DEPARTMENT OF EDUCATIONAL FOUNDATIONS AND POLICY STUDIES

College of Education and Social Work

Overview

902 Wayne Hall
West Chester University
West Chester, PA 19383
610-436-2958
Department of Educational Foundations and Policy Studies (http://www.wcupa.edu/profSecEd)
John Elmore (jelmore@wcupa.edu), Chairperson
Jackie Hodes (jhodes@wcupa.edu), Assistant Chairperson


Satisfactory completion of a secondary or K-12 curriculum also will qualify the student for a Pennsylvania Instructional I Certificate, which is valid for six years of teaching the specified subject in Pennsylvania public schools. The student must choose one academic field of specialization.

See the Educator Preparation Programs (http://catalog.wcupa.edu/undergraduate/education-social-work/educator-preparation-programs) section of this catalog for information about new requirements.

Programs

Majors in Educational Foundations and Policy Studies

- Bachelor of Science in Education (B.S.Ed.) (http://catalog.wcupa.edu/undergraduate/education-social-work/educational-foundations-policy-studies/bachelor-science-education-bsed)

Minors in Educational Foundations and Policy Studies

- Professional Education (http://catalog.wcupa.edu/undergraduate/education-social-work/educational-foundations-policy-studies/professional-education-minor)

Certificates in Educational Foundations and Policy Studies

- Education for Sustainability (http://catalog.wcupa.edu/undergraduate/education-social-work/educational-foundations-policy-studies/undergraduate-certificate-education-sustainability)

Graduate Opportunities

See the graduate catalog for more information on the Educational Foundations and Policy Studies programs. (http://catalog.wcupa.edu/graduate/education-social-work/educational-foundations-policy-studies)

Policies

- See undergraduate admissions information. (http://catalog.wcupa.edu/general-information/admissions-enrollment/undergraduate-admissions)
- See academic policies. (http://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.

Formal Admission to Teacher Education and Teacher Certification

Refer to the catalog section on Educator Preparation Programs (http://catalog.wcupa.edu/undergraduate/education-social-work/educator-preparation-programs) for information on program requirements.

Student Teaching Eligibility

To be eligible for student teaching (EDS 411-EDS 412), the student must have fulfilled the following requirements:

1. Completed the requirements for Formal Admission to Teacher Education (FATE) status described on the Educator Preparation Programs page (http://catalog.wcupa.edu/undergraduate/education-social-work/educator-preparation-programs).
2. Completed the professional education requirements with a C or higher in all courses.
3. Completed any test and/or other requirements set by the appropriate academic department.
4. Completed a minimum of 90 semester hours with the Pennsylvania-mandated GPA (2.8), including a minimum grade of C in all education courses.
5. Completed and provided an ETS score report that they took the Praxis II test(s) in the subject area where the candidates are enrolled to achieve certification.

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 Marionhoche (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 Hawthorne (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., Ed.D., University of Virginia
Jacqueline S. Hodes (jhodes@wcupa.edu) (2012)
Graduate Coordinator, Educational Foundations and Policy Studies
Assistant Chairperson, 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

EDF

EDF 255. Evolution of Schooling in U.S.. 3 Credits.
An examination of the historical evolution and contemporary purposes, practices, and
structures of schooling in the United States. Students will investigate the political, sociological,
and economic motivators in the origin, maintenance, and reform of American schooling.
In addition, students utilize the course’s historical context to engage in an examination of
contemporary issues in American schooling, specific attention will be given to the impact of
current educational reforms on the theory and practice of early childhood education.
Gen Ed Attribute: Interdisciplinary Requirement.

EDF 300. Democracy and Education. 3 Credits.
A study of the philosophical, historical and sociological issues related to American education.
The course places schools within the context of the larger American society and asks to what
degree can and should schools serve as agents for creating a more just and democratic society.
Gen Ed Attribute: Interdisciplinary Requirement.

EDM

EDM 300. Intro to Educational Technology Integr. 3 Credits.
An overview of the integration of technology in teaching and learning with a focus on computer applications.

EDM 349. Technology Tools to Transform Teaching and Learning. 1 Credit.
This course provides teacher candidates with a supportive, yet challenging exploration of
theoretical, and practical issues related to the effective integration of technology in teaching
and learning. Building on participants’ technology competency and prior course learning,
the focus on thoughtful selection and use of modern digital tools, and advanced use of the
Internet to transform 21st century learning environments. Web-based projects linked to
standards as well as grade, subject and certification needs, are designed to enhance and
support teacher candidates’ Early and Middle grades teacher preparation work.
Pre / Co requisites: Formal Admission Teacher Ed.

EDO

EDO 400. Environmental Sustainability Educ: History, Theory & Practice. 3 Credits.
The development of environmental and sustainability education with emphasis on theoretical
perspectives and practical applications.

EDO 410. Systems in Sustainability Education. 3 Credits.
Examination of how systems thinking applies to learning for sustainability in school curricula,
missions, facilities, and grounds.

EDO 415. History Of Conservation. 3 Credits.
Contact department for more information about this course.

EDO 420. Outdoor and Place-Based Education. 3 Credits.
The foundations of outdoor and place-based education, with emphases on experiential and
authentic learning. School-based applications will be addressed.

EDO 425. Independent Studies in Environment Educ. 3 Credits.
Special research projects, reports and reading in conservation and outdoor education.
Consent: Permission of the Department required to add.

EDO 450. Education for Sustainability: Methods and Field Experience. 3 Credits.
Methods for integrating education for sustainability into schools and non-formal settings,
using field placements to demonstrate and apply learning.

EDO 498. Workshop In Environmental Education. 3 Credits.
Contact department for more information about this course.

EDM

EDM 300. Intro to Educational Technology Integr. 3 Credits.
An overview of the integration of technology in teaching and learning with a focus on computer applications.

EDM 349. Technology Tools to Transform Teaching and Learning. 1 Credit.
This course provides teacher candidates with a supportive, yet challenging exploration of
theoretical, and practical issues related to the effective integration of technology in teaching
and learning. Building on participants’ technology competency and prior course learning,
the focus on thoughtful selection and use of modern digital tools, and advanced use of the
Internet to transform 21st century learning environments. Web-based projects linked to
standards as well as grade, subject and certification needs, are designed to enhance and
support teacher candidates’ Early and Middle grades teacher preparation work.
Pre / Co requisites: Formal Admission Teacher Ed.
EDP 353. 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 353 requires prerequisite EGP 220.

EDP 354. 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 354 requires COREQ EDR 318 or MGP 335 or MAT 352 or SCE 330, concurrently. PREREQ: MGP 220, Formal Admission to Teacher Education, Field clearances.

EDP 355. Assessment For Learning 7-12. 3 Credits.
This course is designed to provide secondary education candidates the knowledge and skills to use multiple assessments to guide instruction related to standards, to monitor results of interventions and their implications for instruction for all students, and report assessment results. This course has a 25 hour field experience. All field clearances required.

EDP 359. Assessment for Learning: Mathematics Educators. 3 Credits.
This course is designed to provide secondary mathematics education candidates the knowledge and skills to use multiple assessments to guide instruction related to standards, to monitor results of interventions and their implications for instruction for all students, and report assessment results. This course has a 25 hour field experience. Field Clearances required (PA Criminal background, PA child Abuse, FBI fingerprinting, TB test results).

EDP 467. Group Dynamics. 3 Credits.
A group process course designed to help students develop their personal effectiveness in group situations.

EDS
EDS 306. Teaching Principles and Field Experience in Secondary Schools. 3 Credits.
Methods and strategies of teaching in secondary schools will be the core of the course. Implications of classroom management, learning, and other related problems will be discussed. Students will observe in a classroom for nine weeks.
Pre / Co requisites: EDS 306 requires prerequisites of EDF 100 or EDF 300 and formal admission into teacher education.
Consent: Permission of the Department required to add.
Gen Ed Attribute: Writing Emphasis.

EDS 410. Independent Study. 1-3 Credits.
Special topics or projects initiated by the students that will enable them to do extensive and intensive study in an area of secondary education.
Consent: Permission of the Department required to add.
Repeatable for Credit.

EDS 411. Student Teaching Sec - 1st Half. 6 Credits.
Observation and participation in teaching and all other activities related to the teacher's work in the area of the student's specialization.
Pre / Co requisites: EDS 411 requires formal admission into teacher education.
Consent: Permission of the Department required to add.
Typically offered in Fall & Spring.

EDS 412. Student Teaching Sec - 2nd Half. 6 Credits.
Observation and participation in teaching and all other activities related to the teacher's work in the area of the student's specialization.
Pre / Co requisites: EDS 412 requires formal admission into teacher education.
Consent: Permission of the Department required to add.
Typically offered in Fall & Spring.

SEE
SEE 462. Essentials Of The Helping Relationship. 3 Credits.
This course surveys the concepts and skills involved in helping others through individual interviewing, problem solving, decision making, and systematic behavior change.