

Communication General Standards

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))

Villanova University, through the College of Arts and Sciences, offers a Bachelor of Science in Secondary Education. While teacher certification candidates must be Secondary Education majors, many may graduate with a double major by adding one or two additional courses in their teaching area. They can do this because Education majors take many of 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.”

The Communication Department's major was redesigned in 2004, necessitating a “grandfather clause” for students already in the program. Hence, there are two sets of requirements. For the Class of 2006-2008 only, 30 Communication credit hours are required. For the Class of 2009 and beyond, 36 credit hours are required. On pages 75-76 of the *Enchiridion*, detailed course options are offered for majors and minors. The Secondary Education requirements for candidates in Communication were updated and will be included in the new catalog.

New course requirements for the Communication Teacher Certification Program were developed to meet the State Academic Standards. Dr. Titone, Department Chair, met with the Chair of the Communication Department, Bryan Crable to review the standards and to decide what courses would best prepare our teaching candidates to meet them. Dr. Crable made additional adjustments after the initial requirements were created. Certain English and Theatre courses were retained from past requirements. This collaboration resulted in a new course of study which requires 9 Communication courses, two English and two Theatre courses with one additional Communication or Theatre elective, or 12 courses (36 credits). Total program credits are 132, and the program can be completed within the regular semesters over four years.

Communication candidates take 33 credits of required courses in their teaching area. In addition, they must take either ENG 2101 *British Literary Tradition I* or 3101 *Early British Literature* as their advanced literature course within the Core Humanities Requirements. Either course satisfies standards IA and I.C. The requirement of ENG 3250 Shakespeare was retained in order to fully meet the standards for I.D. Theatre. (See the Advising section of the binder for copies of the advising sheets).

Program completers in Secondary Education number from 15 to 25 candidates each year, a relatively small program in Secondary Education. In the past five years, only one candidate chose Communication. He went on to become certified in English by passing the PRAXIS II test, and he is currently teaching English in an area high school.

Villanova candidates have the advantage of having to satisfy a 65-credit Core Humanities requirement in the College of Liberal Arts and Sciences, one of the highest in the nation. 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, and other requirements in diversity, sequence, writing, etc. are required for graduation.

Required Education courses that also enhance the English teaching preparation include EDU 4245 *Reading & Current Issues in Secondary Schools*, and EDU 4281 *Methods of Teaching English & Communication 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 Communication candidates. The methods course, EDU 4281, incorporates weekly field experiences in the school that the candidate will be placed for 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.

The Core Curriculum

The College of Arts and Sciences requires a minimum of 122 credits to graduate; of these, 65 credits constitute the Core Curriculum requirements. Secondary Education majors fulfill requirements in three areas:

- Core Requirements: 65 credits
- Major, or Education Requirements: 34 credits*
- Certification 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 *Diversity & Inclusion* meets one of the diversity requirements; EDU 4290 *Philosophy of Education* is accepted as meeting the Core Requirement for Advanced Philosophy (3 credits) for Education majors. By applying these three credits to the Core Requirement, the actual number of Education required credits becomes 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 US 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 (*see Evidence Box # 3 C*). They begin in the Summer I semester, combining their first field experiences with the courses EDU 8671 *History of American Education*, and EDU 8678 *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 #3 IX. B*).

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 (**Attachment A**).

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 (**Attachment B**). 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 EDU 3263 *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 and Human Services Department already had successfully placed about 25-30 student teachers each year in surrounding districts and Philadelphia observation placements.

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 student teaching experience which is the final performance test.

The sequence begins sophomore year with courses requiring general observations (EDU 2201 or 2202 *Social Foundations of Education*) and relating learning theories to classroom learning (EDU 3251 *Psychology of Learning*). The junior year addresses more specific issues in EDU 3263 *Diversity and Inclusion*, and EDU 3254 *Principles and Techniques of Instruction*, and asks candidates to think about their own values and philosophy of education in relation to those of recognized philosophers (EDU 4290 *Philosophy of Education*). Senior year provides intensive classroom practice, beginning with EDU 4245 *Reading and Current Issues in Education* and EDU 4281-85 *Teaching Methods* the first semester, followed by the 14-week Student Teaching (EDU 4291 and EDU 4292) 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 and 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	15	Student Teaching Seminar		

		lead whole class		
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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 and 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 *Undergraduate Student Handbook*.

Goal/Objective: Satisfactory assessment of performance on Exit Criteria and PDE 430 (p. 17, *Undergraduate 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 p. 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, subway, 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. Currently, students in EDU 3263 *Diversity and Inclusion* travel together in cohorts to Overbrook High School in West Philadelphia to conduct field observations in an urban setting.

Age Group Should have at least 2	Location Should have at least 2	Type Should have at least 2	Exceptionality
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.		

Extra-Curricular Field Experiences

Candidates chose from a variety of service-learning/school-related activities, such as Junior Achievement, Project Sunshine, Sophomore Service-Learning courses, or other options provided through Villanova organizations like Campus Ministry. Candidates may participate in the Junior Achievement program, where they visit area elementary and

middle schools to teach five or more lessons on community geography, economy and development. (Junior Achievement is a non-profit organization dedicated to teaching the fundamentals of our economic system to children in elementary and secondary schools).

Based on Villanova's Augustinian traditions, the University offers a continual stream of volunteer opportunities. Much of the social life of the University revolves around activities, which include tutoring in Philadelphia schools, tutoring in a Villanova program for area children called "Camp Sunshine," and conducting activities such as the annual "Special Olympics," one of the largest events in the state at Villanova.

The Augustinian Defenders of the Rights of the Poor (ADROP) is dedicated to advocacy and collaboration with the poor and to influencing systematic change through decision makers, providers and recipients of services. Volunteers work in South Philadelphia in a number of programs including, for education students, after-school tutoring and care programs, teaching English as a Second Language (ESL), counselors, and Art Goes to School, a forty-year program of art appreciation for grade-school children.

Summary:

Field experiences are built into the professional education courses where candidates strive to relate theory with classroom practices. Field requirements also serve as a career self-test for candidates, as they are able to gradually take responsibility for student learning and measure their achievements and personal qualities against those of experienced teachers and their fellow candidates. Candidates who complete the certification process are ready to become committed teachers.

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*

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, one of which is the Capstone Seminar which continues throughout the 12 months
- Begin EDU 8876 *Technology in Teaching*

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

Summary:

Field Observations are assigned in conjunction with Education courses in an increasingly detailed design from broad concepts to specific methods. An electronic portfolio of field observations and reflections are collected throughout and produced into a presentation portfolio that is the capstone requirement.

**Attachments for
V. Field Experiences**
(will be available in the evidence room)

Attachment	Title
A.	Application for Field Observation Experience
B.	Letter of Request for Student Observation Experience

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. Teaching Certification Area Course Requirements

Candidates must complete the teaching area course requirements specified by the Department. These appear in the advising sheets which appear in Appendix D of the *Undergraduate Student Handbook* accompanying this binder. These courses were chosen to satisfy the Chapter Four Academic Standards requirements and the first section of the Specific Program Guidelines, “Knowing the Content.” The Master’s Plus Certification graduate candidates must have completed these undergraduate courses prior to admission.

2. Professional Education Program Requirements

Candidates have a number of education program requirements that they must successfully complete in order to be retained in, and to qualify for certification in their teaching areas:

- A. Education Courses, which are uniform for all candidates except in the Methods courses which are specific to the teaching area. These are listed in Appendix D of the *Undergraduate Student Handbook*;
- B. Required Field and Student Teaching experiences; field experiences are coordinated with education courses and their success is evaluated by the course instructors. The Student Teaching course is graded by the University Supervisor and requires a minimum passing grade of B-; and
- C. Creation of 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

Candidates must 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 2006-2007) (*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 *Undergraduate Student Handbook* and the *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.

**Attachments for
IX. Exit Criteria**
(will be available in the evidence room)

Attachment	Title
A.	Electronic Portfolio Requirements
B.	Exit Criteria Form
C.	Field Placement Journal Forms

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 #1-.D.1*).

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*).

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 teaching, research, and service 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. After a successful third-year review, tenure-track faculty are granted a one semester sabbatical to devote focused attention to research and writing. As the process progresses, the evaluation goes to the Dean of Liberal Arts and Sciences and on to the Vice President for Academic Affairs.

Tenured faculty undergo a similar review triennially. They have the opportunity for sabbatical leaves every seven years and reductions in teaching load on a yearly basis depending 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....” and “Fostering Deep Learning in the Sciences, Mathematics....” Guest speakers are invited 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 #1-D.3*). Dr. Deborah Schussler, tenure-track faculty member in the Department of Education and Human Services, works with the Director of VITAL to plan and deliver program activities.

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

Following is a list of Education and Counseling Faculty. Their C.V.s are included in Evidence Box # 2-X.B. Their scholarly contributions are listed in each C.V.

Education Full-time Faculty

Dr. Victor Brooks (Tenured)

Dr. John Durnin (Tenured)

Dr. Edward Garcia Fierros (Tenure-track)

Dr. Ray Heitzmann (Tenured)

Dr. Catherine Hill (Tenure-track, Associate Dean)

Fr. Richard Jacobs (Tenured)

Dr. Helen Lafferty (University Vice President)

Fr. Robert Murray (Tenured)
Dr. Ernest Ramirez (Tenured)
Dr. Deborah Schussler (Tenure-track)
Dr. Connie Titone (Tenured)
Dr. Teresa Wojcik (Continuing)

Counseling & Human Relations Full-time Faculty

Dr. Kenni Crane (Continuing)
Dr. Kenneth Davis (Tenured)
Dr. Beverly Kahn (Tenured)
Dr. Jody Lerner (Continuing)
Dr. Krista Malott (Tenure-track)
Dr. Michael Mason (Tenure-track)
Dr. Joan Monnig (Tenured)
Fr. Robert Murray (Tenured)

In addition, a number of Adjunct Faculty teach regularly in all of the programs. See below.

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 10 books relating to American history, and he teaches 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.

Adjunct faculty are hired because of their experience and qualifications in the education system. Dr. Tom Rooney, principal of a large area high school, teaches EDU 3254 *Principles and Techniques of Instruction*. A key component of his course involves bringing the Villanova education candidates into his school to work with the teachers in developing, teaching and evaluating a lesson in their teaching content areas. Another adjunct, Norman Sargen, is a full-time secondary French and Spanish teacher at Agnes Irwin School, a Main Line private school. He teaches the Methods of Foreign Language Instruction course for both undergraduates and graduate students. Other adjuncts are hired to supervise student teachers (along with full-time Villanova faculty members). These adjuncts are currently active and retired teachers with years of teaching experience. Adjunct instructor Richard Coletta, for example, taught biology and chemistry for over thirty years at Plymouth-Whitemarsh Senior High School in the Colonial School District, and was also Chair of the Science Department. He also has adjunct faculty status at Gwynned Mercy and Ursinus Colleges. Such experienced professionals provide insightful guidance to our student teachers.

One note here: while adjunct faculty teach certain courses and supervise the student teachers, a regular full-time faculty member teaches EDU 4292 *Senior Seminar*, which accompanies the student teaching experience. Candidates must pass the seminar, which includes creation of a satisfactory electronic portfolio, in order to complete the program.

Graduate Faculty Structure and Qualifications

In the graduate programs, regular full-time faculty teach in the education and the counseling programs, as well as adjunct faculty with particular experience and expertise. In the Educational Leadership graduate program, for example, cooperating school personnel are asked to teach courses within their expertise. An Assistant Principal in the Rose Tree Media School District, Dr. Susan Evans, with her doctorate in Educational Administration and over 12 years' experience in curriculum supervision, teaches the EDU 8672 *Instructional Leadership* graduate course in the fall. The Human Resources Director for the Great Valley School District, Dr. Robin Koslo-Stahl, teaches a counseling course, and serves as a valuable resource for candidates in the program.

Diversity in Faculty Recruiting

Diversifying the faculty and staff diversity is one of the goals of Chairperson Connie Titone who has served in that position since 2001. Hiring for diversity became an important, and funded, initiative in 2005-2006 when the University implemented an initiative to "Hire for Diversity." Special faculty lines targeting, especially, African-American faculty, will be available beginning in the fall of 2006. In February 2006, the

Department subcommittee on Gender and Diversity completed a self study and made recommendations to the College Strategic planning Committee on Diversity for improving diversity in the Department over the next two years. The Department of Education and Human Services has requested additional faculty lines under this initiative.

The effort to diversify the faculty is reflected in this Department, where faculty and staff diversity has increased since 2001 when Dr. Titone set it as one of her goals upon being hired as Chair. She has hired two female faculty in a formerly all-male education faculty, and one Hispanic full-time male faculty member. In Counseling and Human Services, there are three new female faculty. Because of the stability within the Department, opportunities to hire for diversity are limited, but are a future priority.

Faculty Engagement in the Education Community

In 1999, Drs. Durnin and the former Chair of the Department received funding for a proposal, which, in part, was to introduce technology through pre-service teachers to the area schools. The proposed program involved using undergraduates in a technology course to develop a lesson on technology and to demonstrate it in area classrooms. The project continues through the EDU 3254 *Principles and Techniques of Instruction*, in cooperation with the national program on grades five through eight economics instruction, Junior Achievement.

Dr. Durnin also works with Dr. Alain Phares of the Physics Department in offering a workshop for teachers on integrating mathematics and science in teaching.

Currently the Department of Education and Human Services and the Mathematics Department of Villanova University are participating in the NSF program Math Science Partnership of Greater Philadelphia (MSPGP) funded through LaSalle University. MSPGP is a consortium of colleges and universities that work with local school districts and diocesan and private schools to improve the instruction of mathematics and sciences. Part of Villanova's contribution to the Partnership is to prepare graduates with baccalaureates in the mathematics and sciences to teach through its Masters Plus Certification Program. The Department is collaborating with the mathematics and sciences departments by developing technology and methods courses specifically for prospective teachers of mathematics and science.

In January 2005, Diana Campbell, lead recruiter for MSPGP, met with our Field Placement Coordinator, Christine Maurer, to discuss how MSPGP and Villanova could best work together and with area school districts. Ms. Maurer gave her access to our school district data base and suggested how she might best work with school districts. In response, Ms. Campbell invited Villanova to meet with the Philadelphia School District administration which led to our joining the Consortium to Improve Philadelphia Schools.

In March 2005, DeAnna McAleer, a recruiter for the Math and Science Partnership of Greater Philadelphia (MSPGP) asked Villanova to send undergraduates to participate in a panel discussion at Plymouth Whitmarsh High School and members of the Student PSEA did so.

Also under the auspices of MSPGP, Villanova mathematics and science student teachers participate in panel discussions at area high schools. This is part of a recruiting effort to enlist graduates from local high schools to attend colleges and universities in the partnership for teacher certification.

Faculty in the Department, in cooperation with Dr. Mark Doorley of the Philosophy Department, along with faculty in mathematics and physics, have met with teachers from Philadelphia's J. Cooke Middle School to help improve the education of their students in mathematics and the sciences. Dr. Doorley teaches "Service-Learning in Ethics," a course in which his students participate in, or offer after-school programs, at the J. Cooke Middle School in Philadelphia. Dr. Titone will offer a section of EDU 4290 *Philosophy of Education* to sophomores in the Service Learning programs. Students will volunteer three hours per week at Cooke Middle School in Philadelphia, PA.

The Teacher Education Program Advisory Council (TEAC)

The Teacher Education Program Advisory Council (TEAC) was formed in 1984 and has met annually or semi-annually to improve the teacher preparation program and to collaborate on issues of mutual interest. TEAC is composed of educators at all levels, public and private schools, from the tri-state area. The Department has worked with the group to make a number of improvements to the program as a result of our collaboration. (*see Evidence Box #2-VII.A*).

The Annual Case Study Contest

A collaboration with TEAC members, area teachers and Villanova is an annual event that has become a model activity in other colleges. The Case Study Contest, initiated by Dr. Ray Heitzmann, pairs teams of undergraduate and graduate candidates in a contest to analyze and present solutions to realistic school problems. The case study problems may involve ethical decisions, classroom management or philosophical decisions.

TEAC members and area cooperating teachers and administrators are involved with creating the scenarios and serving as judges. Villanova alumni return to participate also. The contest, now in its 14th year, serves as a thought-provoking "reality show" for students and a unifying activity for participants. (*See Evidence Box #2-VII.C*).

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 its 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.

In Fall 2005, we introduced a workshop that brings cooperating teachers to campus for training in mentoring techniques and supervisory procedures (*see Evidence Box #2-VI.H*).

The Field Placement Coordinator has presented an hour-long informational session for area school districts on the student teaching collaboration between colleges and schools. Teachers who are asked to volunteer to mentor a student teacher are hesitant to do so without knowing what the process entails. This presentation explains the nature of the process and the mentoring relationship and answers specific questions of inexperienced cooperating teachers (*see Evidence Box #2-VII.C*).

Providing Support to Novice Teachers

Again, because Villanova offers a small, closely-knit community of Education majors, communication is maintained on an as needed basis with novice teachers. One such formal arrangement was initiated by Professor Ray Heitzmann in the Social Studies area. Created by Dr. Heitzmann as an inter-generational e-mail forum, current and past social studies candidates and teachers join the E-Mail Learning Community. Information of interest is relayed throughout the year regarding teaching ideas, forthcoming workshops and conferences, news of Villanova education events, helpful websites and research, and employment opportunities. In addition, each October during Homecoming, the E-Mail Learning Community reunite in person to address current topics. Past forums have included topics such as changing state standards, athletic coaching and co-curricular moderating, school administration, and graduate study (*see Evidence Box #2-VII.C*).

Other Professional Collaborations

The Student PSEA sponsors four or five programs a year which involve collaboration with area educators. One program, for example, brought School District Human Resource directors and school administrators to campus to talk about the hiring process and to give mock interviews. Another program brought Villanova alumni to campus to talk with candidates about their experiences in the classroom. Members attend the annual PSEA-NEA conference and disseminate information upon their return. (*see Evidence Box #2-VII.D*).

Liaison with Arts and Sciences

Liaison between the Education faculty and their Liberal Arts and Sciences counterparts is informally structured. Individual faculty provide liaison with their corresponding counterparts in the other Liberal Arts areas.

Program restructuring resulting from the liaison dialogue with Arts and Sciences departments have centered on either course changes or requirements. For example, the Education and Human Services Department Chair, Dr. Titone, met with the Chair of Classical and Modern Languages to review the material covered on the PRAXIS II and to study how Villanova's required courses in Spanish reflected PA Academic Standards and the PRAXIS II. During the subsequent two years, the Classical and Modern Languages Department took this information into consideration in revamping their courses and course requirements, which they did in 2004-2005.

Another area modified is in Mathematics. Villanova freshmen do not declare a major until sophomore year, which was a problem for Secondary Education majors in Mathematics who need to begin immediately with Calculus I in order to fulfill courses required of our majors planning to teach mathematics. The University, upon the recommendation of our two departments, now identifies incoming freshmen who want to become mathematics teachers, and advises them immediately into the Calculus I course.

Other areas of collaboration involve shared core humanities requirements, where certain Education courses, such as EDU 4290 *Philosophy of Education* and EDU 3263 *Diversity and Inclusion* became accepted as meeting core requirements for Education majors.

Technology Training and Use

Villanova was listed in 2003, 2004 and again, in 2005, by *U.S. News and World Report* in the top ten best-wired universities in the nation. Our Center for Instructional Technologies (CIT), technology instruction and enhancement, works closely with faculty to develop distance learning, Web CT courses, electronic portfolios, conferencing, and other current uses of technology to enhance learning.

One of our Department faculty members, Dr. Deborah Schussler, taught a workshop co-sponsored by VITAL and CIT in May 2005, entitled, "Using a Standards-Based Portfolio as a Formative and Summative Assessment Tool." The Education and Human Services Department was one of the first to require the electronic portfolio in 2003, and assisted the Center for Instructional Technologies in testing two software packages for this purpose. Villanova purchased licenses for this software so that the Education majors could participate fully in this endeavor.

UNIT, Villanova's computer overseer, offers monthly training workshops in skills ranging from Excel spreadsheets to producing brochures using FrontPage. In the area of computers and changing technology, the Department record is only as good as the willingness of individuals to access the excellent support and training offered by the

University's Center for Instructional Technology. While not all the faculty personally use the available technology beyond e-mail communication, they recognize the importance of technology to the modern classroom and require their students to use the Web to conduct research and incorporate technology into their classrooms. The faculty also have wholeheartedly embraced the electronic portfolio requirement for candidates. They all recognize and support the use of technology in the modern classroom.

**Attachments for
X. Faculty**
(will be available in the evidence room)

Attachment	Title
A.	CATS memo