

DEPARTMENT OF SECONDARY EDUCATION AND K12 HEALTH AND PHYSICAL EDUCATION

Overview

501 Anderson Hall
610-436-2899

Department of Secondary Education and K12 Health and Physical Education (<https://www.wcupa.edu/education-socialWork/secondaryEducation/default.aspx>)

Laura Renzi (lrenzi@wcupa.edu), *Chairperson and Graduate Coordinator - M.Ed. in Secondary Education*
Dr. Foster (efoster@wcupa.edu), *Graduate Coordinator - Adapted Physical Education Certificate*

Programs of Study

The Department of Secondary Education and K12 Health and Physical Education offers an M.Ed in Secondary Education that leads to Pennsylvania Level Certification, granted by the Pennsylvania Department of Education. This program is designed for candidates who (a) have completed an undergraduate degree in an area other than education, and (b) have the necessary content coursework in one of the following certification areas: Biology, Chemistry, Earth and Space Science, English, Math, Physics, or Social Studies. The department offers two tracks in this degree program.

The residency program is a one-year, full-time program starting in Summer Session I and ending at the end of the spring semester. All content coursework must be completed to enter this track of the program. The non-residency program provides a flexible pathway for degree and certification completion.

Programs

Master's Programs

- M.Ed. in Secondary Education (<https://catalog.wcupa.edu/graduate/education-social-work/secondary-education/secondary-education-med/>)
- M.Ed. in Secondary Education - Residency Option (<https://catalog.wcupa.edu/graduate/education-social-work/secondary-education/secondary-education-med-residency-option/>)

Certificate

- Adapted Physical Education (<https://catalog.wcupa.edu/graduate/education-social-work/secondary-education/adapted-physical-education-certificate/>)

Certification

- Secondary English Certification Option (<https://catalog.wcupa.edu/graduate/education-social-work/secondary-education/secondary-english-certification-option/>) (**no longer accepting new students**)

Admissions

All applicants to one of West Chester University's graduate programs will be held to the graduate admissions requirements (<https://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 Secondary Education Programs

M.Ed in Secondary Education with 7-12 Certification

1. An undergraduate degree in certification area from an accredited college or university (or see below)

2. Two letters of recommendation – one specifically speaking to the applicant's work with children and/or adolescents.
3. Application, including goal statements and certification area
4. 3.0 GPA in last 48 credits of undergraduate degree, 2.8 GPA overall
5. Admission interview (only if deemed necessary)
6. Copy of passing scores on PDE-mandated Praxis II subject concentration (conditional acceptance possible with passing score required by end of first semester in program)

7-12 Math Certification

Candidate has an undergraduate degree in math, or at least 30 credits covering the following: Calculus I, Calculus II, Calculus III, Linear Algebra, and Statistics.

Preferred upper-level courses in: Geometry, Differential Equations, Abstract Algebra, Real Analysis or Advanced Calculus, History of Mathematics.

7-12 Biology Certification

Applicant holds a bachelor's degree in Biology or at least 30 credits in biology covering the following: General Biology I, General Biology II, Cell Biology/Physiology, Genetics, Evolution, and Ecology.

7-12 Chemistry Certification

Applicant holds a bachelor's degree in Chemistry or at least 30 credits in chemistry covering the following: General Chemistry I, General Chemistry, II, Organic Chemistry I, Organic Chemistry II, Analytical/instrumental Chemistry, and Inorganic or Physical Chemistry.

7-12 Earth and Space Science Certification

Applicant holds a bachelor's degree in Earth and Space Science or at least 30 credits in Earth and Space Science covering the following: Field/Historical Geology, Mineralogy, Petrology/Sedimentology, Geomorphology, Meteorology, and Oceanography/Astronomy.

7-12 Physics Certification

Applicant holds a bachelor's degree in Physics or at least 30 credits in physics covering the following: General Physics I, General Physics II, Mechanics, Electricity & Magnetism, modern Physics, and Optics.

7-12 English Language Arts Certification

Applicant holds a bachelor's degree in English or at least 30 credits in English covering the following: American Literature, British Literature, World Literature, Linguistics, Writing coursework (beyond general education writing coursework – recommended journalism, linguistics, creative writing, etc.), and Young Adult Literature (preferred).

7-12 Social Studies Certification

Applicant holds a bachelor's degree in History, Political Science or Geography or at least 30 credits in one of the above subject areas. Because of the scope of 7-12 social studies certification, the following are highly recommended: Survey coursework in American history, world history, political science, psychology, geography, anthropology/sociology, upper-level research/inquiry-based coursework in history, political science or geography.

Policies

All graduate students are held to the academic policies and procedures (<https://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.

Faculty

Professors

Matthew Cummiskey (mcummiskey@wcupa.edu) (2009)
B.S., Ithaca College; M.S., State University of New York at Cortland;
Ph.D., Temple University

Daniel Robert Ilaria (dilaria@wcupa.edu) (2011)
B.A., Drew University; Ed.M., M.S., Ph.D., Rutgers University

Laura Renzi (lrenzi@wcupa.edu) (2008)
Chairperson, Secondary Education and K12 Health and Physical Education
B.A., University of Pittsburgh; M.Ed., Lehigh University; Ph.D., Ohio State University

Pauline S. Schmidt (pschmidt@wcupa.edu) (2012)
B.S.Ed., Buffalo State, The State University of Buffalo; M.S.Ed.,
Ph.D., University at Buffalo

Associate Professors

Brett A. Criswell (bcriswell@wcupa.edu) (2019)
B.S., Indiana University of Pennsylvania; M.S., University of Pittsburgh; Ph.D., Pennsylvania State University

Elizabeth A. Foster (efoster@wcupa.edu) (2021)
Graduate Coordinator, Secondary Education and K12 Health and Physical Education
B.S., West Chester University; M.S., Ph.D., Texas Women's University, Denton

Assistant Professors

Elizabeth Dlugolecki (edlugolecki@wcupa.edu) (2022)
B.S., West Chester University; M.Ed., Pennsylvania State University;
Ed.D., Immaculata University

Jenna R Fisher (jfisher@wcupa.edu) (2021)
B.S., M.S., East Stroudsburg University; Ph.D., University of South Carolina

Anne E. Gill (agill@wcupa.edu) (2023)
M.Ed., Monmouth University; Ph.D., St. John's University

Jenifer A Hummer (jhummer@wcupa.edu) (2020)
B.A., Arizona State University; M.A., Brooklyn College; M.S., The College of Saint Rose; Ph.D., University of Delaware

Courses

KIN

KIN 579. Inclusive Practices in Adapted Physical Education. 3 Credits.

The purpose of his course is to explore the concept of inclusive practices in physical education, observe programs and classes in the field, discuss and debate best practices in inclusion in PE, identify barriers to successful inclusive students with disabilities. This is not a course that will solve all your problems with inclusion.

Distance education offering may be available.

KIN 582. Assess & Develop of Indiv Programs in Adapted Physical Activity. 3 Credits.

The purpose of this course is to prepare health and physical education teachers to address the needs of children and teens with disabilities through quality assessment, development of physical education curriculum, establishment of individual, group and programs goals and objectives, adaptations to physical activities, and effective evaluation. Inclusive practices and establishment of criteria for recommendations

Distance education offering may be available.

KIN 583. Medical & Pathological Issues Related to Adapted Physical Activity. 3 Credits.

The purpose of this course is to familiarize graduate students in Physical Education or Special Education with the health and medical issues of low incidence disabilities and the impact these issues have on participation in adapted physical activity programs.

Distance education offering may be available.

KIN 584. Disability Sport & Adapted Aquatics. 3 Credits.

The purpose of this course is to provide information about disability sports, athletics, and competitive adapted activities to physical education professionals. In addition, students in this course will understand the concepts of vertical integration, segregated vs. inclusion sport participation, rules, regulations and procedures for a variety of adapted and disability sports, and the psychosocial impact of sports on people with disabilities. Also this course will cover adapted aquatics and provide national credentialing in Teacher of Adapted Aquatics through AAHPERD if prerequisites are met, or if not, the Teaching Assistant of Adapted Aquatics Credential.

Distance education offering may be available.

KIN 586. Professional Issues in Adapted Physical Activity. 3 Credits.

The purpose of this course is to develop skills needed to be a professional adapted physical educator. Current issues being professionally debated in the field will be discussed, synthesized and explored including professional philosophy, technology use, consultation strategies and services in adapted PE, professional and ethical behaviors, confidentiality, collaboration and cross disciplinary models of service, adapted physical education national standards and exams.

Distance education offering may be available.

KIN 587. Contemporary Issues in Adapted Phy Activity: Students in the Autistic Spectrum. 3 Credits.

Introduction to the issues of adapting physical activities for individuals within the autistic spectrum including school based physical education and community based recreation programs.

Distance education offering may be available.

PWP

PWP 502. Teacher as Writer. 3 Credits.

The best teachers of writing are teachers who write. This course is designed for teachers and future teachers who would like to grow as writers. This course is for teachers K-16+ in any content area. It consists of ongoing participation in a reading/writing workshop where participants experience and experiment with writing in the major modes (expository, narrative, persuasive/argument), poetry, and the many forms those modes take in the world outside the classroom. This course is designed to enable teachers to understand writing from the inside out, feel confident about sharing skills with their students, and feel comfortable facing any blank page.

PWP 503. Strategies for Teaching Writing. 3 Credits.

Using The Six Traits of Writing Framework, participants will learn fresh, practical strategies for teaching writing. They will explore their own writing style and share strategies for writing instruction with peers. In this course participants will experience community building, pre-writing techniques, drafting, revising, editing, and publishing activities and will also work with a response group to polish writing and to take on the role of teacher as writer.

PWP 508. Digital Literacies. 3 Credits.

This course provides hands-on technology instruction, including digital video production, web-based technology, and podcasting. These technologies will focus on current and future teachers of English or anyone interested in using technology in an educational setting.

PWP 510. Content Area Literacies. 3 Credits.

Rationale and strategies for critical language experiences in all subjects. This course is designed to help the prospective secondary school teacher use effective techniques to improve students' reading and writing, both generally and in specific content areas.

PWP 511. Writing Assessment. 3 Credits.

The purpose of this course is to explore large- and small-scale writing assessment strategies, both summative and formative. Topics covered include the 6 Traits Writing Guide, the PA Writing Domains, Common Core Writing requirements, holistic assessment, portfolio assessment, responding to writing, and developing writing assessment systems. Participants will also explore types, purposes, audiences, and advantages of portfolio assessment. As part of the course, teachers will experience keeping their own portfolios and design systems for their classrooms as they examine the best practices and rationales for this assessment tool.

PWP 514. Grammar Matters. 3 Credits.

This course will help participants become more comfortable and confident in grammar instruction. They will have the opportunity to design lessons that embed the teaching of grammar into the writing process. They will learn where to find answers to the more obscure questions about the rules of the English language as well as create and contribute to an online reference library of rules.

PWP 516. Reading and Writing Argumentative Texts. 3 Credits.

Participants will study methods for teaching students how to read and critically interpret nonfiction texts in order to better write and support their own claims. They will also experiment with strategies that encourage deeper thinking and reasoning about topics through the lens of the National Writing Project's College, Career, and Community Writing Program (C3WP).

PWP 520. Finding Writing Mentors: Grades K-5. 3 Credits.

Welcome to the world of picture books – hundreds of texts in one room for students to examine and enjoy. The course facilitators share their love of children's literature and passion for writing in a relaxed, highly motivating setting. Learn how to connect story elements and literary devices to specific activities, use scaffolds to develop students' writing, and create strategic mini-lessons that link rich literature to the teaching of writing. Expand your knowledge of mentor texts for models of exemplary writing and reader-response activities designed for various purposes, audiences, and genres. Learn how to select and evaluate culturally authentic mentor texts that reflect a variety of experiences and voices.

PWP 521. Finding Writing Mentors: Grades 6-12. 3 Credits.

The course facilitators share their love of middle grade and young adult literature and passion for writing in a relaxed, highly motivating setting. Learn how to connect story elements and literary devices to specific activities, use scaffolds to develop students' writing, and create strategic mini-lessons that link rich literature to the teaching of writing. Expand your knowledge of mentor texts for models of exemplary writing and reader-response activities designed for various purposes, audiences, and genres.

PWP 597. Invitational Writing Institute. 6 Credits.

The signature experience of the National Writing Project where an interdisciplinary cohort become National Writing Project Teacher Leaders. A critical space for reflection, where we utilize the 'teachers teaching teachers' model that is a core component of NWP. Participants learn best practices from experts in the field including guest speakers, active Teacher Leaders, and most importantly, each other. Participants immerse themselves in the art and craft of writing, while also embracing a writer's identity themselves. This experience helps teachers develop advanced skills in the teaching of writing and develop relationships with other writing teachers who seek to improve their practice.
Repeatable for credit.

PWP 599. Special Topics in Teaching. 3 Credits.

Topic varies. Each workshop will focus on specific issues and problems in the teaching of writing or literature and will introduce appropriate instructional materials and techniques.
Repeatable for credit.

SED**SED 501. Learning, Teaching, and Outcomes I. 6 Credits.**

This course focuses on building foundational pedagogical knowledge around understanding adolescent learning and development, planning, curriculum, and instruction in the context of the school and relevance to student, as well as assessing and building upon students' prior knowledge, strengths, and needs. Residency candidates will explore how learning student backgrounds and histories affect their classroom performance. They will plan lessons around research-based effective practices, gather data to examine what student learning looks like through formal and informal assessments, and use data to develop action plans and adjust instructional plans to address student learning needs. Additionally, resident candidates will participate in community engagement activities.

SED 502. Learning, Teaching, and Outcomes II. 3 Credits.

This course continues to develop pedagogical knowledge around understanding adolescent learning and development, planning, curriculum, and instruction in the context of the school and relevance to student, as well as assessing and building upon students' prior knowledge, strengths and needs. Residency candidates will learn classroom management techniques and build a plan for classroom behavior that builds up students' backgrounds and need. Additionally, residency candidates will increase their knowledge with learning about instructional technology.

SED 502 Prerequisite: Successful completion of SED 501, with minimum grade of C-.

SED 503. Reflective Teaching Seminar I. 1 Credit.

The reflective seminar is an opportunity to build and reflect upon pedagogical knowledge, content knowledge for teaching, and pedagogical content knowledge based on the experiences in the classroom. Each session will focus on topics that will allow teacher candidates to consolidate their thinking and apply their learning.

SED 503 Prerequisite: Successful completion of SED 502, with minimum grade of C-.

SED 505. Field Experience For Secondary Teachers. 3 Credits.

The purpose of this course is to apply the skills, techniques, and dispositions required to be an effective secondary teacher. This course will allow students to work in a classroom setting to examine how the curriculum is delivered in a secondary school setting. They will work with students on an individual or group basis, work cooperatively with teachers, and participate in the lesson and assessment planning process. By the end of the course, they should teach at least one lesson in a classroom setting.

SED 505 Prerequisite: Students must be in a Secondary Education major.

SED 510. Teaching and Learning in Secondary Education. 3 Credits.

The objective of this course is to give students the skills, techniques, and dispositions required to be an effective secondary education teacher. This course will discuss research-based effective strategies for teaching. Emphasis will be placed on how assessment, technology, and curriculum impact teaching and learning across and within subject disciplines.

SED 510 Prerequisite: Successful completion of SED 530, SED 550, SED 560, or SED 590, with minimum grades of C-. Corequisite: SED 511.

SED 511. Secondary Student Teaching. 6 Credits.

Candidates in the Master's in Secondary Education program will complete the certification portion of their program with a sixteen-week student teaching experience. This will include observation and participation in teaching and all other activities related to the teacher's work in the area of the student's specialization. Field clearances required.

SED 515. Action Research Seminar. 3 Credits.

This course represents the capstone research experience for the M.Ed. in Secondary Education, non-residency option. Candidates conceptualize, conduct, and communicate an action research project in the student teaching internship.

SED 515 Prerequisite: Successful completion of SED 511, with minimum grade of C-.

SED 530. Teaching and Learning in Secondary Social Studies. 6 Credits.

This course supports graduate candidates seeking 7-12 Secondary Social Studies PA certification, providing intensive coursework in designing, implementing, and assessing teaching and learning in the social studies disciplines. Candidates are supervised in the application of these skills in the field experience.

SED 550. Teaching and Learning in Secondary Mathematics. 6 Credits.

The objective of this course is to give students the skills, techniques, and dispositions required to be an effective secondary mathematics teacher. This course will examine a core set of high-leverage practices and teaching skills necessary to promote deep learning of mathematics based on NCTM's Mathematics Teaching Practices from Principles to Actions (2014).

SED 550 Prerequisite: Successful completion of SED 505, with minimum grade of C-.

SED 560. Teaching and Learning in Secondary Science. 6 Credits.

Philosophy, objectives, and methods of science teaching for Grades 7-12. Practical experience provided.

SED 560 Prerequisite: Teacher Candidacy and up to date clearances (criminal record, child abuse, FBI and TB).

SED 570. Teaching and Learning in Secondary Science and Mathematics I. 6 Credits.

The objective of this course is to give students the skills, techniques, and dispositions required to be an effective secondary science or mathematics teacher. This course will discuss research-based effective strategies for teaching, such as orchestrating mathematical discussion, writing learning progressions, formative assessment, growth-mindset-oriented teaching strategies, and the use of technology across mathematics and science content. Particular emphasis will be given to teaching the more overarching concepts in each of these areas as well as making connections between topics and between courses. Emphasis will be placed on developing the thinking skills of high school students relevant to their cultural, social, and racial backgrounds.

SED 570 Prerequisite: Successful completion of SED 502, with minimum grade of C-.

SED 571. Teaching and Learning in Secondary Science and Mathematics II. 3 Credits.

The objective of this course is to give students the skills, techniques, and dispositions required to be an effective secondary science or mathematics teacher. This course will continue to build their capacity to implement research-based effective strategies for teaching, such as productive struggle, culturally relevant content pedagogy, uses of mathematics and science in society, and the use of technology across mathematics and science content. Particular emphasis will be given to teaching the more overarching concepts in each of these areas as well as making connections between topics and between courses. Emphasis will be placed on developing the thinking skills of high school students relevant to their cultural, social, and racial backgrounds.

SED 571 Prerequisite: Successful completion of SED 570, with minimum grade of C-.

SED 590. Teaching and Learning in Secondary English Language Arts. 6 Credits.

In this intensive experience, candidates acquire and practice content and pedagogical knowledge and skills for designing curriculum and assessment in an inclusive secondary English Language Arts classroom. Candidates develop self-reflective practices and professional knowledge and dispositions. The course offers learning experiences that model best practices as they teach them and ample field experience so that students develop and practice these pedagogical skills under supervision from faculty and field experience co-teachers. Candidates acquire knowledge from these activities and a variety of videos and readings in textbooks, scholarly articles, and websites in order to answer these essential questions: What should I teach in the ELA classroom? Why should I teach the ELA? How should I teach the ELA? How do I know my students have learned? What do I do to become a professional educator?

SED 590 Prerequisite: Successful completion of SED 505, with minimum grade of C-.

SED 600. Independent Study. 3-6 Credits.

To be taken as an opportunity to explore an education related project. Can include a research project, an in-depth literature review, or development of a specialized project, each under the facilitation of a faculty advisor. The course should be preceded by the acceptance of a project proposal by an appropriate faculty member and culminate in a project presentation as a seminar. At the conclusion of the course, student should have gained significant expertise in their area of study.