

DEPARTMENT OF EARLY AND MIDDLE GRADES EDUCATION

College of Education and Social Work

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Department of Early and Middle Grades Education (<http://www.wcupa.edu/earlyMiddleGrades/>)

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Dr. Lamb Kistler (slamb@wcupa.edu), *Assistant Chairperson*

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M.Ed. in Applied Studies in Teaching & Learning

The Department of Early and Middle Grades Education offers programs leading to the Master of Education in Applied Studies in Teaching and Learning. The M.Ed. in Applied Studies in Teaching and Learning does not lead to Level I Certification. For certification program information, please refer to Level I Post-Baccalaureate Teacher Certification Programs.

Master of Education in Applied Studies in Teaching and Learning

The Master of Education in Applied Studies in Teaching and Learning gives experienced educators an opportunity to advance the knowledge and skills needed to be teacher-leaders within their profession. This program recognizes the value of experience; it has been developed to strengthen and deepen the practice of educators through course work designed to emphasize reflection, collaboration, and classroom-based inquiry.

This 30-credit program includes an 18-credit core requirement, a 6-credit area of focused inquiry, the development of a professional portfolio, and a six-credit, classroom-based inquiry project.

M.Ed. Early Childhood Education

The Department of Early and Middle Grades Education offers a program leading to the Master of Education in Early Childhood Education. The M.Ed. in Early Childhood Education does not lead to Level I Certification. For certification program information, please refer to Level I Post-Baccalaureate Teacher Certification Programs.

Master of Education in Early Childhood Education

The M.Ed. in Early Childhood Education is an advanced program of study that provides students with the breadth and depth of knowledge needed to become an effective leader in the field of early childhood education. In cohorts, students develop a strong foundation in and understanding of the multiple factors that influence child development and combine their knowledge of developmentally appropriate practice, cultural and family background, academic content, instructional strategies, and assessment to design, implement, and evaluate learning experiences for young children. The M.Ed. in Early Childhood Education is 100% online.

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 (<http://catalog.wcupa.edu/graduate/education-social-work/early-middle-grades-education/early-childhood-education-med/>)
- M.Ed. in Applied Studies in Teaching and Learning (<http://catalog.wcupa.edu/graduate/education-social-work/early-middle-grades-education/applied-studies-teaching-learning-med/>)

Certificate

- Teacher Leadership Certificate / Skills for Teacher Leaders Endorsement (<http://catalog.wcupa.edu/graduate/education-social-work/early-middle-grades-education/teacher-leadership-cert/>)

Certification

- Post-Baccalaureate Teacher Certification - Pre-K through Grade 4 (EGP) (<http://catalog.wcupa.edu/graduate/education-social-work/early-middle-grades-education/prek-4-certification/>)
- Post-Baccalaureate Teacher Certification - Grade 4 through Grade 8 (MGP) (<http://catalog.wcupa.edu/graduate/education-social-work/early-middle-grades-education/grade4-8-certification/>)

Admissions

All applicants to one of West Chester University's graduate programs will be held to the graduate admissions requirements (<http://catalog.wcupa.edu/general-information/admissions-enrollment/graduate-admissions/>). 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

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

- Two recommendations
- 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

- Satisfactory completion of the curriculum
- Cumulative GPA of at least 3.0
- Satisfactory completion of an action research project in ECE 550

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

- 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
- A cumulative GPA of at least 3.0
- Development of a professional portfolio (The portfolio will be formally evaluated during EDE 571.)
- 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.

- 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).
- 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

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 (lfioorenza@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

Paul Sylvester (psylvester@wcupa.edu) (2016)
B.A., Earlham College; M.S., Bank Street College of Education; Ph.D., University of Pennsylvania

Jacqueline G. Van Schooneveld (jvanschooneveld@wcupa.edu) (2013)
B.S., Bucknell University; M.Ed., Columbia University; Ed.D., University of Pennsylvania

Assistant Professors

David P. Barry (dbarry@wcupa.edu) (2021)
B.A., Stonehill College; M.Ed., Harvard University; Ph.D., University of Texas at Austin

Rosemarie Jagielo-Manion (rjagielo-manion@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

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 503. Foundations of Early Childhood Education. 3 Credits.

In this course, students explore the meaning of developmentally appropriate practice as the foundation on which to build early childhood programs and schools for children from birth through age 8. Examination of historical roots, ethical considerations, models of teaching, and current practices in early childhood settings will be a focus. Distance education offering may be available. Typically offered in Fall.

ECE 504. Play-Based Teaching and Learning. 3 Credits.

The goal of this course is to guide students and build their understanding of play as a psychological state of being, an essential element of early childhood curriculum and learning, as well as a human behavior that expresses creativity, culture, context, and individual values. In a modern world that emphasizes "outcomes" and "products," this course will place emphasis on the process of learning that all people build during the early years of their growth, development, and early learning experiences. Lastly, students will build their understanding that play is the only form of human behavior that heals emotions, builds social understanding, strengthens bodies, and builds cognitive processes. Distance education offering may be available. Typically offered in Spring.

ECE 505. Partnerships in Early Childhood Education. 3 Credits.

This course focuses on the important and diverse contexts in which young children develop and the impact of partnerships among families, schools/programs, and communities on the education of young children. Distance education offering may be available. Typically offered in Spring.

ECE 506. Early Childhood Curriculum & Assessment I. 3 Credits.

Developmentally appropriate activities, curriculum, and assessment will be examined through the application of one's understanding of typical and atypical growth and development in the first five years. Discussion of observation strategies, methods of documenting children's learning, and assessment techniques will lead to the intentional development of curriculum plans and thematic units for young children. Distance education offering may be available. Typically offered in Fall.

ECE 507. Early Childhood Curriculum & Assessment II. 3 Credits.

This course builds on and expands curriculum and assessment knowledge in Early Childhood education. The course covers learning contexts, unit planning, family involvement and classroom management. Pre / Co requisites: ECE 507 requires a prerequisite of ECE 506. Distance education offering may be available. Typically offered in Fall.

ECE 508. Advocacy & Leadership in Early Childhood Education. 3 Credits.

Professional service and advocacy on behalf of children, families and communities will be course highlights. Students will engage in personal reflection and analyze current issues and policies that impact young children and families. Students will research a variety of advocacy strategies and apply their knowledge of child development, developmentally effective practices, national and state standards, and management competencies as they examine their own development as leaders. Distance education offering may be available. Typically offered in Summer.

ECE 509. Diverse Learners in Early Childhood Settings. 3 Credits.

This course explores the value of learner diversity and multiculturalism and examines the powerful learning opportunities it affords today's early childhood settings. Students will examine their attitudes, beliefs, and biases regarding diverse students, families, and communities as they use approaches aimed at working together to ensure equitable access to high-quality learning experiences for all children. Further, students will explore the benefits of inclusive practices and develop learning experiences that consider the diverse needs of today's learners in early childhood settings. Distance education offering may be available. Typically offered in Spring.

ECE 510. Designing Effective Learning Environments for Young Children. 3 Credits.

The course will examine how well-designed learning environments create a safe and responsive environment that supports the learning and development of young children and nurtures positive relationships. Environmental practices referring to aspects of space, materials, equipment, routines, and activities that practitioners and families can intentionally alter to support child's learning across developmental domains in early childhood programs and schools for children from birth through age 8 will be explored. Distance education offering may be available. Typically offered in Summer.

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. Advocacy, Leadership, and Supervision in Early Childhood Education. 3 Credits.

Through this course, students will enhance their knowledge, skills and dispositions for management and leadership as defined by NAEYC Accreditation criteria. Students will apply their knowledge of child development, developmentally effective practices, national and state standards, and management competencies as they examine their own development as leaders. Distance education offering may be available. Typically offered in Summer.

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 516. Issues in Early Childhood Child Program Administration. 3 Credits.

This course will address issues related to childcare administration, including the characteristics of high-quality early childhood models and programs, current trends, evidence-based child development practices, family and community involvement, and the management of program operations. Distance education offering may be available. Typically offered in Summer.

ECE 517. Marketing, Technology, and Fiscal Management in Early Childhood Programs. 3 Credits.

This course will introduce best practices related to organizational structure, finances, and the use of technology in business operations of early childhood programs. Students will identify core values related to business orientation and investigate quality benchmarks associated with budget planning and fiscal management. Students will explore marketing strategies, technology tools, and funding opportunities in addition to record keeping, decision-making, and recruitment and retention.

Distance education offering may be available.

Typically offered in Summer.

ECE 550. The Early Childhood Professional as Researcher. 3-6 Credits.

Conducting teacher as researcher activities, organizing assessment data and artifacts, and reporting action research results are the goals for students enrolled in this course. It provides students with the opportunity to explore action research and use the methodology to engage in systematic inquiry that leads to improvement in some aspect of their professional lives.

Distance education offering may be available.

Typically offered in Spring.

ECE 598. Workshop in Early Childhood Education. 3 Credits.

Workshop in Early Childhood Education.

Typically offered in Summer.

Repeatable for Credit.

EDE**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 EDF 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 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. Special Topics in Elementary Education. 1-3 Credits.

Special topics course in elementary education.

Typically offered in Summer.

Repeatable for Credit.

EDE 596. Special Topics in Elementary Education. 1-3 Credits.

Special topics course in elementary education.

Typically offered in Summer.

Repeatable for Credit.

EDE 597. Special Topics in Elementary Education. 1-3 Credits.

Special topics course in elementary education.

Typically offered in Summer.

Repeatable for Credit.

EDE 605. Educational Leadership & Change Theory. 3 Credits.

Students will understand the school change literature that speaks to the importance of schools as communities of learners while learning to work collaboratively with school leadership and colleagues to promote common goals and vision in the school. Topics will include: use of educational technology and its integration into instructional practice, establishing directions for school improvement and reform, promoting shared leadership in the school, and communication with internal (administrators, etc.) and external audiences (parents, foundations, etc.) about school change efforts.

EDE 610. Thesis. 4-6 Credits.

Thesis in elementary education.

EDE 611. Teacher as Classroom Researcher. 6 Credits.

This course explores the role of classroom research in the professional life of the teacher.

With the goal of informing personal practice and collegial discourse, participants review existing literature, design and carry out investigation in their own setting and report results to professional colleagues.

Pre / Co requisites: EDE 611 requires prerequisites of EDE 554 and EDE 532 and EDE 556 and EDF 583 and EDE 563 and EDE 571.

Typically offered in Spring.

EDG**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 PreK-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.

Developmental field experience in inclusive classrooms. Field clearances required.

Pre / Co requisites: MGP 550 requires COREQ: MGP 551; PREREQ: Formal Admission to Teacher Education.

Typically offered in Spring.

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.