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.

Application and Approval for Student Teaching

Students are eligible to student teach if they have

1. Achieved Formal Admission to Teacher Education (FATE),
2. Met, by having earned final passing grades, all professional preparation requirements1,
3. Earned at least 102 credits prior to the student teaching semester, and
4. Maintained the Pennsylvania-mandated GPA of 2.80. (See “Formal Admission to Teacher Education” in the Educator Preparation Programs (http://catalog.wcupa.edu/undergraduate/education-social-work/educator-preparation-programs) section of this catalog.) Student teaching is typically scheduled for a student’s final semester at the University.

Applications for student teaching must be made two semesters prior to student teaching through the Office of Field Placements and Student Teaching, Francis Harvey Green Library 251. Students graduating fall 2013, spring 2014, fall 2014, and spring 2015, must have taken and provided official score reports for required Pennsylvania certification tests prior to student teaching. This includes Praxis II Middle Grades Core and Concentration Area Tests for middle grades preparation majors and the PECT PK-4 test for early grades preparation majors. Following application, students register for student teaching (EGP 410 and EGP 411, or MGP 410 and MGP 411) as they would for other University courses.

1 Exception: Early grades majors may take EGP 400 concurrently with student teaching.

Field Placement in Schools

All field placements for EGP and MGP courses, including student teaching, are arranged in conjunction with the Department of Early and Middle Grades Education. Students are not to solicit placements. While student needs are considered in assigning placements, no particular placement can be guaranteed. Transportation to and from field placements is the responsibility of the individual student. Students must have their criminal clearances (Act 34 Pennsylvania State Criminal History Record Report, Act 114 Federal Criminal History Report, and Act 151 Child Abuse Report) and TB test results by the first day of class for EGP 209, EGP 210, EGP 220, EGP 322, EGP 410/EGP 411; LAN 382/ENG 382; EDR 317, EDR 318; MAT 352; MGP 220, MGP 335, MGP 410/MGP 411; and SCE 330. West Chester University does not place students at religiously affiliated schools when public school placements are available and when that placement results in the students’ receiving academic credit.

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 Formal Admission to Teacher Education (FATE). All students seeking a bachelor of science in either program must formally apply for admission to teacher education. (See “Formal Admission to Teacher Education” in the Educator Preparation Programs section of this catalog.)

Only students who have achieved FATE 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, EDR 317, and SCE 320. For MGP majors, the advanced professional course work includes 300-
DEPARTMENT OF EARLY AND MIDDLE GRADES EDUCATION

and 400-level MGP courses plus EDA 303, EDM 349, EDP 354, EDR 318 and EDR 345, MAT 352, and SCE 330. Students who have achieved FATE must maintain the required minimum GPA in order to continue taking advanced professional course work. If a student falls below the required minimum GPA, he or she 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 27 college-level credits with a minimum cumulative GPA of 2.80. 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 FATE. (See "Formal Admission to Teacher Education" in the 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 for dates and details.

In addition to the general requirements for FATE, B.Ed. candidates who are admitted to the major in EGP or MGP must also complete:

1. 20 hours of pre-approved, unpaid community service for agencies/organizations serving children and/or youth and/or adults with special needs and/or families (at least 10 of these hours must be provided in one setting); and

2. A written reflection that has been assessed as satisfactory on how this service has influenced their development as teachers. The nature of the service must provide a direct, concrete benefit to the population(s) an agency/organization serves. The hours that candidates devote to this community service requirement may not also be used to fulfill any requirement for a credit-bearing course.

Second Degree Students

Students seeking admission as a second-degree student must have earned a minimum cumulative GPA of 2.8 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 Formal Admission to Teacher Education.

Admission to the Minor in Elementary Education

Students seeking a minor in Elementary Education must have completed 27 credits and must have the minimum cumulative GPA required for their earned credits: 2.65 for students with 27–47 credits and 2.80 for students with 48 or more credits. Students admitted to the minor must maintain the minimum cumulative GPA required of them at admission to the minor in order to continue. Students who fall below the minimum cumulative GPA required are permitted to retake, in accordance with University policy, course work in the minor that contributed to their fall below the required minimum cumulative GPA. Such students will not be permitted to take additional course work in the minor until they achieve the required minimum cumulative GPA.

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

Connie Dilucchio (cdilucchio@wcupa.edu) (2003)
Graduate Coordinator, Early and Middle Grades Education
B.S., M.E., Pennsylvania State University; M.Ed. in Applied Studies in Teaching and Learning; Ed.D., University of Pennsylvania

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)
Chairperson, Early and Middle Grades Education
B.S., M.Ed., Millersville University; Ph.D., Pennsylvania State University

Catherine M. Prudhoe (cprudhoe@wcupa.edu) (1992)
Graduate Coordinator, Early and Middle Grades Education
B.S., Pennsylvania State University; M.S., Pennsylvania State University; Ph.D., University of Delaware

Donna R. Sanderson (dsanderson@wcupa.edu) (2001)
B.S., James Madison University; M.S., Widener University; Ed.D., University of Pennsylvania

Associate Professors

Karen Johnson (kjohnson@wcupa.edu) (2007)
Early and Middle Grades Education
B.S., Trenton State College; M.Ed., Rutgers University; Ph.D., University of Albany

Lisa J. Lucas (llucas@wcupa.edu) (2008)
Graduate Coordinator, Early and Middle Grades Education
B.A., Lock Haven University; M.Ed., Cabrini College; Ed.D., Immaculata University

Katherine Norris (knorris@wcupa.edu) (2007)
B.S., West Chester University; M.S., Saint Joseph’s University; Ed.D., Temple University

Vicky M. Patton (vpatton@wcupa.edu) (2002)
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. West Chester University; M.Ed. West Chester 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 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 231. Child Development (2-5 Years). 3 Credits.
Physical, social, emotional, intellectual, and moral development of the child, 2-5 years of age. Parallels are drawn from this phase of child development to students' self-development.
Gen Ed Attribute: Writing Emphasis.
Typically offered in Fall & Spring.

ECE 232. Preschool Learning Environment & Field Experience. 3-6 Credits.
Methods and materials for structuring the classroom environment for the child 2-5 years of age. Readiness skills and concepts in all curricular areas are addressed.
Pre / Co requisites: ECE 232 requires prerequisite of ECE 225 and co-requisite or prerequisite of ECE 231.
Gen Ed Attribute: Writing Emphasis.

ECE 308. Social Studies - Science Primary Grades. 3 Credits.
A consideration of methods of instruction for social studies and science in K-3 grade classrooms.
Pre / Co requisites: ECE 308 requires formal admission to teacher education.
Typically offered in Fall & Spring.

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 311. Families and Early Childhood Education. 3 Credits.
This course will address the role of parents of young children within the context of school, home and society as well as culture, traditions and current issues. Students will investigate strategies for fostering home-school partnerships that enhance child development and educational success.
Pre / Co requisites: ECE 311 requires prerequisite of SOC 240.
Typically offered in Fall & Spring.

ECE 312. Introduction to Early Intervention. 3 Credits.
This course is an overview of the field of early childhood special education. Students will explore the processes of early intervention including screening, assessment, instructional programming, integrating children with and without disabilities, and family involvement.
Typically offered in Fall & Spring.

ECE 314. The Visual Arts in the Early Childhood Curriculum. 3 Credits.
This course prepares the pre-primary ECE teacher in the rationale for and use of visual arts in preschool and pre-kindergarten settings. This course is not applicable in BSED programs.
Typically offered in Fall & Spring.

ECE 321. Middle Childhood and Adolescent Development. 3 Credits.
Physical, social, emotional, intellectual, and moral development of the child 5-8 years of age. Parallels are drawn from this phase of child development to students' self-development.
Typically offered in Fall & Spring.

ECE 404. Integrated Learning in Kindergarten. 3-6 Credits.
The focus of this course is on curricular content and developmentally appropriate experiences in various kindergarten programs.
Pre / Co requisites: ECE 404 requires formal admission into teacher education or Early Childhood Minor.

ECE 405. Admin & Supervisor of Early Childhood. 3 Credits.
Principles of administration and supervision of programs for young children. Includes parent education and community relations.
Pre / Co requisites: ECE 405 requires prerequisites of ECE 232 and formal admission into teacher education or Early Childhood Minor.
Gen Ed Attribute: Writing Emphasis.

ECE 407. Diversity Perspectives in Early Childhood Education. 3 Credits.
This seminar will address the rewards and challenges of teaching in America's diverse classrooms.
Pre / Co requisites: ECE 407 requires formal admission into teacher education or Early Childhood Minor.
Gen Ed Attribute: Diversity Requirement, Writing Emphasis.

ECE 410. STUDENT TEACHING - 1ST HALF. 6 Credits.
Contact department for more information about this course.
Pre / Co requisites: ECE 410 requires formal admission into teacher education.

ECE 411. Student Teaching - 2nd Half. 6 Credits.
(Second half of semester) Two separate student teaching experiences are required: one in nursery or kindergarten and one in grades 1-3. Weekly practicum sessions are required.
Pre / Co requisites: ECE 411 requires formal admission into teacher education.

ECE 412. Early Childhood Internship and Seminar. 6 Credits.
This capstone course will cover infant, preschool and school age care. Students will spend the semester in either an infant, toddler, preschool or school age early childhood setting. Weekly seminar sessions are required. Open to TEACH students only.

**EDE**

EDE 200. Theory and Field Experiences in Elementary Education. 3 Credits.
Orientation to the curricula, processes, and structures of elementary education today. Field experiences related to course topics.
Gen Ed Attribute: Writing Emphasis.
Typically offered in Fall & Spring.

EDE 230. Inclusive Classroom. 3 Credits.
The purpose of this course is to prepare preservice early childhood, elementary, and special education students to teach students with disabilities effectively in general education settings. The course will be co-taught by special education, early childhood education, and elementary education faculty.
Gen Ed Attribute: Diversity Requirement.
Typically offered in Fall & Spring.

EDE 251. Child Development and Behavior. 3 Credits.
A survey of characteristic development and behavior of children between 5 and 13 years of age, situated within theories of human development with emphasis on application to classroom settings. Open to elementary education majors only.
Typically offered in Fall & Spring.

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.
Pre / Co requisites: EDE 253 requires a prerequisite of PSY 100.

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.
Pre / Co requisites: EDE 254 requires prerequisites of EDE 251 and EDE 253.

EDE 302. Teaching the Language Arts. 3 Credits.
Study of teaching language skills in the elementary school: listening, speaking, and writing.
Pre / Co requisites: EDE 302 requires prerequisite of EDE 251.

EDE 332. Teaching Social Studies in Elementary School. 3 Credits.
Methods of teaching social studies and geography in the elementary curriculum. Techniques, current research projects, reading materials, audio visual aids, resource persons, and field trips used as tools of learning. The organization, development, and use of resource units are stressed.
Pre / Co requisites: EDE 332 requires prerequisites of EDE 200, EDE 251 and formal admission into teacher education.
EDE 352. Self and Group Processes Diverse Classroom. 3 Credits.
Analysis of self processes influencing teacher-student classroom interactions. Role of needs, defenses, motives, emotions, and early learning experiences as they shape the prospective teacher's responses to elementary children. Application of social learning and interpersonal theory.
Pre / Co requisites: EDE 352 requires prerequisites of EDE 251 and formal admission into teacher education.
Gen Ed Attribute: Diversity Requirement, Writing Emphasis.

EDE 401. Creativity in the Classroom. 3 Credits.
Exploration of materials and processes of children's perceptions and behavior, aimed at encouraging the development of their critical and creative potentials.
Pre / Co requisites: EDE 401 requires formal admission into teacher education and co-requisite of EDE 312 or EDR 312.

EDE 406. Classroom Management. 3 Credits.
Detailed investigation of the elementary teacher's role in classroom management. Teacher influence, personality, and class interaction; class roles and expectation; seating plans; discipline; referral; and the teacher's role in evaluating and identifying potential problems in children.
Pre / Co requisites: EDE 406 requires formal admission into teacher education and co-requisite of EDE 312 or EDR 312.

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.
Consent: Permission of the Department required to add.

EDE 410. Student Teaching - 1st Half. 6 Credits.
Contact department for more information about this course.
Pre / Co requisites: EDE 410 requires formal admission into teacher education.

EDE 411. Student Teaching - 2nd Half. 6 Credits.
(Second half of semester) Two separate student teaching experiences are required: one in grades K-3 and one in grades 4-6. Weekly practicum sessions are required.
Pre / Co requisites: EDE 411 requires formal admission into teacher education.

EDE 421. Seminar in Elementary Education. 3 Credits.
An intensive study of some current, major developments in elementary education. Topics announced in advance.
Consent: Permission of the Department required to add. Repeatable for Credit.

EGP

EGP 199. 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. Field Clearances Required.
Typically offered in Fall & Spring.

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. Field clearances required.
Typically offered in Fall & Spring.

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.
Pre / Co requisites: EGP 220 requires a prerequisite of either EGP 209 or EGP 210.
Gen Ed Attribute: Writing Emphasis.
Typically offered in Fall, Spring & Summer.

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.
Pre / Co requisites: EGP 322 requires prerequisites EGP 209 and EGP 220 and field clearances.
Gen Ed Attribute: Writing Emphasis.
Typically offered in Fall, Spring & Summer.

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.
Gen Ed Attribute: Diversity Requirement.
Typically offered in Fall, Spring & Summer.

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.
Pre / Co requisites: EGP 335 prerequisite requires formal admission to teacher education.
Typically offered in Fall, Spring & Summer.

EDE 400. Classroom Management. 3 Credits.
Detailed investigation of the elementary teacher's role in classroom management.
Pre / Co requisites: EDE 400 requires prerequisites of Formal Admission to Teacher Education and EDR 317 as corequisite or prerequisite.
Typically offered in Fall, Spring & Summer.

EDE 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.
Pre / Co requisites: EDE 402 requires prerequisites of Formal Admission to Teacher Education and EDR 317 or EGP 322.
Gen Ed Attribute: Writing Emphasis.
Typically offered in Fall, Spring & Summer.

MGP

MGP 220. Field Experience: Middle Level Environment. 3 Credits.
Orientation for the curricula, processes, and structures of 4-8 classrooms. Field experiences, minimum 30 hours, related to course topics.
Pre / Co requisites: MGP 220 requires prerequisites of EDP 200 and EDP 201; field clearances.
Gen Ed Attribute: Writing Emphasis.
Typically offered in Fall, Spring & Summer.
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.
Pre / Co requisites: MGP 335 requires prerequisite MGP 220, Formal Admission to Teacher Education and field clearances.
Gen Ed Attribute: Writing Emphasis.
Typically offered in Fall & Spring.

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. Field clearances required.
Pre / Co requisites: Formal Admission Teacher Ed.
Typically offered in Fall & Spring.

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. Field clearances required.
Pre / Co requisites: Formal Admission Teacher Ed.
Typically offered in Fall & Spring.