D., Pennsylvania State University

Associate Professors

David L. Bolton (dbolton@wcupa.edu) (1991)
B.A., Seminar Marionhoohe (Germany); M.A., Andrews University; Ph.D., Florida State University

Cynthia S. Haggard (chaggard@wcupa.edu) (1990)
B.A., M.A., Ed.D., Indiana University

Robert Haworth (rhaworth@wcupa.edu) (2012)
Graduate Coordinator, Educational Foundations and Policy Studies
Graduate Coordinator, Public Policy and Administration
B.A., University of Utah; M.A., Ph.D., New Mexico State University

Stephanie L. Hinson (shinson@wcupa.edu) (1992)
A.B., Princeton University; M.Ed., E.D., University of Virginia

Jacqueline S. Hodes (jhodes@wcupa.edu) (2012)
Graduate Coordinator, Educational Foundations and Policy Studies
B.A., M.Ed., Ed.D., University of Delaware

Curry S. Malott (cmalott@wcupa.edu) (2011)
B.A., Miami University; M.A., Ph.D., New Mexico State University

Assistant Professors

David Backer (dbacker@wcupa.edu) (2016)
B.A., George Washington University; M.S., State University of New York, Buffalo; M. Phil., Columbia University; Ph.D., Columbia University, Teachers College

Matthew J. Kruger-Ross (mkruger@wcupa.edu) (2016)
Graduate Coordinator, Educational Foundations and Policy Studies
B.S., M.S., NC State University; Ph.D., Simon Fraser University

Jeffrey A. McLaughlin (jmclaughl3@wcupa.edu) (2017)
B.S.Ed., Indiana University of Pennsylvania; M.Ed., The Pennsylvania State University; Ph.D., Temple University

Dana M. Simone (dsimone@wcupa.edu) (2018)
B.A., West Chester University; M.A., Villanova University; Ph.D., University of Delaware

Courses

EDC

EDC 540. Assessment Methods in Counseling. 3 Credits.
Emphasis is on the test and nonetest assessment of intelligence, achievement, special abilities, and aptitudes, including concepts such as reliability, validity, and standardization.

EDF

EDF 500. Methods & Materials Of Research In Educa. 3 Credits.
Historical, descriptive, and experimental methods of research. Methods for locating, evaluating, interpreting, and reporting research data. Each student prepares a research prospectus.

EDF 501. Research Methods For Teachers. 3 Credits.
Designed to offer a practical and accurate introduction to various research methods that can be applied to a classroom setting for improving teaching practice.

EDF 502. Methods & Materials Of Research For Counselor Education. 3 Credits.
Designed to enable the counselor to read experimental, quasi-experimental, descriptive, and correlational research reported in the professional journals. Both univariate and multivariate designs are emphasized.

EDF 506. Design & Use Of Indiv Learning Packages. 3 Credits.
Contact department for more information about this course.

EDF 509. Contemporary Teaching Trends. 3 Credits.
Team teaching, programmed instruction, and various media of communication in the elementary and secondary schools are evaluated. Effective adaptation to newer practices is emphasized.
EDF 510. Educational Foundations. 3 Credits.
History of education, integrated with educational philosophy and thought; the long evolution of education theory and issues.

EDF 511. Foundations of Transformative Education. 3 Credits.
History of education, integrated with educational philosophy and thought; the long evolution of education theory and issues.

EDF 520. Comparative Education. 3 Credits.
Contact department for more information about this course.

EDF 580. History Of American Education. 3 Credits.
Nature and direction of American education, studied through individual and group research.

EDF 581. Philosophy Of Education. 3 Credits.
Selected philosophies and their influence on educational principles and practices in a democratic social order.

EDF 582. Seminar In The Hist Of Probs Of Educ. 3 Credits.
Historical study of the recurrent problems of education and their solutions. Implications of these solutions for contemporary American educational problems.

EDF 583. The American School As Social Narrative. 3 Credits.
An integrated exploration of the philosophical culture, social, and physical foundations of schooling and education in the United States.

EDF 588. Critical Pedagogy and the Politics of Education. 3 Credits.
This course examines the historical development of critical pedagogy from its roots to its current models. By encouraging students to engage in a critical study of the educational system, this course seeks to aid in the development of analytical skills in regard to educational issues and provide a context within which future issues may be examined as they emerge.
Pre / Co requisites: EDF 588 requires prerequisite of EDF 511.

EDF 589. Sociological Foundations Of Education. 3 Credits.
Study of the socio-cultural influences on the structure of American educational institutions.

EDF 591. Introduction to Critical Action Research. 3 Credits.
Students will be introduced to the action research process. At the conclusion of this course students will demonstrate understanding of the steps involved in conducting systematic, data-driven inquiry and applying reflective practices in the context of educational and social change.

EDF 593. Transformative Curriculum Theory and Evaluation. 3 Credits.
The focus of this course is the investigation, critique and application of curriculum theory and evaluation, specifically as it relates to transformative teaching and learning. The students will consider a wide spectrum of curriculum theories and theorists and explore the historical roots of curriculum development and practice. This course will also provide students with the opportunity to investigate the theory and practice of curricular evaluation and various assessment techniques. Students will construct a curriculum, including an assessment plan, based on the ideas covered in the course.
Typically offered in Fall.

EDF 595. Critical Action Research Thesis Project. 3 Credits.
Students will design an action research project on a topic of interest related to educational change and transformation. They will formulate their design into a research proposal and defend the proposal.
Pre / Co requisites: EDF 595 requires prerequisites of EDF 591 and EDF 593.

EDF 599. Workshop In Professional Education. 3 Credits.
Contact department for more information about this course. Repeatable for Credit.

EDH

EDH 500. Introduction to Higher Education Policy and Student Affairs. 3 Credits.
This course introduces students to the field of higher education and student affairs. The emphasis in this course is on the structure and variety of institutions, the functional areas of student affairs and student services, policies that govern higher education and professional organizations in the field.
Typically offered in Fall.

EDH 510. Historical and Philosophical Foundations of Higher Education. 3 Credits.
This course examines the historical and philosophical foundations of higher education in the United States. The emphasis on this course will be to understand the social, political, economic, and cultural contexts in which higher education institutions have developed and continue to exist. The course content will examine how policies and programs in higher education are created in relation to the current political, economic and cultural contexts and challenges.
Typically offered in Spring.

EDH 515. Theories of College Student Identity Development. 3 Credits.
This course examines the theories and models of identity development of contemporary college students from multiple perspectives including demographic changes, theories of development, growth, change and learning during the college years and identity development and educational needs of diverse student groups. Special focus will be directed toward understanding the implication of these models and theories on the design of administrative and educational policy and practice.
Typically offered in Spring.

EDH 520. Resource Management and Economic Policy in Higher Education. 3 Credits.
This course is designed to assist current and future student affairs/higher education professionals in exploring the basic concepts of resource development and economic policy development in higher education. Topics will include fundraising, development, simple budget management, alumni relations, human resources and an overview of internal grant proposal writing. The course will examine sources of funding including fees, budgetary allocations, alumni, foundations, corporations, major gift donors, etc.
Typically offered in Spring.

EDH 530. Internship 1: Advising and Supporting Students. 3 Credits.
This field experience course requires that the student spend 250 hours of supervised practice in a student affairs or student services office. This course will also focus on the basic interpersonal skills necessary for successful student affairs educators and higher education professionals. Topics to be discussed include: individual advising and helping skills, crisis management skills, referral skills, dealing with difficult students and other stakeholders, group and organizational intervention.
Pre / Co requisites: EDH 530 requires prerequisites of EDF 591 and EDH 500 and prerequisites or co-requisites of EDH 510 and EDH 515.
Consent: Permission of the Department required to add.
Typically offered in Spring.

EDH 535. Law, Policy and Equity in Higher Education. 3 Credits.
This course explores current and emerging legal issues in higher education and student affairs. Laws and policies such as due process, free speech, discrimination and social equity, Title IX, liability issues, personnel decisions, contract negotiations, affirmative action and other legal/ policy topics of importance to higher education practitioners and student affairs educators will be discussed.
Typically offered in Fall.

EDH 540. Transformative Leadership in Higher Education. 3 Credits.
This course is designed to prepare the student as an educational leader in higher education and student affairs. In this course students will review the policy implications that affect social, interpersonal, and academic success of college students. Students will learn how to make high impact decisions in an ever changing, challenging and political environment while focused on student access, retention, completion and excellence.
Typically offered in Spring.

EDH 545. Issues of Power and Privilege in Higher Education and Student Affairs. 3 Credits.
This course will explore issues of power and privilege in American higher education in relation to program and policy development. Students will develop the knowledge, skills and abilities needed to become culturally competent educators and practitioners in higher education. Students will understand the importance of advocating for policies and practices that result in creating and sustaining an inclusive campus community.
Typically offered in Fall.

EDH 555. Program Development and Evaluation in Higher Education. 3 Credits.
This course provides an introduction to program development, evaluation and assessment in higher education and student affairs. Students will learn how to create, implement, evaluate and assess small and large-scale programs. Students will learn how to create and utilize needs assessment, satisfaction surveys, benchmarking, student learning outcomes and outcomes assessment, higher education data sets and program evaluation.
Typically offered in Spring.
EDH 560. Internship II: Current Issues and Systems. 3 Credits.
This field experience course requires that the student spend 250 hours of supervised practice in a student affairs or student services office. This course will also focus on analyzing current issues in higher education and the impact of policies and procedures on programs and services. Pre / Co requisites: EDH 560 requires a prerequisite of EDH 530 and a prerequisite or co-requisite of EDH 535. Consent: Permission of the Department required to add. Typically offered in Spring.

EDO

EDO 500. Environmental & Sustainability Education. 3 Credits.
Advanced overview of the development of environmental and sustainability education with emphasis on theoretical perspectives and professional applications.

EDO 510. Systems and Sustainability. 3 Credits.
Examination of how systems thinking applies to learning for sustainability in schools and other institutions. Topics include curriculum, grounds, facilities, and missions.

EDO 520. Outdoor and Place-Based Education. 3 Credits.
School and organization-based applications of outdoor and place-based education, with emphases on experiential and authentic learning.

EDO 525. Independent Studies in Environment Educ. 3 Credits.
Special research projects, reports, and readings in conservation and outdoor education. Consent: Permission of the Department required to add.

EDO 550. Education for Sustainability: Methods & Projects. 3 Credits.
Methods for integrating education for sustainability into schools and non-formal settings, using authentic projects to demonstrate and apply learning.

EDO 555. The Sustainable Campus. 3 Credits.
This course will provide future student affairs educators and higher education practitioners with an overview on sustainability as it relates to college and university campuses. Students will examine topics such as campus ecology, and environmental, human and economic sustainability. Student will learn how to develop and implement programs, plans and policies to create a more sustainable campus now and for the future. Typically offered in Fall.

EDO 598. Workshop In Environmental Education. 3 Credits.
Contact department for more information about this course.

EDP

EDP 501. Young Adolescent/Adolescent Cognition, Development and Learning Theories. 3 Credits.
This course is a study of the physical, personal, social and emotional development of early through late adolescence in the context of classroom teaching; it also examines selected learning theories. There is a field component.

EDP 531. Principles Of Educational Testing. 3 Credits.
Contact department for more information about this course.

EDP 550. Advanced Educational Psychology. 3 Credits.
Processes by which skills, understanding, concepts, and ideals are acquired; teaching practices in relation to basic research concerning learning; similarities and differences in theories of learning.

EDP 553. Assessment for Learning Early Grades. 3 Credits.
This course is designed to provide students the knowledge and skills to use multiple developmentally appropriate assessments (authentic, screening, diagnostic, formative, and summative) to guide instruction related to standards, to monitor results of intervention and their implications for instruction for all students, and report assessment results. Pre / Co requisites: EDP 553 requires a prerequisite of EGP 520.

EDP 554. Assessment for Learning- Middle Grades. 3 Credits.
This course is designed to provide middle grade candidates the knowledge and skills to use multiple developmentally appropriate assessments (authentic, screening, diagnostic, formative, and summative) to guide instruction related to standards, to monitor results of interventions and their implications for instruction for all students, and report assessment results. Pre / Co requisites: EDP 554 requires prerequisite of MGP 520, EDP 501, EDA 542; field clearances.

EDP 569. Adolescent Development & Learning. 3 Credits.
Mental, physical, emotional, and social development and behavior of the adolescent with emphasis on various types of learning. Case studies are used.

EDP 570. Cognition and Transformation. 3 Credits.
A course in helping students understand theories of learning as they relate to the pre-k through high school learner as well as the cognitive and social development of the learner. The goal of the course is to understand the student’s cognitive and social needs within the framework of his or her education and social contexts and to empower the student to create educational and social change.

EDS

EDS 502. Curriculum Development in a Diverse Society. 3 Credits.
This course is designed to improve candidates’ skills as instructional designers within a diverse society. Within this course students will design an educational program/curriculum that will result in a positive impact on a specific thematic concern.

EDS 505. Field Experience For Secondary Teachers. 3 Credits.
Students develop strategies that will increase the probability of their becoming successful classroom teachers. Topics include planning, instructional strategies, learning styles, motivation, and classroom management. Student will observe in area schools. Pre / Co requisites: EDS 505 requirement – Majors only. Consent: Permission of the Department required to add. Repeatable for Credit.

EDS 590. Independent Study. 1-3 Credits.
Contact department for more information about this course.

EDS 599. Workshop In Secondary Education. 3 Credits.
Contact department for more information about this course. Repeatable for Credit.

EDT

EDT 500. Integrating Ed Tech For Effective Instruction. 3 Credits.
This course covers the breadth of the conceptual foundation needed to integrate technology into teaching. In this survey course, the focus is on learning a process for determining which electronic tools and which methods for implementing them are appropriate for classroom situations. Distance education offering may be available.

EDT 501. Using Internet Resources - Curriculum and Assessment. 3 Credits.
An in-depth course utilizing Internet resources for curriculum design, development, and assessment. Particular attention will be paid to the process of moving theory into practice to improve student learning. Extensive exposure to Web-based technologies and on-line resources, including professional journals, will be required in order to enhance familiarity with current educational issues and best practices. Pre / Co requisites: EDT 501 requires a prerequisite of EDT 500.

EDT 502. Seminar and Field Experience in Educational Technology. 3 Credits.
Supervised use of educational technology integration in the field: clinical application of knowledge balancing the dynamic relationship of learning, teaching, and technology. Portfolio documentation of internship is required, as well as demonstration of professional skills and competencies, and pedagogical knowledge. Typically offered in Fall & Spring.

EDT 503. Learning And Leading With Technology. 3 Credits.
Participants will design comprehensive technology plans to create enhanced learning environments for all students to succeed. This course develops an informed leader involved with the change process in educational organization. The participants will analyze the impact of technology in the learning environment and identify key elements of professional development and support for change. In addition, educators will become familiar with technology funding sources and the grant writing process.

EDT 510. Instructional Design with Emerging Technology. 3 Credits.
In this course students will apply their understanding of educational technology to curriculum design process. Students will be asked to follow content area and pedagogical best practices in the design process. Special attention will be given to national standards, emerging technologies, and professional development. In addition, students will be required to research current methods and techniques in the application of educational emerging technologies. Distance education offering may be available.
EDT 511. Social and Cultural Implications of Educational Technology. 3 Credits.
This course is focused on the social, cultural, economic, and educational implications of modern learning technologies. Importantly, in this class participants will be analyzing current theoretical and empirical research for a broader understanding of the dynamic influences of educational technology on social change. The positive and negatives effects of technology upon the schools and students will be explored, as well as global issues, such as the digital divide (i.e. who has and who does not have access to technology, why, and what can be done). Typically offered in Spring.

EDT 517. Technology and Universal Design for Learning. 3 Credits.
This course provides an introduction to the principles of Universal Design for Learning (UDL), the incorporation of assistive technologies to accomplish UDL, and the strategies for its inclusion in diverse instructional settings. Distance education offering may be available.

EDT 519. Introduction to Assistive Technology. 3 Credits.
This course focuses on the awareness of assistive technologies as it relates to education, communication, vocation, recreation, and mobility for students with disabilities. Distance education offering may be available.

EDT 525. Applications and Implications of Technology in Higher Education. 3 Credits.
This course will explore the application and impact of technology in higher education and student affairs. Students will examine the impact of technology on program development, policy development and individual student development/learning. Students will also learn how to integrate technology into their work as student affairs educators and higher education practitioners. Typically offered in Fall.

EDT 530. Digital Media Production and Storytelling. 3 Credits.
This course offers an introduction to methods and strategies for the design and production of digital media and digital stories. Participants get hands-on experience with multimedia tools, produce their own new media and digital stories, learn to integrate digital stories in a school setting; and develop lessons that involve students in creating and sharing digital stories. Course topics include digital storytelling as an educational tool, assessing digital stories, the art and practice of storytelling, the media production process, copyright and fair use in education. Distance education offering may be available.

EDT 540. Teaching and Learning Online. 3 Credits.
This is a course about teaching and engaging the online learner. The overarching goal of this class is for teachers, and teacher candidates, to develop strategies to help learners be successful in an online environment. To accomplish this goal, the primary objectives for participants in this courses are to: understand the emerging field of teaching K-12 students online and the essential differences from traditional face-to-face teaching; perceive the affordances and challenges offered by online resources, technologies, and online teaching; integrate various web 2.0 tools to enhance online teaching and learning; develop strategies to foster student collaboration and communication within an online environment; comprehend the broad concept of digital citizenship and its implications including ethical and legal issues. Distance education offering may be available.

EDU

EDU 590. Independent Study. 1-3 Credits.
Contact department for more information about this course.

EDU 599. Workshop in Urban Education. 3 Credits.
Contact department for more information about this course.

EEE

EEE 500. Entrepreneurial Educator. 3 Credits.
This course offers support and practical tools for innovative educators to transform creative ideas into classroom practice. Educators collaborate to create or expand upon instructional ideas, develop strategic partnerships and formulate project plans to support implementation of these ideas.

EEE 501. Emerging Science & Technology. 3 Credits.
This course demonstrates Problems-Based Learning and the utilization of technology to inform education in emerging sciences. Distance education offering may be available.

EEE 503. Applied Learning Seminar. 3 Credits.
Participants will learn and demonstrate the application of problem based learning appropriate to classroom curriculum. Typically offered in Fall & Spring.