

**Citizenship
General Standards
IV, V, IX, X**

IV. Design

IV. DESIGN - The preparing institution shall document that the academic content courses for initial preparation programs culminating in a bachelor's degree or higher shall be the same as a Bachelor of Arts or Bachelor of Science Degree and shall also include all required electives in the content area that the candidates plan to teach or serve and allow completion in four years. (354.24) (49.14(4)(iii))

History majors take nine advanced History courses (numbered 2100 and above) including Senior Seminar. Secondary Education Citizenship candidates are required to take eight advanced history courses in addition to courses in Economics, Geography and Political Science.

Villanova candidates have the advantage of having to meet one of the highest core Liberal Arts requirements in the U.S.—65 credits. Freshmen begin with the Core Humanities Seminars 1000 and 1001 with readings, text, and intensive writing requirements. The courses constitute the history of Western thought from Ancient to Renaissance, then from the Enlightenment to Present. Core requirements also include two math, two science sequences, two ethics, two philosophy, and two theology courses. Three social science core requirements include two diversity courses (EDU 3263 *Diversity and Inclusion* and EDU 4290 *Philosophy of Education* both satisfy the advanced requirement in each area for Secondary Education majors).

Required Education courses that also enhance the Citizenship teaching preparation include EDU 4245 *Reading & Current Issues in Secondary Schools*, and EDU 4281 *Methods of Teaching Social Studies in Secondary Schools*. The reading course, offered in conjunction with 30 hours field experience in the area classrooms, brings theory together with classroom analysis and remediation with an individual student. While this course is required for all majors, it is particularly appropriate for Citizenship candidates as Reading Across the Curriculum is particularly important in social studies classes. The methods course is also taught in conjunction with weekly field experiences in the school and with the cooperating teacher with whom the candidate will be doing the student teaching semester. Lesson plans are developed out of the actual curriculum that will be used in the classroom, and candidates have the opportunity to practice their lessons with small group and some large group instruction.

Villanova University, through the College of Arts and Sciences, offers a Bachelor of Science in Secondary Education. While teacher certification candidates must be

Education majors, many can easily graduate with a double major by adding one or two additional courses in their teaching area. They can do this because Education majors take the same required and elective courses as majors in their respective academic areas. In all academic areas, our Education majors exceed the 30-credit course requirement of the No Child Left Behind Act which defines them as “Highly Qualified.”

Education majors complete the undergraduate program in four years. Planning sheets for the Citizenship program is located in the binder in “Advising.”

The College of Arts and Sciences requires a minimum of 122 credits to graduate; Secondary Education majors fulfill requirements in three areas:

Core Requirements:	65 credits*
Major, or Education Requirements:	37 credits
Teaching Area Requirements:	27 to 48 credits (or more)

Total Required Course Credits range from 120 to 141

- Six Education course credits meet the Core requirements (EDU 3263 and 4290). EDU 4290 Philosophy of Education satisfies the Core requirement for Advanced Philosophy, so that one could say that Education requirements are 34 credits.

For detailed information on the Liberal Arts & Sciences Core Curriculum, please see the *Enchiridion*, pp. 50-60.

Integrative Sequences (2 sequences of 2 courses each)

One sequence in the humanities; one in the sciences. These are met through the Core Humanities courses and the required science sequence.

Diversity Requirement (2 courses)

The Core also has a Diversity requirement of one course selected from two of these topical areas: ethnic and minority experiences in the U.S.; women’s experiences and gender issues; and studies of culture, economics, politics or ecology of non-Western cultures and nations. **Education majors are required to take the Education course, EDU 3263 Diversity and Inclusion**, which addresses issues of diversity and special needs in the classroom and counts as a Core elective for diversity. (*For a detailed explanation of these requirements, see pages 58-60 of the Enchiridion*).

Meeting Provisions of the INTASC and the PA Academic Standards

Education courses imbed the INTASC Standards into their objectives and philosophies, encouraging the students to become conversant with these standards as they progress toward their culminating student teaching experience. The education methods courses in the respective teaching areas specifically address the Pennsylvania Academic Standards (see syllabi of EDU 3254 *Principles and Techniques*; EDU 4284 *Methods of Teaching Science*; and EDU 4285 *Methods of Teaching Social Studies*).

INTASC Standards Frame the Electronic Portfolio

In recognition of its technology on campus, Villanova University has been named by *US News & World Report* and by *The Princeton Review* in September 2003-2005 to be among the top ten most-connected campuses in the U.S. today.

The University has selected the portfolio software company TaskStream for University-wide use of portfolio technology and provides full technical support for creation of these portfolios.

For Education majors, the INTASC Standards provide the unifying structure for the electronic portfolio. Following their admission into the Teacher Certification Program during their sophomore year, Education candidates are trained in the use of this software and they begin accumulating their learning experiences and reflections into a working portfolio. The portfolio serves as an ongoing forum, encouraging candidates to relate education theory to their field experiences and vice versa. Evidence of their mastery of the INTASC standards may include essays, lesson plans, curriculum design, tests, video classroom demonstrations, journal entries, research papers and other artifacts.

As a culminating activity, seniors create a presentation portfolio which demonstrates their competence in each of the INTASC Standards. The senior presentation portfolios are shared with others in their Senior Seminar course, and are formally presented to the faculty and staff in a capstone presentation. Successful completion of the presentation portfolio is a requirement for completing the program.

Post-Baccalaureate and Advanced Programs

Post-Baccalaureate candidates do not have to meet the Core degree requirements of Villanova's College of Liberal Arts & Sciences undergraduate program. However, they must meet the 3.0 GPA, English and mathematics requirements before acceptance into the Post-Baccalaureate Teacher Certification Program. They take the same content and undergraduate education courses as regular undergraduates.

Candidates in the Master of Arts in Education Plus Teacher Certification graduate program (Master's Plus Program) must meet subject area requirements prior to starting the program. They begin in the Summer I semester, combining their first field experiences with the courses "History of American Education" and "Multiculturalism, Gender and Inclusion." The field experience includes a variety of classroom observations in summer school classes, interviews with teachers and administrators, a study of the school's mission, social context, curriculum, history, and where possible, interviews with parents and others in the community. The data gathered is incorporated into their classes, and along with their own reflections, is included in their electronic portfolios (*Electronic portfolios are available in Evidence Box #2*).

While taking graduate-level courses in philosophy, research methods, curriculum and assessment, methods, reading and educational psychology from September through March of the school year, Master's Plus students pursue weekly field observations related to these courses. Their fall observations are with the Cooperating teachers with whom they will be working for the student teaching experience.

When the student teaching experience begins in March, the Master's Plus candidates, having spent the past five or so months in weekly observations, are well-prepared to assume a three to five-class teaching load from March through June. The program thus provides an in-depth experience that closely approximates a typical professional teaching experience.

V. Field Experiences

V. FIELD EXPERIENCES – The preparing institution shall document that the candidates complete a planned sequence of professional education courses and field experiences that integrate academic and professional education content with actual practice in classrooms and schools to create meaningful learning experiences for all students. (354.26)(49.14(4)(iv)(viii))

In the College of Liberal Arts and Sciences at Villanova, students need not choose a major until the end of their sophomore year. Their freshmen year is spent following the rigorous Core Curriculum. Students who have decided on a teaching career prior to coming to Villanova or during their freshmen year can be directed into appropriate courses. Science and Mathematics candidates are directed to enroll in Calculus I and II their first year by the Registrar. Both Arts and Science students are directed into courses required for the Education major, such as Psychology 1000, English 1050, Literary Experience, and importantly, their first Education course, EDU 2201 or 2202 Social Foundations of Education, where they begin their field experiences.

Field experiences, starting with EDU 2201 or 2202 Social Foundations of Education, are totally aligned with specific Education courses. Course assignments, such as in-class discussions and presentations, case studies, essays, or papers, incorporate the field experiences, asking candidates to relate course theories with their classroom observations. The Department has a full-time Field Placement Coordinator who is responsible for placing candidates in area schools, monitoring the variety of placements, and evaluating the quality of placements.

In requesting the placements, the Coordinator, Ms. Maurer, provides the schools with a description of the Villanova course, the professor, and the purpose of the observations. The purpose is related to the goals of the course. Teachers who agree to accept observers from Villanova know in advance what the candidate is there to observe and what activities will be involved. For example, for the course in Diversity and Inclusion, a candidate may be observing how a student who is physically challenged is integrated into the classroom activities, or may be asked to create an IEP for a student with learning disabilities, or to tutor a small group of students. Teachers can thus match their classroom accessibility to these goals.

Course instructors are able to evaluate the learning that takes place during the field observations through the assignments, discussions, tests, and papers that are produced. One of the primary tools for integrating these observations into a continuum of learning is the electronic portfolio. In order to complete the program, candidates must incorporate their lesson plans, observations, reflections, essays, tests, etc., into a working electronic portfolio throughout their two and a half years in the program. When they

convert their working portfolio in a final senior presentation portfolio, they are reflecting on all of their experiences and selecting those that crystallize their grasp of the knowledge and skills needed to teach. The presentation electronic portfolio becomes an important tool in their job search, and one that can be maintained throughout their professional careers.

Field Placement

A full-time Field Placement Coordinator, Ms. Maurer, began in 2004-2005, to organize and support the field observation activities of both the education and the human service students. Ms. Maurer, M.S., is a certified School Counselor. Through the collaboration of the faculty with colleagues in the schools, and with program alumni, the Education department already had successfully placed about 25-30 student teachers each year in surrounding districts and Philadelphia observation placements. Placements initially were the student's responsibility, but as state regulations changed and school security issues emerged, a part-time administrator was hired, until it became clear that additional administrative coordination was needed.

Since Ms. Maurer came on board in September 2004, she has initiated a number of additions and changes which have improved the process. She has developed new placement procedures which include placing student teachers with the same Cooperating Teacher for two semesters, compiling the list of cooperating schools and rating the teachers, improving communication with school personnel, briefing candidates on requirements and certification procedures through meetings, emails, handbooks and class visits, and many other achievements. She continues to improve and refine the program.

Sequence of Required Field Experiences

Field experiences correlate with the sequence of Education courses that begin with the history, social context and philosophy of education and then focus on increasingly specific pedagogy in preparation for the final, student teaching experience which is the final performance test.

The sequence begins sophomore year with courses requiring general observations (Social Foundations) and relating learning theories to classroom learning (Psychology of Learning). The junior year addresses more specific issues in Diversity and Inclusion, and Principles and Techniques, and asks candidates to think about their own values and philosophy of education in relation to those of recognized philosophers (Philosophy of Education). Senior year provides intensive classroom practice, beginning with Reading and Methods the first semester, followed by the fourteen-week Student Teaching semester. Thus, the field experiences build from general concepts and theory to specific classroom techniques and finally, full-time teaching performance .

Following is a chart which illustrates how the field experiences relate to the sequence of courses. It is followed by the course descriptions, field experience goals and means of assessing learning.

Course Sequence with Field Placements (90 hours)

Year	Fall			Spring		
	Course	Field Placement	Hrs	Course	Field Placement	Hrs
Sophomore	Social Foundations ¹	<i>Observation-P#1A</i> Observe social context of schools	10	Diversity & Inclusion ¹	<i>Observation-P#1B</i> Observe social context of schools	10
Junior	Psychology of Learning ¹	Junior Achievement Teaching Experience High School Teaching Experience—plan and teach one class		Principles and Techniques ¹	<i>Observation-P#2B</i> Teaching Junior Achievement and Teaching in area schools using technology	20
				Philosophy of Education ²		
Senior	Reading and Current Issues	<i>Individual tutoring-P#3A</i> Develop and implement instructional plan for individual student	15	Student Teaching <i>P#4</i>		
	Content Methods	<i>Whole class instruction-P#3B</i> Assist prospective Cooperating Teacher and teacher and lead whole class	15	Student Teaching Seminar		

¹Indicates a course that could be taken fall or spring semester of that year

²Indicates a course that could be taken during a different year

Course Sequence Descriptions (refer to above chart)

Practicum Experience #1A (EDU 2201 or 2202 *Social Foundations I or II*)

Goal/Objective: To provide candidates an introduction to schools in their current social contexts. (10 hours) Candidates visit schools in urban and suburban contexts as part of their Social Foundations II course experience.

Assessment: Candidates visit schools to develop a descriptive school summary. Candidates use school websites to analyze schools in various contexts: rural, urban, and suburban. A summary of observation findings making comparisons between the different schools observed is incorporated into class assignments and the electronic portfolios.

Practicum Experience #1B (EDU 3263 *Diversity & Inclusion*)

Goal/Objective: An introduction to issues of diversity, including, but not limited to, racial, ethnic, socio-economic status, gender, learning capacity and inclusion in middle and secondary schools. (10 hours).

Assessment: Candidates visit schools to develop a descriptive school summary related to these differences. Candidates use school websites to analyze schools in various contexts: rural, urban, and suburban.

Practicum Experience # 2A (EDU 3251 *Psychology of Learning*)

Prerequisites: Successful completion of Practicum Experience #1

Goal/Objective: To provide candidates with a teaching experience, and to relate that experience to theories of development learning and motivation discussed in class.

Assessment: Candidates are to write a reflective essay on their teaching experience and relate it to theories discussed in class. Experiences with diverse and exceptional students are noted. Essays may be included in their electronic portfolios.

Practicum Experience #2B (EDU 3254 *Principles and Techniques*)

Prerequisites: Successful completion of Practicum Experience #1

Goal/Objective: To introduce candidates to the dynamics of the classroom (20 hrs). Candidates visit a minimum of five classrooms to observe student and teacher behavior, classroom management and environment and teacher-student interaction. They keep detailed journals and may videotape a lesson. Other options, depending on the instructor, may be to teach five or more Junior Achievement lessons, or to present a technology-implemented lesson in an area high school.

Assessment: Reflective journal or essay for portfolio

Practicum Experience # 3A (EDU 4245 *Reading and Current Issues*)

Prerequisites: Successful completion of Practicum Experiences # 2A & B

Goal/Objective: To develop a cohesive instructional plan and implement the plan with a single student. In this two- part Practicum experience #3A, candidates

will work with a single student (approximately 15 hours) to focus their instructional practices, including diagnosing student's literacy strengths and weaknesses, formulating an instructional plan, and creating daily lesson plans. By working with an individual student, pre-service teachers will be able to focus and refine their instructional practices. This field experience is coordinated with the senior year Methods course (below).

Assessment: Candidates summarize and reflect on their classroom experiences and on their experiences working with an individual student. They are formally observed at least twice during the field placement (using an observational instrument) as they implement their instructional plans with their individual student. Their reflections are included in their electronic portfolios.

Practicum Experience #3B (EDU 4281-4285 *Content Area Teaching Methods*)

Prerequisites: Successful completion of Practicum Experiences #2A & #2B.

Goal/Objective: To gain experience working with a classroom of students. Candidates gain formal experience working in the same school classroom as for #3A except they will be working with a whole class rather than an individual student (approximately 15 hours). Candidates are placed with the Cooperating Teachers with whom they will be doing their student teaching the following semester. Activities such as leading a class discussion, monitoring seatwork, facilitating group work, and conducting their own lessons provide a lead-in to assuming full responsibility for classroom instruction the following semester.

Practicum Experience #4 (EDU 4291 *Student Teaching*, and EDU 4292 *Senior Seminar*)

Prerequisites: Successful completion of Practicum Experience # 3 and application approved as having met the eligibility requirements on page 16 of the Student Handbook.

Goal/Objective: Satisfactory assessment of performance on Exit Criteria and PDE 430 (page 17, Student Handbook).

Assessment: Same

EDU 4291 Student Teaching, and **EDU 4292 Senior Seminar** are typically taken second semester Senior year, requiring a full-time commitment and an eventual full teaching load. Candidates are in classrooms for the entire semester, usually about 14 weeks. Student Teaching Candidates apply over a year in advance, usually by March of their Junior year in order to be considered for placement. All eligibility requirements must be met (*see page 16 of Student Handbook*). A minimal 3.0 GPA, successful completion of all professional education courses and field experiences, development of a working portfolio and having passed the Praxis I exam are required, as well as having passed legal and health clearances, and joined the Student PSEA, which includes liability insurance.

The Student Teaching experience is the capstone of the Secondary Education major and must be successfully passed in order to graduate in this major. The early review date for eligibility, a full year prior to graduation, enables the Department to monitor the quality of candidates sent out to the schools. It also enables students who do not meet eligibility requirements or who do not show professional teaching potential to be counseled into other majors.

Diversity Requirements

Following is a chart that indicates the Department's goals in the area of diversifying field experiences. One of the main impediments to realizing these goals is lack of accessibility. Villanova is located in the suburbs and students are not allowed to have cars on campus before their junior year. Even so, many do not have cars at all. In placing students, we have to consider the availability of public transportation and the time required to use it. Observations in local areas require private automobiles. Travel to Philadelphia schools using public access requires train, el, and bus connections which may require four hours per observation in transit. We are searching for solutions to these problems because the Department shares a strong commitment to preparing our graduates for teaching in a variety of settings, and for inspiring them to become professionals who are concerned with raising education standards for all children

Age Group	Location	Type	Exceptionality
Should have at least 2	Should have at least 2	Should have at least 2	
Middle School (6 th -8 th)	Urban	Public	Either through Practicum Experience #1B or through any other Practicum Experiences, pre-service teachers will have experience with exceptional populations (students who classify for special services under IDEA or Section 504).
Lower High School (9 th -10 th)	Suburban	Private	
Upper High School (11 th -12 th)	Urban or suburban	Parochial	
	Note: there are no rural schools accessible to our location.		

Master's Plus Certification Program

The Master's Plus candidates begin their field experiences in conjunction with their first summer's courses:

- EDU 8673 *Philosophy of Education*
(or EDU 8678 *Multiculturalism, Gender, and Inclusion in Schools*)
- EDU 8671 *History of American Education*
- Begin EDU 8876 *Technology in Teaching* (which continues throughout the 12 months)

Candidates are placed in formal field experiences as a cohort and return to class at Villanova to reflect and report on their findings. Past experiences have included summer schools in Philadelphia including a vocational-technical high school, and in the summer school sessions of the Diocese of Philadelphia. In 2005, the cohort observed classes at Overbrook High School in West Philadelphia.

In conjunction with their Villanova courses, the Master's Plus candidates spend from October through the following March performing field observations with their assigned Cooperating Teachers, following the same process of integrating field observations and practice into classroom theory in courses as follows:

Fall

EDU 8614 *Curriculum and Assessment*

EDU 8616 *Methods of Teaching I*

EDU 8618 *Educational Psychology*

EDU 8678 *Multiculturalism, Gender, and Inclusion in Schools*

(or EDU 8673 *Philosophy of Education*)

Spring

EDU 8603 *Educational Research*

EDU 8617 *Methods of Teaching II*

EDU 8628 *Student Teaching and Seminar*

Second Summer (or throughout the year)

3 One-credit graduate workshops or

1 Three-credit graduate elective in education or content area

Master's Plus candidates student teach for 12 weeks from March through June. The student teaching experience is the capstone of the field experiences. Their artifacts and reflections are collected in the electronic portfolios which are required for certification.

IX. Exit Criteria

IX. EXIT CRITERIA—The preparing institution shall have a published set of criteria and competencies for exit from each professional education program, that are based on the PA Academic Standards, Specific Program Guidelines, and the learning principles for each certificate category. (354.33)(49.14(4)(iii))

In order to successfully complete the certification program, Secondary Education majors have to meet three levels of requirements:

1. Academic Content Area Course Requirements

Complete a list of academic content courses required for the state certification that they are seeking. (*Appendix D, page 41 in the Student Handbook lists the course requirements in each of Villanova's approved certification areas*). These courses satisfy the Chapter Four Academic Standards requirements and the first section of the Specific Program Guidelines, "Knowing the Content."

2. Professional Education Program Requirements

Meet the professional education program requirements, including:

- A. Successfully complete the Education Courses for Pennsylvania Certification in specific content areas as listed in Appendix D, page 41 on in the Student Handbook;
- B. Successfully complete, as monitored in the above Education courses, the required Field Observation and Student Teaching experiences;
- C. Successfully create, as monitored by Education faculty advisors and finally, by the Senior Seminar professor, an Electronic Presentation Portfolio which demonstrates, through an accumulation of evidence, mastery of the understanding and application of INTASC Principles (*Attachment A*).

3. University and PDE Requirements

Successfully meet the Department requirements for recommendation for state certification, including, meeting graduation requirements in the major; satisfactory performance ratings on the Exit Criteria (*Attachment B*), and PDE 430 instruments at the completion of the Student Teaching course; a minimal GPA of 3.0 from initial formal acceptance through completion of the program; passing scores on the PRAXIS I exams; two letters of recommendation from professors in Education and the Content Area. Candidates for Pennsylvania Level I Certification must additionally pass the

required Praxis II exam (s), and submit the PDE application to the Department. (Not all candidates apply for state certification because they plan to teach in private or parochial schools or to go on to graduate studies).

Evidence that completers of the Teacher Certification Program have met the above requirements is available in the individual student records which include:

- Copies of the application packet and letter of acceptance into the program
- Two letters of recommendation from faculty
- Advising form which verifies that the student is meeting the program requirements along a continuum
- Field Placement forms documenting practicum experiences in relation to specific Education courses (will be implemented in 2006) *Attachment C*
- Membership in the Student PSEA and Legal Clearances
- Praxis I test scores
- Exit Criteria (*Attachment B*) and PDE 430 evaluation forms
- Villanova Audit indicating that all course requirements for graduation have been met
- CD of final Electronic Portfolio providing evidence of candidate performance and reflection with regard to the INTASC Principles (*Attachment A*).
- Application for Level I Certification completed with copy of PDE verification certificate

SUMMARY

The competencies and exit criteria for successful completion of the teacher certification program are published in the Student Handbook and the Field Observation and Student Teaching Handbook. The performance standards are presented and evaluated in the professional education courses that are required of Secondary Education majors. Field experiences are designed to accompany these courses and candidates document their reflections on how classroom theory is applied to each of these experiences. This documentation is included in the artifacts derived from successfully completing the courses and in the Electronic Portfolio that is the capstone requirement of the program.

X. Faculty

X. FACULTY - The preparing institution shall provide systematic and comprehensive activities to assess and enhance the competence, intellectual vitality, and diversity of the faculty. (354.41)

Faculty Assessment

“In order that faculty be regularly apprised of the quality of their performance and have reasonable grounds on which to base development strategies, and in order that they may be evaluated regularly and fairly...Villanova conducts periodic evaluations of its faculty members.” This passage from page 5-1 of the Faculty Handbook introduces the ongoing evaluation process that faculty, both tenured and untenured, undergo. (*Faculty Handbook in Evidence Box #2A*).

The University administers a Course and Teacher Survey (CATS) which asks students to evaluate their courses at semester's end. Results are tabulated electronically, sent to the faculty member and to the department chairs and deans, and may be used as part of faculty evaluation. Summaries of CATS reports are also sent to chairs to be included in applications for promotion and tenure. Faculty members may choose to make their reports available to anyone with a Villanova ID and password. (**Attachment A. CATS memo**).

Untenured tenure-track faculty undergo yearly reviews and also a rigorous third-year review in which the faculty member submits a dossier of his/her academic activities to the department chair who convenes an appropriate Rank and Tenure Committee to review the submission, then reviews a written evaluation with the faculty member in question, who may add additional comments. As the process progresses, the evaluation goes to the Dean and on to the Vice President for Academic Affairs.

Tenured faculty undergo a similar review triennially. They have the opportunity for sabbatical leaves and reductions in teaching load based on their level of research activity.

The criteria for promotion and tenure is spelled out on pages 6-4 to 6-8 of the Faculty Handbook. The first criterion at Villanova is teaching. “The task of the faculty is to create a climate for, and to help students develop their capacity for and love of, discovery and learning.” What follows is an extensive description of teaching ideals and outcomes. The remaining two criteria are scholarship and service.

Enhancing Faculty Vitality

The value that Villanova places on good teaching is illustrated by the activities of the Villanova Institute for Teaching and Learning (VITAL). VITAL offers a series of speakers, programs, and workshops for faculty to enhance teaching techniques, provide consultation when requested by academic departments, and to prepare graduate students for classroom and laboratory teaching responsibilities. A series of programs are offered through VITAL each year.

One offering included “Using Group Activities Both Wisely and Well,” “Fostering Deep Learning in the Humanities...etc.” and “Fostering Deep Learning in the Sciences, Mathematics...etc.” Guest speakers are imported from around the country to conduct these workshops. In this example, Barbara J. Millis, Ph.D., the new director of the Excellence in Teaching Program at the University of Nevada was the guest presenter. (*For flyers and additional examples of VITAL workshops, please see Evidence Box #2A*).

To support faculty research and professional development, Villanova University has an Office of Research and Sponsored Projects. In addition to assisting faculty to compete for extramural funding for research and pedagogical grants, the University sponsors summer research support programs designed to encourage faculty members to develop their research programs, and to seek extramural grants. The Department of Education and Human Services makes funding available each year to department faculty and students to attend conferences.

Faculty Research and Publishing

A complete list of Education and Counseling Faculty are included in Evidence Box #2. Their scholarly contributions are listed in their C.V.’s. The following full-time faculty are responsible for teaching EDU 4285 *Methods of Teaching Social Studies and supervising student teachers*:

Dr. Ray Heitzmann

Dr. Erny Ramirez

Faculty Load Adjustments

The Department Chair adjusts the research, teaching and service requirements of the faculty to allow them to perform their duties adequately. The Faculty Program Coordinator, for example, receives a reduced teaching load of one to two courses per semester, based on enrollment, in order to direct the Teacher Certification Program and chair the Undergraduate Faculty Committee meetings and other duties. A full-time position of Coordinator and Certification Officer was added in 2003 to concentrate the administrative duties associated with Title II, this PDE review, certification, student placements (until a full-time Field Placement Coordinator was added in 2004), and Elementary Education Concentration program coordination, so that more faculty time could be spent on developing new courses, supervising student teaching, research and writing, developing new technology (electronic portfolios) and advising and monitoring department majors.

Faculty Structure and Qualifications

The education faculty is composed of ten full-time professors who work exclusively within the department and two college administrators who teach part time in the department. All faculty are qualified not only by having Ph.D’s or Ed.D’s, but by teaching courses related to their area of research and experience. Dr. Brooks, for example has published three books relating to American history, and he teaches primarily the EDU 2201 and 2202 *Social Foundations of Education*, and engaging electives, such as EDU 3262 *Pearl Harbor to Sputnik*, which explores the historic and social influences on education during this period. Education faculty share, in addition to their academic achievements, years of experience teaching in the public schools.

The Field Placement Coordinator, Ms. Maurer, has a Master's Degree and is certified in School Counseling. Certification/ Elementary Education Coordinator, Ms. Thon, has a Master's Degree in Education and her permanent certification in English in Pennsylvania. She also taught at the university level, has graduate credits in counseling and served over four years as a college counselor.

Diversity in Faculty Recruiting

Faculty and staff diversity is one of the goals of Chairperson Connie Titone who has served in that position since 2001. Since her arrival, in which she became the only female in the all-male Education department, she has hired three females, and one Hispanic to that area, and has added another female to the Counseling and Human Services faculty, represented by three males and four full and part-time females. Faculty and staff enjoy long service at Villanova, with little turnover in this department. Opportunities to diversify the staff will depend largely on retirements, which even for a faculty with a median service of 24 years at Villanova, will not likely occur soon, given the lack of a mandatory retirement age. There is a University-wide initiative, however, to "hire for diversity." Special faculty budget lines targeting especially African-American faculty will be available beginning in the fall of 2006 to attract a diverse faculty to Villanova.

Collaboration to Improve Philadelphia Schools

The faculty are actively engaged in the professional education community. In fall 2005, Dr. Titone and Ms. Maurer began a collaboration with Overbrook High School in West Philadelphia. They met with Assistant Principal Ms. Cooper, Coordinator of the Scholars Program, Ms. Beener, and Chair of the English Department, Ms. Sundeen, to discuss positive collaborations. On the second meeting, 10-12 students in the Scholars Program brainstormed on collaborative ideas. The areas of need that emerged from this process were tutoring in mathematics, and counseling. The resulting collaboration became candidates in the Master's Plus Program doing weekly math tutoring, and Ms. Maurer, who is a certified School Counselor, holding individual and group counseling sessions weekly on site. Overbrook High School, opens their doors to field observations in return.

In 2005, Villanova was invited to join The Consortium to Improve Philadelphia Schools, a consortium of area colleges cooperating with the Philadelphia School District to improve education for Philadelphia children. This organization is in its formative stage.