

DEPARTMENT OF EDUCATIONAL FOUNDATIONS AND POLICY STUDIES

Overview

902 Wayne Hall
West Chester University
West Chester, PA 19383
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Department of Educational Foundations and Policy Studies (<https://www.wcupa.edu/education-social-work/edFoundations/>)

John Elmore (jelmore@wcupa.edu), *Chairperson*

Department Mission Statement

The ability to function effectively as an educator of young people while navigating this rapidly-changing world requires that educators cease to be cast as 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 our educational systems. We have witnessed a steady rise in repressive control, which comes increasingly from outside local communities and schools.

Therefore, now more than ever, educators need to be able to work for change not only within their classrooms and schools, but also in their communities 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 comprehend the political, social, and historical structures that shape educational policy and, by extension, the context of their work. The Department of Educational Foundations and Policy Studies is dedicated to fostering the development of educators with the requisite critical consciousness and pedagogical skills to act as public intellectuals; citizen-teachers capable of creating pedagogical spaces and practices that are relevant, impactful, and liberating for their students.

Programs of Study

Minor in Educational Studies

Dana Morrison (dmorrison@wcupa.edu), Coordinator

The Minor in Educational Studies was designed for any student who is not a major in a teacher education program to explore the foundations of education. With three required courses and a wide-range of elective options to choose from, this 18-credit minor can provide you with important knowledge and skills related to teaching and learning. Students can pair this coursework with a variety of other majors and minors to bring educational insights to a variety of fields. With professions of all kinds recognizing the necessity of continued learning, the Educational Studies Minor positions students to take on educational roles (coach, trainer, facilitator) in many different occupational and community settings.

Undergraduate Certificate in Education for Sustainability

Paul A. Morgan (pmorgan@wcupa.edu), Coordinator

The 12-credit undergraduate certificate program in Education For Sustainability (EFS) is designed for undergraduates and post-baccalaureate students who want to develop their understanding of sustainability and apply their learning on campus, at home, and in their future careers. The program consists of four courses that provide the perspective, experiences, and practical methods needed to immediately put their learning into practice.

Programs

Majors

- B.S. in Educational Studies (<https://catalog.wcupa.edu/undergraduate/education-social-work/educational-foundations-policy-studies/educational-studies-bs/>)

Minor

- Educational Studies (<https://catalog.wcupa.edu/undergraduate/education-social-work/educational-foundations-policy-studies/educational-studies-minor/>)

Certificate

- Education for Sustainability (<https://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. (<https://catalog.wcupa.edu/graduate/education-social-work/educational-foundations-policy-studies/>)

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.

Teacher Candidacy and Teacher Certification

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

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 and/or program faculty. Students are not to solicit placements. While student 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 is the responsibility of the individual student.

The following clearances are required for all field placements:

- PA Child Abuse History Certification,
- Criminal Record Check-PA State Police,
- FBI Background Fingerprinting Check,
- TB testing (as designated by course and placement).

Faculty

Professors

John M. 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 A. Morgan (pmorgan@wcupa.edu) (1999)
B.A., University of Illinois; Ph.D., Columbia University

Christian V. Penny (cpenny@wcupa.edu) (2002)
Graduate Coordinator, Educational Foundations and Policy Studies
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 Marionhoehe (Germany); M.A., Andrews University;
Ph.D., Florida State University

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

Dana Morrison (dmorrison@wcupa.edu) (2012)
B.A., West Chester University; M.A., Villanova University; Ph.D.,
University of Delaware

Jason T. Wozniak (jwozniak@wcupa.edu) (2019)
Graduate Coordinator, Educational Foundations and Policy Studies
B.A., University of Kansas; M.Ed., University of Illinois at Chicago;
M.Phil, Ph.D., Columbia University

Assistant Professors

Benjamin P Brumley (bbrumley@wcupa.edu) (2022)
B.A., University of North Carolina at Chapel Hill; Ph.D., University of
Pennsylvania

Douglas S Morris (dmorris@wcupa.edu) (2021)
B.M., Ohio State University; M.M., University of Harford; Ph.D.,
Pennsylvania State University

Courses

EDF

EDF 199. Educational Foundations Transfer Credits. 1-10 Credits.
Transfer Credits
Repeatable for credit.

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

EDF 360. Public Pedagogy & Social Change. 3 Credits.
An exploration of the concept of public pedagogy and education that takes place outside of traditional, compulsory schooling. Students will consider topics such as learner-specific and self-directed learning, empowered and critical pedagogy, traditions of education for control versus liberation, as well as the role and characteristics of education within social movements past and present. Special focus on the emergence of radical informal learning spaces as sites of empowerment and social transformation.

EDF 490. Capstone in Educational Studies. 3 Credits.
The Educational Studies capstone course employs the knowledge attained in previous courses at West Chester University resulting in creating a researched, designed, and demonstrated educational experience. Students will be expected to identify and analyze a problem that might be addressed via an educational experience. Students will undertake a comprehensive review of the relevant literature related to their chosen concern, explain the theoretical position of their analysis, and employ a clear curricular theory in designing a unique, pedagogical intervention. Building on previous courses, students will be assisted in the development of relevant pedagogical and oral communication skills and will be asked to employ these skills in the demonstration of their program (in whole or in part) for their peers.
EDF 490 Prerequisite: Successful completion of ERM 351 with minimum grade of D-; and senior standing (90 completed credits).

EDM

EDM 199. Educational Media Transfer Credits. 1-10 Credits.
Transfer Credits
Repeatable for credit.

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.

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.

EDP

EDP 199. Educational Psychology Transfer Credits. 1-10 Credits.
Transfer Credits
Repeatable for credit.

EDP 200. Middle Grades Cognition. 3 Credits.
This course focuses on the study of cognitive development and cognition research related to middle grade students in the context of educational psychology. It also examines selected learning theories, motivation, and classroom management. There is a field experience.

EDP 201. Early Adolescent Development and Cognition. 3 Credits.
This course is a study of the physical, personal, social, emotional development, and cognition of early adolescence and selected learning theories in the context of educational psychology and classroom teaching. The course is designed with a specific focus on the socio-cultural impact on adolescent development and cognition related to middle grades teaching in the context of educational psychology. It also examines selected learning theories and motivation. There is a virtual field component.

EDP 250. Educational Psychology. 3 Credits.
A study of learning in relation to the physical, social, emotional, and intellectual aspects of personality.
Distance education offering may be available.

EDP 280. Developmental and Psychological Perspectives in Education. 3 Credits.

This course is designed to provide students with a general introduction to educational psychology along with theories of human growth and development. The course is designed to assist students in understanding and applying developmental theories and psychological research to central questions of learning and education. Multiple theoretical traditions (e.g., developmental, biological, cognitive science, sociocultural, contextual, motivational, critical, and psychoanalytic) will be considered and critiqued. Larger societal issues will also be considered, as they impact and/or are informed by principles of educational psychology. The course will equip students to understand their own pedagogical histories as well as to critically analyze and critique schooling and educational practice in the United States and globally. The course is especially relevant to those considering careers in teaching, educational policy-making, human resources, public service, student affairs, counseling, and the health sciences.

EDP 349. Adolescent Development. 3 Credits.

This course focuses on the emotional, social, intellectual, moral, physical, and self-concept factors shaping human behavior with emphasis on adolescent behavior.

EDP 467. The Educational Psychology of Group Dynamics & Social Change. 3 Credits.

Change is designed to provide students with a general introduction to educational psychology along with theories of human growth and development. The course is designed to assist students in understanding and applying developmental theories and psychological research to central questions of learning and education in both school and non-school settings. Multiple theoretical traditions (e.g., developmental, biological, cognitive science, sociocultural, contextual, motivational, critical, and psychoanalytic) will be considered and critiqued. Larger societal issues will also be considered, as they impact and/or are informed by principles of educational psychology. The course is especially relevant to those considering careers in diverse areas, including business, public service, pre-school administration, teaching in non-school-based settings (e.g., environmental education, museum studies, or technology instruction), policy-making, community organizing, human resources, and the health sciences.

EDT**EDT 300. Intro to Educational Technology Integration. 3 Credits.**

An overview of the integration of technology in teaching and learning with a focus on computer applications.

EDT 311. 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. Participants will be analyzing current theoretical and empirical research for a broader understanding of the dynamic influences of learning technologies on the prospect of personal and collective transformation. The positive and negative effects of technology upon formal and informal learning spaces will be explored, as well as global issues, such as the impact of the online education industry, as well as aspects of learning technologies that might either improve or exasperate existing systems of inequality, privilege and oppression (i.e., the digital divide; who has and who does not have access to technology, why, and what can be done?).

EDT 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 is 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.

ERM**ERM 351. Educational Research, Design & Evaluation. 3 Credits.**

This course maintains three central goals: 1) An introduction to evaluating educational research and conducting an effective review of educational literature, 2) an introduction to curriculum theory and various approaches to designing educational programs, and 3) an introduction to assessment of learning and program evaluation. These three goals will be accomplished in the context of the student's specific career interests – where and with whom they see themselves engaging as professional educators.

ERM 353. Ethical and Effective Assessment for Learning: Early Grades. 3 Credits.

This course will focus on exploring ethical issues related to educational and psychological assessment. The goal of the course is to encourage students to critically evaluate ethical issues in educational and psychological testing to make informed and ethical choices with regards to assessment development, administration, results, and interpretation. 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 interventions and their implications for instruction for all students, and to report assessment results.

ERM 353 Prerequisite: Successful completion of EGP 220 with minimum grade of D-.
Gen Ed Attribute: Ethics Requirement

ERM 354. Ethical and Effective Assessment for Learning: Middle Grades. 3 Credits.

This course will focus on exploring ethical issues related to educational and psychological assessment. The goal of the course is to encourage students to critically evaluate ethical issues in educational and psychological testing to make informed and ethical choices with regards to assessment development, administration, results, and interpretation. 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 interventions and their implications for instruction for all students, and to report assessment results.

ERM 354 Prerequisite: Successful completion of MGP 220 with minimum grade of D-, Teacher Candidacy, and field clearances. Corequisite: EDR 318, MAT 352, MGP 335, or SCE 330.
Gen Ed Attribute: Ethics Requirement

ERM 355. Ethical and Effective Assessment for Learning 7-12. 3 Credits.

This course will focus on exploring ethical issues related to educational and psychological assessment. The goal of the course is to encourage students to critically evaluate ethical issues in educational and psychological testing to make informed and ethical choices with regards to assessment development, administration, results, and interpretation. 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 interventions and their implications for instruction for all students, and to report assessment results.

Gen Ed Attribute: Ethics Requirement

ERM 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 to 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).

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.