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

Department Mission Statement
The Department of Educational Foundations and Policy Studies is dedicated to fostering the development of educators with the requisite critical consciousness and pedagogical skills to act as public intellectuals: citizen-teachers capable of creating pedagogical spaces and practices that are relevant, impactful, and liberating for their students.

Programs of Study
Minor in Professional Education
Dana Morrison (dmorrison@wcupa.edu), Coordinator
The Minor in Professional Education was designed for any student who is not a major in a teacher education program to explore the foundations of education. With three required courses and a wide-range of elective options to choose from, this 18-credit minor can provide you with important knowledge and skills related to teaching and learning. Students can pair this coursework with a variety of other majors and minors to bring educational insights to a variety of fields. With professions of all kinds recognizing the necessity of continued learning, the Professional Education Minor positions students to take on educational roles (coach, trainer, facilitator) in many different occupational and community settings.

Undergraduate Certificate in Education for Sustainability
Paul A. Morgan (pmorgan@wcupa.edu), Coordinator
The 12-credit undergraduate certificate program in Education For Sustainability (EFS) is designed for undergraduates and post-baccalaureate students who want to develop their understanding of sustainability and apply their learning on campus, at home, and in their future careers. The program consists of four courses that provide the perspective, experiences, and practical methods needed to immediately put their learning into practice.

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

Certificate
• 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.

Field Placement in Schools
All field placements, including student teaching, are arranged by the Office of Clinical Experiences and Candidate Services with collaboration from the Field Coordinator and/or program faculty. Students are not to solicit placements. While student needs are considered in assigning placements, no particular placement can be guaranteed. All placements are within one hour of the university. Transportation to and from field placements is the responsibility of the individual student.

The following clearances are required for all field placements:
• PA Child Abuse History Certification,
• Criminal Record Check-PA State Police,
• FBI Background Fingerprinting Check,
• TB testing (as designated by course and placement).

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
Paul A. Morgan (pmorgan@wcupa.edu) (1999)
Graduate Coordinator, Educational Foundations and Policy Studies
B.A., University of Illinois; Ph.D., Columbia University
Christian V. Penny (cpenny@wcupa.edu) (2002)
Graduate Coordinator, Educational Foundations and Policy Studies
B.S., Lock Haven University; M.Ed., East Stroudsburg University; Ph.D., Pennsylvania State University

Associate Professors
David L. Bolton (dbolton@wcupa.edu) (1991)
B.A., Seminar Marionhoche (Germany); M.A., Andrews University; Ph.D., Florida State University
Curry S. Malott (cmalott@wcupa.edu) (2011)
B.A., Miami University; M.A., Ph.D., New Mexico State University

Assistant Professors
Dana Morrison (dmorrison@wcupa.edu) (2012)
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 philosophical, 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.

EDO 410. Systems in Sustainability Education. 3 Credits.
Examination of how systems thinking applies to learning for sustainability in school curricula, missions, facilities, and grounds.

EDO 415. History Of Conservation. 3 Credits.
Contact department for more information about this course.

EDO 420. Outdoor and Place-Based Education. 3 Credits.
The foundations of outdoor and place-based education, with emphases on experiential and authentic learning. School-based applications will be addressed.

EDO 425. Independent Studies in Environment Educ. 3 Credits.
Special research projects, reports and reading in conservation and outdoor education. Consent: Permission of the Department required to add. Repeatable for Credit.

EDT

EDT 300. Intro to Educational Technology Integration. 3 Credits.
An overview of the integration of technology in teaching and learning with a focus on computer applications.
Typically offered in Fall & Spring.

EDT 311. Social and Cultural Implications of Educational Technology. 3 Credits.
LEC (1.5), DIS (1.5)
This course is focused on the social, cultural, economic, and educational implications of modern learning technologies. Participants will be analyzing current theoretical and empirical research for a broader understanding of the dynamic influences of learning technologies on the prospect of personal and collective transformation. The positive and negative effects of technology upon formal and informal learning spaces will be explored, as well as global issues, such as the impact of the online education industry, as well as aspects of learning technologies that might either improve or exacerbate existing systems of inequality, privilege and oppression (i.e., the digital divide; who has and who does not have access to technology, why, and what can be done?).
Typically offered in Fall & Spring.

EDT 349. Technology Tools to Transform Teaching and Learning. 1 Credit.
This course provides teacher candidates with a supportive, yet challenging exploration of theoretical, and practical issues related to the effective integration of technology in teaching and learning. Building on participants’ technology competency and prior course learning, the focus is on thoughtful selection and use of modern digital tools and advanced use of the Internet to transform 21st century learning environments. Web-based projects linked to standards as well as grade, subject, and certification needs, are designed to enhance and support teacher candidates’ Early and Middle Grades teacher preparation work. Pre / Co requisites: EDT 349 requires a prerequisite of Teacher Candidacy.
Typically offered in Fall & Spring.

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.
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.

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.

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.

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.