DEPARTMENT OF EDUCATIONAL FOUNDATIONS AND POLICY STUDIES

College of Education and Social Work
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

Major in Educational Foundations and Policy Studies
• Bachelor of Science in Education (B.S.Ed.) (http://catalog.wcupa.edu/undergraduate/education-social-work/professional-secondary-education/bachelor-science-education-bsed)

Minor in Educational Foundations and Policy Studies
• Professional Education (http://catalog.wcupa.edu/undergraduate/education-social-work/professional-secondary-education/professional-education-minor)

Certificate in Educational Foundations and Policy Studies
• Undergraduate Certificate Program in Education for Sustainability (http://catalog.wcupa.edu/undergraduate/education-social-work/professional-secondary-education/undergraduate-certificate-program-education-sustainability)

Graduate Opportunities
See the graduate catalog for more information on the Educational Foundations and Policy Studies Program. (http://catalog.wcupa.edu/graduate/education-social-work/professional-secondary-education)

Policies
• 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. Fulfilled 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)
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 (d Bolton@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

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

Jane L. Kenney (jkenney@wcupa.edu) (1992)
B.A., Pennsylvania State University; M.A., Ohio State University; Ph.D., Temple University

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)
Graduate Coordinator, Educational Foundations and Policy Studies
B.A., George Washington University; M.S., State University of New York, Buffalo; M. Phil., Columbia University; Ph.D., Columbia University, Teachers College

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

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

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

**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.

**EDF 360. The Learner in Non-School Settings.** 3 Credits.
Emphasis in the course will be placed on intra- and interpersonal development, facilitative growth and adjustment, and dysfunction as they may impact the non-school educator or trainer.

**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.

**EDP**

**EDP 199, EDP 199 Transfer Credits.** 1-10 Credits.
EDP 199 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. Young Adolescent/Adolescent 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 250. Educational Psychology.** 3 Credits.
A study of learning in relation to the physical, social, emotional, and intellectual aspects of personality.

**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 351. Evaluation and Measurement.** 3 Credits.
A survey of testing materials and procedures with emphasis on interpretation and application.
Pre / Co requisites: EDP 351 requires a prerequisite of EDP 250.

**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.
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.
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.