

DEPARTMENT OF EARLY AND MIDDLE GRADES EDUCATION

College of Education and Social Work

106B Recitation Hall
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Department of Early and Middle Grades Education (<http://www.wcupa.edu/earlyMiddleGrades/>)

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Programs of Study

The Department of Early and Middle Grades Education offers programs that lead to an Instructional I Certificate by the Commonwealth of Pennsylvania for pre-kindergarten through grade 4, and grade 4 through grade 8.

- **The B.S.Ed. in Early Grades Preparation, PreK–4 (EGP)** is designed to provide a broad background in general education, an understanding of children, and the knowledge and skills needed to teach children, in PreK through grade 4. Upon satisfactory completion of the approved program, and related PDE requirements, the student will qualify for a Grades PK–4 Pennsylvania Instructional I Certificate, valid for six years of teaching in pre-kindergarten through grade 4.
- **The B.S.Ed. in Middle Grades Preparation, Grades 4–8 (MGP)** is designed to provide a broad background in general education, an understanding of children and young adolescents, and the knowledge and skills needed to teach them. Upon satisfactory completion of the approved program, and related PDE requirements, the student will qualify for a Grades 4–8 Pennsylvania Instructional I Certificate, valid for six years of teaching in grades 4 through 6 and selected content areas in grades 7 and 8.

Programs

Majors

- B.S.Ed. in Early Grades Preparation (PreK–4) (<http://catalog.wcupa.edu/undergraduate/education-social-work/early-middle-grades-education/education-bs-early-grades-preparation-prek-4/>)
 - B.S.Ed. in Early Grades Preparation (PreK–4) to M.Ed. in Literacy and Reading Specialist Certification Accelerated Program (<http://catalog.wcupa.edu/undergraduate/education-social-work/early-middle-grades-education/education-bs-early-grades-preparation-prek-4/>)
- B.S.Ed. in Middle Grades Preparation Grades 4–8 (<http://catalog.wcupa.edu/undergraduate/education-social-work/early-middle-grades-education/education-bs-middle-grades-preparation-grades-4-8/>)

Minors

- Early Childhood Education (<http://catalog.wcupa.edu/undergraduate/education-social-work/early-middle-grades-education/early-childhood-education-minor/>)
- Elementary Education (<http://catalog.wcupa.edu/undergraduate/education-social-work/early-middle-grades-education/elementary-education-minor/>)

Graduate Opportunities

See the graduate catalog for more information on the Early and Middle Grades Education programs. (<http://catalog.wcupa.edu/graduate/education-social-work/early-middle-grades-education/>)

Policies

- See undergraduate admissions information. (<http://catalog.wcupa.edu/general-information/admissions-enrollment/undergraduate-admissions/>)
- 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.

Application and Approval for Student Teaching

Students are eligible to student teach if they have

1. Achieved Teacher Candidacy,
2. Met, by having earned final passing grades, all professional preparation requirements¹,
3. Earned at least 102 credits prior to the student teaching semester, and
4. Maintained the Pennsylvania-mandated GPA of 2.80. (See “Teacher Candidacy” in the Educator Preparation Programs (<http://catalog.wcupa.edu/undergraduate/education-social-work/educator-preparation-programs/>) section of this catalog.) Student teaching is typically scheduled for a student’s final semester at the University.

Applications for student teaching must be made two semesters prior to student teaching through the Office of Clinical Experiences and Candidate Services in Wayne Hall 108. Students must have taken and provided official score reports for required Pennsylvania certification tests prior to student teaching. This includes Praxis II Middle Grades Core and Concentration Area Tests for middle grades preparation majors and the PECT PK–4 test for early grades preparation majors. Following application, students register for student teaching (EGP 410 and EGP 411, or MGP 410 and MGP 411) as they would for other University courses.

- ¹ Exception: Early grades majors may take EGP 400 concurrently with student teaching.

Field Placement in Schools

All field placements for EGP and MGP courses, including student teaching, are arranged in conjunction with the Department of Early and Middle Grades Education. Students are not to solicit placements. While student needs are considered in assigning placements, no particular placement can be guaranteed. Transportation to and from field placements is the responsibility of the individual student. Students must have their criminal clearances (Act 34 Pennsylvania State Criminal History Record Report, Act 114 Federal Criminal History Report, and Act 151 Child Abuse Report) and TB test results by the first day of class for EGP 209, EGP 210, EGP 220, EGP 322, EGP 410/EGP 411, LAN 382/ENG 382, EDR 317, EDR 318, MAT 352, MGP 220, MGP 335, MGP 410/MGP 411, and SCE 330.

West Chester University does not place students at religiously affiliated schools when public school placements are available and when that placement results in the students' receiving academic credit.

Admission and Progression Requirements in B.S.Ed. Programs

Students must meet University admission requirements. All students who enter the University as EGP or MGP majors are designated as probationary teacher education students until they achieve Teacher Candidacy. All students seeking a bachelor of science in either program must formally apply for Teacher Candidacy. (See “Teacher Candidacy” in the Educator Preparation Programs (<http://catalog.wcupa.edu/>)

undergraduate/education-social-work/educator-preparation-programs/) section of this catalog.)

Only students who have achieved Teacher Candidacy will be eligible to take advanced professional education course work. For EGP majors, the advanced professional course work includes almost all 300- and 400-level EGP courses plus EDA 303, EDM 349, EDP 354, EDR 318 and EDR 345, MAT 352, and SCE 330. Students who have achieved Teacher Candidacy must maintain the required minimum GPA in order to continue taking advanced professional course work. If a student falls below the required minimum GPA, they will be permitted to retake, in accordance with University policy, professional course work that contributed to the fall below the minimum GPA but will not be permitted to take additional work until the minimum is met.

Requirements for Transfer to the Major in Early or Middle Grades Preparation

Students may apply for “external transfer” (see below) when transferring from another post-secondary institution. Students already admitted to West Chester University as pre-majors or in another major may apply for “internal transfer.”

Students seeking external or internal transfer must have earned a minimum of 27 college-level credits with a minimum cumulative GPA of 2.80. Students with 48 or more earned credits must have achieved passing scores on the Basic Skills testing requirement, as established by the Pennsylvania Department of Education (PDE), and completed college-level studies in English composition (three credits).

External or internal transfer to the major in early grades preparation does not confer Teacher Candidacy. (See “Teacher Candidacy” in the Educator Preparation Programs (<http://catalog.wcupa.edu/undergraduate/education-social-work/educator-preparation-programs/>) section of this catalog.)

External Transfer Students

Transfer credit for freshman- and sophomore-level courses will be granted in accordance with University policy. Professional and specialized preparation courses will be evaluated and approved on an individual basis. Application for the major is made through the Office of Admissions.

Internal Transfer Students

Application is made directly to the Department of Early and Middle Grades Education. The department admits internal transfer students three times a year. Students should check the department bulletin board and website for dates and details.

Second Degree Students

Students seeking admission as a second-degree student must have earned a minimum cumulative GPA of 2.8 on their last 48 credits. They must also have achieved passing scores (as defined by PDE) on all required tests for their initial certification and degree program.

Second-degree students will be expected to complete all professional education and specialized preparation courses required in the undergraduate early or middle grades preparation majors. While credit may be given for equivalent courses taken during the first-degree program, additional requirements, which may include college-level course work in math (six credits), English composition (three credits), and literature taught in English (three credits), could be required for Teacher Candidacy.

Admission to the Minor in Elementary Education

Students seeking a minor in Elementary Education must have completed 27 credits and must have the minimum cumulative GPA required for their earned credits: 2.65 for students with 27–47 credits and 2.80 for students with 48 or more credits. Students admitted to the minor must maintain the minimum cumulative GPA required of them at admission to the minor in order to continue. Students who fall

below the minimum cumulative GPA required are permitted to retake, in accordance with University policy, course work in the minor that contributed to their fall below the required minimum cumulative GPA. Such students will not be permitted to take additional course work in the minor until they achieve the required minimum cumulative GPA.

Accelerated Program Policy

Refer to the Accelerated Programs page (<http://catalog.wcupa.edu/undergraduate/accelerated-programs/>) for more information.

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 Burriss (jburriss@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 (vpatton@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 100. Orientation to Early Childhood. 3 Credits.

An introduction to the history and philosophy of early childhood education. Field observations in a variety of settings provide the student with an opportunity for career decision making.

ECE 225. Infant Development and Field. 6 Credits.

The study of infant/toddler development and appropriate programming. The relationship of the developmental level to the structuring of learning environment is fostered as students interact with infants in child care settings for four hours per week.

ECE 232. Preschool Learning Environment & Field Experience. 3-6 Credits.

Methods and materials for structuring the classroom environment for the child 2-5 years of age. Readiness skills and concepts in all curricular areas are addressed.

Pre / Co requisites: ECE 232 requires a prerequisite of ECE 225.

Gen Ed Attribute: Writing Emphasis.

Typically offered in Fall & Spring.

ECE 309. Introduction to the Language Arts. 3 Credits.

The areas of listening, speaking and writing are studied in depth. Knowledge, teaching and evaluative techniques are addressed. Introduction to the reading process and the relationship of language to reading also will be studied.

ECE 407. Diversity Perspectives in Early Childhood Education. 3 Credits.

This seminar will address the rewards and challenges of teaching in America's diverse classrooms.

Pre / Co requisites: ECE 407 requires formal admission into teacher education or Early Childhood Minor.

Gen Ed Attribute: Diversity Requirement, Writing Emphasis.

EDE

EDE 253. Human Development and Behavior. 3 Credits.

Physical, mental, emotional, social, moral, and self factors shaping human behavior throughout the life cycle; specific application to work with individuals and groups in educational settings.

Pre / Co requisites: EDE 253 requires a prerequisite of PSY 100.

EDE 254. Development in the Middle School Child. 3 Credits.

Characteristic development and behavior of children between 10 and 15 years of age; understanding and working with these children in educational settings.

Pre / Co requisites: EDE 254 requires a prerequisite of EDE 253.

Typically offered in Fall & Spring.

EDE 302. Teaching the Language Arts. 3 Credits.

Study of teaching language skills in the elementary school: listening, speaking, and writing. Typically offered in Fall & Spring.

EDE 332. Teaching Social Studies in Elementary School. 3 Credits.

Methods of teaching social studies and geography in the elementary curriculum. Techniques, current research projects, reading materials, audio visual aids, resource persons, and field trips used as tools of learning. The organization, development, and use of resource units are stressed.

Pre / Co requisites: EDE 332 requires a prerequisite of Teacher Candidacy.

Typically offered in Fall & Spring.

EDE 409. Independent Study. 1-3 Credits.

Special topics or projects initiated by the student that will enable her or him to do extensive and intensive study in an area of elementary education.

Consent: Permission of the Department required to add.

EDE 421. Seminar in Elementary Education. 3 Credits.

An intensive study of some current, major developments in elementary education. Topics announced in advance.

Consent: Permission of the Department required to add.

Repeatable for Credit.

EGP

EGP 199. Transfer Credits. 1-11 Credits.

Transfer Credits.

Repeatable for Credit.

EGP 209. Child Development: Prebirth - 5 Years. 3 Credits.

This course covers the normative and atypical development of children from prebirth through 5 years across all development domains. The earliest years are exciting, interesting and continually changing time in the lives of children. This course will cover content from research, personal experiences and observations. Field Clearances Required.

Distance education offering may be available.

Typically offered in Fall & Spring.

EGP 210. Middle Childhood & Adolescent Development. 3 Credits.

A survey of characteristic development and behavior of children in middle childhood and adolescence, situated within theories of human development with emphasis on application to classroom settings. Field clearances required.

Typically offered in Fall & Spring.

EGP 220. Theory/Field Experiences in the Early Grades. 3 Credits.

Orientation to the curricula, processes and structures of the PreK-4 classroom. Field experiences, minimum 30 hours, related to course topics.

Pre / Co requisites: EGP 220 requires a prerequisite of either EGP 209 or EGP 210.

Gen Ed Attribute: Writing Emphasis.

Typically offered in Fall, Spring & Summer.

EGP 322. Pre-K Methods and Field. 6 Credits.

This course is a 6 credit methods and field course. Students will learn to plan and implement developmentally effective curriculum for children three to five years old. Students will be in field placements for six hours each week.

Pre / Co requisites: EGP 322 requires prerequisite EGP 209 and EGP 220 and field clearances.

Gen Ed Attribute: Writing Emphasis.

Typically offered in Fall, Spring & Summer.

EGP 326. Families and Community Relations. 3 Credits.

Addressing issues, policies, and practices about schools, young children families and communities this course will focus on ethnicity, culture, and social class to provide students with perspectives and understandings that will enable them to teach effectively and function as viable members of learning communities. Understanding the role of parents, guardians and families in each child's educational success and success in life, while embracing and respecting each child's unique individuality, are essential for the contemporary educator.

Pre / Co requisites: EGP 326 requires prerequisite EGP 209 and EGP 210.

Gen Ed Attribute: Diversity Requirement.

Distance education offering may be available.

Typically offered in Fall & Spring.

EGP 331. Early Intervention for Infants and Toddlers with Disabilities. 6 Credits.

This is a methods and field course that focuses on learning to work with infants and toddlers with disabilities and their families. It will include an exploration of the following: characteristics of typical development and the implications of disabilities on the development of young children; impact on the family; modification of the educational and care giving environments; and approaches to curriculum and assessment. Students will have the opportunity to work with infants or toddlers in an early intervention agency or family home environment. For this course, 3 credit hours will consist of instructor lecture of course content and 3 credit hours will consist of a minimum of 40 hours in the field, which provides students with the opportunity to apply content through observations and interactions with families and children, ages, birth to 3 years old, with regular observations completed by the course instructor.

Pre / Co requisites: EGP 331 requires prerequisites of admission to the Early Intervention Minor, up-to-date clearances (FBI, PA Child Abuse, PA Criminal, TB), and the Staff Health Assessment Form.

Typically offered in Fall, Spring & Summer.

Cross listed courses EDA 331, EGP 331.

EGP 332. Family Systems in Early Intervention. 3 Credits.

This course introduces the theory and practice of family intervention with diverse populations including families of infants, toddlers, and preschoolers with disabilities. It bases its objectives on the knowledge that the involvement of families is essential to the education and well being of young children. The methods of service delivery for young children with disabilities and their families are discussed in addition to the key aspects of collaboration, services coordination and family centered services with culturally responsive practices.

Typically offered in Fall, Spring & Summer.

Cross listed courses EDA 332, EGP 332.

EGP 333. Teaching Young Children with Disabilities. 6 Credits.

This is a methods and field course that focuses on building skills in working with preschoolers with disabilities. The course covers curricula, instructional strategies, and classroom environments that facilitate development and learning for young children 3-5 years old with disabilities. For this course, 3 credit hours will consist of instructor lecture of course content and 3 credit hours will consist of a minimum of 40 hours in the field, which provides students with the opportunity to apply content through observations and interactions with professionals, families and children, ages, 3 to 5 years old with regular observations completed by the course instructor.

Pre / Co requisites: EGP 333 requires prerequisites of admission to the Early Intervention Minor, up-to-date clearances (FBI, PA Child Abuse, PA Criminal, TB), and the Staff Health Assessment Form.

Typically offered in Fall, Spring & Summer.

Cross listed courses EDA 333, EGP 333.

EGP 334. Assessment for Early Intervention. 3 Credits.

This course is designed to provide the student with the knowledge and skills needed for assessment appropriate to young children with disabilities and those who are considered to be "at-risk". We will cover norm and criterion referenced assessment, developmental assessment and alternative assessment methodologies. This course bases its objectives on the knowledge that all early intervention professionals will need to know how to work with a diverse group of young children with disabilities. It will acquaint the student with the legal mandates of serving young children with disabilities in the least restrictive setting, as well as the characteristics of those children with disabilities, including family characteristics. Also, emphasis will be placed on working within the team structures, as appropriate to inclusive practices, and the various roles each professional takes on.

Typically offered in Fall, Spring & Summer.

Cross listed courses EDA 334, EGP 334.

EGP 335. Teaching Social Studies and Health in the Early Grades. 3 Credits.

This course is a study of social studies and health education curricula, instruction and assessment. National, state and local standards are utilized as frameworks to explore the context, purpose, content, and interdisciplinary nature of the disciplines.

Pre / Co requisites: EGP 335 requires a prerequisite of Teacher Candidacy.

Typically offered in Fall, Spring, Summer, Winter.

EGP 400. Classroom Management. 3 Credits.

This course offers a detailed investigation of the elementary teacher's role in classroom management and provides research-based knowledge and practical strategies that encourage student cooperation in the development of optimum learning environments.

Pre / Co requisites: EGP 400 requires a prerequisite of Teacher Candidacy and a prerequisite or corequisite of EDR 317.

Distance education offering may be available.

Typically offered in Fall, Spring, Summer, Winter.

EGP 402. Engaging Learners: Integrating Academic/Social Development for High Achieving Equitable Classrooms. 3 Credits.

Study of the elementary classroom as a unique social system and intentional learning community. Applications of interpersonal and group development theories plus interactional learning models in light of diverse sociocultural contexts. Development of knowledge and skills essential to plan for and facilitate high levels of achievement, cooperation, social competence, and supportive peer interactions in a dynamic classroom learning system.

Pre / Co requisites: EGP 402 requires prerequisites of Formal Admission to Teacher Education and EDR 317 or EGP 322.

Gen Ed Attribute: Writing Emphasis.

Typically offered in Fall, Spring & Summer.

EGP 410. Student Teaching. 6 Credits.

A semester-long, full-time field experience. The student teacher assumes increasing responsibility in the classroom, as demonstrated by effective methods for the planning, delivering, and reflecting on instruction. Weekly seminars are required.

Pre / Co requisites: EGP 410 requires prerequisites of Teacher Candidacy, field clearances, and meets all coursework required for the major.

Gen Ed Attribute: Speaking Emphasis.

Typically offered in Fall & Spring.

EGP 411. Student Teaching. 6 Credits.

A semester-long, full-time field experience. The student teacher assumes increasing responsibility in the classroom, as demonstrated by effective methods for the planning, delivering, and reflecting on instruction. Weekly seminars are required.

Pre / Co requisites: EGP 411 requires prerequisites of Teacher Candidacy, field clearances, and meets all coursework required for the major.

Gen Ed Attribute: Speaking Emphasis.

Typically offered in Fall & Spring.

MGP**MGP 220. Field Experience: Middle Level Environment. 3 Credits.**

Orientation for the curricula, processes, and structures of 4-8 classrooms. Field experiences, minimum 30 hours, related to course topics.

Pre / Co requisites: MGP 220 requires prerequisites of two of the following: EDP 200, EDP 201, or EDP 250; field clearances.

Gen Ed Attribute: Writing Emphasis.

Typically offered in Fall, Spring & Summer.

MGP 335. Teaching Social Studies in Middle Grades. 3 Credits.

This course is a study of social studies teaching and student learning in grades 4-8, focusing on related curricula, instruction and assessment in these grades. National, state and local standards are utilized as frameworks to explore the context, purpose, content, and interdisciplinary nature of the social studies. Field clearances required.

Pre / Co requisites: MGP 335 requires prerequisite MGP 220, Formal Admission to Teacher Education and field clearances.

Gen Ed Attribute: Writing Emphasis.

Typically offered in Fall & Spring.

MGP 410. Student Teaching. 6 Credits.

A semester-long, full-time field experience. The student teacher assumes increasing responsibility in the classroom, as demonstrated by effective methods for the planning, delivering, and reflecting on instruction. Weekly seminars are required.

Pre / Co requisites: MGP 410 requires prerequisites of Teacher Candidacy, field clearances, and all coursework required in the major.

Gen Ed Attribute: Speaking Emphasis.

Typically offered in Fall & Spring.

MGP 411. Student Teaching. 6 Credits.

A semester-long, full-time field experience. The student teacher assumes increasing responsibility in the classroom, as demonstrated by effective methods for the planning, delivering, and reflecting on instruction. Weekly seminars are required.

Pre / Co requisites: MGP 411 requires prerequisites of Teacher Candidacy, field clearances, and all coursework required in the major.

Gen Ed Attribute: Speaking Emphasis.

Typically offered in Fall & Spring.