

# DEPARTMENT OF EARLY AND MIDDLE GRADES EDUCATION

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

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## Programs of Study

The Department of Early and Middle Grades Education offers programs that lead to an Instructional I Certificate by the Commonwealth of Pennsylvania for pre-kindergarten through grade 4, and grade 4 through grade 8.

- **The B.S.Ed. in Early Grades Preparation, PreK–4 (EGP)** is designed to provide a broad background in general education, an understanding of children, and the knowledge and skills needed to teach children, in PreK through grade 4. Upon satisfactory completion of the approved program, and related PDE requirements, the student will qualify for a Grades PK-4 Pennsylvania Instructional I Certificate, valid for six years of teaching in pre-kindergarten through grade 4.
- **The B.S.Ed. in Middle Grades Preparation, Grades 4-8 (MGP)** is designed to provide a broad background in general education, an understanding of children and young adolescents, and the knowledge and skills needed to teach them. Upon satisfactory completion of the approved program, and related PDE requirements, the student will qualify for a Grades 4-8 Pennsylvania Instructional I Certificate, valid for six years of teaching in grades 4 through 6 and selected content areas in grades 7 and 8.

## Programs

### Majors

- B.S.Ed. in Early Grades Preparation (PreK-4) (<https://catalog.wcupa.edu/undergraduate/education-social-work/early-middle-grades-education/education-bs-early-grades-preparation-prek-4/>)
  - B.S.Ed. in Early Grades Preparation (PreK-4) to M.A. in Teaching English to Speakers of Other Languages and ESL Program Specialist Certificate Accelerated Program (<https://catalog.wcupa.edu/undergraduate/education-social-work/early-middle-grades-education/education-bs-early-grades-preparation-prek-4/>)
  - B.S.Ed. in Early Grades Preparation (PreK-4) to M.Ed. in Literacy and Reading Specialist Certification Accelerated Program (<https://catalog.wcupa.edu/undergraduate/education-social-work/early-middle-grades-education/education-bs-early-grades-preparation-prek-4/>)
- B.S.Ed. in Middle Grades Preparation Grades 4-8 (<https://catalog.wcupa.edu/undergraduate/education-social-work/early-middle-grades-education/education-bs-middle-grades-preparation-grades-4-8/>)

### Minors

- Early Childhood Education (<https://catalog.wcupa.edu/undergraduate/education-social-work/early-middle-grades-education/early-childhood-education-minor/>) (**no longer accepting new students**)
- Elementary Education (<https://catalog.wcupa.edu/undergraduate/education-social-work/early-middle-grades-education/elementary-education-minor/>)

## Graduate Opportunities

See the graduate catalog for more information on the Early and Middle Grades Education programs. (<https://catalog.wcupa.edu/graduate/education-social-work/early-middle-grades-education/>)

## Policies

- See undergraduate admissions information. (<https://catalog.wcupa.edu/general-information/admissions-enrollment/undergraduate-admissions/>)
- See academic policies. (<https://catalog.wcupa.edu/undergraduate/academic-policies-procedures/>)

All undergraduate students are held to the academic policies and procedures outlined in the undergraduate 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.

## Approval for Student Teaching and Field Placements

### Approval for Student Teaching

Candidates must apply through the Office of Clinical Experiences and Candidate Services for approval for student teaching placements. All candidates must meet the following criteria in order to student teach:

- Achieved Teacher Candidacy
  - Please refer to the complete Teacher Candidacy Policy (<https://catalog.wcupa.edu/undergraduate/education-social-work/educator-preparation-programs/>)
- Completed the following forms<sup>1</sup>:
  - Student teaching application (must be submitted within one full year prior to the academic semester in which student teaching is to be scheduled)
  - PA Child Abuse History Certification
  - Criminal Record Check-PA State Police
  - FBI Background Fingerprinting Check
  - TB testing.
- Registered for student teaching as they would for any other University courses.
- Attended a student teaching pre-registration meeting. (The Office of Clinical Experiences and Candidate Services will notify students of preregistration meetings.)
- See department webpage and/or handbook for specific programmatic requirements.

<sup>1</sup> Student teachers will apply for updated clearances a year prior to student teaching. The Office of Clinical Experiences and Candidate Services will notify you when you should apply for clearances.

### Field Placement in Schools

All field placements, including student teaching, are arranged by the Office of Clinical Experiences and Candidate Services with collaboration from the Field Coordinator. Students are not to solicit placements. While students' needs are considered in assigning placements, no particular placement can be guaranteed. All placements are within one hour of the university. Transportation to and from field placements and student teaching is the responsibility of the individual student.

## Admission and Progression Requirements in B.S.Ed. Programs

Students must meet University admission requirements. All students who enter the University as EGP or MGP majors are designated as

probationary teacher education students until they achieve Teacher Candidacy. All students seeking a bachelor of science in either program must formally apply for Teacher Candidacy. (See "Teacher Candidacy" in the Educator Preparation Programs (<https://catalog.wcupa.edu/undergraduate/education-social-work/educator-preparation-programs/>) section of this catalog.)

Only students who have achieved Teacher Candidacy will be eligible to take advanced professional education course work. For EGP majors, the advanced professional course work includes almost all 300- and 400-level EGP courses plus EDA 303, EDM 349, EDP 354, EDR 318 and EDR 345, MAT 352, and SCE 330. Students who have achieved Teacher Candidacy must maintain the required minimum GPA in order to continue taking advanced professional course work. If a student falls below the required minimum GPA, they will be permitted to retake, in accordance with University policy, professional course work that contributed to the fall below the minimum GPA but will not be permitted to take additional work until the minimum is met.

### Requirements for Transfer to the Major in Early or Middle Grades Preparation

Students may apply for "external transfer" (see below) when transferring from another post-secondary institution. Students already admitted to West Chester University as pre-majors or in another major may apply for "internal transfer."

Students seeking external or internal transfer must have earned a minimum of 12 college-level credits with a minimum cumulative GPA of 2.90. Students with 48 or more earned credits must have achieved passing scores on the Basic Skills testing requirement, as established by the Pennsylvania Department of Education (PDE), and completed college-level studies in English composition (three credits).

External or internal transfer to the major in early grades preparation does not confer Teacher Candidacy. (See "Teacher Candidacy" in the Educator Preparation Programs (<https://catalog.wcupa.edu/undergraduate/education-social-work/educator-preparation-programs/>) section of this catalog.)

### External Transfer Students

Transfer credit for freshman- and sophomore-level courses will be granted in accordance with University policy. Professional and specialized preparation courses will be evaluated and approved on an individual basis. Application for the major is made through the Office of Admissions.

### Internal Transfer Students

Application is made directly to the Department of Early and Middle Grades Education. The department admits internal transfer students three times a year. Students should check the department bulletin board and website for dates and details.

### Second Degree Students

Students seeking admission as a second-degree student must have earned a minimum cumulative GPA of 2.9 on their last 48 credits. They must also have achieved passing scores (as defined by PDE) on all required tests for their initial certification and degree program.

Second-degree students will be expected to complete all professional education and specialized preparation courses required in the undergraduate early or middle grades preparation majors. While credit may be given for equivalent courses taken during the first-degree program, additional requirements, which may include college-level course work in math (six credits), English composition (three credits), and literature taught in English (three credits), could be required for Teacher Candidacy.

### Accelerated Program Policy

Refer to the Accelerated Programs page (<https://catalog.wcupa.edu/undergraduate/accelerated-programs/>) for more information.

## Faculty

### Professors

Michael Bell ([mbell@wcupa.edu](mailto:mbell@wcupa.edu)) (2001)  
B.A., Arizona State University; M.A., Northern Arizona University;  
Ph.D., University of Texas at Austin

Karen Johnson ([kjohnson@wcupa.edu](mailto: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](mailto: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](mailto:hleaman@wcupa.edu)) (2005)  
Graduate Coordinator, Early and Middle Grades Education  
B.S., M.Ed., Millersville University; Ph.D., Pennsylvania State  
University

Lisa J. Lucas ([llucas@wcupa.edu](mailto:llucas@wcupa.edu)) (2008)  
B.A., Lock Haven University; M.Ed., Cabrini College; Ed.D.,  
Immaculata University

Jacqueline G. Van Schooneveld ([jvanschooneveld@wcupa.edu](mailto:jvanschooneveld@wcupa.edu)) (2013)  
B.S., Bucknell University; M.Ed., Columbia University; Ed.D.,  
University of Pennsylvania

### Associate Professors

Jade Burris ([jburris@wcupa.edu](mailto:jburris@wcupa.edu)) (2015)  
Graduate Coordinator, Early and Middle Grades Education  
B.S., M.A., M.Ed., University of Florida; Ed.D., University of  
Delaware

Laura E. Fiorenza ([lfioorenza@wcupa.edu](mailto:lfioorenza@wcupa.edu)) (1991)  
Graduate Coordinator, Early and Middle Grades Education  
B.A., M.Ed., West Chester University; Ed.D., Grand Canyon  
University

Crystal C. Loose ([cloose@wcupa.edu](mailto:cloose@wcupa.edu)) (2019)  
B.A., University of Pittsburgh; M.Ed., Millersville University; Ed.D.,  
Pennsylvania State University

Paul Sylvester ([psylvester@wcupa.edu](mailto:psylvester@wcupa.edu)) (2016)  
B.A., Earlham College; M.S., Bank Street College of Education;  
Ph.D., University of Pennsylvania

### Assistant Professors

David P. Barry ([dbarry@wcupa.edu](mailto:dbarry@wcupa.edu)) (2021)  
B.A., Stonehill College; M.Ed., Harvard University; Ph.D., University  
of Texas at Austin

Tiffany Bennett ([tbennett@wcupa.edu](mailto:tbennett@wcupa.edu)) (2022)  
B.A., M.Ed., University of Florida; Ed.D., Northcentral University

Emmaline Ellis ([eellis@wcupa.edu](mailto:eellis@wcupa.edu)) (2023)  
B.A., Boston College; M.Ed., M.S.W., University of Pennsylvania;  
Ph.D., Temple University

Rosemarie Jagielo-Manion ([rjagielo-manion@wcupa.edu](mailto:rjagielo-manion@wcupa.edu)) (2020)  
B.A., LaSalle University; M.Ed., West Chester University; Ed.D.,  
Widener University

## Courses

### ECE

#### ECE 100. Orientation to Early Childhood. 3 Credits.

An introduction to the history and philosophy of early childhood education. Field observations in a variety of settings provide the student with an opportunity for career decision making.

#### ECE 199. Early Childhood Education Transfer Credits. 1-10 Credits.

Transfer Credits  
Repeatable for credit.

**ECE 225. Infant Development and Field. 6 Credits.**

The study of infant/toddler development and appropriate programming. The relationship of the developmental level to the structuring of learning environment is fostered as students interact with infants in child care settings for four hours per week.

**ECE 309. Introduction to the Language Arts. 3 Credits.**

The areas of listening, speaking and writing are studied in depth. Knowledge, teaching and evaluative techniques are addressed. Introduction to the reading process and the relationship of language to reading also will be studied.

**ECE 414. Advocacy, Leadership, and Supervision in Early Childhood Education. 3 Credits.**

Through this course, students will enhance their knowledge, skills and dispositions for management and leadership as defined by NAEYC Accreditation criteria. Students will apply their knowledge of child development, developmentally effective practices, national and state standards, and management competencies as they examine their own development as leaders.

Distance education offering may be available.

**ECE 416. Issues in Early Childhood Child Program Administration. 3 Credits.**

This course will address issues related to childcare administration, including the characteristics of high-quality early childhood models and programs, current trends, evidence-based child development practices, family and community involvement, and the management of program operations.

Distance education offering may be available.

**ECE 417. Marketing, Technology, and Fiscal Management in Early Childhood Programs. 3 Credits.**

This course will introduce best practices related to organizational structure, finances, and the use of technology in business operations of early childhood programs. Students will identify core values related to business orientation and investigate quality benchmarks associated with budget planning and fiscal management. Students will explore marketing strategies, technology tools, and funding opportunities in addition to record keeping, decision-making, and recruitment and retention.

Distance education offering may be available.

**EDE****EDE 199. Educator Development Transfer Credits. 1-10 Credits.**

Transfer Credits  
Repeatable for credit.

**EDE 253. Human Development and Behavior. 3 Credits.**

Physical, mental, emotional, social, moral, and self factors shaping human behavior throughout the life cycle; specific application to work with individuals and groups in educational settings.

EDE 253 Prerequisite: Successful completion of PSY 100 with minimum grade of D-.

**EDE 254. Development in the Middle School Child. 3 Credits.**

Characteristic development and behavior of children between 10 and 15 years of age; understanding and working with these children in educational settings.

EDE 254 Prerequisite: Successful completion of EDE 253 with minimum grade of D-.

**EDE 302. Teaching the Language Arts. 3 Credits.**

Study of teaching language skills in the elementary school: listening, speaking, and writing.

**EDE 409. Independent Study. 1-3 Credits.**

Special topics or projects initiated by the student that will enable her or him to do extensive and intensive study in an area of elementary education.

**EGP****EGP 199. Early Grades Preparation Transfer Credits. 1-11 Credits.**

Transfer Credits  
Repeatable for credit.

**EGP 209. Child Development: Prebirth - 5 Years. 3 Credits.**

This course covers the normative and atypical development of children from prebirth through 5 years across all development domains. The earliest years are exciting, interesting and continually changing time in the lives of children. This course will cover content from research, personal experiences and observations.

Distance education offering may be available.

**EGP 210. Middle Childhood & Adolescent Development. 3 Credits.**

A survey of characteristic development and behavior of children in middle childhood and adolescence, situated within theories of human development with emphasis on application to classroom settings.

**EGP 220. Theory/Field Experiences in the Early Grades. 3 Credits.**

Orientation to the curricula, processes and structures of the PreK-4 classroom. Field experiences, minimum 30 hours, related to course topics. Field clearances required.

EGP 220 Prerequisite: Successful completion of EGP 209 or EGP 210, with minimum grades of D-.

Gen Ed Attribute: Speaking Emphasis, Writing Emphasis (select both)

**EGP 322. Pre-K Methods and Field. 6 Credits.**

This course is a 6 credit methods and field course. Students will learn to plan and implement developmentally effective curriculum for children three to five years old. Students will be in field placements for six hours each week.

EGP 322 Prerequisite: Successful completion of EGP 209 and EGP 220, with minimum grades of D-; and field clearances.

Gen Ed Attribute: Writing Emphasis (select both)

**EGP 326. Families and Community Relations. 3 Credits.**

Addressing issues, policies, and practices about schools, young children families and communities this course will focus on ethnicity, culture, and social class to provide students with perspectives and understandings that will enable them to teach effectively and function as viable members of learning communities. Understanding the role of parents, guardians and families in each child's educational success and success in life, while embracing and respecting each child's unique individuality, are essential for the contemporary educator.

EGP 326 Prerequisite: Successful completion of EGP 209 and EGP 210, with minimum grades of D-.

Gen Ed Attribute: Community Engagement Pathway, Diverse Community(select both)

Distance education offering may be available.

**EGP 331. Early Intervention for Infants and Toddlers with Disabilities. 6 Credits.**

This is a methods and field course that focuses on learning to work with infants and toddlers with disabilities and their families. It will include an exploration of the following: characteristics of typical development and the implications of disabilities on the development of young children; impact on the family; modification of the educational and care giving environments; and approaches to curriculum and assessment. Students will have the opportunity to work with infants or toddlers in an early intervention agency or family home environment. For this course, 3 credit hours will consist of instructor lecture of course content and 3 credit hours will consist of a minimum of 40 hours in the field, which provides students with the opportunity to apply content through observations and interactions with families and children, ages, birth to 3 years old, with regular observations completed by the course instructor.

EGP 331 Prerequisite: Student must minor in Early Intervention; up-to-date clearances (FBI, PA Child Abuse, PA Criminal, TB); and submission of Staff Health Assessment Form.

Equivalent courses: EDA 331

**EGP 332. Family Systems in Early Intervention. 3 Credits.**

This course introduces the theory and practice of family intervention with diverse populations including families of infants, toddlers, and preschoolers with disabilities. It bases its objectives on the knowledge that the involvement of families is essential to the education and well being of young children. The methods of service delivery for young children with disabilities and their families are discussed in addition to the key aspects of collaboration, services coordination and family centered services with culturally responsive practices.

Equivalent courses: EDA 332

**EGP 333. Teaching Young Children with Disabilities. 6 Credits.**

This is a methods and field course that focuses on building skills in working with preschoolers with disabilities. The course covers curricula, instructional strategies, and classroom environments that facilitate development and learning for young children 3-5 years old with disabilities. For this course, 3 credit hours will consist of instructor lecture of course content and 3 credit hours will consist of a minimum of 40 hours in the field, which provides students with the opportunity to apply content through observations and interactions with professionals, families and children, ages, 3 to 5 years old with regular observations completed by the course instructor.

EGP 333 Prerequisite: Student must minor in Early Intervention; up-to-date clearances (FBI, PA Child Abuse, PA Criminal, TB); and submission of Staff Health Assessment Form.

Equivalent courses: EDA 333

**EGP 334. Assessment for Early Intervention. 3 Credits.**

This course is designed to provide the student with the knowledge and skills needed for assessment appropriate to young children with disabilities and those who are considered to be "at-risk". We will cover norm and criterion referenced assessment, developmental assessment and alternative assessment methodologies. This course bases its objectives on the knowledge that all early intervention professionals will need to know how to work with a diverse group of young children with disabilities. It will acquaint the student with the legal mandates of serving young children with disabilities in the least restrictive setting, as well as the characteristics of those children with disabilities, including family characteristics. Also, emphasis will be placed on working within the team structures, as appropriate to inclusive practices, and the various roles each professional takes on.

Equivalent courses: EDA 334

**EGP 335. Teaching Social Studies and Health in the Early Grades. 3 Credits.**

This course is a study of social studies and health education curricula, instruction and assessment. National, state and local standards are utilized as frameworks to explore the context, purpose, content, and interdisciplinary nature of the disciplines.

EGP 335 Prerequisite: Teacher Candidacy.

Distance education offering may be available.

**EGP 400. Classroom Management. 3 Credits.**

This course offers a detailed investigation of the elementary teacher's role in classroom management and provides research-based knowledge and practical strategies that encourage student cooperation in the development of optimum learning environments.

EGP 400 Prerequisite: Teacher Candidacy. Prerequisite or corequisite: EDR 317.

Distance education offering may be available.

**EGP 402. Engaging Learners: Integrating Academic/Social Development for High Achieving Equitable Classrooms. 3 Credits.**

Study of the elementary classroom as a unique social system and intentional learning community. Applications of interpersonal and group development theories plus interactional learning models in light of diverse sociocultural contexts. Development of knowledge and skills essential to plan for and facilitate high levels of achievement, cooperation, social competence, and supportive peer interactions in a dynamic classroom learning system.

EGP 402 Prerequisite: Successful completion of EDR 317 or EGP 322, with minimum grades of D-; and Teacher Candidacy.

Gen Ed Attribute: Writing Emphasis (select both)

**EGP 410. Student Teaching. 6 Credits.**

A semester-long, full-time field experience. The student teacher assumes increasing responsibility in the classroom, as demonstrated by effective methods for the planning, delivering, and reflecting on instruction. Weekly seminars are required.

EGP 410 Prerequisite: Student must major in Early Grades Prep, Pre K-4; field clearances; meets all coursework required for the major.

Gen Ed Attribute: Speaking Emphasis

Distance education offering may be available.

**EGP 411. Student Teaching. 6 Credits.**

A semester-long, full-time field experience. The student teacher assumes increasing responsibility in the classroom, as demonstrated by effective methods for the planning, delivering, and reflecting on instruction. Weekly seminars are required.

EGP 411 Prerequisite: Student must major in Early Grades Prep, Pre K-4; field clearances; meets all coursework required for the major.

Gen Ed Attribute: Speaking Emphasis

Distance education offering may be available.

**MGP****MGP 220. Field Experience: Middle Level Environment. 3 Credits.**

The goal of this course is to connect educational theories and current ideas in education, to what is happening in the classroom, and to begin thinking about how to create a positive learning community for all learners. This course bridges theory, philosophy and real classroom experiences (field). Field clearances required.

MGP 220 Prerequisite: Successful completion of EDP 201 with minimum grade of D-.

Gen Ed Attribute: Speaking Emphasis, Writing Emphasis (select both)

**MGP 335. Teaching Social Studies in Middle Grades. 3 Credits.**

This course is a study of social studies teaching and student learning in grades 4-8, focusing on related curricula, instruction and assessment in these grades. National, state and local standards are utilized as frameworks to explore the context, purpose, content, and interdisciplinary nature of the social studies. Field clearances required.

MGP 335 Prerequisite: Successful completion of MGP 220, with minimum grade of D-; Teacher Candidacy; and field clearances.

Gen Ed Attribute: Writing Emphasis (select both)

**MGP 400. Classroom Management and Engagement for Grades 4-8. 2 Credits.**

This course offers a detailed investigation of the middle school teacher's role in classroom management that encourages student cooperation in the development of optimum learning environments. Development of knowledge and skills essential to plan for and facilitate high levels of achievement, cooperation, social competence, and supportive peer interactions in a dynamic classroom learning system will be explored.

**MGP 410. Student Teaching. 6 Credits.**

A semester-long, full-time field experience. The student teacher assumes increasing responsibility in the classroom, as demonstrated by effective methods for the planning, delivering, and reflecting on instruction. Weekly seminars are required.

MGP 410 Prerequisite: Teacher Candidacy; field clearances; and all coursework required for the major.

Gen Ed Attribute: Speaking Emphasis

Distance education offering may be available.

**MGP 411. Student Teaching. 6 Credits.**

A semester-long, full-time field experience. The student teacher assumes increasing responsibility in the classroom, as demonstrated by effective methods for the planning, delivering, and reflecting on instruction. Weekly seminars are required.

MGP 411 Prerequisite: Teacher Candidacy; field clearances; and all coursework required for the major.

Gen Ed Attribute: Speaking Emphasis

Distance education offering may be available.