Level I Post-Baccalaureate Teacher Certification Programs – Pre-K through Grade 4: Early Grades Preparation (EGP), and Grade 4 through Grade 8: Middle Grades Preparation (MGP)

The Department of Early and Middle Grades Education offers two flexible programs leading to Pennsylvania Level Certification, granted by the Pennsylvania Department of Education: certification in Pre-Kindergarten through Grade 4 (EGP) and certification in Grade 4 through Grade 8 (MGP). Both programs are designed for candidates who (a) have completed a B.A. or B.S. degree in an area other than education, or (b) hold a teaching certificate in another grade range or in a content area.

Programs

Master's Programs

- M.Ed. in Early Childhood Education - Accomplished Teachers Track
- M.Ed. in Early Childhood Education - Program Administrators Track
- M.Ed. in Early Childhood Education - Program Administrators Track
- M.Ed. in Applied Studies in Teaching and Learning

Certificates

- Post-Baccalaureate Teacher Certification - Pre-K through Grade 4 (EGP)
- Post-Baccalaureate Teacher Certification - Grade 4 through Grade 8 (MGP)
- Teacher Leadership Certificate / Skills for Teacher Leaders Endorsement
- Transformative Principalship

Admissions

All applicants to one of West Chester University's graduate programs will be held to the graduate admissions requirements. When applicable, additional requirements for admission into specific department program(s) may be listed below.

Admission Requirements for the M.Ed. in Early Childhood Education - Accomplished Teachers Track

1. Undergraduate degree from an accredited college or university
2. Pennsylvania Instructional I Teaching Certification or its equivalent
3. Undergraduate GPA of at least 2.8 on a 4.0 scale. (If the applicant possesses a master's degree, the GPA requirement applies to that degree.)
Admission Requirements for the M.Ed. in Early Childhood Education - Administrators Track

1. Undergraduate degree from an accredited college or university
2. Undergraduate GPA of at least 2.8 on a 4.0 scale. (If the applicant possesses a master’s degree, the GPA requirement applies to that degree.)
3. At least one year of professional experience in an early childhood setting. Individuals with limited early childhood background may be required to complete additional course work or readings.

Admission Requirements for the M.Ed. in Applied Studies in Teaching and Learning

1. Applicants for the degree program are expected to have an undergraduate degree from an accredited college or university, Pennsylvania Level 1 Teaching Certification or its equivalent.
2. Applicants must have one year of full-time, satisfactory K-12 teaching experience in public or private schools. (All other cases will be considered by the department on an individual basis.)
3. An undergraduate GPA of 3.0 on a 4.0 scale is also required. (If an applicant possesses a master’s degree, the GPA requirement applies to that degree.)

Admission Requirements for the Level I Post-Baccalaureate Teacher Certification Programs

As part of the application process, candidates must submit the following materials:
1. Official academic transcript(s) from all colleges and universities attended, demonstrating a minimum GPA of 3.0 on a 4.0 scale
2. A professional goals statement
3. Two recommendations
4. For MGP, a copy of passing scores on PDE-mandated Praxis II subject concentration tests in either mathematics, science, or social studies

Note: Educational Testing Services will not send a copy of candidates’ Praxis scores to WCU’s Graduate School. More information and registration for the Praxis Exams are available on the College of Education website.

Policies

All graduate students are held to the academic policies and procedures (http://catalog.wcupa.edu/graduate/academic-policies-procedures/) outlined in the graduate 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.

Degree Requirements for the M.Ed. in Early Childhood Education

1. Satisfactory completion of the curriculum. Selection of courses should be determined in consultation with an appointed advisor
2. Cumulative GPA of at least 3.0
3. Satisfactory completion of an action research project in ECE 550

Degree Requirements for the M.Ed. in Applied Studies in Teaching and Learning

1. Satisfactory completion of the curriculum. Both the selection and the sequence of courses should be determined in consultation with an appointed advisor. Workshop credits (EDE 580-589) are not permitted. Up to six credits of “Special Topics” courses (EDE 591-EDE 593), within an area of focused inquiry, may be counted towards the degree
2. A cumulative GPA of at least 3.0
3. Development of a professional portfolio (The portfolio will be formally evaluated during EDE 571.)
4. Completion of a classroom-based inquiry project in EDE 611

Program Requirements for the Level I Post-Baccalaureate Teacher Certification Programs

Level I Certification program requirements are determined on an individual basis. Each candidate will receive an approved program of study which will include a checklist of (a) previously completed courses that the graduate coordinator accepts as equivalent to required courses in the program, (b) work and volunteer experiences the graduate coordinator accepts as equivalent to required courses, and (c) courses required to complete the candidate's certification program.

1. Pennsylvania Certification Tests
   Those seeking an Instructional I Certificate in the Commonwealth of Pennsylvania must have a minimum GPA of 3.0 by program completion, plus passing scores (as determined by the PDE) on required Praxis exams. The PDE periodically changes testing requirements and passing scores. Up-to-date information about the Pennsylvania certification tests is available at http://www.wcupa.edu/_academics/coe/PAtests.aspx (http://www.wcupa.edu/_academics/coe/paTests.aspx).

2. Teacher Candidacy
   All students who enter the post-baccalaureate certification program for either the early grades or middle grades preparation program are designated as probationary teacher education students until they achieve Teacher Candidacy. Note: Teacher Candidacy is not the same as admission to the Graduate School. Students apply for Teacher Candidacy after receipt of the acceptance letter to the Graduate School.

Only students achieving Teacher Candidacy will be able to enroll in the "professional semester," which includes field experience and student teaching. Because students need to file an application for student teaching two semesters prior to the professional semester, they are strongly encouraged to apply for Teacher Candidacy as soon as possible after being admitted to the Graduate School. The Department of Early and Middle Grades Education sends information about Teacher Candidacy requirements soon after students are accepted into WCU.

Clearance Requirements for Field Experiences in the Professional Education Unit

All students participating in West Chester University academic courses that require participation in observation, practicum, field experience or student teaching experience must provide up-to-date clearances prior to the fourth day of the semester in which they enrolled in such courses. Students will provide clearances to the university in a manner stipulated but the Dean of the College of Education and Social Work in accordance with the WCU Professional Education Unit Policy Requiring Current Criminal Background Clearances for Enrollment in Field Experience Courses and Student Teaching. Students who fail to provide the proper clearances, as stipulated, will have their enrollment in the course revoked.

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
Karen Johnson (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) (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)
Graduate Coordinator, Early and Middle Grades Education
B.S., M.Ed., Millersville University; Ph.D., Pennsylvania State University
Lisa J. Lucas (llucas@wcupa.edu) (2008)
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
Donna R. Sanderson (dsanderson@wcupa.edu) (2001)
B.S., James Madison University; M.S., Widener University; Ed.D., University of Pennsylvania

Associate Professors

Jade Burris (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 (lfiorenza@wcupa.edu) (1991)
B.A., M.Ed., West Chester University; Ed.D., Grand Canyon University
Vicky M. Patton (vpattton@wcupa.edu) (2002)
B.A., M.A., University of Canterbury (New Zealand); Ph.D., Temple University
Jacqueline G. Van Schooneveld (jvanschoon@wcupa.edu) (2013)
B.S., Bucknell University; M.Ed., Columbia University; Ed.D., University of Pennsylvania

Assistant Professors

Rosemarie Jagielo-Manion (rjagielo@wcupa.edu) (2020)
B.A., LaSalle University; M.Ed., West Chester University; Ed.D., Widener University
Crystal C. Loose (cloose@wcupa.edu) (2019)
B.A., University of Pittsburgh; M.Ed., Millersville University; Ed.D., Pennsylvania State University
Michael G. Ryan (mryan@wcupa.edu) (2019)
Graduate Coordinator, Early and Middle Grades Education
B.S., St. Thomas Aquinas College; M.S.Ed., Bank Street College of Education; Ph.D., Montclair State University
Paul Sylvester (psylvester@wcupa.edu) (2016)
B.A., Earlham College; M.S., Bank Street College of Education; Ph.D., University of Pennsylvania

Courses

ECE

ECE 502. Advanced Child Dev: Prebirth Through Eight Years. 3 Credits.
Course covers development of children pre-birth through age eight. A review of historical and contemporary theories of development as well as emerging research is included.
Distance education offering may be available.

ECE 504. Play as a Learning Medium. 3 Credits.
This course focuses on the significance of play in human development and learning. Analysis of play environments and context is included.
Distance education offering may be available.

ECE 505. Families, Communities and Education in a Multicultural Society. 3 Credits.
This graduate course focuses on important contexts in which young children develop. The educator's role in relation to family cultures and communities will be analyzed.
Distance education offering may be available.

ECE 511. Trends and Issues in ECE. 3 Credits.
This course provides an understanding of the evolution of early childhood education. Contemporary issues and trends in the field of early childhood education are discussed in view of historical, social, cultural, and political influences.
Distance education offering may be available.

ECE 512. Integrated Curriculum & Assessment: Birth to Age 8. 3 Credits.
Designed for teachers, program administrators, and principals in early childhood settings, this course is an in-depth examination of the curriculum frameworks, standards and assessment in early childhood education.
Distance education offering may be available.

ECE 513. Advocating for Young Children and Families. 3 Credits.
Professional service and advocacy on behalf of children, families and communities will be course highlights. Students will analyze policies and develop skills in advocacy and community mobilization.
Distance education offering may be available.

ECE 514. Leadership in ECE. 3 Credits.
Through this course students will enhance their knowledge, skills, and dispositions for management and leadership as defined by NAEYC Accreditation criteria.
Distance education offering may be available.

ECE 515. Coaching and Supervision in ECE. 3 Credits.
This course explores the current theory, research and best practices related to mentoring/coaching and supervision of professional practice in early childhood settings.
Distance education offering may be available.

ECE 517. Small Business Management in ECE. 3 Credits.
This course is designed to help directors and teacher/supervisors successfully plan, organize, and manage a child care center. This course assumes that students have little or no knowledge in economics, finance, accounting, and general business management.
Distance education offering may be available.

ECE 550. The Early Childhood Professional as Researcher. 3 Credits.
Students in this course will conduct "Teacher as Researcher" activities focused on Early Childhood Education contexts. This course serves as the capstone for the Master's Degree in Early Childhood Education.
Distance education offering may be available.

ECE 598. Workshop in Early Childhood Education. 3 Credits.
Workshop in Early Childhood Education.
Typically offered in Summer.
Repeatable for Credit.

EDE

EDE 510. Strategic and Cultural Leadership: WCU Transformative Principalship. 3 Credits.
This course examines the skills required of a school principal leader and prepares them to enact these skills within the contemporary political, social, economic, and cultural context in which an educational system operates. This course will prepare principals and school leaders to systematically and collaboratively develop a positive culture to promote student growth and staff development.
Distance education offering may be available.
Typically offered in Fall.

EDE 512. Leadership for Learning: WCU Transformative Principalship. 3 Credits.
This course examines the skills required of a school principal to become the Instructional Leader and prepares them to enact these skills within the contemporary political, social, economic, and cultural context in which an educational system operates. The course requires individuals to practice these leadership skills and reflect on their impact. This course will prepare principals and school leaders to ensure that a Standards Aligned System is in place to address the linkage of curriculum, instruction, assessment, and data on student learning and teacher effectiveness based on research and best practices for schools with diverse socioeconomic, ethnic, and cultural backgrounds.
Distance education offering may be available.
Typically offered in Spring.
EDE 513. Professional and Community Leadership: WCU Transformative Principalship. 3 Credits.
This course examines the leadership skills and ethical responsibilities required of a school principal leader and prepares them to enact these skills within the contemporary political, social, economic, and cultural context in which an educational system operates. The course requires individuals to practice these leadership skills and reflect on their impact. The course will prepare principals and school leaders to promote the success of all students; the positive interactions among building stakeholders; and the professional growth of staff by acting with integrity, fairness, and in an ethical manner.
Distance education offering may be available.
Typically offered in Summer.

EDE 514. The Principal Field Supervision: WCU Transformative Principalship. 3 Credits.
This course examines the skills required of a school principal to become the Instructional Leader. The course requires individuals to practice these leadership skills and reflect on their impact. This course will provide practical experiences principals are faced with on a day-to-day basis. Candidates will apply theories and activities developed throughout the program coursework. 360 hours of field work to be completed over the course of a calendar year.
Pre / Co requisites: EDE 514 requires acceptance into the Transformative Principalship certification program.
Consent: Permission of the Department required to add.
Distance education offering may be available.
Typically offered in Fall & Spring.
Repeatable for Credit.

EDE 532. Teaching-Learning: Theory to Practice. 3 Credits.
This course is intended to help teachers connect knowledge of curriculum design and learning theory with the development of culturally responsive curriculum and effective classroom practice.
Typically offered in Spring & Summer.

EDE 548. Social Emotional Learning in the Classroom. 3 Credits.
This course explores social and emotional learning (SEL) theory, research, practice, and policy. SEL is the process through which children and adults understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions. This course provides a systemic approach to SEL. Practitioners will learn how to intentionally cultivate a caring, participatory, and equitable learning environment using evidence-based practices that actively involve all students in their social, emotional, and academic growth. This approach infuses social and emotional learning into both the educators' and the students' lives during all times of the school day and when they are in their homes and communities. This course is grounded in theories of cognitive, social, emotional, and behavioral development and demonstrates research-based practices which enable students to gain knowledge and experience needed to work successfully with family members and the broader community in supporting social, emotional, and behavioral wellness of PK-12 students.
Typically offered in Fall & Spring.

EDE 551. Child and Adolescent Development I. 3 Credits.
Introduction to theories of human development with emphasis on characteristic development and behavior of children between 5 and 13 years of age and application to classroom settings. Typically offered in Spring.

EDE 554. The Reflective Teacher: Examining Cultural Paradigms in the Contemporary Classroom. 3 Credits.
An investigation of the origins of popular, personal and theoretical constructions of teaching and learning processes and how these constructions influence contemporary practice.
Distance education offering may be available.
Typically offered in Summer.

EDE 556. Developmental Perspectives on Learning and Teaching. 3 Credits.
The study of cross-culturally evolving perspectives on healthy developmental processes in children and adults and the application of findings to interactions between teachers and learners within the contexts of family, school and community. Students will consider their own growth and development as teachers and adults via understanding of teacher career cycle models and apply components of case study methodology and child/adolescent development theories to Prek-12 students.
Pre / Co requisites: EDE 556 requires a prerequisite of EDE 554.
Typically offered in Fall.

EDE 563. Teachers as Leaders. 3 Credits.
This course will provide opportunities for teachers to study their roles in change processes through an examination of teacher leadership.
Distance education offering may be available.
Typically offered in Summer.

EDE 564. Peer Mentoring and the Professional Community. 3 Credits.
This course examines the leadership skills and ethical responsibilities required of a school leader and prepares them to enact these skills within the contemporary political, social, economic, and cultural context in which an educational system operates. The course requires individuals to practice these leadership skills and reflect on their impact. Learners will demonstrate the following Pennsylvania Teacher Leaders Endorsement Program: adults as learners, peer mentoring practices, assessing and planning, peer mentoring observation skills, and peer mentoring and teacher development.
Distance education offering may be available.
Typically offered in Summer.

EDE 571. Educational Change: A Systemic View. 3 Credits.
Exploration of theories and models of educational change, with emphasis on systems thinking and the central role of the teacher in the change process.
Pre / Co requisites: EDE 571 requires prerequisites of EDE 554 and EDE 532 and EDE 556 and EDE 583 and EDR 535.
Distance education offering may be available.
Typically offered in Fall.

EDE 572. The School as Cultural and Political Entity. 3 Credits.
This course examines the skills and dispositions teacher leaders need to promote and support equitable learning communities in schools within the contemporary political, social, economic, and cultural context in which an educational system operates. It examines the major themes of instructional leadership, including instructional coaching, professional development, leveraging data, integrating technology, and allocating resources to help promote and support effective learning environments for all students. Participants will explore these topics through the lens of working within the systems of the school as well as working with families and the community at large.
Distance education offering may be available.
Typically offered in Summer.

EDE 586. Workshop: Elementary Curriculum Enrichment. 1-6 Credits.
Workshop in elementary education.
Typically offered in Summer.
Repeatable for Credit.

EDE 589. Workshop in Humanizing Teaching and Learning. 1-6 Credits.
Workshop in elementary education.
Typically offered in Summer.
Repeatable for Credit.

EDE 590. Independent Study. 1-3 Credits.
Enrollment by permission only; number of credits determined by graduate coordinator.
Cross listed courses EDE 590, EGP 590, MGP 590.

EDE 591. Special Topics in Elementary Education. 1-3 Credits.
Special topics course in elementary education.
Typically offered in Summer.
Repeatable for Credit.

EDE 592. Special Topics in Elementary Education. 1-3 Credits.
Special topics course in elementary education.
Typically offered in Summer.
Repeatable for Credit.

EDE 593. Special Topics in Elementary Education. 1-3 Credits.
Special topics course in elementary education.
Typically offered in Summer.
Repeatable for Credit.

EDE 594. Special Topics in Elementary Education. 1-3 Credits.
Special topics course in elementary education.
Typically offered in Summer.
Repeatable for Credit.

EDE 595. Independent Study. 1-3 Credits.
Enrollment by permission only; number of credits determined by graduate coordinator.
Cross listed courses EDE 595, EGP 595, MGP 595.

EDE 596. Independent Study. 1-3 Credits.
Enrollment by permission only; number of credits determined by graduate coordinator.
Cross listed courses EDE 596, EGP 596, MGP 596.
EDG 546. Gifted & Talented: Tchg Strateg & Maters. 3 Credits.
Program models, resources, and materials designed to meet the needs of gifted and talented children and youth.

EGP

EGP 501. Human Development from Gestation. 3 Credits.
An examination of typical and atypical development, across all developmental domains, from gestation to eighteen years. Field Clearances Required.
Typically offered in Spring.

EGP 520. Professional Dimensions of Teaching Early Grades. 3 Credits.
An introduction to the teaching profession within the context of the contemporary Pre K-4 classroom. 30 hours of supervised field work required. Field Clearances Required. Pre / Co requisites: EGP 520 requires a prerequisite of EGP 501. Typically offered in Fall.

EGP 522. PreK Programs & Methods and PreK-4 Family Partnerships. 6 Credits.
A comprehensive study of developmentally appropriate PreK programs. A study of the role of families and family/school partnerships in the education of children PreK-4. 75 Hours of supervised fieldwork required in PK settings. Pre / Co requisites: EGP 522 requires prerequisites of EGP 501 and EGP 520; field clearances. Typically offered in Spring.

EGP 535. Teaching Social Studies and Health PreK-4. 3 Credits.
A study of social studies and health education curricula, instruction and assessment Pre-K through Grade 4. National, state and local standards are utilized as frameworks to explore the context, purpose, content, and interdisciplinary nature of the social studies and health. Pre / Co requisites: EGP 535 requires a prerequisite of EGP 520. Typically offered in Fall, Spring & Summer.

EGP 540. Building Community & Integrating the Arts in the PreK-4 Classroom. 3 Credits.
Study of the classroom as a unique social system and intentional community, with emphasis on the knowledge and skills essential to facilitating cooperation. Study of the arts disciplines, with emphasis on the knowledge and skill needed to integrate the arts into the Pre-K-4 classroom. Pre / Co requisites: EGP 540 requires a prerequisite or corequisite of EGP 535. Typically offered in Spring.

EGP 550. Developmental Field Experience in Inclusive Classrooms. 3 Credits.
Developmental field experience in inclusive classrooms. Field clearances required. Pre / Co requisites: EGP 550 requires COREQ, EGP 551; PREREQ: Formal Admission to Teacher Education. Typically offered in Spring.

EGP 551. Student Teaching. 3-6 Credits.
A 12 week, full time field experience. The student teacher assumes increasing responsibility in the classroom, as demonstrated by effective methods for planning, delivering, and reflecting on instruction. Weekly seminars are required. Field clearances required. Pre / Co requisites: EGP 551 requires COREQ, EGP 550 and PREREQ: Formal Admission to Teacher Education, field clearances, all coursework, and PRAXIS testing. Typically offered in Spring.

EGP 552. Student Teaching. 3-6 Credits.
A 12 week, full time field experience. The student teacher assumes increasing responsibility in the classroom, as demonstrated by effective methods for planning, delivering, and reflecting on instruction. Weekly seminars are required. Field clearances required. Pre / Co requisites: EGP 552 requires a corequisite of EGP 550 and prerequisites of Formal Admission to Teacher Education, field clearances, all coursework, and PRAXIS testing. Typically offered in Spring.

EGP 590. Independent Study. 1-3 Credits.
Enrollment by permission; number of credits determined by graduate coordinator. Repeatable for Credit. Cross listed courses EDE 590, EGP 590, MGP 590.

MGP

MGP 520. Professional Dimensions of Teaching: Middle Grades. 3 Credits.
An introduction to the teaching profession within the context of the contemporary 4-8 classroom. 30 hours supervised fieldwork required. Field clearances required. Pre / Co requisites: MGP 520 requires prerequisite: field clearances and PREREQ or CO REQ of EDP 501. Typically offered in Fall.

MGP 535. Teaching Social Studies Grades 4-8. 3 Credits.
A study of social studies teaching and student learning in grades 4-8, focusing on related curricula, instruction and assessment. National, state and local standards are utilized as frameworks to explore the context, purpose, content, interdisciplinary nature of the social studies. Pre / Co requisites: MGP 535 requires prerequisite of MGP 520. Typically offered in Fall & Spring.

MGP 550. Developmental Field Experience in Inclusive Classrooms. 3 Credits.

MGP 551. Student Teaching. 3-6 Credits.
A 12 week, full time field experience. The student teacher assumes increasing responsibility in the classroom, as demonstrated by effective methods for planning, delivering, and reflecting on instruction. Weekly seminars are required. Field clearances required. Pre / Co requisites: MGP 551 requires COREQ, MGP 550; PREREQ: Formal Admission to Teacher Education, field clearances, all coursework and PRAXIS testing. Typically offered in Spring.
MGP 552. Student Teaching. 3-6 Credits.
A 12 week, full time field experience. The student teacher assumes increasing responsibility in
the classroom, as demonstrated by effective methods for planning, delivering, and reflecting
on instruction. Weekly seminars are required. Field clearances required.
Pre / Co requisites: MGP 552 requires COREQ MGP 550; PREREQ: Formal Admission to Teacher
Education, field clearances, all coursework and PRAXIS testing.
Typically offered in Spring.

MGP 590. Independent Study. 1-3 Credits.
Enrollment by permission; number of credits determined by graduate coordinator.
Repeatable for Credit.
Cross listed courses EDE 590, EGP 590, MGP 590.