DEPARTMENT OF EDUCATIONAL FOUNDATIONS AND POLICY STUDIES

College of Education and Social Work

Overview

902 Wayne Hall
West Chester University
West Chester, PA 19383
610-436-2958
Department of Educational Foundations and Policy Studies (http://www.wcupa.edu/profSecEd/)
John Elmore (jelmore@wcupa.edu), Chairperson
Jackie Hodes (jhodes@wcupa.edu), Assistant Chairperson


Satisfactory completion of a secondary or K-12 curriculum also will qualify the student for a Pennsylvania Instructional I Certificate, which is valid for six years of teaching the specified subject in Pennsylvania public schools. The student must choose one academic field of specialization.

See the Educator Preparation Programs (http://catalog.wcupa.edu/undergraduate/education-social-work/educator-preparation-programs/) section of this catalog for information about new requirements.

Programs

Major in Educational Foundations and Policy Studies

- Bachelor of Science in Education (B.S.Ed.) (http://catalog.wcupa.edu/undergraduate/education-social-work/educational-foundations-policy-studies/bachelor-science-education-bsed/)

Minor in Educational Foundations and Policy Studies

- Professional Education (http://catalog.wcupa.edu/undergraduate/education-social-work/educational-foundations-policy-studies/professional-education-minor/)

Certificate in Educational Foundations and Policy Studies

- Education for Sustainability (http://catalog.wcupa.edu/undergraduate/education-social-work/educational-foundations-policy-studies/undergraduate-certificate-education-sustainability/)

Graduate Opportunities

See the graduate catalog for more information on the Educational Foundations and Policy Studies programs. (http://catalog.wcupa.edu/graduate/education-social-work/educational-foundations-policy-studies/)

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.

Teacher Candidacy and Teacher Certification

Refer to the catalog section on Educator Preparation Programs (http://catalog.wcupa.edu/undergraduate/education-social-work/educator-preparation-programs/) for information on program requirements.

Student Teaching Eligibility

To be eligible for student teaching (EDS 411–EDS 412), the student must have fulfilled the following requirements:

1. Fulfilled the requirements for Teacher Candidacy status described on the Educator Preparation Programs page (http://catalog.wcupa.edu/undergraduate/education-social-work/educator-preparation-programs/).
2. Completed the professional education requirements with a C or higher in all courses.
3. Completed any test and/or other requirements set by the appropriate academic department.
4. Completed a minimum of 90 semester hours with the Pennsylvania-mandated GPA (2.8), including a minimum grade of C in all education courses.
5. Completed and provided an ETS score report that they took the Praxis II test(s) in the subject area where the candidates are enrolled to achieve certification.

Faculty

Professors

Deborah S. Brown (dbrown2@wcupa.edu) (1992)
B.S., West Chester University; M.A., Ph.D., University of Delaware

John M. Elmore (jelmore@wcupa.edu) (2005)
Chairperson, Educational Foundations and Policy Studies
B.A., B.S., Kansas Wesleyan University; M.S., Ph.D., Kansas State University

Jacqueline S. Hodes (jhodes@wcupa.edu) (2012)
Graduate Coordinator, Educational Foundations and Policy Studies
Co-Director, Education Policy, Planning, and Administration Program
B.A., M.Ed., Ed.D., University of Delaware

Paul Morgan (pmorgan@wcupa.edu) (1999)
Graduate Coordinator, Educational Foundations and Policy Studies
Courses

EDF

EDF 255. Evolution of Schooling in U.S.. 3 Credits.
An examination of the historical evolution and contemporary purposes, practices, and structures of schooling in the United States. Students will investigate the political, sociological, and economic motivators in the origin, maintenance, and reform of American schooling. In addition, students utilize the course's historical context to engage in an examination of contemporary issues in American schooling, specific attention will be given to the impact of current educational reforms on the theory and practice of early childhood education.
Gen Ed Attribute: Interdisciplinary Requirement.

EDF 300. Democracy and Education. 3 Credits.
A study of the philosophial, historical and sociological issues related to American education. The course places schools within the context of the larger American society and asks to what degree can and should schools serve as agents for creating a more just and democratic society.
Gen Ed Attribute: Interdisciplinary Requirement.

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

EDO

EDO 400. Environmental Sustainability Educ: History, Theory & Practice. 3 Credits.
The development of environmental and sustainability education with emphasis on theoretical perspectives and practical applications.
ERM

ERM 351. Evaluation and Measurement. 3 Credits.
A survey of testing materials and procedures with emphasis on interpretation and application.
Pre / Co requisites: ERM 351 requires a prerequisite of EDP 250.
Typically offered in Fall, Spring & Summer.

ERM 353. Ethical and Effective Assessment for Learning: Early Grades. 3 Credits.
This course will focus on exploring ethical issues related to educational and psychological assessment. The goal of the course is to encourage students to critically evaluate ethical issues in educational and psychological testing to make informed and ethical choices with regards to assessment development, administration, results, and interpretation. This course is designed to provide students the knowledge and skills to use multiple developmentally appropriate assessments (authentic, screening, diagnostic, formative, and summative) to guide instruction related to standards, to monitor results of interventions and their implications for instruction for all students, and to report assessment results.
Pre / Co requisites: ERM 353 requires a prerequisite of EGP 220.
Gen Ed Attribute: Ethics Requirement.
Typically offered in Fall, Spring & Summer.

ERM 354. Ethical and Effective Assessment for Learning: Middle Grades. 3 Credits.
This course will focus on exploring ethical issues related to educational and psychological assessment. The goal of the course is to encourage students to critically evaluate ethical issues in educational and psychological testing to make informed and ethical choices with regards to assessment development, administration, results, and interpretation. This course is designed to provide students the knowledge and skills to use multiple developmentally appropriate assessments (authentic, screening, diagnostic, formative, and summative) to guide instruction related to standards, to monitor results of interventions and their implications for instruction for all students, and to report assessment results.
Pre / Co requisites: ERM 354 requires a corequisite of EDR 318 or MGP 335 or MAT 352 or SCE 330 and prerequisites of MGP 220, Teacher Candidacy, and field clearances.
Gen Ed Attribute: Ethics Requirement.
Typically offered in Fall, Spring & Summer.

ERM 355. Ethical and Effective Assessment for Learning 7-12. 3 Credits.
This course will focus on exploring ethical issues related to educational and psychological assessment. The goal of the course is to encourage students to critically evaluate ethical issues in educational and psychological testing to make informed and ethical choices with regards to assessment development, administration, results, and interpretation. This course is designed to provide students the knowledge and skills to use multiple developmentally appropriate assessments (authentic, screening, diagnostic, formative, and summative) to guide instruction related to standards, to monitor results of interventions and their implications for instruction for all students, and to report assessment results.
Gen Ed Attribute: Ethics Requirement.
Typically offered in Fall, Spring & Summer.

ERM 359. Assessment for Learning: Mathematics Educators. 3 Credits.
This course is designed to provide secondary mathematics education candidates the knowledge and skills to use multiple assessments to guide instruction related to standards, to monitor results of interventions and their implications for instruction for all students, and to report assessment results. This course has a 25-hour field experience. Field clearances required (PA criminal background, PA child abuse, FBI fingerprinting, TB test results).
Typically offered in Fall, Spring & Summer.

SEE

SEE 462. Essentials Of The Helping Relationship. 3 Credits.
This course surveys the concepts and skills involved in helping others through individual interviewing, problem solving, decision making, and systematic behavior change.